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CAREER GUIDE



DISCOVER YOUR CAREER IN THE PUBLIC SERVICE



HOW TO USE THIS GUIDE



Accessing Internet Links*

Throughout the guide, you will find words or phrases highlighted in [blue](#) which signifies that the internet link is embedded. You can click on the word or phrase and it will take you to the designated pages for more information on the subject, as long as the web page is still available. If a dead link is found, please contact [World Skills Employment Centre](#) as some information may be outdated/changed by the time you read this guide.

IMPORTANT NOTE: Access to an internet connection will be needed to be redirected to web pages in this guide.

Page Navigation

You have several options to navigate the guide. Your preference may include one or a combination of the following:

- You can begin reading from the start while moving around by utilizing the scroll function for your respective device.
- You can jump directly to the module or section you wish to start with by simply clicking on the respective area in the table of contents.
- You can also conduct a word search on your respective device that will identify the areas where those words can be found and start your reading at those points.

*Note: Information provided in this page are only relevant for those accessing the online version. If you are using a printed version, please visit our website to access the online version of the career guide and linked resources.



INTRODUCTION



This career guide entitled “Discover your Career in the Public Service” is a specialized resource developed by World Skills Employment Centre as part of the Federal Internship for Newcomers Program (FIN). It was specifically designed to help Internationally Trained Professionals (ITPs) navigate their way to a rewarding career in the Canadian public service. This guide offers practical advice, essential information, and strategic insights into the Public Service recruitment process, networking, workplace culture and the FIN Program.

The guide covers the following key topics:

- **Finding, Applying and Interviewing for Government Jobs:** Gain a detailed understanding of how to search, apply and Interview for government positions through GC Jobs and other programs, including step-by-step guidance on using the Government of Canada’s job portal, understanding job postings, and job classifications.
- **FIN Program insights:** Learn about the FIN Program and its focus on creating talent pools for various job categories and gain insight into the next steps after qualifying for the FIN pool including promotion to government departments, requisitioning and matching candidates to jobs.

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- **Building connections and Career Management:** Learn strategies for making connections, building relationships in the public service, and leveraging these approaches to manage your career goals and make informed decisions.

- **Understanding the Public Service Environment:** Get an overview of the structure, culture, and values of the Canadian public service.
- **Understanding public service Employment:** Gain knowledge of Public Service job nature, including occupational groups, bilingualism, salaries, and benefits; Identify the soft skills, competencies, and qualifications needed to enter, move around, and advance in the Public Service.

How to Use This Guide

This guide is designed to be a comprehensive yet user-friendly resource. Each section is filled with actionable steps, examples, and additional resources. The phrases highlighted in **blue** are referencing links listed in the Resources List.

Acknowledgements

We would like to extend our heartfelt thanks to the Federal Internship for Newcomers Program (FIN) team for their invaluable support and to the professionals who have contributed their insights and expertise to this guide. Your dedication to helping newcomers succeed in Canada's public service is deeply appreciated.

Conclusion

At World Skills Employment Centre, we are committed to your success. It is our hope that this guide will demystify the federal public service and provide insight that will aid in making career decisions now and in the future. We wish you great success and look forward to hearing your career stories!





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MODULE ONE



Tips for Entering the Public Service



Module Description

Navigating the Public Service hiring process can seem like a mysterious black box, especially for an outsider. The hiring process is governed by the Public Service Employment Act, which has a rigorous set of standard approaches to all staffing processes. If anyone has ever applied to a job posted on GC Jobs, the rigorous nature of the staffing process is evident in the multiple steps and lengthy process involved in competing for these advertised positions.

Learning objectives

After completing this module you will:

- Have a detailed overview of how to find and apply for government jobs through the [GC Jobs website](#)
- Gain knowledge about other ways to gain employment in the Public Service through different employment programs.

1A – The Public Service Employment Act and the merit principle

Jobs in the Public Service are generally filled through competitive processes where candidates show proof of their education and demonstrate their experience, and skills or competencies. Hiring managers will use these processes to make staffing decisions. This is the basis of the merit principle for employment in the Public Service.

The **Public Service Employment Act (PSEA)** is the cornerstone of staffing in the Public Service. It stipulates that Public Service appointments are based on merit and non-partisanship (or lack of bias, particularly toward a political group) which means that the candidate must have the qualifications for the work to be performed. Guiding principles that ensure the integrity of the federal staffing system include:

- Supporting employment equity objectives.
- Providing service to the Canadian public in the official language of their choice.
- Promoting fair and transparent employment practices.

1B – Types of Public Service employment

There are many different types of employment in the Government of Canada, including but not limited to: indeterminate appointment, term appointment, casual employment, and contract work. Only the first two are governed by the Public Service Employment Act.

a) **Indeterminate appointment:** Includes employees who are appointed to a position that does not have an end date (ie. they are permanent employees). These employees are normally assigned to work a set number of hours per week, established at the time of hiring. Indeterminate employees receive full benefits and pension.

b) **Term appointment:** Includes employees who are appointed for a limited or defined period (generally 6-12 months). Term employees also receive full benefits and pension.

c) **Casual employment:** Includes employees who are hired for no more than 90 working days in one calendar year with any particular department or organization. Most jobs offered through the FIN Program are casual employment (sometimes called casual contracts). Casual employees do not receive benefits or pensions and can be dismissed at any time.

Some employees start their careers in the Public Service on casual contracts. It is a great way to learn how the government works and to make connections. You may have many casual contracts before you are offered a term or indeterminate position. Because casual employees do not contribute to the pension plan, if you eventually do move to term or indeterminate employment, you may be able to “buy back” or purchase those pension benefits for a period of prior service where you worked in casual contracts. This will help improve your benefits and pension.

d) **Contractor:** Includes individuals who work with the Government of Canada in a business arrangement. They must have a business number from the Canada Revenue Agency and be registered in the GoC Supplier Registration Information system. These businesses get prequalified through a standing offer or supply arrangement that outlines the terms and conditions that apply to future requirements for goods and services that are ordered by the GoC on an as-needed basis. These types of jobs are not listed on GCJobs and should not be confused with a casual contract.

1C – How to find a job in the Public Service

Government managers have a variety of hiring methods at their disposal – some can be deployed fairly quickly while others can take considerably longer.

The length of time to hire is, in general, proportional to the tenure of the employment. Short, 90-day casual contracts can be set up relatively quickly but jobs that are for longer amounts of time or permanent (indeterminate) positions will take longer to finalize.

[GC Jobs](#) is the centralized online resource managed by the Government of Canada where you will find postings for job competitions. Some will only be available to those who already work in government, while others will be open to members of the public. It should be one of the first places you start looking for a job in the Public Service. Many, but not all, Public Service jobs will be posted there.

Advertising job openings on GC Jobs, especially jobs open to the public, is a huge undertaking for hiring managers. Some of these advertisements can get hundreds of applications. Therefore, many job postings will have a very short timeframe (sometimes as little as 48 hours) in which someone can submit an application, to cut down on the number of applications received.

If you are looking for a job in the Government of Canada, you should set up an account in GC Jobs. When you create an account you can specify your interest in specific locations, job types, departments/organizations, language preferences, and salary range. You will be notified by email when jobs are posted that meet your search criteria.

1D – Understanding the job poster and whether to submit an application

The hiring process in the Government of Canada can take a long time. It is not unheard of for processes to last well over a year. In fact, some processes, particularly those for entry level positions, can receive 500 applications in one day. That is why some positions are posted for only two to three days, to limit the number of applications received.

It's very important that you read each poster thoroughly because the requirements for each job will be different, and those requirements will help you decide whether to throw your name in the hat. Before you decide to submit an application, make sure you read and follow all instructions noted on the poster. Hiring managers will not request additional details if you haven't provided sufficient detail or the correct information. Check Annex G in this guide for a Job poster example.

There are many sections on a job poster that help you evaluate if you're a good fit for the position, and therefore, whether you should apply. The early sections of the poster contain general but important information such as the duties, the work environment, information on who can apply, the number of positions being staffed, or how the results of the process will be used.

Salary range

Each job poster will tell you the salary range for that job. The salary range is based on the occupational group and level of the position. Generally, if you are new to the government, you would start at the bottom of the salary range. However, if you have a great deal of experience, you may be able to negotiate a higher starting salary with the hiring manager if you get the job.

Language requirements

All job posters will tell you the language requirements for the job which can be: English essential, French essential, Bilingual imperative, or Bilingual non-imperative. In some cases, the poster will say that the job has "Various language requirements" and these requirements will be listed. Where various language requirements are noted, this usually means that the intent of the process is to staff more than one position where the positions would have the same qualifications but different language requirements.

Bilingual positions require the use of both English and French. A bilingual imperative position means that a person must meet the language requirements at the time they get the job. You must be able to read, write and speak in both English and French. You may be **evaluated on your official language proficiency** as part of the assessment process or at the end of the process, before being appointed to a position. A non-imperative position allows a manager to hire someone who agrees to become bilingual through language training at government expense within two years.

There are three separate second language skills evaluated: reading, writing, and oral interaction. And, there are four levels of proficiency in a second official language: Level A (beginner), Level B (intermediate), Level C (advanced), and Level E (exempt). The level achieved in language testing is based on the scores received on the three separate tests. Once you reach Level E, you no longer have to be re-tested. There are additional language levels for certain classifications (translators).

Tip: Consider upgrading your French or English levels so that you will have a better chance of passing language exams. Apps like Duolingo can get you started but there are many courses available.

Essential qualifications

All job posters include a section called essential qualifications, and may say something like: ‘In order to be considered, your application must clearly explain how you meet the following (essential qualifications).’ Essential qualifications are the ones that you must demonstrate that you have either in your application, on a written test or in an interview. For example, some occupational groups, such as the EC (Economics and social science services) group, have specific educational requirements that must be met to be considered for employment. If the education essential requirement cites “Graduation with a degree from a recognized post-secondary institution with acceptable specialization in economics, sociology, or statistics”, candidates must clearly demonstrate how their degree matches the specified field(s). Don’t submit an application if you don’t possess all of these criteria because your application could be screened out quickly.

Other/Asset qualifications

Many job advertisements include a section that indicates other qualifications that would be helpful in the job. These are also known as assets or other qualifications. These are things that **may** be considered when choosing applicants for a specific job. Often, this section will say: ‘if you possess any of the following, your application must also clearly explain how you meet it.’

While these criteria aren’t essential, they’re considered an asset. If you meet any of the criteria, clearly explain how you meet them in your application because your answers may be used when applications are being evaluated. These criteria may also be used to limit the number of candidates to be considered if a large number of applications are received.

On the job poster, it may also say that some qualifications may be essential for the job but that they will be assessed at a later date. There won’t be an opportunity in the application to explain if you have these qualifications but, if your application is successful, they may be assessed at some point later in the hiring process.

There are no tricks in the assessment processes – what is listed in the job posting is what will be assessed. If you’re not sure what is being assessed at each point in the process, ASK the person listed on the job poster – it is their job to help you.

Foreign Credential Evaluation

If you were educated outside of Canada, you’ll need to have your certificates or diplomas assessed against Canadian education standards, except for casual contracts. Getting your **foreign credentials assessed** by a recognized credential assessment service will ensure that your educational credentials can be recognized by the federal Public Service. You will be asked for proof of your international credentials when you are offered a job.

Conditions of employment

The conditions of employment are the requirements you must meet and maintain throughout your employment. These will vary depending on the job but can include: security clearance level, requirements for a valid driver's licence, or willingness to work overtime, travel for work, or work specific hours.

Other information

The 'other information' section includes additional information about the staffing process such as employment equity objectives of the department or hiring unit. You should read this carefully as it can contain important information to help you understand the job posting.

Employment equity

Declaring whether you are a member of one or more of the employment equity groups is entirely voluntary. But self-declaration may help a department achieve its diversity goals. Some Public service jobs are open only to people who self-declare. The process could give members of an employment equity group access to tailored programs, mentorships and networks. It allows the Public Service to identify and eliminate barriers to hiring members of employment equity groups, by measuring their success rates at each step of the hiring process.

Accommodation

If you are screened in for further consideration, **you may request an accommodation** for a physical limitation that may require more time, specific access requirements to a government building, or for a cognitive need for a specific accommodation on tests or other assessment methods. The job poster will identify the provisions for accommodating those with special needs.

