出國報告 （出國類別：考察）

99 年度英國公務人員培訓業務考察報告

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
　　　　　兼 國 家 文 官 學 院 院 長　　張明珠
　　　　　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　邵玉琴
派赴國家：英國
出國期間：民國 99 年 6 月 6 日至 6 月 13 日
報告日期：民國 99 年 9 月 10 日

99 年度英國公務人員培訓業務考察報告

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壹、前言

一、考察緣起

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）組織法業奉 總統於 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 款等規定，保訓會新增高階公務人員之中長期培訓、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。文官學院則負責上述各項培訓業務之執行事項。考試院關院長亦於 99 年 3 月 2 日新春記者會中表示，文官學院除承接原培訓所承辦之新進公務人員訓練、晉升官等訓練及行政中立訓練等業務外，將有十大創新業務與措施，包括：開辦高階公務人員發展性培訓、建立培訓評量淘汰機制、運用「評鑑中心法」（Assessment Centers）進行訓練及其成效評量、設計發展人格測驗等。因此，保訓會及文官學院重點工作之一即在於開辦高階公務人員發展性培訓，試辦「高階文官飛躍方案」（Take Off Program for Senior Civil Service，TOP－SCS），以培育高階公務人員之管理、領導與決策能力，進而提升政府整體決策品質。

另鑒於立法院 98 年 6 月 1 日第 7 屆第 3 會期司法及法制委員會第 26 次全體委員會議審議「國家文官學院組織法」時，曾附帶決議略以：「國家文官學院應於本法修正通過後 1 年內，完成行政法人可行性之評估報告，並送本會參考」。

為配合前揭新增職掌事項及立法院委員會附帶決議，並汲取先進國家培訓經驗，保訓會及文官學院爰組團針對英國公務人員培訓體系及發展趨勢、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，以做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，其重要業務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英國國家政府學院（National School of Government，NSG）及倫敦政治經濟學院（London School of Economics and Political Science，LSE），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，做進一步之洽商。

本次考察訪問期間，承蒙外交部駐英代表處張代表小月、牟副代表華瑋及林組長光華等相關長官同仁鼎力協助及周妥安排，使本次考察得以圓滿完成，特此謹申謝忱。

二、考察成員及行程紀要

(一)訪問及考察成員：由保訓會主任委員兼文官學院院長張明珠擔任團長，團員包括保訓會培訓評鑑處處長吳瑞蘭、文官學院交流合作組組長邵玉琴等2人。

(二)訪問及考察重要行程：本次訪問及考察期間係自2010年6月6日至13日，為期8日，除交通期程外，共計訪問英國5日，參訪5個機構（學校、公司），茲簡要分述如次：

1、英國特許人事與發展協會(Chartered Institute of Personnel and Development，CIPD)：該協會在人事發展業務方面享有國際盛名，曾提出許多重大且創新之研究報告，並提供人力資源專業認證，成就斐然，且我國國家文官學院於2010年4月間在國際培訓總會（International Federation of Training and Development Organizations，IFTDO）2010年年會中獲得全球

人力資源發展獎（Global Human Resource Development Awards）績效管理（Performance Management）類之績優獎（Certificate of Merit），原擬派員參加該年會領獎，因冰島火山灰事件造成倫敦機場關閉，以致未克出席，爰擇期拜會國際培訓總會年會之主辦單位－英國特許人事與發展協會。

2、英國倫敦政經學院（LSE）：該學院曾接受我國政府委託辦理經貿專業課程及中高階公務人員培訓課程，對我國公務人員培訓體系有相當程度之瞭解，此次參訪，期能汲取該學院與我國以往國際合作經驗，並就我國高階文官中長期培訓及交流互訪交換意見。

3、英國國家政府學院（NSG）及其位於倫敦市區之學院分部：就該學院之組織定位、設置目的、職責任務及設計課程流程等議題交換意見，並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。

4、英國 MENDAS 公司：就心理測驗及評鑑中心法如何運用於高階公務人員培訓及其運用範圍或推動時應注意事項等議題交換意見。

5、我國駐英代表處：除拜會張代表小月等官員外，並共同研商我國高階公務人員海外培訓課程與英國國家政府學院等合作之可行性及後續待協商事宜。

(三)本團考察行程及活動內容重點，經摘列如下表：

考察行程及活動內容重點一覽表

日期 （月、日）	考察機構 （地點）	拜訪人員	活動重點
6月7日	英國特許人事與發展協會（Chartered Institute of Personnel and Development，CIPD）	**Simon Clements**（組織發展部經理） **Tim Runacre**（產品發展部經理）	1. 文官學院在國際培訓總會 2010 年年會中獲得全球人力資源發展獎績效管理類之績優獎，因冰島火山灰事件造成倫敦機場關閉，以致未克出席年會領獎，特拜會其主辦單位，並針對辦理年會經驗交換心得，俾利未來承接國際年會之參考。 2. 就英國人力資源認證措施、培訓課程設計及培訓評量機制等議題交換意見。
6月7日	外交部駐英國代表處	張代表小月 牟副代表華瑋 林組長光華	針對我國高階公務人員培訓課程與英國國家政府學院等合作之可行性及後續洽商方式交換意見
6月8日	參訪英國倫敦政治經濟學院（London School of Economics and Political Science，LSE）	**Yury Bikbaev**（課程規劃主任） **Julius Sen**（資深課程顧問）	1. 針對我國與該學院雙方以往合作經驗之優缺點及我國高階公務人員培訓業務合作事項交換意見。 2. 該學院基於培訓及教育機構之專業立場，就我國規劃中之高階

			文官培訓飛躍方案提供建議意見。
6 月 10 日	參訪英國國家政府學院（National School of Government，NSG）	**Bob Stephenson**（國際發展及諮詢執行長） **John Peake**（國際事務部處長） **Adrian Rossiter**（國際諮詢顧問）	1. 考察英國國家政府學院之組織定位、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. 針對英國國家政府學院教學設施、膳宿環境等實地參訪考察。 4. 就我國規劃中之高階文官培訓飛躍方案請其提供建議意見。
6 月 11 日	參訪英國 MENDAS 公司	**Simon Draycott**（總裁） **Clair Taylor**（資深心理學家）	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
6 月 11 日	參訪英國國家政府學院倫敦市區分部（National School of Government，NSG）	**Adrian Rossiter**（國際諮詢顧問）	1. 就英國國家政府學院與其附屬學院分部之設置及任務分工等議題交換意見。 2. 針對我國高階公務人員中長期培訓業務合作之細節事項，包括：安排倫敦地區之政府機關依職系專長分群實地參訪等執行事項交換意見。

貳、英國公務人員培訓制度及實務

一、培訓體系及發展趨勢

英國對於公務人員訓練之分工，主要由國家政府學院負責，其餘則由各部會自行辦理對於內部人員之訓練，以及學校或民間機構提供各項委辦訓練課程，包括本次考察參訪之英國倫敦政經學院及英國 MENDAS 公司。

英國培訓制度之發展趨勢主要有二：

(一)文官培訓策略之調整：英國國家政府學院之培訓業務自成立之初，即不斷隨著政府改革，調整文官培訓之策略。如《富爾頓報告》時期，係以提供中、高階文官之管理訓練與專業課程為主，政府亦針對具有管理潛能之文官另闢訓練管道；迄至柴契爾夫人（Margaret Thatcher）執政時期，因政府財政壓力，逐漸要求文官須具備基礎財務管理分析技術，此時期之培訓重點即以財務管理技術為主；另方面則強調規劃高階文官之職涯發展，促使其培養晉升高階文官（SCS）之核心職能。而在梅傑（John Major）執政時期，在一系列人力投資者方案（Investors in People，IIP）、專業認證（Vocational Qualifications）等策略性人力資源方案政策推動後，課程轉為重視培養文官之核心職能訓練，以協助文官提供更具回應性及高品質之公共服務。在布萊爾（Tony Blair）執政時期，其所強調之「現代化文官」，則顯現在提升文官之創新管理、領導、資訊科技、文官多樣化等能力，以及對於歐盟、全球化等國際戰略之策略性思維，亦具體落實在目前國家學院之訓練重點中，並延續對文官核心能力之重視，以建構政府專業技能（PSG），使訓練課程能真正培養出符合「現代化」

之專業文官。

(二)人事主管機關之調整，影響文官培訓業務：自 1968 年設立「文官部」（Civil Service Department，CSD）以來，英國人事主管機關陸續歷經多次組織變革，英國組織變革能隨時配合不同之文官改革政策，使得組織調整變動頻繁，業務亦時有變動。自 1990 年代以後，隨著組織分權化概念之發展，中央政府若干人事制度亦逐漸下授至各部會及行政機關，諸多訓練業務即由各部會自行辦理（保訓會委託研究，2008）。

二、培訓機構組織定位

由於英國具有獨特之制度、法律、文化及歷史背景，因此，政府組織結構亦較為複雜，且行政部門在調整組織機構時具有較大彈性。中央政府組織除「內閣部門（Ministerial Department）」外，尚有大量的「公務代行機構（Arm's length body）」，包括：「執行機構（Executive Agency，或譯為「政署」）」、「非內閣部會之部門（Non-Ministerial Department，NMD）」、「非部會公共機構（Non-Departmental Public Body，NDPB）」及其他公共機構。其中「執行機構」係內閣部門下為某些專門性目的設立的提供服務或執行任務之部門，基本上並非完全獨立於內閣部門，而係由所屬部門部長主管，具體工作則由部門負責執行工作的總裁負責；「非內閣部會之部門」所擔綱之事務，通常是被認定不必要或不適宜由政治監督之事務，並依據法律而設立，其首長並非政務官，而係由資深文官擔任，部分「非內閣部會之部門」首長係由常務次長擔任，直接對議會負責，以保護其免受政治之干擾；「非部會公共機構」雖不屬於政府部門，其在運作上享有一定程度之自主權，惟仍對設立該機構之部門負最終責

任，在英國，此種「非部會公共機構」可分為 4 類：「執行性非部會公共機構（Executive NDPB）」、「諮詢性非部會公共機構（Advisory NDPB）」、「仲裁性非部會公共機構（Tribunal NDPB）」及「獨立監督委員會（Independent Monitoring Board）」（UK 政府網站）。

英國政府為在文官體系中注入「專家」之角色，於 1970 年 6 月成立文官學院（Civil Service College），自產官學各界聘請專業人員擔任教學活動。1989 年 6 月在「續階計畫（The next step）」下，基於政策與服務分離，文官學院轉型為「執行機構」，所經營之業務朝向企業化發展，且政府自 1995 年 4 月起不再撥款，爰自給自足。2004 年 4 月，文官學院在布萊爾政府發表「現代化政府白皮書」後，併入「內閣辦公室（The Cabinet Office）」之下新成立的「管理及政策研究中心（Centre of Management and Policy Studies，CMPS）」，並更名為「Civil Service College Directorate」。依據英國議會之備忘錄記載，CMPS 成立改組之目的包括：（一）期能專注於公務人員訓練之技巧與文化，以及尋求有效執行本業之途徑。（二）為使政府政策執行者能透過學院，取得最好的研究材料，以及吸取國際經驗。（三）協助政府機構在現行政策下學習成長。其角色即自單純的訓練機構轉變成為提供政府政策規劃之諮詢部門，具有智庫（think-tank）之功能。2005 年 6 月，「管理與政策研究中心」為配合英國政府實施文官改革（civil service reform）計畫，復更名為「國家政府學院（National School of Government）」，成為「非部會公共機構」。嗣於 2007 年 1 月，重新定位為「非內閣部會之部門」，期能結合政府改革之行動計畫，且能有「更多的自主」（more

autonomous）；在實際運作方面，期能與內閣辦公室之合作更加密切，亦盼 NSG 能為各部門所共同擁有（參考鍾振芳等，2006 及 UK 政府網站）。

　　揆諸我國目前推動之行政法人制度，與英國政府組織相互對照結果，依國內學者觀察分析，我國行政法人之創設係師法日本獨立之行政法人，而日本或多或少係師法自英國「執行機構」之組織設計，三者之間容有其共通性，亦即試圖以更具獨立自主之運作特性來協助政府推動政務（蔡茂寅，2002）；惟如就組織性質及特徵觀之，我國推動中之行政法人制度與英國之「執行性非部會公共機構」（Executive NDPB）及「非內閣部會之部門」（Non-Ministerial Department，NMD）亦各有類似之處。然須加以進一步釐清的是，英國的「執行性非部會公共機構」係依法建立之實體法人（bodies corporate），而「非內閣部會之部門」仍是英國政府之一部分；是以，自組織的法律地位及屬性觀之，我國行政法人較趨近於英國的「執行性非部會公共機構」。由上所述，2007 年之後，英國國家政府學院雖保持其「更多的自主性」，惟做為政府之一部分，其與內閣辦公室的距離（length）係較先前更近的。

三、培訓需求及培訓評鑑

　　由 2006 年至 2010 年英國國家政府學院提供之年度培訓課程設計可知，其培訓需求主要為三：

(一)量身訂做之客製化課程：根據各類組織及人員不同之培訓對象發展出不同之培訓課程，設計多種培訓項目，完全以顧客需求為導向，為客戶之特殊需求而設計，滿足客戶複雜之要求。

(二)協助客戶選擇最適課程：主動提供政府部門各項人力資源管理問題之諮商建議，研擬培訓改善課程，並在一套標準化之課程描述中，協助選擇最適合自身之培訓課程，在 2010 年度課程中，建議有 10 項必選培訓課程，包括：「有效率的開會技巧」、「非財務經理人之財務課程」、「如何爭取預算」、「瞭解政府運作過程」、「面談技巧」、「管理變革」、「有效時間管理」、「方案執行」、「職場中如何持續維持工作力」及「經理人為輔導者－輔導技巧發展」。

(三) 透過核心職能評鑑（Capability Review，CR）及 SCHOR360 度評量評估指標定位公務人員職涯發展，並加以培訓（National School of Government，2010）：職能評鑑之產出即係培訓需求之基礎，英國國家政府學院在培訓成效方面，為使訓練課程能符合組織目標及顧客需求，以提升訓練成效及顧客滿意度，近來採用創新之訓練評估方式，諸如：「核心職能評鑑」、SCHOR360 度評量等，茲分別簡介如下：

1、核心職能評鑑（Capability Review）

國家政府學院的總部－聖寧德機構（Sunningdale Institute）著手進行之訓練需求評估，係針對各層級文官規劃「核心職能評鑑」（Capability Review，CR）之評估指標，期能藉由此項評估計畫，促使文官更趨向一種「動態核心職能」（dynamic capability）之文化，亦即文官之「核心職能」應能透過訓練評估，隨時調整並不斷改善，以符合快速變遷之環境。再者，經由「核心職能評鑑」，將有助於文官尋找職涯發展之定位並加以訓練，以確保其能在工作崗位上發揮所長。

2、SCHOR360 度評量

　　國家政府學院針對領導階層同時開發出新的 360 度回饋評量工具－SCHOR360 度評量，專為高階文官與有潛能晉升者所設計之 SCHOR360 度評量，係一套透過 5 個構面分析參與者績效之線上發展技術，分別為：力爭上游（Strives）、溝通（Communicates）、協助（Helps）、觀察（Observes）及成效（Results），其可提供參與者自我檢視之機會。

　　SCHOR360 度評量除能有效地激勵人員成長外，並能對領導者行為及表現提供更深層之觀點，使他們能獲得領導對整體影響更清楚的認知，相較於傳統透過描寫評論對於領導行為之影響，SCHOR360 度評量則係採用「一對一教練」之方式，藉由面談瞭解其領導觀點及行為。

四、培訓課程及教學方法

　　英國國家政府學院所規劃之文官培訓課程，依 2010 至 2011 年度之課程設計方向，主要可區分為 4 類：

(一)依據政府專業技能（PSG）規劃符合公務人員之開放性課程（Open Programmes）。

(二)以「顧客需求」為導向之因材施教訓練（Tailored Programmes）。

(三)公務人員核心能力學習課程（Civil Service Core Learning Programme）。

(四)數位學習課程（e-Learning & The Virtual School）。

　　國家政府學院並進一步將其課程擴充分為六大領域，分別為：

領導與策略（Leadership and Strategy）、政策制定與政府（Policy Making and Government）、管理發展（Management Development）、事業管理（Business Management）、個人與職涯發展（Personal and Career Development）及專業課程（Professions），共計五百多項課程。以課程安排時數而言，高階管理課程（Top Management Programme）之課程時數，3 週至 12 週者占 60%、3 週以內者占 40%；其他課程，29 天以上者占 10%、15 至 28 天者占 40%、1 至 14 天者占 40%、其他占 10%（National School of Government，2010）。

以上課程中，高階文官（SCS）之領導管理訓練計有 10 項課程，強調管理階層應具備領導、策略思考，以及帶領團隊合作等能力，計有：「組織領導優先」、「SCHOR360 度評量」、「高階文官基礎訓練營（SCS Base Camp）」、「擴展視野」、「新進高階主管之政府運作課程」、「面對預算問題」、「高層管理訓練方案（The Top Management Programme）」、「二十一世紀領導」、「跨域海外領導課程（參訪 4 個國家）」及「高階主管之變革工具」等課程。茲就初任高階文官必須參加之「高階文官基礎訓練營」、「組織領導優先」、「高層管理訓練方案」及「跨域海外領導課程」等 4 項課程簡介如下：

(一)高階文官基礎訓練營（SCS Base Camp）

此一訓練營係每年為約 400 名（1 期 100 人，共 4 期）新任高階文官（SCS）所設計之 1 項短期、具高度影響力且大規模之訓練課程。為期 2 天半之住宿課程，透過多元化的學習互動課程，如對議題之簡報能力、個案研究、團隊討論與建立即時的社群網絡關係，使學員能快速瞭解高階文官

（SCS）所應扮演之角色及職責，並提升回應問題之能力。其課程主要議題涵蓋：領導管理能力之認知與提升、改善組織績效、塑造組織文化及引領組織變革，並透過領導階層之社群網絡關係支持未來的職涯發展，有助於公務人員初任高階文官（SCS）時即能奠定良好之基礎。

（二）組織領導優先訓練方案（Corporate Leadership First Programme，CLFP）

此項課程與高階文官基礎訓練營相互結合，係一項為期3天之選修課程，提供一個結合理論與實務技術之學習平台，使學員能與相同職涯階段的人分享心路歷程。其訓練主題包含：熟悉領導管理技術、評估個人特質建立個人之職涯發展基礎、提升個人在組織中之領導潛能。由此可知，國家政府學院相當重視高階文官（SCS）之職涯發展規劃及評估。

(三)高層管理訓練方案（The Top Management Programme，TMP）

此項課程自 1985 年開設至今，訓練對象係以具有成為組織領導人潛力之資深主管為主，包括來自各界之領導層級人員：大型私部門組織或企業之高階主管；高階文官、主管或機關首長；非營利組織執行長、高階主管；大學校長、副校長；地方機關首長及高階主管；其他政府部門（如：NHS、警察機關等）首長等。此一課程最大特色為集合公、私部門及非營利組織之領導層級人員，進行密集式之住宿訓練，訓練方式包括：座談會、經典個案實地研究、團隊討論與社群網絡及邀請著名之專家學者演講，期能經由來自公、私部門等不同背景之成員透過分組討論及相互激盪，分享彼此在職場上所遭遇之困難及解決之道，俾使所有成員得以進行跨領

域學習,並獲取有別於以往之觀點。英國政府與各界對此方案之評價頗高,咸認其對於開拓文官之視野及吸收新知確有助益。

(四)跨域海外領導課程(Leadership Across Borders:A Four country Programme,LDAB)

此項課程係由 40 位資深高階文官組團前往除英國以外之 3 個國家,合計觀察 4 個不同國家,採「5+5+5」天之課程時間設計,重點強調高階文官面對日益複雜之環境與可能之危機時,應如何有效處理,以及如何因應大規模組織變革挑戰,每名學員之參訓費用約 10,000 英磅(如匯率以 1:50 計,約 500,000 新臺幣)。

在教學方法方面,英國國家政府學院除採傳統講師授予課堂講習,及在任職之初由資深人員帶領之師徒式訓練外,亦採用相當多元之訓練方式,且亦廣泛運用電子資訊科技之遠距教學。另一方面,國家政府學院尤其重視參與性質高之實務操作及個案研究等訓練,期能藉由實際操作演練,模擬職場將面臨之種種問題,俾使訓練成效得以真正回饋至職場所需。茲將傳統課堂傳授以外較具特色之訓練方法逐一說明如下(保訓會委託研究,2008):

