

出國報告（出國類別：考察暨進修）

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## 100 年度加拿大文官培訓業務 考察訪問暨進修研究報告

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服務機關：公務人員保障暨培訓委員會、國家文官學院

職稱姓名：公務人員保障暨培訓委員會主任委員 蔡壁煌  
兼 國家文官學院 院長

公務人員保障暨培訓委員會處長 吳瑞蘭

國家文官學院組長 陳東欽

派赴國家：加拿大

出國期間：民國 100 年 5 月 19 日至 5 月 27 日

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## 壹、前言

### 一、緣起

公務人員保障暨培訓委員會（以下簡稱保訓會）及國家文官學院（以下簡稱文官學院）組織法奉 總統 98 年 11 月 18 日修正公布，依保訓會組織法第 2 條第 5 款及第 10 款明定，保訓會職掌有關高階公務人員之中長期培訓事項及公務人員訓練評鑑方法與技術之研發、各項培訓需求評析，及績效評估等事項。文官學院同時負責上述各項培訓業務執行事項，以培育高階公務人員的管理、領導與決策能力，進而提升政府整體決策品質。

又依考試院 99 年 12 月 2 日第 114 次院會通過「強化文官培訓功能規劃方案」，其中第 4 案「建構高階文官發展性培訓制度」，將高階文官培訓體系，依性質區分為「發展性訓練」及「在職訓練」，並明確定位前者為保訓會職掌，而所謂發展性訓練（Development Training），係指組織設計發展以職能為基礎，並結合組織目標與員工個人職涯發展之訓練方案，提供員工系列性之培訓課程，以提升員工職能，完備未來職務之核心能力，迎接新職務之挑戰。

為配合上述新增組織職掌及考試院「強化文官培訓功能規劃方案」之前瞻規劃，並汲取先進國家培訓經驗，保訓會及文官學院爰合併組團針對加拿大公務人員培訓發展體系、培訓課程發展基準、培訓評鑑工具研發，以及高階公務人員培訓等議題進行考察訪問暨進修研究，其中尤以加拿大心理評鑑中心（Personnel Psychology Centre）成立四十餘年，在培訓評鑑基準及評測工具開發方面，於國際培訓機構間富有盛名，爰特考察其實務運作情形以作為我國推動公務人員培訓政策之參考。

此外，由於國家文官學院之成立，其重要工作職掌即為高階文官中長期發展性訓練及建立培訓機構國際網絡，是以，本次考察亦規劃經由訪問加拿大文官學院（Canada School of Public Service，CSPS），對於雙方高階公務人員培訓業務合作及公務人員交流互訪合作之可能性，作進一步之洽商。

本次考察訪問暨進修研究期間，承蒙外交部駐加拿大台北經濟文化代表處李代表大維及王簡任秘書雪虹，駐多倫多辦事處王處長國然及李組長俊昇等相關同仁鼎力相助及周妥安排，使本次考察訪問暨進修研究能圓滿完成，特此致上由衷謝忱。

## 二、成員及行程紀要

（一）成員：由公務人員保障暨培訓委員會主任委員兼國家文官學院院長蔡璧煌擔任團長，團員包括公務人員保障暨培訓委員會培訓評鑑處處長吳瑞蘭、國家文官學院訓練發展組組長陳東欽等 2 人。本次考察訪問暨進修研究人員名單詳如表 1。

表 1：考察訪問暨進修研究人員名單

編號	姓 名	職 稱	服務機關
1	蔡璧煌博士 Dr. Bih-hwang TSAI	主任委員 兼院長	公務人員保障暨培訓委員會 國家文官學院
2	吳瑞蘭女士 Jui-lan WU	處長	公務人員保障暨培訓委員會 培訓評鑑處
3	陳東欽先生 Tung-chin CHEN	組長	國家文官學院訓練發展組

（二）重要行程：本次合併考察訪問暨進修研究於 2011 年 5 月 19 日至 5 月 27 日間進行，計為期 9 天，除交通期程外，共

計訪問加拿大 6 日，拜會 7 個機構，包括國庫署秘書處（Treasury Board of Canada Secretariat），考察加拿大公務人員培訓政策規劃及各機關績效評估結果如何與培訓連結；文官學院（Canada School of Public Service），考察該國公務人員培訓體系、發展趨勢及培訓機構組織定位，同時實地瞭解加拿大文官學院之教學環境設施、教學方法及師資來源等合作事項；文官委員會（Public Service Commission of Canada），考察公務人員工作條件保障及確保文官政治中立之制度設計；心理評鑑中心（Personnel Psychology Centre），考察加拿大高階主管領導核心職能及各項職能評鑑、心理評估工具之方法與運用時機；同時實地瞭解該國實施評鑑中心法（Assessment Centre Method）各項評測場地設施配置；財政部（Department of Finance Canada），瞭解該國公務人員培訓機構及培訓業務預算情形，特別是面對經濟不景氣時如何因應；安大略省領導暨學習中心（Centre for Leadership and Learning HROntario），考察安大略省高階主管領導課程設計、規劃、執行及評鑑等情形。

（三）本團行程及內容重點，經摘列如表 2：

表 2：考察行程及活動內容重點

日期 (月、日)	考察機構 (地點)	拜訪人員	活動重點
5 月 20 日	安大略省領導暨學習中心(Centre for Leadership and Learning HROntario)	Kerry Pond (助理副部長) Jenny O'Donnel (OPS 主任)	1. 考察安大略省高階主管領導課程設計、規劃、執行及評鑑等情形 2. 考察安大略省各層級公務人員核心職能訂

			定及與培訓或升遷結合情形。 3. 考察該領導暨學習中心如何評估訓練成效。
5 月 23 日	外交部駐加拿大台北經濟文化代表處	李代表大維 王簡任秘書雪紅	針對我國高階公務人員與加拿大文官學院培訓合作之可行性及後續課程洽商方式交換意見。
5 月 24 日	文官學院 (Canada School of Public Service)	Sandra Webber (領導暨專業發展處處長) Louise Varagnolo (國際部主任) Darrell Prokopetz (國際部專案主任)	1. 考察加拿大文官學院組織定位、設置目的、職責任務及設計課程流程等議題。 2. 針對我國高階公務人員培訓業務合作及雙方公務人員交流互訪事項交換意見。 3. 針對加拿大文官學院教學設施、膳宿環境等實地參訪考察。
5 月 24 日	文官委員會 (Public Service Commission of Canada)	Francois Couture (執行秘書)	考察公務人員工作條件保障及確保文官政治中立之制度設計。

5 月 24 日	心理評鑑中心 (Personnel Psychology Centre)	Dr. Susan Dubreuil (研究發展中心 主任)  Derek Harrison (研究發展中心 資深心理學家)  Annie Lanteigne (心理學家)	<ol style="list-style-type: none"> <li>1. 考察加拿大高階主管 領導核心職能及各項 職能評鑑、心理評估 工具之方法與運用時 機之情形。</li> <li>2. 就如何運用心理測驗 及評鑑中心法規劃高 階公務人員培訓課程 及其運用範圍或應注 意事項等議題交換意 見。</li> <li>3. 實地瞭解該國實施評 鑑中心法( Assessment Centre Method) 各項 評測場地設施配置。</li> </ol>
5 月 25 日	財政部 (Department of Finance)	James A. Haley (經濟暨財政政 策處處長)	瞭解該國公務人員培訓 機構及培訓業務預算情 形，特別是面對經濟不景 氣時如何因應。
5 月 25 日	國庫署秘書處 (Treasury Board of Canada Secretariat)	Sandi McDonald (績效評估監測 室主任)  Dennis S. Orbay (國際事務部科 長)  Amellie Tessier (聯絡室管理師)	<ol style="list-style-type: none"> <li>1. 考察加拿大政府部門 績效指標訂定方式及 團體績效追蹤改善方 法。</li> <li>2. 考察加拿大公務人員 培訓政策規劃及各機 關績效評估結果如何 與培訓連結。</li> </ol>



## 貳、加拿大文官培訓業務之考察訪問

本次考察訪問目的係觀摩學習加拿大中央及地方相關機關（構）公務人員培訓機制與現行作法，並針對我國高階文官培訓課程洽談合作可能機會，爰拜會國庫署秘書處、文官學院、文官委員會、心理評鑑中心、財政部及安大略省領導暨學習中心等六個相關培訓機構說明如後。

### 一、拜會國庫署秘書處

加拿大國庫署成立於 1867 年，為加拿大女王諮詢委員會（Queen's Privy Council）五大內閣部門中的一個。並在 1869 年被賦予法律權限。現任總裁（President）為 Tony Clement，負責主持國庫署，其責任係執行政府部門管理，並將內閣同意的政策與方案，轉化成執行性的策略，同時提供政府部門因工作需要的資源與行政環境。

國庫署基於相關法律，主要職責包括負責聯邦政府的財政人事以及行政等相關領域的政策規劃；監督與允許政府部門之預算提案；審查各政府部門經同意執行的方案；負責準備政府概算以及監督各部門的支出方案；設計相關約定與條款，使政府部門得吸引所需要公務人員；確定政府所提供的服務與工作場所皆同時使用兩種官方語言（英語與法語）；保障女性、殘障人士、少數族裔、原住民在聯邦政府都有平等參與機會；提供政策大綱如會計審計評估契約財物管理資訊科技不動產及政府行政執行與不動產的規範事宜。

國庫署的權力源自多個提供政府管理架構的法令規定，其中最重要的有：資訊取得法（Access to Information Act）給予加拿大民眾個人與公司，在符合一些原則下，有權利取得聯邦政府檔案紀錄資料；就業平等法（Employment Equity Act）協助指定團體、殘障人士、少

數族裔、原住民等在聯邦政府有完全與平等的代表性；財務行政法（Financial Administration Act）關於政府的財務、人事與行政管理，以及國營事業的財務需求；官方語言法（Official Languages Act）讓國庫署有責任協調聯邦機構的官方語言方案；隱私權法（Privacy Act）讓任何在加拿大的人有接觸關於自我之聯邦資訊，同時具體陳述聯邦政府部門有關個人資訊之蒐集、使用、揭發與保留；公務人員關係法（Public Service Staff Relations Act）建立雇主與工會集體協商的機制；公務人員退休法（Public Service Superannuation Act）係幾個法中範圍最廣的，包括政府養老金的管理等。其組織職掌有關公務人員人事法制或人事基準業務相當於我國銓敘部之工作內容。

加拿大國庫署秘書處係國庫署之分支機構，在 1966 年成立獨立部會之前，它一直是財政部（Department of Finance）下的單位。國庫署秘書處致力於協助加拿大政府管理其人力、財務、資訊及技術資源，以充分支援政府達成政策目標。國庫署秘書處係國庫署的管理部門，以部會閣員角色支援國庫署，為國庫署發展政策，調節、控制、計畫及支出企劃，履行中央政府代理人的法定責任（資料來源：加拿大國庫署秘書處網站）。其組織職掌相當於我國行政院秘書處、行政院研究發展考核委員會及行政院人事行政局等相關機關業務。

國庫署秘書處秘書長（Secretary）目前為 Michelle d'Auray，須向國庫署總裁 Tony Clement 報告。國庫署秘書處下設各部門，其中人力資源管理部門主管勞資關係、人力資源政策、賠償、退休金及風險管理。

此次拜會國庫署秘書處，由績效評估監測室主任 Sandi McDonald 負責簡報（如附錄二之 1），就本考察團提出加拿大政府部門績效指標訂定方式及團體績效追蹤改善方法；及加拿大公務人員培訓政策規

劃及各機關績效評估結果如何與培訓連結等問題提出該國政府之具體作法；並表示國庫署在人力資源管理的分工，與文官委員會（PSC）就落實就業平等政策及公務人力調整共同負責外，其餘包括公務人員訓練之政策決定、組織分類、職位分類、組織新設之控管、薪給政策、公務人員之僱用條件與工作條件、懲處規則之訂定等具有決定權力。

簡報中提及，自 2010 年起為支援新的人力資源治理模式提出公共服務檢核板（Public Service Management Dashboard，PSM Dashboard）及人員管理計分卡（People Management Scorecard，PMS）二種團體績效評估工具，分析及協助改善公務人力品質與確保公務價值及倫理之維持；並藉由調查資料建立行動計畫，每 3 個月定期追蹤績效改善情形。

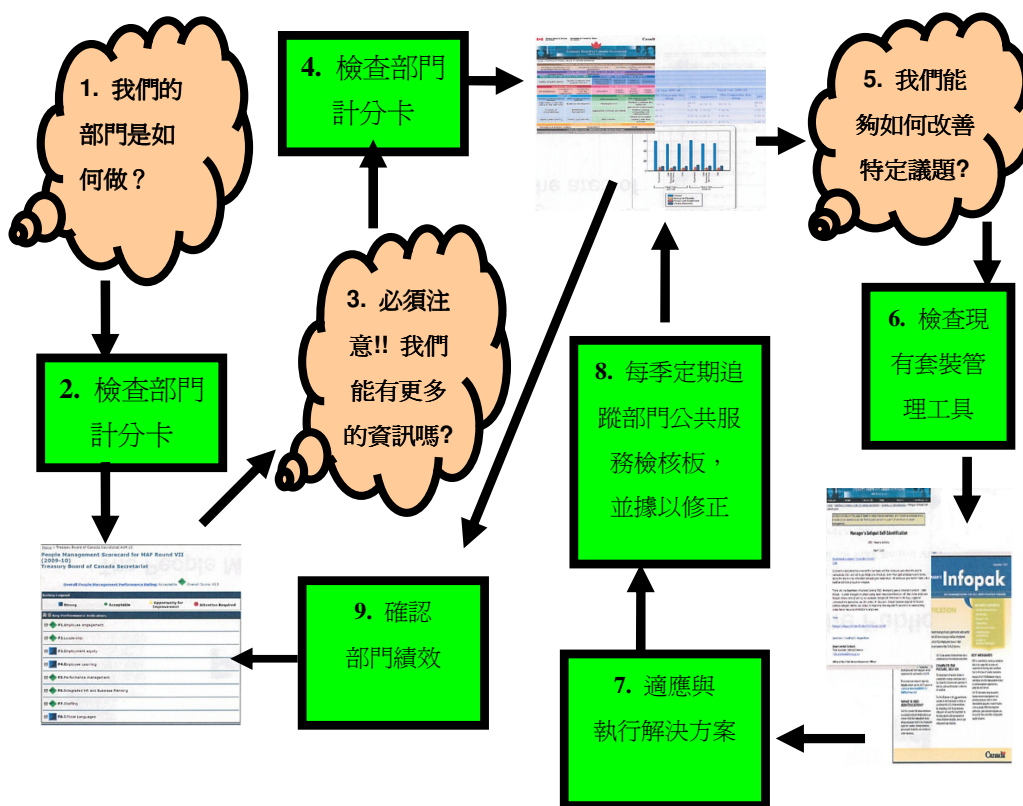


圖 1：公共服務檢核板及人員管理計分卡循環圖

公共服務檢核板及人員管理計分卡係相互搭配的管理工具，並以三年為期交互循環運用，其流程如圖 1。其分為九個步驟，並交互循環運用，1.各部門要先能掌握各項工作係如何進行；2.透過管理計分卡檢查；3.確實確認是否掌握到大部分資訊；4.再次透過管理計分卡檢查；5.經由管理計分卡所發現的特定議題，研擬改善方法；6.利用現有的套裝管理工具解決問題；7.執行解決方案；8.每三個月定期追蹤檢核板並據以修正；9.確認部門績效。至於公共服務檢核表三年循環分年作業重點亦明訂如表 3。

表 3：公共服務檢核表分年工作重點及關鍵績效指標

年度	部 門	關鍵績效指標
1	<b>員工承諾與凝聚力</b> ：與員工針對公務人員問卷調查（Public Service Employee Survey, PSES）結果相互討論，發展組織各種可能解決的方法，設定基準點，並以公共服務檢核板監控進展。	1. 員工承諾與凝聚力 2. 有效領導 3. 多元與公平 4. 員工學習
2	<b>建立行動計畫</b> ：以公務人員問卷調查（PSES）結果為基礎建立行動計畫，並以公共服務檢核板監控進展。	5. 績效與潛能 6. 工作量與效能 7. 人力配置
3	<b>執行和評測</b> ：執行行動計畫，評測行動結果及成效，並以公共服務檢核板監控進展。	8. 語言能力 9. 組織氛圍

上開公務人員問卷調查（Public Service Employee Survey, PSES）每三年進行一次，此為聯邦政府公務人員的意見調查，目的係瞭解領導、人力和工作環境，並評測員工承諾與凝聚力，包括員工的趨動力和工作成果；此調查運用於人員、部門和組織各層次的績效改善，並以前 1 年度調查結果設定基準點為標準；其調查結果占加拿大政府人員管理指標的 50%。此三年的循環作業後，在行政資料和報告程序的

負擔將會減少，各部門將聚焦於各自特定評測議題，同時有助於激發組織中評估或測量的文化。

基本上，公共服務檢核板是一種部門管理的工具，以支援部門管理的決策制定及改善人員工作價值與倫理；一種分析的工具，可確認議題以為評估測量及登錄於計分卡；亦為一種政策監測的工具。

## 二、拜會文官學院

文官學院隸屬國庫署，係在公共服務現代化法（Public Service Modernization Act）下依文官學院法（Canada School of Public Service Act）成立，俾有效提供公務人員學習、訓練及發展等服務。文官學院成立時將原先之語言訓練處（Language Training Canada）、訓練發展處（Training and Development Canada）及訓練發展中心（Canadian Centre for Management Development）納入。

目前文官學院組織分為 4 大部門（組織如圖 2），簡述如下（資料來源：加拿大文官學院網站）：

- （一）內部稽核部門（Internal Audit, IA）：主要係以稽核作業，持續改良學院之管理。
- （二）計畫執行部門（Program Operations Branch, PO）：推動訓練計畫，設計及提供跨加國境內各機關相關訓練課程，下設領導及專業發展、社群及訓練導向、區域作業、語言訓練、科室策略等單位。
- （三）企業管理及註冊服務部門（Corporate Management and Registration Services Branch, CMRS）：本部門係為增進學院整體之企業利益，透過財務控管、管理制度、人資管理、資訊科技運用、內部稽核及評估與其他行政措施等，以有效支持學院所有計畫得以順利推動實施，部門主管亦兼任財務長，下設註冊服務及學習管理系統、資訊、實體設施及行政、財務、人事等單位。

(四)策略方向計畫發展及市場部門 (Strategic Directions, Program Development and Marketing Branch, SDPDM)：提供學院整體發展計畫之方向，負責瞭解相關市場，進行計劃、評估、創新及客服等業務，下設策略方向及創新發展、市場聯繫及交流等單位。



圖 2： 加拿大文官學院組織圖

此次拜會文官學院，由領導暨專業發展處處長 Sandra Webber 負責接待並簡報（如附錄二之 2），就加拿大文官學院職責任務及設計課程流程等議題，及針對我國高階公務人員培訓業務合作及雙方公務人員交流互訪事項交換意見；並實際瞭解加拿大文官學院教學設施及環境。

簡報指出，各部會的副部長（Deputy Minister，DM）對員工教育訓練工作負有主要責任，而文官學院係教育訓練的提供者，文官學院提供長期職涯的學習及語言學習等課程服務，在長期職涯學習方面有新進人員訓練、現職專業知識的精進及晉升高職位的發展性訓練；教學方法有課堂講授、專題研討、線上學習及混成學習；專業發展課程主要強調個別學習需要包括工作教導及 360 度回饋等。至其如何完成上述工作，文官學院均係聘請高階資深主管擔任講座，在課堂中使用真實案例、運用網路科技，以及與大學及國際間尋求合作夥伴，以擴大學習成效。又為使公務人員符合政府部門對於文官無黨派、政治中立及專業化的基本要求，所有公務人員的培訓課程均強調核心價值與倫理，並尊重「差異」。

文官學院在各層級主管領導課程係依據文官委員會訂定之領導核心職能而訂定，並著重其未來職務發展的潛能，此一設計概念想法與保訓會目前推動高階文官培訓結合核心職能設計課程模組之作法相似，有利於未來雙方的合作。此外，加拿大文官學院於 2005-2009 曾代訓中國大陸、巴西、俄羅斯等國之專業課程，富有接辦國外機關團體培訓課程實務經驗。

### 三、拜會文官委員會

加拿大文官委員會係直屬國會的獨立機關，其主要責任為確保公共服務專業的價值，包括能力、政治中立、代表性等，以增進公共利

益。亦即文官委員會的任務在於維持適任且具有高能力、績效本位的文官體系，而且確信文官體系是無黨派的，同時其組成的人員在加拿大社會是具有代表性的。因此文官委員會的發展願景，就是要型塑一個有效率、受尊敬的文官體系，文官委員會在加拿大文官體系中期待扮演這樣關鍵性的角色。

文官委員會由 3 名委員所組成，其中一人並兼任委員長，本考察團訪問時委員長為 Dr. Maria Barrados 女士。委員則由加拿大總督任命，任期最長可達 10 年，但總督可以在參議院及眾議院的提議下免除委員職務。委員會的會議定期召開，但召開的地點、目的由委員會自行決定。文官委員會的執行單位是由以下 5 個分支部門所組成（組織如圖 3），主要任務說明如下（資料來源：加拿大文官委員會網站）：

（一）政策部門（Policy Branch，PB）：本部門主要任務係維護任用之合法性及公務部門之政治中立，經由策略分析及與利害關係人之聯繫，確認委員會中長期之定位，並制訂政策導引各機關副首長及經理行使相關職權。

（二）任用評估服務部門（Staffing and Assessment Services Branch，SB）：本部門係發展及執行聯邦任用制度，建立單一窗口服務予用人機關及欲應徵聯邦級機關職缺之個人，並提供各單位人才篩選等相關之測試及評估工具。任用評估服務部門轄下之心理評鑑中心（Personnel Psychology Centre），其主要服務內容包括：負責研發測驗題本，主要為對政策領導人員（Policy Leader）、內部稽核人員（Internal Auditor）及人力資源專業人員（Human Resources Professionals）等；或依各單位之用人標準，協助各單位進行人員篩選或提供建議。

（三）稽核及資料服務部門（Audit and Data Services Branch，ADSB）：



本部門係確保任用程序之合法及有效性，並經由對相關個案之稽核及分析，維持各機關用人之無黨派性（Non-partisanship）。

(四)企業管理部門（Corporate Management Branch，CMB）：本部門係為增進文官委員會整體利益，透過財務控管、管理制度、人力資源管理、資訊科技運用、內部稽核及評估與其他行政措施等，以有效支持文官委員會所有計畫得以順利推動實施。

(五)法務部門（Legal Affairs Branch，LAB）：處理法規相關事務提供建議，並對不適當之政治活動（Improper Political Activities）進行調查，確保聯邦政府提供服務之無黨派性。



圖 3：加拿大文官委員會組織圖

文官委員會為提供聯邦機構服務，在全加拿大各區域均設有辦公室總計有 16 處，分別是：大西洋區域（4 處）、魁北克區域（2 處）、首都及東安大略區域（1 處）、中央及南安大略區域（1 處）、中部地區（2 處）、西部及北部區域（6 處）。

加拿大聯邦政府是加拿大最大的雇主之一，文官委員會負責聯邦公務人員的任用，每年對外招聘 18,000—20,000 人，分為普通招聘（General Recruitment）及大學畢業生招聘（Post-Secondary Recruitment, PSR）兩類，於全國 16 個區域分別進行，其中普通招聘之對象係大學畢業且具有職場工作經驗者，意者應透過申請程序，並經初選合格後，再送用人需求單位進行選用，此項招聘採經常性辦理；大學畢業生之招聘則係針對應屆畢業生或畢業不久之人員，直接到學校進行招聘，通常是每 100 個職缺約 6,000-8,000 人提出申請，此類經招聘進入聯邦政府服務之人員，文官委員會會提供 Management Trainee Program（MTP）、Accelerated Economist Training Program（AETP）等有關的培訓計畫，以培育成為管理人才；文官委員會為因應加拿大資訊社會的需要，同時有所謂資訊技術類招聘（Information Technology Recruitment）的產生，只要是在資訊管理或資訊技術方面具有經驗者，都可以提出申請。

此次拜會文官委員會，由 Francois Couture 執行秘書負責接待並簡報（如附錄二之 3），就加拿大公務人員工作條件保障及確保文官政治中立之制度設計等議題交換意見；Francois Couture 執行秘書簡報內容詳細，先就聯邦公務人員的人員組成分析，該國聯邦公務人員為 213,931 人，55 % 為女性，44 % 主管為女性；70 % 英語，30 % 法語；平均年齡 44 歲，主管人員平均年齡 50 歲；公務人員占全國人口比例為 0.8 %；並提及該國公共服務現代化法（Public Service Modernization

Act, 2003) 及公共服務雇用法 (Public Service Employment Act) 強調無黨派、功績制，以及以價值為基礎的任用。其中公共服務現代化法包括四個主要的公共服務改革提議，1.新訂一部公共服務勞動關係法規範聯邦公共服務之勞動關係；2.新訂一部公共服務雇用法，規範文官任用；3.修訂財務行政法，將特定之人力資源管理權，從財政委員會移轉到副首長；4.為加拿大管理發展中心與加拿大訓練發展處合併為新設之加拿大文官學院（行政院人事行政局，2009）。

公共服務雇用法是成立文官委員會之法源依據，有關權責包括公務員人事任用或內部聘任；調查其管轄權範圍內之任用事項查核，及執行公共服務雇用法中公務員與副首長政治活動之規定。在人事任用方面，公務人員任用均依據功績制選任，由文官委員會決定，委員會並應依據相關副首長之要求，以競爭或委員會認為符合公共服務最佳利益之足以確立應徵者功績之人才甄選程序任用，主要考慮人選之能力是否達到文官委員會所訂標準，並不須比較其他人之能力；在人事查核方面，文官委員會有權在其判定人事任用未依據功績制、或有錯誤、疏漏或不當行為影響遴選時，調查對外之人事任用案及採取糾正措施，包括撤銷人事派令。在政治活動中立方面，明定員工有參與政治活動的權利，同時也要維持公共服務政治中立原則，禁止員工以工作幫助或對抗任何政黨或候選人。

#### **四、拜會心理評鑑中心**

加拿大心理評鑑中心成立 40 餘年，隸屬於文官委員會下設之任用評估服務部門，主要係基於政府績效原則，開發各種遴選、管理、發展之評鑑工具，依據不同層級提供廣博且標準化測量及研發測驗題本（資料來源：加拿大心理評鑑中心網站）。

此次拜會心理評鑑中心，由研究發展中心 Dr. Susan Dubreuil 主

任及 Derek Harrison 心理學家負責簡報（如附錄二之 4）並進行座談，就加拿大高階主管領導核心職能及各項職能評鑑、心理評估工具之方法與運用時機之情形，以及如何運用心理測驗及評鑑中心法規劃高階公務人員培訓課程及其運用範圍或應注意事項等議題交換意見；座談後並實地參觀實施評鑑中心法各項評測場地及設施配置。

首先，Dr. Susan Dubreuil 主任說明心理評鑑中心的願景是成為一個評鑑、維持功績制及人員價值的專業中心，以塑造符合資格及有競爭力的文官；心理評鑑中心透過執行文官委員會賦予的法定評鑑責任、評鑑業務的前導研究，以及評鑑工具和服務的提供，以達成該中心的組織願景。該中心員工合計 130 人，其中 60 人為心理學家包括組織心理學、神經心理學、語言學、臨床心理及諮商建議等方面的專家，30 人為語言評審員，30 餘人為行政人員；此 130 人配置於三個單位，評鑑及諮商建議服務者為 68 人，諮詢及測驗服務者 35 人，研究發展者 25 人，主管辦公室 2 人，目前在首都渥太華以外地區計有溫哥華（Vancouver）、多倫多（Toronto）、蒙特婁（Montreal）及哈利法克斯（Halifax）等四個分支機構，正計劃擴大愛明頓（Edmonton）及溫尼伯（Winnipeg）二個分支機構中。其預算中 50% 經費係由專款補助，主要負責第二語言測驗等法定服務，另 50% 經費則須考慮成本回收，主要從事客製化評鑑服務及測驗。

簡報中並針對心理評鑑中心之三個單位分別詳述其主要工作如下：

- （一）、在諮詢及測驗服務部分，以往係紙筆測驗及專人指導評估，新的評測方式則透過線上測驗，其流程為：1.顧客服務中心（Call Center）：由專業員工回答顧客的詢問；2.測驗諮詢（Test Consultation）：確認評鑑需求及策略，以有效的評鑑工具，符

合顧客需求；3.測驗答辯（Test Defence）：維持人員價值及標準化之評鑑；4.評鑑設施（Assessment Accommodations）：確保每位受評者的公平性；5.測驗執行及評分（Test Shipping & Receiving， Scoring）：提供有品質的服務。

- (二)、在評鑑及諮商服務部分，以往心理評鑑中心使用各種評鑑工具的組合，主要是利用該中心內部已發展的較高和較低成本的評鑑工具相互搭配，現在的搭配組合則為商用評鑑工具和自行發展評鑑工具相互搭配使用。其評鑑服務範圍有二，一是語言測驗服務；一是諮商建議和職能評鑑（含晉升職務之人才管理）。
- (三)、在研究及發展部分，以往評鑑是採運用範圍較大的現成套裝工具，現在則改為提供一著重個別價值且符合經濟規模的工具。其「研究」在於建立心理評鑑的最佳實務和領先方法，並維持和修正現有評鑑工具；其「發展」為 1.開發新的現成套裝工具，2.客製化評鑑工具，3.其他評鑑產品包括職能圖像及評鑑指導手冊等。其中發展評鑑工具時，須考量評鑑工具係用於人員甄選或職涯發展之不同屬性，以及各該職務特性及基本工作資格條件。從事開發評鑑工具的人員必須確保此評鑑工具具有信度、效度及公平性，在相關評鑑行政及評分過程為確保標準化作業均應有詳細的計畫說明書。

心理評鑑中心提供的評鑑工具分為四大類，第一類是針對高階主管人員評鑑，係使用評鑑中心法（Assessment Centres）及標準化資歷查核（Standardized Reference Checks）；第二類是針對中階主管人員評鑑，係使用公事籃演練（In-baskets）及模擬演練（Simulations）；第三類是新進人員評鑑，係使用紙筆測驗（Paper & Pencil Tests）、資

