

PUBLIC MANAGEMENT PROGRAMME

RAPPORT DE STAGE



Ressources Humaines et Communication interne

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SPF Finances

Inspection des Recherches D.A. Mons

Consultation publique autorisée

AVRIL / MAI 2003

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1. Données personnelles

Je m'appelle Van Handenhoven Gaston et je suis Inspecteur principal – chef de service au Service Public Fédéral des Finances.

Mon rôle est de diriger et de coordonner les activités de recherches et d'enquêtes menées par l'Inspection des recherches des Douanes et Accises de Mons pour les provinces de Hainaut, Namur et prochainement Brabant wallon avec une compétence nationale et internationale.

Ce travail m'amène à avoir de fréquents contacts et de coordonner des actions avec les multiples services de notre administration, des administrations sœurs du Service Public Fédéral et d'autres S.P.F., avec l'organe pour la lutte anti-fraude des Communautés européennes (O.L.A.F.), avec les administrations sœurs des autres pays du marché commun, voire les pays avec lesquels la Belgique, dans les domaines pour lesquels nous sommes compétents, a signé des accords internationaux.

Les domaines dans lesquels nous travaillons nous amenant de plus en plus à lutter contre la criminalité organisée, nous avons des rapports de plus en plus fréquents avec les Parquets généraux, Parquets des Procureurs du Roi, les Juges d'Instruction et ceux des Tribunaux de Police ainsi qu'avec les services de la Police Fédérale.

C'est également dans ce cadre, qu'il vient d'être légiféré afin de nous octroyer le statut d'Officier de Police Judiciaire.

2 . Objectifs du Stage

2.1.Objectifs du stage

Le thème majeur est la gestion des ressources humaines dans les administrations publiques. Plus particulièrement, l'étude des liens intimes de la communication interne avec les différents aspects de cette gestion afin d'optimiser les processus pour étendre ce qui serait « one of the best practices » et limiter l'opposition au changement en développant une émulation participative.

2. 2 Mission du stagiaire

Etant donné l'absence d'une législation permettant de travailler effectivement dans une administration canadienne qu'elle soit fédérale ou provinciale sans tomber dans le problème de l'interprétation de l' « internship », qui pour l'administration canadienne est un travail rétribué donc nécessitant un contrat de travail, il a été convenu que mon stage se baserait sur l'observation des structures et des procédures mises en place par la réforme dans les administrations publiques du Canada et en particulier de celles dépendant du Gouvernement de la province d'Alberta.

De multiples rencontres avec les responsables de l'administration d'accueil ainsi qu'avec les fonctionnaires d'autres administrations gouvernementales , en privilégiant les domaines des ressources humaines et de la communication ,sont l'occasion d'observer les processus mis en place et sans cesse en évolution pour la restructuration entamée dans la fonction publique belge.

3 . Description de l'Organisation d'Accueil.

3.1 Coordonnées de l'organisation

L'administration d'accueil est le Ministère « **Innovation & Science** » et le département qui me reçoit est « Research and Technology Commercialization » dont les locaux sont situés au 9ème étage du

John E. Brownlee Building
10365 97 Street
Edmonton T5J3W7
Alberta
Canada

3.2 Personne de Contact

La personne responsable du département est M. Mel Wong Executive Director
La personne qui a pris en charge la responsabilité de m'accueillir, avec l'agrément de M. Wong est :

Keith D. Scott

Director, Communications and Wireless Technologies

Même adresse Tel : 001/780/4276514 Fax :001/780/4275294

GSM : 001/780/9849392

E-mail : keith.scott@gov.ab.ca

3.3 Choix de l'Organisation

Deux choix ont déterminé l'orientation de mes très nombreuses demandes de stage(très peu de réponses ; il faut le souligner, car il faut une grande ouverture d'esprit pour accueillir ainsi, sur simple échange de mails, un illustre inconnu et ce, pendant un mois.) .

Le premier était le Canada : présenté comme le number one du management public.

Le hasard, que je remercie, a bien fait les choses car le Gouvernement d'Alberta a reçu en 2001 et 2002, le Golden Award I.P.A. C. pour son Innovative Management.



Le deuxième était que je ne voulais pas me retrouver dans une administration similaire à la mienne : trop d'occasions d'être distrait du but recherché en se consacrant aux bonnes pratiques échangées entre collègues, il y a d'autres occasions pour cela.

3.4 Développement historique de l'Organisation.

Durant les années 90, alors que l'économie d'Alberta est encore ancrée dans les traditionnels secteurs des ressources naturelles, à savoir les domaines de l'Énergie(Alberta est la région la plus riche au monde en pétrole et gaz naturel), de l'Agriculture et de la Sylviculture.

Le Ministère des Sciences, de la Recherche et de la Technologie de l'Information, à l'incitation du gouvernement d'Alberta, a entrepris de diversifier l'économie provinciale, en particulier dans le secteur des technologies de l'Information et des Communications.

Cela s'est révélé payant, en effet, par exemple en 1998 la moitié des 57000 emplois créés, l'ont été dans le domaine de l'innovation technologique.

L'Alberta a également le meilleur réseau de communication et de fibres optiques, ainsi que le plus grand nombre d'ordinateurs et de connections Internet du Canada.

En octobre 1998, la « Alberta Science and Research Authority »(ASRA) a présenté une stratégie « I.C.T. », mettant en exergue un nombre de recommandations afin d'établir un état d'esprit et une infrastructure technologique, pour faire d'Alberta un pôle de commerce et d'investissement dans les nouvelles technologies.

Les autres sphères d'intérêt d'ASRA sont également dans le domaine des sciences et de la qualité de la vie, à savoir la biotechnologie et la recherche dans le secteur Santé.

Le département se présente alors comme ceci : voir **annexe 1 (Premier organigramme)**

Les services qui y sont repris sont décrits ci-dessous

Le Ministère « Innovation & Science » a été créé en mai 1999, pour rassembler sous une même autorité les activités gouvernementales dans les domaines des Sciences, de la Recherche et des Technologies et développer un centre unifié pour ces domaines au développement fulgurant.

Le fondement d'« Alberta Innovation and Science » était l'ancien Ministère des Sciences, de la Recherche et des Technologies de l'Information, auquel avaient été incorporés, par une volonté pragmatique d'efficacité au travers d'une unicité fonctionnelle et organisationnelle, les Conseils Provinciaux ci-après :

-Alberta Science and Research and Technology Authority (ASRA) qui a sous sa tutelle un Fond légal: Science and Research Fund

-ASRA: c'est un comité indépendant dont les membres font partie des communautés des affaires et de la recherche d'Alberta; sa fonction principale est de stimuler la Science et la Recherche et d'encourager une économie forte en recommandant des politiques et des priorités dans ces domaines pour y optimiser les investissements d'Alberta.

- Alberta Research Council (ARC) qui par le transfert d'AOSTRA (voir ci-dessous) vers le Ministère a reçu l'AOSIS (Alberta Oil Sands Information Service)
 - ARC: c'est une filiale de ASRA; cette agence assume le développement de la technologie et sa commercialisation en coopération avec le secteur privé; elle est connue pour son travail dans les domaines suivants: agriculture, biotechnologies, énergies, environnement, sylviculture, santé et fabrication.
- Alberta Oil Sands Technology and Research Authority (AOSTRA)
 - AOSTRA: cette agence est transférée au Ministère le 4 février 1999; elle est responsable pour le développement de nouvelles technologies; elle fournit les fonds pour l'extraction et le traitement du pétrole contenu dans les dépôts sableux ainsi que des réserves de brut lourd; elle s'occupe également d'augmenter l'extraction du pétrole des réservoirs (poches dans le sous-sol) conventionnels. Elle participe à des consortiums industriels en vue de les assister.
- Une agence indépendante : Alberta Heritage Foundation for Medical Research (AHFMR) qui ne dépend du Ministère que pour faire rapport au Gouvernement d'Alberta ; Cette agence est dotée d'un fond de 300 millions de Can\$ mais utilise également certains fonds d'ASRA. Depuis 1980, elle a dispensé plus de 600 millions de Can\$ à la communauté scientifique et a soutenu plus de 6000 chercheurs notamment dans le biomédical, les hôpitaux et la santé.