(一)模擬與角色扮演

設計情境式之模擬,促使學員能快速融入文官職級角色,處理將來可能遭遇之困難。諸如:高層管理儲備訓練、管理績效高級講習班等。

(二)一對一教練與診療講習

透過「一對一教練」方式,有效瞭解學員所面臨之挑戰及職場問題,藉以評估自我能力,並有效達成訓練目的。諸

如：高層管理儲備訓練、政策制定之策略性溝通等課程。

(三)團隊討論與社群網絡

　　透過團隊討論或學習小組合作之訓練課程，係國家政府學院課程中廣為採用之訓練方式，學員必須學會溝通、聆聽及表達意見，與來自各界人士互動及分享經驗，解決團體中可能面臨之種種問題；而集合相同層級主管人員形成之社群網絡，亦能使成員更迅速地瞭解領導之共通語言或管理組織團隊之經驗。諸如：培養未來主管、快速陞遷入門、個人影響力、激發陞遷憧憬、決策者之策略性溝通及女性高階主管之職涯發展等。

(四)專題演講

　　邀請公、私部門專家學者及資深主管人員進行專題演講，以傳授職場經驗及心得分享。諸如：高層管理儲備訓練、決策者策略性溝通、體驗府會生態等課程。

(五)混成學習

　　結合課程講習、團隊討論、個案研究及實務操作之混成訓練課程，輔以先進之電子資訊科技及虛擬網路之推波助瀾，使得增加數位學習之混合性課程已受廣泛採用。

(六)行動學習（Action Learning）

　　行動學習之主要目的係訓練學員如何在有風險之情況下提出適當問題及決定該採取何種行動，利用提問及反思來互相學習之過程，以因應實際職場之挑戰。諸如：為高層管理奠基、激發陞遷憧憬等課程。

(七)職位見習（Job Shadowing）

　　提供未來即將晉升之學員有一見習觀摩之機會，實際瞭

解所應擔負之職責及業務，以做好發展能力之準備。如：高層管理儲備訓練。

(八)個案研究（Live Case Studies）

　　提供如 NHS 等經典個案之實務演練及探討，透過小組討論分析其成敗關鍵，以從中獲取經驗，增加學員判斷思考之能力。採用此類訓練之課程，諸如：培養未來主管、高層管理儲備訓練、激發成為高階文官之憧憬、政策環境之溝通等。

(九)實務操作（Field Experiences）

　　實務上之操作訓練亦係國家政府學院相當注重之訓練方式，講師不僅可從中瞭解學員能力及需要改善之處，學員亦可從中學習如何處理實務問題、與人溝通、追求團隊合作及改善績效等。諸如：有效人力管理之關鍵能力、激發成為高階文官之憧憬、個人效能、政策環境之溝通等課程。

(十)座談會與工作坊（Workshops）

　　國家政府學院為各層級文官開設一系列之工作坊及座談研習會，主題涵蓋範圍廣泛，諸如：領導管理、溝通、影響心理學、風險管理及評估等，能有效協助學員吸收新知，瞭解最新趨勢，以及相互分享職場經驗。諸如：前衛暨資深主管工作坊、有效人力管理之關鍵能力、體驗府會生態等課程。

　　揆諸前述各項訓練課程，可知英國相當重視參與性質高之實務演練課程，諸如：模擬與角色扮演、行動學習、職位見習及實務操作等課程，此與英國重視「工作中訓練」之傳統思維誠屬相互契合；申言之，因訓練及學習之目的，首重能反映其在職場上

之表現，俾有效實現個人需求及組織目標，此種「訓用合一」之方式，方能使每個優秀的公務人員適才適所，且使訓練得以發揮實質上之功能。

叁、參訪過程

一、參訪英國特許人事與發展協會

英國特許人事與發展協會（Chartered Institute of Personnel and Development，CIPD）成立於 1913 年，原始名稱為 Welfare Workers' Association，歷經多次改制變革，於 2000 年正式更名為 CIPD，係歐洲最大的人力資源發展專業機構，全球會員人數超過 135,000 人。CIPD 主要係提供人力資料管理方面之課程及專業認證，課程自 3 個月至 1 年不等，均採全日上課制。

由於我國國家文官學院在 IFTDO 獲得 2010 年全球人力資源發展獎（Global Human Resource Development Awards 2010）績效管理（Performance Management）類之績優獎（Certificate of Merit），原規劃指派代表參加年會及領獎，惟因冰島火山灰事件造成倫敦機場關閉，以致未能出席，爰於本次英國考察期間，特前往 CIPD 參訪，並由該協會產品發展部經理 Mr. Tim Runacre 代表協會接待及進行業務簡報。

CIPD 在人事發展業務方面享有國際盛名，曾提出諸多重大且創新之研究報告，且提供人力資源專業認證，於簡報（詳見附錄 3）中，該協會提出人事專業培訓課程規劃應考慮之面向。首先，人力資源專業之定位已有重大轉變，亦即已由支援組織人員運作轉變為確保組織現在及未來持續性能力之發展，而人力資源專業培訓課程應為一動態之培訓地圖體系，包括：10 個引領組織發展之專業領域（策略、帶領、組織設計、組織發展等）、4 個（依與顧客關係程度）不同等級人員之專業能力、3 個集群合計 8 個行為指標所建構出一個人事專業動態培訓地圖體系；在此培訓地圖體系中，規劃培訓課程人員應註明各培訓活動焦點、所需時間、

服務對象、測量方法，以及該培訓課程對參訓人員提供之行為／技術比。此外，該協會亦提出辦理國際年會相關活動規劃情形，可供日後保訓會及文官學院規劃辦理此類活動之參考。

二、參訪英國倫敦政治經濟學院

本參訪團參訪倫敦政治經濟學院時，係由課程主任 Mr. Yury Bikbaev 及課程資深顧問 Mr. Julius Sen 接持並做簡報，該學院曾接受我國政府委託辦理經貿專業課程及中高階公務人員培訓課程，其辦理方式計有邀請講座至我國授課，亦有安排我國公務人員至該學院學習，雙方互動密切及合作成效良好。由於該學院具有上述委辦經驗，對於我國公務人員培訓體系有相當程度之瞭解，是以，本次考察期能藉此機會汲取該學院相關辦班經驗，並就我國高階文官培訓議題交換意見。

LSE 認為以往該學院與我國合作經驗，可分成 3 類：(一)提供社會科學及國際政經環境更寬廣視野且利於組織之方案，以有效面對不斷變化的全球環境，並同時考量世界事件及趨勢。(二)在國際與國內日漸競爭環境中，提供改善總體戰略之設計、領導能力及功能卓越之組織工作。(三)提供針對特殊需求及目標之行業或組織，包括：專題及專題評論，以及需要特殊知識及專家之議題討論。

在課程地點選擇方面，如在臺灣提供課程，其優勢計有：較能符合經濟規模；課程設計者在課堂上可有更多參與者，而使方案之延伸效應大為擴展，惟須考量不可過度擁擠，以致轉變成「會議型態」，而非客製化之培訓方案。易言之，如參訓人數過多，由倫敦政經學院派遣專人來臺授課，較諸將臺灣整團學員送至倫敦更加經濟（考量飛航、旅館等成本）。而在倫敦辦班之優勢，

則係增加方案參與者在倫敦停留之時間，可享更多英國當地之學者、專家及實務工作者授課之機會，相同方式如在臺灣辦理，將相當困難，且成本較高；此外，如擬安排臨近國家之參訪，包括各國政府或歐洲其他部分（如布魯塞爾的歐洲議會）之參訪，亦較有規劃辦理之可能性。

在參與學員之遴選方面，由於組織與組織間差異甚大，LSE 對於部分政府機關（構），有時可經由線上測驗及問卷調查對參與者進行全面之心理評估，俾與委託訓練單位共同決定參加培訓計畫之人選。

在課程實務見習方面，LSE 以「不主動安排」為原則，惟可配合委訓機關（構）之需求，酌予安排赴英國政府相關部門實習。例如，LSE 國際關係部門曾進行英國國會之實習安排。惟如同時間須做大規模之安排時，仍需更多時間進行各種選擇方案之考量。

此外，LSE 為英國政府部門及機構設計諸多客製化課程，包括：副首相辦公室、英國國家政府學院、英國財政部、中央警察訓練發展局、英國外交及聯邦事務部（FCO）等。以英國外交及聯邦事務部之案例而言，即係一個為英國外交部所提供之多層次客製化訓練之長期合作案例。自 2003 年以來，LSE 為倫敦 FCO 總部培訓超過 700 個英國外交人員，此時仍持續為 FCO 職員辦理跨洋訓練，包括亞洲及南美洲地區。該方案之主題為「經濟外交政策」，課程設計包括每年多達 8 個第 1 級課程（每次為期 7 天），及多達 4 個第 2 級課程（每次為期 15 天），且有一個嚴格的評鑑及評估過程，特別在反應、學習、績效及組織方面。此一過程包含參與者之結構性回饋、學者及 FCO 職員於課程進行中、後，

定期由 LSE 與 FCO 定期審查與討論，並不斷檢討教學方法及引進創新之教學方法。所有回饋及事後評語，均係為了進一步的總結與深入之分析，而自過去參與者所得到之回饋，對於改善計畫之知識及技巧而言相當重要。

LSE 採取以「需求為基礎、設計為導向」之作法，其在提出具體建議之前，須先瞭解許多問題。整體而言，瞭解訓練之戰略目標恆屬重要，亦即政府在「TOP 200 計畫」所需達成之戰略目標為何？此計畫是否符合臺灣高階公務人員之發展程序？此與其他方案有無競合？自「由下而上」之角度觀之，瞭解即將參與計畫之公務人員個人及專業需求即相當重要。渠等主要業務及教育背景為何？主要領域及知識落差各為何？凡此，須先瞭解此計畫係設計於擴大視野，或提供行為改變之刺激，或對某一問題（無論係問題或機會）建立共享之理解，或為臺灣不同政府部門之高階公務人員提供內部網絡機會或做為獎勵或表揚之一部分，或以上各種結合，對於確保計畫之成功，均有其不容忽視之重要性。

三、參訪英國國家政府學院

本參訪團參訪英國國家政府學院時，係由該學院國際發展及諮詢執行長 Mr. Bob Stephenson、國際事業部處長 Mr. John Peake 及國際諮詢顧問 Mr. Adrian Rossiter 接待並進行業務簡報。由於該學院係為英國政府提供高階文官培訓服務之機構，負責諸多重要訓練，包括：「Top 200 計畫」、「高潛能發展計畫」及「高階文官基礎訓練營」等，均為英國政府培訓許多優秀高階人才；加以英國文官體制發展健全完善，向為各國學習之典範。爰此，本參訪團期能藉由此次參訪進一步與該學院洽談國際交流合作及文官互訪之機會。

英國國家政府學院之訓練地點共分聖寧德總部、倫敦市區訓練分部及愛丁堡訓練中心等 3 處，本次參訪地點涵蓋聖寧德總部及倫敦市區訓練分部 2 處。另由於我國目前正致力於推動我國高階文官中長期培訓事宜，依規劃中之高階文官職等及職務辦理「管理發展訓練」、「領導發展訓練」及「決策發展訓練」3 種訓練，其中通過管理發展訓練者，將列入我國高階主管人才庫，做為我國高階主管選才之來源。上述 3 種訓練除於國內接受訓練外，將於 2011 年規劃前往英國或其他先進國家進行 2 週之研習課程，及選派績優學員赴國外進行專題研討或實習 1 至 2 個月。

　　在此次訪問過程中，該學院認為我國高階文官發展性之規劃，包括：課程規劃、核心能力建構、教學方法、培訓與陞遷結合及海外參訪等設計，均與該學院設計理念相當，且對我國之設計至表敬佩。另亦提供 2 項建議意見予我國參考。第一、建議將高階文官培訓見習課程納入培訓課程之中，而培訓課程規劃設計建議組成委員會研商，至於此一委員會之組成除培訓相關人員外，另應邀請現職或曾任擬培訓職務人員共同研議，俾使課程更貼近實務。第二、英國高階文官培訓課程主要以領導能力為主，認為我國培訓課程設計為決策發展訓練、領導發展訓練及管理發展訓練之核心能力順位與該國作法並不相同，就高階文官培訓而言，領導能力之加強應高於決策能力。

　　此外，該學院對於與我國未來進一步合作充滿期待，雙方並就我國高階公務人員中長期培訓業務合作之細節事項，包括：安排倫敦地區之政府機關依職系專長分批實地參訪等執行事項充分交換意見。

　　本團藉由本次考察行程得以瞭解英國國家政府學院之業務

範疇，除規劃訓練課程外，尚有專業證照（Qualifications）、與國際性訓練機構合作，以及扮演諮詢顧問（Consultancy Services）者之角色，茲分述如下：

(一)專業證照（Qualifications）

自英國實施「全國專業認證」（National Vocational Qualification，NVQ）以來，透過專業證照之認定，檢定文官是否具備所需之專業能力，可有效地激勵文官及增加其信心。目前國家政府學院與各所大學、學院、研究機關合作，授予 EMBA（企管）、MPA（公共行政）等碩士學位，並提供管理、政策、審計、資訊安全、人力資源、學習與發展、簡易化、內部諮商、採購、項目管理及資產管理等各類型之專業證照。

(二)國際化（International）

時至今日，國家政府學院與國內外學術界、培訓組織仍保有高度之合作關係，不僅透過文官交換計畫，藉以分享彼此在國際事務上之職能需求及經驗借鏡，並經由國際研討會等獲得最新的資訊議題，以符合廣泛文官之發展需求，其目前之主要服務如下：

1、藉由建構國際核心職能（International capacity-building）計畫之轉變，協助建構政府及行政改革所需之核心能力。

2、設計及提供學習發展之訓練計畫，給予英國及海外之國際性代表團體。

3、提供國際性之政府機構諮詢服務。

4、尋找符合英國文官之國際性學習計畫。

(三)諮詢服務（Consultancy Services）

　　　　國家政府學院目前提供各界關於組織發展、領導等各類型之諮詢服務，其主要諮詢課題計有：

1、　組織發展（organisational development）：提供關於組織、團隊之諮詢服務，包含：變革、才能、管理、領導及策略能力等。

2、　策略領導（strategic leadership）：對於組織中之領導者，提供再生領導及創造良好績效的組織氣候。

3、　部門服務（board services）：提供關於在政府部門中，如何極大化部門團隊間之影響及效益。

4、　國際化（international）：提供關於國際性組織團體之諮詢服務與介紹。

　　綜上所述，可見國家政府學院迄今仍與國內外之訓練組織、學術機構及民間團體保持密切往來及互動，使其能提供多元且新穎的培訓資源，並切合組織及學員之需求。甚者，其更能積極扮演績效導向規劃之角色，例如：國家政府學院在面對某個部會提出訓練要求時，將依部會政策需要規劃、設計訓練課程或推薦訓練方法及施訓機構，提供更高品質亦更符合職場需求之訓練。

四、參訪英國 MENDAS 公司

　　位於英國倫敦之 MENDAS 公司為英國政府認可之評量機構，係由心理學家所組成，其所屬之僱用及評估部門（Department of Recruitment and Assessment Services）專為政府部門提供心理測驗及心理評估，尤以評估政府部門高階文官之策略思考能力為擅長。本次參訪，係由該公司總裁 Dr. Simon Draycott 接待並進行業務簡報。

由於該公司接受英國政府委託辦理公務人員之甄選及培訓，同時採用評鑑中心法及心理測驗等方式評量公務人員之績效，本次考察特針對上開議題交換意見，並實地觀察各項評量方法之場地及設施，俾做為我國發展高階文官培訓之參考。

　　該中心在場地及設施方面，由於該中心之設立目的係為確保求職者、評鑑者、訪談者、受訓代表及講師，均能在此享有舒適之體驗，爰設有：6 間情境教室、1 間接待室（交誼廳）、1 間監控（觀察）室、1 間推動者／評審員辦公室。另亦提供必要之文具，諸如：便條紙、印泥及筆等。而此 6 間情境教室均設有高品質之天花板監視器及麥克風，教室內之一舉一動均可在觀察室內進行遠端監控，或錄製成 DVD，以供日後觀察或進行回饋，此類器材特別適合用於訓練及評鑑活動。而該中心之觀察室設有影像工作站，可供受訓人員、講師及評分員即時監看或事後觀看訓練室內之狀況。每一座工作站均配備有攝影機鏡頭縮放與旋轉功能，此項功能可供追蹤教室內到處移動之人員，或觀看人員所使用之掛圖內容，甚可拉近焦距，觀看人員書寫之文字、符號等。工作站亦配備有硬碟，可使攝影機攝錄之一切活動，均得儲存在硬碟裡，以供日後播放或燒製成 DVD。

　　該中心工作任務方面，係利用心理學工具協助機構組織挑選、培育人員，以及對人員提供協助，為政府部門提供服務已有長達 10 年之經驗。茲分述如下：

(一)在訓練部分：促使個人探索本身所扮演角色之各個不同面向，培養關鍵技能，且能承接新的職責，藉此使得個人對工作更加投入，且創造出更有活力之領導人物。該中心並專精於模組化課程，內容涵蓋：人力資源（包括：訓練訪談技巧、從

事有效的評估及心智測驗），以及以能力為基礎之訪談、思考（包括：如何辨識及發展創意與創新精神）、人員（包括：引導、個人發展、如何提出有效的回饋以及其他一般性之主題）、行銷（包括：如何創造機會、最大化轉換效益，以及最佳實踐），此訓練課程均由特許心理學家設計及教導。同時亦提供心智測驗鑑定（測驗甄別／Ａ級），此項鑑定合格者，可獲得英國心理學會認可之職業測驗能力認證（職業測驗Ａ級證書）。

(二)在培訓服務部分：提出「**你如何確認自己的天分注定要成就一番大事業，而不只是庸庸碌碌地度過平凡的一生？**」之口號，藉以說明適當的培育課程能對整個組織產生極大之影響。雇主如能重視職涯發展，不僅可使現有人員充分發揮潛力，亦可吸引最優秀的外部人才。此外，組織內部亦將因此產生一種不斷精進且充滿活力之文化。

(三)其他服務部分：包括發展中心、引導及人格評量等。茲分別說明如下：

1、**發展中心**：使員工可在安全之環境中明白本身之長處與短處，並鼓勵員工思考其發展需求，以及該如何強化自身之的能力，以便達成個人生活與事業上之目標。

2、**引導**：教練藉由創造目標中心學習與發展機會，以協助個別員工實現本身之潛力。由客戶之意見回饋，可看出該公司提供之引導協助，即係促使個人充分發揮天賦之絕佳方法。

3、**人格評量**：人格或工作方式之評鑑，係將焦點集中於個人在工作情境中之典型表現。是以，此類評鑑並非注重

個人之能力，而係個人與他人互動以及面對工作環境之方式。由於個人之典型工作方式並無對錯可言，爰不建議將人格評量用於人員挑選與招募活動中，因此類活動通常並無機會對填答問卷之人員進行後續追蹤，且以問卷得分片面評斷一個人，係有失客觀之作法。該公司通常將此類評鑑應用於個人與團隊發展之情境中，如：能力測驗。由於該公司並未與任何一家心智測驗出版商具有利益關係，因此能夠針對市面上各種人格評量問卷，為組織提出最適當之建議，且以完全獨立之立場提供諮詢，俾確保建議之焦點在於客戶需求而非產品之熱門程度。如客戶提出須為其量身訂做解決方案之需求時，該公司即予研發此項特製之人格評量問卷，舉凡自初步需求分析開始，迄至問卷之設計及相關對照表或常態表之編製等。而此為客戶量身訂做之人格評量或工作方式測驗，可製作成傳統之書面問卷，亦可在電腦中以「線上填答」進行。

肆、駐英代表處培訓業務交流

由於本次考察目的係汲取英國培訓經驗，針對英國公務人員培訓體系及發展趨勢、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，亦規劃經由訪問英國國家政府學院（National School of Government，NSG）及倫敦政治經濟學院（London School of Economics and Political Science，LSE），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，做進一步之洽商。

為瞭解英國國家政府學院及英國倫敦政經學院與我國合作意願及相關背景，爰特拜會我國駐英代表處交換意見，經代表處表示，英我雙方公務人員培訓之合作近年來相當密切，除英國倫敦政經學院外，英國劍橋大學亦有與我國政府部門合作之培訓課程，但此類合作均屬大學院校之合作計畫。至於英國國家政府學院在培訓業務績效卓著，國內培訓機關構每年參訪者眾多，惟並無具體合作之培訓課程，未來如能與之合作，以該學院提供之培訓課程、教學師資及膳宿條件，較諸倫敦市中心高昂物價而言，相對良好，且課程亦將更為貼近政府部門之實務。後續如有任何需要，代表處均可提供必要之協助，亦期盼雙方關係能更密切友好。