格篩選 (Experience Screens)、會議型面試 (Board Interviews) 及整合工具 (Integration Tools)；第四類是第二語言評估主要是英法語能力的測驗。目前心理評鑑中心訂有四項優先發展的工作，第一是發展電腦化測驗，並注意測驗的安全性；第二是發展無人監控的線上測驗；第三是解決目前第一官方語言測試問題，如口語測驗的同位音辨識問題；第四是發展新型職員招募測驗，以減少時間及大量審查程序。

此外，Dr. Susan Dubreuil 主任提供本考察團一本該國主管領導核心職能手冊如附錄三，並說明自 2005 年 8 月起該中心相關評鑑基準多係依據該領導核心職能而設計。就該中心評鑑項目觀之，如其運用於新進人員者，性質約相當於我國考選部之高普初考及各種特種考試等新進人員考試；如運用於各層級公務人員的晉升及發展，則相當於我國各機關人事升遷任免之資績評分，以及公務人員培訓體系中之「發展性訓練」評鑑，包括各項升官等訓練及高階文官發展性訓練之訓前篩選及訓後評量。

經由 Dr. Susan Dubreuil 主任詳細說明及座談後，本考察團為更瞭解該中心運用評鑑中心法之場地設施，以利未來培訓評鑑業務規劃及整修教學環境設施之參考，特別安排由心理評鑑中心 Annie Lanteigne 心理學家引導進行實地參觀，並拍攝各項實施評鑑中心法之評測場地如附錄五。

## **五、拜會財政部**

加拿大財政部是聯邦政府部會之一，負責加拿大財政政策制定，並為全體加拿大人創造一個健康的經濟體系，包括計劃和準備聯邦政府預算、分析及設計稅收政策、制定加拿大銀行和其他金融機構相關法規、負責管理聯邦基金轉移到各省和地區、針對國際金融研訂政策

及協助設計關稅政策，以及監控經濟和金融發展提供政策諮詢等事項，目前財政部人數約 1000 人，下設經濟暨財政政策處、經濟發展及企業融資處、聯邦與省關係與社會政策處、金融政策處、國際貿易與財政處、稅務政策處、法律處、企業服務處、協商和聯繫處及稽核審計處等 10 個處室，在加拿大聯邦政府組織中係屬較小規模之組織（資料來源：加拿大財政部網站）。

此次拜會加拿大財政部，由經濟暨財政政策處 James A. Haley 處長負責簡報（如附錄二之 5）並進行座談，就加拿大公務人員培訓機構預算情形及如何面對經濟不景氣問題等交換意見。由於 James A. Haley 處長係由學者轉任，在經濟學領域專業知識非常豐富，簡報內容分為加拿大經濟系絡及如何支持政府長期經濟成長等二方面說明，並藉由各種統計數據證明，加拿大與 G7 國家相比，在面對經濟不景氣時，不論是實質 GDP 或淨負債值均優於其他國家；加拿大政府並透過稅務政策、基礎建設投資、商業環境、教育、研究發展等事項之提升，支持政府長期經濟成長。有關加拿大公務人員培訓機構預算部分，James A. Haley 處長表示，該國亦如同各國情形一樣均面臨培訓預算緊縮情形，是以，該國培訓機構部分經費來源並非全由培訓機構全額負擔，而係向各機關收取。

此外，James A. Haley 處長以個人親身體驗說明，對於加拿大心理評鑑中心各項高階主管評鑑工具之看法，並認為該評鑑工具確實可達到嚴格篩選功能，但是升遷後之在職訓練進修或學習，由於工作繁忙無暇參與，該國並無公務人員每年最低學習時數之規定。

## 六、拜會安大略省領導學習中心

安大略是加拿大的第二大省，其政府組織結構，隨著政府優先事

項和當前待解決的問題而調整。目前有超過 25 個部會，為提供現代化政府運作和改善公共服務設置一政府服務部（Ministry of Government Services），其下設領導暨學習中心（Centre for Leadership and Learning）主要負責安大略省文官培訓工作，其使命係為追求文官的卓越與創新、激勵文化傳承、建立以安大略省文官體系成就為榮的價值與認同；並架構擁有正確知識、能力與動機來完成其使命與政府再造工作。安大略省文官培訓與聯邦政府間，並無垂直隸屬關係，僅為水平合作夥伴。為了避免造成高階管理者的學習障礙，其所提供的訓練並不收費。另一方面，學習對象可以自己決定是否受訓，並由受訓人員自行提出申請（資料來源：加拿大安大略省政府服務部網站）。

此次拜會安大略省領導暨學習中心，由助理副部長 Kerry Pond 負責簡報（如附錄二之 6）並進行座談，就安大略省高階主管領導課程設計、規劃、執行及評鑑等情形，以及各層級公務人員核心職能訂定及與培訓或升遷結合情形，並藉此瞭解加拿大中央與地方機構培訓業務之異同。簡報中提及該中心的願景是建立一充滿活力的學習文化與領導風格；任務是透過願景的實踐以支持安大略省公共服務的策略方向和優先任務；座右銘是運用各種方法持續學習。

領導暨學習中心主要工作為 1.安大略省學習與領導發展方案之評鑑、設計、開發、執行與評估；2.提供文官免費的培訓課程；3.提供全省 23 處超過 70 個培訓課程；4. 由內部專家和外部委託設計與執行課程；5.發展方案主要是透過傳統的課堂教學、線上課程和線上圖書館而執行。該中心並與大學和學術研究機構合作，以提供主管人員更廣博的公私部門觀點。

簡報中提出該中心統計數據如下：



- 2010—2011 年辦理超過 100 項以上的學習活動，包括 70 種課堂課程，38 種遠距課程，及 2 個線上圖書館活動。
- 2010—2011 年計有 286,086 人次參與該中心辦理的活動。
- Kirkpatrick 成效評估：第一層次評估為 80% 滿意度，第二層次評估為事前與事後評估活動，第三層次評估僅用於進階管理課程，第四層次評估則有待進一步發展。

領導暨學習中心助理副部長 Kerry Pond 表示，該中心的座右銘是運用各種方法持續學習，而此方法分為正式學習與非正式學習，其中正式學習包括混成學習（Blended Learning）、遠距教學（Distance Learning）、課堂授課（Classroom Learning）、工作指導（Coaching & Mentoring）、部會中的技術學習（Ministry Specific/Technical Training）等；非正式學習包括非正式午餐授課（Lunch and Learning）、影子學習（Job Shadowing）、學習團隊（Communities of Practice）、組織參與（Community Participation）及自我學習（Self Study）等。此外，雙方針對如何進行成效評估交換許多意見，助理副部長 Kerry Pond 亦表示，所有政府部門的學習成效評估，其實在政府部門確實是一個難題，特別是成效評估的第三層次之行為評估及第四層次之組織影響評估，該中心目前正研究如何有效進行，但尚未有具體結果。

## 參、加拿大文官培訓業務之進修研究

### 一、培訓發展體系：培訓需求、課程規劃及成效評估相互連結

加拿大公務員制度秉承英國文官制度的傳統，實行公務員永業化，在工作中保持無黨派、政治中立，為公共利益服務。而對選用的公務員進行系統的培訓，是加拿大政府一個由來已久的傳統，受到政府的高度重視，形成了一套先進的公務員培訓體系。

首先，培訓理念被視為培訓工作成功的關鍵，加拿大公務員培訓奉行以下理念：（1）以能力培訓為核心，強調培訓的重點和目的在於提高公務員某些工作方面的具體實際能力，使他們能夠在工作中學以致用或改進自己的行為。（2）以顧客需求為培訓導向，顧客的需求決定培訓的一切事宜，因此，公務員培訓機構非常重視對各部會工作需求和公務員需求的調查並及時做出反應。（3）以培訓績效為重點，加拿大培訓機構認為，培訓的關鍵在於接受培訓的公務員的回饋和在工作中應用所學之情況，因此，被培訓者對培訓內容、方式等方面的回饋意見受到重視並成為衡量培訓者工作的重要指標和改進培訓的依據。（4）以學習和實踐的緊密結合為培訓方針，接受培訓的公務員都必須運用所學理論和知識進行實習或考察，而在培訓方式上則以參與式學習為主。

其次，在整個培訓過程中隨時與政府部門保持溝通，並及時將最新的理論研究成果應用到培訓當中。具體表現為：（1）注重學術研究成果向應用的及時轉化。（2）加強對培訓需求的調查。加拿大聯邦政府委託公務員培訓機構每3年對全國20萬公務員需求進行一次調查，使公務員培訓機構對公務員的需求特別是培訓需求有直接的感受和瞭解。（3）注重公務員能力的培訓，

特別是針對高階主管領導人員。在培訓過程中注重學員能力的培養，針對每個人在實際工作中的具體問題，為學員聘請教練，學員也可以根據自己的情況自己聘請教練，以便改善處理問題的能力和行為。參加這個培訓課程的學員畢業後大部分人都得到晉升。（4）推動公務員學習的方法多樣化，理論學習與行動學習相結合，運用 360 度評估、工作指導、導師制培訓等新方法改善公務員的行為，提高公務員的公共服務品質、提高行政效率。

再次，重視培訓的每個環節，確保提高培訓品質。具體表現為：（1）課程設計過程科學化。加拿大培訓機構面向需求市場，針對不同對象訂定培訓計畫，設置培訓課程，每項課程的設計都經過詳細周密的需求調查，結合自身的能力以及各部會的具體工作來予以確定，並在培訓對象發生改變時及時做出調整。為此，加拿大公務員培訓機構發展出一套量化問卷和需求調查表，對課程設計的每個環節進行可行性分析，並在課程開發上採取如下程序：根據需求調查和市場分析確定一門新課；獲得機構管理委員會的批准；把課程的內容和費用與私部門和大學同類課程作比較評估；決定課程是由自己「製作」還是從私部門「購買」，以便達到最佳培訓目標。（2）量化評估貫穿培訓過程。從瞭解公務員和各部會的培訓需求到課程結束後的追蹤回饋，加拿大公務員培訓機構設計出了一系列量化評估表，並對回收的評估表進行詳細分析，對培訓課程嚴格篩選，並找出保留課程需要改進之處。評估架構包括三部分：第一部分，對培訓對象的需求進行評估。第二部分，課程成效的評估，包括學員培訓日總數，每個培訓日每位學員的費用成本等。第三部分，課程效益評估，分四個層次：第一層次：課程結束對由學員對培訓效果進行正式評估；第二層

次：課程結束半年後由學員對培訓應用效果進行評估；第三層次：由學員的上級和同事對培訓者的實際效果進行評估；第四層次：對培訓課程給政府和各部門工作帶來的影響進行評估。

整體而言，加拿大培訓發展體系在培訓需求調查、課程規劃及成效評估相互連結，而此成效評估並非僅限於結果評估，亦包括各階段之過程評估，並以客觀之量化指標衡量。

## 二、培訓發展標準：主管領導核心職能及行為範例

2005 年 8 月，加拿大公共服務人力資源管理局（the Public Service Human Resources Management Agency of Canada）局長和文官委員會（the Public Service Commission of Canada）委員長宣布最新簡化的關鍵領導核心職能力圖像（Key Leadership Competencies Profile），明列文官為因應現今與未來的挑戰，必須具備之領導技能、能力與特質。

此圖像以價值（Values）與倫理（Ethics）做為領導能力的基礎，並與管理職責相互連結。包含：1.一個由四項職能構成的模型（Model）及其定義（適用於所有管理階層）；2. 六個層級領導核心職能的具體正向行為（Effective Behaviors）；3.所有領導階層的職能共通的負向行為（Ineffective Behaviors）。政府各部會局處可將此圖像融入其人力資源管理策略與活動，直接實施本圖像，亦可加以修改，以符合其特殊需求。

本圖像構成主管資格標準（the EX Qualification Standard）的主要內容，因此是培訓發展的標準以及評估主管職位候選人的必要指標。由於此領導核心職能係加拿大培訓發展標準，本報告爰針對其關鍵領導核心職能力圖像之四項核心職能－「價值與倫理」（Values and Ethics）、「策略思考」（Strategic Thinking）、「承

諾與凝聚力」(Engagement)及「卓越管理」(Management Excellence)；分別定義說明如下：

#### (一) 價值與倫理：廉正與尊重

主管領導人員為加拿大人民提供公共服務，確保個人與組織採取廉潔正直的實務作法，尊重人員與公共服務原則，包括民主、專業、倫理與人員的價值觀。他們建立尊重員工、雙語通用、多元與兼容並蓄的工作場所，並且進行透明公平的決定與業務執行。他們要求自己、人員及組織都必須對自身的行為負責。

#### (二) 策略思考：分析與構想

主管領導人員針對問題與趨勢進行分析，並將他們與組織的責任、能力及潛力相互結合，用以提出建言並進行規劃。他們審慎觀察變化多端、錯綜複雜的環境，為新起的危機與機會未雨綢繆。他們運用對事物透徹的了解來發展建議與策略，以因應利益關係人與合作夥伴種種不同的需求，反映公共服務的策略方向，協助組織做好成功的定位。

#### (三) 承諾與凝聚力：人員、組織、合作夥伴

主管領導人員能凝聚人員、組織與合作夥伴，以便共同發展目標，執行計畫並獲致成果。他們與重要參與者建立聯盟，以奠定基礎。他們動員團隊，進行明確一致的溝通以提供完成任務的動力，同時投資時間精力建立整體組織的向心力。他們善用談判技巧與適應能力，鼓勵找出共有的疑慮，激勵合作，以期獲得成功的結果。他們能在不同的領域或跨越不同的領域，促成利益關係人、合作夥伴與支持者就共同的事務與策略進行合作。

#### (四) 卓越管理：行動管理、人員管理、財務管理

主管領導人員確保組織的成效與永續性發揮到最大，以獲致

結果。他們提供員工所需的支持與工具，確定全體人員能發揮最大的潛力與多元的才能，達成組織當前與長期的目標。主管領導人員能使人員、工作與制度配合業務策略來運作，並使工作方式與內容相互協調。他們配合管理課責架構（Management Accountability Framework），實施嚴謹與全面的人力與財務資源課責制度，同時確保所有層級都負起責任，維護資訊與知識的完整性並進行管理，視之為在規劃與執行所有決策與計畫時的重要因素。

加拿大政府針對各層級核心職能除了有明確定義外，同時並針對各職務之核心職能訂定正向行為範例（Government of Canada，2010），茲翻譯整理列表如下（表 4 至表 9）：

表 4：副部長級領導核心職能及正向行為範例

領導核心職能	正向行為範例
價值觀與倫理 —以廉正與尊重的態度提供服務	<ol style="list-style-type: none"> <li>1. 在個人行為方面展現價值觀與倫理，包括行為守則</li> <li>2. 在部門實務中納入價值觀與倫理，包括行為守則</li> <li>3. 決策透明，排除徇私與偏見</li> <li>4. 形成與培養以公民為重的服務，維護公共財產</li> <li>5. 大膽建言，根據信念勇敢採取行為</li> <li>6. 正視與調解相互競爭的價值觀念</li> <li>7. 以官方語言（Official Languages，簡稱 OL）和就業平等（Employment Equity，簡稱 EE）政策為基礎，創造雙語通用、包容多元的文化</li> <li>8. 形成與建立尊重人員與公共服務原則的文化</li> </ol>
策略思考—透過分析與構想進行創新	<p><b>分析</b></p> <ol style="list-style-type: none"> <li>1. 澈底瞭解法律與副部長的角色以界定問題</li> <li>2. 找出全球、社會與經濟的趨勢，關注其與利益關係人、政策議程、公共服務價值觀、以及部門、區域與橫向議題之間的關聯</li> <li>3. 自複雜、模糊與變遷快速的情況中，找出關鍵議題</li> <li>4. 澈底分析問題後再發展解決方法</li> </ol> <p><b>構想</b></p> <ol style="list-style-type: none"> <li>1. 提供部長優質的判斷與政策建言</li> <li>2. 針對公共服務廣寬的願景、政策，以及國家的情況發展願景與政策</li> <li>3. 超越現況，看出部門對社會的潛在貢獻</li> <li>4. 根據寬廣的視野與長期時間規劃，制定必要的轉型目標</li> <li>5. 鼓勵所有階層、不同技能者與利益關係人進行辯論並提出構想</li> <li>6. 預期議題的產生與不斷變化的情況，發展快速解決問題或掌握機會的策略</li> <li>7. 教導他人並向他人學習</li> </ol>
承諾與凝聚力 —動員人員、組織與合作夥伴	<ol style="list-style-type: none"> <li>1. 與部長及部長辦公室發展有效的工作關係與信賴</li> <li>2. 擔任部長、合作夥伴、利益關係人與中央部會之間的橋樑，協助他們建立關係</li> <li>3. 動員與鼓勵團隊達成目標</li> <li>4. 促進組織內外對願景的了解，以建立創造卓越與達成共同目的的承諾</li> <li>5. 與策略聯盟協力合作，以達成部門與共同的目標</li> <li>6. 與合作夥伴，包括工會在內，發展與實施有效的溝通與凝聚策略</li> <li>7. 運用影響力和協商，以及平衡國家與區域利益來獲得支持</li> <li>8. 消除合作的障礙</li> <li>9. 與其他的副部長形成合作的共同體，為加拿大人民強化公共服務的結果</li> </ol>

<p>卓越管理—運用行動管理、人員管理和財務管理以實現目標</p>	<p><b>行動管理—規劃與執行</b></p> <ol style="list-style-type: none"> <li>1. 領導組織變革，使單獨部門與整體公共服務的成果達到最大</li> <li>2. 透過內部管理與治理，建立有效永續的組織</li> <li>3. 創造、聯合與整合結構、系統與團隊，改善目標的達成</li> <li>4. 整合業務計畫以形成透明的管理架構</li> <li>5. 將審計、管理課責架構、聯邦法律、規定與政策整合至組織實務中</li> <li>6. 履行管理課責的義務</li> <li>7. 運用與鼓勵實施策略風險管理實務</li> <li>8. 在規劃與行動中，納入人力資源、財務、資訊科技、資訊管理議題</li> <li>9. 修訂目標與計畫以反映不斷改變的優先事項或情況</li> <li>10. 在必要時，儘管資訊不全，仍致力於採取一連串行動</li> <li>11. 制定決策，發起緊急行動，在危機發生時保持冷靜</li> <li>12. 正視、承認並修正錯誤</li> </ol> <p><b>人員管理—個人與勞動力</b></p> <ol style="list-style-type: none"> <li>1. 在個人與集體層面，管理與發展人員</li> <li>2. 照顧員工，建立員工士氣</li> <li>3. 就優先事項提供明確的指示</li> <li>4. 鼓勵承受合理的策略性風險</li> <li>5. 褒揚與獎勵結果，以有建設性的方式處理挫敗</li> <li>6. 給予明確誠實的回饋，處理不良績效</li> <li>7. 在主管團體中為人員管理建立課責與價值</li> <li>8. 提供人員所需的持續學習、支持與工具</li> <li>9. 確保勞動力具有多元的能力與才能，足以滿足現今與未來的需求</li> <li>10. 建立嚴謹的人力資源制度，履行人力資源管理課責的義務</li> <li>11. 與全體副部長合作處理與公共服務相關的人力資源計畫與議題</li> </ol> <p><b>財務管理—預算與資產</b></p> <ol style="list-style-type: none"> <li>1. 實施能達到營運效率與效益的策略</li> <li>2. 建立、操作與監督嚴謹的系統進行財務資訊管理、內部稽查與評估</li> <li>3. 為部門財務與資產管理，履行課責的義務</li> <li>4. 賦予適當的層級相應的權力、責任與課責</li> <li>5. 就稽查、評估與其他客觀績效資訊採取行動</li> <li>6. 結合財務與績效資訊</li> <li>7. 積極處理管理問題，例如主持稽查與評估委員會，進行策略性重新分配</li> </ol>
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表 5：助理副部長級領導核心職能及正向行為範例

領導核心職能	正向行為範例
價值觀與倫理 —以廉正與尊重的態度提供服務	<ol style="list-style-type: none"> <li>1. 在個人行為方面展現價值觀與倫理，包括行為守則</li> <li>2. 在分部的實務中納入價值觀與倫理，包括行為守則</li> <li>3. 在自身與分部的活動中，實現對公民與顧客的承諾</li> <li>4. 大膽建言，根據信念勇敢採取行為</li> <li>5. 將部門的價值觀融入分部的政策與計畫中</li> <li>6. 以官方語言和就業平等政策為基礎，建立與促進雙語通用、包容多元的分部</li> <li>7. 建立與促進安全健康，尊重他人，沒有騷擾與歧視的分部</li> <li>8. 以透明公平為模範</li> </ol>
策略思考—透過分析與構想進行創新	<p><b>分析</b></p> <ol style="list-style-type: none"> <li>1. 澈底了解法律與助理副部長的角色，以界定問題並進行分析</li> <li>2. 從副部長、政府、國家、區域、全球與技術的觀點來看部門議題</li> <li>3. 確認重要或敏感議題，將它們與優先待辦事項結合</li> <li>4. 在判斷時分辨重要與不重要的因素</li> <li>5. 分析挫敗，尋求誠實的回饋，以便自錯誤中學習</li> </ol> <p><b>構想</b></p> <ol style="list-style-type: none"> <li>1. 提供副部長優質的判斷與政策建言</li> <li>2. 協助策劃整體／副部長的願景細節</li> <li>3. 根據自身的使命提出願景</li> <li>4. 針對非傳統性的問題發展創新解決方案</li> <li>5. 為改變的範圍與速度發展策略</li> <li>6. 發展長短期的有效策略</li> <li>7. 鼓勵對政策提出有建設性的詢問</li> <li>8. 在沒有詳細資訊的情況下構思多種可能性</li> <li>9. 在必要時，根據分析與諮詢進行健全的專業判斷</li> <li>10. 教導他人並向他人學習</li> </ol>
承諾與凝聚力 —動員人員、組織與合作夥伴	<ol style="list-style-type: none"> <li>1. 與中央部會、其他部門、顧客、公民、工會、中央與地區員工、以及政府層級建立有效的關係與網絡</li> <li>2. 在整體組織與網絡內提供縱向與橫向的溝通管道</li> <li>3. 鼓勵並進行坦率明確的溝通</li> <li>4. 溝通與詮釋外在的情況，使分部、團隊與個人的貢獻能適得其所</li> <li>5. 提供誠信及有建設性的回饋，以展現與獲得信賴</li> <li>6. 積極傾聽與了解他人受到的衝擊</li> <li>7. 協商雙贏的解決方案與折衷方案，解決紛爭，以便影響結果</li> <li>8. 針對情況採取不同的作法，例如在建立共識時合作，在危機時下達命令</li> <li>9. 展現個人的熱忱，鼓勵致力於創造卓越</li> </ol>

	10. 與部門及公共服務的助理副部長合作，以實現共同的目標 11. 創造開放正面的環境，以激勵公開討論
卓越管理—運用行動管理、人員管理和財務管理以實現目標	<p><b>行動管理—規劃與執行</b></p> <ol style="list-style-type: none"> <li>1. 在各分部、部門與領域領導變革，以獲得最大的成果。</li> <li>2. 服務整體部門，而不僅是自己的分部</li> <li>3. 確認優先事項、里程碑、時程、績效量測、明確的職責，以及司處長的績效協定，並進行溝通</li> <li>4. 規劃與管理策略性危機管理架構</li> <li>5. 就國家與區域的優先事項、規劃與績效進行協調</li> <li>6. 使優先事項與資源相互配合</li> <li>7. 監督分部業務計畫的完成，從規劃、實施、監督、評估到報告都包含在內</li> <li>8. 將審計、管理課責架構、聯邦法律、規定與政策整合至分部的實務中</li> <li>9. 履行分部管理課責的義務</li> <li>10. 在規劃與行動中，納入人力資源、財務、資訊科技、資訊管理議題</li> <li>11. 修訂目標與計畫以反映不斷改變的優先事項或情況</li> <li>12. 在必要時，儘管資訊不全，仍致力於採取一連串行動</li> <li>13. 制定決策，發起緊急行動，在危機發生時保持冷靜</li> <li>14. 正視、承認並修正錯誤</li> </ol> <p><b>人員管理—個人與勞動力</b></p> <ol style="list-style-type: none"> <li>1. 針對接班人的規劃，發展人力資源策略</li> <li>2. 建立專家團隊，解決具體或危急的議題</li> <li>3. 制定明確的期許，監督、評估、獎勵與發展績效</li> <li>4. 褒揚人員的成就與最佳工作</li> <li>5. 給予誠實的回饋，鼓勵學習和處理不良績效</li> <li>6. 果斷有效地處理人力資源問題</li> <li>7. 重視司處長團體的重要性與支持</li> <li>8. 平衡團隊中互補的力量</li> <li>9. 在整體分部中建立領導能力</li> <li>10. 透過評定、職業規劃與發展來引導與培育人員</li> <li>11. 在變更人力資源協定前，先諮詢支援服務</li> <li>12. 實施嚴謹的人力資源制度，履行人力資源管理課責的義務</li> </ol> <p><b>財務管理—預算與資產</b></p> <ol style="list-style-type: none"> <li>1. 資源分配方式保持透明，建立持續的再分配文化</li> <li>2. 使業務動力與財務管理制度相互配合</li> <li>3. 採取創新的方法，因應財政方面的限制</li> <li>4. 整合審計過程，促進實際查核</li> <li>5. 審查審計與評估結果並做出反應</li> <li>6. 監督績效，持續提高效率</li> <li>7. 履行分部財務管理課責的義務</li> <li>8. 向副部長提供客觀、可靠與及時的報告</li> <li>9. 在變更財務協定以前，先諮詢支援服務</li> </ol>

表 6：司處長級領導核心職能及正向行為範例

領導核心職能	正向行為範例
價值觀與倫理 —以廉正與尊重的態度提供服務	<ol style="list-style-type: none"> <li>1. 在個人行為方面展現價值觀與倫理，包括行為守則</li> <li>2. 在司處實務中納入價值觀與倫理，包括行為守則</li> <li>3. 將部門的價值觀融入司處的政策與計畫中</li> <li>4. 在自身與司處的活動中，實現對公民與顧客的承諾</li> <li>5. 建立與促進安全健康，尊重他人，沒有騷擾與歧視的司處</li> <li>6. 促進透明與公平</li> <li>7. 根據官方語言與就業平等政策，為司處創造機會，並鼓勵使用雙語和多元的文化</li> </ol>
策略思考—透過分析與構想進行創新	<p><b>分析</b></p> <ol style="list-style-type: none"> <li>1. 澈底瞭解部門與政策的議題，以界定問題並進行分析</li> <li>2. 尋求助理副部長的澄清與指示</li> <li>3. 對司處、組織與外在環境中的趨勢進行策略性分析</li> <li>4. 整合多種領域的資訊並找出關聯</li> <li>5. 尋找廣泛的觀點與專業知識</li> <li>6. 追蹤組織的變遷過程</li> <li>7. 分析挫敗，尋求誠實的回饋，以便自錯誤中學習</li> </ol> <p><b>構想</b></p> <ol style="list-style-type: none"> <li>1. 確認願景的關鍵要素，及其對司處的意義</li> <li>2. 將願景與政策轉化為具體的方向與計畫</li> <li>3. 將司處的計畫和服務與部門及分部的政策相互結合</li> <li>4. 向助理副部長提出有效的建言</li> <li>5. 諮詢員工的意見，以發展計畫與解決方案</li> <li>6. 鼓勵對實務作法提出有建設性的詢問</li> <li>7. 鼓勵進行實驗，使創新潛力達到最大</li> <li>8. 確認解決方案、替代方案與結果</li> <li>9. 教導他人並向他人學習</li> </ol>
承諾與凝聚力 —動員人員、組織與合作夥伴	<ol style="list-style-type: none"> <li>1. 對同事、員工與主管採取包容合作的作法</li> <li>2. 形成包容敏銳的人際關係氣氛</li> <li>3. 促進不同團體、利益與意見之間的共識</li> <li>4. 激發與聆聽員工、工會和其他利益關係人的構想與關切</li> <li>5. 動員團隊達成司處與部門的目標</li> <li>6. 溝通與支援共同的決定</li> <li>7. 提升熱忱，促進共同的目的</li> <li>8. 定期與員工分享可用的資訊</li> <li>9. 實現承諾</li> <li>10. 明確認真地就願景與資訊進行溝通</li> <li>11. 管理利益關係人之間的關係</li> </ol>
卓越管理—運用行動管理、人員管理和財務管理以實現目	<p><b>行動管理—規劃與執行</b></p> <ol style="list-style-type: none"> <li>1. 認優先事項、里程碑、時程、績效量測、明確的職責，以及主任的績效協定，並進行溝通</li> <li>2. 協調與管理司處的多種計畫與企畫</li> </ol>

標	<ol style="list-style-type: none"> <li>3. 確保必要的資源、流程與制度已經到位</li> <li>4. 與管理團隊發展流程，以設定優先事項，進行決策</li> <li>5. 執行風險分析，評估實現機會的可能性</li> <li>6. 協調司處內的活動，分派職責，避免重複</li> <li>7. 尋找和注意早期警告徵兆，在必要時變通計畫與策略</li> <li>8. 監督司處業務計畫的完成，從規劃、實施、監督、評估到報告都包含在內</li> <li>9. 將審計、管理課責架構、聯邦法律、規定與政策整合至司處的實務中</li> <li>10. 管理自身及他人在工作與生活上的平衡</li> <li>11. 果斷快速地因應新起的機會或風險</li> <li>12. 在困難或壓力大的情況下，維持健全的判斷和決策</li> </ol> <p><b>人員管理一個人與勞動力</b></p> <ol style="list-style-type: none"> <li>1. 實施人力資源策略，確保勞動力的能力與多元性足以因應司處在當前與未來的需求</li> <li>2. 提供成長所需的訓練、挑戰與機會</li> <li>3. 設定明確的期許，提供明確的方向</li> <li>4. 管理員工的工作量</li> <li>5. 建立互補的團隊</li> <li>6. 提供誠實直接的回饋，管理不良績效</li> <li>7. 褒揚與承認優良的工作</li> <li>8. 成為主任的角色模範</li> <li>9. 發展策略以減少司處內的壓力</li> <li>10. 為與官方語言及其他方面的訓練取得經費</li> <li>11. 實施嚴謹的人力資源實務作法，履行人力資源管理課責的義務</li> </ol> <p><b>財務管理——預算與資產</b></p> <ol style="list-style-type: none"> <li>1. 以透明的方式分配與管理司處的資源</li> <li>2. 實施能達到營運效率與效益的策略</li> <li>3. 操作與監督嚴謹的系統進行財務資訊管理、內部稽查與評估</li> <li>4. 履行司處的財務與資產管理課責的義務</li> <li>5. 就稽查、評估與其他客觀的司處績效資訊，採取行動</li> </ol>
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表 7：主任級領導核心職能及正向行為範例

