



WORKPLACE ASSESSMENT

FORMS

DEVELOPING, IMPLEMENTING & MANAGING AN EMPLOYMENT EQUITY PROGRAM

**The following steps are required when implementing
an effective employment equity program.**

1. Develop the organizational commitment and structure for an employment equity program. This includes obtaining the commitment of the chief executive officer, assigning responsibility for the program to a senior executive, making an announcement to all staff about the program, and appointing staff to undertake the administrative functions of the program.
2. Develop a mechanism to consult and collaborate with employee representatives. This can be done through the establishment of an employment equity committee or by another means appropriate to the organization. Consultation and collaboration is an ongoing process, and is essential for an effective employment equity program.
3. Conduct a workforce survey, i.e. ask employees whether or not they are members of the designated groups.
4. Undertake a workforce analysis; i.e., analyze the representation of designated group members in your workforce and compare it to the representation in the appropriate segments or the whole Canadian workforce. This is done to determine if equitable representation exists within your organization's workforce.
5. Undertake an employment systems review, i.e. examine all Human Resource policies and practices to determine if any barriers exist that prohibit the full participation of designated group members within your workforce. This review includes examining policies and practices as they relate to the special needs of members of designated groups.
6. Develop and implement an employment equity plan to address any inequities discovered through the workforce analysis and employment systems review. The plan must include the following:
 - Positive policies and practices to accelerate the integration of designated group members in the organization's workforce;
 - Elimination of employment barriers pinpointed during the employment systems review;
 - A timetable for implementation;
 - Short-term numerical goals; and
 - Longer term goals.

Monitoring the implementation of the plan and reviewing and revising it as necessary must take place in order for the initiative to be a success:

- Establish an Equity management team
- Ensure that the team meets monthly
- Ensure the team reports to management

Developing an Employment Equity Policy & Procedure

Once the administrative structure has been determined and the employment equity co-coordinator appointed, an employment equity policy must be developed and communicated to employees.

The policy statement should serve two purposes. It should be used to inform employees and the public of the commitment of the organization and the union to employment equity. It should also provide a framework for subsequent actions.

The policy statement should:

- state the organization's commitment to implementing employment equity;
- concisely define employment equity, specifying that it is a human resource planning tool designed to eliminate barriers in the workplace that may prevent the full participation of all employees and potential employees, including designated group members. It should also state that it contributes to the overall effectiveness of the organization;
- outline how the organization intends to monitor the implementation of the *Act*;
- include a statement that the principles of employment equity -- fairness and an avoidance of bias -- are not new to the organization. As well, the statement can be used to dispel some myths that exist about employment equity. For instance, it can say that employment equity does **not** mean reverse discrimination and that quotas are **not** part of the program; and
- outline the administrative structure of the program, including the reporting relationships of the staff managing the program, and the roles and responsibilities of any committees that may exist and how they fit into the overall structure of the program.

Sample Policy Statement:

“It is the policy of this organization to strive to reach equality in the workplace. To achieve this goal, the company will implement and maintain an Employment Equity Program to correct the conditions of disadvantage in employment experienced by women, aboriginal peoples, persons with disabilities and members of visible minorities by giving effect to the principle that employment equity means more than treating persons in the same way, but also requires special measures and the accommodation of differences.”

The procedure should cover:

- ***The policy objectives: This section should cover the value and principles of the organization, equitable treatment of employees and candidates, equitable representation, barriers and achievement of business goals.***
- ***The Policy application: Who is covered by this policy?***
- ***The Policy Requirements: This section should define who has the ultimate responsibility for Employment Equity in the Company. The responsibilities should be spelled out in detail.***
- ***The policy commitments: The required commitment at all level of the organization should be outlined in this section.***
- ***The definition of any term used in the policy that may be ambiguous; for example, designated groups, self-identification, special measures, etc.***
- ***Monitoring: The process used to monitor the progress of the program should cover who reports what and the frequency of the reporting.***
- ***All procedures should have provisions for a periodical review of the policy and procedure, for any enquiries, and for availability of the text to employees.***

Employment Equity Benchmark Tool

A measuring tool to help you determine how your organization rates against best practices in implementing an Employment Equity Plan and hiring designated groups.