L'Institut de Recherche pour l'Agriculture (s'occupe de coordonner, supporter et promouvoir recherche et technologies pour l'agriculture et l'industrie alimentaire) est également venu se greffer au Ministère nouvellement créé et pour éviter toute dispersion les programmes stratégiques de Recherche et de Technologie suivants ont été intégrés :

Provenant de : « Développement Economique d'Alberta »

- Initiatives de commercialisation en matière de technologies
- Développement des Produits de la Forêt

de l'ancien « Hautes Etudes et Développement professionnel »

- Programme d'association pour l'Infrastructure intellectuelle
- L'Enveloppe d'Excellence de la Recherche (celui-ci fournit des fonds aux établissements scolaires de haut niveau afin de se fournir en équipements de pointe et d'attirer des chercheurs de renom)

de l'ancien « Travaux publics, approvisionnement et services »

- Services de Gestion de l'Information et Technologie
- Bureau de l'Officier en chef de l'Information

Le 26 octobre 1999, est créé l'Alberta Informatics Circle of Research Excellence (iCORE), destiné

à attirer le Top des chercheurs pour mener une recherche de classe mondiale dans les universités d'Alberta

Le 9 novembre de la même année, création du Premier's External Advisory Committee on ICT qui fournit un avis mondial et de haut niveau sur l'implémentation de la stratégie ICT dans la province.

Le comité est composé de quelques-uns, au niveau mondial, des plus influents leaders en matière de Technologies et de preneurs de décisions.

Début de l'année budgétaire 2000 est ouvert un fonds :L'Alberta Heritage Foundation for Science and Engineering Research.

Ce fonds est doté de 500 millions de Can\$, et pour peu que la situation financière de la province le permette, il sera doté chaque année de 100 millions supplémentaires et ce jusqu'en 2005,pour obtenir une dotation finale historique de 1 milliard de Can\$.

Cette dotation se veut un investissement pour établir un support pour le long terme en matière Recherches en Sciences et en Ingénierie pour les universités et le secteur industriel et de faire profiter de ces nouvelles connaissances.

Elle est également une partie vitale de l'engagement et de la stratégie de la province pour créer, en Alberta,une économie émergente basée sur le savoir.

Le département se présente à ce moment comme ceci : voir **Annexe 1(Deuxième organigramme)**

Le 30 mai 2000, Alberta Agricultural Research Institute et AOSTRA sont rétablis en comités non-incorporés qui rapportent au Ministre via ASRA. De plus AOSTRA est renommée Alberta Energy Research Institute et voit son mandat étendu à la Recherche pour tous types d'énergies.

L'organigramme se transforme donc en : voir **Annexe 2(Premier organigramme)**

En 2001, le ICT Advisory Committee est intégré au Ministère en prenant pour nom et pour compétences « Information and Communication Technology(ICT)Advisory/Implementation Committee » et est créée l'Alberta Forestry Research Institute qui a pour but d'encourager et d'aider les investissements privés et publics dans le secteur de la sylviculture

L'organigramme, à ce jour est devenu : voir **Annexe 2(Deuxième organigramme)**

Le département « Innovation and Science » lui-même s'est adapté avant 2000, 2001 et 2002 Voir les Annexes 3(Premier et Deuxième organigramme)et Annexe4

3.5 Mission de l'Organisation

3.5.1 Mission du département : <http://www.innovation.gov.ac.ca> Rapport annuel 2001-2002

Les activités d'Alberta Innovation and Science sont centrées sur deux Core businesses

1. Sciences, Recherches et Développement

- prévoit un leadership stratégique pour les sciences et la recherche en Alberta,
- gère et finance des investissements stratégiques en sciences et recherches,
- co-coordonne les sciences et recherches financés par le gouvernement,
- s'occupe de promouvoir une culture scientifique en Alberta,
- actionne Sciences et recherches de façon à améliorer l'intendance de nos ressources et environnement,
- commercialise les résultats de la recherche
- développe l' « Industrie de la Connaissance » en tant que composant de l'économie d'Alberta, et
- augmente l'application de la technologie au travers de l'économie

2. Information et Technologies des Communications du Gouvernement

- fait en sorte que le Gouvernement d'Alberta soit un exemple par l'utilisation efficace et efficace de l'information et des technologies de l'information et des communications (ICT) en fournissant des services à tous les citoyens d'Alberta,
- coordonne l'utilisation efficace de la technologie informatique, des réseaux vocaux et de données ainsi que les systèmes d'information à l'intérieur du gouvernement,
- établit des politiques et des normes inter-ministérielles pour les ICT afin d'augmenter l'efficacité et la flexibilité du gouvernement
- Identifie, facilite et fournit des solutions inter-ministérielles pour l'ICT
- Identifie et favorise les « best practices » au travers d'initiatives ICT inter-ministérielles.

3.5.2 Mission des divisions du département : <http://www.innovation.gov.ac.ca> (idem)

Office of the Deputy Minister

Le Bureau du « Ministre Adjoint » assure le leadership du département et conseille le Ministère en développant et en gérant des plans stratégiques pour la recherche et le développement dans les sphères d'importance pour Alberta, la coordination gouvernementale en matière de science et de recherche, favorisant une culture scientifique en Alberta et une utilisation efficace des technologies à travers le gouvernement. Le « Ministre Adjoint » est également Président et Directeur général d'ASRA.

Communications

Le service Communications fournit au moment opportun, un avis de haute qualité sur les communications stratégiques (planification, conseils, direction technique) au Ministre, Ministre Adjoint, Comité de gestion et au personnel du ministère pour des politiques et des initiatives majeures du département. Communications fait en sorte que les messages et services du département sont délivrés de façon efficace et efficiente aux citoyens et autres stakeholders. Ses responsabilités premières sont : assistance en communications au Ministre et Comité gestion, planification et gestion de projet en communications, analyse des problèmes et relation avec les médias, services stratégiques et professionnels de correspondance, et les communications internes du département.

Research

La division Recherche travaille avec ASRA, AARI, AERI et AFRI pour coordonner, assister et promouvoir la recherche et la transmission des technologies en Agriculture, Energies, Sylviculture et Sciences de la vie ; Ce service soutient également le développement des industries dans les domaines pharmaceutiques et biotechnologiques.

Research and Technology Commercialization

Le service de Recherche et Commercialisation des technologies est responsable des initiatives stratégiques et de haute technicité en recherches et développement ; ainsi que du développement de la recherche d'opportunités de commerce en ICT.

La division travaille pour faire croître l'industrie de la connaissance en Alberta en développant, attirant et retenant des firmes spécialisées dans des domaines tels que l'électronique, la microélectronique, les télécommunications et réseaux d'information, la technologie informatique incluant hardware et software, multimédias, matériel perfectionné et fabrication.