If you have any special needs, you should identify them when asked in the job application. Doing so will help remove challenges you may have with the method of testing being used while not changing the nature or level of the qualification that is being evaluated. Identifying your needs will only help you be successful in the process and will not have any negative effect on the outcome of your assessment. If you have any questions or concerns, ASK the contact the person listed in the job poster.

1E – After submitting your application

It could take several months before you receive a response that your application is being considered further for the competitive process. This can be a frustrating waiting period, because generally, unsuccessful candidates are not contacted if their application has been screened out.

The competitive process could consist of a number of assessment tools. The most typical tools are a written test, interview, or reference check. Over the years, the types of tools have expanded to include video submissions, self-assessments of achievements, and virtual interviews. Sometimes, the poster will indicate the types of assessment tools that will be used throughout the competitive process.

What's a pool?

If you successfully demonstrate that you meet the essential qualifications at the end of the application and assessment phase of the process, you and everyone else who also meets the qualifications are deemed equally qualified and placed in a “pool” of partially assessed candidates. You will receive notice when you have qualified in a pool. The reason a pool may be deemed partially assessed is that some or all of the qualifications may not have been tested or verified at the time the pool was created.

A hiring manager can select anyone in that final approved pool for a job. Once you are in a pool, a manager may invite you for a less formal interview or discussion to learn more about how you would best fit into a specific job. Managers can select the best fit from a pool of qualified candidates. If you are not chosen for a particular job due to fit, you remain available for other opportunities.

It is good practice to leverage your position in a pool when networking, looking for jobs or attending employment events and meeting other hiring managers. Telling managers that you have qualified in a pool can help them easily understand your skills and the level at which you have been assessed. Depending on if the organization that ran the job posting is willing to share a pool, managers in other departments or groups within a department may be able to select you from a pool they didn't create.

What's an inventory?

Unlike pools, departments will sometimes create an inventory of interested candidates in anticipation of jobs becoming available. To be included in an inventory, you may submit an application consisting of your response to a few questions, a CV, and a cover letter. No assessment will be done. Therefore, an inventory is simply a list of candidates who have expressed interest in working in a particular organization. When inventories are advertised, there may not even be an immediate vacancy.

Since no assessment is done to be part of an inventory, being in an inventory is not something that will help you in informal conversations with hiring managers. If your name is pulled from an inventory, you will be contacted and further assessments will be conducted.

Security clearance

All positions within the Government of Canada require a **security clearance**. This is one of the conditions of employment that may be verified after the application process ([Levels of security explained](#)).

Once you've been offered a job, if you don't have the required security status or clearance, the hiring manager or HR advisor will launch the process, and you'll receive forms to complete. Read all the forms thoroughly and reply to questions carefully. Mistakes can lead to delays in getting your security processed. There are three levels of security clearance: Reliability Status, Secret (Level II), or Top Secret (Level III).

A criminal record check is a mandatory step in the security clearance process. All successful candidates must undergo a criminal record check (this includes fingerprinting) through the organization that wants to hire you. The hiring manager will contact you about this process. Even if you've received security clearance through another government department or a temp agency previously, you may need to go through the process again before starting a job in a new government organization. Security clearance requirements can vary by department.

The length of time it takes to get your security clearance varies depending on many factors (ie. length of time in Canada, incomplete forms or inconsistencies on forms, volume of applications in departments, volume of applications at [CSIS](#), etc.) and can range anywhere from weeks to months.

Though an employer may offer you a job verbally, you cannot receive your official written offer of employment, known as a Letter of Offer, or start working until the security screening process is completed. This Letter of Offer will outline all of the details of the agreement between you and the employer regarding a specific job.

1F – Selected employment programs

While GC Jobs is an important resource for trying to find a job in the Government of Canada, other programs may align with your skills and interests – each with their own set of requirements. Your decision as to whether to apply for one of these programs will depend on whether your educational profile and skills align with their eligibility requirements. Ask questions if you don't understand.

Federal Internship for Newcomers Program (FIN) – This program offers eligible newcomers a chance to gain valuable temporary work experience and training opportunities with Canadian federal, provincial and municipal organizations. FIN helps bridge the gap between international qualifications and Canadian workplace requirements. More information about the FIN program can be found in module 2. - **The FIN Program is no longer delivered by World Skills**

Federal Student Work Experience Program (FSWEP) – This program targets individuals registered as full-time students in a secondary or post-secondary institution. Students must be returning to full-time studies in the next academic year. Preference will be given to Canadian Citizens and Permanent Residents.

Recruitment of Policy Leaders – This program develops a pool of candidates who are ready to be hired into a variety of mid-to senior-level policy-related positions in the federal Public Service. To be eligible, you must have a strong record of policy-relevant experience, leadership or initiative, and academic or research achievement.

Advanced Policy Analyst Program – This three-year professional and leadership development program is designed to develop economic and public policy analysts. It is open to recent Masters, PhD and law student graduates.

Student Guide Program in France – This program employs post-secondary students as guides at the Canadian National Vimy Memorial located in France. Must be fluent in English and French.

Student Border Services officer (Summer 2024) – This program has the same eligibility criteria as FSWEF. Provides hands-on experience in law enforcement. Jobs are located at an international airport, CBSA international mail processing centre, marine operation or telephone reporting centre.

Research Affiliate Program – This program allows you to work part-time within the Public Service on research related to your degree or program while pursuing studies.

Post-Secondary Co-op/Internship Program – This program provides for co-op/internship placements within the Public Service. It is coordinated through co-op/internship program coordinators at post-secondary institutions.

Defence Intelligence Officer Recruitment Program (DIORP) – This program is a three-year development program that prepares its participants for a challenging and rewarding career in the field of defence intelligence. During the program, candidates learn new skills and develop their talents to become qualified defence intelligence officers.

NRC's Student Employment Program – This program is focused on those studying science, technology, engineering, math (STEM fields).

Treasury Board of Canada Secretariat's **Financial Officer Recruitment and Development program (FORD)** – This program is a development program for entry-level financial professionals. Program participants have the opportunity to work in up to 3 different areas of finance, allowing them to gain the practical experience required for the CPA designation.

The Canada Revenue Agency's **Information technology Apprenticeship Program (ITAP)** – This program is an exciting recruitment program, targeting graduated post-secondary students from a diploma or degree program in computer science, information technology, and/or information management or another specialty relevant to the position to be staffed.

National Research Council Canada's **Research Associate Program** – This program provides promising scientists and engineers with the opportunity to work in a challenging research environment during the early stages of their career. Applicants will be selected competitively and must demonstrate the ability to perform original, high-quality research in their chosen field.

More information about **Public service recruitment programs** can be found online.

Module 1: Summary

Remember that Government hiring takes a long time and regular contact with candidates is unlikely. If you have heard nothing about a job process for many months, check in with the HR contact listed on the application. It is useful to save this information when you apply as the job posting will be removed after it closes.

Make sure your CV (**maximum 2-3 pages**) is polished (no typos, clean format) and that it highlights key information such as:

- Any government security clearance you have acquired and when it expires.
- Your language profile (specific results if tested federally. Include expiry dates).
- Any government work experience you may have and the group(s) and level(s) at which you've worked.
- Your availability for work and what kinds of work you'd accept (part-time, shift)
- Details of any pools in which you've qualified.

MODULE TWO



Mastering the Interview Phase



Module Description

The interview is part of the selection process for federal job opportunities. GoC interviews are known for their structured and competency-based approach, designed to evaluate candidates on key competencies and values essential to the federal government.

Learning objectives

After completing this module you will:

- Learn practical strategies and tools to prepare for interviews.
- Confidently navigate and answer various types of interview questions.
- Learn what to do after the Interview

2A – Preparation for GoC Interviews

1. Research: Know the Employer, Role and Yourself

a) Know the Employer: To prepare for your interview, you need an understanding of the employer. In your case, the employer is one of the departments and agencies in the Government of Canada. Familiarize yourself with the public service, government of the day's priorities and department specific mandate.

Key resources:

- [Report to the Clerk of the Privy Council](#)
- [Speech from the Throne](#)
- [Government priorities, annual budget](#)
- [Auditor General's reports](#)
- Departmental priorities, mandate letters
- Media articles and news clippings

b) Know Your Role: Research and understand the role's classification, competencies, requirements, ensuring you can articulate how your skills align with these elements.

Key resources:

- Statement of Merit Criteria (SoMC)
- Job description
- Knowledge and background required
- Other skills or qualifications required
- Human Resources
- Colleagues
- People who have been through GoC processes
- Knowledgeable program staff
- Annual Reports
- [Reports on Plans and Priorities](#)
- [IRCC Competencies](#)

c) Know Yourself: Self-awareness is a crucial aspect of interview preparation. Reflect on your background, including your education, experience, accomplishments, and areas of expertise. Identify your unique strengths and personal style, including how your personality and individuality contribute to your professional success.

Key resources: Reflect on your

- Personality and values
- Objectives and motivations
- Experiences and competencies
- Strengths and areas for development

Knowing yourself starts with your story! The next section teaches you how to uncover your story.

2. Create Your Library of Experiences and Story Examples

Step 1: Identify Career Success Stories

Begin by reflecting on key success stories in your career. These could include situations where you resolved a significant ethical dilemma, applied creativity and innovation to move a project forward, achieved a major accomplishment, or successfully led a team or partnership. These moments are the foundation for your "library of experiences," which will serve as a resource for crafting compelling responses to interview questions.

Step 2: Craft the Stories

For each success story, create a detailed example to capture the essence of the experience. Start by describing the situation, including the major players, challenges, and high-level issues. Next, outline the actions you took to address each problem, explaining your reasoning and approach. Conclude by detailing the results you achieved, emphasizing measurable outcomes when possible.

Finally, reflect on what you learned from the experience and what you might do differently in the future. This structured storytelling ensures your responses are clear, insightful, and impactful.

Step 3: Align Stories with Job Competencies

Review the job posting or interview invitation to identify the competencies and skills the organization is seeking. Align each story example with these competencies, ensuring your responses are tailored to demonstrate how your experiences meet the role's specific requirements. This alignment highlights your suitability for the position and ensures your stories are relevant and persuasive.

Step 4: Prepare Short and Long Versions

Create both short and long versions of each story to adapt to different interview formats and time constraints. Practice delivering the short version for concise responses in situations like panel interviews or timed answers. Use the long version when more detail is appropriate, such as in follow-up questions or during in-depth discussions. Rehearse these versions to ensure they are clear, compelling, and delivered with confidence. This preparation will help you effectively showcase your skills and achievements during the interview. A great way to prepare for your interview is with another person. If this is not an option, pull out your phone and record yourself preparing for the interview. Pay attention to your body language, tone of voice and overall confidence.

3. Interview-Specific Preparation

Pre-Recorded Interviews

Pre-recorded interviews are becoming increasingly common in the hiring process. These interviews often use platforms like VidCruiter or Knockri, which require candidates to record responses to a set of predefined questions within a specified time frame. To prepare, familiarize yourself with the platform by reviewing its instructions and completing any available practice sessions. Ensure your responses are clear, concise, and structured, as there is often no opportunity for follow-up clarification. Pay close attention to your virtual presence: choose a well-lit, quiet, and distraction-free environment, maintain good posture, and dress professionally. Test your technology (camera, microphone, and internet connection) beforehand to avoid technical disruptions. Additionally, practice timing your answers to fit within the allotted response windows, ensuring you fully address each question.

In-Person and Virtual Interviews

Whether in person or online, your presentation and communication skills play a significant role in making a strong impression. Dress professionally to convey confidence and respect for the opportunity, aligning your attire with the organization's culture and expectations. For virtual interviews typically via MS Teams, ensure your environment is neat, well-lit, and free from distractions, and position your camera to maintain eye contact with the interviewer.

In both formats, you may be provided questions ahead of time and a few minutes to prepare your responses. Take notes and use them as a reference during your interview but do not read your notes.

In both formats, non-verbal communication is key. Maintain good posture, use appropriate gestures, and be mindful of facial expressions. Demonstrate active listening by nodding or affirming appropriately to show engagement.

By mastering these preparation techniques, you can confidently approach both pre-recorded and live interviews, ensuring a professional and polished impression.