伍、考察心得及建議（代結語）

本考察團經由此次參訪及考察，獲益良多，茲將考察心得及建議分述如下：

一、 培訓需求方面：

英國國家政府學院諸多課程係針對學員或政府部門之需求特別規劃設計，國家政府學院甚至可派專人至各部會之訓練機關（構）協助公務人員訓練規劃及課程安排，並關注於顧客滿意程度。另一方面，該學院亦不斷開發創新的訓練評估工具，目的為使不同背景的學員均能透過訓練評估獲得具體成效，使其所學除能達成組織目標外，亦能滿足個人能力需求。凡此，均可做為我國培訓機關（構）設計規劃培訓課程之參考。

二、 課程審查機制方面：

英國國家政府學院及倫敦政經學院於培訓課程規劃後，設計一課程審查機制，而此審查機制之人員組織除該學院培訓相關人員外，大部分邀請現職或曾任該職務之人員參與研議，俾使課程更貼近實務。此亦可做為我國培訓機關（構）建立培訓課程審查機制之參考。

三、 培訓評鑑方面：

任何組織每年投注相當經費在教育訓練上，主要係認為訓練可提升員工之職務績效，進而達成組織目標。完整的訓練規劃應包含：培訓需求評析、方案規劃、培訓執行及培訓評鑑等環節，而訓練須能確實對組織績效有所貢獻，始不致流於形式、浪費資源，爰應該透過評鑑來證實訓練對組織經營之貢獻。英國文官培訓評量包括 Schor360 及職涯基礎，並得由民間機構代辦，並以職能評鑑系統之產出做為培訓需求之基礎。而我國之作法，在往

年對於高階文官之培訓需求，多係由培訓部門於前一年函請各機關提出翌年參訓需求及人數，再予規劃培訓課程，為釐清高階文官培訓發展之需求，似可評估導入公務人員職能系統方案之可行性，做為人力資源規劃及政策制定之參考，以提升公務人力訓練之效能。

四、 培訓人員專業能力方面：

培訓包括需求規劃、執行及評鑑，其中培訓評鑑係一門具有專業性之工作，評鑑人員必須具備相當之專業知識與技能，針對評鑑人員之專業知能，應不斷進行訓練進修或實務經驗之累積，俾使所獲得之評鑑結果令人信服。此一方面，前揭英國培訓機關（構）之實務作法，頗值參採。

五、 培訓硬體設施方面：

培訓機構硬體設施規劃，可採多功能空間設計，並考量無障礙空間設計，值此我國高階公務人員培訓制度導入評鑑中心法之際，有關評鑑中心教室設計亦應納入我國評鑑發展硬體設施配當之參考。

六、 我國規劃之高階文官培訓方案：

英國高階文官培訓課程主要係以領導能力為主，經與英國國家政府學院負責培訓業務主管人員座談後，認為我國培訓課程設計為決策發展訓練、領導發展訓練及管理發展訓練之核心能力順位與該國作法並不相同，就高階文官能力培養而言，領導能力應高於決策能力，此一看法將可做為我國未來研議修正相關制度方案之參考。

七、 雙方未來合作方向：

英國文官體制發展健全，向為各國學習之典範，而英國國家

政府學院相關高階文官課程設計、教學設施及膳宿環境均屬優良，且於倫敦市區設有學院分部，將有助於高階文官就政府機關不同之專業部門進行分組實地考察；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，雙方未來將有更進一步發展各種合作之可能性。

八、 培訓機構組織定位：

英國國家政府學院之組織定位享有相當之自主性，在運作上亦較具彈性，而此組織型態設計涉及訓練體系之變革，包括：訓練經費之編列方式，以及訓練應採集中式或分散式之訓練組織設計等。至於我國國家文官學院刻依前述立法院司法及法制委員會議附帶決議，委託專家學者進行「行政法人化可行性之研究」。爰此，英國國家政府學院之組織定位及上開委託研究案之研究結果均可做為日後我國國家文官學院及相關培訓機關（構）組織定位之參考。

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八、 英國 MENDAS 公司網站，網址：http://www.mendas.co.uk。

九、 英國政府網站，網址：http://www.director.gov.uk。

附錄 1：考察主題題綱

一、英國特許人事與發展協會

(一)貴公司之任務發展方向及策略為何？

What is your mission and development strategy at CIPD?

(二)貴公司有無規劃辦理高階公務人員培訓課程？如有，其課程內容及教學方法為何？

Do you hold training programs for high-level public servants? If you do, what is the content of those courses and what is the teaching method used?

(三)貴公司曾承辦多項大型國際研討會（如 IFTDO 2010 年年會）等，辦理是類國際研討會成功之主要關鍵因素為何？

You hold many major international conferences (such as the IFTDO World Conference and Exhibition in 2010). What is the key to successfully organizing the kind of international conferences?

(四)貴公司是否曾為國外公務人員量身訂作課程？如有，案例及主要內涵為何？

Have you ever designed custom training courses for civil servants of other countries? If you do, what are some of the examples, and what are the central contents of those courses?

(五)貴公司對於參訓學員如何評估訓練成效？在反應、學習、行為及結果 4 層次中，是否評估到行為及結果層次？又，如何追蹤、評估？可否提供相關追蹤指標或案例？

How do you evaluate training results? In the four levels of evaluation—reaction, learning, behavior, and result—does your evaluation include the levels of behavior and result? How do you track and evaluate trainees' performance? Can you provide us with the tracking indicators or case studies?

二、英國倫敦政治經濟學院

（一）貴學院曾接受我國政府委託辦理經貿專業課程及中高階公務人員培訓課程，其辦理方式有邀請講座到我國授課，亦有我國公務人員至貴學院學習，有辦理專班，亦有與其他國家學員混合編班，就您的以往辦理經驗，二者之優缺點各為何？有無具體建議意見？

The London School of Economics and Political Science had previously been commissioned by the government of Taiwan to hold economic and trade courses as well as training courses for mid- to high-level civil servants. Some of those courses were held in Taiwan, with lecturers flying in from abroad; others were held at your school, with Taiwanese civil servants traveling to the UK for training. Some were specifically held for Taiwanese civil servants, while others mingled trainees from various countries. In your experience, what are the pros and cons of the various types of courses? Do you have any suggestions?

（二）貴學院為其他國家公務人員開設各種長、短期培訓班，請問您瞭解渠等遴選受訓人員之資格條件及方式為何？另，在課程研習期間有無安排至英國政府部門實習？

You have held all sorts of training courses for civil servants from other countries. Do you know how those trainees are selected and what qualifications are required? Do you arrange for trainees to intern in British government agencies?

（三）貴學院有無接受委託辦理英國公務人員培訓？如有，如何評估訓練成效？在反應、學習、行為及結果4層次中，是否評估到行為及結果層次？又，如何追蹤、評估？可否提供相關追蹤指標或案例？

Have you ever held training programs for British civil servants? If

you do, how do you evaluate training results? In the four levels of evaluation—reaction, learning, behavior, and result—does your evaluation include the levels of behavior and result? How do you track and evaluate trainees' performance? Can you provide us with the tracking indicators or case studies?

(四)我國政府刻正規劃類似貴國國家政府學院 Top 200 之高階文官培訓飛躍方案，可否請您就培訓專業立場，提出寶貴建議意見？

Our government is currently designing a high-level civil servant training program similar to the Top 200 Group at the National School of Government. Can you provide any suggestion based on your training expertise?

（五）本會明年將規劃辦理高階主管赴海外研習，目前計畫有辦理 2 週之培訓專班，以及績優公務人員 2 至 3 個月短期研習課程，針對此二種方式，請問與貴學院有無合作之可能性？

We are planning overseas training for our high-level executives next year. We are aiming to hold two-week training courses and two- to three-months short-term study programs for outstanding civil servants. Will you be willing to collaborate in this project?

三、英國國家政府學院

(一)貴學院於 2005 年 6 月改制，轉型為較具自主性之「非部會級機關」（Non-Ministerial Department），現行之運作體制與以往相較，有何不同？優缺點各為何？

The National School of Government was transformed into a non-ministerial department in June 2005. What difference does it make to the operation of the school? What are the pros and cons of the transformation?

(二)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?

(三)成人學習不同於學校教育，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?

(四)貴學院有無專門對高階公務人員之培育計畫？如有，其規定之情形及實際辦理之培育計畫、課程及經費規定各為何？

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?

(五)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 4 層次中，是否評估到行為及結果層次？又，如何追蹤、評估？可否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?

(六)貴學院提供哪些專業認證？其程序為何？參加認證者之資格為何？

What qualifications do you offer trainees? What is the procedure for obtaining a qualification, and what criteria are required to participate?

(七)貴學院針對政府機關有提供政策諮詢服務，類似政府管理顧問公司角色，請問其辦理方式為何？至其諮詢費用，係全數或部分由諮詢機關支付？

You provide policy consultation services to government agencies, playing a role similar to that of a management consultant firm. How does it work? Does the agency seeking consultation pay for full or part of the consultant fee?

(八)貴學院是否與知名大學共同合作研發課程？如是，其主要之合作模式為何？

Do you collaborate with prominent universities in developing training courses? If you do, what is the pattern of your collaboration?

(九)貴學院有無發行刊物？如有，主要之內容及定位為何？

Do you have a publication? What is it primarily about and how is it positioned?

(十)本會明年將規劃辦理高階主管赴海外研習，請問與貴學院有無合作之可能性？

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

四、英國 MENDAS 公司

(一)貴公司之任務發展方向及策略為何？

What is your mission and development strategy at MENDAS Ltd.?

(二)貴公司十年前即接受政府部門委託提供公務人員甄選作業服務，請問其進行方式及程序為何？

You have been providing public servant selection services under the commission of various government agencies for the past decade. What is the selection process and how is it implemented?

(三)貴公司工作項目之一係提供公私部門員工心理人格測驗之評量，請問就已辦理情形可否瞭解，公私部門員工之人格屬性是否有差異？另貴公司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 public and private sector employees. In your experience, do public and private sector employees exhibit different personality types? In your psychological and personality tests, do you employ different psychological inventories for different test subjects?

(四)貴公司亦有採用 Assessment Centre(AC)方式對於公務人員進行評量，請問貴公司 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?

(五)貴公司有無規劃辦理高階公務人員培訓課程？如有，其課程內容及教學方法為何？

Do you hold training programs specifically targeted at high-level public servants? If you do, what is the content of those courses and what is the teaching method used?

(六)貴公司是否與知名大學共同研發課程？如是，其主要合作模式為何？

Do you collaborate with prominent universities in developing training courses? If you do, what is the pattern of your collaboration?

附錄 2：高階文官培訓飛躍方案訪談題綱

(附高階文官培訓飛躍方案草案摘要中英文版)

一、 有關高階文官所需核心能力及其比重，本會係採「管理能力」、「領導能力」及「決策能力」3 種，各項能力下並區分為數個細項，請問，針對這些能力之內涵，有何建議？貴國是否曾針對高階文官核心能力，辦理相關調查？是否依據核心能力內涵設計課程？

We have chosen management, leadership and strategy as the core competencies for senior civil service. These skills can be broken down into greater detail. Has your country investigated these core competencies in the context of your own senior civil servants? Has training content been designed based on these core competencies?

二、 為與「高階主管特別管理制度」結合，本會規劃參加「管理發展訓練」及格者，列入國家高階主管人才庫，成為高階主管（簡任第十一職等以上主管）之儲備人選，請問，貴國所辦理之高階文官訓練是否有類似結合升遷及任用之設計？又，受訓人數如何配合未來升遷任用人數做流量管制（係於訓練結束評量時或於報名參訓加以篩選）？

To merge with the Special Management System for Senior Executives, we plans to engage in management development training, with those passing the training to join a national reserve pool of senior executives (grade 11 or above). Does your country's senior civil service training program similarly combine the design of promotion and appointments? If yes, how is the number of trainees managed to match future promotional opportunities and

turnover (are selections made at the completion of training evaluation or at the time of admission to the training program)?

三、 本會規劃之高階文官培訓「管理發展訓練」（共計 12 週，其中，國內訓練課程 10 週，國外研習課程 2 週），針對此訓練國內外時程安排，有何建議？貴國相關訓練之國內及國外訓練期間之比重，如何安排？

Do you have any suggestions for our planned senior civil service training "Management Development Training" program (a 12-week program including two weeks spent abroad)? How much time do trainees in your comparable programs spend at home and abroad? How is it arranged?

四、 貴國是否針對訓練成效進行評量？如何辦理？本會規劃採「評鑑中心法」進行高階文官培訓成效評量，貴國有何相關建議？

Does your country evaluate training effectiveness? How is it implemented? We are planning to use Assessment Centers to assess senior civil service training effectiveness. Can you offer any relevant suggestions?

五、 本會規劃之高階文官培訓將運用多元教學方式，有何相關建議？另，貴國針對高階文官培訓之教學方法為何？如何搭配運用？

We are planning to take a multifaceted approach to senior civil service training. Can you offer any relevant suggestions? Additionally, why does your country adopt a multifaceted approach to senior civil service training, and how is it implemented?

六、 貴國針對高階文官除一般性或發展性之訓練外，有無其他訓練？（例如，安排於私部門之職務歷練。）

Does your country offer senior civil service any other training aside from general or developmental training (i.e. through arrangements with the private sector)?

高階文官培訓飛躍方案（摘要）

（Take Off Program for Senior Civil Service，TOP－SCS）

壹、緣起

一、考試院通過「文官制度興革規劃方案」第 4 案「健全培訓體制，強化高階文官」，將「建構完整之高階文官、主管培育歷練體系」及「建構高階主管特別管理制度」列為中程方案。

二、「公務人員保障暨培訓委員會組織法」及「國家文官培訓所組織條例」修正草案，明定高階公務人員之中長期培訓為本會及國家文官學院之重要職掌。

三、上述「高階主管特別管理制度」包含 6 種規劃：「嚴謹選拔」、「進文官學院專業訓練」、「建立國家高階主管人才庫」、「成立全國高階主管遴選培育委員會」、「建構專屬俸給制度」、「建構嚴格考核及退場機制」。本會負責辦理部分為「進文官學院專業訓練」，為利推動高階文官培訓，爰擬訂本方案。

貳、規劃過程

一、組成專案小組

於 98 間邀集學者專家組成專案小組，定期開會研商。

二、實施問卷調查，瞭解核心能力需求

為蒐集不同層面人員並瞭解高階文官所需核心能力及其比重，依不同職等高階文官之能力需求，設計 3 種層級分析法（Analytic Hierarchy Process，AHP）問卷，於 98 年 11 月及 99 年 4 月，參採多面向綜合考評之精神，分別針對同儕、部屬及外部顧客（企業界）等相關人員辦理問卷調查，以全方位瞭解其對高階文官核心能力之期待。結果顯示：簡任第十職等至第十一職等以「管理能力」、簡任第十二職等至第十三職等（非首長）以「領導能力」、簡任第十三職等（首長）至

第十四職等則以「決策能力」為重要。

三、蒐集國內外相關資料

國外部分，蒐集美國、英國、荷蘭、韓國等國高階文官核心能力及培訓制度；國內部分，參考大學 EMBA 課程、企業及民間機構高階主管訓練課程。

參、設計原則

一、核心能力課程採模組化設計

依上述「管理能力」、「領導能力」及「決策能力」為基礎設計課程。

二、以發展性訓練為重點

著重於目前及未來職務所需知能的長期培育，與一般短期僅著重於目前工作知能的專業或在職訓練不同。

三、引用新近多元教學方式

除採用講解方式外，兼採哈佛大學式個案教學、行動學習法、角色扮演、工作坊、田野訪查及拓展訓練等，並輔以導師制等方式。

四、建立淘汰評量機制

運用「評鑑中心法」或其他多面向評鑑機制，以擇優汰劣，提升高階文官的素質。

肆、培訓內容

一、培訓目標－培育具「卓越管理」能力、「前瞻領導」氣度及「政策民主」風範的高階文官

本訓練目標旨在培養高階文官具備「卓越管理」能力、「前瞻領導」氣度及「政策民主」風範，使高階文官在受過本項訓練後，能有下列之行為表現：

（一）見解的深度。

（二）正確的態度。

（三）視野的高度。

（四）恢宏的氣度。

（五）胸襟的廣度。

（六）良好的風度。

二、核心能力

依高階文官層級分析法（Analytic Hierarchy Process，簡稱 AHP）問卷調查結果顯示，高階文官核心能力比重如下：

（一）簡任第十職等至第十一職等高階文官，**以管理能力最為重要**，應施予管理發展訓練（Management Development Training，MDT），其各項核心能力比重依序為：管理能力、領導能力、決策能力、人格特質。

（二）簡任第十二職等至第十三職等高階文官，**以領導能力最為重要**，應施予領導發展訓練（Leadership Development Training，LDT），其各項核心能力比重依序為：領導能力、決策能力、管理能力、人格特質。

（三）簡任第十三職等（機關首長）至第十四職等高階文官，**以決策能力最為重要**，應施予決策發展訓練（Strategy Development Training，SDT），其各項核心能力比重依序為：決策能力、領導能力、管理能力、人格特質。

圖 1：各項核心能力雷達圖
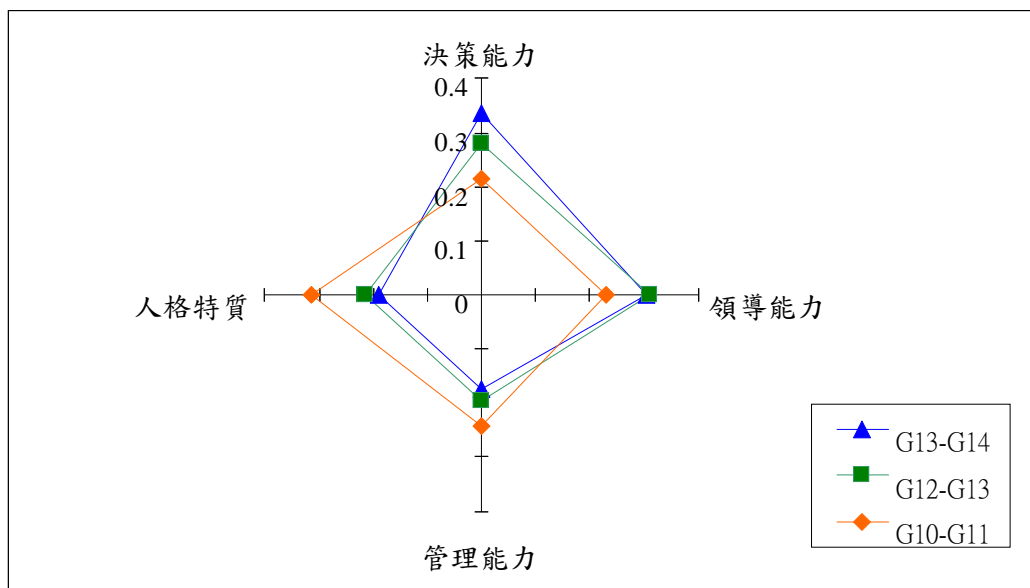
資料來源：整理自本會辦理 98 年 11 月及 99 年 4 月 AHP 問卷分析結果。

圖 2：核心能力（決策、領導、管理能力）比重示意圖
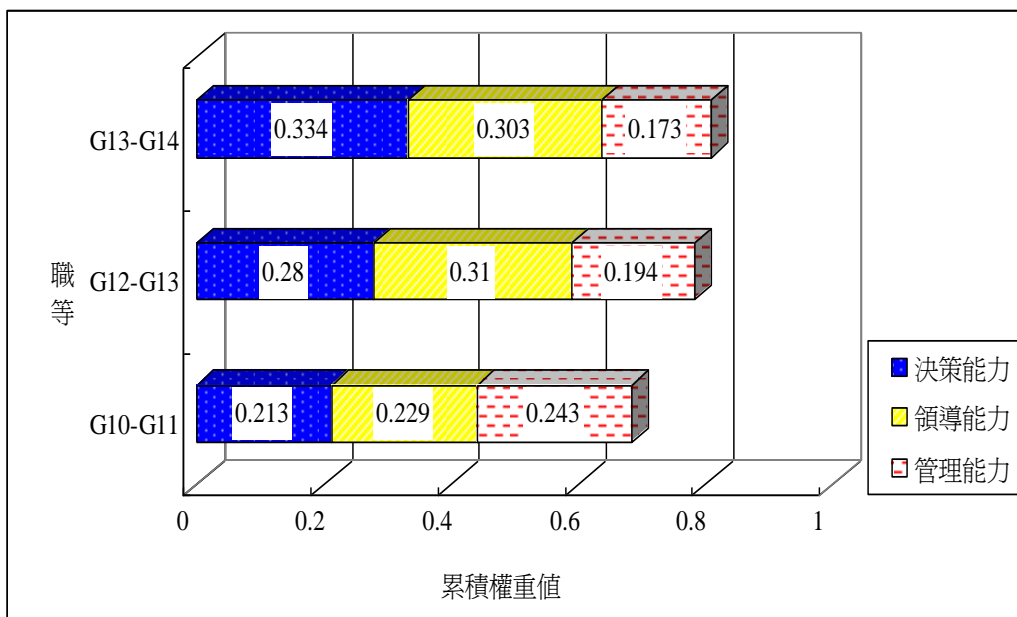
資料來源：整理自本會 98 年 11 月及 99 年 4 月辦理 AHP 問卷分析結果。

