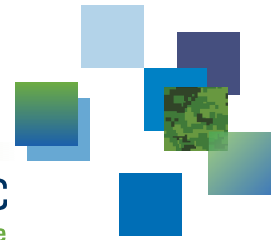




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# Improving demographic representation at Defence Research and Development Canada

*Report and findings of the ADM(S&T) working group on employee diversity*

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## **Abstract**

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The ADM(S&T) workforce is currently underrepresented in the employment equity groups, such as women and visible minorities. This report summarizes the findings of an agency working group convened by ADM(S&T) prior to the 2017 managers' workshop, with the mandate of developing specific recommendations to redress this underrepresentation.

The working group identified five key themes in its mandate: measuring and communicating progress, recruitment, the hiring process, advancement, and engagement. For each of these themes, this report describes key questions to be examined, the current state of affairs in the agency, goals and targets that the agency may set, best practices based on literature, challenges that the agency may face in attempting to make improvements, and finally actionable recommendations made by the working group.

## **Significance for defence and security**

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This report identifies a number of actionable recommendations that ADM(S&T) may implement to improve the representation of women, visible minorities, and other employment equity groups within the agency. These recommendations may help ensure that the potential gains from having a diverse workforce are maximized, and that the composition of the agency reflects the diversity of the Canadian population.

## Résumé

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Certains groupes d'équité en matière d'emploi, tels les femmes et les minorités visibles, sont présentement sous-représentés dans la main d'oeuvre de l'agence SMA(S&T). Ce rapport résume les résultats d'un groupe de travail créé par le SMA(S&T) en avance de la réunion des gestionnaires en 2017, avec le mandat de développer des recommandations spécifiques pour redresser cette sous-représentation.

Le groupe de travail a identifié cinq thèmes clés dans son mandat: la façon que le progrès est mesuré et communiqué, le recrutement, le processus d'embauche, l'avancement, ainsi que l'engagement. Pour chacun de ces thèmes, ce rapport décrit les questions clés à examiner, l'état actuel dans l'agence, les objectifs et les cibles que l'agence peut viser d'atteindre, les meilleurs pratiques d'après la littérature, les obstacles que l'agence pourrait rencontrer en essayant d'implémenter des améliorations, ainsi que des recommandations actionnables proposées par le groupe de travail.

## Importance pour la défense et la sécurité

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Ce rapport identifie des recommandations actionnables que le SMA(S&T) peut mettre en oeuvre afin d'améliorer la représentation des femmes, des minorités visibles, et d'autres groupes d'équité en matière d'emploi au sein de l'agence. Ces recommandations peuvent contribuer à maximiser les avantages potentiels d'une main d'oeuvre diversifiée et à faire en sorte que la composition de l'organisme reflète la diversité de la population canadienne.

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## List of acronyms

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ADM(PA)	Assistant Deputy Minister (Public Affairs)
ADM(S&T)	Assistant Deputy Minister (Science & Technology)
CAF	Canadian Armed Forces
CSPS	Canada School of Public Service
DGMPRA	Director General Military Personnel Research and Analysis
DLN	Defence Learning Network
DND	Department of National Defence
DRDC	Defence Research and Development Canada
DS	Defence Science
DSTER	Director, Science and Technology, External Relations
EE	Employment Equity
EG	Engineering and Scientific Support Group
HRMC	Human Resources Management Committee
HR	Human Resources
PMA	Performance Management Assessment
S&T	Science & Technology
STEM	Science, Technology, Engineering, and Mathematics
TM	Talent Management
VTC	Video Conferencing



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# 1 Introduction

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Several Employment Equity (EE) groups are currently underrepresented in the ADM (S&T) workforce [1, 2], including women in technical staff and in management, visible minorities in all categories (including scientific and professional roles), and persons with disabilities in technical staff. This report describes the findings of an agency working group convened by ADM(S&T) prior to the 2017 managers' workshop per the terms of reference in Annex A. This group was given the mandate of evaluating the current demographic representation of EE groups within the agency, making recommendations for accelerating the pace of change towards a balanced representation of these groups in agency S&T roles, and presenting these findings at the 2017 ADM(S&T) managers' workshop.