Cette unité facilite également le développement de nouveaux produits et accroît les opportunités de commercialisation des technologies à travers tous les secteurs basés sur la connaissance

Office of the Chief Information Officer (CIO)/Corporate Information and Technology Management

Le Bureau du CIO assure le leadership, la direction et la mise au point de la planification et de l'implémentation des initiatives de « Corporate Information and Technology Management » (CITM)

pour soutenir la vision du gouvernement d'être un utilisateur modèle des technologies au service du citoyen en :

- fournissant un avis professionnel et stratégique pour améliorer le niveau et l'infrastructure des systèmes ICT départementaux conjointement avec les Ministères gouvernementaux et l'Alberta Corporate Service Centre (ACSC) ;
- construisant l'architecture de l'initiative du Gouvernement d'Alberta et en assurer l'usage efficace en contribuant à faire coïncider stratégiquement le plan et l'investissement ICT du département ; et
- concevant et implémentant IMAGIS, logiciel financier et de ressources humaines pour le compte du gouvernement

Alberta SuperNet and Network Infrastructure

Son domaine de responsabilité est :

- le fonctionnement d'Alberta SuperNet ainsi que les relations avec les stakeholders gouvernementaux, les stratégies d'engagement communautaire et les actions de communication pour soutenir l'implication de la communauté dans SuperNet
- l'Infrastructure du Réseau dans la direction, la planification, l'approvisionnement et l'assistance commerciale aux services du réseau gouvernemental et la migration des utilisateurs gouvernementaux des réseaux de télécommunication existants vers SuperNet

SuperNet Build Project

Cette unité est responsable pour le travail réalisé avec le consortium du secteur privé sur la construction de l'Alberta SuperNet. Cette dernière a commencé en 2001 et sera achevée en 2005. Le programme de construction tient compte de nombreux facteurs techniques, géographiques et économiques.

Policy Development and Coordination

Politique développement et coordination fournit planification et rapporte avec une vision à long terme, coordonne le business plan du Ministère et le rapport annuel, développe, évalue, et contrôle les mesures de performances et aborde les problèmes législatifs et réglementaires auxquels le Ministère est confronté.

Le personnel de ce service agit en temps que liaison du Ministère pour nombre d'initiatives interdépartementales et coordonne la liaison Fédéral/Provincial en recherches scientifiques et matières assimilées à la technologie. Cette division inclut aussi la recherche universitaire et la branche investissements stratégiques. Cette branche est responsable pour le développement et la gestion du programme d'investissements d'Alberta Science and Research ainsi que de selected Strategic Research Investments approuvés par ASRA, et pour la liaison permanente avec les institutions post-secondaires d'Alberta ainsi que les autres agences subventionnant et finançant dans les matières de politique de recherche.

Finance

Finance assure une gestion financière efficace et efficiente et la responsabilité interne du Ministère en fournissant des services financiers stratégiques aux clients internes du département ainsi qu'à ASRA et ses entités rapporteuses. Finance assiste le processus de planification stratégique du Ministère en ce compris ASRA, recherche les opportunités d'utiliser la technologie de l'information pour la planification financière, l'administration et la gestion de projet ; et implémente les « best practices » en évaluant et en révisant les investissements stratégiques.

Human Resources

Les services de Ressources humaines implémentent de stratégies pour s'assurer que les employés savent et comprennent combien leur travail contribue aux buts recherchés du business plan du Ministère et qu'ils reçoivent un feedback permanent sur leur performance individuelle.

Les autres priorités comprennent : apprentissage permanent basé sur des plans d'étude individuels et l'évolution souhaitée par le département, le développement du leadership, la continuité du leadership, et attirer et retenir des employés qui sont reconnus pour leur leadership, leur travail d'équipe et leurs méthodes innovantes.

Ministry Chief Information Officer(CIO)

Le CIO indique la direction pour appliquer les technologies de l'information de façon stratégique aux affaires actuelles et émergentes du Ministère, souhaite rendre possibles des solutions de programme, améliore le processus administratif et les communications. Le CIO conduit des projets destinés à améliorer l'efficacité interne du département et à créer des prototypes d'applications ICT possibles interministérielles.

Il est important de souligner que je ne m'étends pas sur la structure de la division où je me trouve, car elle ne fait pas, en soi, partie de mon observation !!

4 . Gestion des Ressources humaines et Communication

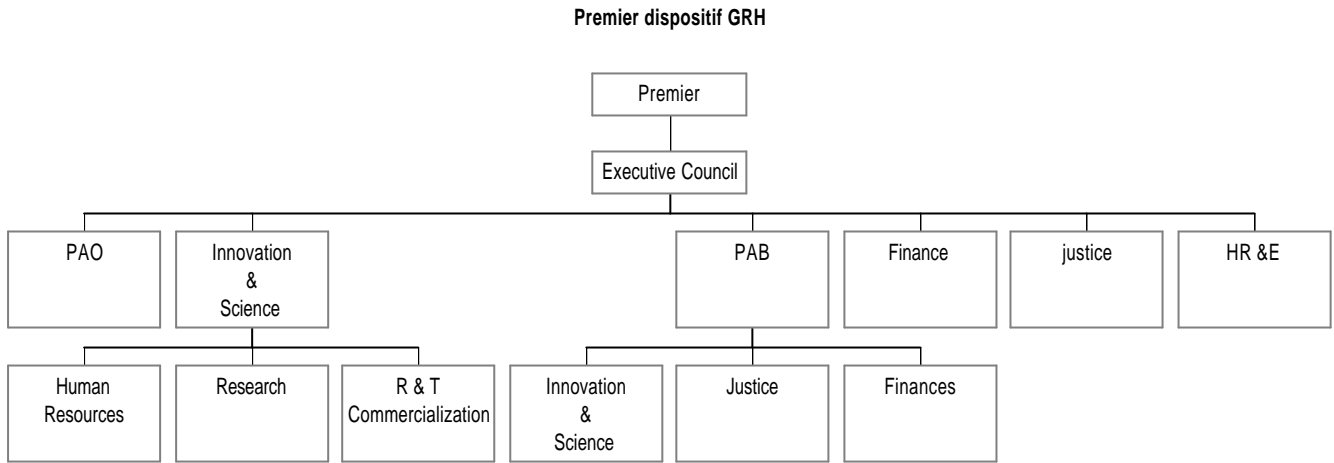
4.1 Considérations

Même si les procédés sont généralement similaires, étant donné que les orientations stratégiques sont identiques car le Business plan de chaque département découle de celui de l'Executive Council et que le Corporate Human Resources Plan découle des deux premiers, les implications sont forcément différentes selon les orientations des Départements et de la personnalité du Ministre-Adjoint et de ses adjoints.

Nous ne nous trouvons donc pas devant une configuration organisationnelle identique partout, le Ministère où je me trouvais « **Innovation & Science** » était foncièrement de **configuration professionnelle avec un rien de missionnaire** (normal au vu du point3), dans une infrastructure relativement mesurée, composée essentiellement de fonctionnaires à qualification élevée voire très élevée avec des niveaux de grades correspondant et une responsabilisation extrême tandis que pour le Département **Human Resources & Employment** (l'équivalent de notre ancien Ministère de l'Emploi et du Travail) nous nous trouvons plus devant une **configuration adhocratique** dans une infrastructure beaucoup plus grande avec une qualification élevée mais avec un plus grand panel de niveaux. Chacune de ces configurations correspondant relativement bien aux modèles de GRH ad hoc.

De plus pour l'ensemble des Ministères, on ne peut pas parler pour chacun d'eux d'un dispositif de GRH mais bien de quatre ; Pour me faire comprendre, je prendrai pour exemple mon Département d'accueil « Innovation & Science ».