Please rate your establishment against the following best practices:

1. Organizational commitment:

- Commitment of the chief executive officer, owner, manager (5 points)
- Assigning responsibility for the program (3 points)
- Making an announcement to all staff about the program (2 points)
- Appointing staff to undertake the administrative functions (2 points)

Total: _____

2. Developing a mechanism to consult and collaborate with employee representatives:

- Establishment of a workplace Employment Equity Committee (5 points)

Total: _____

3. Conducting a workforce survey:

- Knowing who belongs to a designated group in your workforce (5 points)

Total: _____

4. Undertaking a workforce analysis:

- Conducted an analysis of the representation of designated group members in your workforce and compared it to the representation in the appropriate segments or total Canadian workforce (5 points)

Total: _____

5. Undertaking an employment systems review:

- Examined all human resource policies (5 points)
- Examined all human resource practices (5 points)
- Identified barriers to designated employees (5 points)

Total: _____

6. Developing and implementing an employment equity plan:

- Created and implemented positive policies and practices to accelerate the integration of designated group members in your workforce (5 points)
- Eliminated employment barriers pinpointed during the employment systems review (5 points)
- Established a timetable for implementation (3 points)
- Established term numerical goals (2 points)
- Established longer term goals (2 points)

Total: _____

7. Monitoring the implementation of the plan and reviewing and revising it as necessary:

- Established a monitoring plan? (5 points)

Total: _____

Are you ready for recruitment?

8. Recruitment . . .

•Advertising

Have you reviewed your advertising practices? (2 points)

•Outreach

Have you identified how to reach candidates? (2 points)

•Incentives

Have you talked to your local partnership group? (2 points)

•Preparation for the Interview

Have you identified special requirements? (2 points)

•Post Interview

Have you eliminated discriminatory practices from reference checking and post-interview screening? (2 points)

•Job Offer

Does the offer provide for continued accommodation throughout the employment relationship? (2 points)

•Workplace Preparation

Have you briefed your other staff? (2 points)

Have you examined the workplace for accessibility? (2 points)

Have you considered re-assignment of duties? (2 points)

Total: _____

Are you ready to hire?

9. Employment Lifecycle . . .

- First day on the Job**

Have you set the stage for introduction to the work area? (2 points)

- Benefits**

Have you ensured that your benefit programs do not discriminate?
(1 point)

- Supervising and Managing**

Have you ensured confidentiality? (2 points)

Do you have an orientation program? (2 points)

Have you reviewed your performance management program? (1 point)

Have you reviewed your discipline policy? (1 point)

- Training and Promotion**

Do you provide equal access to training? (2 points)

Do you provide equal access to promotions? (2 points)

Total: _____

Are you ready to accommodate?

10. Accommodations:

- Duty to Accommodate**

Have you defined undue hardship for your establishment? (2 Points)

- Determination of the required Accommodations**

Have you asked what is required? (2 points)

- Programs to support Accommodation**

Have you asked your local partnership? (2 points)

Total: _____

Grand Total: _____%

The above score represents your organization's score as compared to best practices.

Insert Company Name and/or Logo

Diversity and Equity Issues are Factors in our Selection Process

Dear Applicant,

Insert Company Name _____ is committed to diversity and equity in employment. It welcomes applications from Canadian indigenous peoples, visible minorities, ethnic minorities, persons with disabilities, women, persons of minority sexual orientations and gender identities, and others who may contribute to further diversification.

To give effect to our commitment more fully it is necessary for us to be aware of applicants who identify themselves with one or more of the identified groups. Legal constraints, however, let us offer a “self-identification” option only to those applicants who belong to one or more of the designated groups listed below. *If you are a member of such a group and you **wish** to identify yourself to us, please complete and return this form.*

Your response will be treated in the strictest confidence.