Some of the questions examined by the working group and addressed in this report include:

- How can the agency increase diversity in its selection boards?
- How can DRDC better target universities and use student employment to attract members of Employment Equity (EE) groups?
- How can the agency reduce bias in assignment selections (e.g., for group and team leaders, working groups, and special assignments), and thus improve representation of members of EE groups?
- How should the agency address employee concerns and potential backlash related to EE initiatives (such as targeted hiring and quotas)?

The working group analyzed and developed recommendations for five key themes: measuring and communicating progress, recruitment, the hiring process, advancement, and engagement. For each of these themes, this report describes:

- The issue;
- Questions to be examined with respect to the identified issue;
- The current state of affairs in the agency;
- Goals and targets that the agency may set;
- Best practices based on literature;
- Challenges that the agency may face in attempting to make improvements; and
- Actionable recommendations made by the working group.

The material and recommendations in this document were provided as advanced reading for the 2017 managers' workshop.

## **2 Measuring and communicating progress**

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### **2.1 Issue**

Achieving a balanced representation of women and other Employment Equity (EE) groups in S&T roles within DRDC will require an agency-wide, multi-year effort. During this time, measuring and communicating progress towards EE objectives is critical to success.

### **2.2 Questions to be examined**

- What is the current demographic representation within the agency?
- What areas should the agency be targeting? (Particular EE groups, classifications, centres, etc.)
- What data does the agency have available? What data does it need, and how frequently do these data need to be updated?
- How can the agency measure and communicate progress both in the short term and the long term?
- Are statistics available on who applies versus who gets hired?

### **2.3 Current state of affairs**

Underrepresented groups within ADM(S&T) include:

- Women in technical staff (22.8% out of 34.1% available in the Canadian population) and in management;
- Visible minorities in all categories, including scientific and professional roles (14.8% out of 23.7% available) as well as technical staff (2.5% out of 10.1% available); and
- Persons with disabilities in technical staff (2.6% out of 4.7% available).

It should also be noted that the sample size for aboriginal representation within the scientific and professional category is currently too small to make a meaningful assessment (0.1% representation against 0.3% availability).

## 2.4 Goals

- Representation in underrepresented EE categories at least equal to availability, as defined by Human Resources (HR).
- Obtain precise situational awareness of EE group representation in the agency.

## 2.5 Best practices

- DRDC receives a report on EE group representation within the organization every year. This is good starting material for analysis.
- Statistics Canada publishes good numbers every five years on EE groups in university S&T departments, and visible minorities within Canada. Hiring managers should be aware of those numbers while hiring.
- Good organizations understand the importance and richness of a balanced representation in employees. They work on hiring, retention, promotion, and communication [3, 4].

## 2.6 Challenges

- EE statistics are difficult to collect, especially if people do not self-identify in these groups.
- The percentage of people considered as visible minorities in Canada is growing quickly. It is a challenge for representation within DRDC to catch up and keep pace with this growth.
- The percentage of people considered as visible minorities varies significantly between cities that are hosts to DRDC establishments. This has an effect on local availability of visible minority candidates.
- Some employees may become disabled after they are hired. Hence, over time, the percentage of employees in this group may change without any specific actions.
- The number of aboriginals working in DRDC is too small to be statistically significant.
- Canadian citizens have priority for hiring and DRDC jobs often have a higher security requirement. Hence, if the proportion of visible minorities increases due to recent immigration, EE representation at DRDC may be lowered in comparison to the general population.
- There is a perception that scientific and technical jobs cannot accommodate persons with disabilities.