三、調訓對象及人數

（一）管理發展訓練（MDT）

1、對象：以簡任第十職等至第十一職等，符合選拔標準者為

遴薦參訓對象。

2、人數：預計開辦 5 班，每班 40 人，共調訓 200 人。（註：定名為 TOP-○○○）。

（二）領導發展訓練（LDT）

1、對象：以簡任第十二職等至第十三職等（非機關首長）為對象。

2、人數：預計開辦 2 班，共調訓 40 人，另開放部分名額予產學界相關人士自由報名參加。

（三）決策發展訓練（SDT）

1、對象：以簡任第十三職等（機關首長）至第十四職等（含主管及非主管）為對象。

2、人數：預計開辦 1 班，調訓 20 人，另開放部分名額予產學界相關人士自由報名參加。

四、課程模組規劃及辦理方式

（一）核心能力課程模組及共通性課程

1、核心能力課程模組（如圖 3）

（1）管理能力：人力資源管理、團隊建立、衝突與變革管理、績效課責等模組。

（2）領導能力：領導變革、溝通與行銷、創新能力、建立協力關係等模組。

（3）決策能力：策略思考與問題解決、決斷力、全球視野、談判與危機管理。

2、共通性課程：包含通識性課程、自我發展與心靈成長、標竿學習及其他等。

（二）各項訓練辦理方式

1、管理發展訓練（MDT）：採集中式訓練，訓練期間為 10 週。

2、領導發展訓練（LDT）：採分散式訓練，於 3 個月內完成

核心能力課程模組。

3、決策發展訓練（SDT）：採分散式訓練，於3個月內完成核心能力課程模組。

五、國外研習課程

（一）組團前往新加坡、英國及美國知名學府或機構研習，期間均為2週。

（二）選派績優高階文官出國專題研究或派赴國外實習。

六、評量機制

（一）管理發展訓練（MDT）：

1、採評鑑中心法（Assessment Centers）進行評量，採用方法如下：

（1）專題報告：包括口頭及書面報告。

（2）案頭練習（In-basket Exercise）：包括行政個案分析、歸納與實作。

（3）管理博奕（Management Game）：包括情境問題分析與解決。

2、導師對學員品操、學習態度及人際相處之觀察評量。

3、經典名著閱讀心得報告。

4、心理測驗：將由本會委由專業團體針對高階文官特性設計發展穩定可靠之心理測驗，並建立常模。

5、其他：學員經以上評量成績合格後，列入國家高階主管人才庫，成為高階主管（簡任第十一職等以上主管）之儲備人選。

（二）領導發展訓練（LDT）及決策發展訓練（SDT）：

參考上述方式評量，但僅作為陞遷任用資格之參考。

圖3：高階文官核心能力與課程模組

決策能力	領導能力	管理能力
模組D1:策略思考與問題解決 •課程 •1.問題分析與解決 •2.策略規劃與管理 •3.洞察環境與政治情勢	**模組L1:領導變革** •課程 •1.當代領導典範學習 •2.領導統御與情境領導	**模組M1:人力資源管理** •課程 •1.考績制度與面談 •2.多元人力資本
模組D2:決斷力 •課程 •1.領導決斷力 •2.執行力	**模組L2:溝通與行銷** •課程 •1.媒體關係與模擬演練 •2.國會關係與模擬演練 •3.政策行銷	**模組M2:團隊建立** •課程 •1.願景管理 •2.團隊激勵與建立
模組D3:全球視野 •課程 •1.全球化競爭策略 •2.國際組織對我國之影響	**模組L3:創新能力** •課程 •1.政府創新策略 •2.創新管理個案研討 •3.創意思考	**模組M3:衝突與變革管理** •課程 •1.衝突管理策略 •2.變革管理
模組D4:談判與危機管理 •課程 •1.談判與協商 •2.危機與風險管理	**模組L4:建立協力關係** •課程 •1.跨域治理個案研討 •2.公私協力案例研討	**模組M4:績效課責** •課程 •1.成本效益分析 •2.績效管理與評估 •3.行政效能個案探討

圖 4：高階文官培訓示意圖

G13(首長)-G14　　　　　　　　　決策發展訓練(SDT)
　　　　　　　　　　　　　　　　分散式

　　　　　　　高
　　　　　　　階
　　　　　　　主
　　　　　　　管
G12-G13(非首長)　非　特　主　　領導發展訓練(LDT)
　　　　　　　　主　別　　管　　　分散式
　　　　　　　　管　管
　　　　　　　　　理
　　　　　　　　　制
　　　　　　G12　度　G11 以上

　　　　　　　　　　經甄選培育委員會遴用
　　　　　評量合格，列入人才庫　　管理發展訓練(MDT)
G10-G11　　　　　　　　　　　　　集中式
　　　　　管理發展訓練

　　　　　G10、G11 經薦送

Take-off Program for Senior Civil Service

(Condensed Edition)

Background

In an era of global competition and knowledge-based economy, the public's eagerness for government reform and policy implementation has been on the rise. The caliber of the civil service corps is a key element in determining the success of national efforts towards democratization, the rule of law, and government efficiency. The key role that senior civil servants play in the government development has raised a broad attention in the society. This leads to the government to plan to establish a special management system for the Senior Civil Service. The training and development for the senior civil servants is also an important task to be planed.

In September 2009 and April 2010, three Analytic Hierarchy Process (AHP) surveys were conducted to collect the information about the required core competencies and relative weightings for senior civil servants. According to the results, various skills were emphasized for different civil service grades: "management competency" (Grade 10 and 11), "leadership competency" (Grade 12 and 13), and "strategic competency (Grade 13 and 14, agency head). (Please see Figure 1 and Figure 2)

Planning Concepts

● To set up modularly-designed core competence curriculum
The curriculum takes the above-mentioned management skills, leadership skills, and strategic skills as the basis for course design.
● To focus on the developmental training
The program is designed to equip the senior civil servants with the

knowledge and skills required for current and future long-term career performance.

● To employ new and diverse training methods

In addition to lectures, teaching methods include Harvard University case studies, action learning, role-playing, workshops, field survey and outward development training, and mentoring.

● To build a screening assessment mechanism

The program will use "Assessment Center Methods" or other multifaceted evaluation mechanisms for selection and screening to enhance the performance of the senior civil service.

Core Competency

The training objectives focus on cultivating the senior civil service to obtain the excellent management capability, the forward-looking leadership, and the decision-making style through democratic process.

Results of the Analytic Hierarchy Process (AHP) surveys show that the core competencies of the senior civil service are weighted as follows:

● Grade 10 and 11 senior civil servants should obtain management skills and go through **Management Development Training (MDT)** to develop core competencies in management, leadership, strategy and character, in that order of priority.

● Grade 12 and 13 senior civil servants should obtain leadership skill and go through **Leadership Development Training (LDT)** to develop core competencies in leadership, strategy, management and character, in that order of priority.

● Grade 13 and 14 senior civil servants should obtain strategic planning capability and go through **Strategy Development Training (SDT)** to develop core competencies in strategy, leadership, management and character, in that order of priority.
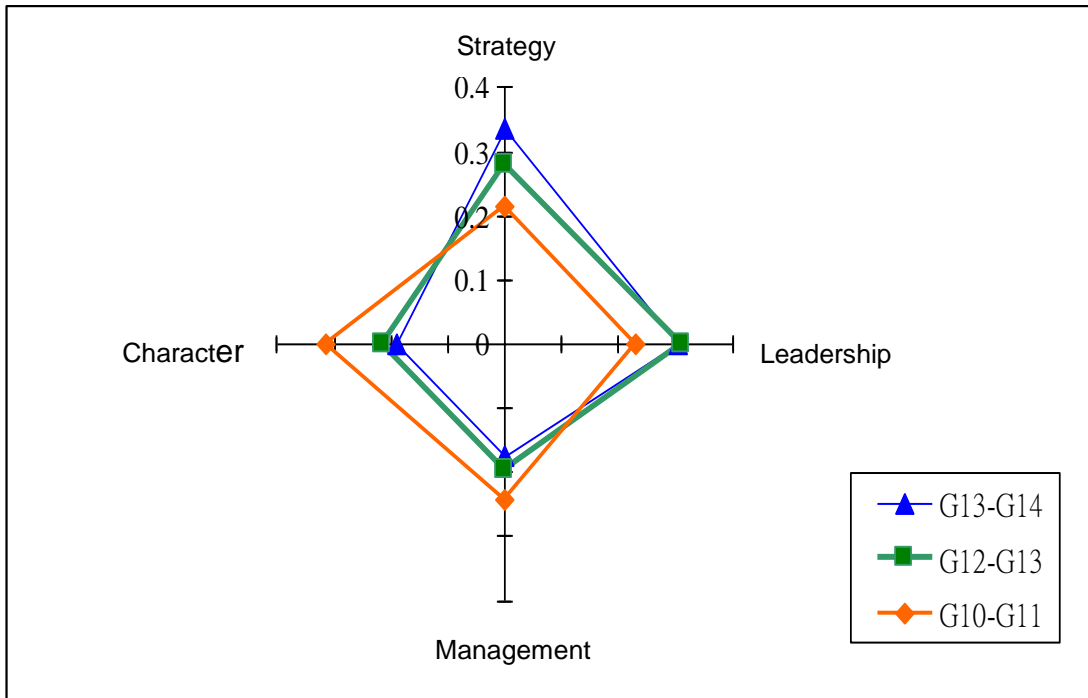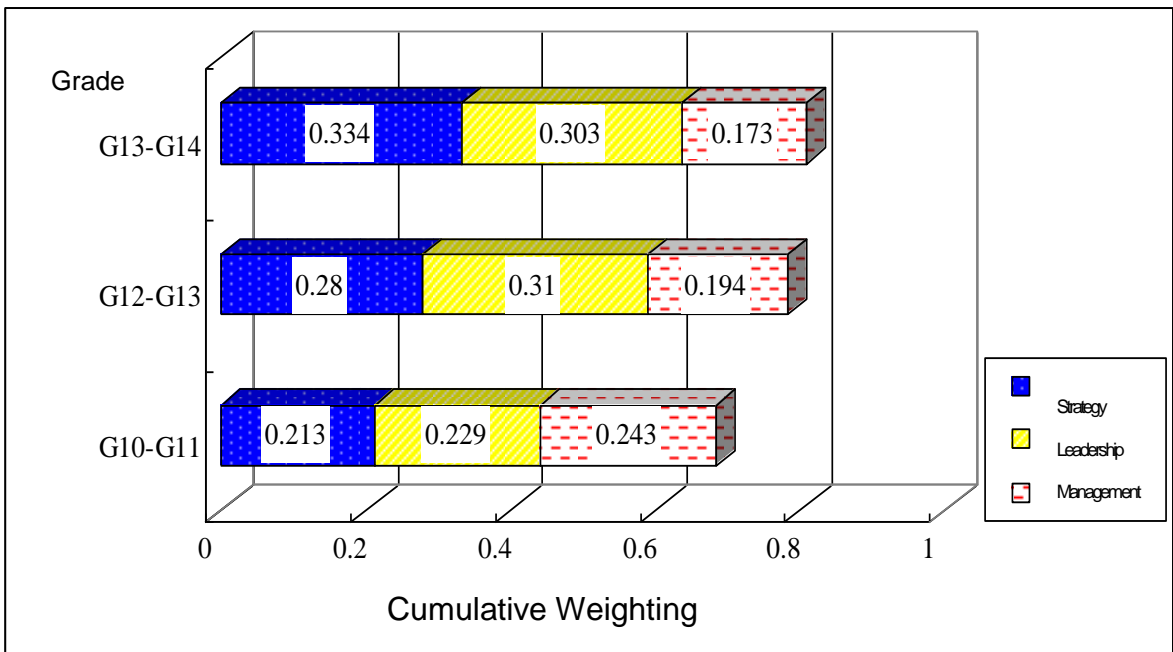
Figure 1: Weighting of Core Competencies

Figure 2: Weighting of Core Competencies (Strategy, Leadership, Management)

Training Participants

- Management Development Training

  1) People: Grade 10 to 11

  2) Groups: Five groups of 40 trainees, for a total of 200 trainees.

- Leadership Development Training

  1) People: Grade 12 to 13

  2) Groups: Two groups of 40 trainees, with some positions open to the academic and private sectors.

- Strategy Development Training

  1) People: Grade 13 to 14 (agency head)

  2) Group: One group of 20 trainees, with some positions open to the academic and private sectors.

Curriculum Planning

Core competence curriculum and the common curriculum are designed to equip the senior civil servants with core competence. (Please see Figure 3)

- Training period

  1) Management Development Training: Intensive group training, ten weeks

  2) Leadership Development Training: 2-to-3-day training courses in a week, completing the Core Competency Curriculum in three months

  3) Strategy Development Training: 2-to-3-day training courses in a week, completing the Core Competency Curriculum in three months

Overseas Study

- Two-week study programs at leading learning institutions and organizations in Singapore, the UK, and the US
- To select outstanding senior civil servants to attend the specialized research program abroad or the international internships.

Assessment Mechanism

- Management Development Training:
  1) Assessment will take place at Assessment Centers using the following methods:
     a) Presentations, including oral and written reports.
     b) In-basket Exercises, including case analysis and execution.
     c) Management games, including situation analysis and problem solving.
  2) Mentors observe and evaluate trainee's performance, learning attitude and interpersonal relationships.
  3) Writing papers.
  4) Psychological test to be designed by professional organizations specifically for the reliable psychological evaluation of senior civil servants, and for establishing behavioral norms.
  5) Others: After passing the above-mentioned performance evaluations, trainees become the candidates in the national pool of senior executives (grade 11 or above).
- Leadership Development Training and Strategic Development Training:
  The above-mentioned evaluation methods are used as a reference for promotion for qualified candidates.

Figure 3: Senior Civil Servant Core Competency and Course Modules

Strategic Competency	Leadership Competency	Management Competency
Module D1: Strategic Thinking and Problem Solving Courses 1. Problem Analysis and Resolution 2. Strategic Planning and Management 3. Environmental and Political Insight	**Module L1: Leading Change Courses** 1. Contemporary Leadership Models 2. Leadership Skills and Situational Leadership	**Module M1: Human Resource Management** Courses 1. Performance Appraisal Systems and Interviews 2. Diverse Human Resources
Module D2: Decisiveness Courses 1. Decisive Leadership 2. Execution	**Module L2: Communication and Marketing** Courses 1. Media Relations and Simulation Exercises 2. Legislative Relations and Simulation Exercises 3. Policy Marketing	**Module M2: Team Building Courses** 1. Vision Management 2. Team Incentives and Team Building
Module D3: Global Vision Courses 1. Competition Strategy in a Globalized World 2. Influence of International Organizations on Taiwan	**Module L3: Innovation Courses** 1. Government Innovation Strategy 2. Innovation Management Case Studies 3. Creative Thinking	**Module M3: Conflict and Change Management** Courses 1. Conflict Management Strategy 2. Change Management
Module D4: Negotiation and Crisis Management Courses 1. Negotiation and Consultation 2. Crisis and Risk Management	**Module L4: Establishing Partnerships** Courses 1. Cross-Domain Management Case Studies 2. Public-Private Partnership Case Studies	**Module M4: Performance Accountability** Courses 1. Cost-Benefit Analysis 2. Performance Management and Evaluation 3. Administrative Efficiency Case Studies

The HR Profession Map

© CIPD HR Profession Map – May 2009 – final version

Contents

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Context

The profession has seen a significant shift in the focus of human resources, moving from a primary focus on supporting line managers to manage their people well to a primary focus on ensuring that the organisation has the sustainable capability it needs to deliver its aims both today and in the future.

In response to these changes, the CIPD needed to restructure the professional development of human resources people to reflect the consequences of this shift.

We conducted detailed interviews with human resources directors across all main economic sectors and with scores of senior professionals and academics.

Using this information, we created a new and dynamic map of the human resources profession and what it actually does today. Built by the profession – for the profession!

The HR Profession Map will replace the current CIPD Professional Standards and is designed to evolve as the profession develops over time.

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An introduction

What it is

The HR Profession Map illustrates the core activities, knowledge and behaviours required in the human resources profession.

It focuses on professional competence and is not designed to directly reflect organisation structures, job levels or roles within the profession.

There are three main sections to the map:

- professional areas
- behaviours
- bands and transitions.

Each section can be read and used on its own but, to provide a complete picture, they should be read in conjunction with each other.

Key design principles

The HR Profession Map was developed using the following design principles:

- covers behaviours as well as the technical elements of competence required in the human resources profession

- describes what you need to do, what you need to know and how you need to do it within each professional area at four bands of competence

- organised around areas of competence, not organisation structures, job levels or roles

- the scope of the map to cover the breadth and depth of the human resources profession, from small to large organisations, from fundamental to sophisticated practice, local to global, corporate to consulting, charity to public sector, traditional to progressive

- although some of the content may relate to line managers and academics, the map is not designed to capture the competence required in these disciplines.

The HR Profession Map

Ten professional areas

- Strategy, insights and solutions
- Leading and managing the human resources function

- Organisation design
- Organisational development
- Resourcing and talent planning
- Learning and talent development
- Performance and reward
- Employee engagement
- Employee relations
- Service delivery and information

Three clusters – eight behaviours

Insights and influence
- Curious
- Decisive thinker
- Skilled influencer

Operational excellence
- Driven to deliver
- Collaborative
- Personally credible

Stewardship
- Courage to challenge
- Role model

Four bands of professional competence

cipd

The HR Profession Map – diagrams

Professional areas
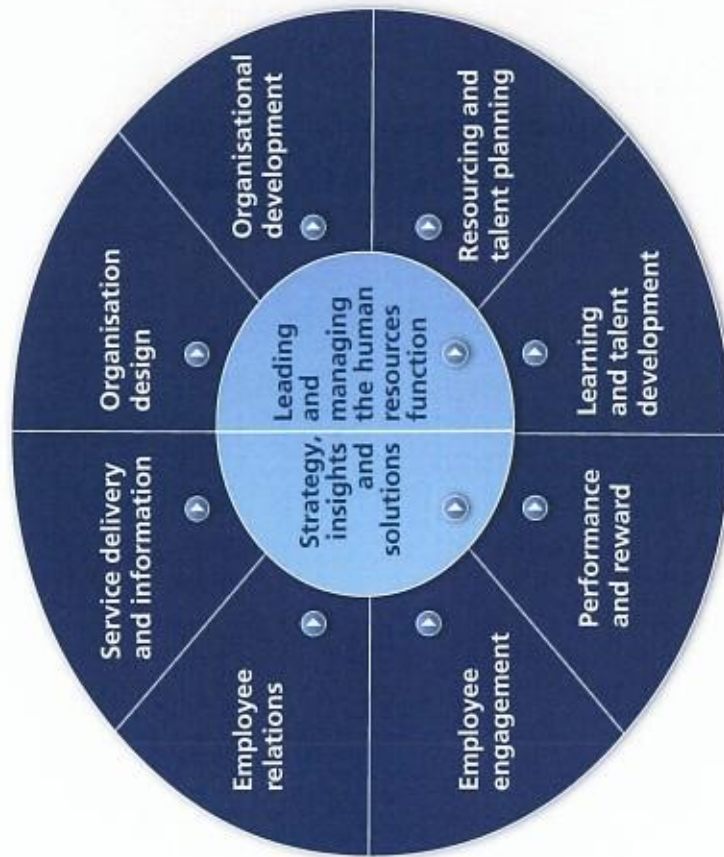
Behaviours

Hover over the arrow next to each professional area or behaviour to view a short description.

Sections of the map and how they're used

Professional areas

What is this section?