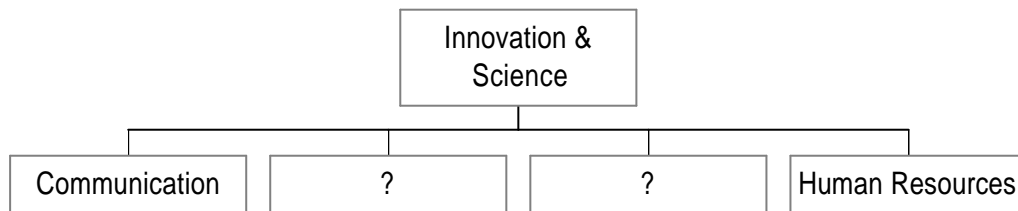
Premier dispositif GRH



Nous voyons ci-dessus que sous l'Executive Council, nous avons un certain nombre de Ministères (23 pour être précis) dont l'un est « Innovation & Science » et l'autre « Public Affaire Bureau » que nous appellerons dorénavant « PAB » comme dans le schéma ci-dessus, dont des membres sont disséminés dans chacun des autres départements.

Le but de PAB est de faire passer la politique gouvernementale par la Communication, et d'assister chaque département dans sa communication (prise de contact avec les médias, rédaction des communiqués, des flashes, assistance en communication, etc....)

Explication du Premier Dispositif GRH



Clients ?

Ministre

Ministre –adjoint

Executive Council

Citoyens d'Alberta



Communication

Pour à peu près 80%

Employés de I & S

Au travers des executives

En matière de HR

A peu près 20%

Sondage auprès des employés (Survey)

Comité consultatif

Communication

service provider-IT

HR

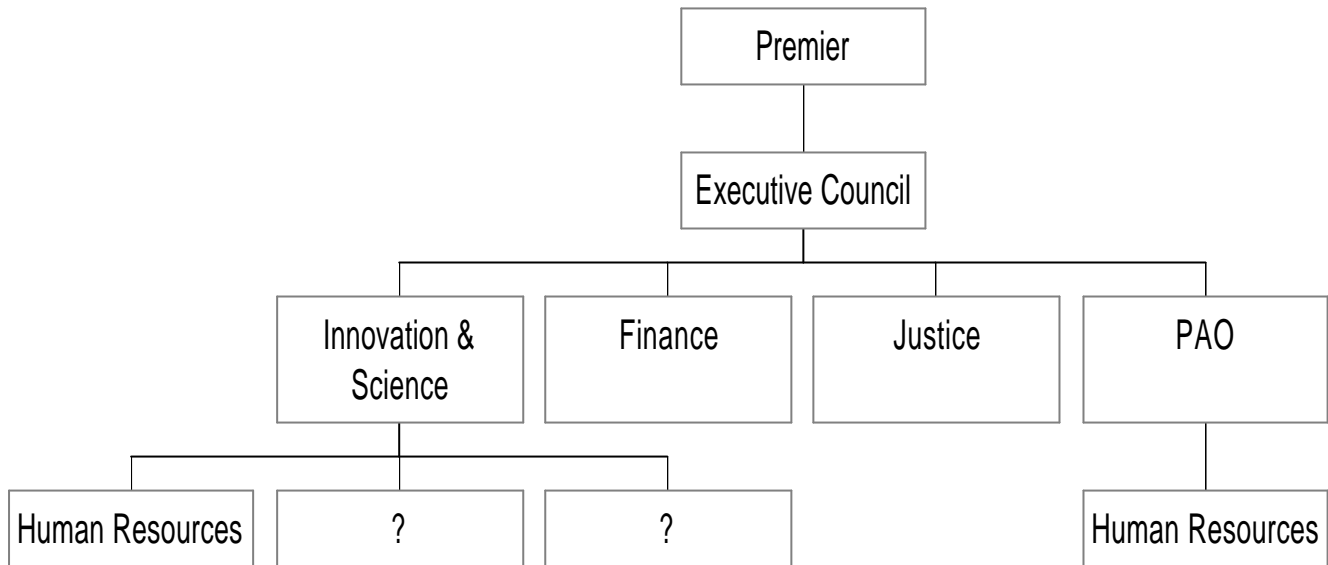
Comité :Reconnaissance

Trouvailles :Bien-être

Communication HR

A peu près 80%

Deuxième dispositif GRH



Comme nous le voyons ci-dessus, le deuxième binôme est le département HR et celui que nous appellerons désormais « PAO », le Ministère « Personnel Administration Office » .

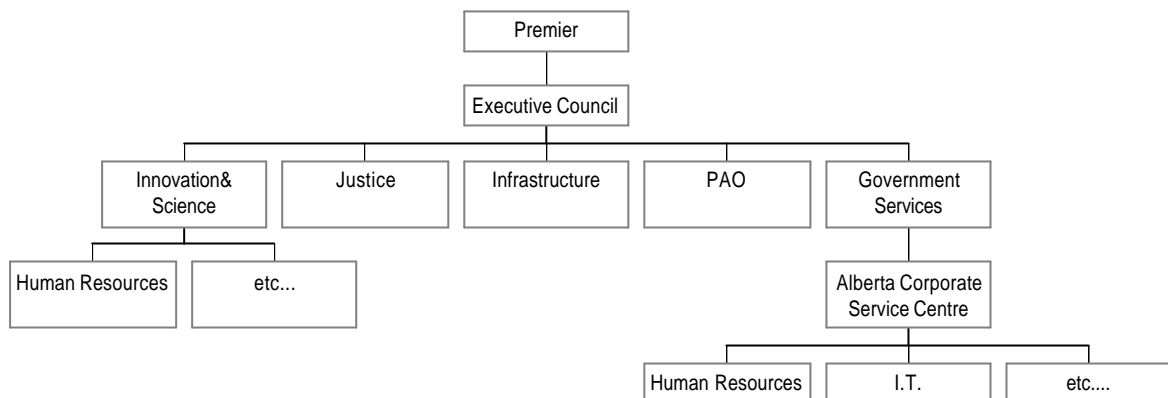
HR Innovation & Science
Heures supplémentaires, week-end,
Etc...(compensations)
HR
Conduite du développement du
Département
Formation
Implémentation des initiatives
interministérielles ;

PAO
Son Ministre-Adjoint est Commissaire
du Service Public
Politique, convention collective
Recherche de compensations pour
les Executives(cadres supérieurs)
Développement des Executives

Le rôle de PAO est donc d'avoir une influence stratégique sur les Ministères, il conseille l'Executive Council et est son porte-parole, ce qui lui donne un rôle de conseil, mais de conseil éminemment politique.

Troisième dispositif GRH

Troisième dispositif GRH



Le troisième dispositif est l'adjonction d'un troisième « couteau », si j'ose m'exprimer ainsi, qui lui joue un rôle financier : il intervient dans tout ce qui est transactionnel, il s'agit de L'ACSC « Alberta Corporate Service Centre », il dépend du Ministère « Government Services » et sa mission est de fournir aux différents Départements l'administration, les finances (pay-roll et funding), les ressources humaines, et les services de support IT ;

D'aucuns le trouvent contraignant, les autres le considèrent réellement comme un assist.