## 2.7 Recommendations

- Undertake a specific effort for DRDC employees to self-identify. This is easily done by employees in Peoplesoft. This will ensure that the numbers in the annual report are as accurate as possible. Ensure employees know that self-identification is confidential and that it will not impede their career progression.
- Circulate the annual DRDC Employment Equity report to management and discuss the results.
- Target group and team leaders for training sessions on gender bias, the status of EE in DRDC, and obligations to accommodate employees with disabilities. Group and team leaders are the level most involved in hiring technical staff.
- Systematically collect the data from competitions on who applies (from EE groups), and which candidates get the jobs. This is useful for analysis to understand how successful current processes are in increasing diversity in DRDC.

## **3 Recruitment**

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### **3.1 Issue**

Current ADM(S&T) recruitment efforts are ad hoc and not designed to specifically address the underrepresentation of EE groups in the agency. As a result, the pool to draw from for new hires is insufficient to meet current and future agency needs.

### **3.2 Questions to be examined**

- For new recruits, what targets are realistic given population demographics (e.g. geography and university graduation rates)?
- How does ADM(S&T) currently do recruitment as an organization?
- Given that there is a need new strategies and a fresh approach for reaching out to certain groups—and ultimately recruiting more of them—how should the agency approach recruitment as an organization?
- What makes DRDC an employer of choice (or not)?
- How can the agency workplace be promoted as an equal opportunity employer free from bias and harassment? Would including EE groups in the recruiting processes help in this regard?

### **3.3 Current state of affairs**

- Recruitment in ADM(S&T) is managed on an ad hoc basis. No official recruitment program or strategy exists, much less one specifically designed to attract EE groups.
- Universities continue to be a key source of new hires for ADM(S&T). However, the diversity seen in Canadian universities is not reflected in the applicant pool for ADM(S&T) positions. ADM(S&T) also does not have a university outreach and recruitment strategy for participating in recruitment opportunities such as university career fairs.
- ADM(S&T) does not have standardized communications materials that can be used for recruitment efforts and that are designed with diversity as a key principle.
- The recent effort to hire students within EE groups has been successful, but it is unclear how many of these students will be bridged into indeterminate positions.

- All ADM(S&T) positions are advertised online at *jobs.gc.ca*. However, other recruitment venues that may be more successful in reaching EE groups are not being explored.

### 3.4 Goals

Implement a formal recruitment process and strategy that will enable ADM(S&T) to attract more diverse applicants and meet its EE objectives.

### 3.5 Best practices

- Recruiting teams should reflect the diversity an organization is trying to attract. Members of EE groups need to see the right role models; they will not see a workplace as being inclusive of minorities if they do not see diversity in its employees [5].
- Recruiters need to go where minority students network and seek jobs, rather than expecting these students to approach them first.
- Job postings need to be free of gendered language to avoid discouraging women from applying.
- Recruitment campaigns need to understand and appeal to the interests of EE groups [6].
- Videos depicting female role models have been effective in attracting women [7].

### 3.6 Challenges

- ADM(PA) resources have been stretched thin and there has been a great deal of turnover. It is unclear what role these few resources would play in a large recruitment effort.
- DSTER priorities are more focused on the innovation agenda including creating the necessary external linkages. They do not have sufficient numbers to put towards a specific outreach targeting EE groups including redesigning EE marketing materials.
- ADM(S&T) has national reach. This means that the number of universities to be approached is large.