To be completed by Applicant:

I am applying for the position of _____

Department of _____

- | | |
|--|-------------------------------------|
| 1. I am a Canadian indigenous person | <input checked="" type="checkbox"/> |
| 2. I am a person with a disability | <input type="checkbox"/> |
| 3. I am a member of a visible minority | <input type="checkbox"/> |
| 4. I am a member of an ethnic minority whose mother tongue is neither English nor French | <input type="checkbox"/> |
| 5. I am a woman | <input type="checkbox"/> |

Signature: _____
(Applicant)

Date: _____

Print name: _____

I choose not to provide this information

RETURN TO (how, to whom): person, company at address or internet email or both

Employment Equity Questionnaire Questionnaire d'équité d'emploi pour employés

Name: _____ PIN: _____
Nom: _____

EMPLOYMENT EQUITY PROGRAM	PROGRAMME D'ÉQUITÉ EN MATIÈRE D'EMPLOI																				
<p>The Company is committed to Employment Equity. Completion of the following information is voluntary. The company is legally authorized to collect the data to plan and support the special programs for the designated groups listed below. Please answer the following questions. You may be part of more than one group and identify yourself accordingly.</p> <p>1. SEX: Male Female</p> <p>2. PERSONS WITH DISABILITIES: For the purpose of employment, do you consider yourself, or do you believe that a potential employer would likely consider you disadvantaged by reason of a persistent disability and includes persons whose functional limitations owing to their impairment have been accommodated in their current job or workplace?</p> <p style="padding-left: 40px;">Yes No</p> <p>If YES, please specify. (circle more than one if applicable)</p> <p style="padding-left: 40px;">Mobility Impairment Blindness/Visibility Impairment Deafness/hearing Impairment Coordination/Dexterity Impairment Muteness/Speech Impairment Non-visible physical Impairment (Ex.: epilepsy, etc...) Learning disability Psychiatric disability Mental disability</p> <p>Other (please specify) _____</p> <p>3. ABORIGINAL PEOPLES (NATIVES): Do you identify yourself as an aboriginal person? Yes No</p> <p>4. VISIBLE MINORITIES: Are you, because of your race or colour, a member of a visible minority group in Canada? Yes No</p> <p>Visible minorities in Canada (other than Aboriginal) include the following</p> <table style="width: 100%; border: none;"> <tr> <td style="padding: 2px;">Black</td> <td style="padding: 2px;">Indio-Pakistani</td> </tr> <tr> <td style="padding: 2px;">Filipino</td> <td style="padding: 2px;">West Asian or Arab</td> </tr> <tr> <td style="padding: 2px;">Korean</td> <td style="padding: 2px;">South East Asian</td> </tr> <tr> <td style="padding: 2px;">Chinese</td> <td style="padding: 2px;">Oceanic</td> </tr> <tr> <td style="padding: 2px;">Japanese</td> <td></td> </tr> </table>	Black	Indio-Pakistani	Filipino	West Asian or Arab	Korean	South East Asian	Chinese	Oceanic	Japanese		<p>La Compagnie a pris des engagements en vertu de l'<i>équité en matière d'emploi</i>. La fourniture des renseignements ci-après est facultative. La compagnie est légalement autorisée à recueillir ces renseignements pour planifier et soutenir des programmes spéciaux destinés aux groupes désignés sous-mentionnés. Veuillez répondre aux questions qui suivent. Vous pouvez faire partie de plus d'un groupe et vous identifier en conséquence.</p> <p>1. SEXE : Homme Femme</p> <p>2. PERSONNES HANDICAPÉES : En matière d'emploi, vous considérez-vous ou croyez-vous qu'un employeur éventuel vous considérerait probablement comme une personne désavantagée en raison d'une incapacité chronique ou une personne dont les limitations fonctionnelles liées à leur déficience font l'objet de mesures d'adaptation pour leur emploi ou dans leur lieu de travail?</p> <p style="padding-left: 40px;">Oui Non</p> <p>Dans l'AFFIRMATIVE, veuillez préciser (encercler plus d'une mention le cas échéant).</p> <p style="padding-left: 40px;">Handicap moteur Cécité/déficience visuelle Surdité/déficience de l'ouïe Déficience liée à la coordination/dextérité Mutité/trouble de la parole Trouble physique non visible (p. ex. épilepsie, etc.) Difficulté d'apprentissage Déficience psychique Incapacité mentale</p> <p>Autres (veuillez préciser) _____</p> <p>3. AUTOCHTONES Vous reconnaissez-vous comme un Autochtone? Oui Non</p> <p>4. MINORITÉS VISIBLES Faites-vous partie, en raison de votre race ou de votre couleur, d'un groupe minoritaire visible du Canada? Oui Non</p> <p>Les minorités visibles du Canada (mis à part les Autochtones) comprennent les groupes suivants :</p> <table style="width: 100%; border: none;"> <tr> <td style="padding: 2px;">Noirs</td> <td style="padding: 2px;">Indiens-Pakistanaïes</td> </tr> <tr> <td style="padding: 2px;">Philippins</td> <td style="padding: 2px;">Personnes originaires de l'Asie occidentale ou Arabes</td> </tr> <tr> <td style="padding: 2px;">Coréens</td> <td style="padding: 2px;">Personnes originaires de l'Asie du Sud-Est</td> </tr> <tr> <td style="padding: 2px;">Chinois</td> <td style="padding: 2px;">Personnes originaires de l'Océanie</td> </tr> <tr> <td></td> <td style="padding: 2px; text-align: center;">Japonais</td> </tr> </table>	Noirs	Indiens-Pakistanaïes	Philippins	Personnes originaires de l'Asie occidentale ou Arabes	Coréens	Personnes originaires de l'Asie du Sud-Est	Chinois	Personnes originaires de l'Océanie		Japonais
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Available in alternate format upon request – Disponible dans le format alternatif sur demande