2B – Mastering GoC Interviews

1. Types of Interview Questions

a) Knowledge-Based Questions: Showcase understanding of relevant frameworks and processes.

Knowledge-based questions are a way for interviewers to assess how well you understand the key knowledge and skills needed for the role. These questions give you a chance to show your expertise by referencing things like frameworks, strategies, or processes that are relevant to the job. They're also an opportunity to highlight your strengths and tie your answers back to your own experiences or accomplishments.

For example, you might be asked, "If you are the successful candidate, what changes to the XYZ Act would you like to see introduced?" A question like this is your chance to demonstrate your analytical skills, strategic thinking, and understanding of the subject, all while showing how you can bring value to the role.

b) Behavioural Questions: Use past experiences to highlight competencies. The STAR method ensures structured responses.

Behavioural questions are designed to dig into the competencies you need for the job, usually based on what's outlined in the job posting and statement of merit criteria. These questions let you showcase your skills by sharing specific examples from your experience, this is where you use your library of personal experiences mentioned earlier on. When answering, it's a good idea to strike a balance between "I" and "We" to show both your individual contributions and how you worked as part of a team.

For example, you might hear, "Tell us about a time when..." To answer effectively, describe the situation, explain what you did, share the result, and wrap up with what you learned. This structure keeps your response clear, relevant, and impactful while showing how your experience aligns with the role.

c) Situational Questions: Propose solutions to hypothetical scenarios while linking to your past experiences.

Situational questions are all about how you would handle hypothetical scenarios. These questions help the interviewer understand your problem-solving and decision-making skills. These questions usually require you to explain your thought process and outline the steps you'd take to resolve the situation. It's helpful to state any assumptions you're making and explain why you'd approach it the way you do. Situational questions also give you a chance to suggest alternative solutions, showing your flexibility and ability to think on your feet. Tying your answers back to similar real-life experiences can make your response even stronger.

For example, you might be asked, "You're part of a team working on a group project, and one of your teammates is consistently missing deadlines, putting the entire project at risk. What would you do?" A strong response might include speaking with the teammate privately to understand any challenges they're facing, offering to reassign tasks to better match their workload, and proposing a new timeline for the team to ensure everyone is aligned. This kind of answer shows you're proactive, empathetic, and focused on finding solutions that benefit the team.

d) Probing Questions: Prepare to clarify or expand on initial answers under pressure.

Probing questions are follow-up questions that the interviewer may ask to dig deeper into your initial answers. These questions are meant to give them more context or clarity and to see how well you've thought through your actions and decisions. It's a good idea to expect these kinds of questions and be ready to provide more detail when asked.

For example, you might hear something like, "You mentioned earlier that you encountered resistance from your colleagues. The key is to stay confident, keep your answers detailed yet focused, and manage your time so you're clear without losing track."

e) Personal questions: Opportunity to discuss your motivation for the position and showcase your unique qualifications.

Personal questions are designed to learn more about what drives you, your unique qualifications, and how your background aligns with the role. These are a great chance to explain why you're interested in the position and highlight the skills and qualities that make you a strong candidate. It's important to tailor your response to the challenges of the job and show how you're prepared to handle them.

For example, you might be asked, "Could you tell us how your background and personal qualities have prepared you for this role?" The goal is to demonstrate your relevant skills, highlight accomplishments, and connect your experiences to the position's requirements.

It's worth noting that you will not be asked personal questions, such as your marital status, whether you have kids, or other personal matters unrelated to the job (which may be common in other cultures). Employers are required to focus solely on qualifications and suitability for the role.

2. Structuring Your Responses: The STAR Method

STAR Method Overview:

The STAR method (Situation, Task, Action, Result) is a proven framework for responding to interview questions that require specific examples. It helps candidates deliver structured, clear, and impactful answers while showcasing their skills and competencies.

This method is particularly relevant for behavioral and situational questions. As mentioned above, behavioural questions assess past experiences to predict future performance, while situational questions explore how candidates would handle hypothetical scenarios.

STAR Method Explained:

Situation: Begin by describing the context or background. Be concise but specific, setting the stage for your story. This provides context and clarity to the interviewers. Remember that they may not have a good understanding of your previous experience, it's up to you to set the tone.

Example: *"While working as a project manager at ABC Corporation, my team faced a major delay in completing a critical project due to resource shortages."*

Task: Outline the specific task, challenge, or responsibility you faced. Highlight why it was important and what was at stake.

Example: *"I was tasked with meeting the project deadline despite limited resources, as any further delay would have jeopardized a major client relationship."*

Action: Explain the actions you personally took to address the task or challenge. Focus on your role and emphasize key competencies, such as leadership, problem-solving, or communication.

Example: *"I quickly reprioritized tasks, negotiated with stakeholders to secure additional resources, and introduced daily progress check-ins to maintain momentum."*

Result: Conclude by sharing the outcome of your actions. Use measurable and quantifiable results to illustrate success whenever possible.

Example: *“As a result, the project was completed two weeks ahead of the adjusted schedule, saving \$10,000 in penalties and earning a commendation from the client.”*

Your library of experience and examples will be the foundation that outline the stories you will share using the STAR method.

10 Examples of Interview Questions Using the STAR Method

1. Can you describe a time when you had to manage a challenging project?
2. Describe a situation where you had to work under a tight deadline.
3. Give an example of a goal you set and how you achieved it.
4. Can you tell me about a time when you had to resolve a conflict within your team?
5. Describe a scenario where you had to adapt to a significant change at work.
6. Tell me about a time when you had to make a difficult decision.
7. Give an example of a successful project you managed from start to finish.
8. Describe a time when you had to go above and beyond the call of duty.
9. Can you provide an example of when you had to collaborate with others to achieve a common goal?
10. Describe a situation where you had to use your initiative to solve a problem.

By mastering the STAR method, you can confidently navigate GoC interview questions and effectively demonstrate their qualifications and potential.

3. Questions at the End of the Interview

a) Initial Interviews: In many initial interviews with the Government of Canada (GoC), candidates are assessed primarily on their competencies rather than being interviewed by their prospective manager. The interview panel is typically focused on evaluating qualifications and may have limited knowledge of the specific work environment or leadership style of the hiring manager. As a result, you may only be able to provide information regarding next steps and timelines, rather than insights into the day-to-day aspects of the role or team dynamics.

b) Follow up interviews with managers: In follow up interviews and interviews with the hiring manager, remember, an interview is a two-way street: the employer is evaluating you, but you are also assessing them. Asking questions at the end of an interview demonstrates curiosity, preparation, and engagement. It also helps candidates gather valuable information to determine if the position aligns with their goals and values.

What to keep in mind when asking questions:

- **Always Ask Questions:** Avoid ending the interview without engaging the interviewer with questions.
- **Focus on Genuine Curiosity:** Choose questions that address areas where you want more clarity or insight.
- **Maintain Professional Tone:** Ensure your questions are respectful and relevant to the role or organization.
- **Limit to 2-4 Questions:** Be mindful of time while still leaving room for meaningful dialogue.
- **Tailor Your Questions:** Choose questions relevant to the specific department or position based on your research and the interview discussion.
- **Prioritize Clarity:** If the interviewer has already answered a question during the discussion, don't ask it again. Instead, build on what they said for deeper insights.
- **Take Notes:** If allowed, jot down key insights to refer to later.
- **End on a Positive Note:** Close with an enthusiastic statement about your interest in the role, e.g., "Thank you for providing such detailed answers—I'm even more excited about the possibility of contributing to your team."

Suggested Questions:

1. Role and Expectations

- Whom will I be reporting to?
- Who will be reporting to me?
- Why is this role vacant? Was someone in this position before me, and why did they leave?
- What does success in this role look like after one year?
- What would you expect me to achieve in the first 6 or 12 months?

2. Onboarding and Support

- What is the onboarding process for this role?
- Does the department have programs to ensure new hires succeed?
- How will my performance be assessed, and what metrics are used to evaluate success?

3. Challenges and Opportunities

- What do you believe will be the biggest challenge I might face in this role?
- What opportunities for professional growth and development are available in this position?
- Are there any new initiatives or major changes planned for the department or organization?

4. Team and Culture

- Can you tell me more about the team I will be working with?
- How would you describe the organizational culture here?
- What qualities are the most important for succeeding in this team or department?
- What makes employees stay at this team or department?

5. Organizational Insights

- What are the biggest challenges currently facing this team or department?
- How does the department prioritize diversity, equity, and inclusion?
- What recent successes or accomplishments of the team or department are you most proud of?

6. Forward-Looking Questions

- How do you expect my responsibilities to evolve over the next year?
- What do you believe can be improved at the organization or within this role?

2C – What to do after the Interview

Things to do after an interview:

a) Take a little break and give yourself time to decompress.

Interviews can be exhausting. You've spent hours, sometimes days, preparing for the interview. Whether things went as you expected or not, pat yourself on the back and take a moment to rest. Do something you love that will get your mind off the interview for some time.

b) Don't be so hard on yourself after an interview.

Interviews can sometimes feel subjective, making it difficult to gauge how well you performed. If you feel the interview did not go as planned for any reason, it's important to extend yourself grace. Not every interview will unfold as expected, perhaps the rapport with the interviewer felt off, you believe you could have answered a question more effectively, or you feel your preparation could have been stronger. Regardless of the circumstances, remind yourself that what's done is done. Use the experience as an opportunity to reflect and grow. Focus on identifying areas for improvement and apply those lessons to your next interview. Each step is part of the journey toward success.

c) Send a Thank You Note/Email.

A thank you note or thank you email is an opportunity for you to restate why you are the ideal choice for the role. This is also an opportunity to state anything you may have forgotten to mention in the interview.

When creating your thank you note, include the following 4 components:

- Greeting, thank the interviewer
- Specific reference to something discussed or gain from the conversation
- Restate one or two points that make you the right choice
- Let the interview know you would like to keep in touch

Here is a thank you note example that can help you:

Hello [name],

Thank you for interviewing me today for the role of [position name]. I enjoyed our conversation. It was great hearing about [something that stood out during conversation].

These are the kinds of [ideas/initiatives/projects] that inspire me to join the team at [company]. I am confident that my successful background in [industry or areas of expertise] coupled with [industry or areas of expertise] provides a unique outlook that will help advance [project/initiative they are working on].

I am looking forward to hearing from you soon on the next steps. Please let me know if there is any other information you need from me.

Enjoy the rest of your week!

Signature

Your Name

LinkedIn Profile / Your Website (if any)

d) Repeat the steps that got you that interview

Lastly, even if an interview went well, keep your options open. Don't stop job searching even if you think an offer may be on the way. The search isn't over until you have a signed employment agreement or letter of offer, and you start your first day on the job.

Module 2: Summary

This module provides essential strategies for successfully navigating GoC interviews, which are structured and competency-based. It emphasizes thorough preparation, including researching the hiring department, understanding the Statement of Merit Criteria (SoMC), and aligning personal experiences with job requirements. Candidates are encouraged to use the STAR Method to structure responses effectively for behavioral and situational questions. The module also covers different interview formats, such as pre-recorded, virtual, and in-person, and highlights the importance of post-interview follow-ups, like sending a thank-you email. By applying these techniques, candidates can confidently showcase their skills and increase their chances of success.

MODULE THREE



Public Service Employment Categories



Module Description

There are over 200 occupational groups and sub-groups in the federal Public Service. This module focuses on the following categories within these groups: Administrative Services (AS) group, Economic and Social Science Services (EC) group, Information Technology (IT) group and Program Management (PM) group.

Learning objectives

After completing this module you will:

- Have an overview of these occupational groups and classifications.
- Understand the most common jobs in these categories that have been acquired by FIN candidates in the past.

3A – Occupational groups and classifications relevant to the FIN Program

The FIN Program was launched in 2010 to provide an avenue for newcomers to Canada to gain employment in the Public Service while meeting the hiring needs of participating departments and agencies. Currently, seven locations across Canada participate in FIN: the National Capital Region, Greater Toronto Area, St. John's, Halifax, Fredericton, Moncton, and Victoria. And, five occupational groups have been chosen to participate in the program.