### 3.7 Recommendations

- Understand the characteristics of the target EE groups. Review the literature on EE groups to better understand their perspectives of employment in the defence and security sector. Recent work by the CAF in this area may be able to help inform ADM(S&T).
- Review the statement of merit criteria with a diversity lens and ensure that barriers are not introduced that would exclude members of EE groups.
- Promote defence and security as viable career options for EE groups. Customize the message for different EE groups by promoting specific advantages of working in the public service (e.g., job security, opportunities for training, the ability to serve one's country) and by addressing potential misconceptions that could discourage EE groups from applying (e.g., that being bilingual is necessary for all posts).
- Review promotional materials to ensure the message that ADM(S&T) welcomes diversity is front and centre, and that these materials showcase EE role models.
- Develop an outreach kit for common recruitment and marketing scenarios (e.g., career fairs, community outreach events). Ensure that all materials in the kit (flyers, banners, slides, videos, instructions to facilitators, etc.) follow best EE practices.
- Target outreach activities to EE groups, and in particular universities with higher visible minority populations. Outreach activities should engage more than just the educators and the administrators in the universities (e.g., counsellors).
- Continue the successful ADM(S&T) student EE program and focus on bridging high-performing students into indeterminate positions.
- Encourage and enable university collaboration by ADM(S&T) EE employees, including applying for adjunct faculty roles if this benefits the collaboration. The more that ADM(S&T) employees are visible within the university environment, the more students will see ADM(S&T) as a diverse employer. Consider diversity in selecting employees for these collaboration opportunities, and reward these employees with recognition on their Performance Management Assessment (PMA).
- Conduct EE-targeted staffing processes. The current practice of including text that EE groups are encouraged to apply may be insufficient for some groups. Consider staffing processes open to EE groups only, or having hiring managers make personal contact with known members of EE groups to encourage them personally to apply to open positions.



- Identify and explore alternative recruitment venues such as Science, Technology, Engineering, and Mathematics (STEM) career fairs, university job boards and guidance counselors, online STEM job boards (other than *jobs.gc.ca*), and social media platforms.

## **4 The hiring process**

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### **4.1 Issue**

Studies have shown that the hiring of candidates in EE groups is significantly impacted by implicit biases [8, 9]. If not properly addressed, this issue could prevent the agency from hiring the personnel needed to achieve a balanced representation of EE groups.

### **4.2 Questions to be examined**

- What are our organizational goals for balanced representation for various S&T roles?
- Given areas and levels within the agency where diversity is skewed in favor of a specific group, it is important to review the evaluation process and appointments at that level. How can the agency ensure fairness and transparency of hiring processes (e.g., selection boards)?
- What are best practices for hiring and how can the agency implement them?

### **4.3 Current state of affairs**

- EE applicants to ADM(S&T) staffing processes are not successful in sufficient numbers to help address the current shortfall.
- Diversity of selection boards is not ensured consistently at this time.
- Statements of merit criteria, work descriptions, and evaluation instruments are not specifically reviewed for biases that could disadvantage EE applicants.
- DND is currently trialing blind evaluations of job applicants.

### **4.4 Goals**

The goal under this theme is to examine processes and practices that can help reduce implicit bias during the hiring process. For presentation purposes, the scope of the hiring process is taken to span candidate screening to assessment of candidate results.

### **4.5 Best practices**

- Evaluation criteria should be as objective as possible (i.e., relevant to the position, unambiguous, concrete, specific, explicit and structured) and established prior to the selection process so the criteria do not shift to fit a preferred applicant.

- Removing names from applications minimizes explicit and implicit prejudiced attitudes.
- Selection board members should be representative of EE groups and should be educated on the impact of implicit bias.

## 4.6 Challenges

- All applications are received through the *jobs.gc.ca* site with little flexibility as to how they are presented.
- Staffing is a complex process that is also time consuming. Any activity perceived to create additional work will face resistance.
- There is the false impression that targeted EE hiring means hiring unqualified people.
- Because ADM(S&T) is underrepresented in several groups, it may be difficult to find people to comprise a fully diverse selection board.

## 4.7 Recommendations

- Ensure all managers complete the Canada School of Public Service course “Find the Right Fit A using an Objective Eye (C139)” as well as the Status of Women Canada course on Gender Based Analysis [10].
- HR staffing officers should ensure selection boards have sufficient diverse representation. In situations where this may be a challenge for DRDC, seek selection board members from external organizations.
- All job postings, work descriptions and evaluation instruments should be reviewed to ensure they are free of bias.
- Resumes and written evaluations should have all identifying information removed to enable a “blind” assessment of candidates and resources should be provided to do this.
- Evaluation mechanisms should be carefully reviewed to ensure no EE group is disadvantaged. For example, the use of Video Conferencing (VTC) can disadvantage candidates who have English or French as their second languages. Board members should also be sensitive to any cultural differences in social interactions during interviews.
- Board members need to check assumptions around body language and other non-verbal communication for cultural differences.