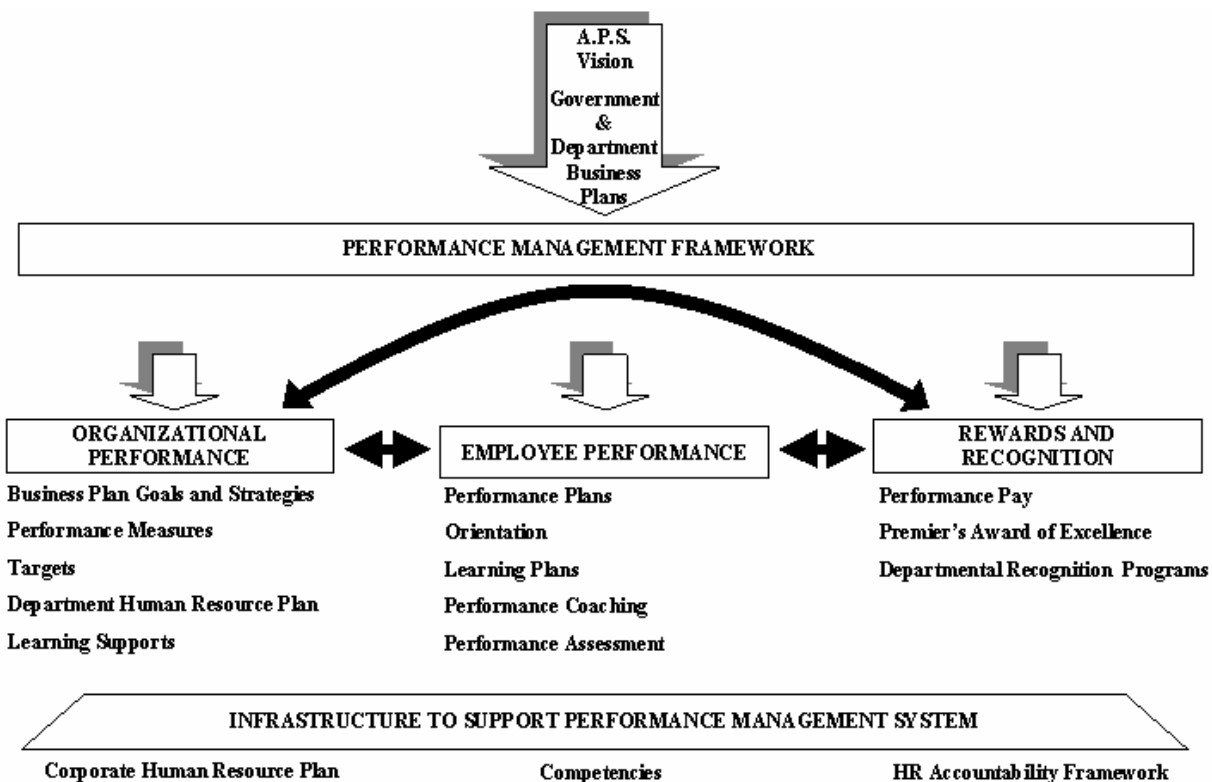
Le **Quatrième dispositif GRH** étant bien entendu le service Ressources humaines du Département (dans mon cas Innovation and Science) dont la plupart des fonctions sont reprises dans les premiers schémas.

Les pressions externes pour I& S sont :

- économiques : passer d'une économie de masse à une économie des savoirs tout en continuant à gérer la première, voire en essayant de les intégrer.
- Politiques : libéralisation des marchés
- Sociales : autonomie-individualisme

Ses orientations sont :

- Orientation client : qualité totale → mobilisation de toutes les RH pour la satisfaction de ses clients et ce au moindre coût. voir modèle de compétence (**Annexe 5**), ce document sert d'ailleurs dans la plupart des processus GRH
- Orientation processus : structure horizontale par projets, par produits
- Orientation standard de performance : voir performance management in the Alberta Public Service (**Annexe 6** : le diagramme dont il y est question se trouve ci-dessous). Chaque employé reçoit un manuel « Elaborer des buts pour la performance », mais il peut consulter via le web (Tout est mis à disposition des fonctionnaires via le web et pour ce qui doit rester confidentiel pour le public, chacun dispose d'un code AGENT),



En ce qui concerne la Communication pour les Ressources Humaines, ils ne font pas la différenciation entre Communication interne et externe les deux ayant pour but d'approcher, de recruter et de garder les ressources humaines.

Il a cinq buts stratégiques essentiels pour la politique GRH d'Alberta :

- **Alignement** : s'assurer que les buts et comportements de chaque employé individuellement sont alignés sur les buts du Département et du Gouvernement.
- **Engagement** : introduire des processus qui induisent l'engagement envers les buts et les valeurs du Gouvernement.
- **Compétence** : l'organisation doit être sûre qu'elle a la connaissance, le talent et les capacités d'accomplir les buts des business plan actuel et futurs.
- **Flexibilité** : introduire des processus permettant d'adapter rapidement et de transformer l'organisation pour rencontrer les besoins de changement.
- **Bien-être** : s'assurer que le service public d'Alberta est un employeur attrayant pour les employés actuels et potentiels.

4.2 Processus de GRH

4.2.1 Planification des Ressources Humaines

La planification est générée pour obtenir une meilleure utilisation des RH ,au travers de programmes , notamment de formation et de développement destinés à la gestion des carrières , au plan de succession .

La planification des Ressources Humaines fait l'objet d'une communication interne, en particulier sur la planification stratégique et fonctionnelle de l'organisation.

(Voir annexes 7et 8).

Ceci permet aux fonctionnaires de se rendre compte de ce qui a été réalisé pour eux et grâce à eux, des possibilités d'évolution pour leur administration et pour eux-mêmes, ainsi que de pouvoir se rapprocher des critères du modèle de compétence et des standards de performance pour exposer leur position lors de leur évaluation, afin de pouvoir mieux déterminer leurs engagements, leur plan d'études, ainsi que la vision de leur plan de carrière.

4.2.2. Analyse des emplois

Le Gouvernement utilise le système de classification Hay, connu et appliqué universellement, pour l'analyse et l'évaluation des emplois. Il s'agit d'un système de cotation basé sur trois points essentiels : -La Connaissance

-La Capacité de résolution des problèmes

-La responsabilité.

Vous trouverez en (**Annexe9**) une note explicative d'utilisation avec les standards minimums de recrutement par secteur(je n'ai repris que 2 secteurs en annexe, les autres sont à disposition).

Il y a des benchmarkings interministériels.(**Annexe10** ainsi qu'un seul exemple)(idem ann 9)

L'évaluation des emplois est une combinaison de plusieurs actions : l'employé rédige ce qui a son avis est la description de son emploi, le manager l'approuve, HR intervient parfois pour interviewer la personne et obtenir plus d'information, compare l'emploi au benchmark et prend la décision. Si l'employé n'est pas d'accord avec la décision, il peut faire appel.

Ce sera la base du niveau de salaire. La description du travail aide aussi pour le recrutement, l'évaluation, la gestion de carrière.

Le service DRH estime qu'il arrive à faire au mieux son travail en tenant une liste de descriptions d'emplois précise et à jour toutefois celle-ci doit être suffisamment générique que pour permettre des changements dans l'organisation.

Tout ceci est bien sur disponible sur le web pour tous les agents.

4.2.3. Evaluation des emplois

L'analyse et la comparaison des différents emplois pour en déterminer logiquement la hiérarchie et leur valeur est faite par la DHR qui statue au nom du Ministre-Adjoint.

Parfois un Comité inter-gouvernemental est établi, par exemple lorsque 300 emplois d'analystes-système sont évalués.

Le Comité fait alors des **recommandations** au directeur HR qui statue comme premièrement. Il n'est pas fait usage de progiciels pour ce faire. (type ICTINOS)

Cette évaluation permet d'avoir une politique des salaires cohérente, contrôlable et objective (cette évaluation est faite en grande partie sur base de l'analyse d'emplois ou l'employé, après avoir participé à la description du poste, a droit à appeler de la décision).

4.2.4. Rémunérations directes et indirectes

Rémunérations directes

Les salaires ne sont pas aussi attractifs que le top des organisations du secteur privé, mais habituellement les salaires du secteur public d'Alberta peuvent supporter la comparaison.

Il a quelques 37 niveaux de salaires dans les grilles de paiement en Alberta; à chacun de ces niveaux correspond un certain nombre de degrés intermédiaires (6 à 8): ces différents degrés correspondront à des augmentations périodiques, demandées par les agents non-syndiqués; il y a également 4 niveaux salariaux pour le management, les managers pratiqueront comme les agents non-syndiqués. Il ne doit pas nécessairement y avoir une évaluation avant que soit acceptée l'augmentation, celle-ci est toutefois la démonstration de la plus-value de l'agent (manager ou non). Les négociations pour les 80 % des salariés se font avec le plus grand syndicat d'Alberta (The Alberta Union of Provincial Employees). Pour les employés du management, les analystes-système et les non-syndiqués, il y a un bonus prévu lié à la réalisation (il s'agit de ce que l'on appelle le benefit package, à ne pas confondre avec les avantages en nature dont nous parlerons après).