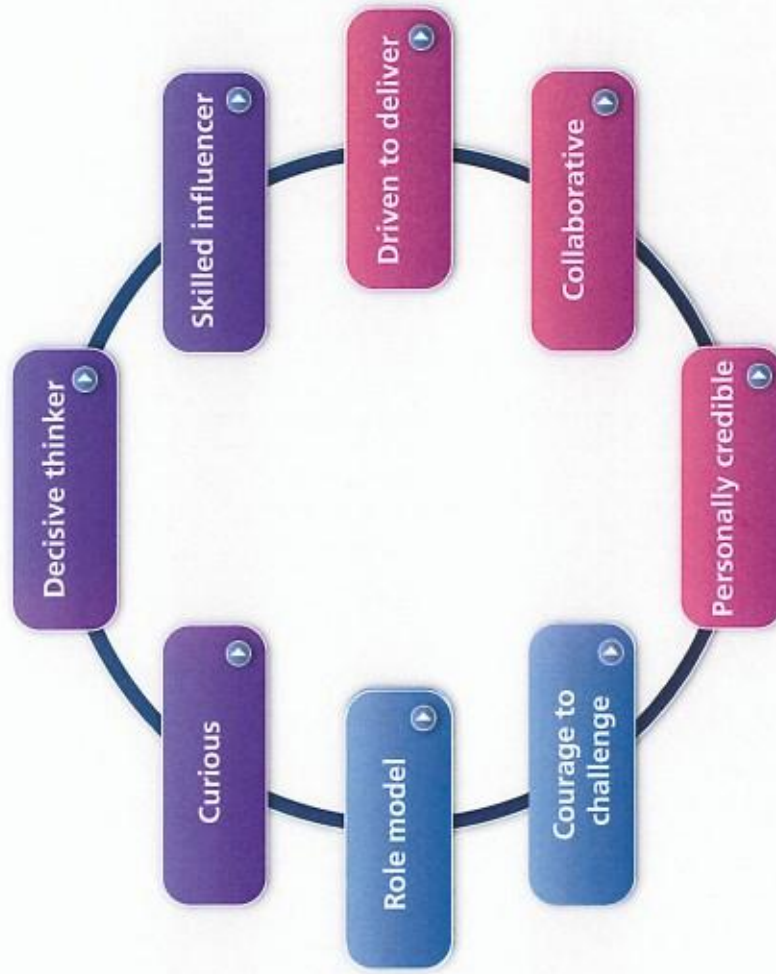It describes what you need to do (activities) and what you need to know for each area of the human resources profession at four bands of competence.

It also indicates the predominant behaviours needed to carry out each activity under 'how you need to do it'.

How it can be used

You can use it to identify the areas of human resources competence an individual or organisation needs to develop or deploy.

Behaviours

What is this section?

It describes in detail the behaviours a human resources professional needs to carry out their activities.

It describes each behaviour at four bands of competence.

The contra-indicators illustrate the negative manifestations of each behaviour.

How it can be used

You can use it alongside the professional areas to understand in full the behaviours required.

And/or as a stand-alone document to identify and understand the key behaviours human resources professionals need to develop and deploy.

Bands and transitions

What is this section?

It describes the four bands of competence and the transition challenges faced when moving from one band to the next.

How it can be used

You can use it alongside the professional areas and behaviours to help identify the appropriate band of competence an individual or organisation needs to develop or deploy.

It can also be used to support individuals in their progression from one band to the next.

Identifying individual and organisational requirements

How the map can be used:

As illustrated opposite, the map can therefore be used to identify the specific elements that an organisation or individual needs to develop or deploy.

Therefore, each discrete professional area is not intended to describe a job role in its entirety.

For example, a Head of Resourcing and Talent Management role would not simply comprise the activities, knowledge and behaviours captured under Band 4 of the resourcing and talent management professional area. Rather, it would combine elements from a variety of bands from a variety of professional areas.

The map can be used to inform:

- job design
- person specification
- career path analysis and mapping
- capability mapping and development planning.
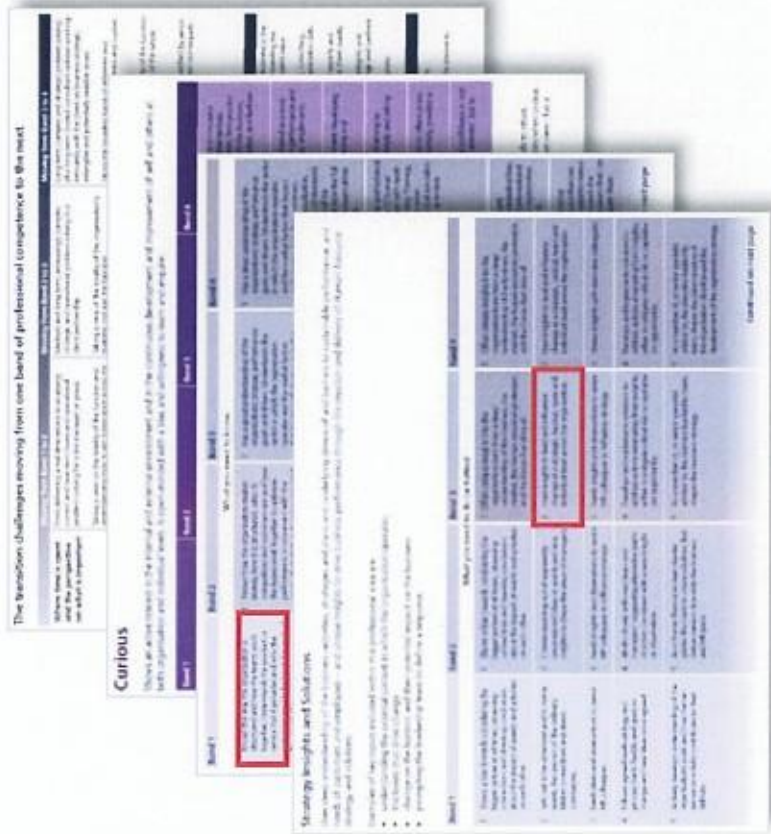
= the elements I need to do my job

Bands and transitions

Four bands of professional competence and the contribution made at each

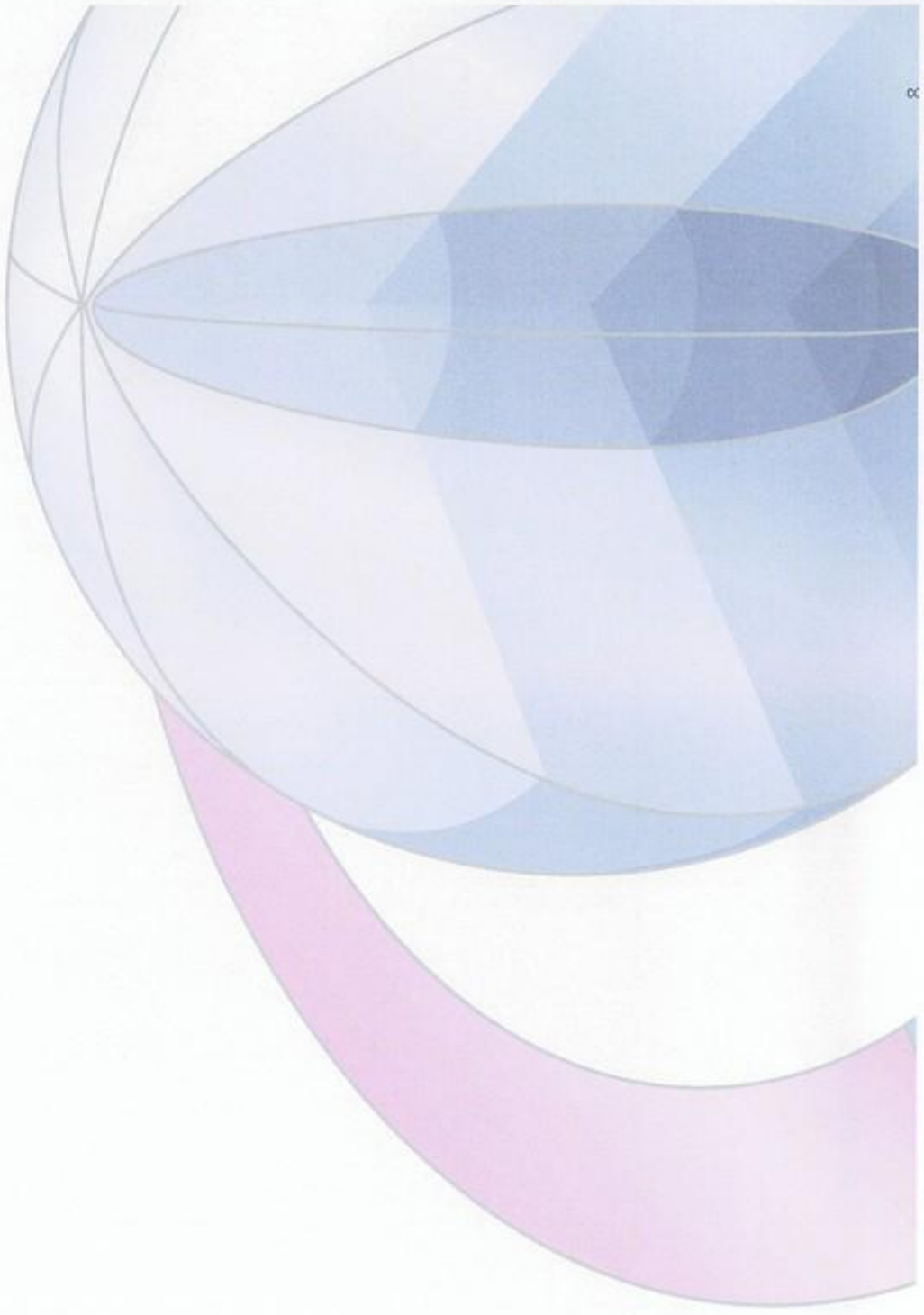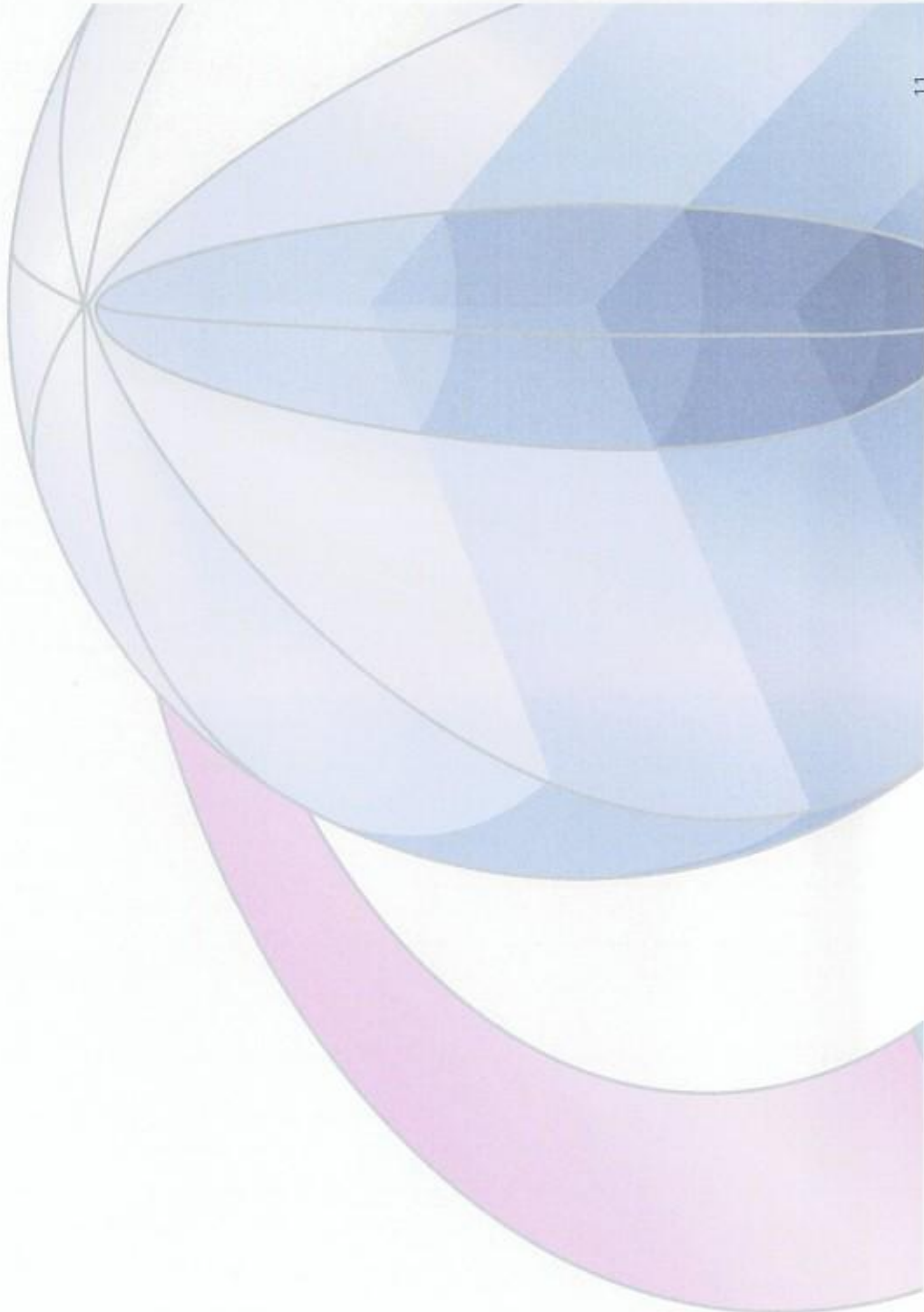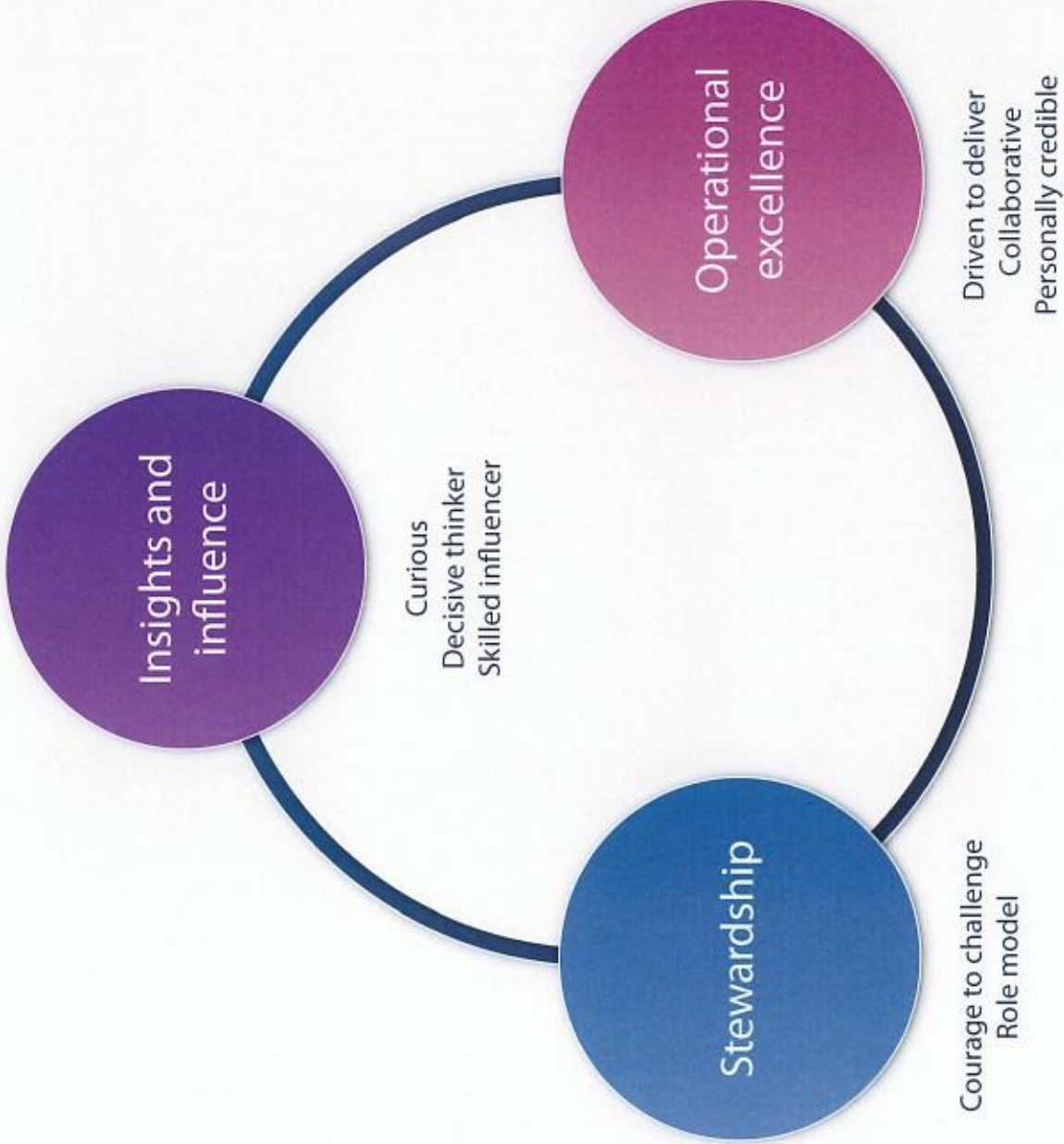|	Band 1	Band 2	Band 3	Band 4
Relationship with client	Support, service and information provision	Adviser, issues-led	Consultant, co-operative partner	Leadership colleague, client confidante and coach
Focus of activity	Administrative, client support and processing activity Immediate and ongoing	Advising and managing individual or team-based human resources issues and problems Current or near term	Leading the professional area Addressing the human resources challenges at the organisational level Medium and longer term	Leading the function or professional area Leading the organisation Developing the organisational strategy Developing the human resources strategy Partnering with the client
Where time is spent	Providing information, managing data, process delivery	Understanding the issues and parameters, issue analysis, evaluation, solutions and likely consequences	Understanding the functional and business realities, providing insights and linkages, flexible and innovative solutions, risk analyses	Understanding the organisational and industry realities and the client's needs, developing strategies and plans
Service to the client	Facts and information Administration Process support Peace of mind	Issues handled Flexible options and recommendations	Ideas, insights and challenge Solutions	'Safe haven' for challenging discussions around the hard issues, surfacing and reflecting 'the truth'
Measures	Execution excellence, efficiency, accuracy, flexibility and silent running Client satisfaction	Issues and problems satisfactorily resolved Repeat business	Trusted partner Seat at the leadership table	Lead team colleague Sought by client as development and performance coach
Relative skill balance	30:70	50:50	60:40	80:20
Behaviours : technical				

Transition challenges: moving from one band of professional competence to the next

	Moving from band 1 – 2	Moving from band 2 – 3	Moving from band 3 – 4
Where time is spent and the perspective on what is important	From delivering a real-time service to analysing current and near-term issues and operational problem-solving for a line manager or group. Taking a view on the totality of the function and understanding how to get things done across the function. Working through and trusting other people rather than delivering alone. Managing the performance and delivery of others on whom performance depends and giving sufficient time to coach and support. Valuing rewards through others' achievements and recognising own role in this. Focusing on a broader team agenda rather than individual agenda.	Medium and long term, increasingly complex strategic and operational problem-solving in a client partnership. Taking a view of the totality of the organisation's business, not just the function. Taking time for less tangible activities like visioning, explaining, engaging, involving, coaching and supporting others. Communicating with and influencing a wider circle of internal and external stakeholders. Creating synergies with other functions and overcoming parochial differences. Building and maintaining organisational image and personal impact.	Long-term complex and strategic problem-solving plus long-term trusted consultant/adviser working intimately with the client on business, strategic, intangible and potentially invisible issues. Taking the broadest frame of reference and focusing beyond the existing business and market drivers – exploring the unknown. Leading and integrating the totality of the function at the highest level in the context of the whole organisation. Taking a visible position, closely watched by senior line, functional leaders and external counterparts. Operating with little guidance.
The new skills focus	Building an awareness of the human resources levers that drive business value. Building and testing a range of interpersonal skills including communication, listening, relationship management, influencing. Broadening knowledge of the organisation and how decisions are made. Deepening technical skills and knowledge.	Deepening understanding of the business, and economic levers that drive value and pose risk. Switching the balance to spending more time using increasingly sophisticated behaviours and less time using technical knowledge. Shifting from talking to listening and eliciting ideas from internal and external. Increasing capability to deal with uncertainty, ambiguity and the intangibles. Becoming emotionally resilient and deepening self-awareness.	Deepening understanding of the business in the context of the industry and understanding the levers and risks that drive and threaten value. Honing and mastering partnering, consulting, influencing, engaging and communication skills. Showing a deference to technical experts and knowledge and an ability to access them readily. Taking a stand of objectivity and integrity and demonstrating courage to challenge and confront. Shaping the softer side of the business.
What is let go or relinquished?	Letting go of work which defined previous successes and which was previously enjoyed. Letting go of being personally in control.	Letting go of the need to have adequate, quality information or time before making a decision.	Relinquishing most hands-on work. Letting go of the need to know the answer to technical questions.