- Statistics should be kept of the percentages of EE members that make it through each stage of the selection process to identify the point where applicants are dropped.
- With the above measures implemented, conduct post-mortem reviews of hiring competitions to determine what works or not in enabling diversity goals to be achieved.

## 5 Advancement

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### 5.1 Issue

The underrepresentation of EE groups such as women and visible minorities is present at all levels of the agency, including senior management roles. Achieving a balanced representation of EE groups throughout ADM(S&T) will therefore require examining the career advancement process within the agency and ensuring that this process provides the same opportunities to all applicants.

### 5.2 Questions to be examined

- How can the agency ensure fairness and transparency with respect to opportunities that support career progression? (For example, how individuals are selected for involvement in international activities, team leader, committees, etc.).
- How can the agency promote the importance of coaching and mentorship, as well as equip managers with the means to provide additional coaching and mentorship to EE members already within the workforce? (That is, focusing on the advancement to upper ranks, and not just intake to the workforce.)

### 5.3 Current state of affairs

- Visible minorities are significantly underrepresented within the Defence Science (DS) occupational group, in particular within DS levels 4 through 6. This underrepresentation of visible minorities within the DS ranks undoubtedly contributes to their under representation within DRDC management [1].
- There is an underrepresentation of women in the Engineering and Scientific Support Group (EG), i.e. technical staff [1].
- Limited statistics available regarding specific subgroups within the visible minority category with respect to advancement within various occupations, including DS and EG.
- There is a slight underrepresentation of women within the DS occupational group, in particular, within DS levels 5 through 7 (senior levels) and also within DRDC management (excluding DGMPRA) [1].
- Limited statistics available on the intersection of gender and visible minority status with respect to advancement.

## 5.4 Goals

- Increase the representation of visible minorities at all levels of the agency and in senior management roles.
- Increase the representation of women in senior management roles, as well as in the technical services group (EG).

## 5.5 Best practices

- Creation of a diversity employee development program for high potential diversity group employees, such as the one implemented by the government of Winnipeg, Manitoba [11].
- Establishment of an executive diversity committee to develop, implement, and monitor an organization's overall progress towards its diversity and inclusion objectives (implemented by various organizations) [12].

## 5.6 Challenges

- Defence scientists are career-managed under a person-oriented system.
- Including all visible minority subgroups into a 'visible minority' category limits ability to understand challenges that all subgroups may experience, as well as, challenges that may be particular to a specific visible minority subgroup [13]. This limits targeted approaches to assist specific subgroups with particular challenges they may encounter as they progress throughout their career.
- Lack of mentors at senior levels, especially in the case of visible minorities, to provide guidance (e.g., how to handle challenging situations that might be relevant to a particular group), feedback, and support to more junior employees at various stages of their career development. This type of mentor/mentee matching may be something that specific individuals may desire.

## 5.7 Recommendations

- One way to facilitate this process is to ensure fairness and transparency with respect to opportunities that support career progression. A part of this effort is to equip managers with the means to provide additional coaching and mentorship to EE members who are already working at DRDC.
- Incorporate EE best practices into the agency's Talent Management (TM) strategy.