Même si les deux systèmes peuvent paraître différents, dans un cas comme dans l'autre, ils reçoivent une augmentation liée au coût de la vie (type index, mais plus réaliste ou moins manipulé que le système belge) qui est négocié avec le syndicat ci-dessus et sauf si le fonctionnaire est non-méritant et sa performance non-satisfaisante, son superviseur après analyse de son évaluation (pas dans tous les départements) lui octroie une incrémentation de son salaire à sa date anniversaire (et ceci jusqu'au maximum de son échelle de paiement).

Parfois, un employé peut recevoir en une fois deux paliers d'incrémentation; Son superviseur doit alors démontrer que la performance dépassait les attentes pour l'année.

Les Ministres –adjoints ont également un bonus package très intéressant.

Ce package a récemment été étendu aux Executives managers qui font partie du team management du département. (voir : <http://www.pao.gov.ab.ca/directives/pay/achieve-bonus-for-mgmt-ee.htm>).

Chaque Ministre –Adjoint peut également donner des augmentations supplémentaires aux employés du management.

Le nombre d'heures/semaine se situe entre 37.25 heures (le plus grand nombre) et plus de 40 heures/semaine.

Les salaires généraux avec échelles peuvent être consultés sur le site : <http://www.pao.gov.ab.ca>, par contre les salaires individualisés sont personnels et confidentiels.

Rémunérations indirectes ou benefits

Hormis les bonus liés à la performance que j'ai repris sous rémunération directe car la culture d'entreprise du Gouvernement est tellement axée performance que cela devient un must de l'être ou de le devenir, d'où une liaison presque directe au salaire ; L'essentiel des rémunérations indirectes est axé sur la santé, le social et la retraite.

Santé : il ya un plan de soins de santé, il ya un plan de soins dentaires, des programmes d'incapacité de longue durée etc....voir : <http://www.pao.gov.ab.ca/health/esra/overview/ESRA-booklet.pdf>

ACSC veille au paiement pour tous les employés des benefits.

Il y a un système où les employés non-syndiqués peuvent signer automatiquement pour changer leur système d'avantage , appelé 1^{er} choix.

Tous les deux ans , la DHR envoie une notice à tous les employés pour leur dire comment ils peuvent opter pour un changement de niveau d'avantages (benefits) : comme pour pratiquement tout , c'est accessible sur le web <http://www.pao.gov.ab.ca/benefits/choice/your-guide-to-1st-choice.pdf>

Social : les congés s'échelonnent de trois à quatre semaines, augmentant progressivement avec l'âge jusqu'à plus ou moins 30 jours ouvrables par an.

Viennent s'ajouter à cela 13 jours de congés statutaires (congés de circonstances, jours fériés, etc.....).

Il ya des programmes d'accompagnement pour les gens sous dépendance (alcool, drogues, etc..) , il est vrai que les personnes dépendantes livrent rarement d'eux-mêmes leurs problèmes, mais souvent sont identifiés par un manque de performance, l'odeur marquée de stupe ou d'alcool, ceci est considéré comme signe de maladie, la DHR peut demander à la personne de se soumettre à une entrevue médicale et la personne est encouragée à suivre un traitement .

Les services n'ont malheureusement pas les moyens nécessaires pour suivre un traitement à long terme.

Il ya également un service d'options au niveau du travail à domicile . Celui-ci est très peu usité. Les sites de travail sont très accessibles et il n'ya pas de longues navettes comme à Toronto.

<http://www.pao.gov.ab.ca/orientation/on-the-job/work-options.htm>

Il ya comme en Belgique des horaires flexibles , voir :

<http://www.pao.gov.ab.ca/directives/relations/flexible-hours.htm>

Retraite : Les employés du Gouvernement font partie d'un plan pension. Soit le plan pension des employés du management soit le plan pension du Service Public. Ces pensions sont administrées par « Alberta Pensions ». Le service des paiements dans ACSC gère au jour le jour les problèmes qui peuvent se poser avec les pensions. Dès que quelqu'un est retraité, sa pension est administrée par Alberta ; Ils sont quelque peu à une « longueur de bras du Gouvernement. Les employés peuvent prendre leur pension à n'importe quel âge au-dessus de 55 ans, leur pension peut être réduite s'ils n'ont pas beaucoup d'années de service. Pour le plan pension du service public , un employé doit avoir un facteur $85 - \text{à-d son âge} + \text{son nombre d'années de service} = 85$.

Il y a deux façons de calculer, pour les managers et les non-managers , il n'en va pas de la volonté d'Alberta mais pour les non-managers la fonction publique canadienne oblige la province à suivre le régime étatique soit pour les 39 premiers milliers de dollars le taux par année de travail est de 1,4% , au dessus ils passent aux 2% qu'ont les managers

Ex :Managers

Age 55

Service 25 = 80 $25 \times 2\% = 50\%$

Age 65

Service 15 = 80 $15 \times 2\% = 30\%$

Ceci étant calculé sur les 5 meilleures années consécutives du salaire.

4.2.5. Recrutement

Le Gouvernement d'Alberta , et le problème devient mondial , doit faire face au vieillissement de la population ; de plus, le taux de chômage de la province flirte avec un petit 5% ; Il s'agit donc d'attirer le travailleur potentiel voire de récupérer des cadres de haut vol . Bref , il s'agit de faire les doux yeux aux « futurs employés » tout en gardant un haut niveau à l'emploi.

Les recrutements se font aussi bien en interne qu'en externe , les premiers permettant bien souvent les seconds. Dans ce cas , il peut s'agir d'un changement volontaire ou de l'accomplissement d'une des données de la gestion de carrière d'un employé .

L'ouverture d'emplois fait l'objet d'un avertissement automatique sur le conseil emploi de l'intranet , il fait l'objet d'éditions sur le web et de bulletins papier.

L'accent est mis auprès des services HR de développer une « saveur » marketing dans leurs écrits pour montrer combien il est agréable et valorisant de travailler pour le Gouvernement : le Job Website a été rénové de telle façon qu'il reflète une image plus actuelle .Plus de possibilités de travail sont données . Une des volontés premières est de communiquer une bonne image aux employés potentiels <http://www.pao.gov.ab.ca/Jobs>

Pour les entrants , il est demandé un C.V., les interviews sont basés sur les compétences (tout peut s'apprendre en interne) , on regarde aux références et à l'aspect sécurité.

Le gouvernement encourage la mobilité ; une partie peut avoir lieu dans le domaine qui nous occupe ici ; l'autre dans l'application de détachements ,faire un autre travail durant 6 mois soit pour rencontrer des souhaits opérationnels , soit en vue d'aider un employé à se développer dans un certain domaine (psychologique, opérationnel, etc..).

Un enjeu sous-jacent est de créer un réseau de connaissances !

Le bien-être est non seulement un des buts du Gouvernement (plan stratégique, ...) il est également un des leitmotivs dans le recrutement.

Le Problème du recrutement (cela se voit déjà maintenant lorsque l'on compulse les organigrammes) est abordé de différentes façons : non seulement les sites internet (les abordés par les jeunes) , par des programmes « co-ops » (étudiants de l'enseignement supérieur pris en stages durant les études grâce à des accords avec les universités) , l'utilisation d'étudiants durant l'été (pour leur faire miroiter les meilleurs côtés du travail pour le Gouvernement (en Alberta , ils font tout ce qui est en leur pouvoir pour que ce soit vrai). Le problème est tellement crucial que chaque Ministre-Adjoint rapporte dans ce domaine.