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# Behaviours

Behavioural clusters

Insights and influence
- Curious
- Decisive thinker
- Skilled influencer

Operational excellence
- Driven to deliver
- Collaborative
- Personally credible

Stewardship
- Courage to challenge
- Role model

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Behaviour definitions

Behaviour	Definition
Curious	Shows an active interest in the internal and external environment and in the continuous development and improvement of self and others at both organisation and individual levels. Is open-minded with a bias and willingness to learn and enquire.
Decisive thinker	Demonstrates the ability to analyse and understand data and information quickly. Is able to use information, insights and knowledge in a structured way using judgement wisely to identify options and make robust and defendable decisions.
Skilled influencer	Demonstrates the ability to influence across a complex environment, to gain the necessary commitment, consensus and support from a wide range of diverse stakeholders in pursuit of organisation benefit.
Driven to deliver	Demonstrates a consistent and strong bias to action, taking accountability for delivery of results both personally and/or with others. Actively plans, prioritises and monitors performance, holding others accountable for delivery.
Collaborative	Works effectively and inclusively with colleagues, clients, stakeholders, customers, teams and individuals both within and outside of the organisation.
Personally credible	Builds a track record of reliable and valued delivery using relevant technical expertise and experience and does so with integrity and in an objective manner.
Courage to challenge	Shows courage and confidence to speak up, challenge others even when confronted with resistance or unfamiliar circumstances.
Role model	Consistently leads by example. Acts with integrity, impartiality and independence, applying sound personal judgement in all interactions.
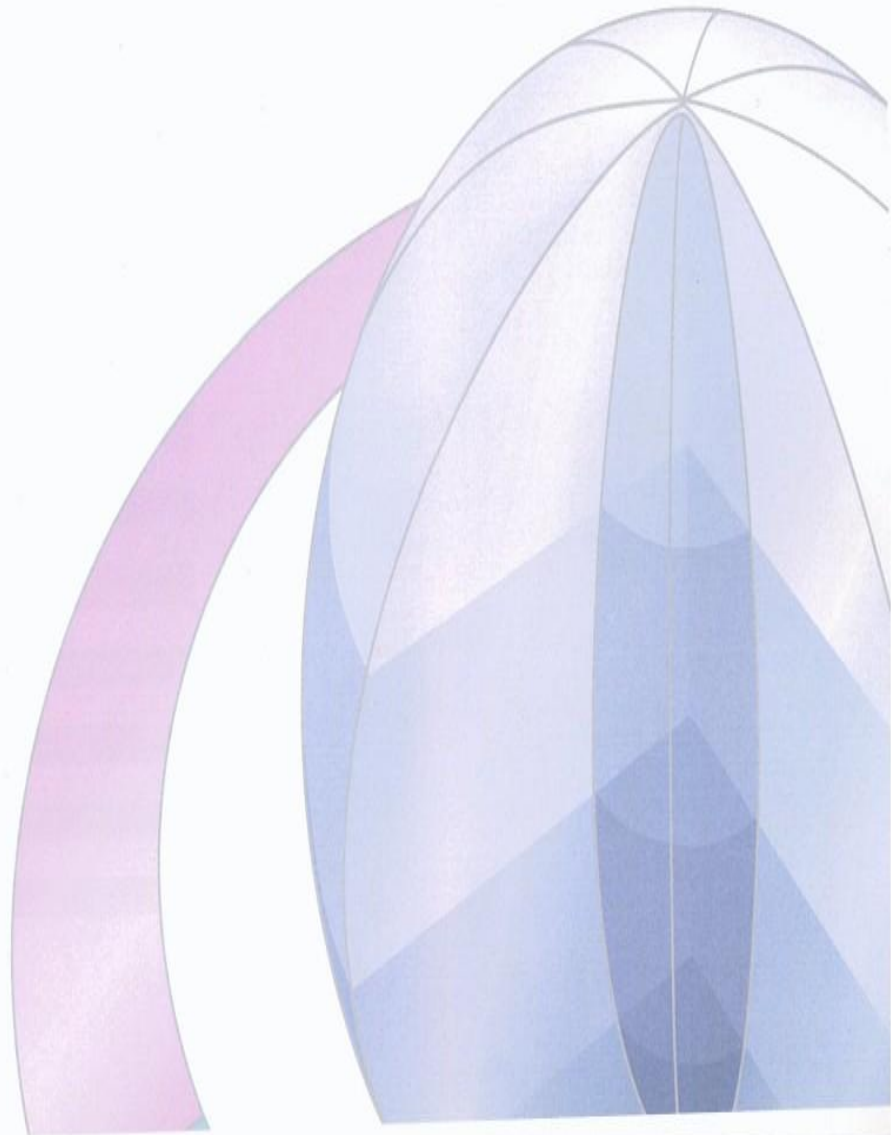
The HR Profession Map

二、英國倫敦政治經濟學院簡報資料

THE LONDON SCHOOL OF ECONOMICS AND POLITICAL SCIENCE ■

EXECUTIVE EDUCATION PROGRAMMES IDEAS PAPER FOR THE GOVERNMENT OF TAIWAN

Civil Service Protection and Training Commission

National Academy of Civil Service

Leadership and Management Development for the Civil Servants of Taiwan

Prepared by:
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Introduction

This Ideas Paper follows from a visit by the delegation represented by Mrs Ming-Jue Chang, Chairperson of Civil Service Protection & Training Commission and President of National Academy of Civil Service, Mrs Carrie Jui-Lan Wu, Director of the Department of Training Assessment at Civil Service Protection & Training Commission, and Mrs Sharon Shao, Division Chief at National Academy of Civil Service, accompanied by Mr Morgan CI Chiang, Chief of Consular Affairs at Taipei Representative Office in the UK, to the London School of Economics and Political Science on 8 June 2010.

Established on 1 June 1996, the Civil Service Protection and Training Commission (CSPTC) is responsible for the protection and training of civil servants, its chief missions being twofold: protection operations, to establish and provide a comprehensive legal framework of civil service protection under which to review protection cases fairly; and impartially according to law to safeguard the reasonable rights and interests of civil servants and uphold their dignity in enforcing the law.

The National Academy of Civil Service (NACS) , formerly called the National Civil Service Institute, was founded on July 26, 1999. It was formed under the supervision of the CSPTC, responsible for various statutory recruitment efforts and training programs.

The London School of Economics and Political Science (LSE) is world-leading social sciences university and is well positioned to address the training needs of the government of Taiwan to structure customised training programmes which would address both the strategic objectives of human resources development of CSPTC and NACS and the professional and personal development objectives of the civil servants of Taiwan. The LSE has a wealth of experience of working with Taiwan, where it designed and delivered a number of successful customised training programmes for a number of Taiwanese ministries and organisations.

This document contains our initial ideas for executive education programmes for CSPTC and NACS that reflect our broad understanding of the learning objectives and the profiles of the possible participants, and is intended to provide a framework for LSE and CSPTC and NACS to tailor the programmes to the strategic goals and learning needs of the parties involved.

Overall Approach and Methodology

Most of our executive education clients and partners typically fall into two main categories: (1) public sector organisations, such as government agencies and ministries, sometimes including multilateral government organisations; and (2) private sector organisations such as multinational corporations, sometimes including state-run enterprises. We have a wealth of knowledge and experience to share with both kinds, each engagement representing a customised solution designed specifically for that client. Our fundamental approach is needs-based and demand-driven – we listen to our clients to learn as much as possible about the strategic objectives of the organisation as a whole, all the way down to individual learning and personal development needs of each future participant, and how it all fits together. We always avoid offering "off-the-shelf" solutions which fit other clients and objectives, because we see each client as unique and special in their combination of circumstances, issues, places, and time.

We therefore typically require substantial discussions and ideally face-to-face meetings with our prospective clients to identify key issues at all levels of the organisation prior to extending any indicative proposals. We prefer to reflect on those issues, discuss them

internally to confirm possible solution routes, and then engage in a design process which involves stakeholders and experts from both sides to agree the best option.

For more effective visualisation, below please find a diagram that summarises the key phases of our executive education programme design and delivery process.
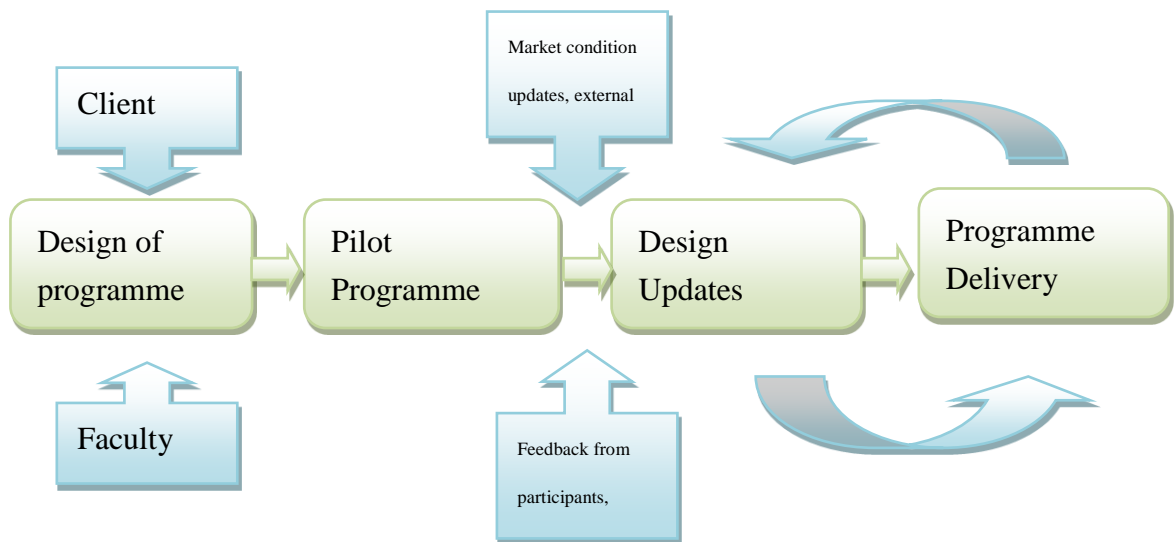
Below please find our views on the programme approaches which we found beneficial to our current and past clients. These represent three broad categories:

1. Offerings that benefit organisations with broader perspectives of social sciences and international political economy, to help engage more effectively with the ever-changing global environment, taking into account events and trends across the world.
2. Offerings which are designed to improve overall strategy, leadership capability, and functional excellence of an organisation operating in an increasingly competitive environment, whether domestic or international.
3. Offerings which are tailored to specific needs and objectives of industries or organisations, including thematic and topical reviews and discussions where certain and case-specific knowledge and expertise are requested.

Whether our programmes are designed to close a specific knowledge gap, to broaden horizons in given area of interest, to create a shared understanding of an important issue, to provide behavioural change stimulation, to facilitate a strategic development of an organisation, to offer internal and external networking opportunities, or to support reward and recognition of talent, the LSE closely tailors the programmes to the needs and objectives of individual clients.

More specifically, based on our discussions during the delegation's visit to the LSE and the specific questions raised subsequently, below please find our initial suggestions.

Question 1: The LSE has delivered training courses for the government of Taiwan, for mid- to high-level civil servants, with courses delivered both in Taiwan and at the LSE in the UK. What are the pros and cons of these approaches?

Answer: The major benefit of delivering courses in Taiwan is economies of scale. The course organisers can put more participants in the classroom, therefore greatly

expanding the reach of the programme, although careful consideration is needed not to overcrowd the course so it becomes more of a conference event rather than a customised executive education programme. If the number of participants is large, it would be more economical to fly a number of LSE designated staff to teach in Taiwan rather than to fly the entire group to London (considering the costs of flights, hotels, etc).

On the other hand, the major benefit of holding courses at the LSE in London is to increase the programme exposure for the participants – during a few days and weeks in London the participants may be taught by a great number of academics, experts and practitioners, which may be very hard and costly if we had to organise it in the same way in Taiwan. Additionally, external visits to government offices – and even to other parts of Europe, for example to the European Commission in Brussels – can be organised.

Therefore, whenever possible, we strive to offer a combination – a "primer" module held in Taiwan by the lead LSE designated academic and staff where we can address the core issues and themes of the course and set the tone for the whole programme, then followed by a module held at the LSE where we can immerse the participants in the international and cosmopolitan environment that the LSE and London offer, filled with discussions and debates with a number of academics and experts.

Question 2:　　　The LSE holds training courses for other governments and civil service agencies. How the participants are typically selected and what qualifications are required? Do we arrange for the participants to intern in British government agencies?

Answer:　　　The participants selection process can vary dramatically from organisation to organisation, and normally it is agreed between the LSE and each client as part of the training programme's qualification criteria, which is then executed and enforced by the client. In our experience, we advice each client on a case-by-case basis which criteria are advisable and which may be compulsory, considering each situation from a number of requirements and perspectives. Very importantly, the qualification criteria must be set against the complexity and sophistication of the training programme, so we carefully balance it with the programme design.

In terms of the qualification process, this can vary as well. For instance, for some government agencies we conduct comprehensive psychometric evaluations of the potential participants – performed via online tests and questionnaires – to jointly decide who should attend the programme. We can assist with the design of pre-course questionnaires to help each client with the selection process. In some cases, we jointly define key entry criteria and allow the client to execute the selection process completely.

We do not normally arrange internships in the British government for our executive education programmes participants, but can consider it. For example, the LSE's Department of International Relations has an internship arrangement with the British Parliament, so it can be organised; however, if to be done on a larger scale – for a number of participants at the same time – we will need a significant notice time to consider various options.

Question 3:　　　Has the LSE held training programmes for British civil servants? How do you evaluate training results, specifically reaction, learning, behaviour, and result? How do you track and evaluate trainees' performance? Can you provide case studies?

Answer:　　　Over the years LSEE has designed and delivered a number of customised programmes for various UK government ministries and agencies including Office of the Deputy Prime Minister, National School of Government, Her Majesty's Treasury, Central

Police Training and Development Authority, and the Foreign and Commonwealth Office (FCO).

The case of the FCO is a good example of a long-term collaboration to provide multi-level customised training to British diplomats and officials. Since 2003, the LSE has trained over 700 members of the British foreign service, with courses mainly delivered at the FCO headquarters in London, but now also overseas including in Asia and South America (held at British Embassies and High Commissions, for FCO staff only). The theme of the programme is "Economics for Foreign Policy", and the programme includes up to eight Level One courses (seven days in duration each) annually and up to four Level Two courses (15 days in duration each) annually. The programme has a rigorous assessment and evaluation process, specifically concentrating on Reaction, Learning, Performance, and Organisation. The process includes structured feedback from the participants, academics and FCO staff, which is done during and after the course; periodic discussion reviews and consultations between the LSE and the FCO; and continual review of the teaching methodology and the introduction of innovative teaching methods. All of the feedback and subsequent reviews are summarised for any further and in-depth analysis.

The feedback from the past participants indicates very strong and positive impact from the programme on the improvement of knowledge and enhancement of skills.

Below please find a link to the FCO designated website which contains more information about the programme, specifically the flyers for both Level One and Level Two courses:

Further below please find a case study (two pages) about the LSE and FCO collaboration, which includes our approach to the client's need, overall methodology, and select comments and feedback from past participants and the FCO.

LSE **Executive Education**

Foreign & Commonwealth Office

Economics for Foreign Policy: customised courses for the FCO

- What are the most important issues facing Less Developed Countries today?
- What issues arise from the rapid growth and development of leading emerging economies?
- What is the future of the global trading system?

LSE Executive Education, a branch of LSE Enterprise, has worked with the UK Foreign and Commonwealth Office (FCO) for eight years. Its customised economics training programme helps diplomats discover the answers to these questions and more.

Understanding the FCO's needs

Diplomats of the UK Foreign and Commonwealth Office (FCO) might find themselves analysing international events, negotiating treaties or implementing British foreign policy around the world. Wherever they end up, a well-rounded knowledge of economic and political issues is critical.

The FCO wants to equip employees with the knowledge, capacity and skills to implement UK government and EU external policies in a wide variety of international situations. It approached LSE Enterprise in 2003 to design, deliver and manage a comprehensive training programme that would cover economics and the political economy.

'This is a unique opportunity to share current academic thinking with people who are active in the policy making process. Our coverage ranges across the political economy spectrum and can include policy issues such as climate change, the demographic challenge, failed state issues, and the current financial crisis, together with international institutional and reform issues – all within a single programme.

Professor Julius Sen,
LSE Executive Education

Contact us to find out more:

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Website: lse.ac.uk/executiveeducation

Economics for Foreign Policy *Continued*

LSE Executive Education's solution

To design the course, LSE Executive Education combined its in-house expertise with that of authorities from LSE's world-renowned Economics and International Relations departments. Close collaboration with the FCO's Economic Policy and Training departments ensured that all relevant subjects were covered and the programme was fully customised to the FCO's needs.

The multidisciplinary training covers micro- and macro-economics in a political context, alongside international economics. The courses are delivered at the FCO's offices in Whitehall, using a full range of teaching techniques such as case study analyses, seminar discussions, trade simulations and self tests.

In managing the course, LSE Executive Education draws on the talent of the entire School. Experts from LSE's Economics, International Relations, Accounting and Finance, and Government departments all take part in the delivery of the programme. Participants benefit from the LSE's latest cutting-edge research and thinking, with topics covering the latest issues as well as fundamental principles.

The seven-day level one course gives participants an applied understanding of the economic arguments behind key policy issues.

Participants requiring more economics in their careers then undertake the level two course, lasting three weeks. This solidifies their professional understanding of modern economics issues, global institutions and policy making in the international context, and enables them to analyse in depth the political implications of economic policies.

- LSE Executive Education and the FCO have collaborated on this project for eight years, with the course running up to 24 weeks per year
- The level one course has been made **compulsory for all professionals** joining the FCO
- Over 700 FCO trainees have now undertaken the course

Participants' thoughts

2010 participants report that:

'This course has enabled me to better understand economic policy and report more effectively to London'

'Thanks to this course, my economic awareness is much heightened and my reporting is better'

'What will this change about my approach to my job? Everything!'

The client's thoughts

'We have been very pleased with the high teaching standards LSE Enterprise continues to provide for the FCO. Feedback from staff continues to show a high level of course satisfaction and meeting of course objectives.

'We have also been impressed with the work the LSE Enterprise team have done in providing our flagship course, Economics for Foreign Policy One, internationally.'

Foreign and Commonwealth Office, 2010

Question 4: The government of Taiwan is currently designing a high-level civil service training programme for the Top 200 Group. Can you provide any suggestions based

on your training experience?

Answer: Our approach is needs-based and design-driven, therefore before we can make any specific suggestions we would need be aware of a number of issues. Overall, it is always important to understand the strategic objectives of the programme – what are the key organisational if not government-wide issues and developmental objectives this Top 200 Group programme is to achieve? How does it fit into the top-level civil service development agenda of Taiwan? How it is to fit together with any other programmes it may compliment or replace? From a "bottom-up" perspective, it is very important to understand personal and professional development needs of the civil servants who will be enrolled as participants on this programme. What are the typical career and educational backgrounds, if any? What topical areas it is to cover and knowledge gaps to close? Overall, a better understanding of whether this programme is to be designed to address a specific skills deficiency, or to increase specific knowledge and broaden horizons, or to provide behavioural change stimulation, or to create a shared understanding on a particular issue – whether a problem or opportunity – or to provide internal networking opportunities for senior civil servants from various parts of the Taiwan government, or to also serve as part of reward and recognition, or sometimes a combination of all of the above, will be very important to ensure that the programme design and delivery are a success.

Question 5: The government of Taiwan is planning overseas training for its high-level executives next year, with an aim to hold two-week training courses and two- to three-month study programmes for outstanding civil servants. Would the LSE be willing to collaborate in these projects?

Answer: We would be delighted to collaborate with CSPTC and NACS. The LSE has a wealth of knowledge and expertise in design and delivery of both short-term and long-term customised training programmes, and we will be happy to share our knowledge and apply our expertise to provide top-level executive education programmes to the government of Taiwan. Additionally, the LSE has been working with the government of

Taiwan for a number of years, including Central Personnel Administration, Ministry of Economic Affairs, Ministry of Foreign Affairs, Taiwan Depository and Clearing Corporation, and Taiwan Futures Exchange. We have delivered programmes both in Taiwan and the UK, and can structure training solutions which are truly customised and needs-based.

In the link below please find a list of our past training programmes designed and delivered for Taiwan's ministries and organisations:

http://www.lse.ac.uk/collections/taiwanProgramme/TrainingandExecutiveEducationProjectsinTaiwan.htm

Key Issues of Structure and Logistics

Overall, for general reference, below please find some of the key considerations for the structure and logistics of customised training programmes.

Course methodology

Courses can be designed using a mix of lectures, seminars, interactive group exercises and simulations, and independent study. These would be supplemented, where possible and suitable, with external visits and meetings, especially when held in the UK or outside of the home country.

Usually our preferred methodology is to incorporate elements of formal teaching with highly interactive sessions and some self-study to ensure that participants get the most out of the programme. Therefore we typically prefer that the maximum numbers of participants in each cohort do not exceed 25 to ensure most effective learning dynamics,

although we have successfully structured courses with 50 and over participants, and with fewer than ten.

In terms of programme duration, much depends on other time demands the participants may have with their regular work and service. We have delivered both highly effective and intensive 2-day workshops and 8-week long courses, with some individual learning programmes lasting up to two years.

Location of training programmes

Training and executive education could be organised either in London or at the home country locations of the client; and we are also open to consider third country destinations if there is a specific interest or request from the client.

Per our general assessment home countries would be preferable for longer courses and London for shorter courses, to gain additional cost effectiveness and economies of scale, although it varies on case by case basis. We typically require on-site inspections prior to any significant new overseas deliveries.

Exclusivity

Our programmes do not necessary have to be exclusive, and we are happy to partner with other world leading universities and training providers to design and deliver training programmes. Understanding the client's needs and objectives, we are happy to structure a programme where some modules and/or components are delivered at the LSE in central London, and some are at the client's or the client's partners sites.

Translation and interpretation

Unless guaranteed that participants are sufficiently fluent in English, simultaneous interpretation would normally be required for all courses, with all materials translated

ahead of time.

Alternatively, we can organise pre-programme English language courses so that the future participants obtain the required level of the language proficiency and are able to attend the LSEE programmes in English. Of course the location, duration and intensity of the English language training has to be discussed further, based on individual profiles of the future participants and the expectations of the programme organisers.

Course certification

Participants would receive an official certificate of completion from the LSE and LSE Executive Education if they complete the requirements of the programme and maintain high standards of conduct and participation.

Costing

To offer a perspective on costing guidelines, in pricing a programme much depends on the scale, duration and intensity of it – if we need to design it once and deliver multiple cohorts the economies of scale can be very significant. If one academic can cover an entire theme/module over a number of days the pricing can differ enormously as opposed to cases where multiple academic panel discussions with top experts are assembled and individual exercises and coaching are involved. And of course the number of participants attending it as a major variable.

Therefore programmes can vary dramatically in costing, and often we prefer our clients identify the budget they have available for a particular training initiative so we could suggest what can be achieved with it.

Suggested Next Step

As much still remains to be defined, we suggest that more detailed discussions are held between LSEE, CSPTC and NACS. More specifically, discussions will help us define the following key parameters:

- Confirmation of content themes, topics and areas

- Duration and intensity of each engagement

- Delivery structure and logistics of each engagement

- Qualification criteria for participants

- Language specifications, or limitations thereof

- Academic, experts and materials requirements

- Feedback and evaluation requirements

- Engagement structure and contractual

- Budget availability and costing for the training initiatives

Ends.

Appendix – Additional Information

<u>Introduction to the LSE</u>

The London School of Economics and Political Science (LSE) is a world class centre renowned for its concentration of research and teaching across the full range of the social, political and economic sciences. From its foundation in 1895, the LSE has aimed to be a laboratory of the social sciences, a place where ideas are developed, analysed, evaluated and disseminated around the globe. In the most recent UK Government Research Assessment Exercise held in 2008, the School's research was ranked overall second among British universities, with a number of academic departments receiving top rankings – the LSE has the highest percentage of world leading research of any university in the UK. The most recent rankings by *The Times* newspaper in 2009, based on academic peer reviews, placed the LSE fifth best university in the world in social sciences. The LSE has been home to 15 Nobel Prize winners and more than 34 past and present heads of state.

The LSE faculty, like its postgraduate and doctoral students, is unusually international in composition, giving the School a unique insight into research and studies in an international and comparative context. More than 1,000 academic and research staff work in 16 Departments, 5 Interdisciplinary Institutes, and more than 30 research centres and units, making LSE's strength a leading school in its respective fields.

Situated in the heart of central London, the School is surrounded by one of the most cosmopolitan cities in the world. Only a short distance from Europe's financial, legal and cultural centres, the LSE stands at the unique crossroads of international debate, fundamental to our identity as an outward looking institution with an active involvement in UK, European and world affairs. The School is proud to have the largest social sciences library in the world.

LSE staff have extensive academic links with premier universities and research institutions around the world. Internationally, LSE staff are involved in research projects on all six continents, addressing real world problems in a context of rapid global change.

<u>About LSE Enterprise</u>

LSE Enterprise Limited (LSEE) was set up by the LSE in 1993 to enable and facilitate

commercial application of the LSE's expertise and intellectual resources, mainly via its

Executive Education and Consulting arms.   A wholly owned subsidiary of the LSE

(Company Registration Number 2657442), the company offers a professional interface

with the academic community with a comprehensive range of project management and

support capabilities. LSEE is the access point to all LSE faculty for external consulting

and development work. LSEE has a proven track record of delivering successful outcomes

on projects ranging from small scale individual consultancy assignments up to complex

major projects involving large interdisciplinary teams.

LSE Executive Education is part of LSEE, a wholly owned subsidiary of the LSE. It provides executive education based on the considerable expertise of LSE academics in economics, politics and the social sciences. LSE Executive Education has a wealth of experience in designing, delivering and managing international executive education projects involving world-leading LSE experts.

LSE Executive Education designs executive education programmes, whether tailor-made or open enrolment, around the specific needs of its clients and participants while always promoting the progressive ethos of inquiry of the school. Distinct from business schools, LSE Executive Education does not narrowly concentrate on teaching fashionable management techniques, but works to help participants think globally and independently, taking into account the environment in which their organisations operate, and facilitating them in designing and choosing the necessary tools for management. Our client list includes the UK government departments (Department of Trade and Industry, National Audit Office, Foreign and Commonwealth Office, Office of the Deputy Prime Minister, and National School of Government), foreign government departments and agencies (Department of Trade and Industry of South Africa, Dubai Executive Office, Taiwan Ministry of Economic Affairs, Agency for Civil Service Affairs of Kazakhstan, Ministry of Water and Irrigation in Jordan, Economic Development Board of Libya, Civil Service Bureau of Hong Kong, and High Commission of Tanzania), international and supranational organisations (the European Union, United Nations, Commonwealth Business Council, and World Trade Organisation), and major businesses and financial and professional service organisations (RBS, Pfizer, Boehringer Ingelheim, BP, Citigroup, Honeywell, RUSAL, ExxonMobile, ABN AMRO, Accenture, UBS, PWC, and Deloitte & Touche).

National School of Government

About the National School of Government

The National School of Government has a simple purpose – to improve public services through high quality, high value learning and development. This comes in all shapes and sizes such as training courses and qualifications for individuals, tailored programmes for teams and consultancy for organisations. We are there to help you with issues like efficiency gains and cost saving, as well as improving skills in areas like leadership, policy and many of the key professions.

The new deal

Key to raising the bar for public services is core and collective learning across the Civil Service. In what's been named the "New Deal"; Permanent Secretaries, the learning and skills organisations of the Civil Service, heads of profession and the wider learning and development community have come together to agree a "Core Learning Programme" to cover the essential areas of policy, leadership and professional development. As the corporate learning resource for the Civil Service, the National School is proud to have responsibility for its design and delivery.

What we do

You may already know us for our successful training programmes, which run at our superb facilities in Sunningdale, in central London and inside organisations throughout the UK. But did you know that our tailored work, consultancy, online resources and events accounts for half of all the work we do?

Whatever you do, whatever you need, we can help through:

- Training programmes – from short and sharp to in-depth development; either come to us or we can come to you
- Consultancy and organisation development – from specialist practitioner advice to top class academic inputs
- Research and publications – from knowledge development activities to interactive toolkits
- Events – from team awaydays to Large Group Interventions
- E-learning through our Virtual School – from free learning packages to online communities
- International consultancy – from long term capacity building to knowledge sharing study visits

What you get from us

- Work 100% contextualised to the public sector – as a government organisation we're steeped in it
- A range of products and services that cover a host of skills and disciplines needed by public servants, with many programmes leading to professional or academic qualifications
- Shared public service values and the strictest standards of honesty, integrity and ethics
- An organisation that is self funding - motivated by performance not profit

Why choose the National School?

When you work with the National School you plug into new thinking, innovative practice and experienced leadership in government. Our insider status within central government means we are increasingly the "go to" organisation for advice, ideas, innovation and good quality individual and organisational development for the public sector. This is because that in addition to other public sector academies, we also collaborate with some of the most prestigious universities and business schools in the country and with some of the most impressive academic and business brains both here and abroad.

And remember, if you are part of the Crown, you don't need to tender to make use of our services.

nationalschool.gov.uk

What we do – a little more detail

Training programmes

Grouped under the following headings, you are bound to find something to meet your needs:

- Strategic Leadership and Board level development
- Management Development and Business Skills
- Policy and Government, Ministers and Parliament
- Professional and Specialist Development, including CPD
- Personal and Career Development

All of our training programmes are quality assured and evaluated. Many map against Professional Skills for Government (PSG). Some lead to qualifications. All can be tailored to your context and run at a location of your choosing, which is often the cheapest solution as well as potentially more carbon friendly.

We believe that the best possible outcome is for the people we serve to return to work with ideas for improvement – and the skills, confidence and energy to see them through. We support change – personal and organisational – not abstract learning.

Consultancy and organisation development

Increasingly the National School supports departmental development objectives through consultancy and change-creating activities. This includes:

- Bespoke change programmes
- Leadership development – the sort that changes the culture not just personal skills
- Consultancy advice and support including assistance in addressing priorities such as Capability Reviews, Employee Engagement, performance measurement and cost saving
- Executive, career, team and other forms of coaching
- Access to a full range of tools and interventions ranging from 360° feedback to communities of practice

Research and knowledge development

A key function of the National School is to generate new knowledge and ideas for the benefit of central government and public services. We tap into the best thinking on management, organisation and governance courtesy of the Fellows of the Sunningdale Institute (our virtual academy of leading thinkers on these areas who offer fresh high-level thinking and advice on the issues and challenges facing a modern public service).

Events

We are responsible for high profile conferences such as the International Women's Conference, the famous Civil Service Live and the Challenge of Delivery: PSAs. Our cross-cutting conferences and events are based on the key issues facing the public sector and are designed with opportunities for interactive discussion, networking, learning and real time problem-solving. Our agreements with leading suppliers and venues enables us to coordinate all aspects of large scale events from beginning to end and we have unrivalled access to government and international speakers.

Virtual School

Reflecting the pressures on your time, our Virtual School is a web-based resource allowing quick and convenient learning while at work. It's the result of pan-government collaboration with content that includes information security, human rights, organisation design and finance packages (many of which are free), online community portals and other services.

International work

For almost 30 years the National School of Government has been the first port of call for international administrations seeking to develop their organisations and staff, in line with the strategic priorities of the Foreign and Commonwealth Office and the Department for International Development. During that time we have worked with government administrations and public sector institutions all over the world with priorities in:

- Transition countries in Central and Eastern Europe, the Balkans and the former Soviet Union
- Emerging countries in Africa, Asia and the Caribbean
- Post-conflict countries such as the Afghanistan, Iraq, Sierra Leone and the Balkans

INVESTOR IN PEOPLE

nationalschool.gov.uk

New Deal with Civil Service leadership

- Reconnecting with the Civil Service leadership

- Permanent Secretaries' Management Group (PSMG)

  - Commitment to own the School

  - Work with us on the corporate learning programme central to their priorities

  - Sharing the need to strengthen and grow the National School

- New Civil Service Learning & Skills Board

National School of Government

Context

Our business as a government department is to help people and organisations operating in the whole of the public service system.

Our job is to support the strategic priorities of government and help clients respond to key public service challenges:

- Service transformation
- Issues arising from capability reviews
- Cross-cutting public service agreements
- Organisational leadership and governance.

Our core international activities are increasingly aligned to DFID and FCO commissions as a partner in government.

National School of Government

Learning and skills formal framework

CIVIL SERVICE
PERMANENT SECRETARIES' MANAGEMENT GROUP

Civil Service Learning and Skills Board

Skills Strategy Delivery Board

PSG Project Board

Government Skills Management Board

National School of Government Executive Management Board

Parliament

Minister for the Cabinet Office

National School of Government
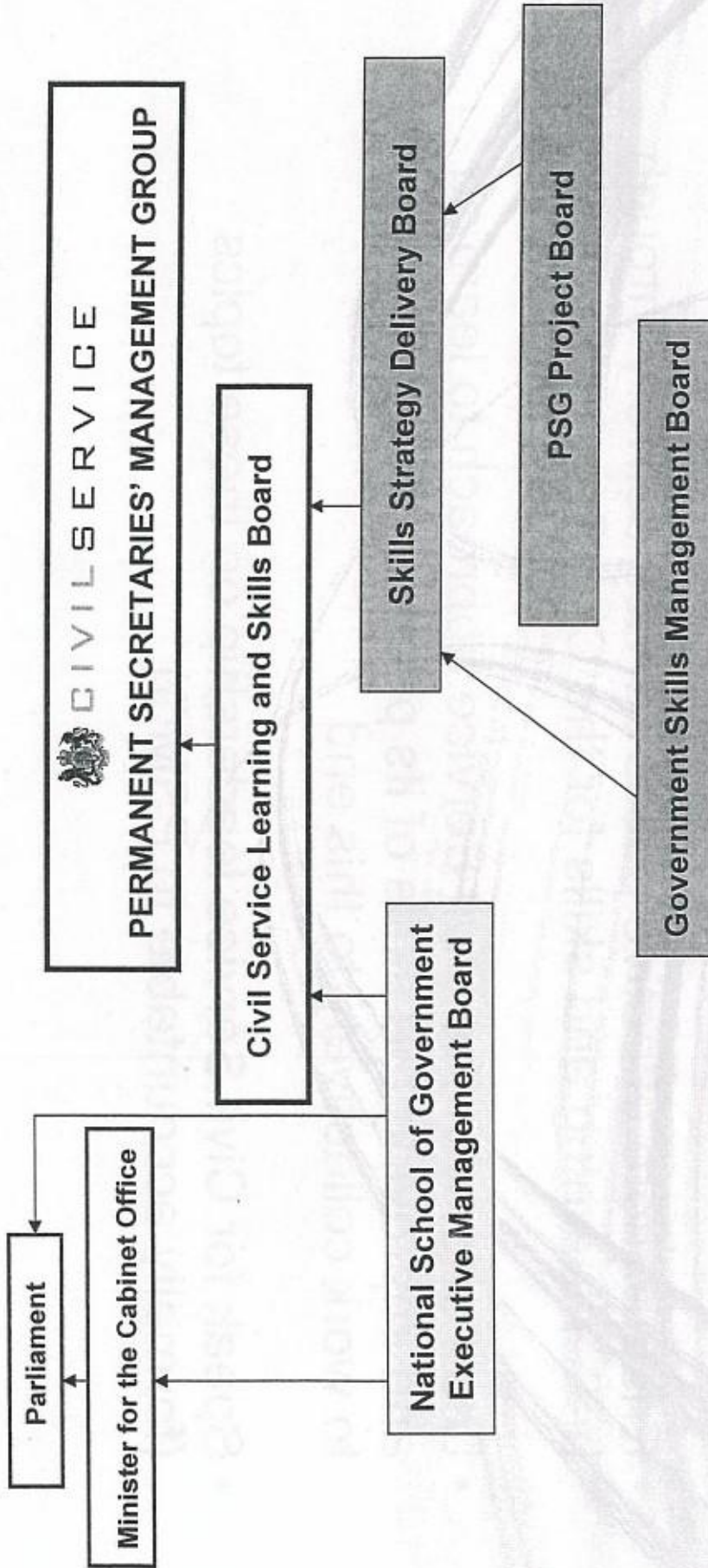
The Learning and Skills Board exists to:

- Ensure more effective public service delivery through better learning and skills for the Civil Service

- Lead and own the Civil Service approach to learning and improving the skills of its people, providing direction to work collectively to this end

- Speak for Civil Service leadership on these topics (formally accountable to PSMG)

National School of Government

NSG now run by Senior Leadership Team

Patricia Greer

Elaine Lorimer

Rod Clark

Jonathan Miller

National School of Government

Positioning of NSG

New Scorecard built around 4 areas:

National School Excellence

NSG must have the capability to deliver

Reputation

Reputation as the place people come to for advice, ideas, innovation and good quality individual and organisational development

NSG exists to help Central Government and partners to deliver better

Financial Viability

NSG must fund its current and future activities and be financially robust and efficient

Our market place: Public Sector

Entry into this market must be managed and prioritised in order to ensure maximum public service impact and effective use of resources

Senior Civil Service
Rest of Civil Service
Large organisations: NHS, Police, Fire service
Local Government
3rd Sector: Charities, NGOs, ...
Private sector companies serving the public sector

We are uniquely placed to offer cross cutting, innovative solutions (often in partnership with others to ensure capacity.)

Partners and/or competitors

- Big consultancies

- The Business Schools

- Universities

- General L&D and consultancy Providers

- E-Learning providers

- Other government L&D providers

The scale (and speed) of the transformation required within the public sector will require NSG to partner with others on a number of occasions (in a financially viable manner) in order to ensure sufficient impact

National Academy of Civil Service

Introductory meeting

11th June 2010

MENDAS

discover the power in people

Agenda for meeting

- ≫ Introductions
- ≫ Clarify objectives for meeting
- ≫ Mendas

Page 3

MENDAS

discover the power in people

Who is Mendas?

» **Mission**
  » Using the power of psychology to help improve organisations and their people
  » Using the understanding of human behaviour to inform our solutions
  » Select, Develop and Support

» **Our way of working**
  » Collaboration
  » Understanding need first

» **Future plans**
  » Innovation
  » Value for money

MENDAS
discover the power in people

Our approach to assessment: principles

» Understanding the role and what high performance looks like

» Seeing performance in action

» Maximising value through bespoke solution

» Putting tools together into an assessment centre

» Provision of design and delivery services

» Attending to the candidate experience

» Applying techniques to selection and people development

» Evaluation and validation of solutions

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Our approach to assessment: examples

»» Microsites
»» Financial Reasoning Test
»» Situations for Graduates
»» Situations for Nursing
»» Interactive exercise
»» Case studies
»» Ability tests
»» Personality questionnaires
»» Case studies

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Differences across public and private sectors

»» Cultural differences
  » Attitude to risk
  » Commercial sense e.g. focus on delivery, managing performance
  » Motivation
  » Job security and pay
»» Intellectual capability
»» Dealing with stakeholders e.g. negotiating skills
»» Diversity

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Training

>> Audience

>> Content

>> Relationships with universities

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Agree next steps

>> Some options

>> Provision of more information and materials

>> Meeting to explore needs further and provide advice

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附錄 4：英國 MENDAS 公司問卷題本

ORPHEUS

ORPHEUS
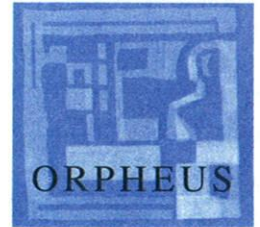
QUESTION AND ANSWER BOOKLET

CANDIDATE DETAILS

Surname ....

First Name ....

Organisation ....

Job title / job applied for ....

Date of birth...

Today's date ....

Equal opportunities monitoring

CRE classification

☐ White

☐ Black-Caribbean

☐ Black-African

☐ Black-Other

(please specify)

☐ Chinese

☐ Indian

☐ Pakistani

☐ Bangladeshi

☐ Other (please specify)

Gender

☐ Male

☐ Female

....

Ψ®

PLEASE DO NOT TURN THE PAGE UNTIL TOLD TO DO SO

PLEASE READ ALL THESE INSTRUCTIONS CAREFULLY

The questionnaire consists of a series of 190 statements. Please look carefully at each one and then choose the response which best represents how you see yourself. There are four possible responses to each question. These are

STRONGLY DISAGREE (SD)

DISAGREE (D)

AGREE (A)

STRONGLY AGREE (SA)

Make your choice by circling the response which best describes you.   i.e. SD   D   Ⓐ   SA

If you are already in either full-time or part-time employment, complete the questionnaire with respect to your current job. If you are unemployed, please complete the questionnaire with respect to your most recent job. If you have never worked, please complete the questionnaire with respect to your work at school or at college.