- At the centre level, CDs could review their centre’s TM plans with respect to diversity.
  - At an organizational level, institute a process for TM and validate this process to ensure transparency and fairness.
  - Information gathered at the centre level could be used to develop a master list (across centres) of individuals with TM plans, and this information may be broken down by EE group.
  - From a longer term perspective, the Human Resources Management Committee (HRMC) could take diversity into account when succession planning.
- Create functional communities to match available developmental opportunities in the DS and EG groups with developmental requirements at different levels of career progression. For example, when an international collaborative opportunity becomes available this information would be sent to a relevant functional community. The functional community would then send a call out across the Agency soliciting interest in the opportunity. The functional community would review the responses and select the top three candidates who would be a good fit for the opportunity based on interest, expertise and developmental level.
  - Ensure (and not simply encourage) diversity in selection boards, organizational committees, and promotion boards [14, 15]. Moreover, ensure that the individuals on these boards/committees receive diversity-related training on topics such as on unconscious bias [16, 17]. Additionally, establish objective assessment criteria at the start of the process, and apply these criteria consistently throughout [18].
  - Have management encourage members of EE groups to apply for career development opportunities, such as acting positions and committee assignments.
  - Expand the existing DRDC mentoring program.
    - Include reverse mentoring, where an individual in a senior management role is matched with a junior employee from a diversity group, such as women and visible minorities [19]. This provides senior management with an opportunity to better understand the experiences of diversity group members.
    - If requested, match a mentee from a diversity group with a mentor from a similar diversity group. This enables the mentor to address specific diversity-related issues the mentee may experience or is concerned about.
    - Ensure that the DRDC mentoring program requests and tracks diversity information related to mentors, mentees, and matching based on diversity. Currently, female mentees are asked if they would like to be matched

with a female mentor. This matching could be expanded to visible minority mentor-mentee matching. Short-term and long-term benefits of this matching could be assessed for mentees, and perhaps even mentors.



## **6 Engagement**

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### **6.1 Issue**

The changes described herein with respect to achieving a balanced representation of EE groups in ADM(S&T) will require awareness and engagement on improving diversity for both managers and employees in the agency.

### **6.2 Questions to be examined**

- How does diversity benefit organizations in general, and DRDC more specifically?
- How can the agency educate its managers on the importance of diversity?
- What are effective ways address employee concerns and potential backlash related to EE initiatives (such as targeted hiring)?

### **6.3 Current state of affairs**

- There is only a limited awareness of level of diversity within the centres and the agency, how this diversity compares to external environment, and where the greatest potential for improvement lies.
- There is also a limited awareness of best practices for improving diversity.

### **6.4 Goals**

- Raise awareness on the benefits of diversity as well as tested means for improving diversity.
- Foster staff engagement by promoting “diversity champions.”
- Empower and support staff to propose and implement diversity initiatives or programs.
- Use a positive approach (voluntary, inclusive, supportive) rather than a negative one (mandatory, quota-based, punitive) as much as possible.

### **6.5 Best practices**

The following best practices were drawn from Dobbin and Kalev [20]:

- Offer training that is voluntary rather than mandatory;

- Create diversity task forces; and
- Foster cultural change by offering more ongoing opportunities to work with diverse teams or in diverse environments.

## 6.6 Challenges

There may be a backlash to certain EE initiatives stemming from lack of awareness, particularly if such initiatives increase workload, overburden existing resources, or are perceived to be unfair.

## 6.7 Recommendations

- Raise awareness through interactive sessions at each centre.
  - Show the diversity presentation from managers' workshop locally or via webcast.
  - Invite a few guests from inside or outside DND to share success stories from diversity initiatives and programs, locally or via VTC.
  - Have diversity working group members or local management facilitate a panel discussion or a question and answer session.
- Provide voluntary training to grow diversity champions at all levels.
  - Each month, promote one free online training course from the DLN (Defence Learning Network) or CSPA (Canada School of Public Service).
  - Each month, schedule centre-wide or agency-wide VTC for post-training discussion.
  - Ensure manager participation in each VTC to consider employees' concerns and proposals.
- Create diversity task forces staffed by volunteers to make specific changes.
  - Each task force can focus on single problem with a proposed solution.
  - The task forces may be kept short-term (6 months or less) to maintain momentum, keep time and effort reasonable, and ensure proper closure.
  - Multiple task forces may work in parallel with different start and end dates to maximize the number of solutions being implemented, as well as allow the flexibility to include different members in the groups.
- Create diverse teams at all levels and in all functions through Sharepoint.
  - Post an agency-wide list of current or planned working groups and committees with points of contact, to raise awareness of opportunities to work in diverse environments.

- Provide a mechanism for employees to express interest in committees, where employees can self-identify in EE groups or other categories (e.g., language, region, classification).
- Encourage and enable the leads of each committee to consider diverse members when discussing current and future opportunities.

## 7 Conclusion

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This report identifies a number of actionable recommendations that ADM(S&T) may implement to improve the representation of women, visible minorities, and other employment equity groups within the agency. The material and recommendations in Sections 2–6 was provided as advanced reading for the managers’ workshop. The material was also briefly introduced at the managers’ workshop, where small group discussions were facilitated covering the five themes (measuring and communicating progress, recruitment, the hiring process, advancement, and engagement). The working group is currently analysing results of the workshop discussions to provide final recommendations to ADM(S&T).

## References

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## **Annex A Terms of reference for the working group**

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### **A.1 Background**

Prior to the 2017 Managers' Workshop (MW), different working groups will be tasked to work on a specific topic, present their findings at the MW, including recommendations and topics for discussions at the MW.

### **A.2 Objective**

The objective of the Demographic Representation Working Group (WG) is to collaborate in advance of the ADM(S&T) MW to take stock of the current demographic representation at ADM S&T (women and visible minorities) and make recommendations to accelerate the pace of change towards achieving a balanced representation of women and other Employment Equity groups in S&T roles within DRDC.

The WG will be convened in January via an initial videoconference and will be asked to deliver their recommendations at the MW.

### **A.3 Possible focus areas**

#### **Recruitment and retention**

Possible areas of interest:

- Selection boards
- New employee recruitment
- Group/team leader selection
- Special assignments or appointments for professional development

Possible questions:

- How can we increase diversity in all selection boards?
- How can we better target universities and use student employment to attract members of Employment Equity (EE) groups?
- How can we reduce bias in selections (e.g. for group/team leader roles, working groups, special assignments) and improve representation of members of EE groups?
- How should we address employee concerns/backlash related to EE initiatives (targeted hiring, quotas, etc.)?

Background material:

- Formal EE reports
- Informal DRDC gender data (collected 2013 and 2016)
- DRDC demographics data from Johanne Charest
- The Febbraro/Pickering report: Women in Science, Technology, Engineering, Mathematics, and Management Implicit Bias Challenges and Interventions
- CORA DS competition application data (current and 2015)
- DRDC Women in STEMM WG action plans
- Brad Wallace's Weekly Women in STEMM article digest

### **Gender-Based Analysis Plus (GBA+)**

Possible questions:

- How does GBA+ apply in an S&T organization?
- What role should GBA+ play in:
  - Strategic planning?
  - Program formulation?
  - Program execution?

Background material:

- Status of Women Canada online Introduction to GBA+ course
- DRDC GBA+ pilots:
  - Centre for Security Science (CSS) projects (biometrics and volunteers in EM)
  - Director General S&T Strategic Decision Support (DGSTSDS) program formulation
- Innovation memorandum to Cabinet?
- Women in peace and security (Chief of Defence Staff priority)



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The ADM(S&T) workforce is currently underrepresented in the employment equity groups, such as women and visible minorities. This report summarizes the findings of an agency working group convened by ADM(S&T) prior to the 2017 managers' workshop, with the mandate of developing specific recommendations to redress this underrepresentation.

The working group identified five key themes in its mandate: measuring and communicating progress, recruitment, the hiring process, advancement, and engagement. For each of these themes, this report describes key questions to be examined, the current state of affairs in the agency, goals and targets that the agency may set, best practices based on literature, challenges that the agency may face in attempting to make improvements, and finally actionable recommendations made by the working group.

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