Signature: _____ Date: _____

Job Solution Form Cognitive Demands Analysis (CDA)

		Check if Performed	Comments
Reading	1. During training		
	2. Words in isolation		
	3. Complete sentences		
	4. Text (such as manual)		
	5. Comprehension & application of written material		
Hand-writing	6. Occasional handwriting		
	7. Reports in point form		
	8. Reports in long form		
	9. Handwriting requiring correct spelling and grammar		
	e.g. Dictation, computer		
Math	10. Basic math limited to +,-		
	11. Basic math limited to +,-,x,/		
	12. Abstract math concepts		
	13. Speed in performing computational tasks		
	e.g. Calculators, computers		
Speaking	14. Receive verbal information or direction		
	15. Take notes from spoken information		
	16. Participate in meeting		
	17. Answer the phone		
	18. Relaying verbal information on ongoing basis		
	e.g. writing information, audio tape, information related more than once		
Skills	19. Unsupervised/non-directed work		
	20. New or creative* ways to carry out tasks		
	21. Integrate information from several different sources		
	22. Juggle several tasks at once		
	e.g. Note pad		
	23. Memorize fact, sequence, or other information		
	e.g. Note pad, reminder from co-workers over short term		
Cognitive	24. Comprehensive & application or new info during training		
	25. Ongoing comprehension and application of new material		
	26. Ability to reason analytically		
	27. Ability to reason abstractly		
	28. Adaptable and flexible		
	29. Function with little supervision		
	e.g. Demonstration rather than verbal training		

JOB SOLUTION FORM
Physical Demands Analysis (PDA)

		Weight			Frequency			Comments
		Check if Performed	Maximum	Usual	Seldom	Daily	Frequent or Very Frequent	
Strength	1. Lifting							
	2. Carrying							
	3. Pushing							
	4. Pulling							
	5. Fine Finger Movements							
	6. Gripping							
	7. Reaching							
	8. Foot Action Dominant	_____	_____	_____	_____	_____	_____	
	Both							
Mobility	9. Throwing							
	10. Sitting							
	11. Standing							
	12. Walking							
	13. Running							
	14. Climbing							
	15. Bending/Stooping							
	16. Crouching							
	17. Kneeling							
	18. Crawling							
	19. Twisting							
	20. Balancing							
	Work Environment	21. Inside						
22. Outside								
23. Hot/Cold								
24. Humid/Dry								
25. Dust								
26. Vapor Fumes								
27. Noise								
Work Conditions	28. Hazardous Machines							
	29. Sharp Tools							
	30. Congested Work Area							
	31. Cluttered/Slippery floors							
	32. Lighting Dim/Harsh							