Here are some points to bear in mind when answering.

1. Answer **all** the questions – if you feel unsure, mark the response that comes closest to how you feel.
2. Only mark **one** of the possible responses. If you make a mistake, simply cross out your wrong reply and circle the right one.
3. Don't spend too long on each question. Initial impressions and spontaneous answers are best.
4. Answer the questions as frankly as possible. Distorting your replies may give a false impression of what you are like. Also the questionnaire has built-in honesty checks.
5. The questionnaire assesses personality rather than knowledge – there are no right or wrong answers.

Now please answer all the questions which follow.

Remember: SD = Strongly Disagree, D = Disagree, A = Agree, SA = Strongly Agree

1.	I prefer to give matters weighty consideration before making up my mind	SD D A SA
2.	I enjoy talking to my friends about work	SD D A SA
3.	I would quickly become bored if I was given a long and tedious job to do	SD D A SA
4.	Sometimes I think things I would never ever talk about	SD D A SA
5.	I would much prefer to work by myself and be my own boss	SD D A SA
6.	In a team I have a special ability to make detached and unemotional judgements	SD D A SA
7.	I find that my day-to-day work performance varies with my mood	SD D A SA
8.	I sometimes wish I was more able to speak my mind	SD D A SA
9.	I always feel more at ease when surrounded by people	SD D A SA
10.	A person's success at work is best judged by their ability to increase profits	SD D A SA

NOW PLEASE CONTINUE WITH THE QUESTIONS ON THE NEXT PAGE

11. I must have plenty of time to concentrate before making a complex decision .... SD D A SA

12. I am not manipulative in my dealings with other people.. SD D A SA

13. Changing the way we do things usually makes matters worse .... SD D A SA

14. Once some people's minds are made up there's no point in trying to influence them ...... SD D A SA

15. Some issues are more properly dealt with when formal procedures are by-passed .... SD D A SA

16. There are times when it's not sensible to tell the truth .... SD D A SA

17. I sometimes tend to over-react when people are aggressive towards me .... SD D A SA

18. I find routine administration boring and prefer to leave it to others .... SD D A SA

19. On some occasions I find it difficult to concentrate properly on what I am doing .... SD D A SA

20. I am particularly skilled at asking penetrating questions... SD D A SA

21. I occasionally find it difficult to stand up to my seniors .... SD D A SA

22. I am something of a stickler for detail .... SD D A SA

23. I am very much a traditionalist... SD D A SA

24. I sometimes feel that my contribution to a task has not been fully appreciated .... SD D A SA

25. There's nothing quite so enjoyable as working alongside others in a shared project .... SD D A SA

26. Shrewdness is essential in getting people to do what you want .... SD D A SA

27. Secret societies and organisations have no real power or influence on our lives .... SD D A SA

28. A company's top priority should be the welfare of its staff.. SD D A SA

29. I hate being forced to cut corners to get a job completed on time .... SD D A SA

30. If someone accidentally gave me too much change I would always tell them .... SD D A SA

31. I will always speak my mind .... SD D A SA

32. I never have any doubts about my decision-making ability .... SD D A SA

33. When things become stressful in my work I have difficulty sleeping at night .... SD D A SA

34. Once I have made a decision I prefer to let others implement it................................. SD D A SA

35. I am not very good at praising others for a job well done.. SD D A SA

36. I am often somewhat more restless than I should be .... SD D A SA

37. I am very much a part of my local community .... SD D A SA

38. I generally dislike it when people do not bother to dress smartly .... SD D A SA

39. I sometimes get hot under the collar when people act in an unhelpful manner .... SD D A SA

40. The quality of my work would improve if I was left to my own devices......................... SD D A SA

41. I don't care if some people think I am pushy as long as I get things done .... SD D A SA

42. Everybody should be able to live comfortably without having to strive for promotion .... SD D A SA

43. Most of my best ideas come from my own special intuitions .... SD D A SA

44. It always pays to tell the truth .... SD D A SA

45. Many people are so naive that it's very easy to manipulate them .... SD D A SA

46. There have been days when I have been so agitated I have done no work at all .... SD D A SA

47. I am very much more proficient than most people at being able to think logically .... SD D A SA

48. It's unreasonable of an employer to expect their staff to work well all the time .... SD D A SA

49. I find it difficult to understand why some people are so against administrative work ...... SD D A SA

50. When things are going wrong I am delighted if other people can fix them for me .... SD D A SA

51. Once a deadline has been set for a task it's always essential to stick to it .... SD D A SA

52. I tend to feel uncomfortable if I go against the rules... SD D A SA

53. When I feel angry with someone I almost always try not to let it show .... SD D A SA

54. I put the interests of my friends above those of my job .... SD D A SA

55. I find clerical work somewhat tedious .... SD D A SA

56. I would prefer to keep my social life very separate from my work .... SD D A SA

57. I have sometimes lost my temper with my colleagues .... SD D A SA

58. In judging people 'gut feeling' is always more important than facts .... SD D A SA

59. I much prefer to do everything myself rather than to spend time showing others .... SD D A SA

60. In the work I do I am certainly not operating at my full potential .... SD D A SA

61. People are usually honest with me... SD D A SA

62. It's foolish to make on-the-spot decisions as answers will emerge in their own time ...... SD D A SA

63. I am the sort of person who can easily be the life of a party... SD D A SA

64. For new ideas I strongly believe that intuition is much more important than reason .... SD D A SA

65. I would have no hesitation about changing my job if it would help my career .... SD D A SA

66. In conversation I rarely consider my words beforehand .... SD D A SA

67. I suppose some people might consider me to be a bit of an intellectual......................... SD D A SA

68. I never do anything without a good reason .... SD D A SA

69. I can sometimes be at a loss for words when I meet people for the first time. .... SD D A SA

70. I find it much easier to work when there are clear rules to guide me .... SD D A SA

NOW PLEASE CONTINUE WITH THE QUESTIONS ON THE NEXT PAGE

71. My work is more important to me than almost anything else .... SD D A SA

72. I am very patient with people even when I know they are wasting my time .... SD D A SA

73. It's often necessary to break the rules in order to get things done .... SD D A SA

74. I sometimes resent having to help people whose problems are of their own making .... SD D A SA

75. I avidly read newspaper articles or magazines concerning my type of work .... SD D A SA

76. So long as I can do my job I am happy leaving the necessary arrangements to others .... SD D A SA

77. I sometimes need to make a special effort in order to assert my presence .... SD D A SA

78. I am particularly effective at persuading others to do as I would like .... SD D A SA

79. I prefer to deal with the wider implications of a project rather than the details .... SD D A SA

80. The happiness of employees is always more important than company profit.................. SD D A SA

81. When people provoke me I can sometimes get angry with them .... SD D A SA

82. My best work is done when I am given a completely free hand to do as I wish .... SD D A SA

83. When at work it's unwise to be too sensitive about hurting people's feelings .... SD D A SA

84. People tend to see me as being too much of a perfectionist .... SD D A SA

85. I particularly enjoy working with my hands .... SD D A SA

86. I have a reputation for being good at checking detail carefully .... SD D A SA

87. It's a serious mistake to make decisions without allowing enough time for reflection...... SD D A SA

88. I find no difficulty whatsoever in getting people to take notice of me .... SD D A SA

89. I am sometimes ruthless in order to succeed .... SD D A SA

90. I like working in a hectic atmosphere .... SD D A SA

91. If left to themselves things usually turn out for the better.. SD D A SA

92. People have sometimes told me that I am not forceful enough.................................. SD D A SA

93. I often feel anxious that I might have made a wrong decision .... SD D A SA

94. I sometimes need to be wary of my colleagues .... SD D A SA

95. Being punctual is the major key to success .... SD D A SA

96. In all honesty I would have to admit that I am often a bit bossy .... SD D A SA

97. I have a well deserved reputation for tidiness .... SD D A SA

98. I generally prefer to work on details and leave the broader strategy to others .... SD D A SA

99. I always tell the truth .... SD D A SA

100. My friends know me to be very steady and reliable .... SD D A SA

NOW PLEASE CONTINUE WITH THE QUESTIONS ON THE NEXT PAGE

131. Some people probably say that I am over-assertive.................................. SD D A SA

132. I find it difficult to appear enthusiastic when I am feeling discouraged .... SD D A SA

133. The key to success is to stick to plan and not be distracted by "fly by night" schemes .... SD D A SA

134. I get anxious when I have to meet tight deadlines.................................. SD D A SA

135. All of my time at work belongs to my employer................................. SD D A SA

136. People who are aggressive in the workplace are more trouble than they are worth .... SD D A SA

137. I have never been dishonest .... SD D A SA

138. I expect some people may see me as being over-sensitive to criticism........................... SD D A SA

139. On some occasions I have behaved very improperly.............................. SD D A SA

140. I would prefer a job with more responsibility even if it was no better paid .... SD D A SA

141. When anyone has a problem I can always sense intuitively that something is wrong ...... SD D A SA

142. I dislike working in a hectic atmosphere .... SD D A SA

143. I produce my best results when I work in collaboration with others.............................. SD D A SA

144. I would sometimes prefer being at work to being at home .... SD D A SA

145. Most of my best ideas come from my particular skill at seeing things logically .... SD D A SA

146. Most people are unfortunately too stupid to realise which things in life are important .... SD D A SA

147. I like the thrill of taking risks................................ SD D A SA

148. I would never advise leaving an important job to a subordinate .... SD D A SA

149. If I am unhappy in my work I just don't seem to be able to get things done .... SD D A SA

150. It's an employer's duty to make my work interesting .... SD D A SA

151. I go out of my way to try to make up after an argument.............................. SD D A SA

152. Making a good first impression is sometimes more important than being truthful........... SD D A SA

153. If a promotion meant losing all my friends I would turn it down .... SD D A SA

154. I am sometimes quite happy to leave important decisions to others .... SD D A SA

155. A too practical approach constrains the breadth of vision necessary for good planning .. SD D A SA

156. I am always very calm and collected .... SD D A SA

157. A boss should never assign work without first attempting to gain staff support.............. SD D A SA

158. I can only perform at my best when a task has been clearly defined .... SD D A SA

159. I am very good at keeping my thoughts and feelings to myself .... SD D A SA

160. I always take a very optimistic view of my chances of success at work........................ SD D A SA

161. In important matters people eventually come round to my way of thinking .... SD D A SA

162. My work can sometimes be uncomfortably stressful .... SD D A SA

163. I really dislike losing at a game .... SD D A SA

164. I hate being the focus of attention .... SD D A SA

165. There is a lot of truth in the saying "If anything can go wrong it probably will" .... SD D A SA

166. I have a special ability to summarise complicated issues in a few concise sentences ...... SD D A SA

167. I am sometimes too rash in making decisions .... SD D A SA

168. I find it irritating when there's too much change in my working environment .... SD D A SA

169. I am sure that everyone I know thinks of me as a cool and rational decision maker .... SD D A SA

170. I will always take extra time to do a job well even when it's relatively unimportant .... SD D A SA

171. Like most people I sometimes blame my mistakes on others .... SD D A SA

172. It's wrong to judge a person's work by its effect on an organisation's profit .... SD D A SA

173. As far as my work is concerned my reputation is my most important asset .... SD D A SA

174. I often make a point of leaving myself open to being swayed by other people's ideas .... SD D A SA

175. A new idea is of no particular interest until its practical implications are spelled out ...... SD D A SA

176. I have never ever had any problems with people who have supervised my work .... SD D A SA

177. I am sometimes a little too intolerant of routine .... SD D A SA

178. I have no problem in twisting the truth when it's really necessary .... SD D A SA

179. There always seems to be at least one difficult person within every team .... SD D A SA

180. I generally dislike the type of person who makes a successful door-to-door salesperson SD D A SA

181. If I felt I was not appreciated at work I would immediately look for another job .... SD D A SA

182. I am always questioning others about the reasoning behind their suggestions .... SD D A SA

183. When you get down to it most things which affect us are not under our own control ...... SD D A SA

184. I expect some people think I am too "laid back" .... SD D A SA

185. I am never discouraged by failure .... SD D A SA

186. It's always foolish to judge someone by the way they dress .... SD D A SA

187. I like to keep in day-to-day touch with all the gossip .... SD D A SA

188. I usually find it easy to enthuse others with my ideas .... SD D A SA

189. I am sometimes a little too prone to exaggerate my own faults .... SD D A SA

190. I enjoy keeping a large number of tasks on the go at the same time .... SD D A SA

THIS IS THE END OF THE QUESTIONNAIRE
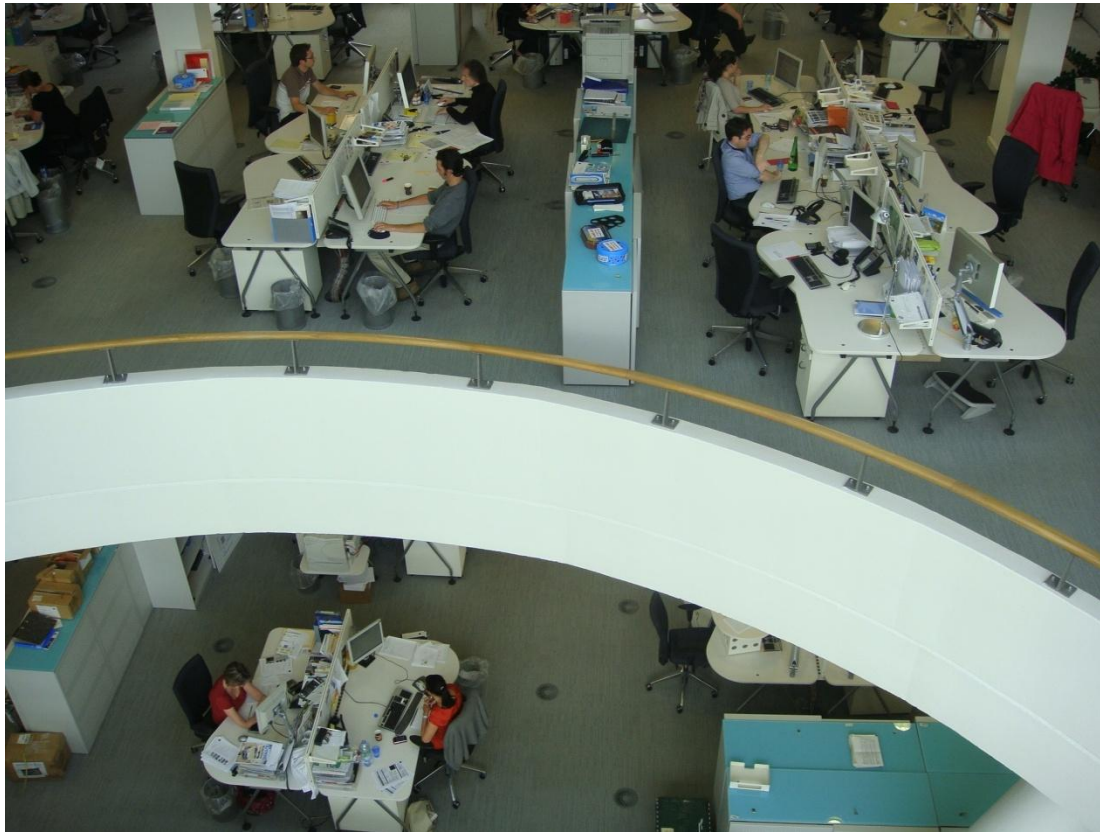**PLEASE CHECK THAT YOU HAVE ANSWERED ALL THE QUESTIONS**

附錄 5：考察活動照片

考察團拜會英國特許人事與發展協會(CIPD)

考察團與英國特許人事與發展協會(CIPD)進行座談情形

英國特許人事與發展協會(CIPD)辦公室開放空間設計

英國特許人事與發展協會(CIPD)聯誼空間設計

考察團拜會我國駐英代表處針對高階文官培訓交換意見

考察團張主任委員兼文官學院院長明珠致贈張代表小月紀念品

考察團參觀英國倫敦政治經濟學院(LSE)學生服務中心

考察團拜會英國倫敦政治經濟學院(LSE)

考察團與英國倫敦政治經濟學院(LSE)針對高階文官培訓課程進行座談情形

英國倫敦政治經濟學院(LSE)2008 啟用之
新學術大樓(New Academic Building, NAB)空間設計

英國倫敦政治經濟學院(LSE)個案研討教室設計

英國倫敦政治經濟學院(LSE)NAB 禮堂斜坡式（無障礙）舞台設計

考察團與英國國家政府學院(NSG) 洽談高階公務人員培訓合作計畫情形

英國國家政府學院(NSG)接待區設計

英國國家政府學院(NSG)圖書館設計

英國國家政府學院(NSG)學生餐廳
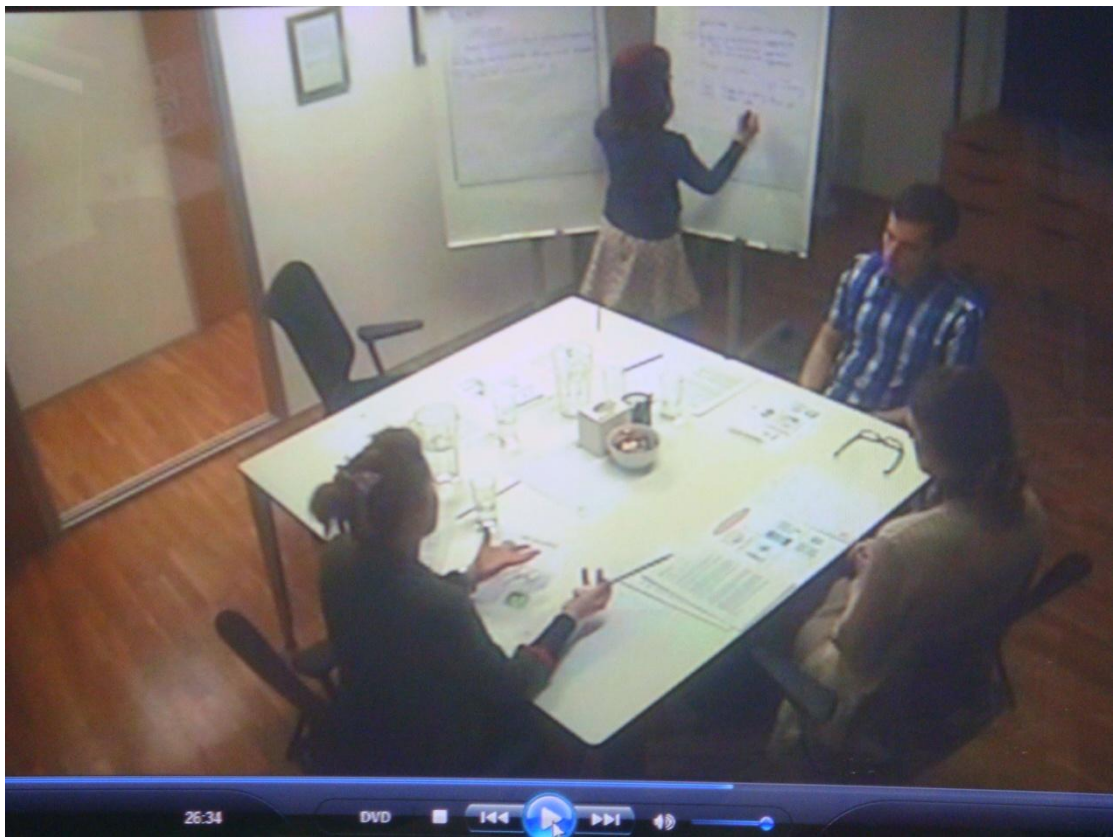
考察團拜會英國 Mendas 公司

考察團聽取英國 Mendas 公司有關評鑑中心法運用於甄選及培訓業務簡報

英國 Mendas 公司有關評鑑中心法之情境模擬教室

英國 Mendas 公司情境模擬教室均裝置攝錄影設備

英國 Mendas 公司向考察團解說評鑑員如何在評鑑中心教室透過錄影觀察評分

英國 Mendas 公司展示受評者角色模擬錄影帶播放情形

考察團拜會英國國家政府學院(NSG)倫敦市區分部

考察團與 NSG 倫敦市區分部針對高階公務人員培訓合作型式交換意見

英國國家政府學院(NSG)倫敦市區分部接待廳

英國國家政府學院(NSG)倫敦市區分部教室