Il existe également des foires d'étudiants ainsi qu'un programme appelé « Ambassador », il s'agit véritablement d'ambassadeurs de chaque département entraînés à porter dans les premiers événements ainsi que dans l'enseignement supérieur, les associations d'étudiants, le message du Gouvernement aux employés potentiels, ces ambassadeurs sont sélectionnés sur base volontaire <http://www.pao.gov.ab.ca/staff/ambassador/ambassador-program-information.pdf>

4.2.6. Sélection

S'il y a plusieurs candidats qui conviennent de prime abord pour un poste, le superviseur choisit le candidat jugé le plus approprié pour le poste, cette sélection est fortement axée sur ce principe car le Gouvernement croit que tout ou presque tout peut être appris.

Il y a une totale absence de discrimination.

Le Gouvernement d'Alberta a un principe d'« Excellence », tout processus de compétition pour un emploi est structuré pour assurer droiture, clarté, équité.

Toutefois ce qui a amené à ne pas sélectionner un candidat ne sera connu que de lui-même, pour des raisons qui semblent évidentes.

4.2.7. Evaluation de la performance

L'évaluation de la performance s'effectue la plupart du temps, une fois par an, de façon approfondie; elle est par contre suivie de façon continue par le manager, le superviseur (manager executive); et ainsi de suite jusqu'au plus haut niveau; chaque échelon s'engage vis-à-vis du plan stratégique dans la limite de ses possibilités, on y retrouve son évaluation personnelle par rapport à son plan antérieur, sa vision sur l'avenir de son plan de carrière, sa projection cognitive et son engagement futur. Les annexes suivantes réfèrent à la fois à ce point mais également aux divers points suivants (**Annexes 11 et 12 engagements et analyses des employés**)(**Annexe 13 Manager**)(**Annexe 14 executive manager**)(**Annexe 15 début des HR du département**) et ainsi de suite..

Les buts sont la mesure de la performance pour la reconnaissance.

Évaluation du potentiel pour la gestion de carrières et l'orientation formative.

Réanalyser et réévaluer les emplois et éventuellement justifier les décisions administratives (bonnes ou mauvaises!), aider la communication interne, augmenter la motivation, l'implication et l'esprit d'équipe.

4.2.8. Formation

Étant donné l'état d'esprit du Gouvernement qui estime que quasiment tout peut être appris, on ne s'étonnera pas de l'importance vouée à la formation dans l'ensemble des départements.

Cela participe d'une utilisation mieux adaptée du personnel (qualité et efficacité), d'une plus grande satisfaction des agents car ils dirigent en partie leur plan de carrière.

La formation sera interne ou externe, et prise la plupart du temps entièrement à charge par le département (il faut bien sûr que l'intérêt du département ne soit pas négligé mais quand même jusqu'à 50% si l'intérêt est relatif pour le département mais se révèle prometteur.). Chaque agent dispose à son gré de 300 à 500 \$ annuellement selon les départements (cette différence est

rebalancée par d'autres mesures) pour les formations qu'il souhaite dont 100\$ peuvent être utilisés pour le bien-être (fitness , yoga , langues , etc..., etc...).

Il y a une politique interdépartementale de comptes en enseignement :

<http://www.pao.gov.ab.ca/learning/learningstraat/learnorg/learning-org-in-aps.htm> (Voir **Annexe 16**)

Il s'agit bien entendu de donner aux agents l'opportunité d'être performants (la connaissance n'en est pas tenue seule pour responsable !!!) dans leur emploi actuel ou futur.

Le montant alloué ne peut être accumulé.

Il y a en plus , comme chez nous , un tas de formations (conférences, séminaires, classes du soir etc...) mais plus orientées travail et connaissances effectives et très à jour ; c'est une des raisons pour lesquelles les professionnels de haute volée restent dans l'administration car leur impact connaissances est à tout moment préservé .

Un rapport sur la formation suivie est parfois demandée .

Le gouvernement , de par ses problèmes de vieillissement des cadres est réellement centré sur une formation spécifique pour former les futurs Executive managers voire Deputy Managers

<http://www.pao.gov.ab.ca/learning/corpexec/overview/index.html> (**Annexe 17, ceci est déjà amorcé dans l'annexe précédente**).

Aussi : le Senior & Executive management development : <http://www.pao.gov.ab.ca/semdep>

J'ai deux dépliants à votre disposition.

Là aussi , vu l'intérêt , chaque Ministre-Adjoint rapporte .

4.2.9. La gestion des carrières

Le but est évidemment de guider et de suivre l'avancement professionnel .

Tout agent a accès sur le site PAO ou via son code AGENT à l'orientation de sa carrière ainsi qu'aux possibilités offertes. Plus important , il peut attendre du coaching ou du mentoring de la part de son superviseur ; ce dernier plan est plus souvent interne alors que le premier peut devenir externe (le fait de ne pas se reconnaître compétent pour ce coaching ne pose pas problèmes !!). Durant la procédure d'évaluation , chaque employé fait un plan d'études. Ceci crée pour chaque fonctionnaire l'occasion de discuter de son plan de carrière.

Des cours sont donnés aux superviseurs pour qu'ils se sentent plus à l'aise dans leur rôle de coach/mentor. Les HR aident également les employés dans ce sens. Les superviseurs en accord avec HR et l'agent peuvent également passer à un coaching externe .

Toute documentation est accessible à tout fonctionnaire et de par ce fait , lui donne une vision réalisable et crédible de son futur parcours (très important pour sa motivation.).

4.2.10. Leadership , satisfaction et motivation

Le choix en Alberta est celui d'un leadership participatif où l'accueil et la communication jouent un grand rôle.

Je tiens à disposition de tous , mais il m'était impossible de joindre cette pièce en annexe , une farde que PAB met à disposition de ses nouveaux agents , ce devrait être un exemple pour tous.

Leadership revêt parfois un tout autre sens que celui que nous lui prêtons, participatif n'est qu'un piètre mot, en effet le service HR du Ministère Human Resources & Employment lui donne une orientation plus consistante : soit l'incrémentation de comportements de leadership

(il s'agit à proprement parler d'un réseau du Leadership ,non dans son acception de relations privilégiées entre personnes du Top mais bien dans son sens le plus large où l'on parle d'un faisceau de personnes voulant travailler ensemble vers un but commun) pour tout le département et à quelque niveau que se soit , se basant sur le livre de James Kouzes & Barry Posner : « The Leadership Challenge »(possibilité de téléchargement en cliquant sur AHRE Leadership Program sur le site : <http://fsswebd1/hr/leadership>) ; Ce programme , à lui seul mériterait un stage , dommage que je n'en ai été avisé de ce sujet que trois jours avant la fin du mien.

Les départements ont beaucoup de façons d'encourager le personnel , de lui permettre d'avoir du plaisir en travaillant , des comités du « bien-être » sont conçus; il y a diverses sortes d'événements sociaux , débats avec des personnes reconnues , classes de sport, demi-jours spéciaux avec d'autres thèmes que le travail, parfois déjeuners, parfois barbecues, en essayant d'avoir des présentations attractives.

Il y a de petites célébrations de reconnaissance.Cette notion est une des plus intéressantes parmi les pratiques existantes, qu'il s'agisse de Premier's Excellence Awards (Les Césars de l'Administration), des certifications(attestations de connaissances) et des Kudos (vous pouvez les voir dans la farde prévue) , il s'agit de reconnaissance des collègues ,des supérieurs hiérarchiques, d'autres services (ces documents sont à votre disposition).Les kudos vous sont non seulement envoyés personnellement (ce qui amène une certaine satisfaction et augmente la motivation) mais un double est également envoyé à PAB et il y a un tirage au sort quatre fois par an qui attribue un lot intéressant.