Weight Scale

1. 10 lbs. Maximum
2. 20 lbs. Maximum
3. 50 lbs. Maximum
4. 75 lbs. Maximum
5. 100 lbs.-Maximum

Frequency Scale

- Never** -leave blank
Seldom - less than 1 hr daily
Daily - 1 - 3 hrs daily
Frequent - 3 - 5 hrs daily
Very Frequent - 5 - 8 hrs daily

ACCESSIBILITY CHECKLIST

This checklist conforms to portions of the Nova Scotia Building Code. The person completing the form can start from the parking lot and then travel in reasonable order throughout the facility. The checklist provides the acceptable standard and a column to provide information if the standard is not met or is exceeded (OTHER). A tape measure is the only tool required. You should answer each question.

GENERAL INFORMATION

Name of Facility _____

Mailing Address _____

Postal Code _____

Street Address is different than above _____

Telephone _____ Toll Free Telephone _____

Fax _____

Email Address _____

Web Site _____

Parking	Yes	No	Other
Does the location have designated parking for Persons with Disabilities? <i>(If no, please go to next section.)</i>			
Is the designated parking level?			
Is the designated parking within 50 metres of the entrance?			
Is the designated parking at least 3.7 metres wide?			
If there is designated parking underground, is the clearance at least 2.4 metres?			

Exterior Walkway	Yes	No	Other
Does the path of travel to the ramp (or the door if there is no ramp) have obstructions such as steps or other abrupt changes in level?			
Does the path of travel have a slope that is greater than 1 to 12 gradients?			
Does the path of travel have a width of 1.1 metres?			
Does the path of travel have a surface that will not create a hazard using texture or contrasting colours?			

Ramps	Yes	No	Other
Is there a ramp? (<i>If no, please go to next section.</i>)			
Does the ramp have a handrail? If yes, one or two?			
Does the ramp have a distance of 870 millimetres between the handrails?			
Is the handrail on the ramp between 800 – 920 millimetres from the floor?			
Does the ramp have a slope of 1 to 12 gradients?			
Is there a level area of 1500 by 1500 millimetres at the top and bottom of the ramp?			
If there is a change of direction or the ramp is more than 9 metres long, is there then a level area (landing) that is as wide as the ramp and at least 1.2 metres in length?			

Doorways and Doors	Yes	No	Other
Is there a power door operator (auto button) for the principal entrance?			
Is there one for the secondary entrance?			

Doorways and Doors	Yes	No	Other
Do the doors have an opening of 800 millimetres when the door is open?			
Is the threshold of the door 13 millimetres or less above the ramp or floor?			
Are the doors' colours contrasting?			
Are all accessible entrances properly identified?			

Reception Area	Yes	No	Other
Is there a reception area? (<i>If no, please go to next section.</i>)			
Does the counter in the reception area have clear space underneath that is 760 millimetres wide, 685 millimetres high and 485 millimetres deep?			

Elevators	Yes	No	Other
Does the facility have an elevator? (<i>If no, please go to next section.</i>)			
Are all elevator control buttons less than 600 millimetres from the floor?			
Does the elevator have audible controls?			
Does the elevator have visible controls?			
Does the elevator have Braille markers?			
Does the elevator have a handrail between 800 and 920 mm from the floor?			

Food and Beverage Areas	Yes	No	Other
Does the facility have a food and beverage area? (<i>If no, please go to next section.</i>)			
Designated seating areas for persons in wheelchairs?			