領導核心職能	正向行為範例
價值觀與倫理 —以廉正與尊重的態度提供服務	<ol style="list-style-type: none"> <li>1. 在個人行為方面展現價值觀與倫理，包括行為守則</li> <li>2. 在單位實務中納入價值觀與倫理，包括行為守則</li> <li>3. 在自身與單位的活動中，實現對公民與顧客的承諾</li> <li>4. 在單位內與夥伴關係上建立透明、可靠與尊重的氣氛</li> <li>5. 在人力資源計畫上採取公平的實務作法</li> <li>6. 根據官方語言與就業平等政策，為單位創造機會，並鼓勵使用雙語和多元的文化</li> <li>7. 建立與促進安全健康，尊重他人，沒有騷擾與歧視的科</li> <li>8. 在所有業務活動中採取透明公平的作法，包括任用員工、締結合約與日常活動</li> </ol>
策略思考—透過分析與構想進行創新	<p><b>分析</b></p> <ol style="list-style-type: none"> <li>1. 澈底了解司處的優先事項，以便界定單位的方向</li> <li>2. 在必要時，尋求司處長的澄清與指示</li> <li>3. 整合多種來源的資訊，形成全面性的觀點</li> <li>4. 確認跨職能計畫的相互依賴性</li> <li>5. 分析挫敗，尋求誠實的回饋，以便自錯誤中學習</li> </ol> <p><b>構想</b></p> <ol style="list-style-type: none"> <li>1. 將願景與政策轉化為具體的工作活動</li> <li>2. 根據部門的願景與司處長的指示，發展單位的策略</li> <li>3. 規劃能加強營運效率的創新作法</li> <li>4. 鼓勵與結合多元的創新計畫與觀點</li> <li>5. 重新規劃單位的工作活動，以因應不斷變化的部門需求</li> <li>6. 提供司處長有效的建議</li> <li>7. 教導他人並向他人學習</li> </ol>
承諾與凝聚力 —動員人員、組織與合作夥伴	<ol style="list-style-type: none"> <li>1. 縱向與橫向分享資訊</li> <li>2. 促進管理師之間的合作</li> <li>3. 以說服的方式取得對創新方案的支持</li> <li>4. 協商折衷作法</li> <li>5. 針對觀眾與論壇採取適應的溝通方式</li> <li>6. 定期以開放的態度與工會和其他利益關係人進行溝通</li> <li>7. 展現對利益關係人所持觀點的了解與尊重</li> <li>8. 遵守與實現承諾</li> <li>9. 聆聽並取得員工、合作夥伴與利益關係人的建議</li> <li>10. 明確認真地就願景與單位的計畫進行溝通</li> <li>11. 定期廣泛地交換構想</li> <li>12. 促進並贊助團隊的建立</li> </ol>
卓越管理—運用行動管理、人員管理和財務管理以實現目標	<p><b>行動管理—規劃與執行</b></p> <ol style="list-style-type: none"> <li>1. 根據全面的局勢，規劃單位的工作計畫</li> <li>2. 引導單位的計畫與資源，避免障礙</li> <li>3. 適當授權給管理師</li> <li>4. 管理資源，使收益最大化</li> </ol>

	<ol style="list-style-type: none"> <li>5. 為管理師制定實際的時程及明確的職責</li> <li>6. 為單位的工作活動提供結構與動力</li> <li>7. 設定具有挑戰性但實際可行的目標</li> <li>8. 確認單位在工作量上的限制與資源需求</li> <li>9. 透過審慎的資源規劃與設定工作優先順序，來管理單位的工作量</li> <li>10. 在必要時重新排列工作優先順序，變更單位的工作計畫</li> <li>11. 注意早期警告徵兆，在必要時向司處長與其他人提出建議</li> <li>12. 監督單位業務計畫的完成，從規劃、實施、監督、評估到報告都包含在內</li> <li>13. 將審計、管理課責架構、聯邦法律、規定與政策整合至單位實務中</li> <li>14. 管理自身及他人在工作與生活上的平衡</li> <li>15. 果斷快速地因應新起的機會或風險</li> <li>16. 在逆境時保持冷靜，以減輕壓力與維持動力</li> </ol> <p><b>人員管理—個人與勞動力</b></p> <ol style="list-style-type: none"> <li>1. 與管理師一對一地工作</li> <li>2. 處理不良績效</li> <li>3. 定期提供回饋，承認成功及需要改善的需求</li> <li>4. 提供成長所需的訓練、挑戰與機會</li> <li>5. 解決勞工關係問題</li> <li>6. 在必要時確保獲得調停</li> <li>7. 在員工與組織的需求之間取得平衡</li> <li>8. 監督與解決工作場所的福祉情況</li> <li>9. 發展與支持職業計畫與學習機會</li> <li>10. 針對單位接班人的規劃，發展人力資源策略</li> <li>11. 為與官方語言及其他方面的訓練取得經費</li> <li>12. 管理工作量</li> <li>13. 實施嚴謹的人力資源實務作法，履行人力資源管理課責的義務</li> </ol> <p><b>財務管理—預算與資產</b></p> <ol style="list-style-type: none"> <li>1. 以透明的方式分配與管理單位的資源</li> <li>2. 實施能達到營運效率與效益的策略</li> <li>3. 應用與監督嚴謹的系統進行財務資訊管理、內部稽查與評估</li> <li>4. 履行單位財務與資產管理課責的義務</li> <li>5. 就稽查、評估與其他客觀的單位績效資訊，採取行動</li> </ol>
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表 8：管理師級領導核心職能及正向行為範例

領導核心職能	正向行為範例
價值觀與倫理 —以廉正與尊重的態度提供服務	<ol style="list-style-type: none"> <li>1. 在個人行為方面展現價值觀與倫理，包括行為守則</li> <li>2. 在單位的實務中納入價值觀與倫理，包括行為守則</li> <li>3. 在自身與單位活動中，實現對公民與顧客的承諾</li> <li>4. 在單位內與夥伴關係上建立透明、可靠與尊重的氣氛</li> <li>5. 在人力資源計畫上採取公平的實務作法</li> <li>6. 根據官方語言與就業平等政策，支援單位獲得的機會，鼓勵使用雙語和多元的文化</li> <li>7. 建立與促進安全健康，尊重他人，沒有騷擾與歧視的單位</li> <li>8. 在所有業務活動採取透明公平的作法，包括任用員工、締結合約與日常活動</li> </ol>
策略思考—透過分析與構想進行創新	<p><b>分析</b></p> <ol style="list-style-type: none"> <li>1. 徹底了解職能領域，以發展單位的方向</li> <li>2. 追蹤單位工作優先順序的變動，以分析對單位工作計畫的衝擊</li> <li>3. 在必要時請主任澄清並提供引導</li> <li>4. 協調多項計畫的資訊，以形成全面的觀點</li> <li>5. 辨明單位的計畫之間所具有的相互依賴性</li> <li>6. 分析挫敗，尋求誠實的回饋，以便自錯誤中學習</li> </ol> <p><b>構想</b></p> <ol style="list-style-type: none"> <li>1. 將單位的願景與政策轉化為單位的具體工作活動</li> <li>2. 針對營運問題規劃解決方案</li> <li>3. 鼓勵與結合多元及有創意的創新方案與觀點</li> <li>4. 重新規劃單位的工作活動，以因應不斷變化的需求</li> <li>5. 向主任提出有效的建議</li> <li>6. 考慮議題與決定中的人員因素</li> <li>7. 教導他人並向他人學習</li> </ol>
承諾與凝聚力 —動員人員、組織與合作夥伴	<ol style="list-style-type: none"> <li>1. 縱向與橫向分享資訊</li> <li>2. 就相關計畫促進視察之間的合作</li> <li>3. 鼓勵多元觀點之間進行公開而有建設性的討論</li> <li>4. 辨識機會，透過夥伴關係促進成果</li> <li>5. 在單位內及跨計畫之間管理多元勞動力的團隊動力</li> <li>6. 對合作夥伴的貢獻表示讚揚</li> <li>7. 向上級精確報告員工的疑慮、構想與觀點</li> <li>8. 調解與促進視察之間的關係</li> <li>9. 遵守與實現承諾</li> <li>10. 聆聽並取得員工、合作夥伴與利益關係人的建議</li> <li>11. 明確認真地進行溝通</li> <li>12. 定期廣泛地交換構想</li> </ol>
卓越管理—運用行動管理、人員管理和財務	<p><b>行動管理—規劃與執行</b></p> <ol style="list-style-type: none"> <li>1. 建立單位的品質與生產力目標</li> <li>2. 確認財務與人力資源的需求</li> </ol>

<p>管理以實現目標</p>	<ol style="list-style-type: none"> <li>3. 在必要時指派與重新分派資源，善用多元的特質</li> <li>4. 適當授權給視察</li> <li>5. 為視察制定實際的時程及明確的職責</li> <li>6. 為單位的計畫提供結構與動力</li> <li>7. 設定具有挑戰性但實際可行的目標</li> <li>8. 確認單位在工作量上的限制與資源需求</li> <li>9. 藉由協商時程、審慎的資源規劃與訂定優先順序，管理單位的工作量</li> <li>10. 在逆困難或壓力大的情況保持冷靜</li> <li>11. 在必要時重新排列工作優先順序，變更單位的工作計畫</li> <li>12. 持續管理活動</li> <li>13. 注意早期警告徵兆，在必要時向主任與其他人提出建議</li> <li>14. 監督單位業務計畫的完成，從規劃、實施、監督、評估到報告都包含在內</li> <li>15. 將審計、管理課責架構、聯邦法律、規定與政策整合至單位實務中</li> <li>16. 管理自身及他人在工作與生活上的平衡</li> <li>17. 果斷快速地因應新起的機會或風險</li> <li>18. 在逆境時保持冷靜，以減輕壓力與維持動力</li> </ol> <p>人員管理一個人與勞動力</p> <ol style="list-style-type: none"> <li>1. 與視察一對一地工作</li> <li>2. 善用團隊成員之間的多元化，以建立有互補優點的強大團隊</li> <li>3. 在必要時適當支持與保護員工利益</li> <li>4. 處理不良績效</li> <li>5. 定期提供回饋，承認成功及需要改善的需求</li> <li>6. 提供成長所需的訓練、挑戰與機會</li> <li>7. 解決勞工關係問題</li> <li>8. 在必要時確保獲得調停</li> <li>9. 在員工與組織的需求之間取得平衡</li> <li>10. 監督與解決工作場所的福祉情況</li> <li>11. 發展與支持職業計畫與學習機會</li> <li>12. 針對單位接班人的規劃，發展人力資源策略</li> <li>13. 為與官方語言及其他方面的訓練取得經費</li> <li>14. 實施嚴謹的人力資源實務作法，履行人力資源管理課責的義務</li> </ol> <p>財務管理——預算與資產</p> <ol style="list-style-type: none"> <li>1. 以透明的方式分配與管理單位的資源</li> <li>2. 實施能達到營運效率與效益的策略</li> <li>3. 應用與監督嚴謹的系統進行財務資訊管理、內部稽查與評估</li> <li>4. 履行單位財務與資產管理課責的義務</li> <li>5. 就稽查、評估與其他客觀的單位績效資訊採取行動</li> </ol>
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表 9：視察級領導核心職能及正向行為範例

領導核心職能	正向行為範例
價值觀與倫理—以廉正與尊重的態度提供服務	<ol style="list-style-type: none"> <li>1. 在個人行為方面展現價值觀與倫理，包括行為守則</li> <li>2. 在員工的工作實務中納入價值觀與倫理，包括行為守則</li> <li>3. 在自身與員工活動中，實現對公民與顧客的承諾</li> <li>4. 在員工之間與夥伴關係上建立透明、可靠與尊重的氣氛</li> <li>5. 在人力資源計畫上採取公平的實務作法</li> <li>6. 根據官方語言與就業平等政策，鼓勵使用雙語和多元的文化</li> <li>7. 建立與促進安全健康，尊重他人的工作場所</li> <li>8. 對於騷擾與歧視保持警覺並迅速處理</li> <li>9. 在工作活動與業務活動中採取透明公平的作法</li> </ol>
策略思考—透過分析與構想進行創新	<p><b>分析</b></p> <ol style="list-style-type: none"> <li>1. 澈底瞭解職能領域，以發展計畫工作計畫</li> <li>2. 在必要時請管理師澄清並提供引導</li> <li>3. 結合個別工作的資訊，以形成全面的觀點</li> <li>4. 追蹤單位在工作優先順序上的變動，分析對員工活動的衝擊</li> <li>5. 分析挫敗，尋求誠實的回饋，以便自錯誤中學習</li> </ol> <p><b>構想</b></p> <ol style="list-style-type: none"> <li>1. 將單位的方向轉化為具體的計畫活動</li> <li>2. 針對重複發生的問題發展解決方案</li> <li>3. 鼓勵與結合創造力和學習</li> <li>4. 重新規劃員工的工作活動，以因應不斷變化的計畫需求</li> <li>5. 向管理師提出有效的建議</li> <li>6. 教導他人並向他人學習</li> </ol>
承諾與凝聚力—動員人員、組織與合作夥伴	<ol style="list-style-type: none"> <li>1. 與員工和同事廣泛分享資訊</li> <li>2. 促進員工之間的合作</li> <li>3. 鼓勵多元觀點之間進行公開而有建設性的討論</li> <li>4. 管理員工之間的人際關係</li> <li>5. 跟殘障或有不同價值觀、性格或文化背景的人員建立有效的關係</li> <li>6. 提供有效的論壇，供員工表達構想、看法與疑慮</li> <li>7. 善用會議，視之為產生聯合領導與團結的機會</li> <li>8. 聆聽員工的疑慮並採取行動</li> <li>9. 聆聽並取得員工、合作夥伴與利益關係人的建議</li> <li>10. 明確認真地進行溝通</li> <li>11. 與個人和團隊定期廣泛地交換構想</li> <li>12. 樹立模範，取得信賴</li> </ol>
卓越管理—運用行動管理、人員管理和財務管理以實現目	<p><b>行動管理—規劃與執行</b></p> <ol style="list-style-type: none"> <li>1. 協調人員的工作活動</li> <li>2. 適當指派工作給員工</li> <li>3. 就工作、目標、流程與績效標準，提供員工指示</li> </ol>

標	<ol style="list-style-type: none"> <li>4. 監督活動，以確保活動的執行有效且有效率</li> <li>5. 確保工作符合正式的程序與規定</li> <li>6. 靈活地改變例行程序以達成目標</li> <li>7. 在面對挫敗時維持正面的看法</li> <li>8. 重新排列工作優先順序，變更工作計畫，以因應變化</li> <li>9. 每日進行活動管理</li> <li>10. 尋找和注意早期警告徵兆，在必要時向管理師和其他人提出建議</li> <li>11. 監督計畫的完成，從規劃、實施、監督、評估到報告都包含在內</li> <li>12. 將審計、管理課責架構、聯邦法律、規定與政策整合至工作實務中</li> <li>13. 管理自身及他人在工作與生活上的平衡</li> <li>14. 以成功處理壓力大的情況為模範</li> </ol> <p><b>人員管理—個人與勞動力</b></p> <ol style="list-style-type: none"> <li>1. 公平地評估個人績效，將多元性納入考量</li> <li>2. 確認對人員發展形成挑戰的機會，同時鼓勵人員發展</li> <li>3. 解決會影響績效的人際或個人問題</li> <li>4. 儘量減少工作場所的壓力因子</li> <li>5. 迅速解決騷擾與歧視問題</li> <li>6. 與員工一對一地工作</li> <li>7. 處理不良績效</li> <li>8. 定期提供回饋，承認成功及需要改善的需求</li> <li>9. 管理勞工關係問題</li> <li>10. 在必要時確保獲得調停</li> <li>11. 在員工與組織的需求之間取得平衡</li> <li>12. 監督與解決工作場所的福祉情況</li> <li>13. 發展與支持職業計畫與學習機會</li> <li>14. 管理工作量</li> <li>15. 實施嚴謹的人力資源實務作法</li> </ol> <p><b>財務管理—預算與資產</b></p> <ol style="list-style-type: none"> <li>1. 以透明的方式分配與管理計畫資源</li> <li>2. 實施能達到營運效率與效益的策略</li> <li>3. 應用與監督嚴謹的系統進行財務資訊管理、內部稽查與評估</li> <li>4. 履行計畫財務與資產管理的課責義務</li> <li>5. 就稽查、評估與其他客觀的計畫團隊績效資訊採取行動</li> </ol>
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至於有關負向行為範例部分則並未區分個別層級，副部長至視察等六個層級均相同，規定整理如下表 10：

表 10：各主管層級負向行為範例

領導核心職能	負向行為範例
價值觀與倫理 —以廉正與尊重的態度提供服務	<ol style="list-style-type: none"> <li>1. 試圖掩飾錯誤</li> <li>2. 為權力避免說實話</li> <li>3. 怪罪他人或先前的體制</li> <li>4. 不尊重多元的意見或信念</li> <li>5. 苛待他人</li> <li>6. 濫用權力</li> <li>7. 忍受他人的虐待行為</li> <li>8. 透過譏諷或攻擊行為冒犯他人或令人感到沮喪</li> <li>9. 徇私或偏見</li> <li>10. 將個人或組織目標置於加拿大政府的目標之前</li> <li>11. 允許情感左右道德判斷</li> </ol>
策略思考—透過分析與構想進行創新	<p><b>分析</b></p> <ol style="list-style-type: none"> <li>1. 僅依賴狹隘的專業知識與意見</li> <li>2. 在形成策略時排除其他層級或合作夥伴</li> <li>3. 忽視新資訊或不斷變動的情況</li> <li>4. 對國家、區域或公共服務的環境不敏銳</li> <li>5. 不分析自身的優缺點或不傾聽回饋</li> </ol> <p><b>構想</b></p> <ol style="list-style-type: none"> <li>1. 不引導部門的願景或不對願景做出貢獻</li> <li>2. 僅針對短期壓力進行規劃，不考慮長期的影響</li> <li>3. 規劃長期計畫，不考慮短期的影響</li> <li>4. 提供與命令不符的願景、策略或建議</li> <li>5. 忽略策略對利益關係人和合作夥伴的影響</li> <li>6. 發展或促進過於注重細節或太抽象的策略或計畫</li> </ol>
承諾與凝聚力 —動員人員、組織與合作夥伴	<ol style="list-style-type: none"> <li>1. 視自己為唯一的決策者或利益關係人</li> <li>2. 隱藏資訊</li> <li>3. 將溝通責任留給其他層級</li> <li>4. 無法與重要夥伴橫向聯繫工作</li> <li>5. 無法建立幕後支援</li> <li>6. 以憤怒、攻擊、過度自信或缺乏自覺的方式疏離他人</li> <li>7. 拒絕考慮和納入他人的觀點</li> <li>8. 規避處理具有爭議的議題</li> </ol>
卓越管理—運用行動管理、人員管理和財務管理以實現目標	<p><b>行動管理—規劃與執行</b></p> <ol style="list-style-type: none"> <li>1. 發展無法達成目標的計畫</li> <li>2. 持續採取無效的結構、制度或計畫</li> <li>3. 在進行決策或採取必要行動時猶豫不決</li> <li>4. 提供不充分、抽象或臨時起意的指示</li> <li>5. 拒絕承認結果不佳</li> <li>6. 無法有效處理自己的壓力</li> <li>7. 僅注重單一的檔案或活動，造成其他檔案或活動的不利</li> <li>8. 在遇到障礙或挑戰時畏縮不前</li> </ol>

	<p>9. 僅重視危機管理與短期事務</p> <p>10. 行為衝動</p> <p>11. 專注微末枝節，而非組織管理</p> <p>12. 進行膚淺的諮詢或分析，以避免採取行動或擔負責任</p> <p>13. 僅管理細節</p> <p><b>人員管理—個人與勞動力</b></p> <p>1. 無法提供員工工作和（或）發展所需的工具</p> <p>2. 不承認貢獻與成功</p> <p>3. 沉溺於錯誤與失敗中</p> <p>4. 無法處理衝突</p> <p>5. 建立不足的勞動能力</p> <p>6. 不履行人力資源規劃的責任</p> <p>7. 在給予回饋時不提供具體的訊息</p> <p>8. 不處理成效不良的員工</p> <p>9. 不確保團隊與勞動力具有互補的優點</p> <p>10. 僅為短期需求進行勞動力的規劃</p> <p><b>財務管理—預算與資產</b></p> <p>1. 持續將資源投入失敗的行動</p> <p>2. 無法整合財務與管理資訊</p> <p>3. 忽略審計或評估結果</p> <p>4. 無法確保資訊、分析與報告的完整性</p> <p>5. 無法實施嚴謹的財務管理</p> <p>6. 無法確保能充分發揮健全財務實務的功效</p>
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### 三、培訓評鑑工具：職能評鑑及心理評估

加拿大心理評鑑中心主要工作項目，分別為諮詢及測驗服務、評鑑及諮商服務，以及研究發展等三部分，要求從事相關評鑑工作必須確保評鑑工具具有信度、效度及公平性。評鑑工具對象分為四大類，第一類是針對高階主管人員評鑑，係使用評鑑中心法及標準化資歷查核；第二類是針對中階主管人員評鑑，係使用公事藍演練及模擬演練；第三類是新進人員評鑑，係使用紙筆測驗、資格篩選、會議型面試及整合工具；第四類是第二語言評估主要是英法語能力的測驗。

目前心理評鑑中心訂有四項優先發展的工作，第一是發展電腦化測驗；第二是發展無人監控的線上測驗；第三是解決口語測驗的同位音辨識問題；第四是發展新型職員招募測驗，以減少時間及大量審查

程序。茲就心理評鑑中心簡報中提出之各類評鑑工具介紹如下：

(一)、新進人員評鑑工具

1. 一般行政測試 (General Administration Test, GAT-380)
2. 一般職能測試 (General Competency Test Level2, GCT2-314)
3. 人力資源顧問模擬練習 (Human Resources Consultant Simulation Exercise 410)
4. 情境判斷測驗 (Situational Judgment Test, SJ-318)
5. 書面溝通能力測試 (Written Communication Proficiency Test, WCPT-351)
6. 書面通信測試 (Written Communication Test, WCT-345)

(二)、模擬演練

1. 視察層級模擬演練 (Supervisor Simulation)
2. 小組領導者模擬演練 (Team Leader Simulation)
3. 中階管理師模擬演練 (Middle Manager Simulation)
4. 方案顧問模擬演練 (Program Advisor Simulation)
5. 資深管理師模擬演練 (Senior Manager Simulation)
6. 資深技術管理師模擬演練 (Senior Science Manager Simulation)
7. 人力資源顧問模擬演練 (HR Consultant Simulation)

(三)、公事籃演練與成就評量

1. 公事籃演練 (In-basket Exercise)
  - (1).中階管理師公事籃演練 (Middle Manager In-basket)
  - (2).中階管理情境演練 (Middle Management Situational Exercise)

- (3).管理公事籃演練 (Managerial In-basket)
  - 2. 候選人成就紀錄 (Candidate Achievement Record)
    - (1).職能成就填答 (Accomplishments expressed in terms of competencies)
    - (2).確認填答內容 (Validation Component)
    - (3).候選人評估完成由評鑑員計分 (Completed by candidate, scored by trained manager/ assessor)
  - 3. 領導經驗陳述 (Leadership Experience Text)
    - (1).候選人簡短陳述領導經驗 (Short text on leadership experiences completed by candidate)
    - (2).評鑑員計分 (Scored by assessor)
- (四)、針對職涯發展之領導職能評鑑
- 1. 領導力鑑定情境模擬 (Simulations for the Identification of Leadership)
    - (1).主任層級: 評估關鍵領導職能圖像中發展性領導力需求 (Director Level: An evaluation of developmental leadership needs as defined by the new Key Leadership Competency Profile)
    - (2).三種模擬演練: 簡報、員工面談、團體討論 (Three simulated exercises: presentation, meeting with employee, executive group discussion)
    - (3).具有資深管理經驗之評鑑員與心理學家評估參加者績效 (The participant's performance is evaluated by a psychologist and by assessors with senior management experience)
  - 2. 中階管理潛能鑑定之評鑑中心法 (The assessment Centre for

the Identification of Middle Management Potential)

(1).部門確認參加者是否具有中階管理師發展潛能

( Individuals identified by their departments as having potential for development as mid-level manager )

(2).設計發展方案協助部門確認參加者獲得中階管理師之核心職能 ( Designed to help Departments identify individuals who would benefit from a development program to attain competency as middle managers )

3. EX 領導層級職涯發展鑑定 ( Identification of Paths to EX )

(1).三種評鑑方式: 針對價值、人格、職涯目標進行職涯諮商與自我評估; 三百六十度回饋; 模擬演練 ( Three assessment modules: career counseling and self assessment on values , personality , career goals ; 360 feedback process ; simulation )

(2).評量結果綜合分析與深度回饋 ( In depth feedback and synthesis of results )

4. 全方位 360 度回饋工具與服務 ( Full-Circle 360° Feedback Instruments & Services )

(1).基於核心職能圖像針對所有領導層級職位評估 ( Based on a profile of the 14 competencies and suited to all management levels: Supervisor, manager, director, director general or assistant deputy minister )

(2).經由同事、主管、部屬及其他有關人員進行評鑑 ( Assessment by colleagues, immediate supervisor, employees or any other group of people able to give an accurate reading of an individual's strong points and the

areas that need improvement )

- (3). 獲得信任的報告應摘述行為優勢、待改進處，及發展計畫 ( A confidential report including that summarizes the behaviors perceived as strengths and those that might be improved, making it easier to draw up a development plan )

(五)、針對人員甄選之領導職能評鑑

1. 高階主管人員情境模擬演練 ( The Simulation Exercise for Senior Executives, Level 03 )

- (1). 以聯邦 EX02 層級之公務員為主 ( Federal public servants, preferably at the EX-02 Level )
- (2). EX03 層級職位甄選過程以其職位工作內容設定 ( May be one component of the selection process for EX-03 level position )
- (3). 提供候選人有關 EX03 層級之領導職能與行為範例 ( Provides info on key leadership competencies and behaviors of candidates at that level )
- (4). 結合不同資訊來源做出甄選決定 ( Used in combination with info from other sources to make selection decisions )

2. 資深管理模擬演練 ( Senior Managerial Simulation Exercise )

- (1). 針對資深管理職位之六項關鍵領導職能圖像進行結構化的填答 ( Structured to reflect 6 components of the Key Leadership Competency Profile for senior managerial positions )
- (2). 提供用人單位主管有機會去觀察參加者處理管理議題及挑戰之情形 ( Provides hiring manager with an opportunity to observe individuals dealing directly with



managerial issues and challenges)

3.主管職位甄選情境模擬 ( Simulations for the Selection of Executives )

- (1). 針對擬初任主管職位人員處理各種議題與挑戰進行一系列的領導職能評鑑
- (2). 提供部門及機構精確獨立的候選人評估資料

4.中階管理師情境模擬演練 ( Middle Manager Situational Exercise )

- (1). 評估一般管理能力並且要求候選人執行兩種情境測試:
  - A. 在虛擬政府組織完成主管責任
  - B. 處理各種管理模擬情況
- (2). 候選人須面對情境模擬並在選擇題項中做出答覆:
  - A. 找出該情境的最佳選擇
  - B. 指出該情境需聯繫之利害相關人

#### 肆、駐加拿大代表處培訓業務交流

由於本次考察目的係汲取加拿大培訓經驗，針對加拿大國公務人員培訓發展體系、培訓機構組織定位、培訓需求及培訓評鑑、培訓課程及教學方法，以及高階公務人員培訓等議題進行考察訪問，亦規劃經由訪問加拿大文官學院，對於雙方高階公務人員培訓業務合作及公務人員交流互訪合作之可能性，作進一步之洽商。

為瞭解加拿大文官學院與我國合作意願及相關背景，所以，特拜會我國駐加拿大台北經濟文化代表處李代表大維交換意見，李代表處表示，其實雙方合作近年來相當密切，不論在貿易及人員交流均相當熱絡，特別是國內航空公司直航多倫多之後，國人至加拿大首都渥太華參訪者增多，但類似我國高階文官培訓合作計畫尚屬首次，加拿大文官學院對此甚表重視，提供客製化之課程設計及合理預算，若以加拿大文官學院在培訓業務之卓著成績，未來如果可以合作，對於提升我國高階文官國際視野及拓展雙方國際關係均有助益。後續如有任何需要，代表處均可提供必要之協助，也期待雙方關係能更密切友好。

## 伍、考察心得及建議

整體而言，本次考察訪問暨進修研究，收穫相當豐碩，加拿大培訓部門許多先進且可行作法，可提供我國未來培訓業務規劃參考，同時，亦經由本次考察訪問促進我國國家文官學院與加拿大文官學院相互瞭解認識，奠定雙方未來合作交流的良好基礎。謹將相關心得及建議歸納如下：

### 一、 政府部門績效評估方面

加拿大政府自 2010 年以公共管理檢核板及人員管理計分卡二種團體績效評估工具，分析及協助改善公務人力品質與確保公務價值及倫理之維持；並藉由調查資料建立行動計畫，每 3 個月定期追蹤績效改善情形，其中人員管理計分卡所定之關鍵績效指標為員工承諾與凝聚力、有效領導、多元與公平、員工學習、績效與潛能、工作量與效能、人力配置、語言能力及組織氛圍等 9 項，該國政府研發各種團體績效評估工具，協助機關定期追蹤改善，對提升加拿大政府績效及公共服務現代化確有助益。我國適值公務人員考績法之主管機關，為回應社會各界對政府應提供優質公共服務之要求，正進行法案修正，並擬於公務人員考績法中增訂團體績效規定，以扣合團體與個人績效，型塑團隊合作職場新文化。而加拿大政府所提公共管理檢核板及人員管理計分卡明定團體及人員之各項關鍵績效指標，且各項管理工具相互搭配運用，利用三年 1 次之公務人員問卷調查資料及每 3 個月定期追蹤分析以瞭解團體及人員績效改善情形，此一作法，一方面提供數量化統計資料供各機關參考；另一方面又促使機關重視以績效結果導向之組織文化；再者，亦可作為政府公共政策監測工具，確有參採價值。建議政府相

關部門，似可先透過問卷調查之實證資料，研究開發政府團體績效評估工具，以作為未來公務人員考績法修正通過後各主管機關運用之參考。

## 二、高階主管領導職能方面

加拿大政府 2005 年重新修正主管領導核心職能圖像以面對未來公共服務的挑戰，此圖像包含四項核心職能—「價值與倫理」、「策略思考」、「承諾與凝聚力」及「卓越管理」，各領導核心職能定義明確，並依副部長、助理副部長、司處長、主任、管理師及視察等 6 個不同主管層級，明定各應符合之正負向行為範例。加拿大政府所定之領導核心職能運用於二個面向，第一、各機關運用領導核心職能圖像整合於各該機關人力資源管理之策略與活動，第二、以領導核心職能作為 EX 層級（約科長至司處長）任用資格標準，並以此標準遴選進用者、規劃人力發展方案及開發評鑑工具。保訓會前為瞭解高階文官所需核心能力及其比重，曾提出管理、領導、決策及人格特質等相關能力要素，依不同職等高階文官之能力需求設計問卷。其調查結果，在簡任第 10 職等至第 11 職等高階文官核心職能方面，以「管理能力」之「人力資源管理」、「團隊建立」、「變革與衝突管理」及「績效課責」最為重要；在簡任第 12 職等高階文官方面為「領導能力」之「領導變革」、「溝通與行銷」、「建立協力關係」及「創新能力」最重要；在簡任第 13 職等至第 14 職等高階文官方面則以「決策能力」之「策略思考與問題解決」、「全球視野」、「談判與危機管理」及「決斷力」最為重要。嗣經 99 年及 100 年試辦「高階文官培訓飛躍方案」，將上開高階文官核心職能項目轉換為高階文官培訓課程。又依考試院「強化文官培訓功能

規劃方案」以該高階文官核心職能進行嚴謹選訓，在高階文官核心職能與培訓功能連結方面略有成效。惟加拿大政府之作法，除明確訂定領導核心職能及正負向行為範例之作法外，並且有效連結各項人力資源管理策略與活動，包括高階文官之進用、升遷、培訓、績效考評等功能，此一作法，似可作為我國政府規劃各項人力資源策略之參考；又我國高階文官核心職能之建構，如能更全方位發展不同職位應具備之核心職能及其正負向行為範例或指標，同時以此建立高階文官核心職能學習地圖架構，以此作為高階文官培訓發展之基礎工程，雖有其困難，但仍須積極努力推動，方能有效提升政府人力資源績效。

### 三、開發培訓評鑑工具方面

加拿大心理評鑑中心成立 40 餘年，員工數 130 人，其中 60 人為心理學家，發展各種標準化測量工具，其中運用於領導職能評鑑發展者，有領導力鑑定模擬演練、中階管理潛能鑑定、晉升 EX 級職涯鑑定及 360 度回饋工具及服務；運用於主管職務甄選者，有晉升 EX 級模擬演練、晉升資深 EX 級模擬演練及中階管理師情境演練；另有語言測驗及候選人成就紀錄等數十種評測工具。保訓會自 2009 年組織職掌新增培訓評鑑業務，積極推動各項職能評鑑及人格測驗工具開發，在訓前遴選作業方面，首度採用類似加拿大心理評鑑中心採用之評鑑中心法作為遴選工具，透過「情境模擬主管的一天」為設計中心思想，以簡任第 12 職等處長級為目標設定職位，規劃「公事籃演練」、「員工考績面談情境模擬」、「無主持人團體討論」及「人格測驗」等評測方法。但限於人力、物力及發展期程，尚待更進一步驗證其信度及效度，未來應發展更多元及公平之職能評鑑及心理

評估工具，以提升公務人員培訓成效。又為減少評鑑作業耗費之時間及人力成本，加拿大心理評鑑中心目前優先發展之電腦化或線上評測作法，或是候選人成就紀錄初步篩選可能人選後再進行正式評鑑之措施，亦具參考價值。

#### **四、 培訓需求調查分析方面**

加拿大政府每三年針對公務人員培訓需求進行量化調查，以針對公務人員或政府部門需求特別規劃設計課程，此需求調查結果除作為評估該課程應由市場購買或自行開發之依據外，亦作為課程是否保留開設以及如何改進教學方法。此一作法除可降低培訓成本外，亦確實關注於顧客滿意程度，使其所學能達成組織目標，也能滿足個人能力需求。我國依據考試院「強化文官培訓功能規劃方案」第二案「結合培訓任用考績陞遷，有效提升行政效能」具體建議略以，公務人員訓練應對用人機關及人員進行訓練需求訪談或調查，或根據首長預定陞遷用人計畫、參訓者預定調任職務之核心職能以及參訓者性向，規劃適切及適性之訓練課程，使通過訓練之人才，於訓練完成後即具有目標職務之一般性及共通性核心職能之基本能力，俾使訓練結果得以符合公務人員、用人機關首長及單位之需求。目前保訓會業針對升官等訓練進行訓練需求分析，並以結構化問卷調查參訓學員之服務機關及參訓學員需求，相關調查結果係作為培訓規劃之參考，至如何將培訓需求有效連結於課程規劃或講座聘請，甚至評估課程自行開發與否，建議可參考加拿大作法，做更精細完備規劃。

#### **五、 培訓機構硬體設備方面**

加拿大心理評鑑中心為辦理各種評測或模擬演練，配置有專屬

的無主持人團體討論、籃中演練、1 對 1及 1 對多的情境模擬教室，經實地瞭解後，有關配置多功能用途之評鑑中心法或情境模擬場地部分，應可納入國家文官學院裝修硬體設施配當之參考。

#### 六、高階文官培訓合作方面

加拿大相關高階文官課程師資多為現任政府官員，教學環境及設施均屬優良，且該學院位於首都渥太華（Ottawa）地區，臨近國會及政府機關（構）有利於參訪課程之安排；另該學院對與我國高階文官培訓具有相當程度之合作意願，表示可依據我方需求調整課程方向，並建議可能合作時間以五月底或九月初為宜，有關雙方高階文官培訓業務交流與合作，樂觀期待能有進一步發展機會。

## 參考文獻

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行政院人事行政局 (2009), 《加拿大公務員人事法令彙編》。

加拿大國庫署秘書處網站, 網址: <http://www.tbs-sct.gc.ca/tbs-sct/index-eng.asp>

加拿大文官學院網站, 網址: <http://www.csps-efpc.gc.ca/index-eng.asp>

加拿大文官委員會網站, 網址: <http://www.psc-cfp.gc.ca/index-eng.htm>

加拿大心理評鑑中心網站, 網址: <http://www.psc-cfp.gc.ca/ppc-cpp/index-eng.htm>

加拿大財政部網站, 網址: <http://www.fin.gc.ca/fin-eng.asp>

安大略省政府服務部網站, 網址: <http://www.mgs.gov.on.ca/en/Home/index.htm>



## **附錄一：考察訪問題綱**

### **(一) 國庫署秘書處 Treasury Board of Canada Secretariat**

1. 請問貴國政府部門如何評估員工績效？如何追蹤、改善？可否提供相關指標或案例？

How do you evaluate employee's performance? And how do you track and improve about them? Can you provide us with the indicators or case studies?

2. 請問加拿大公務人員培訓政策規劃及各機關績效評估結果如何連結？實施內容及方式為何？

How do you link the training policy for civil servant and the performance results each department? What the executive context and plan held for public servants at the federal level?

3. 加拿大公務人員晉升之方式及條件為何？此亦適用高階公務人員？

In Canada, how, under what circumstances, and by what means are officers promoted? Are the raised the same for high ranking officers?

### **(二) 文官學院 Canada School of Public Service**

1. 貴學院如何調查或設計公務人員之核心職能訓練，包括核心職能設定、職能落差、職能訓練及其各階段辦理時程規劃？

How do you survey the core competencies of public servants and design training courses for them? How do you define core competencies, identify competency gaps, implement competency training, and arrange the schedule for each phase of the training?

2. 成人學習不同學校教育，請問貴學院針對公務人員訓練課程之教學方法如何設計？可否舉例說明。  
As adult learning differs from school education, what teaching methods do you employ in your training courses for public servants? Can you illustrate?
3. 貴學院是否有專門對高階公務人員的培育計畫？如有，其規定的情形及實際辦理的培育計畫、課程及經費規定如何？  
Do you have special training programs for the purpose of fostering high-level public servants? If so, how are they implemented and funded, and what are the courses like?
4. 貴學院對於公務人員訓練如何評估其訓練成效？在反應、學習、行為及結果四層次中，是否評估到行為及結果層次？又，如何追蹤、評估？是否可提供相關追蹤指標或案例？  
How do you evaluate the results of training for public servants? In the four levels of evaluation—reaction, learning, behavior, and result—are behavior and result included in your evaluation? How do you track and evaluate trainees' performance? Can you provide us with the tracking indicators or case studies?
5. 加拿大文官學院以何種方式與大學、學術機構、私人企業共同發展訓練計畫？加拿大文官學院有任何外語訓練計畫？倘有，渠等訓練計畫係包括哪些語言？且其目的為何？  
In what pattern does the School collaborate with universities, academic institutes, or privately controlled enterprises in developing training programs? Does the School have any foreign language subjects in the training programs? If so, how and what foreign languages are concluded in such programs and for what purposes?

6. 本會明年有規劃辦理高階主管赴海外研習，請問與貴學院合作之可能性

We are planning overseas training for our high-level executives next year. Will you be willing to collaborate in this project?

### **(三) 文官委員會 Public Service Commission**

1. 文官委員會如何有效地維持公務用人系統公正性及公務之政治中立性？

How has the PSC effectively safeguarded the integrity of the public service staffing system and the political neutrality of the public service?

2. 加拿大更新維持行政中立相關措施之經驗為何？

What is the Canada's experience especially about updating the measures governing the political neutrality?

3. 加拿大公務人員公務倫理之內涵為何？ 加拿大文官學院如何將其作成課程？

What are the codes of ethics governing public servants in Canada? How does the School put those codes into subjects?

### **(四) 心理評鑑中心 Personnel Psychology Centre**

1. 心理評鑑中心如何推動其評鑑業務及維持該些評鑑能符合不同政府部門或機關之不同需求？

The PPC is famous for its excellent capability of assessing human resource. We would like to know the current operation of the assessments and how PPC keeps up maintaining these assessments with the changing needs coming from different government departments and agencies.

2. 心理評鑑中心評測項目之一為提供員工心理人格測驗之評量，請問就已辦理情形可否瞭解，各部門員工之人格屬性是否有差異？另於從事心理人格測驗時，係採用一套心理測驗量表或針對不同部門職等人員使用不同量表？

One of your services is providing psychological and personality evaluation for different sector employees. In your experience, do each sector employees exhibit different personality types? In your psychological and personality tests, do you employ different psychological inventories for different test subjects?

3. 心理評鑑中心亦有採用 Assessment Centre (AC) 方式對於公務人員進行評量，請問貴中心 AC 評量的進行方式及其運用範圍主要係用於公務人員的甄選或培訓業務？

You have employed the assessment centre (AC) method in your evaluation of public servants. How do you utilize the AC method? Is it primarily used in the selection or the training process?

4. 心理評鑑中心如何能維持其產品符合法律依據、平等、公平及透明化等之要求？

The PPC is well-known for its assessment products. We would like to know how these products can be kept for meeting the requirement of merit, equity, fairness and transparency.

5. 心理評鑑中心有任何外語訓練計畫，俾協助不能有效運用國語之國民？倘有，渠等訓練計畫係包括哪些語言？

Does the PPC have any foreign language subjects in the training programs to provide more helps to its citizens who are not native speakers? If so, how and what foreign languages are concluded in such programs?

**(五) 財政部 Department of Finance Canada**

1. 財政部在過去預算緊繃之時間，如全球金融危機時，如何安然渡過？

How has the Board managed to cope with the limited financial resources when faced with a constrained budget during the past time , especially the time hit by the latest global financial crisis?

2. 請財政部分享過去其對人資發展所採取以結果為基礎之預算經驗。

Would the Board please share with us its experience about the results-based budgeting it has operated regarding the human resource development?

**(六) 安大略省領導學習中心 Centre for Leadership and Learning  
HROntario**

1. 規範安大略省省級公務人員培訓及陞遷措施之採行程序為何？

What is the adoption process of measures governing the training and promotion of public servants at the provincial level?

2. 安大略省公務人員培訓計畫如何施行？施行內容及地點為何？計畫內除專業科目外，另有一般科目否？又安大略省如何評估訓練結果？

How , what , and where are the training programs held for public servants in this province? Besides professional subjects , are there any general subjects in the programs? How does the province assess the outcome of the training?

3. 安大略省以何種方式與大學、學術機構、私人企業共同發展

訓練計畫？安大略省有任何外語訓練計畫，俾協助不能有效運用國語之國民？

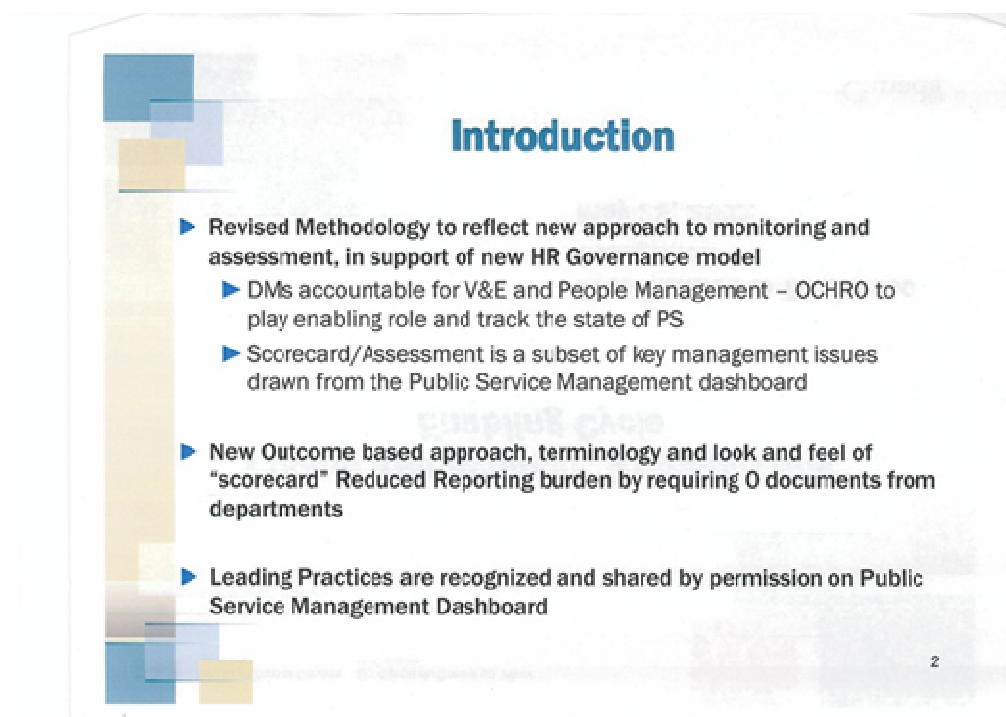
In what pattern does the province collaborate with universities , academic institutes , or privately controlled enterprises in developing training programs? Does the province have any foreign language subjects in the training programs to provide more helps to its citizens who are not native speakers? If so , how and what foreign languages are concluded in such programs?

4. 安大略省目前經由數位連結提供公務人員學習平臺之至何種程度？安大略省目前有要求最低學習時數？驗證或其他？各層級公務人員之標準又如何？倘有該項要求，該項要求其評估頻率為何？如何評估？

To what extent does the province utilize digital connections to provide public servants learning platforms? Are there any obligatory requirements at the provincial level , such as minimum learning hours , certificates , or others , for the learning and for what ranking public servants? If the requirements exist , how often are such requirements assessed? And by what means?

## 附錄二：

### 1. 國庫署秘書處簡報資料



## People Management Scorecard

The People Management Scorecard is an integral part of the Public Service Management (PSM) Dashboard.

The Scorecard is...

- ...used to communicate people management MAF results to Departments;
- ...meant to raise flags regarding departmental performance in the area of People Management;
- ...not intended to assess all aspects of People Management.

Table 1: Treasury Board of Canada Secretariat - People Management Scorecard for MAF Round V21 (2009-10) Treasury Board of Canada Secretariat

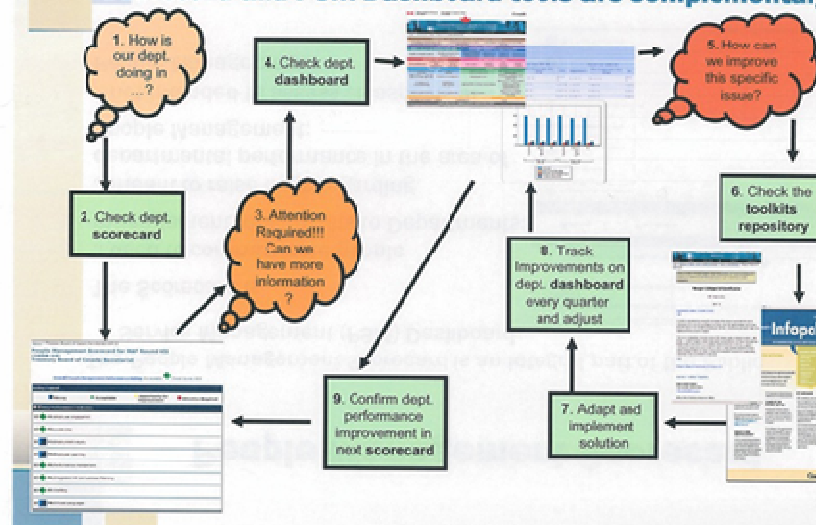
Overall People Management Performance Rating: **Improving** (Target: Green, 0.8)

Category	Rating	Comments
People Management Scorecard	Improving	
PS Leadership	Improving	
PS Employment Equity	Improving	
PS Employee Learning	Improving	
PS Performance Management	Improving	
PS Organizational Mgmt and Business Planning	Improving	
PS Training	Improving	
PS Official Languages	Improving	

3

## Oversight and Enabling cycle

Scorecard and PSM Dashboard tools are complementary



4



## The 3-year cycle

Year	Departments...	Key Performance Indicators
1	... <b>engage employees</b> in a discussion of the Public Service Employee Survey (PSES) results and develop potential solutions at all levels of the organization; benchmarks are set; monitor progress using dashboard	1. Employee Engagement 2. Executive Leadership 3. Diversity and EE 4. Employee Learning 5. Performance and Talent Management
2	... <b>build action plans</b> based on the comprehensive assessment of the PSES survey results and uncovered issues; monitor progress using dashboard	6. Workload and Workforce Planning Effectiveness 7. Staffing 8. Official Languages 9. Organizational Context
3	... <b>implement action plans</b> and <b>measure the results/outcomes</b> of the activities/initiatives; monitor progress using dashboard	

5

## The 3-year cycle (cont.)

### Year 1 of the cycle,

- **Public Service Employee Survey (PSES)**
  - Occurs every 3 years;
  - The PSES is an opinion poll of federal public service employees;
  - It seeks perceptions regarding leadership, workforce and workplace conditions, and measures employee engagement, its drivers and its outcomes;
  - The PSES identifies areas for improvement at the public service-wide, departmental and organizational-unit levels and is used to set benchmarks with previous PSES and other jurisdictions;
  - Results of the PSES will account for approximately half the assessment for all People Management indicators.

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## The 3-year cycle (cont.)

Throughout the 3-year cycle,

- **Administrative data and regular reporting processes** such as the **Departmental Staffing Accountability Report (DSAR)** and **Review on Official Languages** are used to minimize the reporting burden;
- **Departmental "asks" are stable too...**
  - "Asks" are information collected internally by Departments and provided to TBS;
  - Highlight the importance of specific measurement elements;
  - Reward Departments that have sound reporting systems in place and encourage others to implement their own;
- **Departments report on their specific context (P9)**
  - To mitigate the impact of departmental specific issues;
  - Foster a culture of measurement.

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## Public Service Management (PSM) Dashboard

The PSM Dashboard is...

...a departmental Management Tool

- It is being used to support management decision making to improve **People Management and Values & Ethics**

...a system wide analysis tool

- Identified system wide issues can be moved to scorecards for next MAF assessments

...the TBS/OCRHO source for departmental data

...a policy monitoring tool.

Launch May 2010

~150 initial users  
Deputy Heads, Heads of HR and MAF

46 MAF VII scorecards

46 departmental dashboards  
200 measures  
16 departmental toolkits  
Quarterly updates

March 2011

1,200 users ... and growing  
Deputy Heads, Heads of HR, MAF and VME; HR planning analysts, MAF coordinators, other HR analysts; OCRHO employees

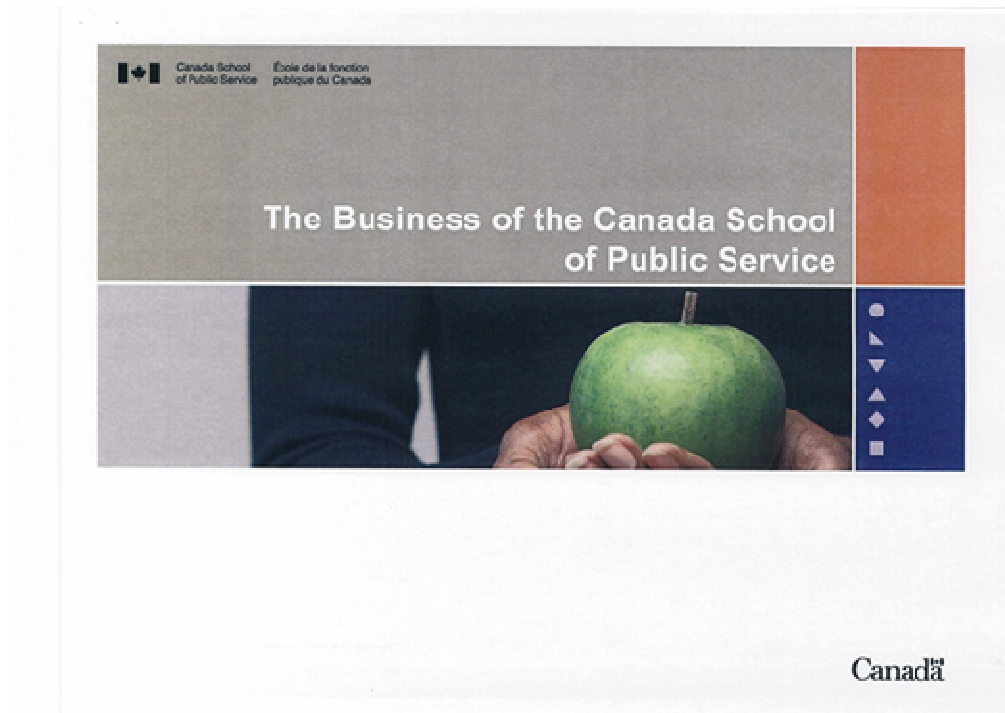
MAF VIII scorecards

E-collaboration (GC Forums, GC Pedia)

Additional departmental toolkits from MAF VIII

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## 2. 文官學院簡報資料



### **Economic and social needs are multi-faceted and a highly skilled Public Sector supports Canadian needs**

- **Internationally**
  - Active nation and export-dependant
- **Domestically**
  - Multicultural, diverse, federal-provincial relations, resource and manufacturing base, aboriginal complexities
  - Elected government with policy objectives carried out by a non-partisan, apolitical, professional Public Sector

[www.myschool-monecole.gc.ca](http://www.myschool-monecole.gc.ca)

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## Canada's Public Sector

- **Canada's Public Service** numbers over 420 000 individuals (includes agencies/crowns)
- **Retirements** mean the **Public Service** is losing senior leaders as well as experts in certain fields (e.g. scientists)
- **The Public Service** needs to adapt and prepare for the future by increasing:
  - Transparency in the government
  - Speed of information creation and exchange
  - Accountability (e.g. DMs are the Chief Accounting Officers)
  - Speed of program delivery (e.g. Economic Action Plan)
- **Managing the demographic shifts** is a priority for the Clerk – training and development recognized as key factor in future capacity

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## Legislative Framework

- **Federal Accountability Act:**
  - DMs as Accounting Officers
  - DMs accountable for learning (Financial Administrative Act)
- **Public Service Modernization Act:** DM responsible for human resources management
- **Treasury Board (TB) policy on learning, training and development**
  - Required training includes: orientation, values and ethics, understanding delegated authorities (probity)

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## Authorities and Mandate

- **The Canada School of Public Service Act is the authority for delivery of training and development programs**
  - Cost recovery and appropriation (60% / 40%)
- **School Governance**
  - Led by Deputy Minister
  - Reports to the Minister of Treasury Board – part of the Treasury Board portfolio
  - External advice on learning trends through Board of Governors
  - Internal DM advisory committees to remain relevant to DM needs
  - Departmental Audit Committee (DAC) provides impartial oversight and advice

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## Common Learning Provider

### Deputy Ministers (DM) have the responsibility for employee training

- **The School is the common learning provider and serves:**
  - Public Service (38% penetration rate): ranging from Deputy Ministers (DM) to new recruits
  - Federal Agencies and Crown Corporations
- **What we do:**
  - Support Career-Long Learning
  - Functional Communities Learning
  - Language Learning Services

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## Supporting Career-Long Learning

- Supporting public servants in their training and development throughout their career, at all levels
  - master your job
  - prepare for your next job
- Providing a range of programs and services for public servant learning:
  - classroom courses
  - seminars and events, e.g. Armchair Discussions
  - online learning
  - blended learning
- Required training for new public servants and supervisors and managers:
  - Orientation to the Public Service
  - Authority Delegation Training
- Professional development courses to address specific individual learning needs
  - Leadership: Reflection and Action and Leading Transitions
  - Programs such as Living Leadership, Direction and i-leadership
  - Coaching and 360° Feedback

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## Functional Communities Learning

- For public servants who share common work functions and purposes.
- Partnering with Functional Communities to design, develop and deliver learning products and services, such as:

☐ Finance

☐ Human Resources

☐ Info Management

☐ Policy

☐ Security

☐ Communications

☐ Service Delivery

☐ Procurement, Material  
Management & Real  
Property (PMMRP)

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## Language Learning Services

- Helping departments and agencies build and sustain the official language competencies of their employees
- Services include:
  - On-line language training tools and products
  - Individualized Language Learning Plans
- Also currently available:
  - Second language maintenance workshops
  - À la carte services such as on-site language teachers in the departments

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## Serving the Public Servants

- How the School does it:
  - Draws on the expertise of experts - Public Service leaders teaching leaders
  - Draws on real examples in the classroom
  - In person and through the Web (broadcast)
  - Online learning and 2.0
  - Networks: University Champions
  - International partnerships

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## Training for Public Servants

- **Support a non-partisan, apolitical, professional Public Service based on:**
  - Core Values and Ethics
  - Diversity
  - Skills for the job:
    - Values and Ethics
    - Accountability
    - Risk Management
    - Human Resources
    - Finance

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## Building Leadership

### **Building leadership competencies at all levels**

- Programs (e.g. Direccion, Living Leadership, Advanced Leadership Program)
- Targeted courses to build leadership competencies (Leading Transition, Leading in Time of Crisis)
- Seminars and events (e.g. DMs' lunch, Management Excellence) to discuss common issues and priorities
- Talent management: identify and train the next generation of leaders

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## International Expertise

- **Bilateral and trilateral programs - Global Engagement Network (Netherlands); Leadership Across Borders (UK, Australia/NZ) – raise public servants awareness of the global context**
- **Delegations from abroad participate in our courses (Sweden, Ireland, UAE)**
- **Delivery of our courses overseas (e.g. Leadership Reflection and Action: Brazil, Mali)**

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## International Projects

- **Project with China (2005-2009):**
  - Management of Environmental Sustainability
- **Other projects in many countries (e.g. Russia, Benin, Mali, Brazil)**
  - Institutional capacity building
  - Technology transfer
- **Promoting the exchange of best practices at the international level**

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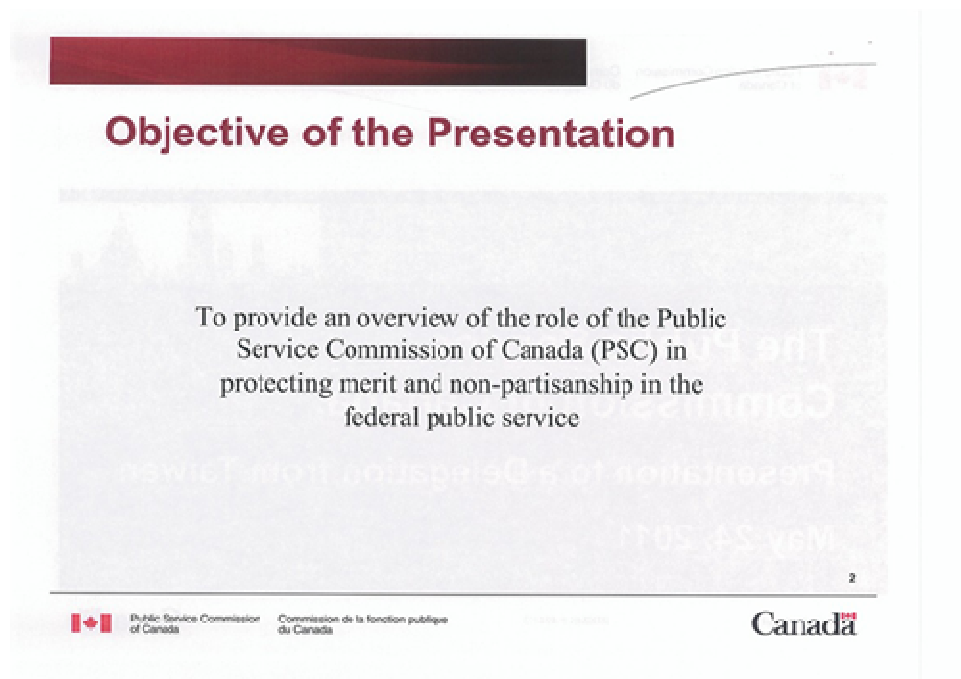
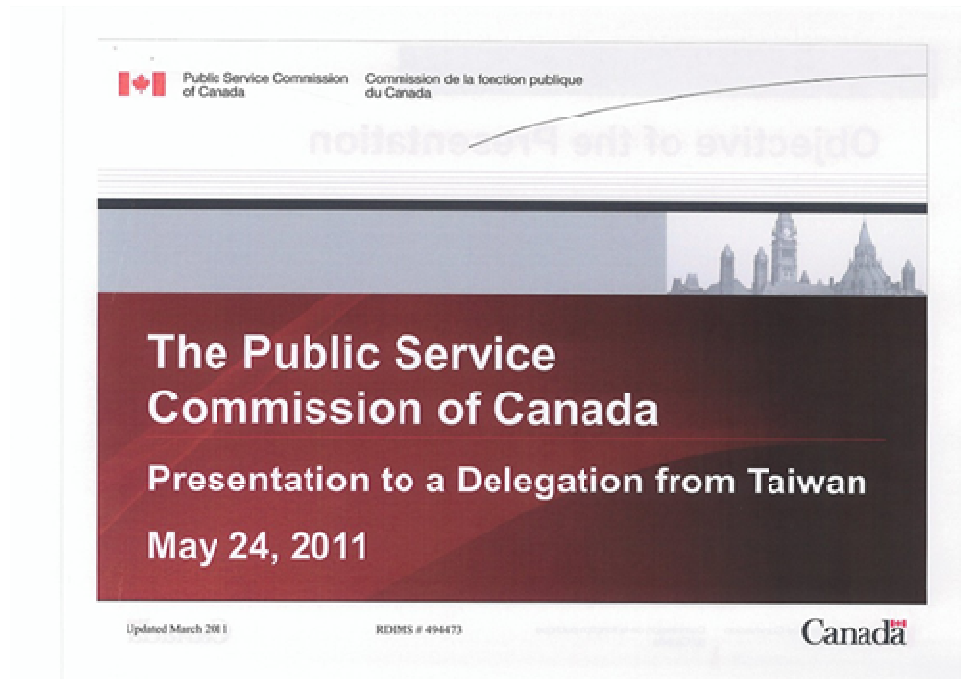
## Conclusion

- **Canadian advantage rests in highly skilled workforce supported by highly skilled Public Sector**
- **Constant adaptation/responsiveness to changing needs due to changing workforce**
- **Technology playing role**
  - Reaching out to broader cross section of Public Sector
  - Reaching out to new clients- crowns/provinces
- **Changing delivery methods to be more efficient**

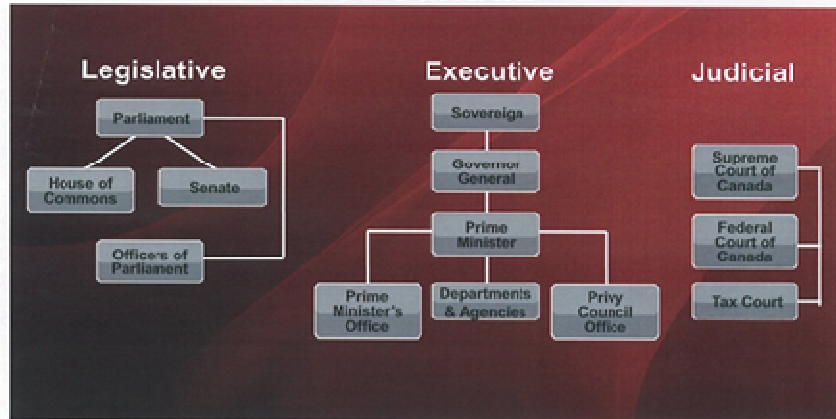
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### 3. 文官委員會簡報資料



## Government of Canada



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## Public Service Employment

Table 1. Public sector employment

	2005	2006	2007	2008	2009
	employment (persons)				
Public sector	3,240,996	3,310,522	3,383,821	3,493,486	3,541,612
Government	2,954,769	3,022,033	3,090,234	3,183,217	3,248,095
Federal general government <sup>1</sup>	370,463	386,230	387,121	400,196	415,397
Federal general government PSEA <sup>2</sup>	185,345	190,189	196,841	206,405	213,931
Other federal general government	185,118	196,041	190,280	193,791	201,466
Provincial and territorial general government	340,035	344,970	352,331	361,895	358,461
Health and social service institutions, provincial and territorial	749,124	764,568	783,142	800,200	822,904
Universities, colleges, vocational and trade institutions, provincial and territorial	338,228	347,527	358,138	365,137	374,056
Local general government	516,842	529,846	548,298	581,221	596,674
Local school boards	640,077	648,892	660,603	674,568	680,603
Government business enterprises	286,227	288,480	293,887	310,270	312,917
Federal government business enterprises	95,436	96,310	99,121	104,864	104,692
Provincial and territorial government business enterprises	136,074	135,621	135,876	144,779	147,616
Local government business enterprises	54,717	56,558	58,890	60,627	60,608

### Notes:

1. Employment data are not in full-time equivalent and do not distinguish between full-time and part-time employees. Includes employees both in and outside of Canada. Federal general government data includes reservists and full-time military personnel. As at December 31, 2009.
2. Public Service Commission's December 31, 2009, population data.

Source: Statistics Canada, CANSIM, table 163-0002 modified: 2010-11-34.  
Except for PSEA employment data: PSC



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## Federal Public Service of Canada

- ❖ 213,931 employees
- ❖ 55 % women
- ❖ 44 % of executives are women
- ❖ 57 % in the regions;  
43 % in National Capital Region
- ❖ 89 % indeterminate; 7 % term;  
4 % casuals or students
- ❖ 70 % English; 30 % French
- ❖ Average age: 44 years
- ❖ Average age of executives: 50
- ❖ Public service: approximately  
0.8 % of the Canadian population

Source: PSC population files, Year Ending December 31, 2009

5



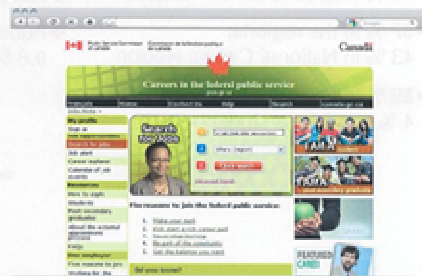
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## Federal Public Service of Canada (cont'd)

- Role of the federal public service
  - Providing best possible advice to government
  - Providing excellent service to Canadians
- More than 200 federal organizations
- Canada's most
  - national employer
  - international employer
  - multi-skilled workforce



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## Federal Public Service of Canada (cont'd)

- Federal Public Service Work
  - Increasingly involves knowledge work
  - Public servants need
    - to be knowledgeable
    - to have excellent communication, networking skills
    - strong determination to work for the public good

*The public service of Canada is a vitally important part of life in this country. It offers amazing career opportunities for Canadians in a wide range of areas and is a key to Canada's competitiveness in a global economy.*

-- The Prime Minister's Advisory Committee on Public Service

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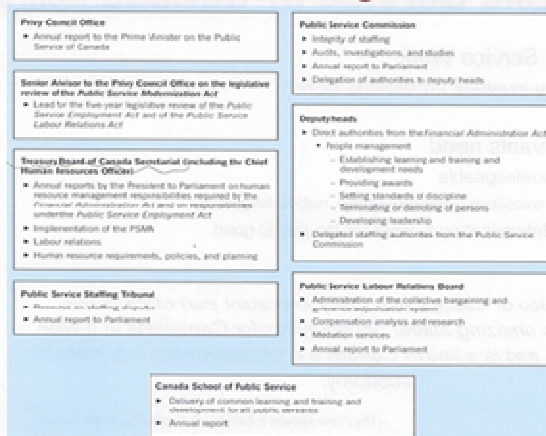


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## Human Resources Management in Government



Source:  
Report of the Auditor  
General, Spring 2010

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## Public Service Commission

### *A century of experience*

- An independent agency responsible for safeguarding the integrity of staffing in the federal government, and the non-partisanship of the public service
- Reports to Parliament, no Minister
- Created in 1908
  - In response to widespread political patronage
- PSC's critical role
  - Established a professional, non-partisan public service



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## Human Resource Management Through the Years

Prior to 1970s	1970s-2005	Present
<ul style="list-style-type: none"> <li>• PSC made all appointments to and within the public service</li> </ul>	<ul style="list-style-type: none"> <li>• Increased staffing delegation to federal departments</li> <li>• Prescriptive approach</li> <li>• Hands-on support by PSC in day-to-day operations and transactions</li> </ul>	<ul style="list-style-type: none"> <li>• Staffing delegated to federal departments</li> <li>• PSC focus on enabling frameworks</li> <li>• PSC supports through policy, advice and information</li> <li>• Hands-on support by PSC in day-to-day operations and transactions, upon request</li> </ul>



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## Public Service Modernization Act (2003) Public Service Employment Act (PSEA)

- Most significant human resources management reform in 35 years
- Re-affirmed PSC's authority for staffing and non-partisanship
- Continued values-based approach to staffing
- Encouraged PSC to delegate authority for appointments to deputy heads of departments
  - 84 federal organizations have delegation agreements with the PSC, covering 216,045 individuals\*
- PSC to report to Parliament
- New – a definition of merit – shift away from "requirement to rank"
  - Two parts: Essential qualifications and additional qualifications (organizational needs)

\* As of March 31, 2010, from Annual Report 2009-10, p. 27.

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## Values

### Core



- ❖ Merit
- ❖ Non-partisanship

### Guiding



- ❖ Fairness
- ❖ Transparency
- ❖ Access
- ❖ Representativeness

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## Non-Partisanship

- Preamble of *Public Service Employment Act* recognizes that Canada will continue to benefit from a public service that is based on merit and non-partisanship and in which these values are independently safeguarded
- PSEA establishes specific statutory requirements for the Public Service Commission to ensure that staffing is based on merit and to safeguard an impartial federal public service.
- PSEA stipulates that appointments must be free of political influence
- PSEA authorizes PSC to investigate appointment processes if it has reason to believe the appointment (or proposed appointment) was not free from political influence
- Part 7 of the PSEA recognizes the right of employees to engage in political activity so long as it does not impair, or is not perceived as impairing, the employee's ability to perform his or her duties in a political impartial manner.
- Under the PSEA, the PSC has the mandate to administer the regime for political activities – and makes clear that unlike its staffing authorities, the PSC's authority for political activities cannot be delegated.

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## Delegated Staffing System at a Glance



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## Oversight: Supporting Accountability

- To balance the highly delegated system, the PSC has an independent oversight role
- The accountability regime allows the PSC to make recommendations to deputy heads and take corrective actions, including full or partial revocation of delegated authorities
- The PSC also keeps Parliament informed as to how these delegated authorities are exercised

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## PSC Oversight Instruments

### MONITORING

- ❖ Measuring progress and providing "early warning" to deputy heads

### AUDITS

- ❖ Auditing any matter under the staffing authority delegated to deputy heads

### INVESTIGATIONS

- ❖ External appointments; non-delegated internal appointments
- ❖ Possible political influence
- ❖ Where fraud is suspected
- ❖ Allegations of improper political activities

### STUDIES

- ❖ Describing and exploring a subject or information base and developing a method on how to assess them

### STATISTICAL STUDIES

- ❖ Describing in analytical terms how the staffing system functions, addressing specific policy or program issues

### EVALUATIONS

- ❖ Government-wide evaluations to measure the effect of PSC policies on departments

### PARLIAMENT

- ❖ PSC reports annually to Parliament on the integrity of the staffing system
- ❖ PSC makes special reports to Parliament on urgent and important matters

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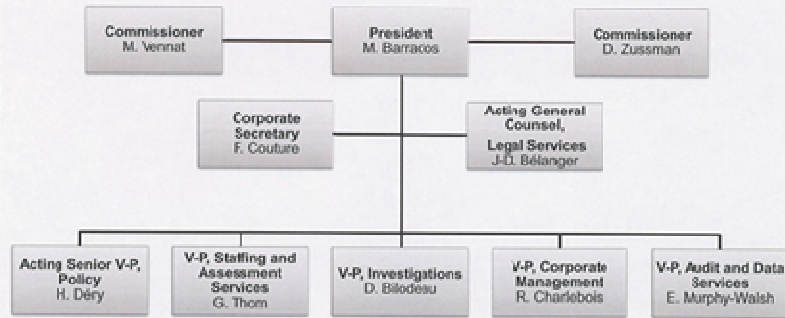
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## PSC – At a Glance

❖ Number of employees: 1,009 full-time equivalents\*, seven regional offices



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[www.jobs.gc.ca](http://www.jobs.gc.ca)

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\* Performance Report-Estimates, March 2009

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## Public Service Commission Offices



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Performance Report-Estimates, March 2009

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## PSC's Reports to Parliament



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## Overall Assessment *2009-10 Annual Report*

- Significant progress has been made in implementing the PSEA over the past four years.
- The essential elements of the PSEA are in place
- The core values (merit and non-partisanship) and guiding values (fairness, access, transparency and representativeness) are generally being respected.
- More work needs to be done to ensure that managers fully understand how to apply the core and guiding values in their decisions.
- Concentrated effort needed from everyone to ensure values-based approach takes hold.
- The focus must now shift from implementing the system to ensuring its sustainability for the future.



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## Areas of Concern

- **Inappropriate use of non-permanent workforce and temporary help services**
  - Use of temporary help services is not subject to PSEA.
  - Temporary help services being used to address long-term staffing needs.
  - Managers given little guidance on when to consider the PSEA in using temporary help services.
  - Some patterns of usage observed resulted in a circumvention of the PSEA.
- **Lengthy time to staff**
  - Time to staff overall remains an area of concern for the PSC.
  - Average time to staff indeterminate positions through advertised processes has remained relatively stable at 23 weeks.
    - Significant reduction in time required to staff collective advertised processes.
  - Efficiencies can be gained within the existing framework and policies without compromising staffing values.
    - Through strong HR planning and project management.
  - PSC encouraging organizations to be more aggressive in reducing time to staff, including establishing benchmarks.

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## PSC Special Report to Parliament *Merit and Non-Partisanship under the PSEA*

- The PSC has drawn on five years of experience under the current PSEA to provide Parliament with an assessment of the Act.
- PSC's Special Report, titled *Merit and Non-Partisanship under the Public Service Employment Act (2003)*, was tabled in Parliament on March 22, 2011.
- The Report confirms that significant progress has been made in putting in place the fundamentals of the system established by the PSEA since it came into force in 2005.
- It focuses on three key issues that require attention, and suggests approaches for addressing them:
  - improving the effectiveness of the staffing system;
  - enhancing the approach for safeguarding the non-partisanship of the public service; and
  - strengthening the governance and operation of the Commission.
- PSC's observations and recommendations will be helpful to Parliamentarians as they consider the results of a formal legislative review of the PSEA that is currently being conducted.

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## Looking Forward

- The early signs are that the rate of growth of the public service will slow further in the year ahead, as will the level of staffing activity.
- Targeted HR plans including succession planning and talent management will be increasingly valuable (hire the right people with available budgets).
- A more concerted effort involving all key stakeholders is now needed to ensure momentum for a values-based approach.
- Sustainability for the future depends on addressing outstanding issues, such as improving the effectiveness of the staffing system, and enhancing the approach for safeguarding the non-partisanship of the public service.

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## »QUESTIONS

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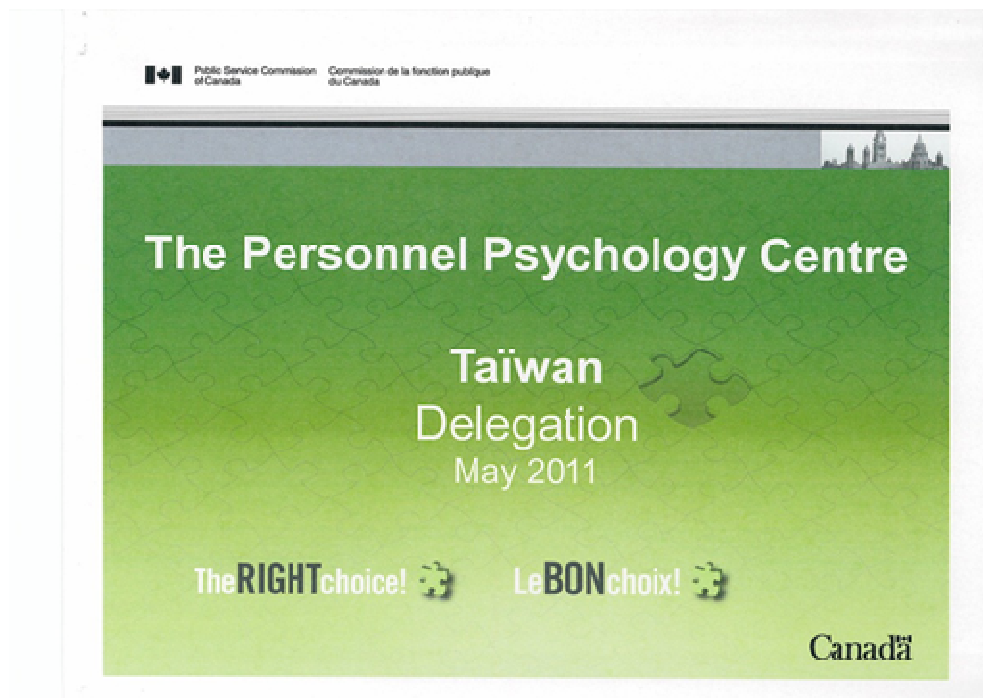


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#### 4.心理評鑑中心簡報資料



### Personnel Psychology Centre (PPC)

- Serving the public service for 40 years (centre of expertise)
- Statutory and Service Roles
- Funding model of appropriation and cost recovery
- PPC organized across a number of key specializations
- Innovation and future direction critical to success

TheRIGHTchoice! LeBONchoix!

2



## Vision

*The Personnel Psychology Centre is the centre of expertise in assessment, supporting merit and staffing values to build a qualified, and representative public service. It achieves this by supporting the Public Service Commission's statutory assessment responsibilities, conducting leading edge research in the field of assessment and through the provision of assessment products and services in merit sensitive areas.*

TheRIGHTchoice! 🧩 LeBONchoix! 🧩

3

## PPC within the PSC



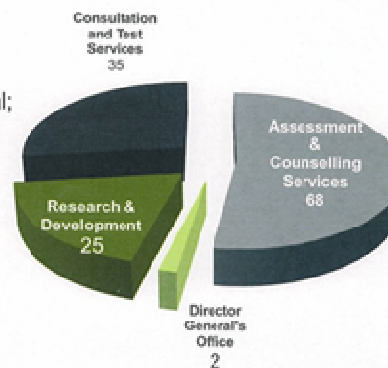
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## Personnel Psychology Centre at a Glance

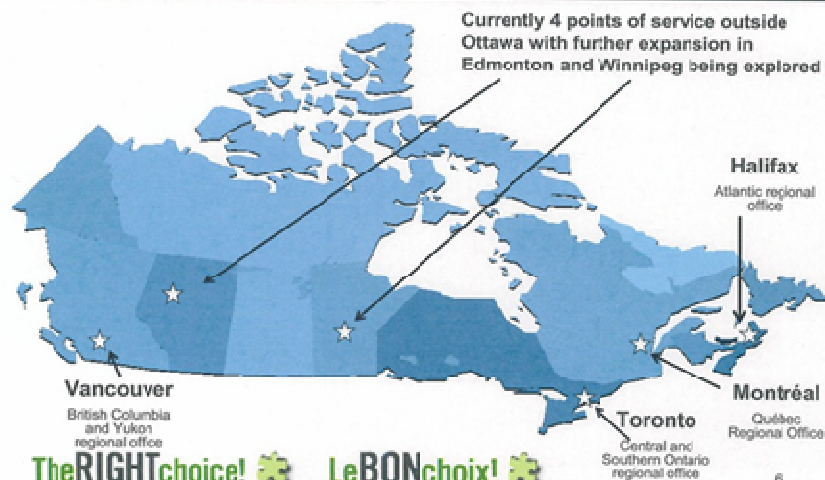
- **PPC = 130 staff**
- 60 Psychologists
  - Industrial/Organizational; Neuropsychology, Linguistics; Clinical; Counseling
- 30 Language Assessors
- 30 + Operational Support Staff



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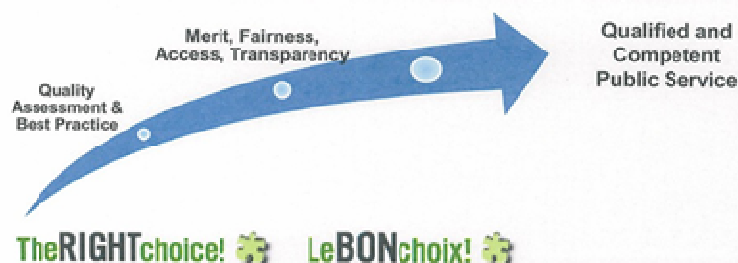
## Assessment Services in the Regions



6

## Statutory Role

- Assessment is at the heart of MERIT and staffing values
- Support the PSC's core mandate and supporting Deputy Heads
  - With services and products that promote merit and staffing values
  - With assessment expertise and advice
  - By disseminating assessment best practices throughout the public service



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## Funding Model

*The PPC operates 50% on cost recovery*

### PSC funded (appropriations)

- all mandatory services & products, including Second Language Evaluation
- all general consultation services
- all assessment accommodations and test defence services related to PSC
- all core R&D activities supporting the above

### On Cost Recovery...

- all taylor-made assessment services & products
- all optional PPC tests
- all products & services to clients outside the PSC's core jurisdiction

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## Consultation and Testing Services

- **Call Centre : Entry to PPC**
  - Knowledgeable staff respond to client inquiries
- **Test Consultation : Meeting client needs**
  - Identify assessment needs & determine strategies and approve use of products and services
- **Test Defence : Supporting Staffing Values and Standardized Assessment**
- **Assessment Accommodations : Fairness**
  - Ensuring fairness for persons with special needs
- **Test Shipping & Receiving, Scoring**
  - Providing Quality Service



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## Assessment & Counselling Services

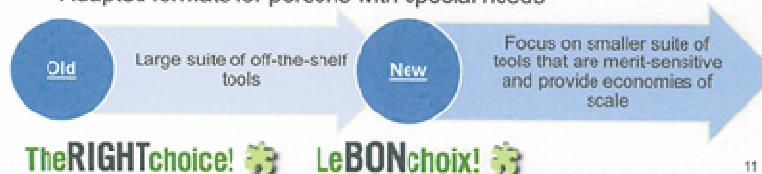
- **Language Evaluation Services**
  - Test of Oral Proficiency
- **Quality Control**
  - Across Assessment Business Lines
- **Executive Counselling Services & Competency Assessments**
  - EX support and EX development services
  - Services also provided to lower levels to promote talent management



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## Research & Development

- **Research** – best practices and leading edge methodology
- **Maintenance** and monitoring of existing tools
- **Development** of new "off-the-shelf" instruments (PS-Wide)
- **Development** of tailor-made assessment instruments (client specific)
- **Development** of other assessment products
  - E.g. competency profiles, assessment guides, training workshops
- Adapted formats for persons with special needs



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## Developing Assessment Tools

- Guided by professional test development standards
  - Principles for the Validation and Use of Personnel Selection Procedures (*Society for Industrial Organizational Psychology*)
- Developed in context of relevant legislation, policy and regulations
  - Canadian Charter of Human Rights and Freedoms, etc.
- Consider purpose of assessment
  - Selection
  - Development
- Consider characteristics of job and essential job requirements
  - Occupational group and level (aptitudes, skills and abilities, knowledge, etc. )

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# Developing Assessment Tools

- **PPC tests developed by psychologists and measurement experts**
  - Developers hold masters or doctorate degrees in psychology and/or measurement
- **Development of standardized instruments is an intensive undertaking**
  - Requires team of developers
- **Developers must ensure that PSC tests are valid, reliable and fair**
  - Validity – tests measure the constructed intended and the test results relate to job performance
  - Reliability – test results are consistent across test sessions and raters, as appropriate
  - Fairness – tests permit each test-taker an equal opportunity to demonstrate their competencies
- **Developers set out specifications for standardized scoring and administration**
  - Establish appropriate usage groups
- **Use an inclusive development approach**
  - Employment equity considered at all phases of test development, analysis and review

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# PPC Assessment Tools

- **Senior Management and Executives**
  - Assessment Centres
  - Standardized reference checks
- **Middle Managers**
  - In-baskets
  - Simulations
- **Entry Level**
  - Paper & Pencil tests
  - experience screens
  - board interviews
  - Integration tools
- **Second Language Evaluation**

## Multiple Uses

- Selection
- Development
- Identifying Potential
- Reverse Order of Merit

Valid Reliable Cost-Effective Fair Defensible

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## Current Priorities for the Personnel Psychology Centre

### Computer Generated Testing (Test Security)

- Reduces impact of test compromise
- Avoids costs and chaos associated with traditional response to test compromise
- Spreads cost of test development over years
- Eliminates repeated start-up costs and keeps tests modern and defensible

### FIRST OFFICIAL LANGUAGE

- Essential qualification relevant to most jobs
- Existing measure of written communication at end of shelf-life
- Feedback from clients indicates that written and oral tools are in demand
- Some managers find assessment of oral skills for allophones difficult

### UIT (Unsupervised Internet Testing)

- Reduce time to staff
- Assist with NAOS-related assessment challenges
- Reduce costs for test administration
- Merit-based approach to electronic screening
- Modern face to the public service for young professionals

### NEW CLERICAL/ADMIN TESTS

- Reduce time to staff
- Current test only in paper and pencil format
- Relevant for high volume processes -- screening
  - OST amongst the top five sellers
- Elements of new test(s) would be suitable for UIT

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# Annexes

## PPC by the Numbers

- PPC Call Centre → 9,000 / year  
(calls + emails)
- Testing volumes → 132,000 / year
- Assessment Accommodations → 2,000 / year
- Executive Counselling Clients → 1,044 / year
- E-testing → 41% of total volume
- Assessment Centres → 1,750 / Year

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### Legislative Framework and Assessment

- Public Service Employment Act
- Privacy Act
- Access to Information Act
- Public Service Employment Regulation
- Canadian Human Rights Act
- Employment Equity Act
- Jurisprudence

### Policies and Guidelines

- PSC Assessment Policy
- PSC Employment Equity Policy
- PSMA Qualification Standards
- Policy on the Duty To Accommodate Persons with Disabilities
- Guidelines for Assessing Persons with Disabilities

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## Key Entry-Level Tools

- **General Administration Test** (GAT-380)
- **General Competency Test: Level 2** (GCT2-314)
- **Human Resources Consultant Simulation Exercise** (410)
- **Situational Judgment Test** (SJT-318)
- **Written Communication Proficiency Test** (WCPT-351)
- **Written Communication Test** (WCT-345)

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## Simulations

- Supervisor Simulation
- Team Leader Simulation
- Middle Manager Simulation
- Program Advisor Simulation
- Senior Manager Simulation
- Senior Science Manager Simulation
- HR Consultant Simulation

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## In-baskets and Achievement Measures

- In-basket Exercises
  - Middle Manager In-basket
  - Middle Management Situational Exercise
  - Managerial In-basket
- Candidate Achievement Record (CAR)
  - Accomplishments expressed in terms of competencies
  - Validation component
  - Completed by candidate, scored by trained manager/assessor
- Leadership Experience Text
  - Short text on leadership experiences completed by candidate
  - Scored by assessor

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## Assessment of Leadership Competencies

Assessment centres Used for Development

- **Simulations for the Identification of Leadership (SIL)**
  - Director level: An evaluation of developmental leadership needs as defined by the new Key Leadership Competency Profile.
  - Three simulated exercises: presentation, meeting with employee, executive group discussion
  - The participant's performance is evaluated by a psychologist and by assessors with senior management experience.
- **The assessment Centre for the Identification of Middle Management Potential (IMMP)**
  - Individuals identified by their departments as having potential for development as mid-level managers.
  - Designed to help Departments identify individuals who would benefit from a development program to attain competency as middle managers.

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## Assessment of Leadership Competencies (con't)

Assessment centres and tools Used for Development

- **Identification of Paths to EX (IPEX)**
  - Three assessment modules: career counselling and self assessment on values, personality, career goals; 360 feedback process; simulation
  - In depth feedback and synthesis of results (3-5 sessions)
- **Full-Circle 360° Feedback Instruments & Services**
  - Based on a profile of the 14 competencies and suited to all management levels: supervisor, manager, director, director general or assistant deputy minister.
  - Assessment by colleagues, immediate supervisor, employees or any other group of people able to give an accurate reading of an individual's strong points and the areas that need improvement.
  - A confidential report including that summarizes the behaviours perceived as strengths and those that might be improved, making it easier to draw up a development plan.

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## Assessment of Leadership Competencies (con't)

Assessment Centres used for Selection

- **The Simulation Exercise for Senior Executives, Level 03**
  - Federal public servants, preferably at the EX-02 level. External candidates at equivalent levels or higher.
  - May be one component of the selection process for EX-03 level positions
  - Provides information on key leadership competencies and behaviours of candidates at that level
  - Used in combination with information from other sources to make selection decisions
- **Senior Managerial Simulation Exercise (861)**
  - Structured to reflect 6 components of the Key Leadership Competency Profile for senior managerial positions.
  - Provides hiring manager with an opportunity to observe individuals dealing directly with managerial issues and challenges. The information yielded on leadership effectiveness can be very useful in selecting and/or promoting people to senior management positions or for selecting individuals for deployment or interdepartmental assignments.

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## Assessment of Leadership Competencies (con't) Assessment Centres used for Selection

- **Simulations for the Selection of Executives (SELEX)**
  - Deals with varied issues and challenges typical of entry-level executive positions and assesses a number of leadership competencies for positions in the Public Service
  - Provides departments and agencies with a rigorous, independent, third-party assessment of candidates at the EX minus 1 and 2 levels, aspiring to entry-level executive positions.
- **Middle Manager Situational Exercise (MMSE-840)**
  - Assesses general management ability and candidates are asked to:
    - carry out the duties of a manager in a fictitious organization of the Public Service
    - handle various situations under your responsibility at the management level
  - Candidates are presented with one or more multiple choice questions and tasked with:
    - identifying the option(s) that best reflect(s) the decisions and recommended actions in response to the situation.
    - identifying the stakeholders that need to be contacted according to the situation to be resolved

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## Key Leadership Profile

- Key Leadership profile extends from the supervisor to the Deputy Minister levels, covering the full leadership continuum.
- Common frame of reference for use by all departments
- May be used to:
  - Recruit and select competent employees
  - Evaluate work performance
  - Develop learning plans, training programs, self-assessment
  - Develop succession plans
- Departments and agencies are strongly encouraged to use the profile throughout their HR management activities.
  - can implement the profile as is, adapt it, and/or supplement it to reflect the particular requirements of their organizations.

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## Key Leadership Profile (con't)

- Profile sets out 4 key competencies for federal public service leaders:
  - Values and Ethics
  - Strategic Thinking (Ideas and Analysis)
  - Engagement
  - Management Excellence (action, people, financial)
- Competencies and accompanying definitions **common to all** management levels in all departments
  - Deputy Minister (DM), Assistant Deputy Minister (ADM), Director General (DG), Director, Manager, and Supervisor
- Specific **Effective** Behaviours for **each** competency for **each** of the six levels of the continuum
- Generic **Ineffective** Behaviours for each competency for all levels in the leadership continuum

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## Effective Behaviours at the Director Level

- **Demonstrates** Values and Ethics, including the Code, in personal behaviour
- **Integrates** Values and Ethics, including the Code, into division practices
- **Reflects** a commitment to citizens and clients in own and division activities
- **Fosters** a climate of transparency, trust, and respect within the division and in partnerships
- **Incorporates** equitable practices into HR planning
- **Creates** opportunities for and encourages bilingualism and diversity in the division, based on OL and EE policies
- **Builds** and promotes a safe and healthy, respectful division, free of harassment and discrimination
- **Practices** transparency and fairness in all transactions, including staffing, contracting, and day-to-day activities

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## Ineffective Behaviours at All Levels

- **Attempts** to cover up mistakes
- **Avoids** speaking truth to power
- **Lays** blame on individuals or previous regimes
- **Shows** little respect for diverse opinions or beliefs
- **Mistreats** others
- **Abuses** power
- **Tolerates** abusive behaviour by others
- **De-motivates** or offends others through cynicism or aggression
- **Shows** favouritism or bias
- **Places** personal or organizational goals ahead of Government of Canada objectives
- **Allows** emotions to sway ethical judgment

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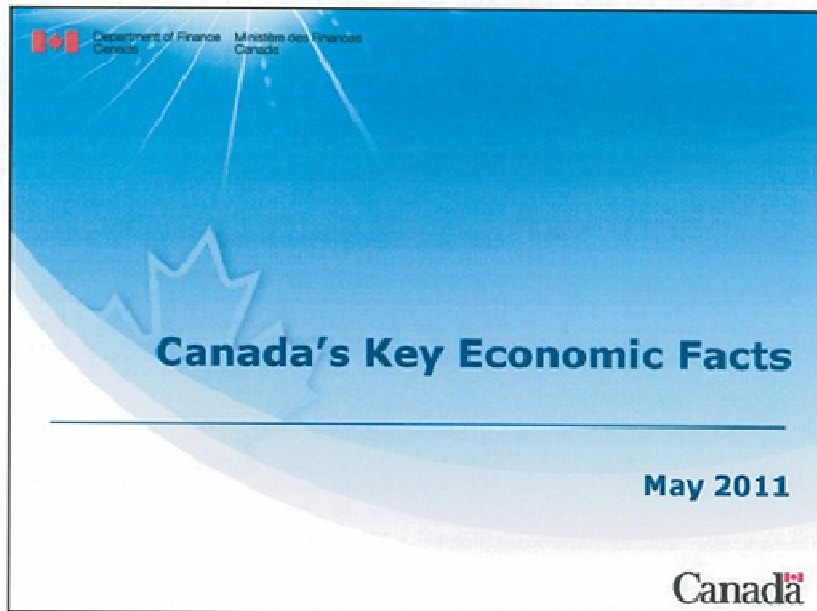
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## 5.財政部簡報資料





## **Economic Context**



### **Canada's solid economic performance**

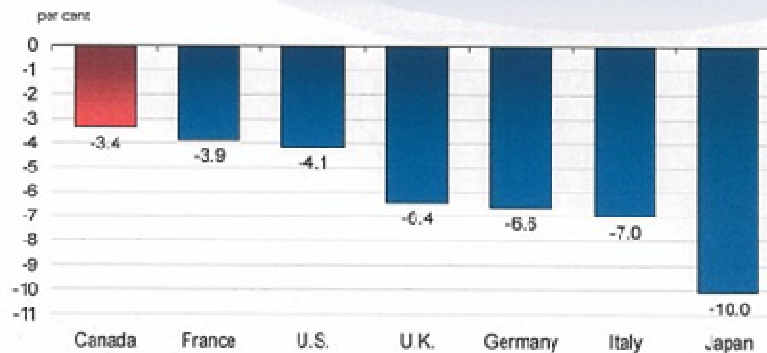
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- Both output and employment are now above pre-recession levels in Canada – the only G-7 country to have achieved this
- Canada has posted the strongest employment growth among G-7 countries since June 2009
- Canada's strong economic performance reflects significant policy actions and its core economic strengths



## Canada fared better than all other G-7 countries during the global recession

Overall Contraction in Real GDP During the Recession

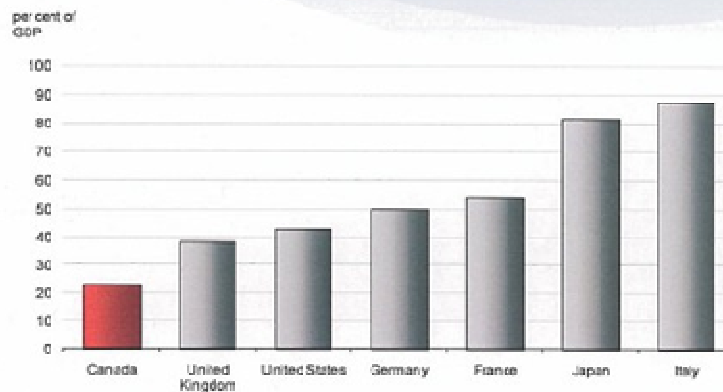


Note: The overall contraction in GDP is measured by the peak-to-trough decline in real GDP: 08Q2-09Q3 for United Kingdom; 07Q4-09Q2 for Italy; 08Q2-09Q1 for France, Germany and Japan; 08Q1-09Q2 for United States and Canada.  
Sources: Statistics Canada; U.S. Bureau of Economic Analysis; Japan Cabinet Office; U.K. Office for National Statistics; Deutsche Bundesbank; Institut National de la Statistique; études économiques; Institut national de la statistique.

5

## Canada entered the recession with the strongest fiscal position in the G-7

Total Government Net Debt in 2007

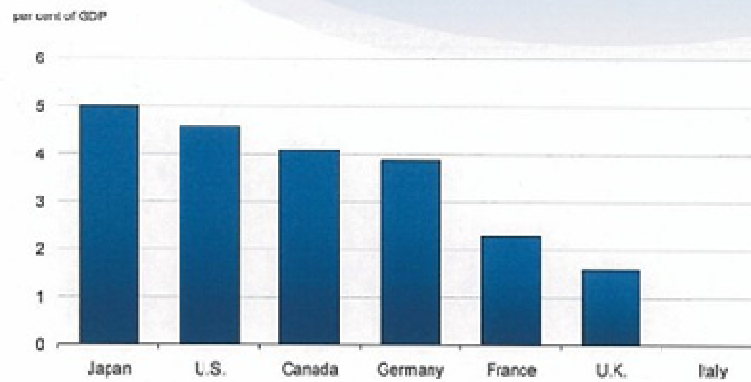


Source: IMF, World Economic Outlook, April 2011.

6



## Fiscal Stimulus Flowing in 2009 and 2010



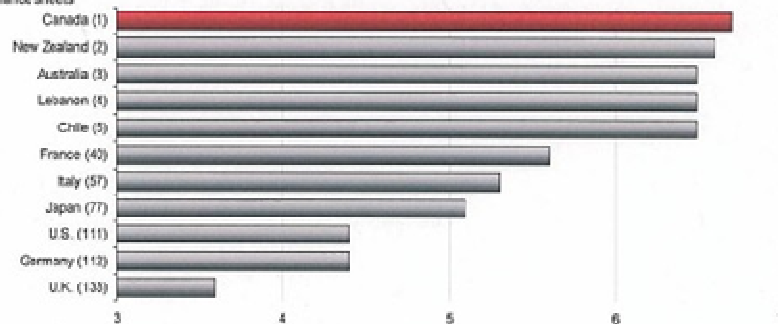
Note: IMF estimates exclude loans, including those to the auto sector, for all countries. Figure for Canada includes provincial territorial stimulus in addition to that assumed in the Economic Action Plan as estimated by Finance Canada.  
Source: IMF, Fiscal Monitor (May, November 2010).

7

## The Canadian banking system is considered one of the soundest in the world

### Soundness of Banks for Selected Countries

Index, reading of 1 = banks are insolvent and may require a government bailout; 7 = banks are generally healthy with sound balance sheets

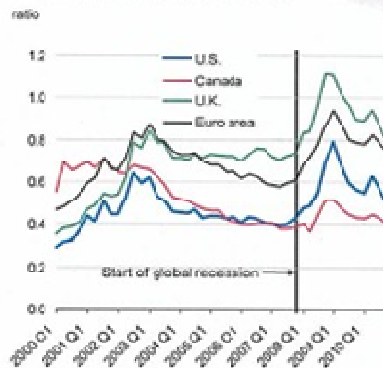


Note: Rankings are shown in parenthesis. The index includes 133 countries, with only select countries shown.  
Source: World Economic Forum, The Global Competitiveness Report 2010-2011.

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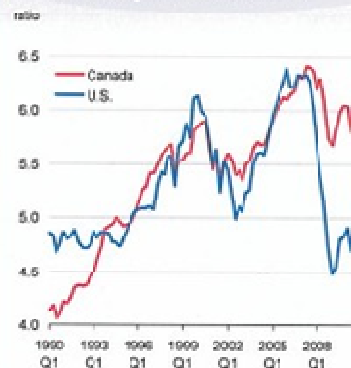
## Canada also has strong corporate and household balance sheets supporting business and household spending

### Debt-to-Equity Ratios in Non-Financial Corporate Sector



Note: For international comparability, data for Canada are measured at market value rather than at book value.  
Sources: Statistics Canada, U.S. Federal Reserve, European Central Bank, U.K. Office for National Statistics.  
Last observation: 2010Q4

### Household Net Worth to Personal Disposable Income

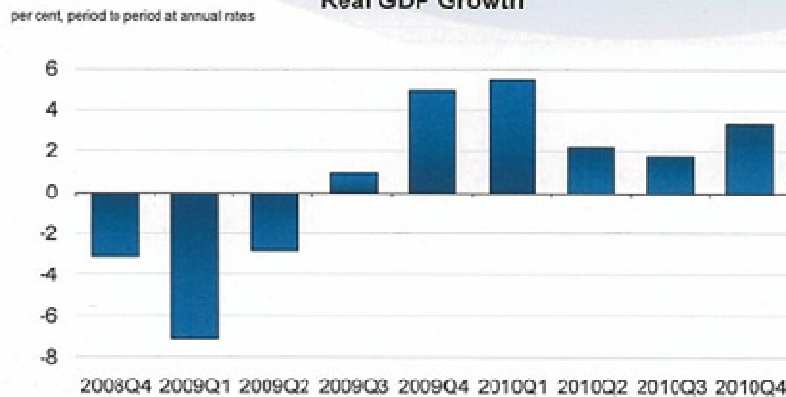


Sources: Statistics Canada, U.S. Federal Reserve, Department of Finance Canada calculations.

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## The economic recovery in Canada is underway

### Real GDP Growth

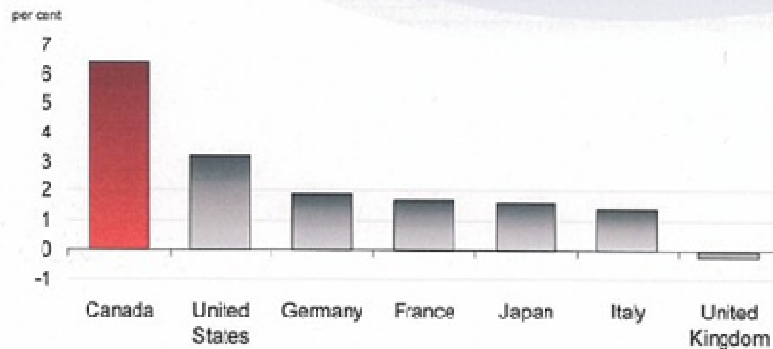


Source: Statistics Canada

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## The recovery has been underpinned by a solid rebound in private domestic demand in Canada

### Real Private Final Domestic Demand Growth from 2009Q1 to 2010Q4



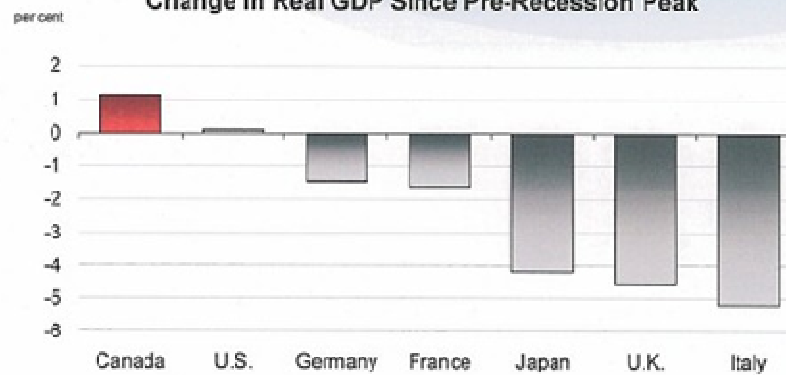
Note: For purpose of comparability, all data in the slide are up to and including 2010Q4.

Sources: Statistics Canada; U.S. Bureau of Economic Analysis; Japan Cabinet Office; U.K. Office for National Statistics; Deutsche Bundesbank; Institut national de la statistique et des études économiques; Istituto nazionale di statistica.

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## Canada has more than fully recouped all of the output lost during the recession

### Change in Real GDP Since Pre-Recession Peak



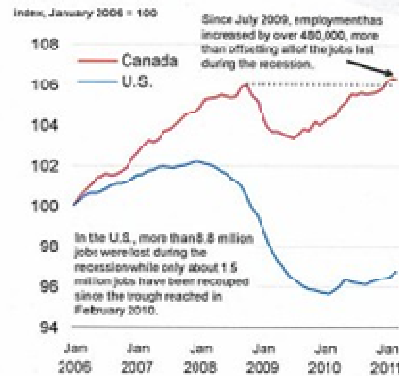
Note: For purpose of comparability, all data in the slide are up to and including 2010Q4.

Sources: Statistics Canada; U.S. Bureau of Economic Analysis; Eurostat; U.K. Office for National Statistics; Federal Statistical Office of Germany; National Institute for Statistics and Economic Studies of France; National Institute for Statistics of Italy; Economic and Social Research Institute of Japan.

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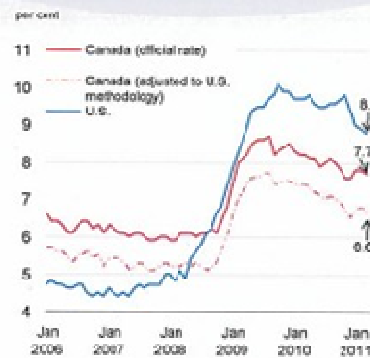
## The Canadian economy has more than recovered all of the jobs lost during the recession, significantly better than in the U.S.

### Total Employment



Sources: Statistics Canada; U.S. Bureau of Labor Statistics.

### Unemployment Rate

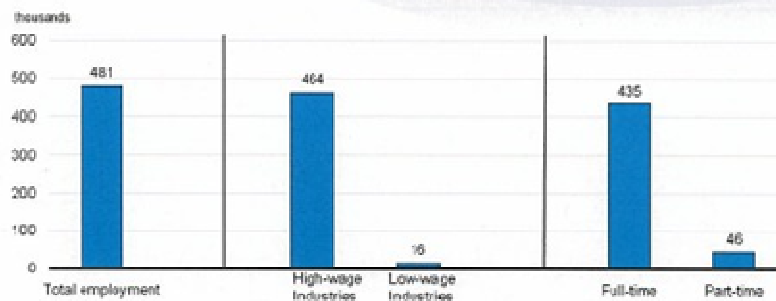


Note: Conceptual differences boost the Canadian unemployment rate relative to the U.S. rate. In particular, Statistics Canada considers as unemployed those passively looking for work (e.g. reading want ads) as well as those who will begin work in the near future, while the U.S. Bureau of Labor Statistics does not include either group in its unemployment calculations. In addition, the Canadian methodology includes 15-year-olds, while the U.S. does not.

## Job creation in the recovery has been concentrated in high-wage, full-time employment

### Change In Employment Over the Recovery

July 2009 to March 2011

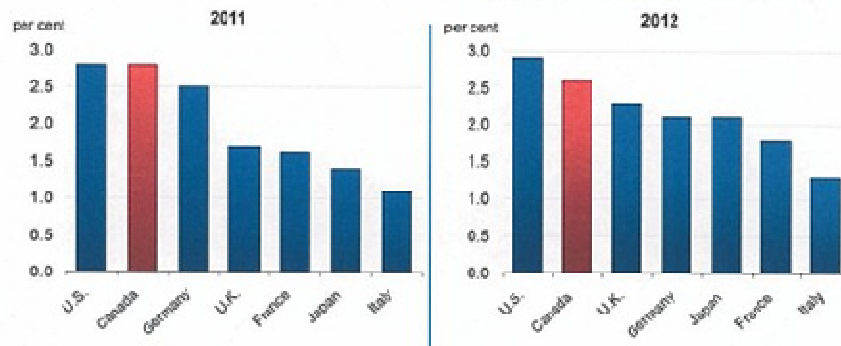


Note: Calculations are based on Statistics Canada data for 105 industries. High-wage industries are defined as those with average hourly wages above the aggregate average. Totals may not add due to rounding.

Sources: Statistics Canada; Department of Finance calculations.

## Canada is expected to have one of the strongest economic recoveries among G-7 countries over 2011 and 2012

### IMF Forecasts for Canadian Real GDP Growth Among G7 Countries

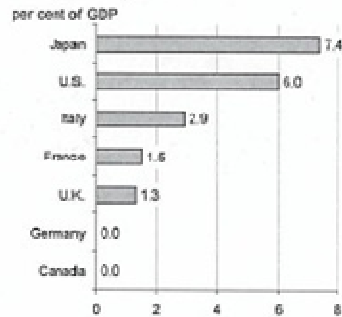


Source: IMF April 2011 World Economic Outlook.

## Supporting Long-Term Growth

## Canada is expected to retain a significant fiscal advantage over other G-7 countries

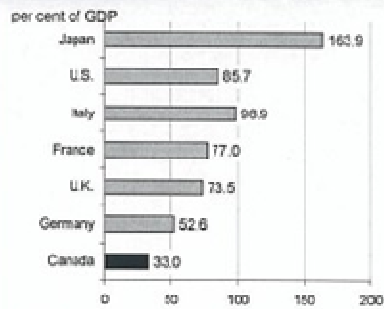
### Projected Total Government Budgetary Deficit - 2016



<sup>1</sup> Total government comprises the central, state and local levels of government, as well as the social security funds. For Canada, total government includes the federal, provincial/territorial and local government sectors, as well as the Canada and Quebec Pension Plans.

Source: IMF, World Economic Outlook, April 2011

### Projected Total Government Net Debt - 2016



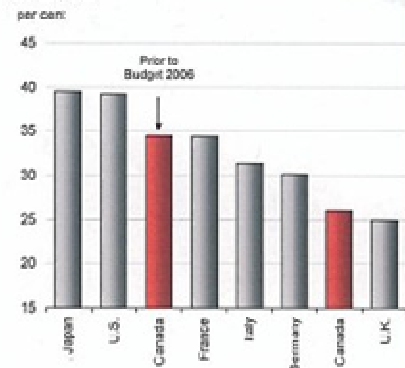
<sup>1</sup> Total government net debt is total liabilities net of financial assets, of the central, state and local levels of government, as well as those in social security funds. In Canada, total government includes the federal, provincial/territorial and local government sectors, as well as the Canada Pension Plan and Quebec Pension Plan. For international comparability, adjustments are made to unfunded public pension liabilities.

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## Tax Policy

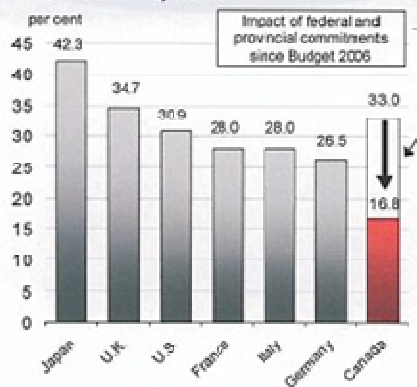
## Canada will have the lowest overall tax rate on new business investment in the G7 by 2012

### Statutory General Corporate Income Tax Rates in G7 Countries in 2012



Note: Includes measures announced as of March 23, 2011. Rates shown are those in effect on December 31 of each year. Sources: Department of Finance Canada, OECD Tax Database.

### Tax rate<sup>1</sup> on New Business Investment, 2012

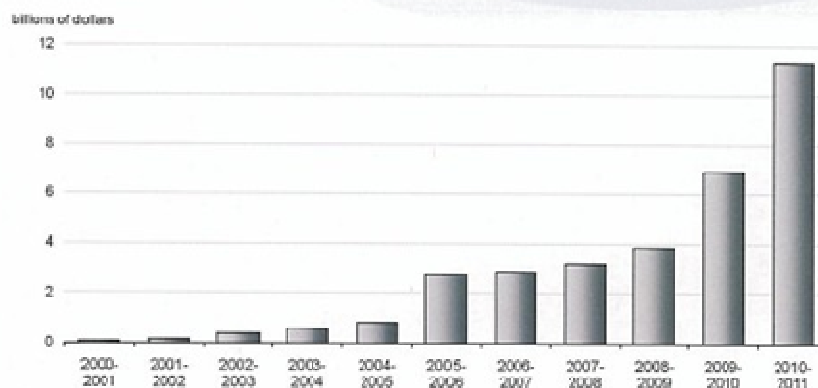


<sup>1</sup>The Marginal Effective Tax Rate (METR) includes measures announced as of April 1, 2011. It excludes resource and financial sectors and tax provisions related to research and development. Source: Department of Finance.

18

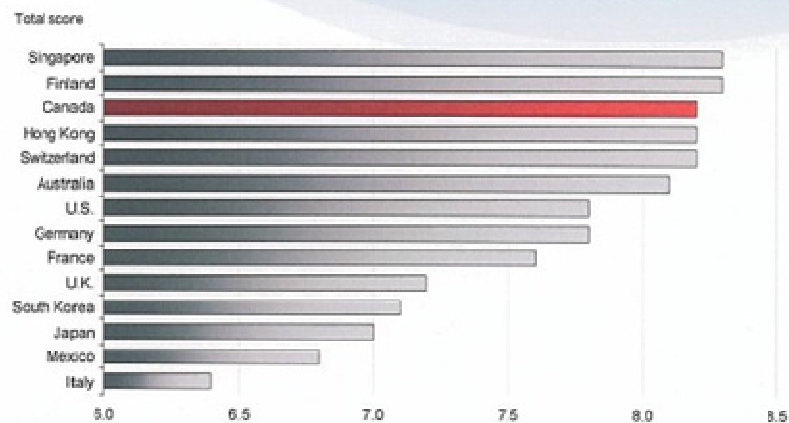
## **Infrastructure** **Strong acceleration in infrastructure investment**

### **Federal Support for Provincial, Territorial and Municipal Infrastructure**



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## **Business Climate** **Economist Intelligence Unit Index of Business Environment Rankings for 2009-2013**



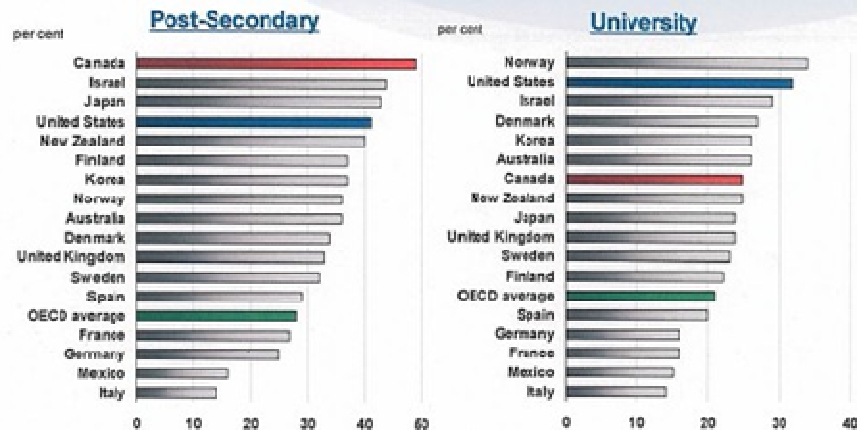
Source: Economist Intelligence Unit

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## Education

### Canada's workforce is among the most highly educated in the world

Share of 25-64 Population With Post-Secondary Education, 2008



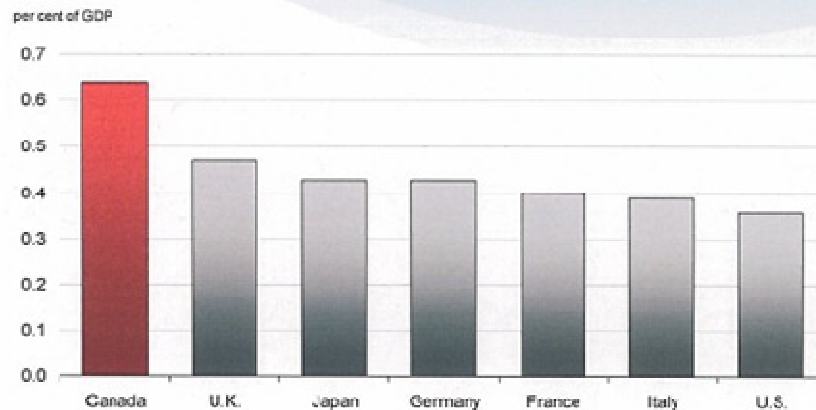
Source: OECD, Education at a Glance 2010.

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## Knowledge

### Canada leads the G-7 in public research and development

R&D Investment in the Higher Education Sector, 2008

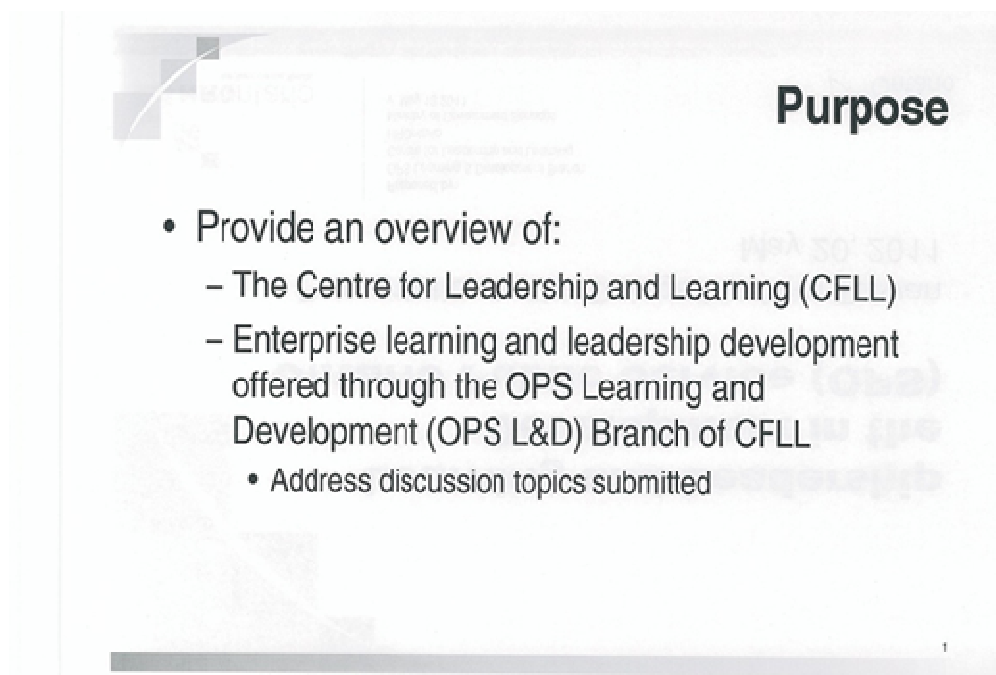
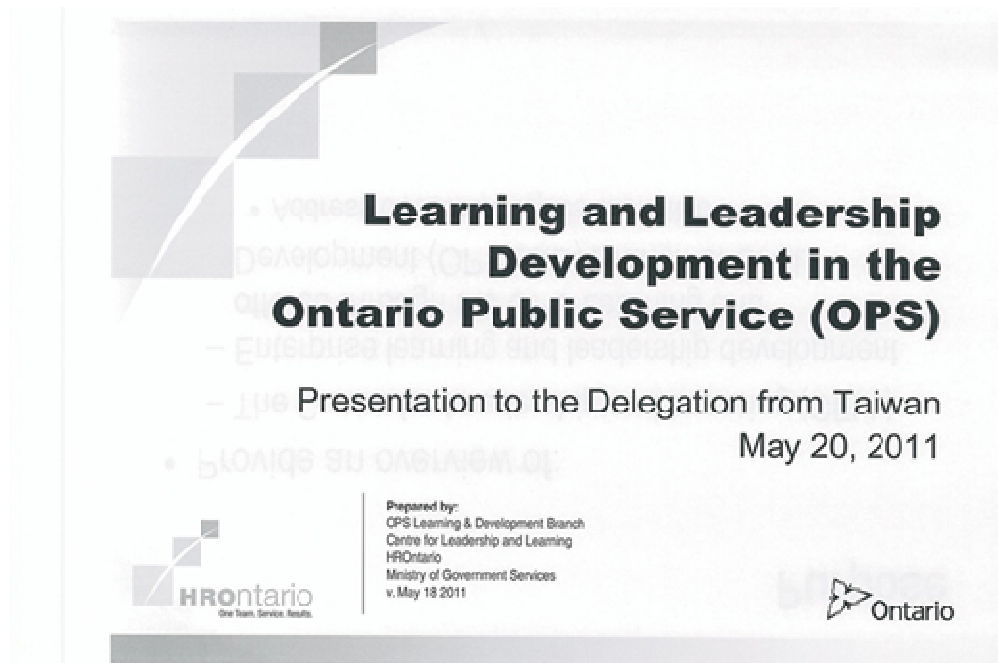


Source: OECD Measuring Innovation – A New Perspective (2010). Note: Data for 2008, or latest available year.

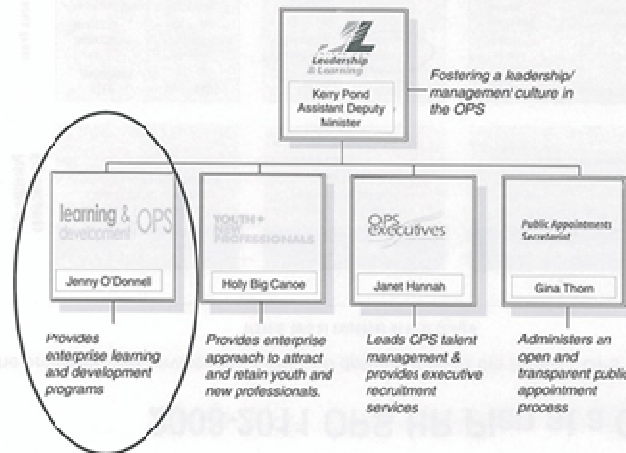
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## 6. 安大略省領導暨學習中心簡報資料



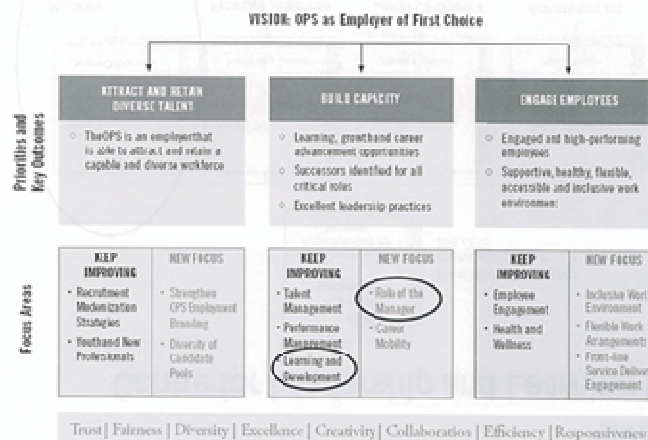
## Overview: Centre for Leadership and Learning (CFL)



2

## 2008-2011 OPS HR Plan at a Glance

The programs and services that OPS L&D delivers support the 2008-11 OPS HR Plan:



3

## OPS Learning & Development: Vision, Mission, Values & Motto

### Vision

A Vibrant culture of learning and leadership in the OPS

### Mission

OPS Learning and Development supports the strategic direction and priorities of the Ontario Public Service by promoting a vibrant culture of learning and leadership.

We do this by working with our partners and stakeholders to deliver exceptional enterprise-wide learning opportunities.

The ultimate success of our work is to continually increase the capability of OPS employees to deliver results in service to Ontarians.

### Values

Excellence. Collaboration. Learning. Integrity. Communication. Respect

### Motto

Always Learn. Learn All Ways

learning & development  
OPS  
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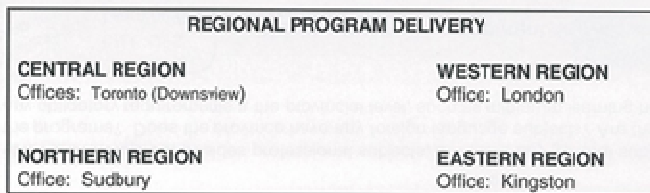
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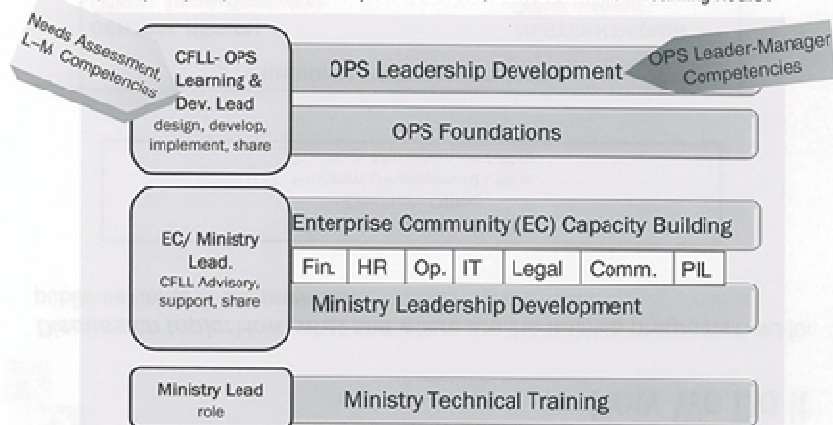


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## Learning & Leadership Development in the OPS\*

\*See Appendix 1 and 2 for a list of learning programs

**Discussion topics:** Besides professional subjects, are there any general subjects in the programs? Does the province have any foreign language subjects? Are there any obligatory requirements at the provincial level, such as minimum learning hours?



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  - Larger focus on leadership development (50% of what we do)
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  - OPS Foundations
  - Core OPS business skills
  - Mandatory Training
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## Appendix 2: 2010-11 Course Catalogue

- See separate attachment

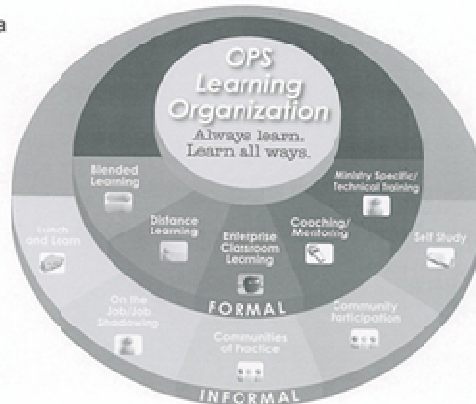
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Our learning wheel is a visual we use to help OPS employees think broadly about their learning choices.

Our enterprise programs are just one of the many valid modes of learning available.

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# **Learning and Leadership Development in the Ontario Public Service (OPS)**

Presentation to the Delegation from Taiwan

May 20, 2011



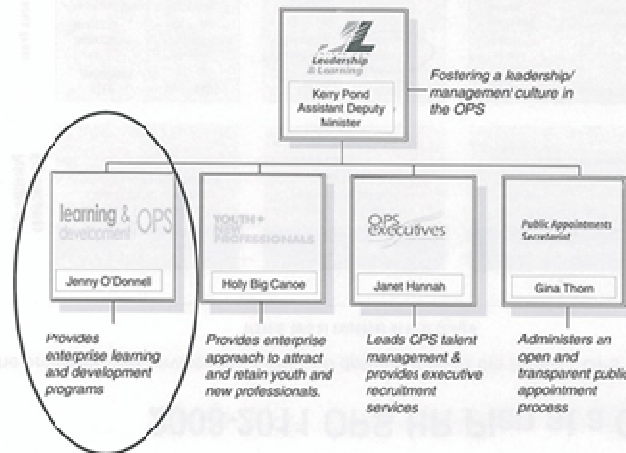
Prepared by:  
OPS Learning & Development Branch  
Centre for Leadership and Learning  
HR Ontario  
Ministry of Government Services  
v. May 18 2011



## **Purpose**

- Provide an overview of:
  - The Centre for Leadership and Learning (CFL)
  - Enterprise learning and leadership development offered through the OPS Learning and Development (OPS L&D) Branch of CFL
  - Address discussion topics submitted

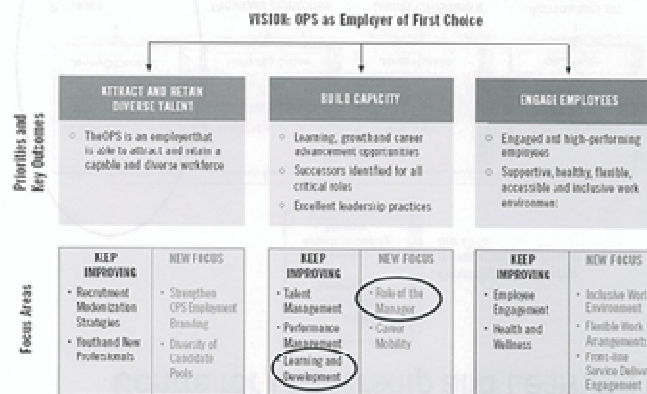
## Overview: Centre for Leadership and Learning (CFL)



2

## 2008-2011 OPS HR Plan at a Glance

The programs and services that OPS L&D delivers support the 2008-11 OPS HR Plan:



Trust | Fairness | Diversity | Excellence | Creativity | Collaboration | Efficiency | Responsiveness

3

## OPS Learning & Development: Vision, Mission, Values & Motto

### Vision

A Vibrant culture of learning and leadership in the OPS

### Mission

OPS Learning and Development supports the strategic direction and priorities of the Ontario Public Service by promoting a vibrant culture of learning and leadership.

We do this by working with our partners and stakeholders to deliver exceptional enterprise-wide learning opportunities.

The ultimate success of our work is to continually increase the capability of OPS employees to deliver results in service to Ontarians.

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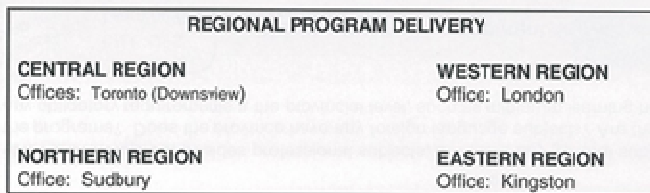
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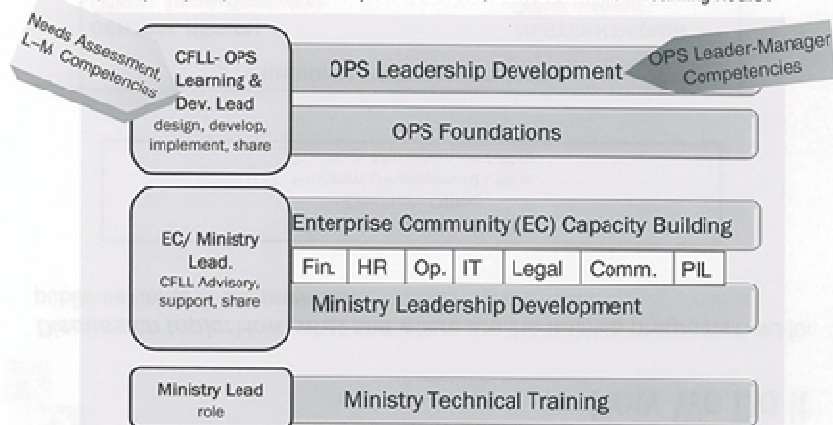


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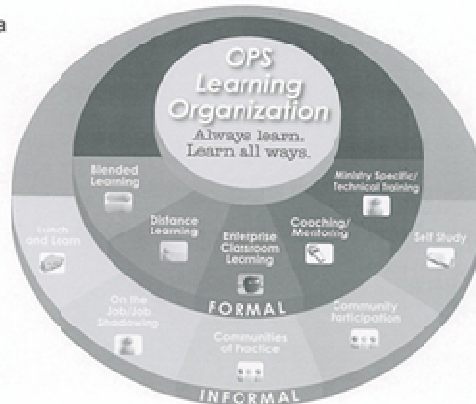
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### 附錄三：加拿大主管領導核心職能手冊



Government  
of Canada

Gouvernement  
du Canada

## Key Leadership Competencies

Canada

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# Introduction

In August 2005, the President of the Public Service Human Resources Management Agency of Canada and the President of the Public Service Commission of Canada announced the updated and simplified Key Leadership Competencies Profile that reflects the leadership skills, abilities, and characteristics that are needed in the Public Service to meet the challenges of today and tomorrow.

The Profile establishes Values and Ethics as the foundation of leadership and is linked to management accountability.

The Profile contains:

- ▶ a Model comprised of four competencies and accompanying definitions (common to all management levels);
- ▶ specific Effective Behaviours for each competency and each of the six levels of the leadership continuum; and
- ▶ generic Ineffective Behaviours for each competency for all levels in the continuum.

## Using the Profile

Departments and agencies are encouraged to integrate the Profile into their human resources management (HRM) strategies and activities. They can implement the Profile as is or adapt it to reflect their particular requirements.

The Profile is the main component of the EX Qualification Standard and, as such, its use is now mandatory in assessing candidates for EX appointments. The Profile is also a major element of corporate initiatives such as the Leadership Development Programs, Public Service Commission assessment tools, and HRM policies.

For advice and tools to support the implementation of the Profile or for further information, please contact The Leadership Network at the Public Service Human Resources Management Agency of Canada.

# The Model

From a foundation of Values and Ethics, PS leaders deliver Results through Strategic Thinking, Engagement, and Management Excellence



# Definitions

## **Values and Ethics:** *Integrity and Respect*

Public Service (PS) leaders serve Canadians, ensuring integrity in personal and organizational practices, and respect people and PS principles, including democratic, professional, ethical, and people values. They build respectful, bilingual, diverse and inclusive workplaces where decisions and transactions are transparent and fair. They hold themselves, their employees, and their organizations accountable for their actions.

## **Strategic Thinking:** *Analysis and Ideas*

PS leaders advise and plan based on analysis of issues and trends, and how these link to the responsibilities, capabilities, and potential of their organization. They scan an ever-changing, complex environment in anticipation of emerging crises and opportunities. They develop well-informed advice and strategies that are sensitive to the various needs of multiple stakeholders and partners, reflect the strategic direction of the PS, and position the organization for success.

## **Engagement:** *People, Organizations, Partners*

PS leaders engage people, organizations, and partners in developing goals, executing plans, and delivering results. They lay the groundwork by building coalitions with key players. They mobilize teams, building momentum to get things done by communicating clearly and consistently investing time and energy to engage the whole organization. They use their negotiation skills and adaptability to encourage recognition of joint concerns, collaboration, and to influence the success of outcomes. They follow and lead across boundaries to engage broad-based stakeholders, partners, and constituencies in a shared agenda and strategy.

## **Management Excellence:** *Action Management, People Management, Financial Management*

PS leaders deliver results by maximizing organizational effectiveness and sustainability. They ensure that people have the support and tools they need and that the workforce as a whole has the capacity and diversity to meet current and longer-term organizational objectives. They align people, work, and systems with the business strategy to harmonize how they work and what they do. They implement rigorous and comprehensive human and financial resources accountability systems consistent with the Management Accountability Framework (MAF). They ensure that the integrity and management of information and knowledge are a responsibility at all levels and a key factor in the design and execution of all policies and programs.

# Behaviours

## EFFECTIVE

### Key Leadership Competencies

#### Effective Behaviours

#### Deputy Minister to Supervisor

## DEPUTY MINISTER

### VALUES AND ETHICS — *Serving through integrity and respect*

- ▶ Demonstrates Values and Ethics, including the Code, in personal behaviour
- ▶ Integrates Values and Ethics, including the Code, into departmental practices
- ▶ Makes transparent decisions without favouritism or bias
- ▶ Models and instils commitment to citizen-focussed service and the public good
- ▶ Provides fearless advice and acts with the courage of his or her convictions
- ▶ Recognizes and reconciles competing values
- ▶ Creates a bilingual, inclusive, and diverse culture built on Official Languages (OL) and Employment Equity (EE) policies
- ▶ Models and builds a culture of respect for people and PS principles

### STRATEGIC THINKING — *Innovating through Analysis and Ideas*

#### Analysis

- ▶ Frames issues with a thorough understanding of legislation and the role of the DM
- ▶ Identifies links between global, societal, and economic trends, stakeholder concerns, the policy agenda, public service values, and departmental, regional and horizontal issues
- ▶ Extracts the key issues from complex, ambiguous, rapidly changing contexts
- ▶ Analyzes problems thoroughly before developing solutions

#### Ideas

- ▶ Provides quality judgment and policy advice to the Minister
- ▶ Develops vision and policy, based on broader PS vision and policy and the national context
- ▶ Projects beyond the status quo to the department's potential contribution to society
- ▶ Sets necessary transformational goals with broad perspective and long-term timelines
- ▶ Encourages debate and ideas from across hierarchy, skills sets, and stakeholders
- ▶ Anticipates emerging issues / changing context and develops strategies quickly to solve problems or seize opportunities
- ▶ Teaches and learns from others

### ENGAGEMENT — *Mobilizing people, organizations, partners*

- ▶ Develops effective working relationships and trust with the Minister and Minister's Office
- ▶ Acts as interface and builds relations between the Minister, partners, stakeholders, and Central Agencies
- ▶ Mobilizes and motivates teams to achieve objectives
- ▶ Builds a commitment to excellence and common purpose by promoting the vision internally and externally
- ▶ Collaborates with strategic alliances to achieve departmental and shared objectives
- ▶ Develops and implements effective communication and engagement strategies with partners, including unions
- ▶ Builds support through influence, negotiation, and balancing national and regional interests
- ▶ Removes barriers to collaboration
- ▶ Works with other DMs as a corporate collective to strengthen PS results for Canadians

# Behaviours

## **MANAGEMENT EXCELLENCE** — *Delivering through Action Management, People Management, Financial Management*

### **Action Management — Design and Execution**

- ▶ Leads organizational change that maximizes results, departmentally and PS-wide
- ▶ Builds an effective, sustainable organization through stewardship and governance
- ▶ Creates, aligns, and integrates structures, systems, and teams to better achieve objectives
- ▶ Integrates the business plan into a transparent management framework
- ▶ Integrates Comptrollership, MAF, federal legislation, regulations, and policies into organizational practices
- ▶ Fulfills obligations of management accountabilities
- ▶ Applies and encourages strategic risk management practices
- ▶ Integrates HR, Finance, IT, IM, and Communications issues into planning and actions
- ▶ Revises goals and plans to reflect changing priorities or conditions
- ▶ Commits to a course of action despite incomplete information, if required
- ▶ Makes decisions, initiates urgent actions, and remains calm in crisis situations
- ▶ Recognizes and acknowledges errors and makes corrections

### **People Management — Individuals and Workforce**

- ▶ Invests time in managing and developing people, individually and collectively
- ▶ Looks after people and builds staff morale
- ▶ Provides clear direction on priorities
- ▶ Encourages reasonable and strategic risk taking
- ▶ Recognizes and rewards results and deals constructively with setbacks
- ▶ Gives clear, honest feedback and manages non-performance
- ▶ Builds accountability and value for people management within the executive community
- ▶ Provides people with the ongoing learning, support, and tools they need
- ▶ Ensures the workforce has the capacity and diversity to meet current and future needs
- ▶ Builds rigorous HR systems and fulfils obligations of HRM accountabilities
- ▶ Collaborates within the DM collective on PS-wide HR initiatives and issues

### **Financial Management — Budgets and Assets**

- ▶ Implements strategies to achieve operational efficiencies and value for money
- ▶ Builds, operates, and monitors rigorous systems for Financial Information Management, internal audit, and evaluation
- ▶ Fulfills obligations of accountabilities for departmental finance and assets management
- ▶ Delegates authority, responsibility, and accountability to appropriate levels
- ▶ Acts on audit, evaluation, and other objective performance information
- ▶ Links financial and performance information
- ▶ Manages stewardship issues actively, e.g. chairs audit and evaluation committees, seeks strategic re-allocation



## ASSISTANT DEPUTY MINISTER

### VALUES AND ETHICS — *Serving through integrity and respect*

- ▶ Demonstrates Values and Ethics, including the Code, in personal behaviour
- ▶ Integrates Values and Ethics, including the Code, into branch practices
- ▶ Reflects a commitment to citizens and clients in own and branch activities
- ▶ Provides fearless advice and acts with the courage of his or her convictions
- ▶ Builds departmental values into branch policies and programs
- ▶ Builds and promotes a bilingual, diverse, inclusive branch, based on OL and EE policies
- ▶ Builds and promotes a safe and healthy, respectful branch, free of harassment and discrimination
- ▶ Models transparency and fairness

### STRATEGIC THINKING — *Innovating through Analysis and Ideas*

#### Analysis

- ▶ Frames questions and analyses with a thorough understanding of legislation and the ADM role
- ▶ Seeks DM, government, national, regional, global, and technical perspectives on sector issues
- ▶ Recognizes critical or sensitive issues and makes links to priorities
- ▶ Distinguishes between critical and trivial factors in making judgments
- ▶ Analyzes setbacks and seeks honest feedback to learn from mistakes

#### Ideas

- ▶ Provides quality judgment and policy advice to the DM
- ▶ Contributes to the elaboration of the collective/DM vision
- ▶ Articulates the vision in terms of own mandate
- ▶ Develops innovative solutions to non-traditional problems
- ▶ Develops strategies to manage the scope and pace of change
- ▶ Develops strategies that are effective in the short and longer term
- ▶ Encourages constructive questioning of policies
- ▶ Envisions possibilities without detailed information
- ▶ Exercises sound professional judgment based on analysis and consultation, as needed
- ▶ Teaches and learns from others

### ENGAGEMENT — *Mobilizing people, organizations, partners*

- ▶ Cultivates effective relationships and networks with Central Agencies, other departments, clients, citizens, unions, central and regional employees, and other levels of government
- ▶ Provides communication links up, down, and throughout the organization and networks
- ▶ Communicates with and encourages candour and clarity
- ▶ Communicates and interprets external contexts to position branch, team, and individual contribution
- ▶ Demonstrates and elicits trust by seeking and providing honest and constructive feedback
- ▶ Actively listens to and understands impact on others
- ▶ Influences outcomes by negotiating win-win solutions and compromise, and resolving conflict
- ▶ Tailors approach to context, e.g., collaborative for consensus building, directive in crisis
- ▶ Inspires a commitment to excellence by demonstrating passionate personal commitment
- ▶ Works with the departmental and PS-wide ADM community to deliver on shared objectives
- ▶ Creates an open, positive environment to stimulate open discussion

# Behaviours

## **MANAGEMENT EXCELLENCE** — *Delivering through Action Management, People Management, Financial Management*

### **Action Management — Design and Execution**

- ▶ Leads change that maximizes results, in the branch, departmentally, and in the sector
- ▶ Acts as a steward for the entire department, not just his or her own branch
- ▶ Identifies and communicates priorities, milestones, timelines, performance measures, clear accountabilities, and performance agreements for DGs
- ▶ Designs and manages a strategic risk management framework
- ▶ Coordinates national and regional priorities, planning, and performance
- ▶ Aligns priorities and resources
- ▶ Follows through on the branch business plan from planning, implementing, monitoring, and evaluating to reporting
- ▶ Integrates Comptrollership, MAF, federal legislation, regulations, and policies into branch practices
- ▶ Fulfills obligations of branch management accountabilities
- ▶ Integrates HR, Finance, IT, IM, and Communications issues into planning and actions
- ▶ Revises goals and plans to reflect changing priorities or conditions
- ▶ Commits to a course of action despite incomplete information, if required
- ▶ Makes decisions, initiates urgent actions, and remains calm in crisis situations
- ▶ Recognizes and acknowledges errors and makes corrections

### **People Management — Individuals and Workforce**

- ▶ Develops HR strategy for succession planning
- ▶ Creates expert teams to address specific or crisis issues
- ▶ Sets clear expectations, monitors, evaluates, rewards, and develops performance
- ▶ Recognizes people's accomplishments and best efforts
- ▶ Gives honest feedback, encourages learning, and manages non-performance
- ▶ Deals with HR problems decisively and effectively
- ▶ Recognizes the importance of and supports the DG community
- ▶ Balances complementary strengths in teams
- ▶ Builds leadership throughout the branch
- ▶ Guides and develops people through appraisals, career planning, and development
- ▶ Consults with support services prior to changing HR protocols
- ▶ Implements rigorous HR systems and fulfills obligations of HRM accountabilities

### **Financial Management — Budgets and Assets**

- ▶ Allocates resources transparently and establishes a culture of ongoing re-allocation
- ▶ Aligns business drivers with financial management regime
- ▶ Promotes innovative approaches to deal with fiscal restraint
- ▶ Integrates comptrollership processes and promotes due diligence
- ▶ Reviews and reacts to the results of audits and evaluations
- ▶ Monitors performance and seeks efficiencies continuously
- ▶ Fulfills obligations of accountabilities for branch financial management
- ▶ Provides objective, credible, and timely reporting to the DM
- ▶ Consults with support services prior to changing financial protocols

## DIRECTOR GENERAL

### VALUES AND ETHICS — *Serving through integrity and respect*

- ▶ Demonstrates Values and Ethics, including the Code, in personal behaviour
- ▶ Integrates Values and Ethics, including the Code, into directorate practices
- ▶ Builds departmental values into directorate policies and programs
- ▶ Reflects a commitment to citizens and clients in own and directorate activities
- ▶ Builds and promotes a safe and healthy, respectful directorate, free of harassment and discrimination
- ▶ Promotes transparency and fairness
- ▶ Creates opportunities for and encourages bilingualism and diversity in the directorate, based on OL and EE policies

### STRATEGIC THINKING — *Innovating through Analysis and Ideas*

#### Analysis

- ▶ Frames questions and analyses with a thorough understanding of sectoral and policy issues
- ▶ Seeks clarification and direction from the ADM
- ▶ Conducts strategic analysis of trends within the directorate, organization, and external environment
- ▶ Integrates multiple domains of information and identifies the links
- ▶ Seeks broad perspectives and expertise
- ▶ Tracks changing organizational dynamics
- ▶ Analyzes setbacks and seeks honest feedback to learn from mistakes

#### Ideas

- ▶ Identifies key elements of the vision and implications for the directorate
- ▶ Translates vision and policy into concrete direction and plans
- ▶ Links directorate programs and services to department and branch policies
- ▶ Makes effective recommendations to the ADM
- ▶ Seeks input of staff to create plans and solutions
- ▶ Encourages constructive questioning of practices
- ▶ Encourages experimentation to maximize potential for innovation
- ▶ Identifies solutions, alternatives, and consequences
- ▶ Teaches and learns from others

### ENGAGEMENT — *Mobilizing people, organizations, partners*

- ▶ Implements inclusive, cooperative approaches with peers, staff, and superiors
- ▶ Fosters an inclusive and sensitive interpersonal climate
- ▶ Promotes consensus across diverse groups, interests, and opinions
- ▶ Solicits and listens to ideas and concerns of staff, unions, and other stakeholders
- ▶ Mobilizes the team to achieve directorate and departmental goals
- ▶ Communicates and supports corporate decisions
- ▶ Fosters enthusiasm and common purpose
- ▶ Shares information with staff regularly and as it becomes available
- ▶ Follows through on commitments
- ▶ Communicates vision and information with clarity and commitment
- ▶ Manages relationships between stakeholders

# Behaviours

## **MANAGEMENT EXCELLENCE** — *Delivering through Action Management, People Management, Financial Management*

### **Action Management — Design and Execution**

- ▶ Identifies and communicates priorities, milestones, timelines, performance measures, clear accountabilities, and performance agreements for Directors
- ▶ Coordinates and manages across multiple directorate programs and projects
- ▶ Ensures necessary resources, processes, and systems are in place
- ▶ Develops process with management team to set priorities, make decisions
- ▶ Performs risk analysis to assess viability of opportunities
- ▶ Coordinates activities within directorate to assign accountability and avoid duplication
- ▶ Seeks and heeds early warning signs, adapting plans and strategies as required
- ▶ Follows through on the directorate's business plan from planning, implementing, monitoring, and evaluating to reporting
- ▶ Integrates Comptrollership, MAF, federal legislation, regulations, and policies into directorate practices
- ▶ Manages own and others' work-life balance
- ▶ Responds decisively and quickly to emerging opportunities or risks
- ▶ Maintains sound judgment and decision making in demanding or stressful situations

### **People Management — Individuals and Workforce**

- ▶ Implements HR strategy to ensure workforce capacity and diversity to meet current and future directorate needs
- ▶ Coaches, challenges, and provides opportunities for growth
- ▶ Sets clear expectations and provides clear direction
- ▶ Manages staff workload
- ▶ Builds complementary teams
- ▶ Provides honest, straightforward feedback and manages non-performance
- ▶ Recognizes and acknowledges good work
- ▶ Acts as a role model for Directors
- ▶ Develops strategies to reduce stress within the directorate
- ▶ Secures funding for OL and other training
- ▶ Implements rigorous HR practices and fulfils obligations of HRM accountabilities

### **Financial Management — Budgets and Assets**

- ▶ Allocates and manages directorate resources transparently
- ▶ Implements strategies to achieve operational efficiencies and value for money
- ▶ Operates and monitors rigorous systems for Financial Information Management, internal audit, and evaluation
- ▶ Fulfils obligations of accountabilities for directorate finance and assets management
- ▶ Acts on audit, evaluation, and other objective directorate performance information

## DIRECTOR

### VALUES AND ETHICS — *Serving through integrity and respect*

- ▶ Demonstrates Values and Ethics, including the Code, in personal behaviour
- ▶ Integrates Values and Ethics, including the Code, into division practices
- ▶ Reflects a commitment to citizens and clients in own and division activities
- ▶ Fosters a climate of transparency, trust, and respect within the division and in partnerships
- ▶ Incorporates equitable practices into HR planning
- ▶ Creates opportunities for and encourages bilingualism and diversity in the division, based on OL and EE policies
- ▶ Builds and promotes a safe and healthy, respectful division, free of harassment and discrimination
- ▶ Practices transparency and fairness in all transactions, including staffing, contracting, and day-to-day activities