The FIN team at IRCC outlined the occupational categories to focus on by determining demand including:

- examining hiring trends across the government
- examining hiring trends for FIN candidates (the ones for which the FIN team received the most requests from managers and in which most candidates were placed).
- consulting with interdepartmental and regional working groups made up of public service employees, HR specialists and managers representing over 40 federal departments and agencies.

3B – General job duties associated with selected entry-level positions

While the table “Supplementary Information” at the end of this module provides an overview of the responsibilities under each of the positions participating in the FIN Program, there may be additional responsibilities associated with the work, and responsibilities may vary by department and team. The following provides more detail on the duties associated with selected entry-level positions.

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CR-04 – Clerical support generally involves supporting a program. Responsibilities could include:

- Data entry/record management
- Handling correspondence
- Answering queries by email or phone
- Providing info by email or phone
- Processing claims, forms, and other documents
- Checking documents
- Preparing handouts
- Booking meeting rooms and/or setting up meetings
- Managing paper mail
- Maintaining inventory

AS-01 – Administrative support generally involves supporting one or two directors or a director general. Responsibilities could include:

- Scheduling/tracking appointments
- Making travel arrangements
- Booking boardrooms
- Making hospitality arrangements
- Maintaining and tracking key documents
- Managing signatures/approvals
- Checking financial codes and requisitions, and reconciling financial statements
- Supporting with HR or security documents
- Arranging repair of office equipment

PM-02 – Program officers generally support activities associated with managing a program, project or initiative. Responsibilities could include:

- Supporting specific projects
- Scheduling events
- Tracking stakeholder engagement activities
- Conducting basic research and writing to support specific events (for example, researching experts and their work to prepare speaker bios for a conference)
- Supporting the preparation of presentation decks – fact-checking, formatting, etc.
- Researching and reporting on new systems that the team might be considering (such as switching to a new database)
- Providing input into operational documents (e.g., contributing to a procedures manual)

EC-02 – Junior policy/economic/data analysts generally support research activities, data collection, or economic analysis advice related to program and policy development. Responsibilities could include:

- Undertaking data or statistical analysis
- Conducting financial analysis or reporting
- Applying policy to support decisions or actions/changes
- Researching, synthesizing, and analyzing information to write reports
- Writing briefing notes or supporting the preparation of briefing notes
- Researching relevant policies and programs in various countries to determine best practices or lessons learned

IT-01 – Technicians support the development, implementation and/or maintenance of information technology systems and infrastructure. Responsibilities could include:

- Developing networking (LAN/WAN) capabilities
- Supporting work on Cloud technologies
- Supporting the development of mobile apps
- Testing user platforms
- Working in tech support

3C – FIN Program: Key elements - Program no longer delivered by World Skills

Since the FIN Program was launched in 2010, it has helped more than 1100 newcomers find employment in the Government of Canada. Applying for employment through FIN is similar to applying to other Public Service postings. However, there are some differences:

Each FIN Program Category posting is not for a specific job in a specific organization. The FIN Program creates pools of candidates that a hiring manager in any government organization within Canada (federal, provincial or municipal) can access for any job within that job category that they have available. The IRCC FIN team works with newcomers and managers to find the best match.

If you are successful in the **FIN Program application*** and interview process and receive a notification from the FIN team at IRCC that you have made it into a pool, here are some of the next steps:

IRCC FIN Team Promotion

The IRCC FIN team will promote the pools of qualified candidates across all departments. You should also promote the fact that you've qualified in a FIN pool to any Government of Canada manager or employee you meet or network with, and on platforms such as LinkedIn.

Requisitioning

Hiring managers or HR professionals from different government organizations will reach out to the IRCC FIN team to share information on the requirements for jobs they have available.

*More about the application process for FIN can be found here:

<https://www.canada.ca/en/immigration-refugees-citizenship/services/new-immigrants/prepare-life-canada/prepare-work/federal-internship.html>

Matching

The IRCC FIN team will search the pools to find candidates who may match the skills and background the manager is looking for. Hiring needs for each year vary. The team reviews the requirements of the position and refers resumes that match those requirements. For requests received outside FIN categories and levels, the team may also refer resumes based on transferable skills. FIN team members may occasionally call you to ask if you are willing to be considered for such requests.

The team is always on the lookout for opportunities for you so it is a good idea to update them about any change to your employment status or contact information.

The IRCC FIN team will share resumes of qualified candidates from the pools with hiring managers who will then decide what next steps they'd like to take. This could take many forms that might include another less formal interview, an invitation to a test, etc. You will also likely be asked for some additional documentation. If it goes well, you will be asked for references at this point.

Your resume may be forwarded to more than one hiring manager at a time so you may be contacted by multiple organizations. The hiring manager(s) may be interviewing more than one candidate to determine who is most suitable. Therefore, you may still be competing with other candidates for a position.

Placements are not guaranteed through the FIN Program. In some cases, you may not hear from managers at all. In other cases, you may meet with an employer, but may not receive any communication after that. Here are some reasons why these scenarios may occur: a manager may not see a match between the requirements of the position and the qualifications demonstrated on the resume; a manager may hire someone else and may not inform other candidates; internal factors such as budget cuts or changes in priorities may put the process on hold indefinitely.

When this occurs, you may follow up with the FIN team or directly with the manager, and at the same time, continue the job search on your own.

FIN Program Pools

The FIN Program pools are available to managers for approximately one year (until the application process for the next year is completed). You may hear from a manager quickly but sometimes candidates don't hear anything for quite a while. This is normal in government hiring processes.

Security Clearance

Once you are informally offered a position, the process of getting security clearance will start and you will need to fill out additional forms for that process. Your potential manager initiates the process and the IRCC FIN team can support you if you have any questions or concerns.

The length of the security clearance process depends on many factors but you will not be able to start working until the security clearance process is completed. It can take anywhere from a few weeks to many months.

Placements

Most of the jobs offered through the FIN Program start as casual employment at an entry level which is generally the case for anyone wanting to enter the government. Candidates who receive placements will:

- gain valuable government work experience and enhance soft skills to help improve long-term career prospects in Canada, and provide a foundation for future employment;
- expand Canadian professional and peer networks;
- be matched with a public servant mentor;
- be invited to attend a variety of training sessions on Canadian workplace culture, the skills and competencies required in the Public Service, and other relevant topics; and
- have access to networking opportunities.

Each year, a variety of public service organizations hire candidates from the FIN Program pools. More than 60 organizations have hired candidates through FIN since inception. Though the top hiring organizations vary from year to year, those listed below fit the category well:

- Immigration, Refugees and Citizenship Canada,
- Employment and Social Development Canada,
- Innovation, Science and Economic Development,
- Service Canada,
- Health Canada,
- Canada Revenue Agency, and
- Public Safety.

Candidates who receive placements say that the work experience, training and mentorship provided through the FIN Program helps them with their long-term career prospects.

- 82% of those who responded to annual surveys indicated that they had found employment within three months of completing their internships.
- The majority of those employed agree that their jobs are commensurate with their skills, experience and education.

The FIN team occasionally receives requests from managers looking to staff positions in categories and levels not advertised through the FIN Program. Because FIN positions are generally casual contracts, managers have discretion, in consultation with their departmental HR professionals, to hire candidates from FIN pools for these positions if the candidates possess the necessary requirements for the job.

Any one of the factors below could play a part in a FIN candidate receiving a job outside the scope of the regular FIN categories and levels:

- The manager has been unable to fill a higher-level position using the regular HR channels available to them
- Managers may also hire candidates with skills different from the ones that they are looking for if they have the flexibility to do so
- The candidate has experience in or possesses a rare technical skill (knowledge of a specific software package, statistical skills, etc.)
- The candidate has in-depth/niche knowledge of a rare issue, policy, or process – such as knowledge of health challenges in certain parts of the world; knowledge of international law; experience in human rights or climate change at a global level; niche banking, commerce, or business knowledge at a global level, etc.)
- The candidate has experience working in an international organization such as the UN, WHO, World Bank, etc.
- The candidate has several transferable skills
- The candidate has vast work experience and advanced academic degrees
- The candidate has prior experience working in very high-level positions
- The candidate has advanced bilingualism

Even if a candidate has the above qualifications, there is no guarantee of higher-level placements. FIN pools are entry-level pools, and the majority of requests from managers received by the IRCC FIN team are requests for entry-level positions, Higher level placements are rare.

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Supplementary Information

Position Title, Classification & Level	Experience	Responsibilities	Position Title, Classification & Level	
Administrative Clerk CR-04	Experience providing clerical support	• Providing clerical support, such as file set up and records management • Working with internal and/or external clients to assess and meet needs	• Secondary school diploma or employer-approved alternatives or • Degree or diploma from a recognized post-secondary institution	☐
Administrative Officer AS-01	Experience providing administrative support	• Coordinating incoming and outgoing correspondence, managing calendars, organizing and scheduling teleconferences, videoconferences, meetings, or events, preparing meeting and/or conference materials, note taking, making travel arrangements, and/or setting up and maintaining filing systems • Verifying, recording, and processing forms and documents	• Secondary school diploma or employer-approved alternatives or • Degree or diploma from a recognized post-secondary institution	☐
Program Officer PM-02	Experience working in teams to support projects within timelines	• Working with partners, clients, or stakeholders in project teams/groups to achieve goals • Researching, analyzing, and synthesizing information to produce reports	• Secondary school diploma or employer-approved alternatives or • Degree or diploma from a recognized post-secondary institution	☐
Policy/Economic Analyst EC-02	Experience conducting research and developing policy advice in conjunction with stakeholders	• Researching, analyzing, and synthesizing information to contribute to research papers and make policy recommendations • Collaborating with partners or stakeholders to incorporate various perspectives and produce evidence-based policy • Writing succinct reports or briefing notes under tight timeframes	• Degree from a recognized post-secondary institution or • Master's degree from a recognized post-secondary institution	☐
IT Technician, Software Solutions, or Infrastructure Operations IT-01	Experience in developing IT infrastructure, delivering IT support, and meeting clients' needs	• Writing, modifying, integrating, testing computer code • Analyzing system requirements, developing and implementing information systems, contributing to development plans, policies and procedures • Meeting clients' needs through exceptional service	• Successful completion of two years of an acceptable post-secondary educational program in computer science, information technology, information management or another specialty relevant to the position <i>* Refer to detailed guidelines for asset criteria</i>	☐

Module 3: Summary

The FIN Program is a notable program for immigrants to Canada with an interest in working in the public service. Many candidates who have completed their internship have gone on to secure longer-term employment.

The program's model is not designed to hire for specific jobs but rather creates talent pools for job categories in which various roles within departments and agencies fall. The program focuses on five categories at present, namely AS, CR, PM, EC and IT. However, the hiring of FIN candidates has on occasion fallen outside of the advertised FIN categories and levels.

Understanding your background and experience will become important in determining the categories that interest you and can provide you with the best route to leverage tools and resources that can improve your career trajectory.

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MODULE FOUR



Tips for Succeeding in the Public Service



Module Description

Managing your career is a full-time job. It requires, among other things, developing your career goals, including a short-, medium- and long-term plan for getting there. Career plans should also include strategies for advancing one's career, while continuously upgrading skills and competencies. There are various tools that can help job seekers ensure that their career plans lead to a satisfying career – mentoring and networking strategies will be key. These tools are particularly helpful for those currently employed in the Public Sector who are looking for ways to advance their careers. But they can be also used for those hoping to join the Public Service.

Learning objectives

After completing this module you will:

- Understand the various approaches used to make connections and build relationships in the Public Service.
- Learn how to leverage the approaches to manage and make informed decisions about career goals.
- Understand the importance of effective communication and time management to help job seekers and employees develop the soft skills needed to advance career goals.

4A – Introductory statement

Whether you are just starting in your career or have several years of work experience under your belt, you will need to make informed decisions to successfully manage career transitions. There is no single tool or approach that will help a job seeker gain employment in the Public Service. In fact, the Public Service Employment Act is grounded in the merit principle, and the competitive hiring process is central to that principle.

The tools that job seekers will use at the beginning of, and throughout their careers should be placed in the context of ways to improve opportunities to succeed in the hiring process where they need to demonstrate their competencies. Some of these tools may involve introspective work to develop and upgrade skills, especially soft skills, which have become increasingly important in the Public Service. Other approaches may involve more outward-looking strategies to build networks of support.

Together, they play a fundamental role in becoming more knowledgeable about the competitive process, in helping job seekers learn about potential job openings before they are advertised, in connecting employees to hiring managers, and in helping employees learn about different types of positions in the Public Service. Generally, in today's environment, networking is widely recognized as a legitimate way to seek out opportunities to grow and expand professional reach and influence.

4B – Understanding the importance of soft skills

Employees use written and oral communication skills daily to interact with colleagues, managers, partners, and the general public. But even before landing a job, job seekers need to use strong communication skills at every step of the job search – in the application, written exam, and interview as well as in any correspondence with potential managers or human resource advisors.

Module 1 provided more detailed information about the characteristics of effective communication during the competitive processes.

But during the job search phase, you should communicate in a style that demonstrates your interest in the position, and that you are a serious and professional candidate. Sometimes, job seekers leave a hiring manager with the wrong impression when they don't respond directly to questions being asked, or when responses don't use good grammar, or when the amount of information included in a response is overly detailed. In summary, it is good practice to use the following tips when communicating with managers:

- Be professional and courteous.
- Take the time to read all written correspondence thoroughly.
- Be concise but respond to all points in the email.
- Respond promptly to all correspondence.
- Use the official language in which you are most comfortable, to avoid sending grammatically incorrect correspondence.
- Check for spelling and grammar mistakes.
- Use the **STAR technique** (Situation, Task, Action, Result) when responding, if applicable.

Concepts of **time management** vary from culture to culture. In Canadian workplaces, punctuality is highly regarded. It is generally expected that employees show up on time for a meeting, or even slightly beforehand. Showing up late for a formal or informal meeting with a colleague or potential hiring manager will leave the wrong impression. Similarly, even if punctuality is not being directly assessed as part of a hiring process, showing up late for an interview will likely have unintended results, and may suggest that you are not fully engaged and not being professional. Job seekers should not underestimate time management as a critical soft skill in managing their career.

It is equally important to respond to deadlines in correspondence promptly. If you are asked to submit an application or respond to a correspondence by a specific date and time, then there is likely limited flexibility to submit the application or correspondence at a later date. All deadlines should be considered as strict and non-negotiable.

4C – Why networking is important

Networking is the process of building and maintaining a professional and personal contact list with the specific purpose of managing your career.

Who to include in your network, and how and when they are used will depend on where you are in your career and what your career objectives are. The network could potentially offer valuable professional assistance or guidance, such as learning about new opportunities you may not have thought about.

Some key decision points in a career where networking can help include:

- When considering opportunities to launch your career (e.g. trying to enter the Public Service).
- When considering a growth opportunity within your current employment situation (e.g. trying to move from a junior to an intermediary position in the Public Service); or
- When considering whether to take your career in a new direction (e.g. trying to change occupational groups such as from a PM to an EC category).

Networking provides a source of information or intelligence about a specific organizational unit and the people who work there, or about a business or industry that may align with current or future career interests. Related to the latter, networking can also be used to keep up with changes in your business line, such as new technologies, new best practices, or changing regulations and previously unforeseen challenges. Further, networking may help you find solutions or a new perspective on an idea or project that you are currently working on.

Throughout your career, networking can help you overcome obstacles or can provide support, suggestions or advice about the next steps. For example, networking could help a job-seeker who is having difficulty succeeding at different stages of a competitive process whether that be the initial application, the written assessment or the interview stage. Someone in your network may be interested in sharing tips and advice on how to address these difficulties based on their experience.

While networking is an important concept, it's crucial to acknowledge that people are often busy and may not have the time or energy for meetings solely dedicated to networking. It's advisable to adjust your approach by finding other ways to connect—for example consider volunteering for a project, establish a connection, and then build on that relationship.

4D – Who to include in your network

Your network could comprise potentially all the people you interact with professionally and socially. This would give you the ability to use multiple sources of information and advice that can improve your performance in competitive processes or chances of meeting someone who can connect you with hiring managers. For this reason, it is a good idea to focus on contacting those who are in the best position and more likely to assist you in reaching your career goals. A personal and professional network can be categorized in the following manner:

- **The inner circle of co-workers** – Those you meet professionally regularly. These are people you have a working relationship with and know well enough to have an occasional conversation. For example, if you are currently employed in the Public Service then your inner circle consists of anyone on your current team. Your co-workers can share their knowledge of competitive processes.
- **Outer circle of former colleagues and managers** – Those you no longer have a working relationship with but know or remember you professionally from previous working relationships or connections. These former colleagues may also have insight from their experiences in applying to the Government of Canada's competitive processes or information about potential openings.
- **Extended circle of professional acquaintances** – Those you meet professionally who have no direct connections to your work environment but who work in a related business line. This includes people you meet at conferences, events or courses over time.
- **Extended outer circle of friends and family** – Those who you do not know professionally but who can help you situate your professional interests in a balanced state of overall well-being.

Interestingly, it is often the more distant circles in your networks (extended circle and outer extended circle) that provide the most value in making fundamental career decisions and changes. Further, if you are not currently in the Public Service then there are more benefits to speaking to those in extended and outer extended circles to help expand your reach and exposure.

It is often the case that one contact developed from a networking activity or event will lead to another contact that becomes closer to meeting your career goals. Further, networking may result in relationships that go beyond the original networking opportunity. Sometimes this may mean that you have to give to those in your networking circles as much as you receive from them. However, it should be noted that not all networking opportunities result in a long-lasting relationship. And not all networking results in employment in the Public Service.

There are occasions when networking leads to a **mentorship** opportunity. The role of a mentor is to help guide you, provide advice and help you grow as a person. Having a mentor can also help you develop communication skills.

The most effective way to find a mentor is to ask someone you have met, and perhaps made a specific connection with, if they would be interested in being your mentor. But do your homework. Not everyone has the time, the patience, or the inclination. And the mentor-mentee relationship can be challenging to navigate. Finding a mentor should be considered a long-term exercise and may take several attempts before the right match is found. It is an especially difficult process for job-seekers not in the Public Service to find a mentor who is in the Public Service. It would likely be more pragmatic to consider mentors who are retired or former public servants who do not see their role as conflicting with Public Service values.

While you're looking for work, immigrant serving organizations or educational institutions may offer mentorship programs that will help you with:

- Developing career objectives
- Canadian workplace language, culture, and etiquette

- Employment research strategies
- Employer engagement strategies
- Networking opportunities – Informational meetings, Networking events, Professional associations, etc.
- Employment application preparation
- Resume, cover letter and interview preparation

If you are employed in the Public Service, ask your manager about opportunities to have a mentor in the workplace. Mentorship in the workplace can take the form of a peer mentor who can show you the ropes and support you in your day-to-day job or a more senior person who can help you with career development. Again, the best way to find a mentor is to just ask.

4E – Techniques and strategies for networking

Networking has gained a negative reputation over the years because some people associate it with self-indulgent socializing. You want to avoid leaving the impression that your networking approach is being used solely to advance your career. Any networking conversation should result in information to advance your career while making a professional or personal connection with the individual being contacted.

Your networking strategy should be to build networking activities into your routine in a purposeful and disciplined manner using a variety of relationships across several networking circles. For example, some people set aside specific time in their agendas for networking activities. This is particularly important for people whose character type is not conducive to meeting people naturally. Generally, you will need to put in the time and effort to make networking successful.

Even when networking is purposefully structured into your routine, it can involve both formal and informal strategies, including:

- Actively seeking out casual conversations with colleagues, either in person or virtually.

- Making calls to former colleagues.
- Building and maintaining a social media profile.
- Enrolling in workshops and training sessions.
- Attending networking events, job fairs, conferences or other events.

You can learn about events where government employers may be present through various associations such as a student association, immigrant serving organization or online if you are part of any government social media groups (information about social media networking is addressed below separately). When you meet a hiring manager that you're interested in, follow these helpful tips:

- Be prepared to do your 45-second elevator pitch so you can tell potential hiring managers about yourself concisely and effectively.
- Do some research about the government departments or organizations you're most interested in.
- Come prepared to a networking event with questions. This will demonstrate interest.
- Circle back to the managers you meet to ensure they know you are truly interested. This may involve asking for a short "information meeting" so you can introduce yourself and learn more about the organization. Information meetings are an opportunity to meet someone and learn more about their work.

Generally, Canada's Public Service has adopted the concept and practice of networking, and has put in place networking events and groups to help current employees meet and share ideas. This includes several formal networking events designed specifically to help current employees meet and share ideas. Employees should make a deliberate attempt to tap into these networks and related resources.

For example, the **Federal Youth Network** is a government-wide initiative to create a network of young professionals to help guide them towards their career aspirations in the Public Service. Each department may establish its own formal and informal networking opportunities under the auspices of the Youth Federal Network. You will have to do some research to determine what is available in each department or agency. More than likely, you will have to be the one who initiates the first step to get involved.

The Government has posted a **checklist** of networking strategies that can help anyone identify and capitalize on networking events.

A word about networking and social media: Social media can be an effective networking tool. LinkedIn and Facebook have become commonplace in the Public Service to post potential openings or to attract new people to an organization. Facebook groups are informal and unofficial groups that offer members an informal way to connect and share information about employment opportunities but do not carry the same authority as jobs.gc.ca. They are low-risk ways to reach out to a former colleague or classmate you've lost touch with, managers who you've heard good things about, or managers who are looking for people to augment their team.

Don't be shy to make contact on LinkedIn or Facebook with a simple "What's new?" or "Hello" message. But don't take it personally if you don't hear back. Your approach should be to reach out in a casual but professional manner and resist the urge to send multiple messages when a response is not received. Remember to keep your profiles up to date. An outdated profile may appear unprofessional or uncommitted.

Over the last few years, various **Facebook** groups have been developed where government employees, hiring managers and the public informally share information about jobs in a specific area of government.

This is a very focused way to make connections quickly. Depending on your interests, look for groups such as:

- **GC Policy – Informal/Unofficial**
- **GC – Admin for all**
- **GC – Communications**

Group Administrators will ask you some questions to determine if you are eligible to join the group. Once you are in a group, it is good practice to spend some time reading the postings so that you fully understand how the group works. Then you can start posting yourself, and using the opportunity to explore possibilities.

4F – Some practical tips for getting started with networking

As with any skill, effective networking takes practice. And, the reality is that networking will not be easy for certain character types, such as introverts. For some people and some cultures, reaching out to others to talk about yourself and your career goals may not align with your values, or may seem awkward. If you decide to use networking as part of your job search strategy, then feel free to be honest about your shyness, yet direct about your interests. Some people may appreciate your honesty and openness.

On the other hand, some people will find networking to be a natural part of their daily activities. If you are an extrovert, networking allows you to use your communication skills to meet people or to partake in simple conversations. But make sure you aren't just talking about yourself, and also take the opportunity to learn about the person in front of you; networking is a conversation.

Regardless of your character type, these casual conversations provide an opportunity to transition the conversation to more substantial discussions about the work, potential job openings, managers who are looking for new people, or the projects a new unit will be working on. The difficulty lies in using the conversations to gain valuable information that could eventually be used to initiate conversations with a new hiring manager.

In some cases, it might be more effective to find ways to engage and network outside of the work environment. This strategy is very much part of the Canadian workplace culture. Most people become more open to discussing their or your career objectives when they are not in the work environment.

Module 4: Summary

Networking alone won't instantly result in employment in the Public Service. The staffing process is grounded in the Public Service Employment Act and the merit principle is central to the Act. Therefore, networking should be used as a tool to succeed in a merit-based hiring process.

Networking is a slow and steady process of learning about yourself and your career potential and finding where they intersect with others who can guide and support you.

Take calculated risks. Put yourself out there. You have something to offer. Take the opportunity to tell others about your strengths. Make explicit links between your experiences and skills and the work you'd like to do.

Consider networking as a mutually beneficial exercise that takes time to nurture and build trust. Work on networking year-round and over the long term. This is more likely to lead to a positive relationship, especially with your extended network circle, and therefore more likely to improve the willingness of a contact to help when you need them, or when they need you.

Networking can help build your self-confidence and your self-esteem because you will learn how to talk about yourself and your skills.

MODULE FIVE



An Explanation of Workplace Culture



Module Description

All work environments have an underlying workplace culture. Even the absence of a workplace culture is itself a statement about the culture of the workplace. Even though public servants come from diverse educational, cultural, and socio-economic backgrounds, Public Service workplaces often function under the rubric of values that can play a fundamental role in creating a sense of cohesion in the work environment.

Learning objectives

After completing this module you will:

- Have an overview of the values, attitudes, behaviours, and assumptions that underpin Public Service workplaces.
- Understand the different and often unsaid workplace cultures that are inherent to the Public Service.
- Have an overview of the key features or characteristics that often define its culture.

5A – Introductory statement

Workplace culture is a collection of attitudes, beliefs and behaviours that make up the regular atmosphere in a work environment. Unlike the **Values and Ethics Code for the Public Service**, that are considered a condition of employment, workplace culture is less formal, often not documented, and can change from department to department, or from team to team within a department.

Some teams in the Public Service have undertaken team building exercises to define a mission, vision, and goals for their teams that may include a description of the team's culture. While other teams take a more organic approach to their culture, or have never had a structured discussion about their culture, but there is an implied understanding of a culture that everyone adheres to.

5B – Not all workplaces have the same culture

There can be important differences between the workplace cultures of the private sector and the federal public sector. For example, it is unlikely that a workplace in the private sector would not have an entrepreneurial spirit that seeks to maximize profits or seeks a business advantage over its competitors. But in the public sector, this feature is not fundamental to its principles of public good for everyone. There is a general understanding that the public sector is different from the private sector, both because of the tasks it performs and the behaviours it expects of its employees.

However, over the last few decades, with pressures to improve the efficiency of public sector institutions, there are growing similarities in the workplace cultures associated with the private and public sectors. For example, achieving diversity and inclusion goals are now being discussed with equal vigour in private sector and public sector workplaces.

Similarly, the importance of innovation and ideas-driven workplaces is no longer reserved for workplaces in the hi-tech industry. Many public sector departments include innovation hubs where ideas to improve services to Canadians are fully incorporated into departments. Additionally, there is an increased focus on outcomes and the measurement of results. At the employee level, this is done through the annual permanence agreement process discussed in Module 1.

There are also differences between the culture of public sector workplaces in Canada compared to other countries. In some countries, the public service is the main employer so public service jobs are highly sought after and considered prestigious. The workplace culture in these types of countries is reflective of this status. The culture can be traditional, serious, and considered elite. This is very different than the work environment in Canada's Public Service.

In Canada, the Public Service is one of many employers. There is considerable competition between public and private sector jobs. And the workplace culture is generally more varied and differs based on the type of work. These differences may be reflected in the dress code of the workplace. It is not unusual to see a Public Service workplace where the dress code is casual. For example, some employees will wear jeans and tee shirts to work. This might be rare in some countries where shirts and ties for men, and jackets and skirts for women are the norm.

5C – Why is it important to know a team's workplace culture

Public servants come from diverse educational, occupational, cultural, and socio-economic backgrounds. Most workplaces contain a combination of millennials and older workers. Some teams consist of monolithic occupational groups such as scientists, teachers or labourers.

However, the majority of teams in the Public Service are multi-disciplinary including a variety of occupational groups, such as administrative assistants, program officers, or professionals such as economists, statisticians or engineers.

In some departments the work is conducted in the field, such as at a national park, a border crossing or in a remote Indigenous community. While in other departments the workplace is primarily an office setting. The nature of the workplace, the composition of the team, and the nature of the work itself are all factors that impact and contribute to workplace culture.

For these diverse workplaces to function effectively, it is important to know and understand the organizational culture of a team because it can play a fundamental role in creating a sense of cohesion. Further, understanding the culture of a workplace can help an employee become better integrated in the team. Knowledge about a team or organization's culture can provide both managers and employees with insight into the characteristics of the organization. Also, the culture of a team determines how well a person fits into the work environment and the ability to build professional relationships with colleagues.

Workplace culture is central to the functioning of any team and can help to define acceptable behaviours within the team. In fact, for some employees, workplace culture can be a factor when deciding whether to accept a job. Most employees will want to work in an environment that aligns with goals and values that contribute to a healthy work culture. Workplace culture has an impact on employee happiness and satisfaction and affects performance.

5D – Characteristics of a healthy workplace culture

The culture of any organization is often difficult to define since many aspects of workplace culture are intangible, cannot be seen, and are not documented. It is not uncommon to learn that public servants are unable to define the culture of their workplace.

But you will know a positive and healthy workplace culture when you see it because it is defined not by what people say, but by their behaviors.

Here are some signs of a healthy workplace culture that can be witnessed in some, but not all, Public Service teams:

People-related behaviours	Organization-related behaviours
• Respect for diversity • Strives for teamwork and collaboration	• Tolerance for taking calculated risks • Flexible work arrangements/work-life balance • Strives for excellence and quality • Innovation and ideas-driven • Client-focused • Learning organization

At the other end of the spectrum, it is not uncommon to hear about toxic workplaces. They happen in the private sector, public sector, and non-profit sectors. They are typically plagued by negativity, where employees don't feel engaged, respected or even worse, safe. There could be gossiping, bad habits, lack of sharing, and a general feeling of mistrust. One should not be surprised to hear about these types of workplaces in such a large organization as the Public Service.

5E – How to find out if you align with a team's workplace culture

Some workplaces may have a more traditional or 'serious' work environment, while other workplaces are more modern or 'fun'.

In general, while the Public Service tends to function in a traditional and specific hierarchical structure, and rules-based, there are some workplaces and teams that pride themselves in being less traditional, possessing what some call a matrix or flat organizational structure or that uses an 'open-door policy' for managing employees and sharing information.

You can explore the [Public Service Employee Survey](#) to find hints of the types of things employees say about their workplace. The survey is conducted every two years posing questions in four areas: employee engagement, anti-racism activities, equity and inclusion, and workplace well-being. Employees are given an opportunity to share their experiences to help improve the quality of the federal workplace. Survey results are shared down to departmental level allowing anyone interested to review the findings, which include employee opinions on various aspects of their work environment, job satisfaction, and organizational practice. Participation in the survey is entirely voluntary, with the response rate for the 2022/2023 survey being 53 percent.

However, the best way to learn about the culture of any organization is to talk to former and current managers and employees. When considering job possibilities, it is common practice to ask a hiring manager about the workplace culture of the team. This is typically done at the end of a hiring process, such as at the interview. Candidates who have successfully made it into a pre-qualified pool can use a 'best fit' discussion with a hiring manager to learn about the culture of the workplace.

If you ask a manager or employee about their workplace, they may have a difficult time describing it. But you can learn more about the workplace culture by asking questions about the characteristics of workplaces that are important to you. The following questions may help, but they should not be considered prescriptive:

- What is the composition of the team?
- When does the work day start and finish?
- Does your team participate in social events outside of the workplace?
- Is there a dress code?
- Is there a flexibility for alternative work arrangements?

- Is there a diversity and inclusion committee in the branch?
- Does the workplace have a prayer room or quiet space?
- Does the manager have an open-door policy?

It is important to remember that the culture of an organization is best understood by what is observed rather than what is said. And, it is important to know yourself as an employee so you can make an informed decision about whether your values align with the workplace culture of a future team. A company that aligns with your beliefs is likely to be more satisfying to work in. If a more traditional workplace culture appeals to your style of work, then you should pose the questions that are important to you, rather than generic questions about generic workplaces.

Module 5: Summary

Public servants come from diverse educational, occupational, cultural, and socio-economic backgrounds. This is the beauty of the Public Service – it provides an opportunity to be part of a multi-disciplinary team, and the opportunity to explore issues from different perspectives and points of view.

It is important to know and understand the organizational culture of a team because this can help you become better integrated into the team, and contribute to your sense of job satisfaction.

You will know a positive and healthy workplace when you see it, because it is defined, not by what people say, but by their behaviours. But that does not mean that you can't ask present and former employees about the culture of their workplaces. This will help you make an informed decision about whether your values align with the workplace culture of a future team. The questions you ask will be based on the characteristics and behaviours of the workplace that are important to you.

You can be part of the evolving Public Service. Take the opportunity to contribute to the renewal of the Public Service by contributing your perspectives to the changing culture of its workplaces.

ANNEX



Information Relevant to Careers in the Public Service



Annex A – How jobs are organized in the Government of Canada

All jobs in the Government of Canada are grouped into **Occupational groups** which are a series of occupations with a set of standards and criteria related to the nature of the work performed. The groups are approved by the Treasury Board of Canada (the employer for all Government of Canada employees). Most of these groups have a union that has negotiated salaries, benefits, leave, etc. for that particular group. These negotiations result in Collective Agreements that outline what was agreed upon. You can find the **collective agreements and salary ranges for all occupational groups** and **occupational group definitions** online.

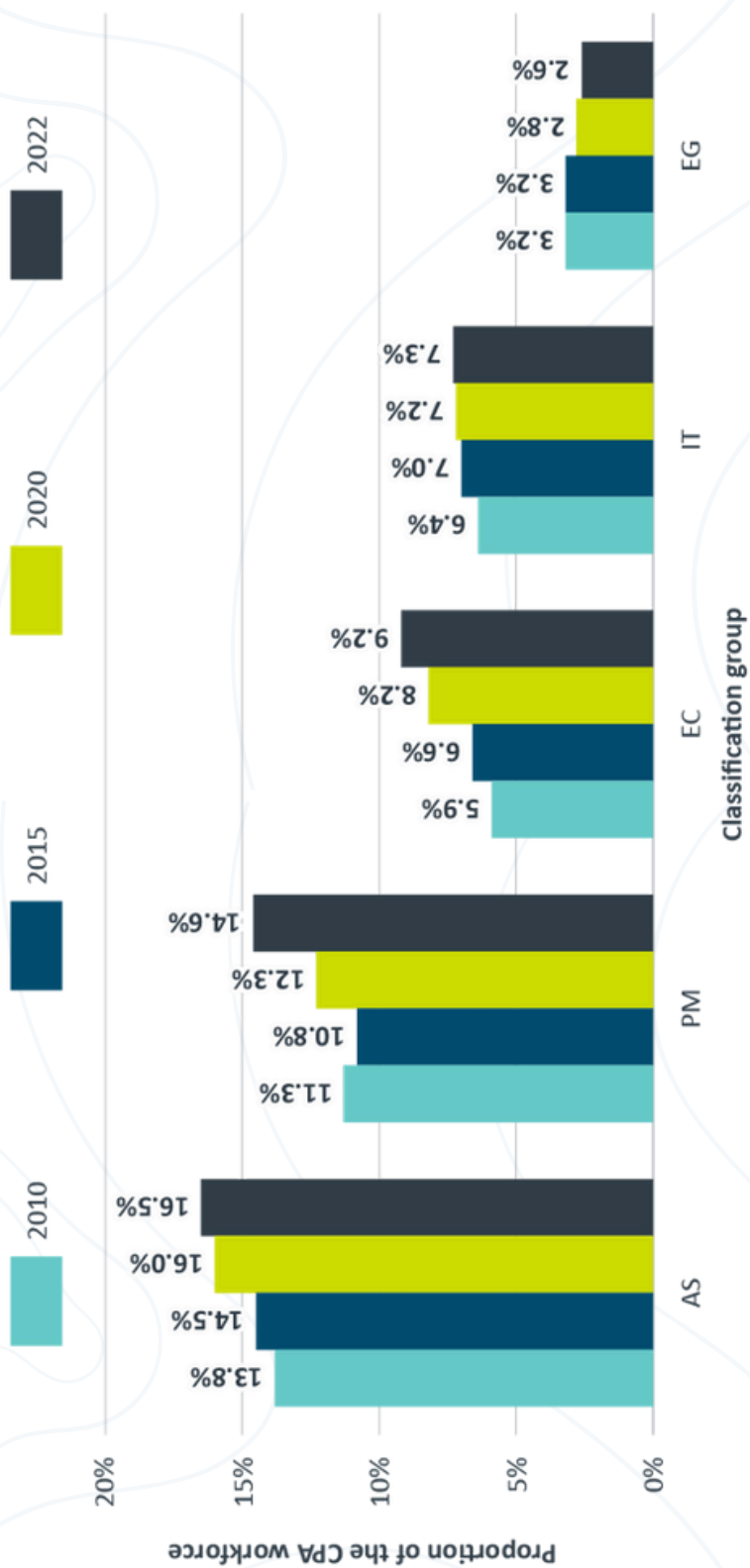
The occupational groups that have the most employees in the Public Service are:

- Administrative Services (AS), which includes the Clerical and Regulatory (CR) category
- Program Administration (PM)
- Economics and Social Science Services (EC)

In 1990, the Public Service workforce was composed mainly of clerical and operational workers (those in the Administrative Services (AS) and Program Administration (PM) categories). Over the years, more and more employees in the Public Service are considered knowledge workers. Today, most of these jobs can be found in the Economics and Social Science Services (EC) category. Employees in the Information Technology (IT) and Engineering and Scientific Support (EG) groups perform knowledge-related functions.