Food and Beverage Areas	Yes	No	Other
Are there areas that cannot be reached by persons in wheelchairs? (Example: patios.)			
Are there removable chairs at the tables?			
Does the table have a clearance from the floor of 685 millimetres high and 485 millimetres deep?			

Washrooms	Yes	No	Other
Are there washrooms? (<i>If no, please go to next section</i>)			
Does the door of the washroom have an opening of 760 millimetres when the door is in the open position?			
Does the washroom have an unobstructed turning area of 1500 millimetres?			
Are there grab bars in the washroom on the wall closest to the toilets that are at a height of between 840 – 920 millimetres?			
Do the grab bars in the washroom extend at least 450 millimetres in front of the toilet?			
Is the toilet seat between 400 – 460 millimetres from the floor?			
Does the sink have an underneath clearance of 735 millimetres?			
Are there lever-operated taps on the faucet?			
Are the soap dispensers and paper towel dispensers or other hand-drying devices at a height of 1200 millimetres?			
Is the bottom of the mirror in the washroom at a height of 1 metre from the floor?			
Is there a bathtub in the washroom? (<i>If no, please go to next section.</i>)			
Is there room beside the bathtub to park a wheelchair parallel to it?			
Are there levered handles on the faucet of the			

Washrooms	Yes	No	Other
bathtub?			
Are the grab bars in the bathtub L-Shaped in design?			
Are the grab bars in the bathtub between 150 – 200 millimetres above the rim of the bathtub?			
Is there a shower unit in the washroom? (<i>If no, please go to next section.</i>)			
Does the shower stall have dimensions that are 1500 millimetres wide and 900 millimetres deep?			
Does the shower stall have a folding bench that is 450 millimetres from the floor?			
Is there a threshold to enter the shower that is 13 millimetres or less?			
Is there a grab bar in the shower that is horizontal to the floor, 850 millimetres from the floor and 900 millimetres long?			
Are there stairs or other barriers which may hinder access to the washroom area?			

Bedrooms	Yes	No	Other
Is there a sleeping area or bedroom in the facility?			
Is there a 1500 millimetre turning area on one side of the bed?			
Are all the controls for heating and air conditioning unobstructed and at a height of 1375 millimetres or less?			
If there is a balcony, does it have a threshold of 13 millimetres or less?			
If there is a closet, does it have a curtain rod at a height of 1200 millimetres?			
Are there emergency auditory signals accompanied by simultaneous visual signals?			
Are there raised or recessed numbers on the doors to the rooms?			

5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Follow Up Plan:

1. _____

Time Frame: _____

Cost: _____

2. _____

Time Frame: _____

Cost: _____

3. _____

Time Frame: _____

Cost: _____

4. _____

Time Frame: _____

Cost: _____

5. _____

Time Frame: _____

Cost: _____

6. _____

Time Frame: _____

Cost: _____

7. _____

Time Frame: _____

Cost: _____

8. _____

Person Completing Checklist _____

Date _____

Workspace Assessment: Check the ergonomic fitness of your workstation

This brief questionnaire evaluates the basic ergonomic layout of a seated computer workstation. More factors contribute to computing wellness—also review these [ergonomic tips](#) to optimize your space. Make your space and work-life as comfortable as possible.

Is the top of your monitor's screen at eye level? Yes ___ No ___

Comments:

Or if using bifocal lenses, is the screen placed lower and tilted upward? Yes ___ No ___

Comments:

Is the screen at least 20 inches (50 cm) from your eyes? Yes ___ No ___

Comments:

Or if using bifocal lenses, is it roughly 16 inches (40 cm) away? Yes ___ No ___

Comments:

Do your wrists remain flat when typing? Yes ___ No ___

Comments:

Are your shoulders relaxed when computing? Are upper arms roughly parallel with your torso?

Yes ___ No ___

Comments:

When seated, are your feet flat on the floor with your hips at a 90–110° angle? Yes ___ No ___

Comments:

Can you adjust the height and angle of your monitor, keyboard and chair? Yes ___ No ___

Comments: