

敬愛的公務人員，您好：

首先，非常感謝您抽空填寫此份問卷。

本問卷乃接受公務人員保障暨培訓委員會之委託，目的在於評析公務人員之人格特質及其工作價值觀，短期可作為個人職涯規劃之參考，長期可運用於個人學習地圖之建構。故，希冀能夠協助完成調查。

第一問卷為五大人格因素量表，內有 **60 題題目**，可測量情緒穩定性、外向性、開放性、和善性、嚴謹性等人格特質，請根據題目描述符合程度進行勾選。

第二問卷為工作價值觀量表，內有 **49 題題目**，可瞭解自己對工作所秉持的價值觀，請按照自己從事工作的實際經驗或日常生活的真實想法進行勾選。

請惠予填答，**並且不要漏答任何一題**，本問卷**無時間限制**，其答案亦無所謂對或錯，敬請放心填寫。

本問卷僅供學術研究，及個人的自我瞭解之用途。

敬祝

順心如意

國立政治大學

胡悅倫教授敬上

中華民國九十九年八月

※ 個人基本資料 ※ (請在□內進行勾選)

1. 婚姻： (1)  已婚 (2)  未婚或單身
2. 學歷： (1)  高中(職)以下 (2)  專科  
(3)  大學 (4)  研究所以上
3. 官等： (1)  簡任 (2)  薦任 (3)  委任
4. 機關： (1)  中央 (2)  地方
5. 職務： (1)  主管 (2)  非主管
6. 職系： (1)  行政類 (2)  技術類

# 五大人格因素量表

這是一份僅供學術研究和自我人格特質瞭解的問卷，其答案無所謂對錯，而且資料絕對保密，敬請放心填答。

下列均是描述人格特質的題目，每個題目依據程度有五個選項，請依據個人實際情形勾選或圈選符合自己的選項，惠予填答。

敬請每題都要勾選，謝謝。

範例：我喜歡進行冒險刺激的活動。 1 ② 3 4 5

我喜歡進行冒險刺激的活動。 1 2 3  4 5

	非 常 不 同 意	不 同 意	還 好	同 意	非 常 同 意
1 我不是一個杞人憂天的人	1	2	3	4	5
2 我喜歡周遭有很多朋友	1	2	3	4	5
3 我不喜歡浪費時間作白日夢	1	2	3	4	5
4 我試著有禮貌地對待每個人	1	2	3	4	5
5 我會將自己物品保持整潔乾淨	1	2	3	4	5
6 我常覺得自己不如人	1	2	3	4	5
7 我很容易開懷大笑	1	2	3	4	5
8 一旦我發現做某些事的正確方法，我就會遵守這種方法	1	2	3	4	5
9 我容易與家人同事起爭執	1	2	3	4	5
10 我可以監督自己如期完成事情	1	2	3	4	5
11 當我處於巨大壓力時，會覺得自己快崩潰了	1	2	3	4	5
12 我不認為我是一個很活潑的人	1	2	3	4	5
13 我對於藝術作品和自然景觀感到興趣	1	2	3	4	5
14 有些人認為我是自私與自負的	1	2	3	4	5
15 我不是個非常講究方法的人	1	2	3	4	5

	非 常 不 同 意	不 同 意	還 好	同 意	非 常 同 意
16 我很少感到孤獨與憂鬱	1	2	3	4	5
17 我喜歡與人交談	1	2	3	4	5
18 我相信讓學生聽具有爭議性的演講議題，只會混淆和誤導他們	1	2	3	4	5
19 我寧願與人合作，也不願與人競爭	1	2	3	4	5
20 我善於計畫安排時間，並能夠完成被指派的任務	1	2	3	4	5
21 我時常感到緊張與心神不寧	1	2	3	4	5
22 我喜歡熱鬧的場合	1	2	3	4	5
23 我很少被電影或詩詞感動	1	2	3	4	5
24 我有挖苦和懷疑他人意圖的傾向	1	2	3	4	5
25 我會清楚地設定目標，並有計畫地逐步完成	1	2	3	4	5
26 我有時感到自己一文不值	1	2	3	4	5
27 我通常喜歡自己獨力完成事情	1	2	3	4	5
28 我常常嘗試新奇事物與外國食物	1	2	3	4	5
29 如果你讓別人有機可乘，我相信大多數人會佔你便宜	1	2	3	4	5
30 我需要很多時間才能定下心來工作	1	2	3	4	5
31 我常感到緊張和焦慮	1	2	3	4	5
32 我常覺得精力充沛	1	2	3	4	5
33 我很少注意自己在不同環境下的情緒或感覺	1	2	3	4	5
34 我認識的大部分人都喜歡我	1	2	3	4	5
35 我盡可能努力達到自己設立的目標	1	2	3	4	5
36 我時常會因為別人對待我的方式而感到生氣	1	2	3	4	5
37 我總是興高采烈、精力充沛	1	2	3	4	5
38 關於道德議題，我認為應該相信宗教信仰的說法	1	2	3	4	5
39 有人認為我是冷漠且充滿心機的	1	2	3	4	5
40 當對他人承諾時，我盡力完成使命	1	2	3	4	5

	非 常 不 同 意	不 同 意	還 好	同 意	非 常 同 意
41 我常在事情不順利時，感到沮喪並想放棄	1	2	3	4	5
42 我不是一個樂觀主義者	1	2	3	4	5
43 當我欣賞文學藝術作品時，心情會充滿感動	1	2	3	4	5
44 我態度是不易妥協且意志堅強的	1	2	3	4	5
45 我有時候並不是那麼值得信賴可靠	1	2	3	4	5
46 我很少悲傷或沮喪	1	2	3	4	5
47 我的生活步調快速而且緊湊	1	2	3	4	5
48 我沒有興趣思索宇宙的本質或人類的現狀	1	2	3	4	5
49 我通常試著細心與體貼	1	2	3	4	5
50 我是一個有生產力和能將事情完成的人	1	2	3	4	5
51 我時常感到無助，需要他人幫忙解決問題	1	2	3	4	5
52 我是一個非常主動積極的人	1	2	3	4	5
53 我是一個充滿好奇心的人	1	2	3	4	5
54 如果我不喜歡某個人，我會讓他知道	1	2	3	4	5
55 我總是不能把事情安排地井然有序	1	2	3	4	5
56 有時我會羞愧的想躲起來	1	2	3	4	5
57 我寧可用自己的方式做事也不願領導他人	1	2	3	4	5
58 我對理論和抽象的觀念很感興趣	1	2	3	4	5
59 如果需要，我會利用他人來獲得我想要的事物	1	2	3	4	5
60 我盡力將每件事做到盡善盡美	1	2	3	4	5

謝謝您填寫完五大人格因素量表，

請接續完成工作價值觀量表。

## Civil Service values

1. The Civil Service is an integral and key part of the government of the United Kingdom<sup>1</sup>. It supports the Government of the day in developing and implementing its policies, and in delivering public services. Civil servants are accountable to Ministers, who in turn are accountable to Parliament<sup>2</sup>.

2. As a civil servant, you are appointed on merit on the basis of fair and open competition and are expected to carry out your role with dedication and a commitment to the Civil Service and its core values: integrity, honesty, objectivity and impartiality. In this Code:

- ‘integrity’ is putting the obligations of public service above your own personal interests;
- ‘honesty’ is being truthful and open;
- ‘objectivity’ is basing your advice and decisions on rigorous analysis of the evidence; and
- ‘impartiality’ is acting solely according to the merits of the case and serving equally well Governments of different political persuasions.

3. These core values support good government and ensure the achievement of the highest possible standards in all that the Civil Service does. This in turn helps the Civil Service to gain and retain the respect of Ministers, Parliament, the public and its customers.

<sup>1</sup>This Code applies to all Home civil servants. Those working in the Scottish Executive and the National Assembly for Wales, and their Agencies, have their own versions of the Code. Similar Codes apply to the Northern Ireland Civil Service and the Diplomatic Service.

<sup>2</sup>Constitutionally, civil servants are servants of the Crown. The Crown's executive powers are exercised by the Government.

4. This Code<sup>3</sup> sets out the standards of behaviour expected of you and all other civil servants. These are based on the core values. Individual departments may also have their own separate mission and values statements based on the core values, including the standards of behaviour expected of you when you deal with your colleagues.

## Standards of behaviour

### Integrity

5. You must:

- fulfil your duties and obligations responsibly;
- always act in a way that is professional<sup>4</sup> and that deserves and retains the confidence of all those with whom you have dealings;
- make sure public money and other resources are used properly and efficiently;
- deal with the public and their affairs fairly, efficiently, promptly, effectively and sensitively, to the best of your ability;
- handle information as openly as possible within the legal framework; and
- comply with the law and uphold the administration of justice.

6. You must not:

- misuse your official position, for example by using information acquired in the course of your official duties to further your private interests or those of others;

<sup>3</sup>The respective responsibilities placed on Ministers and special advisers in relation to the Civil Service are set out in their Codes of Conduct: [www.cabinetoffice.gov.uk/propriety\\_and\\_ethics](http://www.cabinetoffice.gov.uk/propriety_and_ethics).

<sup>4</sup>Including taking account of ethical standards governing particular professions.

- accept gifts or hospitality or receive other benefits from anyone which might reasonably be seen to compromise your personal judgement or integrity; or
- disclose official information without authority. This duty continues to apply after you leave the Civil Service.

### Honesty

7. You must:

- set out the facts and relevant issues truthfully, and correct any errors as soon as possible; and
- use resources only for the authorised public purposes for which they are provided.

8. You must not:

- deceive or knowingly mislead Ministers, Parliament or others; or
- be influenced by improper pressures from others or the prospect of personal gain.

### Objectivity

9. You must:

- provide information and advice, including advice to Ministers, on the basis of the evidence, and accurately present the options and facts;
- take decisions on the merits of the case; and
- take due account of expert and professional advice.

10. You must not:

- ignore inconvenient facts or relevant considerations when providing advice or making decisions; or
- frustrate the implementation of policies once decisions are taken by declining to take, or abstaining from, action which flows from those decisions.

## Impartiality

11. You must:
- carry out your responsibilities in a way that is fair, just and equitable and reflects the Civil Service commitment to equality and diversity.
12. You must not:
- act in a way that unjustifiably favours or discriminates against particular individuals or interests.

## Political Impartiality

13. You must:
- serve the Government, whatever its political persuasion, to the best of your ability in a way which maintains political impartiality and is in line with the requirements of this Code, no matter what your own political beliefs are;
  - act in a way which deserves and retains the confidence of Ministers, while at the same time ensuring that you will be able to establish the same relationship with those whom you may be required to serve in some future Government; and
  - comply with any restrictions that have been laid down on your political activities.
14. You must not:
- act in a way that is determined by party political considerations, or use official resources for party political purposes; or
  - allow your personal political views to determine any advice you give or your actions.

## Rights and responsibilities

15. Your department or agency has a duty to make you aware of this Code and its values. If you believe that you are being required to act in a way which conflicts with this Code, your department or agency must consider your concern, and make sure that you are not penalised for raising it.

16. If you have a concern, you should start by talking to your line manager or someone else in your line management chain. If for any reason you would find this difficult, you should raise the matter with your department's nominated officers who have been appointed to advise staff on the Code.

17. If you become aware of actions by others which you believe conflict with this Code you should report this to your line manager or someone else in your line management chain; alternatively you may wish to seek advice from your nominated officer. You should report evidence of criminal or unlawful activity to the police or other appropriate authorities.

18. If you have raised a matter covered in paragraphs 15 to 17, in accordance with the relevant procedures<sup>5</sup>, and do not receive what you consider to be a reasonable response, you may report the matter to the Civil Service Commissioners<sup>6</sup>. The Commissioners will also consider taking a complaint direct. Their address is:

3rd Floor, 35 Great Smith Street, London SW1P 3BQ.  
Tel: 020 7276 2613  
email: [ocsc@civilservicecommissioners.gov.uk](mailto:ocsc@civilservicecommissioners.gov.uk)

If the matter cannot be resolved using the procedures set out above, and you feel you cannot carry out the instructions you have been given, you will have to resign from the Civil Service.

19. This Code is part of the contractual relationship between you and your employer. It sets out the high standards of behaviour expected of you which follow from your position in public and national life as a civil servant. You can take pride in living up to these values.

June 2006

<sup>5</sup>The whistleblowing legislation (the Public Interest Disclosure Act 1998) may also apply in some circumstances. The Directory of Civil Service Guidance gives more information: [www.cabinetoffice.gov.uk/propriety\\_and\\_ethics](http://www.cabinetoffice.gov.uk/propriety_and_ethics).

<sup>6</sup>The Civil Service Commissioners' Appeals leaflet gives more information: [www.civilservicecommissioners.gov.uk](http://www.civilservicecommissioners.gov.uk). This Code does not cover HR management issues.

CIVILSERVICE

CODE

附錄三、各類人格測驗之測驗公司/網址、測驗名稱、測驗內容

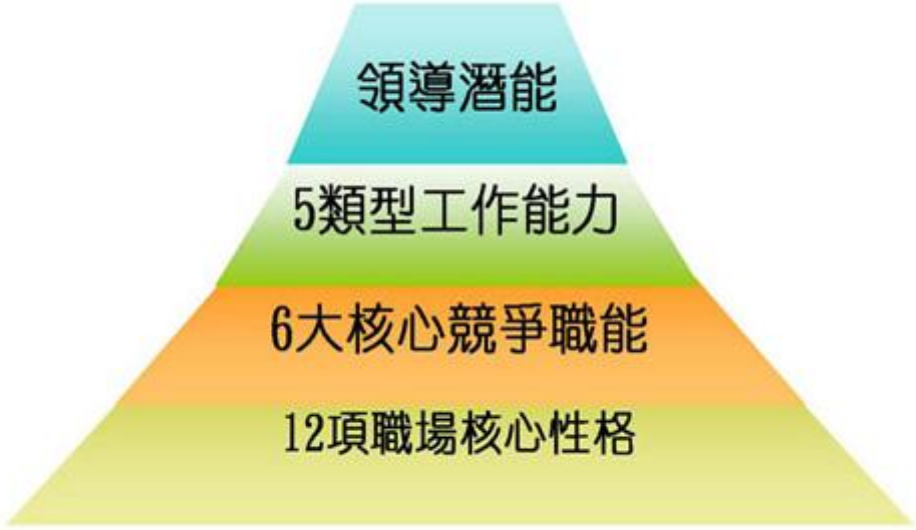
測驗公司/網址	測驗名稱	測驗內容
<p>才庫人力資源股份有限公司  <a href="http://es.360d.com.tw/">http://es.360d.com.tw/</a></p>	<p>PPSS - Personal Personality Searching System                      個人優勢特質探索系統</p>	<p>台大心理所葉光輝博士帶領才庫的團隊研發時間歷時八年測驗內容包含 14 種工作性格、5 種行為類型和 3 種工作倫理指標。                      (Source: Ppt_01 page 21)</p> <p>為企業在甄選與運用人才時所使用的本土化工作性格測驗，可測量出十四種性格優勢特性(積極、責任、成熟、務實、社交、合群、創意、表達、學習、細心、耐心、親和、領導及邏輯)、五種行為類型(領導管理、創意思考、人際親和、負責謹慎及成熟幹練)，以及三項工作倫理指標(忠誠性、操守性及社會期許)。  <b>Source: 6 (左永安資深顧問師)</b></p>
<p><a href="http://mces.360d.com.tw/">http://mces.360d.com.tw/</a></p>	<p>管理特質評量系統(MCES)                      Management Characteristics Evaluation System</p>	<p>可協助企業去瞭解個人的管理能力，包含人的管理、事的管理、自我管理與知識管理，可用於找尋儲備幹部或管理人才。</p> <p>管理特質評量系統旨在建構一套管理特質評鑑模式，作為企業界衡量員工之管理特質之用，並針對單一企業，從高、中階、一般管理階層及資深人員全面同時施測，施測面向包含人的管理、事的管理、自我管理及知識管理等各項管理特質，協助企業瞭解內部管理團隊優弱勢之所在，提供企業培育管理幹部之參考。  <b>Source: 6 (左永安資深顧問師)</b></p>
<p><a href="http://paos.360d.com.tw/">http://paos.360d.com.tw/</a></p>	<p>個人才智能力取向系統(PAOS)                      Personal Ability Orientation System</p>	<p>可透過 10 項語文與非語文的測驗，瞭解 11 種工作的潛在能力(性向)，可用於找尋工程師、知識工作者等。</p>

測驗公司/網址	測驗名稱	測驗內容
<a href="http://pipa.360d.com.tw/">http://pipa.360d.com.tw/</a>	個人創新潛質評鑑系統(PIPA) Personal Innovative Potential Assessment	<p>可再進一步去瞭解個人的創新潛質，包含創新的人格與動機、創新的層次與傾向及創新功能與角色，可用於找尋 R&amp;D 人員、腦力工作者等。</p> <ul style="list-style-type: none"> <li>● 七個創新人格特質</li> <li>● 七個思考風格</li> <li>● 四種工作類型</li> </ul> <p>可協助企業了解內部「創新力」潛能之強弱，並就個人面特質、動機面誘因、組織面環境等凸顯度明確之因素提出分析報告。本量表內容構面為：嘗新求變、高情緒智力、才華洋溢、多角推理、雜亂中找出規則、高度內在動機、獨立思考等。透過這份量表可找出如：獨立思考能力、接受新事物能力、內在驅力等職能。</p> <p><b>Source: 6</b> (左永安資深顧問師)</p>
<b>Source: 6</b> (左永安資深顧問師)  <a href="http://www.eopen.com.tw/upload/cmc/6.doc">www.eopen.com.tw/upload/cmc/6.doc</a>	職務工作性格需求分析 WPNA Working Personality Needs Analysis	<p>「不知道找什麼人？又如何找對人！」，在企業人力資源管理策略中，企業若不能確立人才需求標準，將無法找到企業所需的人才。為了增加人才與企業職務的適配度，推出針對特定的職務，分別從組織期望角度與實務需求角度，採由上而下與由下而上的方式，來預測可產生高績效的職位關鍵特質。</p> <p><b>Source: 6</b> (左永安資深顧問師)</p>
<a href="http://www.ewaters.com.tw">http://www.ewaters.com.tw</a>	WPS 華德士個人風格問卷	<ul style="list-style-type: none"> <li>● 15 個性格向度</li> <li>● 七項能力</li> <li>● 職務適性程度</li> </ul>



測驗公司/網址	測驗名稱	測驗內容
<a href="http://scale.taiwanet.com.tw/index.htm">http://scale.taiwanet.com.tw/index.htm</a> 建元顧問與聯合國際資訊公司	複合向度性格測驗 MAPA Multiple aspects personality assessment	<p><b>針對十二個特質向度進行分析：</b>分別為社交性、主導性、行動力、活動性、思考性、攻擊性、挑剔性、客觀性、神經質、自卑感、情緒轉變性、憂鬱性。</p> <p><b>測謊(防偽)功能設計：</b>企業在運用時，如何建立受試者的信任，對測驗的目的有正面健康的印象，以降低作測驗的敏感度，是提高測驗信度的重要關鍵。然而，測驗的本身，不能排除測試者有說謊的可能性，即為達到「讓自己表現得更好」、「迎合公司之需求或投其所好」．．等目的，受試者可能故意或無意識的"變造或虛構"自己的回答。為排除這些"變造或虛構"的不實回答，在設計測驗題目的同時，本測驗故意地隱藏一些檢驗機能，即所謂測謊(防偽)功能設計。</p> <p>Source: <a href="http://scale.taiwanet.com.tw/index.htm#">http://scale.taiwanet.com.tw/index.htm#</a></p> <ul style="list-style-type: none"> <li>● 12 個性格向度</li> <li>● 五種性格類型</li> <li>● 18 種職務適配度</li> </ul>
<a href="http://project.1111.com.tw/zone/mapa/pg010.asp">http://project.1111.com.tw/zone/mapa/pg010.asp</a>	多向度性格測驗	<ul style="list-style-type: none"> <li>● 12 個性格向度</li> <li>● 五種性格類型</li> </ul> <p><b>Source: powerpoint_03</b></p> <p>『1111 性格職務配對系統』取自陳量表的設計概念(即由受試者自行作答描述)，將原本的複合向度性格測驗製作成網路版，並且加上與現有職務配對功能的設計，不但能準確的分析受測者的性格，還可以針對受測者的人格特質做適當的工作分配與職涯規劃建議。其客觀性、標準化、時效性、經濟性，正是展現了心理測驗中的性格測驗最極致的應用！</p> <p>Source: <a href="http://project.1111.com.tw/zone/mapa/pg010.asp">http://project.1111.com.tw/zone/mapa/pg010.asp</a></p>

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<a href="http://cpas.career.com.tw/">http://cpas.career.com.tw/</a> 就業情報資訊股份有限公司	職業適性診斷測驗  CPAS Career personality aptitude system 人才測評網	<p>『Career 職業適性診斷測驗』是由日本心理測驗大師—伊藤 友八郎博士開發成功，最適合個人做為職涯選擇與學習計劃擬定的參考評價工具，完整資訊更是您職涯策略最重要的引導指標。</p> <ol style="list-style-type: none"> <li>一、抽絲剝繭，了解自己的性格特徵與潛能。</li> <li>二、掌握自己的適才適所，尋找最適合的工作。</li> <li>三、人事異動、升遷輪調時的自我檢視。</li> <li>四、檢視自己是否合適當主管。</li> <li>五、快速掌握有效的關鍵學習方向。</li> <li>六、檢驗個人訓練的成效。</li> <li>七、選擇科系、升學、出國進修的重要參考。</li> <li>八、了解自己的人際關係危險度。</li> <li>九、選擇結婚對象，了解對方的人格特質與未來事業發展的可能性。</li> <li>十、挑選適任的部屬、員工、夥伴或相互領導適配性的參考。</li> </ol> <p>SOURCE:  <a href="http://cpas.career.com.tw/CPAS/userplane/submenu_display.asp?menu_id=4&amp;submenu_id=420">http://cpas.career.com.tw/CPAS/userplane/submenu_display.asp?menu_id=4&amp;submenu_id=420</a></p>

測驗公司/網址	測驗名稱	測驗內容
<a href="http://cpas.career.com.tw/">http://cpas.career.com.tw/</a> 就業情報資訊股份有限公司 (續)	職業適性診斷測驗 (續)  CPAS Career personality aptitude system 人才測評網	 <ul style="list-style-type: none"> <li>● 12 項人格特質</li> <li>● 六種職能</li> <li>● 五種工作類型</li> </ul>
<a href="http://www.hri.com.tw">http://www.hri.com.tw</a>	工作適任度性向測驗系統 <b>SNA-EZR</b>	<ul style="list-style-type: none"> <li>● 六種人格屬性</li> <li>● 21 種職務適任度</li> </ul> Source: <a href="http://www.hri.com.tw/front/bin/ptdetail.phtml?Part=eZR-02&amp;Category=327507">http://www.hri.com.tw/front/bin/ptdetail.phtml?Part=eZR-02&amp;Category=327507</a>

測驗公司/網址	測驗名稱	測驗內容
<a href="http://www.104testing.com.tw/introduce/job_introduction.jsp">http://www.104testing.com.tw/introduce/job_introduction.jsp</a>	工作職能量表	<p>本量表由 104 人力銀行委託心理學教授所共同研發，期間邀請不同產業的十數家企業參與合作，針對國內企業之實際需求，經市場調查遴選出十九項企業需求度最高的職類，經過詳細的工作分析（問卷調查及實際訪談），釐清各項職類所需之「核心職能」（core competency）後，再經由試題編製、預試、正試、信效度檢驗、常模建立等嚴謹過程所編製而成。</p> <p>Source: <a href="http://www.104testing.com.tw/introduce/job_introduction.jsp">http://www.104testing.com.tw/introduce/job_introduction.jsp</a></p> <ul style="list-style-type: none"> <li>● 29 項職能</li> <li>● 六項能力</li> <li>● 19 項職務適合度</li> </ul>
<a href="http://dsa.dsc.com.tw/class/talks/talks_class20.asp">http://dsa.dsc.com.tw/class/talks/talks_class20.asp</a>	DISC 人格特質分析	<p>DISC 是一種人類的行為語言學，早在紀元前 450 年，由巴比倫人希波克拉底首次描述四種人格，經過歷代心理學家分析、整理、探討、歸納，1928 年，美國心理學家<u>威廉·馬斯頓</u>博士 (Dr. William Marston) 提出 DISC 人格四型理論，以科學方式論述，人會因為需求不同，而表現出四項主要的人格特質：掌控型 (Dominance)、影響型 (Influence)、穩定型 (Steadiness)、謹慎型 (Conscientiousness)。</p> <p>自 70 年代起至今，DISC 理論是目前世界上最被廣泛運用的人類行為分類方式，是一切行為風格理論的基礎，全球參與測試的人數已超過 3000 萬人次以上，並一致驚異其準確度；在台灣，DISC 更廣為應用於自我認知、人際互動、提昇業務行銷能力、架構組織語言、建立團隊共識、型塑企業文化。</p> <p>Source: <a href="http://dsa.dsc.com.tw/class/talks/talks_class20.asp">http://dsa.dsc.com.tw/class/talks/talks_class20.asp</a></p> <ul style="list-style-type: none"> <li>● 四種處事方式</li> </ul>

測驗公司/網址	測驗名稱	測驗內容
<a href="http://www.aakcn.com/lb/bns/precruit/intro3.asp">http://www.aakcn.com/lb/bns/precruit/intro3.asp</a>	博達職業適性評量 PODA	<ul style="list-style-type: none"> <li>● 八種人格類型</li> <li>● 31種職能</li> <li>● 16 種職務適合度</li>   <li>● 職能分析向度：更多項的職能分析向度，共有多達 30 種以上的指標，更精確的瞭解其職務適任性。</li> <li>● 職務類別適性：以能力導向的完整職務類別分類，共有 14 種職務取向，讓受測者更清楚其發展方向。</li> <li>● 分析報告：專業、清楚、易讀、易懂；內容涵蓋面廣，包括：人格特質、職業適性、人際關係等。</li> <li>● 延伸應用：個人可再選擇性增加測項目，如：能量、壓力、成就感、快樂度等；可統合員工測試結果進行組織分析；有完整的配套應用學習課程，包含線上課程 (e-learning)與實體課程。</li> </ul> <p>Source: <a href="http://www.aakcn.com/lb/bns/precruit/intro3.asp">http://www.aakcn.com/lb/bns/precruit/intro3.asp</a></p>
<a href="http://www.testsky.org/enl/index.html">http://www.testsky.org/enl/index.html</a>	天賦特質診斷系統 PDP Professional Dynametric Programs	<p><b>ProScan</b></p> <p>Identifies strengths, energy levels, energy drains, motivators, stressors, satisfaction index, communication styles, management styles, logic, back-up styles, and more.</p>

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<a href="http://www.aakcn.com/lb/bns/precruit/intro3.asp">http://www.aakcn.com/lb/bns/precruit/intro3.asp</a> (續)	天賦特質診斷系統 PDP Professional Dynametric Programs (續)	<p><b><u>JobScan</u></b>            Creates Job Models by measuring success criteria required for a position. Matches applicants to JobModel. Generates behavioral Interviewing Guide based on applicant' s match to model.</p> <p><b><u>TeamScan</u></b>            Measures and defines the team' s culture. Strengthens team member understanding and appreciation.</p> <p><b><u>PowerApp</u></b>            Power application workshops with measurable action plans to improve communication, leadership, hiring, and team building skills.</p> <p><b><u>Strat-Map</u></b>            Strategic mapping programs develop effective communication for teams and managers, resulting in greater motivation, satisfaction, and goal-orientation.</p> <p>Source: <a href="http://www.testsky.org/enl/products.html">http://www.testsky.org/enl/products.html</a></p> <ul style="list-style-type: none"> <li>● 五種個性類型</li> <li>● 四種工作特質</li> <li>● 三種決策思維</li> </ul>


測驗公司/網址	測驗名稱	測驗內容
<a href="http://www.testsky.org/en/index.html">http://www.testsky.org/en/index.html</a>	YGB Yatabe-Guilford Test	<p>Y-G 性格測驗是由日本京都大學教授矢田部達郎於 1957 年根據美國的吉爾福特 (J·P·Guilford) 的個性量表修訂而成的，Y—G 是“矢田部一吉爾福特”的英文縮寫。Y—G 性格測驗曾被用於日本的公務員考試。由 130 個測題，13 個分量表(每個分量表 10 題)組成。其中有 12 個性格特征量表和 1 個效度量表。在我國於 1983 年進行了修訂，製成了中文版，與原版在測驗結構、評分及解釋方法上基本相同。不同的是，該修訂本只有 120 題，12 個性格特征量表，每個性格特征量表有 10 個問題；每一個問題後面有三個備選答案，分別為“是”、“否”、“不能確定(?)”；不設效度量表。</p> <p><a href="http://wiki.mbalib.com/zh-tw/Y-G%E6%80%A7%E6%A0%BC%E6%B5%8B%E9%AA%8C">http://wiki.mbalib.com/zh-tw/Y-G%E6%80%A7%E6%A0%BC%E6%B5%8B%E9%AA%8C</a></p> <ul style="list-style-type: none"> <li>● 12 個人格特徵</li> <li>● 五種人格特質類型</li> </ul>
<a href="http://dacemike.wordpress.com/">http://dacemike.wordpress.com/</a>	全腦優勢發展工具 HBDI	<p>2002 年初，我(姜涵)參與 HBDI 講師訓練，在課堂上接到電腦問卷的結果報告；葉微微老師依序講解四種類型(分屬於四個象限中的 A、B、C、D 腦)中的數字意義，並指出在工作、情境及壓力下，四種類型會調整成什麼模式。當老師談到壓力的時候，我看著自己掛在四個象限中的數字，心中頓時湧上感激與感動。我想：你(測驗)怎麼知道我這些年努力，為的就是要實現理性的模樣呢！(下一段我把數字讓您看到，就會知道我所說的意思了)</p> <p>HBDI 在四個象限中分別有 A、B、C、D 腦各自的屬性，如 A 腦理性、B 腦形式、C 腦感覺、D 腦自由等</p> <p><a href="http://dacemike.wordpress.com/">http://dacemike.wordpress.com/</a></p> <ul style="list-style-type: none"> <li>● 四種思維形態偏好</li> </ul>

測驗公司/網址	測驗名稱	測驗內容
<a href="http://www.104ehr.com.tw">www.104ehr.com.tw</a>	感知和偏好量表	<ul style="list-style-type: none"> <li>● 20 個向度</li> <li>● 七種能力</li> </ul> See ppt_03
<a href="http://www.sigmaassessmentsystems.com/assessments/bpi.asp">http://www.sigmaassessmentsystems.com/assessments/bpi.asp</a>	基本人格量表 BPI Basic Personality Inventory	<ul style="list-style-type: none"> <li>● 10 個人格向度</li> <li>● 三個組型</li> </ul> <b>BPI Scales</b> <ul style="list-style-type: none"> <li>● Hypochondriasis</li> <li>● Depression</li> <li>● Denial</li> <li>● Interpersonal Problems</li> <li>● Alienation</li> <li>● Persecutory Ideas</li> <li>● Anxiety</li> <li>● Thinking Disorder</li> <li>● Impulse Expression</li> <li>● Social Introversion</li> <li>● Self Depreciation</li> <li>● Deviation</li> </ul>



測驗公司/網址	測驗名稱	測驗內容
<a href="http://www.sigmaassessmentsystems.com/assessments/bpi.asp">http://www.sigmaassessmentsystems.com/assessments/bpi.asp</a> (續)	基本人格量表 BPI Basic Personality Inventory (續)	<p><b>Unique Features</b></p> <p>The BPI measures twelve (12) distinct psychological traits. Scale names were chosen to avoid potentially inaccurate diagnostic labels while emphasizing construct dimensions of psychopathology. The BPI makes use of sophisticated procedures to minimize susceptibility to the social desirability response bias. It is sensitive to the tendency to describe oneself in favorable ("fake-good") and unfavorable ("fake-bad") terms. The easy reading level makes it suitable for a variety of populations.</p> <p>Source: <a href="http://www.sigmaassessmentsystems.com/assessments/bpi.asp">http://www.sigmaassessmentsystems.com/assessments/bpi.asp</a></p>
<a href="http://www.previsor.com/">http://www.previsor.com/</a>	Multiple assessments 多種測驗	<p>PreVisor has a vast library of <u>pre-employment test</u> solutions including:</p> <p><b>Competencies</b></p> <p>PreVisor' s <u>Competency test</u> solutions include Abilities &amp; Aptitude, Biodata &amp; Situational Judgment, and our popular <u>Personality Test</u> solutions.</p>

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<a href="http://www.previsor.com/">http://www.previsor.com/</a> (續)	Multiple assessments 多種測驗 (續)	<p><b><u>Skill Assessment</u></b>            PreVisor' s <u>Skill Test</u> library offers hundreds of assessments proven over time to accurately identify candidates' strengths and weaknesses in relation to a specific knowledge area or skill.</p> <p><b><u>Simulations</u></b>            PreVisor offers a large number of online simulations that provide a realistic method of assessing candidate skills and abilities for a wide variety of jobs.</p> <p><b><u>Pre-Packaged Job Assessments</u></b>            PreVisor' s Pre-Packaged Job Assessments combine the best of the best predictive <u>employment screening</u> assessment content, including hard and soft skills.</p> <p><b><u>Tailored Solutions</u></b>            PreVisor' s Tailored Solutions are specifically designed to meet the unique requirements of your hiring program.</p> <p><a href="http://www.previsor.com/products/assessments">http://www.previsor.com/products/assessments</a></p>

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<a href="http://www.previsor.com/">http://www.previsor.com/</a> (續)	Multiple assessments 多種測驗 (續)	<h2 style="text-align: center;">Assessments: Competencies</h2> <p>PreVisor' s competency assessments measure multiple attributes such as personality, cognitive ability, past performance, and work-sample behaviors to determine a candidate' s suitability for a job role. Using this <u>assessment test</u> during selection will help you evaluate a candidate' s job fit. This thorough evaluation, particularly when combined with a Knowledge and <u>Skills assessment test</u>, reveals not only if the candidate <b>can</b> do the job, but also if they <b>will</b> do the job.</p> <p><b>Personality</b></p> <p>Knowing a candidate' s personality tendencies helps employers select and place applicants in positions where they are most likely to be motivated and successful. PreVisor' s personality testing approach evaluates several factors such as emotional control, stress tolerance, self confidence, adaptability, independence, responsibility, initiative, competitiveness, social awareness, empathy, and influence.</p> 

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<a href="http://www.previsor.com/">http://www.previsor.com/</a> (續)	Multiple assessments 多種測驗 (續)	<p><b>Abilities</b></p> <p>Cognitive ability is one of the most predictive worker traits, especially in more complex jobs. Along with specific abilities like numerical reasoning, verbal reasoning, and analytical ability, cognitive ability can tell you a lot about a candidate's trainability and problem solving skills. PreVisor's ability tests are frequently combined with other test types to maximize prediction of a variety of performance behaviors while reducing the potential for adverse impact.</p> <p><b>Behavioral</b></p> <p>PreVisor has industry-leading biodata instruments that reveal a candidate's past behavior and performance to give employers insight into his or her potential for future success on the job. These assessments cover employment and educational background, key developmental experiences, and past achievements. PreVisor's behavioral assessments also include immersive simulations and realistic situational judgment tests that provide additional information predictive of future performance.</p> <p>Source: <a href="http://www.previsor.com/products/assessments/competency">http://www.previsor.com/products/assessments/competency</a></p> <p>不一樣的工作 不一樣的測驗</p>

測驗公司/網址	測驗名稱	測驗內容
<a href="http://www.katieroberts.com.au/meyers-briggs-personality-testing+vocational-guidance.php">http://www.katieroberts.com.au/meyers-briggs-personality-testing+vocational-guidance.php</a>	Myers Briggs Personality Testing	<p><b>The Myers Briggs assesses your personality preferences based on the following four scales:</b></p> <p><b>Extraversion (E) - Introversion (I)</b></p> <ul style="list-style-type: none"> <li>• Extraversion - Energised by the outside world of people, activities and things.</li> <li>• Introversion - Energised by the inner world of thoughts, feelings and reflections.</li> </ul> <p><b>Sensing (S) - Intuition (N)</b></p> <ul style="list-style-type: none"> <li>• Sensing - Look for facts and details. Practical, concrete thinkers.</li> <li>• Intuition - Look for patterns and connections. Ideas-oriented, abstract thinkers.</li> </ul> <p><b>Thinking (T) - Feeling (F)</b></p> <ul style="list-style-type: none"> <li>• Thinking - Make decisions based on logic and objective facts.</li> <li>• Feeling - Make decisions based on personal values and feelings.</li> </ul>

測驗公司/網址	測驗名稱	測驗內容
<a href="http://www.katieroberts.com.au/meyers-briggs-personality-testing+vocational-guidance.php">http://www.katieroberts.com.au/meyers-briggs-personality-testing+vocational-guidance.php</a> (續)	Myers Briggs Personality Testing (續)	<p><b>Judging (J) - Perceiving (P)</b></p> <ul style="list-style-type: none"> <li>• Judging - Preference for living a planned, organised and structured life.</li> <li>• Perceiving - Preference for living a casual, flexible and spontaneous life.</li> </ul> <p>Source:  <a href="http://www.katieroberts.com.au/meyers-briggs-personality-testing+vocational-guidance.php">http://www.katieroberts.com.au/meyers-briggs-personality-testing+vocational-guidance.php</a></p>
<a href="http://www.caliperonline.com/assessments-consulting.asp">http://www.caliperonline.com/assessments-consulting.asp</a>	Caliper services	<p><b>ABSTRACT REASONING</b></p> <p>This is a sub-set of intelligence and an important component in problem solving. Those with higher levels tend to be somewhat more expansive in their ability to handle complex or multidimensional problems. They are likely to have the ability to apply or modify general problem-solving techniques in new situations and will often develop new skills informally, without participation in well-structured training programs. Those with lower levels tend to be more concrete in their approach to problem solving.</p> <p><b>ACCOMMODATION</b></p> <p>Measures affability, or friendliness in personal interactions; a willingness to be helpful and provide service. Individuals who score high on this trait have a need to be liked, they respond to recognition, and they work hard to please others. They will usually seek out situations in which they can demonstrate their compassion.</p>

測驗公司/網址	測驗名稱	測驗內容
<a href="http://www.caliperonline.com/assessments-consulting.asp">http://www.caliperonline.com/assessments-consulting.asp</a> (續)	Caliper services (續)	<p><b>AGGRESSIVENESS</b></p> <p>Measures domination and ascendance over events and others. Individuals who have high scores may tend to be “heavy-handed” in their approach to “getting their way.” While some degree of aggressiveness is valuable, it must be tempered with a good level of self-discipline, empathy and thoroughness, if it is to be used in a positive manner.</p> <p><b>ASSERTIVENESS</b></p> <p>Indicates the positive forcefulness a person will use to control a situation; it is the ability to express one’s thoughts forcefully and consistently, without having to rely on anger. Those scoring high in this quality will often be able to be direct and straightforward even when addressing a somewhat unreceptive audience. Individuals scoring low on this measure may be less comfortable expressing themselves forcefully and may back down or be reactive in certain situations.</p> <p><b>CAUTIOUSNESS</b></p> <p>The degree to which a person is hesitant and careful in making decisions. This characteristic relates to the care with which one evaluates situations or materials and takes action. High scores on this trait are likely to indicate a tendency to be deliberate and careful when making decisions. Those scoring extremely low on this quality are likely to be more impulsive or intuitive in their approach to decision making.</p>

測驗公司/網址	測驗名稱	測驗內容
<a href="http://www.caliperonline.com/assessments-consulting.asp">http://www.caliperonline.com/assessments-consulting.asp</a> (續)	Caliper services (續)	<p><b>EGO-DRIVE</b></p> <p>Ego-drive is a composite trait that incorporates a number of other Caliper measures. Ego-drive is the inner need to persuade others as a means of gaining personal gratification. The Ego-driven individual wants and needs successful persuasion as a powerful enhancement of his or her ego. Ego-drive is not ambition, aggression, energy, or even a willingness to work hard. Rather, it is an internal gratification that comes from getting another person to say “yes.”</p> <p><b>EGO-STRENGTH/RESILIENCE</b></p> <p>Resilience is the self-confidence and ability to handle rejection and accept criticism in a manner that is positive and growth oriented. Individuals with a healthy, intact ego have a positive picture of themselves. Liking and accepting the way they are allows them to function at or near the top of their capacity. On the other hand, individuals scoring low on this trait may be preoccupied with conflict or feelings of inferiority, thus reducing their effectiveness.</p> <p><b>EMPATHY</b></p> <p>Empathy is a composite trait that incorporates a number of other Caliper measures. Empathy is the ability to accurately sense the reactions of another person and to objectively perceive their feelings without necessarily agreeing with them. An empathic individual, therefore, has the capacity to appropriately adjust his or her own behavior in order to deal effectively with people.</p>



測驗公司/網址	測驗名稱	測驗內容
<a href="http://www.caliperonline.com/assessments-consulting.asp">http://www.caliperonline.com/assessments-consulting.asp</a> (續)	Caliper services (續)	<p><b>EXTERNAL STRUCTURE</b></p> <p>Measures the degree to which a person is sensitive to the environment and the structure that exists. Individuals scoring high in external structure are sensitive to externally defined rules, policies and procedures. They operate with some sensitivity to authority and will generally prefer a working environment in which direction is set.</p> <p><b>FLEXIBILITY</b></p> <p>An indicator of flexibility/inflexibility. Individuals who rank high in this quality are generally willing to modify their approach as changing conditions or circumstances require. They can easily "change gears" to respond to the input and feedback of others. Those who score lower may be more tenacious in holding onto their views and less willing to modify their position.</p> <p><b>GREGARIOUSNESS</b></p> <p>Measures gregariousness or buoyancy, and overall optimism. It reflects a comfort with people and crowds. Individuals who are gregarious are extroverted, ebullient and optimistic. Gregarious people are outgoing and enjoy working with large groups.</p> <p><b>IDEA ORIENTATION</b></p> <p>Measures originality or creativity. Individuals who score high on ideational items show an orientation toward creative problem solving, idea generation and concept development. Lower scores may indicate a preference for practical or concrete solutions.</p>

測驗公司/網址	測驗名稱	測驗內容
<a href="http://www.caliperonline.com/assessments-consulting.asp">http://www.caliperonline.com/assessments-consulting.asp</a> (續)	Caliper services (續)	<p><b>RISK TAKING</b></p> <p>Determines an individual' s willingness to take necessary risks. It is a sense of adventure; an optimistic desire to try new things. It does not necessarily imply recklessness (i. e., one can be a cautious risk taker). Individuals scoring low on this scale tend to prefer conventional or well-established methods as opposed to those in which failure might occur.</p> <p><b>SELF-STRUCTURE/SELF-DISCIPLINE</b></p> <p>Measures an individual' s ability to determine and direct his/her own priorities. Individuals ranking high in this area are self-defining. They typically establish and manage their own agendas. Those scoring low in this area tend to enjoy variety, can be distractible, and may require some direction to gain focus.</p> <p><b>SKEPTICISM</b></p> <p>A concern with the attitudes of others towards oneself. Individuals scoring high on this quality tend to be suspicious of the motives of others. In many roles a degree of skepticism can be helpful in making correct judgments. Low levels on this scale generally suggest a degree of trust or naiveté.</p> <p><b>SOCIABILITY/OUTGOINGNESS</b></p> <p>Measures sociability: the ability and desire to be with and work with people. Individuals who rank high in this quality enjoy being with and working with others. More specifically, they relate well in one-on-one and group situations. They are likely to have a large circle of close friends.</p>

測驗公司/網址	測驗名稱	測驗內容
<a href="http://www.caliperonline.com/assessments-consulting.asp">http://www.caliperonline.com/assessments-consulting.asp</a> (續)	Caliper services (續)	<p><b>THOROUGHNESS</b></p> <p>Measures an individual' s attention to detail and tendency to persevere. Individuals who score high in thoroughness tend to be careful and will take ownership of the jobs assigned to them. Those who score lower may be more expeditious than thorough.</p> <p><b>URGENCY</b></p> <p>A measure of an individual' s sense of immediacy. Urgency is an inner-directed and focused need to get things done. Extremely high scores indicate impatience or unrealistic expectations. Low levels indicate patience and potential complacency.</p> <p>Source:  <a href="http://www.caliperonline.com/brochures/Caliper%20Profile%20Users%20Guide.pdf">http://www.caliperonline.com/brochures/Caliper%20Profile%20Users%20Guide.pdf</a></p>

測驗公司/網址	測驗名稱	測驗內容
<a href="http://www.saterfiel.com/Leadership_Knowledge.htm">http://www.saterfiel.com/Leadership_Knowledge.htm</a>	The Leadership Knowledge Challenge	<p>The Leadership Knowledge Challenge is a training needs assessment which measures an individual' s knowledge of leadership in the following seven areas:</p> <ul style="list-style-type: none"> <li>● Attitude - The Leadership Personality</li> <li>● Time Management</li> <li>● Planning</li> <li>● Organizing</li> <li>● Staffing</li> <li>● Leading</li> <li>● Facilitating</li> </ul> <p>Source: <a href="http://www.saterfiel.com/Leadership_Knowledge.htm">http://www.saterfiel.com/Leadership_Knowledge.htm</a></p>

測驗公司/網址	測驗名稱	測驗內容
<a href="http://www.hoganassessments.com/">http://www.hoganassessments.com/</a>	HPI Hogan personality inventory	<p><b>PRIMARY SCALES</b></p> <p><b>Adjustment</b> confidence, self-esteem, and composure under pressure</p> <p><b>Ambition</b> initiative, competitiveness, and desire for leadership roles</p> <p><b>Sociability</b> extraversion, gregarious, and need for social interaction</p> <p><b>Interpersonal Sensitivity</b> tact, perceptiveness, and ability to maintain relationships</p> <p><b>Prudence</b> self-discipline, responsibility and conscientiousness</p> <p><b>Inquisitive</b> imagination, curiosity, and creative potential</p> <p><b>Learning Approach</b> achievement-oriented, stays up-to-date on business and technical matters</p>

測驗公司/網址	測驗名稱	測驗內容
<a href="http://www.hoganassessments.com/">http://www.hoganassessments.com/</a> (續)	HPI Hogan personality inventory (續)	<p><b>OCCUPATIONAL SCALES</b></p> <p><b>Service Orientation</b>            being attentive, pleasant, and courteous to customers</p> <p><b>Stress Tolerance</b>            being able to handle stress, even-tempered, calm under fire</p> <p><b>Reliability</b>            honesty, integrity, and positive organizational citizenship</p> <p><b>Clerical Potential</b>            ability to follow directions, pay attention to detail, and communicate clearly</p> <p><b>Sales Potential</b>            energy, social skills, and the ability to solve problems for customers</p> <p><b>Managerial Potential</b>            leadership ability, planning, and decision-making skills</p> <p>Source:  <a href="http://www.hoganassessments.com/hogan-personality-inventory">http://www.hoganassessments.com/hogan-personality-inventory</a></p>

測驗公司/網址	測驗名稱	測驗內容
	HDS Hogan development survey	<p><b>PRIMARY SCALES</b></p> <p><b>Excitable</b> moody, easily annoyed, hard to please, and emotionally volatile</p> <p><b>Skeptical</b> distrustful, cynical, sensitive to criticism, and focused on the negative</p> <p><b>Cautious</b> unassertive, resistant to change, risk-averse, and slow to make decisions</p> <p><b>Reserved</b> aloof, indifferent to the feelings of others, and uncommunicative</p> <p><b>Leisurely</b> overtly cooperative, but privately irritable, stubborn, and uncooperative</p> <p><b>Bold</b> overly self-confident, arrogant, with inflated feelings of self-worth</p>

測驗公司/網址	測驗名稱	測驗內容
	HDS Hogan development survey (續)	<p><b>Mischievous</b> charming, risk-taking, limit-testing and excitement-seeking</p> <p><b>Colorful</b> dramatic, attention-seeking, interruptive, and poor listening skills</p> <p><b>Imaginative</b> creative, but thinking and acting in unusual or eccentric ways</p> <p><b>Diligent</b> meticulous, precise, hard to please, and tends to micromanage</p> <p><b>Dutiful</b> eager to please and reluctant to act independently or against popular opinion</p> <p>Source: <a href="http://www.hoganassessments.com/assessments-hogan-development-survey">http://www.hoganassessments.com/assessments-hogan-development-survey</a></p>



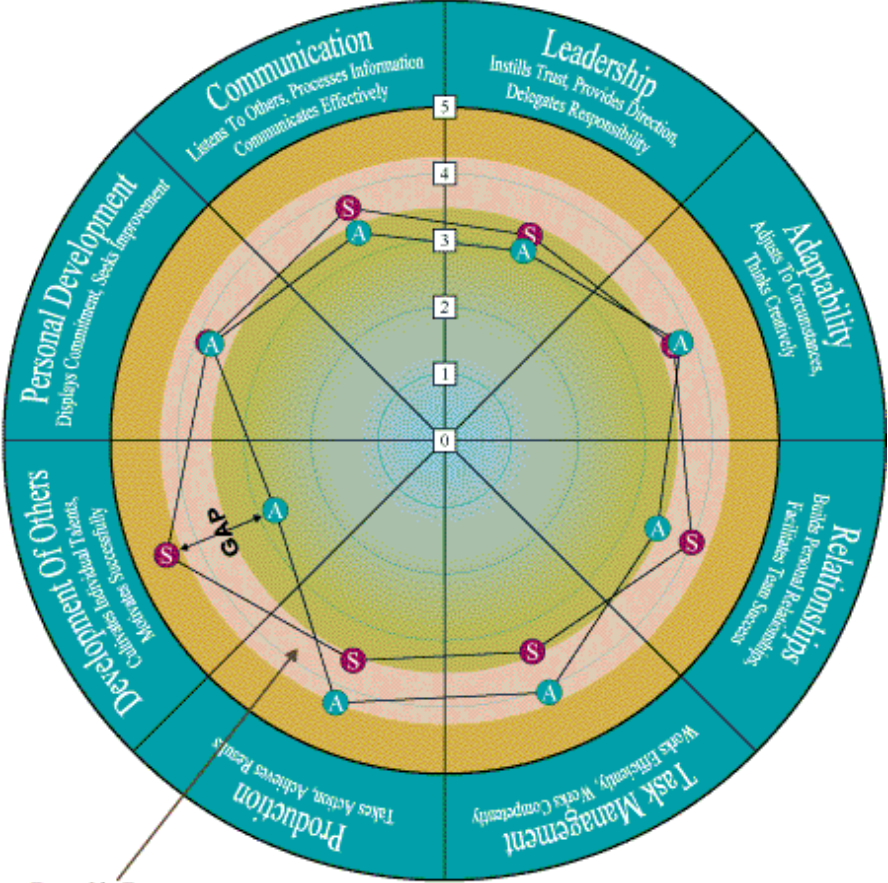
測驗公司/網址	測驗名稱	測驗內容
	Motives, Values, Preferences Inventory (MVPI)	<p><b>PRIMARY SCALES</b></p> <p><b>Recognition</b> responsive to attention, approval, and praise</p> <p><b>Power</b> desire for success, accomplishment, status and control</p> <p><b>Hedonism</b> orientation for fun, pleasure, and enjoyment</p> <p><b>Altruistic</b> desire to help others and contribute to society</p> <p><b>Affiliation</b> desire for and enjoyment of social interaction</p> <p><b>Tradition</b> dedication, strong personal beliefs, and obligation</p> <p><b>Security</b> need for predictability, structure, and order</p> <p><b>Commerce</b> interest in money, profits, investment, and business opportunities</p>

測驗公司/網址	測驗名稱	測驗內容
	Motives, Values, Preferences Inventory (MVPI) (續)	<p><b>Aesthetics</b> need for self-expression, concern over look, feel, and design of work products</p> <p><b>Science</b> quest for knowledge, research, technology, and data</p> <p><b>THEMES</b></p> <p><b>Lifestyles</b> concern the manner in which a person would like to live</p> <p><b>Beliefs</b> involve “shoulds,” ideals, and ultimate life goals</p> <p><b>Occupational preferences</b> include an individual’ s preferred work, and what constitutes a good job</p> <p><b>Aversions</b> reflect attitudes and behavior that are disliked or distressing</p> <p><b>Preferred associates</b> concern the kind of person desired as coworkers and friends</p> <p>Source: <a href="http://www.hoganassessments.com/motives-values-preferences-inventory">http://www.hoganassessments.com/motives-values-preferences-inventory</a></p>

測驗公司/網址	測驗名稱	測驗內容
	Hogan Business Reasoning Inventory (HBRI)	<p><b>SCALES &amp; INTERPRETATIONS</b></p> <p>The HBRI evaluates two kinds of problem solving: tactical and strategic reasoning. It evaluates these two kinds of reasoning using basic business data presented in the form of textual, quantitative, and graphic items.</p> <p><b>Tactical Reasoning</b></p> <p>Concerns solving problems and coming to sensible conclusions once the facts are known. High scorers tend to be disciplined, steady, and precise.</p> <p><b>Strategic Reasoning</b></p> <p>Concerns the ability to detect errors, gaps, and logical flaws in graphs, memos, diagrams, written reports, numerical projections, and tables of data.</p> <p>High scorers are seen as curious and open-minded, tolerant of ambiguity, and interested in feedback.</p> <p>The HBRI is the first measure of reasoning ability based on a theory of intelligence and designed exclusively to predict real-world performance.</p> <p>The HBRI is based on evolutionary psychology. Within this context, intelligence is a function of meta-representational competence, the ability to reflect on one's past actions, determine where the problems have occurred, and then devise methods to avoid repeating those problems in the future. Individual differences in this cognitive capacity enhance performance in every significant domain of human action.</p> <p>Source: <a href="http://www.hoganassessments.com/hogan-business-reasoning-inventory">http://www.hoganassessments.com/hogan-business-reasoning-inventory</a></p>

測驗公司/網址	測驗名稱	測驗內容
<a href="http://assessments-usa.com/job-fit-assessments.asp">http://assessments-usa.com/job-fit-assessments.asp</a>	The ProfileXT	<p>The <b>ProfileXT™</b> is an all-purpose assessment that measures the qualities that make up "<i>The Total Person</i>" - Thinking style and Reasoning. Occupational Interests, and Behavioral Traits.</p> <p><b>The report gives you a Profile of the Total Person</b></p> <p><b>Thinking Style</b> Learning index, Verbal Skill, Verbal Reasoning, Numerical Ability, and Numeric Reasoning.</p> <p><b>Behavioral Traits</b> Energy Level, Assertiveness, Sociability, Manageability, Attitude, Decisiveness, Accommodating, Independence, and Objective Judgment.</p> <p><b>Interests</b> Enterprising, Financial/Administrative, People Service, Creative, Technical, and Mechanical.</p> <p>Source: <a href="http://assessments-usa.com/job-fit-assessments.asp">http://assessments-usa.com/job-fit-assessments.asp</a></p>

測驗公司/網址	測驗名稱	測驗內容
	360 degrees evaluation	<p>The CheckPoint 360° Multi-Rater Peer Review</p> <p>The Profiles Checkpoint Peer Review is a powerful professional development tool, designed to positively impact a manager's growth and career, and an organization's success. For managers, supervisors and others in leadership positions, it can facilitate peak performance that generates improved productivity in the workplace.</p> <p>Checkpoint Peer Review is an ongoing process that can be used at key intervals to monitor the progress of professional growth. This confidential survey covers 70 specific job skills, which fall into 8 major Skill Clusters <u>and 18 Skill Groups</u>. These classifications aid in both organizing the survey and in reporting the results. These 70 items are the most universally required for success in leadership, management, supervision, and effective team participation.</p>

測驗公司/網址	測驗名稱	測驗內容
	360 degrees evaluation (續)	 <p>The diagram is a circular 360-degree evaluation chart. It is divided into eight segments, each representing a different skill or behavior. Each segment has a title, a brief description, and a scale from 0 to 5. The segments are:       <ul style="list-style-type: none"> <li><b>Leadership</b>: Instills Trust, Provides Direction, Delegates Responsibility</li> <li><b>Adaptability</b>: Adjusts To Circumstances, Thinks Creatively</li> <li><b>Relationships</b>: Builds Personal Relationships, Facilitates Team Success</li> <li><b>Task Management</b>: Works Efficiently, Meets Commitments</li> <li><b>Production</b>: Takes Action, Achieves Results</li> <li><b>Development of Others</b>: Cultures Individual Talent, Makes Successful</li> <li><b>Personal Development</b>: Displays Commitment, Seeks Improvement</li> <li><b>Communication</b>: Listens To Others, Processes Information, Communicates Effectively</li> </ul>       The chart features a central point (0) and concentric rings representing scores from 1 to 5. A graph is plotted on the chart, showing scores for two categories: 'S' (Self) and 'A' (Others). The scores for 'S' are generally higher than for 'A'. A 'Favorable Zone' is indicated between 3.5 and 4.25.     </p> <p>Source: <a href="http://assessments-usa.com/360-peer-review.asp">http://assessments-usa.com/360-peer-review.asp</a></p>

測驗公司/網址	測驗名稱	測驗內容
<a href="http://www.opusproductivity.com/services.html#profiling">http://www.opusproductivity.com/services.html#profiling</a>	OPUS profiling	<p>The personality assessment tool utilized by OPUS Productivity measures seven key aspects of a behavioral style. Those are an individual's Dominance, Extroversion, Pace/Patience, Conformity, Energy Level, Energy Style, and Fact/Feeling orientation. The profile also measures the differences between how a person feels they are naturally versus how they feel they need to modify their style. As a result, additional measurements on energy drain and morale become available. This vital service is integrated into literally every service provided by OPUS Productivity.</p>

測驗公司/網址	測驗名稱	測驗內容
<a href="http://www.profilesnorthwest.com/Step1Survey2.html">http://www.profilesnorthwest.com/Step1Survey2.html</a>	PI survey	<p><b>Attitude Assessment</b></p> <p>The Step One Survey II is an employer's first step in evaluating a job candidate's qualifications for employment. It is the hiring tool that empowers executives by providing essential information about job candidates attitudes. It has three parts:</p> <ol style="list-style-type: none"> <li>1. A direct-admissions structured interview format that asks about recent work history, record of honesty, drug/alcohol use and related issues. The results of the "interview" are assessed by the company to evaluate the candidate's suitability for employment.</li> <li>2. Assesses the candidate's attitudes toward Integrity, Substance Abuse, Reliability, and Work ethic. The Step One Survey spots applicants who share attitudes with convicted felons, and want to work for you! !</li> <li>3. Suggested interview questions</li> </ol> <p>Source: <a href="http://www.profilesnorthwest.com/Step1Survey2.html">http://www.profilesnorthwest.com/Step1Survey2.html</a></p>



#### 附錄四：以年齡作為共變數分析之省思

根據文獻探討中，就年齡的變項而言，研究發現：年長者在嚴謹性、和善性和情緒穩定性人格特質有較高的分數；至於年輕者則是開放性和外向性有較高的分數（Costa & McCrae, 1994）。是故，把年齡作為共變數分析，理論上似乎是一個可行的方向；但是，由於本研究樣本特殊性，官等變項幾乎等同於年齡變項，所以進行共變數分析似乎有偏頗之結果。

本研究試圖以年齡可能為共變數，以瞭解年齡在官等產生污染狀況，所以以年齡作為共變數進行共變數分析，其資料所得分析如表 1。由表 1 可知，官等在嚴謹性和情緒穩定性人格以年齡為共變數時，未達到統計.05 顯著水準；換言之，在考慮年齡的情況下，嚴謹性和情緒穩定性人格將不具顯著差異存在。

表 1 五大人格以年齡作為共變數之共變數分析

		型 III		平均平				調過後的
來源		平方和	自由度	方和	F 檢定	顯著性	R 平方	R 平方
外向性E	校正後的模式	1.359(a)	2	.68	3.68	.03	.05	.04
	截距	18.23	1	18.23	98.71	.00		
	年齡(共變數)	.18	1	.18	.99	.32		
	官等	.01	1	.01	.04	.84		
	誤差	24.75	134	.19				
	總和	1654.57	137					
	校正後的總數	26.11	136					
開放性O	校正後的模式	.280(a)	2	.14	1.06	.35	.02	.00
	截距	24.73	1	24.73	187.81	.00		
	年齡(共變數)	.25	1	.25	1.93	.17		
	官等	.15	1	.15	1.11	.29		
	誤差	17.65	134	.13				
	總和	1544.60	137					
	校正後的總數	17.93	136					
和善性A	校正後的模式	.467(a)	2	.234	1.76	.18	.03	.01
	截距	20.44	1	20.44	153.90	.00		
	年齡(共變數)	.19	1	.19	1.43	.23		
	官等	.03	1	.03	.19	.66		
	誤差	17.67	133	.13				
	總和	1845.97	136					
	校正後的總數	18.13	135					
嚴謹性C	校正後的模式	3.012(a)	2	1.51	8.28	.00	.11	.10
	截距	19.14	1	19.14	105.22	.00		
	年齡(共變數)	1.04	1	1.04	5.70	.02**		
	官等	.09	1	.09	.47	.50		
	誤差	24.19	133	.18				
	總和	2150.19	136					
	校正後的總數	27.20	135					
情緒穩定 N	校正後的模式	6.899(a)	2	3.45	11.51	.00	.15	.13
	截距	12.41	1	12.41	41.40	.00		
	年齡(共變數)	1.86	1	1.86	6.21	.01**		
	官等	.06	1	.06	.21	.65		
	誤差	40.46	135	.30				
	總和	1774.22	138					
	校正後的總數	47.36	137					

註： 1.\* $p < .05$ ；\*\* $p < .01$ 。

2. 官等以高階文官為1；新進人員為0。

筆者以為，一般而言，以官等進行  $t$  考驗與共變數分析（以年齡為共變數），在統計上有其合理性。但是，本研究樣本事實上有其特殊性，亦即高階文官為高年齡組，新進人員為低年齡組，僅有 4 個人屬於高年齡組，抽樣編號為 13、43、96 和 110，詳見圖 1。再者，由相關係數顯示，官等和年齡之相關係數達 .90，達統計 .01 顯著水準，可知官等與年齡間呈現高度相關，詳見表 2；換言之，官等和年齡乃為重複變項。據此，如果以年齡進行共變數分析，將存在爭議。

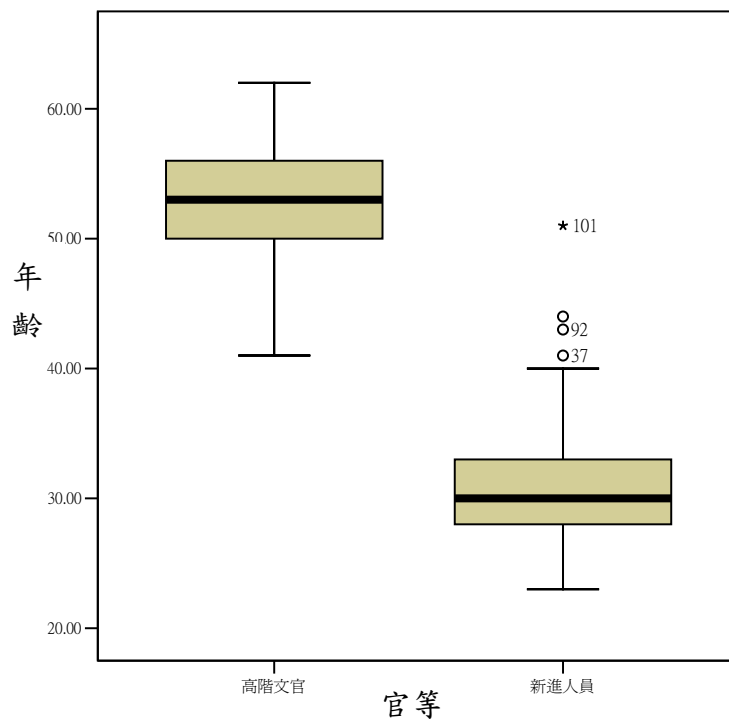


圖 1 官等與年齡之盒形圖

表 2 官等、年齡與五大人格之相關分析

	官等	年齡	外向性	開放性	和善性	嚴謹性	情緒穩定
官等	1.00						
年齡	.90**	1.00					
外向性	.23**	.23**	1.00				
開放性	-.03	-.09	.28**	1.00			
和善性	.10	.16	.39**	.05	1.00		
嚴謹性	.28**	.33**	.53**	.28**	.46**	1.00	
情緒穩定	.34**	.38**	.57**	.03	.46**	.46**	1.00

註：1. 官等以高階文官為 1；新進人員為 0。

2. SPSS 軟體無點二系列相關的操作，而 Person 相關係數與無點二系列相關數值會一致，所以以 Person 相關進行分析。

3. \* $p < .05$ ；\*\* $p < .01$

因為，共變數的原則是控制共變數以後，或去除共變污染後，瞭解自變項和依變項之間的相關，假如有一種狀況是共變數和自變項過度高相關，那麼除去共變數污染後，自變項對依變項便不具影響力。此時，去計算進行共變數分析比較時，自變項在依變項的差異性分析的顯著水準，則會消失。

本節試圖釐清在共變數分析上的特殊案例，就是官階與年齡在本研究中呈現高度相關狀況，其相關係數達.90，且非常顯著。那麼最後分析結果，則會有上述狀況存在，這也說明為何嚴謹性和情緒穩定性等特質，在年齡成為共變數後，其顯著差異則不存在。而這種現象並不代表真實的情況，即高階文官與高考新進人員，在嚴謹性和情緒穩定性等特質的差異情況就消失。目前最嚴重的缺失在高階文官中，無低年齡組；而高考新進人員中，無高年齡組，然後兩組在相關係數和盒形圖中，呈現兩個極端不重疊的狀況，此即為問題之所在。

以下將假設三組狀況，第一組如我們的研究資料，年齡與官階不重疊（高階文官中，無低年齡組；高考新進人員中，無高年齡組）；第二組是年齡與官階些許重疊（高階文官中，些許低年齡組；高考新進人員中，些許高年齡組）；最後，第三組是年齡與官階明顯重疊（高階文官中，部分低年齡組；高考新進人員中，

部分高年齡組)，詳見圖 2。

在平均數  $t$  考驗部分，詳見表 3，官等在嚴謹性、第一組年齡與官階不重疊、第二組是年齡與官階些許重疊和第三組年齡與官階明顯重疊，皆達到統計 .05 顯著水準；另外，由平均數 (M) 可知，新進人員皆不變，僅由高階文官年齡以線性相加方式移動，所以樣本分配結構不變。然而，在共變數分析時，以嚴謹性為依變項、官等為自變項，以及年齡設定為共變數時，官等卻會因為年齡分配的不同而難以顯著，至於共變數的年齡原則上，呈現一致的結果，詳見表 4。

本研究官等、年齡與嚴謹性分配較屬於第三種情況，高階文官中，無低年齡組；高考新進人員中，無高年齡組，如果新進人員有高年齡者，在盒形圖中僅屬少數的極端值，詳見圖 1。據此，本研究貿然以年齡作為共變數進行共變數分析，可能有偏頗之結果。

當然，本研究亦不排除年齡在官等與五大人格中，可能具有共變效果之存在，但是以本年度小樣本抽樣，而且一開始即以高階文官和新進人員作為抽樣對象，年齡可能非常態之變項，從事共變數分析作為研究結果實屬冒險偏頗；所以，未來年度還是會嘗試分析年齡在人格中扮演的角色，也會嘗試以大樣本進行隨機抽樣。

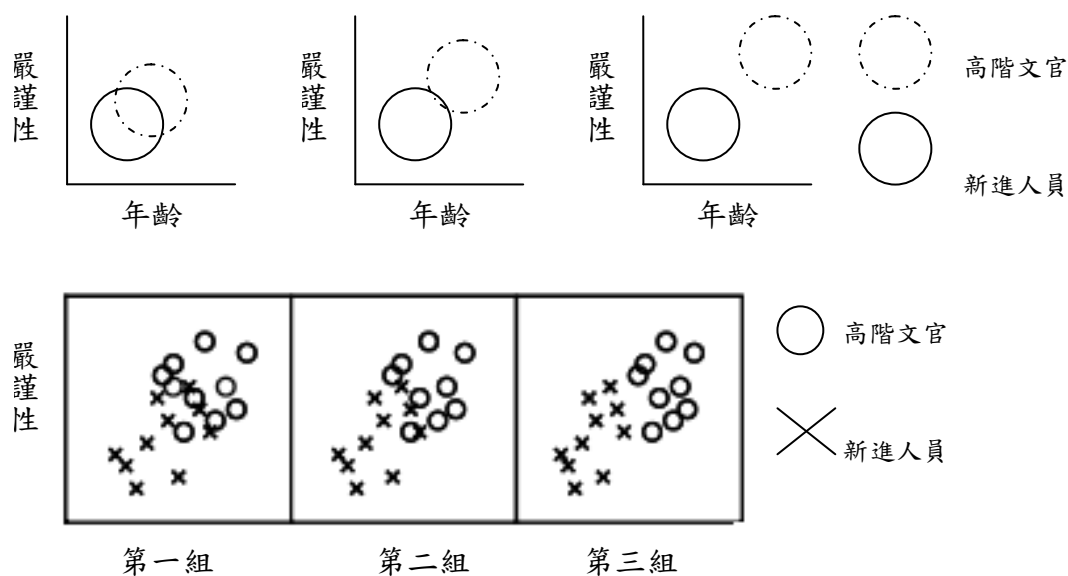


圖 2 假設模擬年齡與官等各種分配資料圖

表 3 模擬年齡與官等各種分配之平均數差異考驗

變 項	官 等	N	M	SD	t 值	p 值	平均數比較
嚴謹性	高階文官	18	9.00	2.66	4.92	0.00	高階>新進
	新進人員	20	4.50	2.95			
年齡不重疊	高階文官	18	24.44	5.39	4.38	0.00	高階>新進
	新進人員	20	16.40	5.89			
年齡些許重疊	高階文官	18	28.00	5.31	6.35	0.00	高階>新進
	新進人員	20	16.40	5.89			
年齡部分重疊	高階文官	18	38.00	5.31	11.82	0.00	高階>新進
	新進人員	20	16.40	5.89			

註： 1.\* $p < .05$ ；\*\* $p < .01$

2.高階文官為簡任；新進人員為薦任委任。

表 4 模擬年齡與官等各種分配之共變數分析

來源		型 III 平方和	自由 度	平均平 方和	F 檢定	顯著 性	R 平方	調過後的 R 平方
第一組	校正後的模式	226.53	2	113.26	15.84	0.00	.48	.45
	截距	26.53	1	26.53	3.71	0.06		
	年齡不重疊 (共變數)	34.68	1	34.68	4.85**	0.03		
	官等	59.63	1	59.63	8.34**	0.01		
	誤差	250.32	35	7.15				
	總和	2148.00	38					
	校正後的總數	476.84	37					
第二組	校正後的模式	226.97	2	113.48	15.90	0.00	.48	.45
	截距	17.70	1	17.70	2.48	0.12		
	年齡些許重疊 (共變數)	35.12	1	35.12	4.92**	0.03		
	官等	27.11	1	27.11	3.80	0.06		
	誤差	249.88	35	7.14				
	總和	2148.00	38					
	校正後的總數	476.84	37					
第三組	校正後的模式	226.97	2	113.48	15.90	0.00	.48	.45
	截距	5.76	1	5.76	0.81	0.38		
	年齡部分重疊 (共變數)	35.12	1	35.12	4.92**	0.03		
	官等	0.97	1	0.97	0.14	0.71		
	誤差	249.88	35	7.14				
	總和	2148.00	38					
	校正後的總數	476.84	37					

註： 1.\* $p < .05$ ；\*\* $p < .01$ 。

2. 官等以高階文官為1；新進人員為0。

## 附錄五：執行進度表

### 執行進度表

本研究 99 年進度自 99 年 7 月 15 日起至 99 年 12 月 15 日止，為期 5 個月。

茲將本研究 99 年進度以甘特圖 (Gantt Chart) 如圖 3 表示。

圖 3 99 年執行進度甘特圖

工作項目	月份						99 年 12月中	實際日期
	99 年 7月中	8 月	9 月	10 月	11 月			
工作者特質文獻探討	—————							
五大人格文獻探討	—————							7 月中~8 月底
五大人格工具翻譯與修訂		—————						7 月底~9 月初
五大人格高階文官施測			—					9 月 13 日
五大人格新進人員郵寄問卷			—————					9 月中~10 月初
五大人格新進人員回收問卷			—————					9 月中~10 月初
問卷資料輸入與分析				—————				10 月初~10 月中
研究結果整理					—————			10 月中~10 月底
撰寫期中報告					—————			10 月中~10 月底
期中報告					—			11 月 1 日
彙整廉貞量表資料					—————			11 月初~11 月底
專家諮詢會						—————		12 月初~12 月中
期末報告						—————		12 月 13 日

資料來源：本研究自繪。





## 附錄六：修改對照表

### 期中報告修正對照表

委員提出建議	答覆
<p>一、 陳考試委員皎眉：</p> <p>(一) 以五大人格量表作為發展公務人員專屬人格測驗量表之基礎是一個很好開始。</p> <p>(二) 建議再補列一些基本論述，例如：</p> <p>1、 選用五大人格量表作為發展公務人員人格測驗量表基礎之原因。</p> <p>2、 人格測驗可否運用於文官之培訓及升遷，其他國家是否有運用人格測驗於培訓及升遷之相關案例。</p> <p>3、 建議增列各年度之進度規劃及預定之研究內容與目的。</p>	<p>謝謝肯定與支持</p> <p>1. 由於研究施測以公務人員為主，初探人格量表應該包括：具一般人的特質、工作者的特質（高階文官亦兼具領導人的特質）。而五大人格相較於明尼蘇多重人格量表等符合以上條件；此外，五大人格其發展歷程是以科學分析為主，而且具有良好的信度和效度，所以初探人格量表以五大人格為之。</p> <p>2. 新加坡和英國均有此案例。詳見陳皎眉、胡悅倫、洪光宗(2010)。人格測驗在國家選才上之使用與發展。</p> <p>3. 由於本報告是針對第一年研究計畫(7/16-12/15)，後續仍須配合會計年度招標等過程。所以，完整三年計畫的目的和內容，僅呈現於精簡報告中，作為未來計畫之參考。</p>
<p>二、 鄭教授晉昌：</p> <p>(一) 肯定胡老師報告內容與嚴謹性。</p> <p>(二) 企業界的菁英人才管理(Talent Management)，其關鍵職務人才之選拔與發展，運用之工具分為三個層次：</p>	<p>謝謝肯定與支持</p> <p>謝謝提出珍貴的建議，本研究在日後會仔細斟酌。</p>

<p>1、 選才：工作表現 (work performance) 之測驗，運用五大人格量表。</p> <p>2、 甄選主管：領導表現 (leadership performance) 之測驗，運用 MBTI 測驗。</p> <p>3、 診斷主管之領導能力：可否成為更高階層之主管，運用 HDS (Hogan development survey) 測驗。</p> <p>建議量表將工作表現 (work performance) 與領導能力 (leadership performance) 之測驗作區隔，量表之精緻性會更好。</p> <p>(三) 方法論：五大人格量表假設為多維度，應該為沒有統合性的 <math>\alpha</math> 值，應該祇有分量表的 <math>\alpha</math> 值。</p>	<p>(三) 已將表 4 總信度刪除。</p>
<p>三、 任副教授金剛：高階文官與新進文官之比較，背景變項中是否考量「年齡」因素。</p>	<p>未來會再納入參考之。</p>
<p>四、 黃考試委員富源：</p> <p>(一) 從高階文官裡面再做區分，各種控制變項可以減少。</p> <p>(二) 高階文官中再予以分群。</p> <p>(三) 哪些人格特質可藉由培訓加以改善。</p> <p>(四) 除以五大人格量表作基礎外，尚可加入哪些因素(例如，誠實、創新)。</p> <p>(五) 統一用語：第 9 頁「和善性」、第 13 頁「親和性」是否相同；第 15 頁野心</p>	<ol style="list-style-type: none"> <li>1. 有鑑於高階文官人數僅有 42 人，而且研究目的在於某些人格是否會因為高階文官和新進人員而有所差異。故，不再微觀細分高官性質。</li> <li>2. 根據文獻探討可知，工作表現會因為五大人格中『嚴謹性』和『情緒穩定性』，甚至是最後被提出『和善性』對工作表現均能展現增加效度，亦即有預測作用。是故，培訓課程增加對以上能力訓練。</li> <li>3. 此乃本研究未來努力方向，將嘗試加入領導特質等廉貞量表。</li> <li>4. 全文將統一以『和善性 (agreeableness)』稱之。將野心修改成『企圖心』。由於題目有設</li> </ol>

<p>(Ambition) 建議改用企圖心；第 21 頁性別、婚姻…等因素，可用統計分析；建議加入測謊量表、工作價值觀量表…等。</p> <p>(六) 有關運用人格測驗之法律問題，建議蒐集相關國外之文獻以供參考。</p>	<p>計反向題，其意義類似測謊題。</p> <p>5. 根據六(一)陳委員愛娥之說明，心理特質作為選拔之判斷標準，爰其法制應無疑慮。另外，本研究僅針對人格測驗之研發，後續應用將與保訓會進行商討再實行。</p>
<p>五、 李參事震洲：</p> <p>(一) 高階文官之抽樣皆為飛躍方案之學員，建議擴大高階文官之測驗樣本。</p> <p>(二) 情緒穩定性和嚴謹性之人格特質，是否因長期擔任公職歷練或藉由訓練加以培養。</p> <p>(三) 第 11 頁有論及人格特質因文化不同而有差異，是否有把華人族群的特殊性列入考量。</p> <p>(四) 將來本測驗應用於高階文官訓練，其評量結果係作為綜合考評之參考或為淘汰之標準，抑或為其服務機關晉升之依據。目前國家考試運用心理測驗為民航特考之飛航管制人員，其測驗有訂定合格標準，不合格則遭受淘汰，爰其測驗有專業人員認證其結果。警察特考及外交領事人員將來亦可能導入國家考試，其法律問題需有相關配套措施。</p>	<p>1. 由於時間有限(三個月內完成期中報告)，所以施測人數有限。未來設計正式版公務人格測驗，就會以大樣本分析之。</p> <p>2. 由於本研究未經嚴格的實驗處理，不宜以因果說明結論。但是，根據文獻探討，領導人才和五大人格中『嚴謹性』和『情緒穩定性』有關係。</p> <p>3. 由於大部分的研究結論仍贊同五大人格量表具有跨文化類推性，而且目前在工作職場上仍以五大人格量表中的五個因素為主要研究；所以，沒有把華人族群的特殊性列入考量。但是，未來正式編列公務人員人格量表時，將考慮華人族群的特殊性。</p> <p>4. 根據六(一)陳委員愛娥之說明，心理特質作為選拔之判斷標準，爰其法制應無疑慮。另外，本研究僅針對人格測驗之研發，後續應用將與保訓會進行商討再實行。</p>

<p>六、 陳委員愛娥：</p> <p>(一) 回應德國法制問題，德國選拔公務人員，在基本法第 33 條中已明定關於身體體能、心理特質、一般能力及專業貢獻為選拔之判斷標準，爰其法制應無疑慮。</p> <p>(二) 人格測驗之精確度及和工作表現之關聯性為本研究之重點。</p> <p>(三) 關於結論中高階文官與新進人員之人格因素，究為事實上或為規範性之差異，於五大人格量表中之測驗分數較高確實就較好嗎？究為事實上顯現出情緒穩定性之分數較高其測驗結果就較好或為規範高階文官需具情緒穩定之特質。文獻探討論及文官核心價值，其與五大人格量表之關聯性為何，文官核心價值項目中部分項目可能具有規範之性質。</p> <p>(四) 方法論：第 19 頁中研究方法之標題與後續頁數之標題不盡相同，需加以統一；另關於研究對象、分析項目等，需有更為詳盡之說明及論述。</p>	<p>謝謝提出寶貴的法律見解。</p> <ol style="list-style-type: none"> <li>1. 這是本研究未來將努力之方向。</li> <li>2. 根據本研究結果，只能說明高階文官比新進人員在「情緒穩定性」及「嚴謹性」，甚至「開放性」表現出較優勢人格特質。至於為事實上或為規範性之差異，有待嚴格的實驗法證明。</li> <li>3. 文官核心價值主要針對未來編列公務人員人格測驗參考向度和內容；而五大人格為初探性研究。</li> <li>4. 根據本文實際內容調整標題和頁數，以求一致。</li> </ol>
<p>七、 鄭教授晉昌：企業選才標準係用規範性，選用之人才考量 PO(人和組織)fit-是否適合本組織或 PJ(人和工作)fit-是否適合本職務，建議五大人格之特質，部分可用規範，部分作為選才之參考。</p>	<p>謝謝提出寶貴的建議，本研究將仔細斟酌。</p>
<p>八、 邱委員華君：</p> <p>(一) 公務人員任用法第 2 條規定，公務人員之任用，應本專才、專業、適才、適所之旨，可作為本研究之法規依據。</p>	<ol style="list-style-type: none"> <li>1. 未來編撰公務人員人格測驗，將會參考公務人員任用法之內涵。</li> </ol>

<p>(二) 建議把年資、年齡、主管/非主管等因素列入變項。</p>	<p>2. 未來研究會考慮納入。</p>
<p>九、 呂委員海嶠： 法律層面問題，典試法第 20 條及公務人員考試法第 8 條皆提及測驗，現有法制運作僅有體能測驗及心理測驗。將本研究之應用區分為考選、任用、培訓、升遷四大部分，現行於考選部分較無疑義，任用、培訓、升遷可能較無確切依據，培訓部分尚須考量行政院等機關之配合，爰如何落實及應用建議後續再做統合性之研究。</p>	<p>本研究僅針對人格測驗之研發，後續應用將與保訓會進行商討再實行，過程絕對依法行事。</p>
<p>十、 葉副主任委員維銓 (一) 抽樣與母體之關聯性，是否可加以說明。  (二) 第 32 頁具高階文官特質之新進人員，未來希望長期追蹤，以職類作區分，幕僚人員所占之比例較高 (約占 1/3)，因高階文官之施測對象皆為飛耀方案之參訓學員，爰抽樣是否具代表性。</p>	<p>1. 在高階文官方面取得保訓會之協助，於受訓期間進行調查；至於新進人員則根據保訓會提供名單，以隨機抽樣進行施測。 2. 高階文官人數相較之下確實較少，而且經由保訓會協助抽樣。對此，本研究結果僅是初探式研究，未來正式編制量表，一定會考慮抽樣代表性。</p>
<p>李副主任委員嵩賢： (一) 人格測驗之評量結果為價值中立，僅描述個人之真實情況以供用人機關參考。 (二) 相關研究亦指出新進人員缺乏工作熱誠之人格特質。 (三) 本研究建立具信、效度且穩定之專屬公務人員人格量表後，建議提出未來應用之方向，以供本會參考。</p>	<p>本研究未來之實際應用方向，將與保訓會進行詳細討論再實行，過程絕對依法行事。</p>
<p>劉委員昊洲：(於會後提出書面意見如附，僅略列建議內容) (一) 在程序格式方面： 1、 本報告採頁中註格</p>	<p>1. 本研究乃根據 APA 第五版格式(潘</p>

<p>式做註解，但並未引註頁次，為方便日後讀者查考，建議按APA標準格式，將引註之頁次補上。</p> <p>2、 「身份」（第4頁（三）1）一詞，建議按統一用字用語改為「身分」；「職系」（第21頁表三、14）一詞改為「職類」，以符實際。</p> <p>3、 在人事用語，公務員與公務人員之指涉意義不同，警察雖是公務人員，但軍人只是公務員，而非公務人員，建議第15頁二、2「同屬公務人員系統」一詞改為「同屬公務員系統」。</p> <p>4、 本案既是跨年度連續性研究的第一年研究，雖因時間及經費之故必須先予切割後再提出，為讓閱者清楚了解後續情況，建議補上研究進度甘特圖。</p> <p>5、 本報告題目主題是公務人員，但施測對象乃參訓之高階文官與新進人員，在樣本取捨上恐有不足，建議增列研究範圍或研究限制，將人員範圍限縮，以符實際。</p> <p>（二） 在實體內容方面：</p> <p>1、 本報告所提的人格特質，究係為應然（應該具有的）、實然（實際具有的）？</p>	<p>慧玲，2004），符合學術期刊論文之格式。除非特殊且重要，否則不需要頁次之引註。</p> <p>2. 已將用詞改成『身分』和『職類』，以符實際。</p> <p>3. 將「同屬公務人員系統」一詞改為「同屬公務員系統」。</p> <p>4. 本年度研究施行甘特圖，詳細呈現於圖2。未來雖然有研究目標與規劃，但是仍須配合保訓會等招標過程和會計年度之安排。</p> <p>5. 本文將增列研究限制，說明研究抽樣之限制。</p> <p>1. 人格特質，究係為應然（應該具有的）、實然（實際具有的）或混而用之，乃根本之問題，且涉及因果關係，為長期人格之辯證，非本研</p>
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<p>或混而用之？似應先予釐清。</p> <p>2、 本報告終極指向之測驗對象，究係針對高階文官，抑或一般文官？只針對高階文官培訓，或升官等訓練，或包括考試率取人員訓練？似應與本會評鑑處進一步溝通後納入報告中，因為施測目的與對象不同，施測內容與做法也不同。</p> <p>3、 如何統計分析之過程並未詳細交待，建議在期末報告中能說明。</p> <p>4、 有關基本資料分析，建議再增列年齡、年資、地域（如北、中、南、東或平地、山地、離島）等類別，因這三個因素對公務員的思維態度均有很大之影響，如能納入本報告一定更具價值。</p>	<p>究之研究目的。</p> <p>2. 本研究施測樣本乃保訓會評鑑處協助施測和抽樣，所以已經過討論程序。</p> <p>3. 統計分析過程在『資料處理』已有詳細說明，置於統計結果亦於『研究結果』呈現。</p> <p>4. 未來將納入參考之。</p>
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## 公務人格期末修正對照表

委員提出建議	答覆
<p>1. 年齡在人格分析中可能具有共變效果，所以應該嘗試以共變數進行分析。</p> <p>2. 開放性人格的信度.60 偏低。</p> <p>3. 字詞修飾。</p> <p>4. 第三章的第六節考慮移到第一章後面，避免第三章篇幅過大。</p> <p>5. 提供保訓會實務性建議。</p> <p>6. 第二章第三節、執行進度表以及期中修正對照表，移到附錄呈現。</p> <p>7. 考慮社會文化差異，以及不同部門的特性。</p>	<p>1. 本研究進行資料測試，發現年齡可能非常態之變項（高階文官高年齡組；新進人員低年齡組），而且官等和年齡呈現高度相關，從事共變數分析作為研究結果實屬冒險偏頗。 【詳見附錄四：以年齡作為共變數分析之省思】；另外，亦將加註在本年度研究限制中。</p> <p>2. 未來會修改或增加的有關公務員人格的題目，改善信度偏低之問題。</p> <p>3. 『高考錄取人員 (p7)』改成『高考三級錄取人員』；『公務人員系統 (p18)』改成『公務員系統 (p18)』；『五大人格量表為公務人員人格量表的主要基礎 (p42)』改成『以五大人格量表作為公務人員人格量表的主要基礎』。</p> <p>4. 將第三章的第六節考慮移到第一章後面 (p7)。</p> <p>5. 第五章建議中，增加『肆、對有潛力的公務人員，宜開發增加情緒管理與嚴謹性等相關課程 (p42)』，以茲參考。</p> <p>6. 刪除第二章第三節，部分內容移至第二章第二節，使內文簡潔有力；至於執行進度表以及期中修正對照表，移到附錄五呈現。</p> <p>7. 本研究未來編列正式版公務人員人格量表，將會考慮社會或部門差異，畢竟人格確實可能會受環境和遺傳影響；但是，本研究仍希望異中求同，可以施測到真正的公務人</p>

8. 人格可能是一種升遷依據，而非用以培訓，所以培訓無法改變人格。

員人格。

8. 本研究將參酌更多相關文獻，畢竟在人格心理學中，人格是否可以改變，屬於可爭辯之議題。