Each occupational group includes several levels of work that is identified by a numeric value that defines the degree and complexity of the work (i.e., PM-01, PM-02, PM-03, etc). The classification of jobs within each occupational group serves multiple purposes, but from the perspective of an employee, it offers a framework for career progression or development.

Five largest knowledge-intensive classification groups in the public service



You can find information on the number of hires in each [classification group online](#).

The mandate or focus of a department or agency will determine the classifications and composition of its workforce. For example, many departments such as Immigration, Refugees and Citizenship Canada or Indigenous Services Canada deliver programs and services, so they tend to have large number of PM positions. Departments that focus on policy development, such as Employment and Social Development Canada, or that focus on data analysis, such as Statistics Canada, tend to have a large number of EC positions.

Annex B – Applying your skills to a Public Service occupational group

There are many ways that your education, skills and training can be applied in the Public Service. It's important for candidates to recognize their transferable skills and learn to best present them for various opportunities - as the examples below demonstrate:

- Someone with a law degree or legal training could apply their skills in a policy, regulatory or operational role. Many jobs require an ability to analyze legislation, regulations, policies and guidelines to develop advice and make recommendations to management.
- Similarly, individuals with a medical degree or medical training could play an important role in health policy research and analysis, in the regulatory approval of health products and drugs, or public health inspection.
- Those with an accounting background can find rewarding employment in finance roles including as finance or economic analysts. All departments have finance areas but some departments and agencies, including Finance Canada, Treasury Board Secretariat and the Canada Revenue Agency, have a specific need for employees with financial expertise.

The vast majority of Public Service jobs are not physically demanding because they are conducted in an office environment, or a hybrid home-office environment. But there are some jobs conducted in the field, such as at a National Park, in Indigenous communities, or on national heritage sites. Many regulatory enforcement roles, including with the Canadian Border Services Agency and Health Canada, are also carried out in the field.

By understanding job profiles and conditions of employment, potential employees can make an informed decision about whether the Public Service is the right fit for them.

Annex C – Understanding the nature of Public Service job profiles

Competencies are the abilities, skills, and knowledge that employees use when performing their work. Competencies generally fall into two main categories:

a) **Core competencies** apply to all government jobs because they are general skills used daily in interactions with colleagues, internal and external partners, and managers. Core competencies tend to be transferable from job to job or from department to department. All federal public service employees must meet four core competencies: 1) demonstrating integrity and respect, 2) thinking things through, 3) working effectively with others, 4) showing initiative and being action-oriented. Many public service positions also place a focus on adaptability, flexibility and attention to detail. Public Service employees are often evaluated according to these and other competencies because managers place great importance on employees demonstrating the behaviors associated with these competencies. (See Annex H)

b) Job-specific competencies, sometimes referred to as functional competencies, are directly related to an occupational group or the type of work performed. They describe the knowledge, skills and abilities that are essential to fulfill specific job tasks, duties or responsibilities.

For example, those working in finance, in the Financial Management (FI) group, may require accounting skills. Or, those working in policy development, in the EC group, may require skills in conducting research or data analysis.

Job-specific competencies work in tandem with core competencies. For example, while planning and resource management is an important job-specific competency, employees are also expected to be able to think things through (a core competency). Planning and resource management, by its nature, requires an individual to demonstrate an ability to think strategically to identify critical elements of an issue and to find innovative solutions to address it.

Job-specific competencies are often considered must-have skills to do the work, based on the nature of a particular job. Public procurement job postings, for example, often include a requirement related to negotiation skills, project management or data analytics.

In addition to the core and job-specific competencies, written and oral communication skills are critical skills for the vast majority of jobs in the Public Service. They are used on a daily basis to interact with colleagues, managers, partners, and the general public.

Employees use written communication skills to produce products such as correspondence, emails, reports, and various documentation. They must be clear and accurate, use plain language, and be written in a style and format appropriate for the intended audience. Similarly, oral communication skills are used on a daily basis to deliver convincing and logical arguments or key messages. When discussing any work related issue, whether its related to policy, programs or operations, its important to share your views in an organized manner. Beginning with general contextual information before sharing specific information helps the listener to follow your thought processes. It is rare to find jobs in the Public Service that do not put great emphasis on communication skills.

Annex D – Bilingualism and language profiles in the Public Service

Canada's two official languages are English and French. The Public Service has designated some positions as bilingual so that the Canadian population can be served in their official language of choice, and that, in bilingual regions, the work environment is conducive to the use of both official languages.

While there is variation by job category and by the location of the position, a number of entry level positions do not require candidates to be bilingual. The main exception would be Administrative Support (AS) positions which tend to require proficiency in both official languages. According to 2019 data, 43% of positions in the public service are designated bilingual. The greatest concentration of bilingual positions is on the National Capital Region (67%)

Some mid-level positions also do not require candidates to be bilingual. However, as employees advance within the Public Service and take on supervisory and management roles there is an increased requirement to be bilingual. As part of their continuous learning and development, employees are supported to increase their proficiency in the official second language.

Annex E – Employment equity groups are key to achieving diversity objectives

The Government of Canada hires people from a wide variety of backgrounds, not only because it's the right thing to do, but because it makes the Public Service more talented, inclusive and diverse. As a large employer, the Government of Canada needs employees with a broad range of skills and experiences. It is also critical that the Public Service is representative of the citizens it serves. The **Employment Equity Act** requires that departments make efforts to achieve equality in the workplace and correct the disadvantages experienced by the following four groups:

- Women
- Indigenous peoples
- Persons with disabilities
- Members of visible minorities

To achieve employment equity goals, the employer must identify and remove barriers resulting from systems, policies and practices, and institute corrective policies and practices, including reasonable accommodations to ensure fairness. For example, employees responsible for the hiring process are required to take anti-bias training. Efforts are also made to ensure that any specific accommodations that an employee may have are addressed to help them succeed (i.e. additional time to complement a written test or to prepare for an interview).

Employees who are in one of the designed groups are encouraged, but not obliged, to self-declare in selection processes, employee surveys, and other administrative processes.

Demographic Snapshot of Canada's Public Service, 2022 provides an overview of the Public Service including the number of employees, age, gender, employment equity representation, location of work, and employment type.

Annex F – Competitive salaries and benefits

Salaries are based on the occupational group and level of a job or position. **Salaries** are negotiated between the employer, the Treasury Board of Canada, and the union representing an occupational group. Salaries and benefits within the Public Service are generally viewed positively. While for some positions, including in the IT sector, Public Service salaries are not always competitive with the private sector, the benefit package (**Public service group insurance benefit plans**) is arguably among the best in Canada. As a large employer, there are regular opportunities for advancement and there is a high level of job security.

Employees receive three weeks of vacation allowance upon hiring as well as two additional personal days of leave. The number of weeks of vacation increases with the number of years of seniority in the Public Service. Employees are eligible for generous parental leave benefits. Employees also have the opportunity to benefit from Care and Nurturing Leave which allows a parent to take up to five years leave without pay and then return to their former position.

Another interesting benefit is leave with income averaging where an employee could take an extended unpaid leave (5 weeks or more) but the salary reduction would be spread over a one-year period. Employees are also entitled to 15 days of sick leave each year. Unused sick leave benefits accumulate as they are carried over into future years. This is an important benefit if an illness were to occur later in your career.

There is also a competitive package of benefits which includes health, dental, disability and life insurance plans. Health plan coverage includes prescription drug coverage, vision, para-medical and hospital care for employees and their families.

The pension plan is designed to provide employees with a lifetime income after retirement. In the event of an employee's death, the plan also provides benefits to the eligible survivor and children. The pension plan benefit increases yearly in alignment with inflation.

Annex G – Example of Job Posting from GC Jobs

Senior Registry Support Officer

Office of the Registrar of the Supreme Court of Canada

Ottawa (Ontario)

PM-01

\$60,424 to \$67,582

Closing date: dd/mm/yyyy -time

Duties

The Senior Registry Support Officer is responsible for providing in-person, in writing and/or by telephone assistance to lawyers, self-represented litigants, the public and SCC staff with regards to SCC practices, procedures, proceedings, filing requirements and hearings. A very good ability to communicate in writing and orally is essential in this role. The Senior Registry Support Officers are also responsible for the intake and review of court documents filed by counsel and self-represented litigants, ensuring compliance and completeness of the material and, providing the Manager with recommendations on appropriate course of action and/or drafting responses, as the case may be; coordinating and performing duties of the Court Clerk as they relate to SCC hybrid hearings.

Work environment

The Supreme Court of Canada (SCC) is Canada's final court of appeal. The SCC is a bilingual institution that hears cases in French and English, in all areas of the law, such as family, criminal, and tax law. It decides cases from Canada's two major legal traditions, common and civil law. Its decisions affect the lives of all Canadians.

Intent of the process

This process will be used to staff the above mentioned position. It may also be used to establish a pool of qualified candidates to staff similar positions at the Office of the Registrar of the Supreme Court of Canada with varying language requirements, security profiles, and tenures.

Information you must provide

Your résumé.

In order to be considered, your application must clearly explain how you meet the following (essential qualifications)

EDUCATION:

- A secondary school diploma or an acceptable combination of education, training and/or experience.
- Degree equivalency

EXPERIENCE:

- Experience delivering services to the general public and clients, including providing information in writing, by telephone and in-person in a client-facing environment.
- Experience in providing a range of administrative support services.
- Experience analyzing documents to assess accuracy, urgency and completeness of information.
- Experience in providing recommendations to management for decision-making.

If you possess any of the following, your application must also clearly explain how you meet it (other qualifications)

ASSET QUALIFICATION:

- Experience delivering client services and/or administrative support services in a Court, Tribunal, Board, Commission or other legal environment.
- Experience entering, maintaining and extracting information in case management and/or document management systems.

The following will be applied / assessed at a later date (essential for the job)

Bilingual - Imperative (BBB/BBB)

ABILITIES:

- Ability to conduct research and interpret policies and procedures.
- Ability to deal with a heavy workload and determine priorities, in a fast-paced environment.
- Ability to communicate effectively in writing.
- Ability to communicate effectively orally.

PERSONAL SUITABILITY:

- Client Services
- Reliability
- Attention to detail
- Effective interpersonal skills

OPERATIONAL REQUIREMENT:

Due to operational requirements, the successful candidate will be expected to work on-site at the Supreme Court of Canada located at 301 Wellington Street, in Ottawa.

Flexible working hours between 8:00 to 5:00 are required.

Conditions of employment

Reliability Status security clearance

Preference

Preference will be given to veterans first and then to Canadian citizens and permanent residents, with the exception of a job located in Nunavut, where Nunavut Inuit will be appointed first.

We thank all those who apply. Only those selected for further consideration will be contacted.

Contact information

Recruitment-Recrutement@SCC-CSC.CA

Annex H- Behaviors Associated with Competencies

Details on the behaviors associated with the main competencies will help candidates undertake a self-assessment of their competencies and prepare for a competitive process.

Behaviors associated with the four core competencies:

1. Integrity and Respect

- Behaving consistently with the Values and Ethics Code for the Public Sector.
- Discussing ethical concerns with supervisors or colleagues
- Working in a manner that reflects a commitment to client service excellence.
- Actively contributing to workplace well-being and a safe, healthy and respectful workplace.
- Supporting and valuing diversity and bilingualism.
- Acting with transparency and fairness.
- Demonstrating respect for government assets and resources.

2. Thinking things through

- Planning work based on a thorough understanding of workplace priorities and individual work objectives and seeking clarification and direction when uncertain.
- Considering multiple sources of information before formulating a view or opinion.
- Exercising sound judgment and obtaining relevant facts before making decisions.
- Analyzing setbacks and seeking feedback to learn from mistakes.