### STRATEGIC THINKING — *Innovating through Analysis and Ideas*

#### Analysis

- ▶ Frames division direction with a thorough understanding of the directorate's priorities
- ▶ Seeks clarification and direction from the DG, as required
- ▶ Integrates information from multiple sources to form a comprehensive perspective
- ▶ Identifies interdependencies in cross-functional projects
- ▶ Analyzes setbacks and seeks honest feedback to learn from mistakes

#### Ideas

- ▶ Translates vision and policy into concrete work activities
- ▶ Develops division strategies, based on the departmental vision and the DG's direction
- ▶ Designs initiatives to enhance operational efficiency
- ▶ Encourages and incorporates diverse initiatives and perspectives
- ▶ Redesigns the division's work activities to meet changing departmental needs
- ▶ Makes effective recommendations to the DG
- ▶ Teaches and learns from others

### ENGAGEMENT — *Mobilizing people, organizations, partners*

- ▶ Shares information vertically and horizontally
- ▶ Promotes collaboration among managers
- ▶ Uses persuasion to gain support for initiatives
- ▶ Negotiates compromises
- ▶ Adapts communications to suit audience and forum
- ▶ Communicates regularly and openly with unions and other stakeholders
- ▶ Demonstrates understanding of and respect for stakeholders' views
- ▶ Follows through on commitments
- ▶ Solicits input from and listens to staff, partners, and stakeholders
- ▶ Communicates vision and division plans with clarity and commitment
- ▶ Establishes regular and comprehensive exchanges of ideas
- ▶ Promotes and funds team building

# Behaviours

## **MANAGEMENT EXCELLENCE** — *Delivering through Action Management, People Management, Financial Management*

### **Action Management — Design and Execution**

- ▶ Designs division work plans based on the big picture
- ▶ Guides division projects and resources to avoid obstacles
- ▶ Delegates appropriately to managers
- ▶ Manages resources to maximize output
- ▶ Sets realistic timelines and clear accountabilities for managers
- ▶ Provides structure and momentum for division work activities
- ▶ Sets challenging but realistic goals
- ▶ Identifies division limits and resource requirements for workload
- ▶ Manages the division's workload through prudent resource planning and prioritizing
- ▶ Shifts priorities and adapts division work plans, as required
- ▶ Heeds early warning signals and advises the DG and others, as needed
- ▶ Follows through on the division's business plan from planning, implementing, monitoring, and evaluating to reporting
- ▶ Integrates Comptrollership, MAF, federal legislation, regulations, and policies into division practices
- ▶ Manages own and others' work-life balance
- ▶ Responds decisively and quickly to emerging opportunities or risks
- ▶ Maintains composure in adverse situations to alleviate pressure and maintain momentum

### **People Management — Individuals and Workforce**

- ▶ Works one-on-one with managers
- ▶ Deals with ineffective performance
- ▶ Provides regular feedback, acknowledges success and the need for improvement
- ▶ Coaches, challenges, and provides opportunities for growth
- ▶ Resolves labour relations problems
- ▶ Secures mediation, if required
- ▶ Balances the needs of employees and the organization
- ▶ Monitors and addresses workplace well-being
- ▶ Develops and supports career plans and learning opportunities
- ▶ Develops an HR strategy for division succession planning
- ▶ Secures funding for OL and other training
- ▶ Manages workload
- ▶ Implements rigorous HR practices and fulfils obligations of HRM accountabilities

### **Financial Management — Budgets and Assets**

- ▶ Allocates and manages division resources transparently
- ▶ Implements strategies to achieve operational efficiencies and value for money
- ▶ Applies and monitors rigorous systems for Financial Information Management, internal audit, and evaluation
- ▶ Fulfils obligations of accountabilities for division finance and assets management
- ▶ Acts on audit, evaluation, and other objective division performance information

## MANAGER

### VALUES AND ETHICS — *Serving through integrity and respect*

- ▶ Demonstrates Values and Ethics, including the Code, in personal behaviour
- ▶ Integrates Values and Ethics, including the Code, into unit practices
- ▶ Reflects a commitment to citizens and clients in own and unit activities
- ▶ Fosters a climate of transparency, trust, and respect within the unit and in partnerships
- ▶ Incorporates equitable practices into HR planning
- ▶ Supports opportunities for and encourages bilingualism and diversity in the unit, based on OL and EE policies
- ▶ Builds and promotes a safe and healthy, respectful unit, free of harassment and discrimination
- ▶ Acts with transparency and fairness in all transactions, including staffing, contracting, and day-to-day activities

### STRATEGIC THINKING — *Innovating through Analysis and Ideas*

#### Analysis

- ▶ Develops unit direction, based on a thorough understanding of the functional area
- ▶ Tracks changing division priorities and analyzes impact on unit work plans
- ▶ Seeks clarification and direction from the Director, as required
- ▶ Coordinates information from multiple projects to form a comprehensive perspective
- ▶ Identifies interdependencies across unit projects
- ▶ Analyzes setbacks and seeks honest feedback to learn from mistakes

#### Ideas

- ▶ Translates the division's direction into concrete unit work activities
- ▶ Designs solutions to operational problems
- ▶ Encourages and incorporates diverse and creative initiatives and perspectives
- ▶ Redesigns the unit's work activities to meet changing needs
- ▶ Makes effective recommendations to the Director
- ▶ Considers the people components of issues and decisions
- ▶ Teaches and learns from others

### ENGAGEMENT — *Mobilizing people, organizations, partners*

- ▶ Shares information vertically and horizontally
- ▶ Promotes collaboration among supervisors on related projects
- ▶ Encourages open constructive discussion of diverse perspectives
- ▶ Recognizes opportunities to enhance outcomes through partnerships
- ▶ Manages group dynamics in a diverse workforce within the unit and across projects
- ▶ Gives credit for the contributions of partners
- ▶ Accurately represents the concerns, ideas, and views of staff to upper management
- ▶ Mediates and facilitates relationships between supervisors
- ▶ Follows through on commitments
- ▶ Solicits input from and listens to staff, partners, and stakeholders
- ▶ Communicates with clarity and commitment
- ▶ Establishes regular and comprehensive exchanges of ideas



# Behaviours

## **MANAGEMENT EXCELLENCE** — *Delivering through Action Management, People Management, Financial Management*

### **Action Management — Design and Execution**

- ▶ Establishes unit targets for quality and productivity
- ▶ Identifies financial and human resources requirements
- ▶ Assigns and reallocates resources, as required, and to capitalize on diversity
- ▶ Delegates appropriately to supervisors
- ▶ Sets realistic timelines and clear accountabilities for supervisors
- ▶ Provides structure and momentum for unit projects
- ▶ Sets challenging but realistic goals
- ▶ Identifies unit limits and resource requirements for workload
- ▶ Manages unit workload through negotiating timelines, prudent resource planning and prioritizing
- ▶ Maintains composure in demanding or stressful situations
- ▶ Shifts priorities and adapts unit work plans, as required
- ▶ Manages activities on an ongoing basis
- ▶ Heeds early warning signals and advises the Director and others, as needed
- ▶ Follows through on the unit's business plan from planning, implementing, monitoring, and evaluating to reporting
- ▶ Integrates Comptrollership, MAF, federal legislation, regulations, and policies into unit practices
- ▶ Manages own and others' work-life balance
- ▶ Responds decisively and quickly to emerging opportunities or risks
- ▶ Maintains composure in adverse situations to alleviate pressure and maintain momentum

### **People Management — Individuals and Workforce**

- ▶ Works one-on-one with supervisors
- ▶ Optimizes diversity among team members to build strong teams with complementary strengths
- ▶ Supports and defends the interests of staff, as necessary and appropriate
- ▶ Deals with ineffective performance
- ▶ Provides regular feedback, acknowledges success and the need for improvement
- ▶ Coaches, challenges, and provides opportunities for growth
- ▶ Resolves labour relations problems
- ▶ Secures mediation, if required
- ▶ Balances the needs of employees and the organization
- ▶ Monitors and addresses workplace well-being
- ▶ Develops and supports career plans and learning opportunities
- ▶ Develops HR strategy for unit succession planning
- ▶ Secures funding for OL and other training
- ▶ Implements rigorous HR practices and fulfils obligations of HRM accountabilities

### **Financial Management — Budgets and Assets**

- ▶ Allocates and manages unit resources transparently
- ▶ Implements strategies to achieve operational efficiencies and value for money
- ▶ Applies and monitors rigorous systems for Financial Information Management, internal audit, and evaluation
- ▶ Fulfils obligations of accountabilities for unit finance and assets management
- ▶ Acts on audit, evaluation, and other objective unit performance information



## SUPERVISOR

### VALUES AND ETHICS — *Serving through integrity and respect*

- ▶ Demonstrates Values and Ethics, including the Code, in personal behaviour
- ▶ Integrates Values and Ethics, including the Code, into staff work practices
- ▶ Reflects a commitment to citizens and clients in own and staff activities
- ▶ Fosters a climate of transparency, trust, and respect among staff and in partnerships
- ▶ Incorporates equitable practices into HR management
- ▶ Encourages bilingualism and diversity, based on OL and EE policies
- ▶ Builds and promotes a safe and healthy, respectful workplace
- ▶ Is alert to and deals quickly with harassment and discrimination
- ▶ Manages work activities and transactions with transparency and fairness

### STRATEGIC THINKING — *Innovating through Analysis and Ideas*

#### Analysis

- ▶ Develops project work plans with a thorough understanding of the functional area
- ▶ Seeks clarification and direction from the manager, as required
- ▶ Links information across individual work to form a comprehensive perspective
- ▶ Tracks changing unit priorities and analyzes impact on staff activities
- ▶ Analyzes setbacks and seeks honest feedback to learn from mistakes

#### Ideas

- ▶ Translates unit direction into concrete project activities
- ▶ Develops solutions to recurring problems
- ▶ Encourages and incorporates creativity and learning
- ▶ Redesigns staff work activities to meet changing project needs
- ▶ Makes effective recommendations to the Manager
- ▶ Teaches and learns from others

### ENGAGEMENT — *Mobilizing people, organizations, partners*

- ▶ Shares information broadly with staff and peers
- ▶ Promotes collaboration among staff
- ▶ Encourages open, constructive discussion of diverse perspectives
- ▶ Manages interpersonal relationships among staff
- ▶ Relates effectively to people with disabilities or with different values, personalities, or cultural backgrounds
- ▶ Provides effective forums for staff to express ideas, views, and concerns
- ▶ Uses meetings as an opportunity to generate collegiality and unity
- ▶ Listens to and acts on staff concerns
- ▶ Solicits input from and listens to staff, partners, and stakeholders
- ▶ Communicates work plans with clarity and commitment
- ▶ Establishes regular and comprehensive exchanges of ideas with individuals and the team
- ▶ Models and elicits trust

# Behaviours

## **MANAGEMENT EXCELLENCE** — *Delivering through Action Management, People Management, Financial Management*

### **Action Management** — *Design and Execution*

- ▶ Coordinates people's work activities
- ▶ Delegates tasks to staff appropriately
- ▶ Instructs staff on tasks, goals, processes, and performance standards
- ▶ Monitors activities to ensure they are carried out effectively and efficiently
- ▶ Ensures work is congruent with formal procedures and regulations
- ▶ Adapts regular procedures flexibly to best meet objectives
- ▶ Maintains a positive outlook in the face of setbacks
- ▶ Shifts priorities and adapts work plans to reflect changes
- ▶ Manages activities on a daily basis
- ▶ Heeds early warning signals and advises the Manager and others, as needed
- ▶ Follows through on project plans from planning, implementing, monitoring, and evaluating to reporting
- ▶ Integrates Comptrollership, MAF, federal legislation, regulations, and policies into work practices
- ▶ Manages own and others' work-life balance
- ▶ Models successful coping with stressful situations

### **People Management** — *Individuals and Workforce*

- ▶ Evaluates individual performance fairly, taking account of diversity
- ▶ Identifies opportunities that challenge and encourage the development of people
- ▶ Resolves interpersonal or personal problems that are affecting performance
- ▶ Reduces stress factors in the workplace as much as possible
- ▶ Addresses harassment or discrimination quickly
- ▶ Works one-on-one with staff
- ▶ Deals with ineffective performance
- ▶ Provides regular feedback, acknowledges success and the need for improvement
- ▶ Manages labour relations problems
- ▶ Secures mediation, if required
- ▶ Balances the needs of employees and the organization
- ▶ Monitors and addresses workplace well-being
- ▶ Develops and supports career plans and learning opportunities
- ▶ Manages workload
- ▶ Implements rigorous HR practices

### **Financial Management** — *Budgets and Assets*

- ▶ Allocates and manages project resources transparently
- ▶ Implements strategies to achieve operational efficiencies and value for money
- ▶ Applies and monitors rigorous systems for Financial Information Management, internal audit, and evaluation
- ▶ Fulfills obligations for project finance and assets management
- ▶ Acts on audit, evaluation, and other objective project team performance information

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# Behaviours

## INEFFECTIVE

### Key Leadership Competencies

#### Generic Ineffective Behaviours

Deputy Minister to Supervisor

## FOR ALL LEVELS

### VALUES AND ETHICS — *Serving through integrity and respect*

- ▶ Attempts to cover up mistakes
- ▶ Avoids speaking truth to power
- ▶ Lays blame on individuals or previous regimes
- ▶ Shows little respect for diverse opinions or beliefs
- ▶ Mistreats others
- ▶ Abuses power
- ▶ Tolerates abusive behaviour by others
- ▶ Demotivates or offends others through cynicism or aggression
- ▶ Shows favouritism or bias
- ▶ Places personal or organizational goals ahead of Government of Canada objectives
- ▶ Allows emotions to sway ethical judgment

### STRATEGIC THINKING — *Innovating through Analysis and Ideas*

#### Analysis

- ▶ Depends on a narrow range of expertise and opinion
- ▶ Excludes other levels or partners in framing strategy
- ▶ Ignores new information or changing circumstances
- ▶ Demonstrates insensitivity to national, regional, or PS context
- ▶ Does not analyze own strengths and weaknesses or listen to feedback

#### Ideas

- ▶ Abdicates responsibility for guiding or contributing to the departmental vision
- ▶ Designs response to short-term pressure without consideration of long-term implications
- ▶ Designs long-term plans without consideration of short-term implications
- ▶ Provides a vision, strategy, or advice that is not in line with the mandate
- ▶ Ignores the impact of strategies on stakeholders, partners
- ▶ Develops or promotes strategies or plans that are too detail-oriented or too abstract

### ENGAGEMENT — *Mobilizing people, organizations, partners*

- ▶ Acts as sole decision maker or stakeholder
- ▶ Hoards information
- ▶ Abdicates communication responsibilities to other levels
- ▶ Fails to work horizontally with key partners
- ▶ Fails to build behind-the-scenes support
- ▶ Alienates others through anger, aggression, over-confidence, or lack of self-awareness
- ▶ Refuses to consider and incorporate the views of others
- ▶ Avoids dealing with contentious issues

# Behaviours

## **MANAGEMENT EXCELLENCE** — *Delivering through Action Management, People Management, Financial Management*

### **Action Management — *Design and Execution***

- ▶ Develops an ineffective plan to achieve goals
- ▶ Retains ineffective structures, systems, or programs
- ▶ Hesitates to make decisions or take required action
- ▶ Provides insufficient, abstract, or sporadic direction
- ▶ Refuses to acknowledge poor results
- ▶ Deals ineffectively with own stress
- ▶ Focuses on one file or activity to the detriment of others
- ▶ Backs down in the face of obstacles or challenge
- ▶ Focuses solely on crisis management and the short term
- ▶ Acts impulsively
- ▶ Focuses on turf building rather than organizational stewardship
- ▶ Conducts superfluous consultation or analysis to avoid taking action or responsibility
- ▶ Micromanages


### **People Management — *Individuals and Workforce***

- ▶ Fails to provide staff with the tools they need to work and/or develop
- ▶ Fails to acknowledge contributions and successes
- ▶ Dwells on mistakes and failures
- ▶ Fails to deal with conflict
- ▶ Builds insufficient workforce capacity
- ▶ Abdicates responsibility for HR Planning
- ▶ Does not deliver the hard messages when giving feedback
- ▶ Fails to deal with ineffective staff
- ▶ Fails to ensure complementary strengths in teams, workforce
- ▶ Designs workforce exclusively for short-term needs

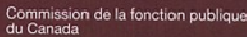
### **Financial Management — *Budgets and Assets***

- ▶ Continues to invest resources in an unsuccessful course of action
- ▶ Fails to integrate financial and management information
- ▶ Ignores audit or evaluation results
- ▶ Fails to ensure integrity of information, analysis, and reporting
- ▶ Fails to practice rigorous financial management
- ▶ Fails to ensure sufficient capacity for sound financial practices

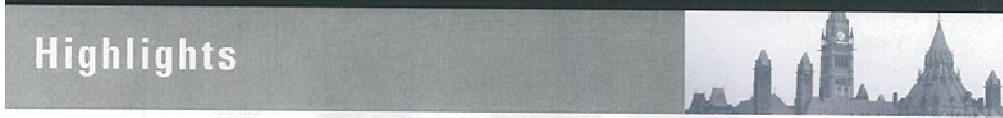
## 附錄四：加拿文官委員會 2009-2010 年度報告



Public Service Commission  
of Canada



Commission de la fonction publique  
du Canada



# Highlights

## 2009-2010 Annual Report

October 2010

*The Public Service Commission (PSC) is an independent agency reporting to Parliament, mandated to safeguard the integrity of the public service staffing system and the political impartiality of the public service. In addition, the PSC recruits qualified Canadians from across the country.*

### Context

In 2009-2010, the public service continued to experience growth, as it has over the past decade. However, the pace of growth slowed to 3.4%, compared to 4.5% in 2008-2009.

As of March 2010, there were 216 045 individuals in organizations for which the Public Service Commission (PSC) has delegated to deputy heads its authority to make staffing appointments. As of that date, 4 939 individuals occupied permanent or specified term positions in the Executive Group (EX-1 to EX-5), an increase of 4.7% from March 2009.

The most significant growth in the public service population occurred in five organizations, namely, Correctional Service Canada, Environment Canada, Citizenship and Immigration Canada, Human Resources and Skills Development Canada and Public Works and Government Services Canada. Organizations with roles in delivering Canada's Economic Action Plan, announced in Budget 2009, accounted for half of the total growth in the population between March 2009 and March 2010.

### Overall staffing and hiring activities


In 2009-2010, staffing and hiring activities within the public service showed signs of decreasing, as did hiring from outside the public service.

Organizations under the *Public Service Employment Act* (PSEA) conducted 123 920 hiring and staffing activities in 2009-2010, a decrease of 2.2% over the previous fiscal year. Hiring activities to the public service totaled 55 699 during 2009-2010, a decrease of 1.7% from the previous fiscal year. Staffing activities within the public service decreased by 2.5%.

The number of new permanent (indeterminate) hires from outside the public service decreased from 12 705 appointments in 2008-2009 to 10 718 appointments in 2009-2010. New permanent hires represented 19.2% of all new hires, a decrease from 2008-2009, when new permanent hires represented 22.4% of all new hires.

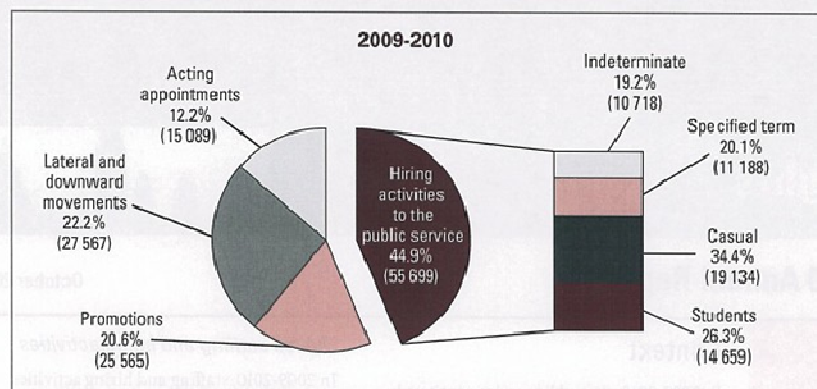
There were 2 408 staffing activities to and within the EX Group — a decrease of 3.3% from the previous year.

[www.psc-cfp.gc.ca](http://www.psc-cfp.gc.ca)





## Overall hiring and staffing activities under the *Public Service Employment Act* by fiscal year



Source: Public Service Commission hiring and staffing activities files

### Areas of progress

The current Commission's first Annual Report, in 2003-2004, observed that the PSEA presented an opportunity to address a number of long-standing areas of concern: organizational human resources planning and capacity; the continuing increase in the use of short-term hires as a source of recruitment; the small number of university graduates recruited into the public service; and the need to broaden access to public service positions.

Progress has been made in the following areas:

- Planning for staffing priorities and strategies has continued to improve, with 63% of departments and agencies demonstrating "acceptable" or "strong" performance in this area in 2009-2010, compared to 15% in 2007-2008, based on PSC monitoring.
- The proportion of new permanent hires with no prior experience in the public service has increased from 15.9% in 2004-2005 to 37.0% in 2009-2010.
- The duration of acting appointments has become shorter, with an average duration for the 2007-2009 period of 13.5 months if the acting ended in a promotion and 12.5 months if it ended without a promotion (compared to 15 and 13 months, respectively, in 2002-2004).
- The total proportion of students participating in the Federal Student Work Experience Program and the Co-operative Education and Internship program with subsequent employment in the public service (term or permanent) rose from 22.5% in 1997-2005 to 26.2% in 2006-2007, a slight drop from 27.9% in 2005-2006.
- In 2009-2010, a total of 1 643 graduates were hired into term and permanent positions under the Post-Secondary Recruitment program.
- All externally advertised appointment processes for permanent and long-term positions (greater than six months) are now open to Canadians across the country.
- Three of the four employment equity groups — women, visible minorities and Aboriginal peoples — are now being appointed to the public service at a proportion exceeding their respective workforce availability.

### Overall assessment

Based on the PSC's various oversight activities in 2009-2010, significant progress has been made in implementing the PSEA over the past four years. The essential elements of the Act are in place and advances continue to be made in achieving the objectives of the Act as they relate to the regime for staffing and political activities.

The core values of the system, merit and non-partisanship, are being respected overall and the guiding values of fairness, access, transparency and representativeness are generally being respected in staffing decisions across the public service. However, public servants at all levels are still not consistently demonstrating that they understand how to apply and operationalize the core and guiding values in their decisions.

The focus of all stakeholders must now shift from implementing the system to ensuring its sustainability for the future. This means addressing the outstanding issues where further effort is still required. It also means ensuring that the system is able to respond and adapt to new challenges as they arise so that Canadians continue to benefit from a professional, merit-based, non-partisan public service in the coming decades.

### Ensuring sustainability

Almost five years after the coming into force of the PSEA, the goal must now be to address outstanding areas of concern to ensure the sustainability of the current system. This includes the inappropriate use of a non-permanent workforce and temporary help services, lengthy time to staff and the safeguarding of non-partisanship. One of the concerns that has proved more intractable than anticipated has been making the shift to a mainly values-based approach.

Based on the PSC's oversight activities this year and over the previous three years, the behaviour of managers and employees suggests that the guiding values and their interconnections are not yet sufficiently understood, and that decision making is not yet sufficiently values-based. Also noted are persistent inconsistencies in the implementation of a values-based approach across organizations, for instance, in the use of advertised versus non-advertised appointment processes and in the documentation of decisions.

The PSC is committed in 2010-2011 to strengthening its understanding of how a values-based system should work and communicating its expectations to public servants. The PSC will also develop new ways of raising employee awareness of the implications that their participating in political activities would have on the non-partisanship of the public service.

Refinements in the PSC policy suite will also play an important role in helping to root more deeply the values and a values-based system. The Appointment Policy Framework will be amended in 2010-2011 to place greater emphasis on the core and guiding values. In addition, the PSC will clarify its expectations with respect to advertised processes.

#### *Temporary help services*

In response to a request from Parliament in April 2009, the PSC undertook a study of the use of temporary help services. There is a role for temporary help services to address short-term needs. The study found improper use of these services in meeting long-term staffing needs that should be addressed through mechanisms under the PSEA.

The PSC is committed to consulting with the Treasury Board of Canada Secretariat and Public Works and Government Services Canada to identify solutions to issues raised in the study, and to provide guidance on how to use temporary help services while respecting the values of the PSEA.

In the coming year, the PSC will examine approaches for addressing policy and legislative or regulatory gaps and improving alignment between non-permanent PSEA staffing mechanisms and temporary help services.



### *Use of casual workers*

The PSC recognizes the need to hire casual workers to meet short-term requirements and bring in special expertise. However, inappropriate use of casual employment has negative implications on the guiding values of fairness, access, transparency and representativeness.

As noted in last year's annual report, the advantages that casual workers have in subsequent appointments to the public service and the increasing use of casual employment as a source of permanent hires are areas of concern.

The proportion of new permanent hires with no prior experience in the public service increased to 37% in 2009-2010, from 15.9% in 2004-2005. However, the PSC found that the proportion of casuals with subsequent employment under the PSEA continued to increase, to 54% in 2008-2009, compared to 41% in the 1997-2005 reference period.

### *Time to staff*

There has been a reduction in the time required to staff using collective advertised processes. The average time to staff positions using these processes has dropped from 27.4 weeks in 2007-2008 to 24.7 weeks in 2008-2009. Overall, the average time to staff permanent positions has remained relatively stable, at 23.5 weeks in 2007-2008 and 23.0 weeks in 2008-2009.

The PSC believes that organizations must become more aggressive in reducing time to staff. In 2010-2011, the PSC will encourage departments and agencies to establish benchmarks for time to staff.

### *Employment equity*

The PSC's focus in 2009-2010 has been on an array of initiatives that are expected to pave the way for continuous improvement of employment equity (EE) representation across the public service, including taking steps towards achieving more reliable EE data; adopting a streamlined approach to the collection and use of EE information; implementing an approach for affirming Aboriginal affiliation; and identifying effective strategies and noteworthy practices from departments and agencies.

Three of the four designated groups, with the exception of persons with disabilities, were appointed to the public service in 2009-2010 at a proportion exceeding their respective workforce availability.

The PSC remains concerned that persons with disabilities comprise the only group whose share of appointments has been below their workforce availability for the past few years. Although persons with disabilities are not under-represented in the public service, the percentage of applicants in this group remained stable at 3.0% in 2009-2010, while their share of appointments to the public service decreased from 3.3% in 2008-2009 to 3.1% in 2009-2010.

Both the number and proportion of external appointments for visible minorities increased in 2009-2010. As visible minorities are currently under-represented, this trend will help to address current and future gaps for this group in the public service.

### *Safeguarding non-partisanship*

Over the past year, the PSC has paid special attention to the issue of safeguarding a non-partisanship public service. The PSC reviewed the results of its investigations, undertook new research and data analysis and held a series of consultations with top-level experts.

In 2010-2011, the PSC is committed to building on the results of its dialogue with experts and other activities over the past year in order to outline its position on a renewed vision for a non-partisan public service, as part of its assessment of the PSEA. This dialogue will be expanded to include Parliamentarians and Canadians.

### *Political candidacy*

In 2009-2010, the PSC received 99 new requests for permission to seek nomination as, or to be, a candidate in an election. This was the highest number of requests received in one year and represented an 83% increase from last year. Municipal election requests again represented the majority of new candidacy requests.

The PSC introduced a streamlined process in 2009-2010 for employees seeking permission to be a candidate in a municipal election; this facilitates timely review while ensuring that the PSC continues to fulfill its mandate to safeguard the political impartiality of the public service.

#### ***Assessment of the Public Service Employment Act***

With more than four years of data, it is timely for the PSC to complete an independent, preliminary assessment of the *Public Service Employment Act* that recognizes the magnitude of the effort required to implement the letter and spirit of the Act. The PSC will provide Parliamentarians with a report in the spring of 2011 for their consideration.

#### **Looking forward**

Early signs indicate that the rate of growth of the public service will slow further in the year ahead, as will the level of staffing activity. Ensuring sustainability for the future depends on addressing outstanding issues, such as the inappropriate use of a non-permanent workforce and the improper use of temporary help services. Most fundamentally, all stakeholders, including the PSC, must work together to ensure that public servants fully understand how to implement the core and guiding values and how to make the values-based approach at the core of the current Act a reality.

As the current Commissioners' mandate ends in May 2011, the PSC looks forward to a smooth transition and to providing seamless service to Parliament, Canadians and departments and agencies.

## 附錄五：考察訪問暨進修研究活動照片



考察團與安大略省領導學習中心進行座談情形



考察團與安大略省領導學習中心人員合影





考察團於加拿大文官學院大門前合影



考察團於加拿大文官學院校園合影





考察團拜會加拿大文官學院



加拿大文官學院 Sandra Webber 處長簡報該學院領導培訓課程情形



考察團與加拿大文官學院針對高階文官培訓課程交換意見



考察團參觀加拿大文官學院教學環境及設施





加拿大文官學院之授課及討論教室



加拿大文官學院之交誼中心



考察團與加拿大文官委員會座談情形



蔡主任委員兼院長璧煌致贈加拿大文官委員會 Francois Couture 執行秘書紀念品





加拿大心理評鑑中心 Susan Dubreuil 主任說明實施職能評鑑及心理評估情形



考察團與加拿大心理評鑑中心 Susan Dubreuil 主任等人合影



考察團參觀加拿大心理評鑑中心之實施評鑑中心法場地



受測者實施評鑑中心法之公事藍演練場地（一）





受測者實施評鑑中心法之公事籃演練場地（二）



受測者實施評鑑中心法無主持人團體討論--討論桌放置處及桌上配備



受測者實施評鑑中心法無主持人團體討論--場地外側放置小型白板



受測者實施評鑑中心法無主持人團體討論—評審員位於場地外側四周





實施評鑑中心法情境模擬場地（一）可視角色扮演人數調整桌型位置



實施評鑑中心法情境模擬場地（二）評審員位於場地外側觀察



實施評鑑中心法情境模擬場地（三）—兼具回饋面談場地使用



實施評鑑中心法回饋面談室於教室外有明確標示





加拿大財政部 James A. Haley 處長簡報時，考察團詳細記錄及討論情形



蔡主任委員兼院長璧煌致贈加拿大財政部 James A. Haley 處長紀念品



考察團與加拿大國庫署秘書處 Sandi McDonald 主任等人合影



考察團拜會駐加拿大代表處李代表大維針對高階文官培訓合作業務交換意見