3. Working effectively with others

- Sharing information with work colleagues.
- Listening actively to the views of others, and respecting, considering and incorporating them.
- Recognizing the contributions and celebrating the successes of others.
- Working collaboratively and valuing diversity.
- Demonstrating an understanding of the roles, responsibilities and workloads of colleagues.
- Following through on commitments.
- Dealing proactively with interpersonal or personal matters that could affect their performance.

4. Showing initiative and being action-oriented

- Staying up to date on team goals, work processes and performance objectives.
- Translating direction into concrete work activities, making the most of available time and resources.
- Maintaining a constructive attitude in the face of change, setbacks or stressful situations, and remaining open to new solutions or approaches.
- Communicating ideas, views and concerns effectively and respectfully, and actively participating in exchanges of ideas with others.
- Identifying early warning signs of potential problems, and alerting the supervisor and others, as needed.
- Embracing change and actively looking for opportunities to learn and develop.
- Contributing to and participating in new approaches.
- Pursuing operational efficiencies, demonstrating an appreciation of the importance of value for money.

Behaviors associated with job-specific competencies

Adaptability and Flexibility

- Accepting ambiguity and uncertainty in the environment.
- Acknowledging that people are entitled to their opinions, and accepting that they are different
- Demonstrating willingness to change ideas or perceptions based on new information or contrary evidence.
- Keeping lines of communication open as much as possible; is something that should happen on a regular and ongoing basis.
- Maintaining effectiveness during changes in the work environment.
- Adapting quickly to respond to changing priorities.
- Altering normal procedures to fit a specific situation to get a job done.
- Exploring different possibilities and approaches rather than just the obvious.
- Changing the overall plan, goal or project to fit the situation.

Attention to Detail

- Double-checking the accuracy of work; ensuring the quality of work meets standards.
- Ensuring all details or steps are addressed or followed.
- Undertaking the necessary legwork/research to confirm the validity of data.
- Making sure that, although several different activities are occurring at the same time, nothing falls through the cracks.
- Consistently showing initiative and resourcefulness to solve problems and ensuring quality work outputs are produced on time and within the limits of available resources.
- Anticipating situations that are prone to error, and having backup procedures or plans in place to reduce that chance.
- Developing and implementing standards and/or controls to improve the quality of information.

Written Communication Skills

- Conveying messages concisely and with clarity, free of grammatical errors and typos.
- Organizing information logically and presenting it in a style appropriate to the audience.
- Provide an appropriate level of detail excluding information that may distract the reader.

Oral Communication Skills

- Starting with an opening statement.
- Using logical arguments to support statements made.
- Being clear and concise with the presentation of ideas.
- Conveying messages clearly.
- Using good vocabulary that is appropriate and accurate.
- Demonstrating a good understanding of the topic and confidence in the presentation of ideas.

Annex I - FIN testimonials - The FIN Program is no longer delivered by World Skills

FIN Program Levels the Playing Field – In 2011, **Hippolyte Mugisha** was sponsored to study at a Canadian university through World University Service of Canada's (WUSC) Student Refugee Program. He completed a Bachelor of Arts in Economics and Financial Management at Wilfrid Laurier University and went on to advance his graduate studies in Economics at Queen's University. He wanted to work for the Government of Canada, so he applied to a number of federal government jobs. When he didn't hear back, the staff at WUSC encouraged him to apply for the Federal Internship for Newcomers (FIN) Program. Heeding their advice, he applied to the program, and it opened doors of opportunity for him. Hippolyte has worked as a FIN intern with Public Service and Procurement Canada as an Information Analyst and with Employment and Social Development Canada as a Policy Analyst. "Through the FINP, I managed to acquire valuable work experience with the Canadian government which has significantly boosted my confidence and informed my knowledge of the Canadian workplace culture. Furthermore, my work with two government departments has contributed to both my professional and personal growth, equipping me with the right ingredients to succeed in Canada" he says. He believes the FIN Program serves to level the playing field for newcomers and appreciates the opportunity afforded by the Program to launch a career with the Canadian Government as an Analyst.

Facilitating Entry into the Labour Market – **Alda Kokallaj** came to Canada as a student in 2006 from Albania to pursue a PhD in Political Science/Political Economy at Carleton University. "After completing my PhD, although I had teaching and research experience from Carleton University, I found it difficult to enter the labour market," she says. "I chose to apply to the FIN program, to help me get experience outside of academia and in a position that would be commensurate with my qualifications." Alda qualified for the Program and received an internship as a Research Officer at the Research and Evaluation Branch, IRCC.

RESOURCES



Useful Resources for Careers in the Public Service



Resources List

- **GC Jobs:** https://www.tbs-sct.canada.ca/pubs_pol/hrpubs/coll_agre/rates-taux-eng.asp
- **Public Service Employment Act:** <https://laws-lois.justice.gc.ca/eng/acts/p-33.01/>
- **Casual Worker:** <https://www.canada.ca/en/treasury-board-secretariat/services/staffing/public-service-workforce/casual-worker.html>
- **Federal Contractors Program:** <https://www.canada.ca/en/employment-social-development/corporate/portfolio/labour/programs/employment-equity/federal-contractors.html>
- **Second Language Evaluation in the Federal Public Service:** <https://www.canada.ca/en/public-service-commission/services/second-language-testing-public-service.html>
- **Levels of Security Clearance:** <https://www.tpsgc-pwgsc.gc.ca/esc-src/protection-safeguarding/niveaux-levels-eng.html>
- **Federal Student Work Experience Program (FSWEP):** <https://www.canada.ca/en/public-service-commission/jobs/services/recruitment/students/federal-student-work-program.html>
- **Recruitment of Policy Leaders:** <https://www.dfo-mpo.gc.ca/career-carriere/policy-leaders-politiques/index-eng.html>

Resources List

- **Advanced Policy Analyst Program:** <https://www.canada.ca/en/treasury-board-secretariat/corporate/job-opportunities/advanced-policy-analyst-program.html>
- **Student Guides in France:**
<https://www.veterans.gc.ca/en/remembrance/information-for/students/student-guide-program-in-france>
- **Student Border Services Officer:** <https://www.cbsa-asfc.gc.ca/job-emploi/student-etudiant/sbso-aesf-eng.html>
- **Research Affiliate Program:** <https://www.canada.ca/en/public-service-commission/jobs/services/recruitment/students/research-affiliate-program.html>
- **Post-Secondary Co-op/Internship Program:** <https://www.canada.ca/en/public-service-commission/jobs/services/recruitment/students/coop-internship.html>
- **Defence Intelligence Officer Recruitment Program:**
<https://www.canada.ca/en/department-national-defence/corporate/job-opportunities/civilian-jobs/civilian-job-opportunities/students-and-new-grads/defence-intelligence-officer-recruitment-program.html>
- **NRC student employment program:**
<https://nrc.canada.ca/en/corporate/careers/nrc-student-employment-program>
- **Financial Officer Recruitment and Development program (FORD):**
<https://www.canada.ca/en/treasury-board-secretariat/corporate/job-opportunities/careers-finance-internal-audit/careers-finance.html#ford>
- **Rates of pay for public service employees:** https://www.tbs-sct.canada.ca/pubs_pol/hrpubs/coll_agre/rates-taux-eng.asp
- **Public Service Group Insurance Benefit Plans:**
<https://www.canada.ca/en/treasury-board-secretariat/topics/benefit-plans.html>

Resources List

- **Information technology Apprenticeship Program (ITAP):**
<https://www.canada.ca/en/revenue-agency/corporate/careers-cra/browse-job-types/information-technology-apprenticeship-program-itap.html>
- **Research Associate Program:**
<https://nrc.canada.ca/en/corporate/careers/research-associate-program>
- **Recruitment Programs in Federal Public Service:**
<https://www.canada.ca/en/public-service-commission/jobs/services/recruitment/specialized-recruitment-programs.html?id=28115#appB>
- **How to Use the STAR Interview Method Response Technique:**
<https://ca.indeed.com/career-advice/interviewing/star-interview-method>
- **Federal Youth Network:** <https://www.canada.ca/en/government/system/digital-government/living-digital/federal-youth-network.html>
- **Successful Networking Strategies:** <https://www.canada.ca/en/public-service-commission/services/staffing-assessment-tools-resources/links-interest/successful-networking-strategies.html>
- **GC Jobs Facebook Page:**
https://www.facebook.com/GovernmentofCanadaJobs/?paipv=0&eav=Afbhcba3RQolOISY8wyyCldmPgubYb3LhUKftM51O2o2jJxleQfy8awZIJCW0BsG7aw&_rdr
- **GC Policy - Informal/Unofficial Facebook Group:**
<https://www.facebook.com/groups/568251393590657/>
- **GC Administrative Community for All (Informal/Unofficial) Facebook Group:**
<https://www.facebook.com/groups/gcadminforall/>

Resources List

- **[GC Communications \(Informal/Unofficial\) Facebook Group:](https://www.facebook.com/groups/1834528083483352/)**
<https://www.facebook.com/groups/1834528083483352/>
- **[Values and Ethics Code for the Public Sector:](https://www.tbs-sct.canada.ca/pol/doc-eng.aspx?id=25049)** <https://www.tbs-sct.canada.ca/pol/doc-eng.aspx?id=25049>
- **[Public Service Employee Survey:](https://www.canada.ca/en/treasury-board-secretariat/services/innovation/public-service-employee-survey.html)** <https://www.canada.ca/en/treasury-board-secretariat/services/innovation/public-service-employee-survey.html>
- **[Occupational Groups:](https://www.canada.ca/en/treasury-board-secretariat/services/collective-agreements/occupational-groups/guide-allocating-positions-using-occupational-group-definitions.html)** <https://www.canada.ca/en/treasury-board-secretariat/services/collective-agreements/occupational-groups/guide-allocating-positions-using-occupational-group-definitions.html>
- **[Collective Agreements and Salary Ranges:](https://www.tbs-sct.canada.ca/pubs_pol/hrpubs/coll_agre/rates-taux-eng.asp)** https://www.tbs-sct.canada.ca/pubs_pol/hrpubs/coll_agre/rates-taux-eng.asp
- **[Occupational Group Definitions:](https://www.canada.ca/en/treasury-board-secretariat/services/collective-agreements/occupational-groups.html)** <https://www.canada.ca/en/treasury-board-secretariat/services/collective-agreements/occupational-groups.html>
- **[Employment Trends and demographics:](https://hrdatahub-centrededonneesrh.tbs-sct.gc.ca/?GoCTemplateCulture=en-CA#ReportSectionTopDiv)** <https://hrdatahub-centrededonneesrh.tbs-sct.gc.ca/?GoCTemplateCulture=en-CA#ReportSectionTopDiv>
- **[Competencies \(canada.ca\):](https://www.tbs-sct.canada.ca/tal/comp-eng.asp)** <https://www.tbs-sct.canada.ca/tal/comp-eng.asp>
- **[Employment Equity Act:](https://laws-lois.justice.gc.ca/eng/acts/e-5.401/)** <https://laws-lois.justice.gc.ca/eng/acts/e-5.401/>
- **[Demographic Snapshot of Canada's Public Service, 2022:](https://www.canada.ca/en/treasury-board-secretariat/services/innovation/human-resources-statistics/demographic-snapshot-federal-public-service-2022.html)**
<https://www.canada.ca/en/treasury-board-secretariat/services/innovation/human-resources-statistics/demographic-snapshot-federal-public-service-2022.html>

Resources List

- **Report to the Clerk of the Privy Council:** <https://www.canada.ca/en/privy-council/corporate/reports-publications.html>
- **Speech from the Throne:** <https://www.canada.ca/en/privy-council/campaigns/speech-throne/info-speech-from-throne.html>
- **Auditor General's reports:**
https://www.oag-bvg.gc.ca/internet/English/parl_lp_e_933.html
- **Government priorities, annual budget:**
<https://budget.canada.ca/2024/home-accueil-en.html>
- **IRCC Competencies:** <https://www.canada.ca/en/immigration-refugees-citizenship/corporate/careers/job-opportunities/competency-dictionary.html>
- **Government priorities:**
<https://www.canada.ca/en/government/system/priorities.html>



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