Hormis cet état d'esprit , la considération du personnel par rapport à son administration est demandée une fois par an , étant donné la considération de chaque département pour son personnel , il n'est pas anormal que le pourcentage de satisfaction soit élevé.(voir Annexes 18 et 19)

Il leur est demandé l'indice de satisfaction dans différents domaines ; la balance entre leur vie administrative et familiale , leur poids dans les décisions , leurs relations avec leurs collègues . Des recherches internes ont démontré que les points importants pour les employés sont la reconnaissance, un travail intéressant qui nécessite des défis et l'opportunité d'élever le niveau de connaissances .

Un lien étroit doit être maintenu entre le plan stratégique du gouvernement et les motivations des employés.

Le changement est une culture développée.

Des déjeuners , barbecues , sont organisés régulièrement autour de sujets qui n'ont pas nécessairement trait au travail (la plupart du temps) , le but est de mieux se connaître et à nouveau de solidariser un réseau.

4.2.11. Communication

De nombreux termes peuvent singulariser la communication : clarté, sincérité, objectivité, ouverture d'esprit , écoute, transparence, feed-back ,etc...

Ceci s'avère totalement en Alberta , le personnel n'a jamais la sensation d'être trompé par ses dirigeants.

Le personnel est impliqué dans les décisions , il sait à quel niveau de performance il se trouve, il est tenu au courant des modifications dans l'environnement de son emploi , leur avis est demandé sur la finalisation dans l'amélioration du département.

Chaque année , une enquête est effectuée pour demander leur avis sur l'évolution du département vis à vis d'eux ;

Le département HR est en train de travailler ardemment sur : ce que les employés veulent comme informations sur leur job, comment ils le souhaitent et comment l'implémenter.

La communication est la base des relations dans le milieu de travail :

1° outil de base pour la hiérarchie, car elle permet de transmettre les informations concernant les buts à atteindre, expliquer les tâches, etc..

2° base des liens entre personnes dans une structure d'échange créée et évoluant en fonction de la structure organisationnelle.

Plus l'agent est informé, plus il participe à la vie de son administration, plus il développe son sentiment d'appartenance et meilleure est sa performance (motivation).

Une bonne communication est essentielle un climat de travail satisfaisant pour tout le monde. Elle est également nécessaire pour faire disparaître les rumeurs, les fausses nouvelles et ainsi, rassurer pour impliquer et motiver.

5 . Leçons pour l'administration fédérale

L'ensemble des dispositifs passés en revue ci-avant, sont susceptibles de trouver leur application dans l'implémentation du plan Copernic.

Certaines de ces pratiques sont en train de se mettre en place.

Une pratique correcte des ressources humaines suit une logique ; ce qui frappe pour l'instant dans la réforme, c'est un semblant d'incohérence (ex : des personnes sont mises en place sans qu'apparemment un profil d'emploi soit dessiné).

Si tel n'est pas le cas ; une bonne leçon pour l'administration fédérale serait de communiquer en étant beaucoup plus transparente, d'essayer de mobiliser autour du but novateur .

Au lieu de cela, pour l'instant , faute de vouloir ou de pouvoir impliquer le personnel et pour le moins de lui faire parvenir de l'information convaincante, on voit autour de nous s'instaurer un climat de démotivation, dû au sentiment d'abandon, qui sera difficile à surmonter.

Les transformations qu'a subies l'administration canadienne se sont étalées sur près de quinze ans, ce qui leur a permis d'agir en profondeur en conservant la confiance des agents en place.

La formation, dans les départements, semble tombée en léthargie, en attente des futures nominations ? Contrairement à l'administration canadienne qui en a fait un de ces chevaux de bataille pour motiver l'ensemble de son personnel.

Une leçon que peut prendre notre administration fédérale, c'est également l'orientation gestion de carrières, l'échec est dans notre culture considéré comme une fin en soi alors qu'au Canada, il est pris en charge pour orienter ou réorienter les agents, leur proposer des formations et éviter par ce faire la démotivation.

Dans ce genre de processus, l'administration, pratiquée à leur façon, n'est jamais perdante.

La nouvelle politique de rémunération de la fonction publique, ne réponds pas à l'attente générale, si ce n'est à celle du Top et si elle peut paraître honorable pour les niveaux D et C, elle convainc moins pour le niveau B et semble complètement se planter sur les statuts du niveau A. Si l'administration fédérale veut conserver ses meilleurs éléments et en attirer, elle doit complètement revoir ce volet de son développement, d'autant que sous peu se présentera, comme au Canada le problème de la relève, la fonction publique attendra-t-elle encore la dernière minute pour prendre les mesures qui s'imposent ?

Le système d'évaluation, sorti du paysage administratif, il ya quelque temps déjà, n'est toujours pas remplacé et même si l'on parle des cercles de développement, c'est de façon confidentielle.

Une autre leçon, et je crois la plus grande que pourrait adopter, sans trop de mal, l'administration fédérale , même s'il s'agit de changer fondamentalement la plupart des mentalités , est d'entrer dans une culture positive de reconnaissance .

Notre culture actuelle est trop souvent sinon toujours négative, axée sur l'erreur, la faute ; sans aucune reconnaissance formelle ou au moins tacite de l'effort fourni, du mérite.

Il est prouvé à suffisance, et j'ai pu le vérifier durant ce mois : les facteurs de motivation donc d'implication sont dans l'ordre inverse : un salaire attrayant, une formation motivante et surtout la reconnaissance.

Même si de très bonnes pratiques sont en train de se développer (du moins dans la vision et la volonté), il nous faut être très attentifs aux erreurs déjà commises ou à venir et en tirer les leçons ; il semble dangereux de croire qu'une première génération de management pourra mettre fin à des années d'errance .

Si une province canadienne, aussi riche en savoirs et en richesses qu'Alberta, a mis près de quinze ans pour réussir son renouveau, ne soyons pas présomptueux en croyant que tout est réalisé ou sera très vite implémenté et tirons la leçon de nos courageux prédécesseurs.

6 . Evaluation personnelle du stage

Le stage auquel j'ai participé fût des plus intéressant et instructif, car il m'a permis de rencontrer des personnes pour lesquelles la gestion des ressources humaines et la communication sont devenues une seconde nature ; leurs lauriers m'en sont témoins.

Les pratiques de management, dans leur majeure partie, me semblent exemplatives.

L'accueil, le soutien et la transparence de la totalité des personnes rencontrées, à mon égard, sont à mettre en exergue.

Le but du stage étant la gestion des ressources humaines et la communication interne, j'attendais une différenciation qui n'est pas faite entre la communication interne et externe, mais j'ai de plus en plus tendance à penser qu'il n'y a que des raisons minimes de le faire en ce qui concerne la GRH.

Il est à déplorer qu'un programme d'échange ne soit pas mis sur pied ; ceci pourrait permettre , pour le Canada, une fois clarifiée de façon officielle notre notion du mot « stage » par rapport à leur administration ,aux futurs « Pumpers » ou autres, de ne plus passer de longues heures stressantes face à leur ordinateur , se demandant s'ils parviendront à accomplir le stage désiré , délaissant durant ces trop longues heures l'étude des matières enseignées. Cela leur permettrait aussi de pouvoir accomplir un stage « actif » dans l'administration d'accueil.

Je crois également que le moment du stage , n'est pas le mieux choisi ; il serait à mon sens beaucoup mieux perçu en tant que travail de fin d'étude , la notion d'échange prendrait à ce moment tout son sens ,qui me semble galvaudé dans la situation actuelle.

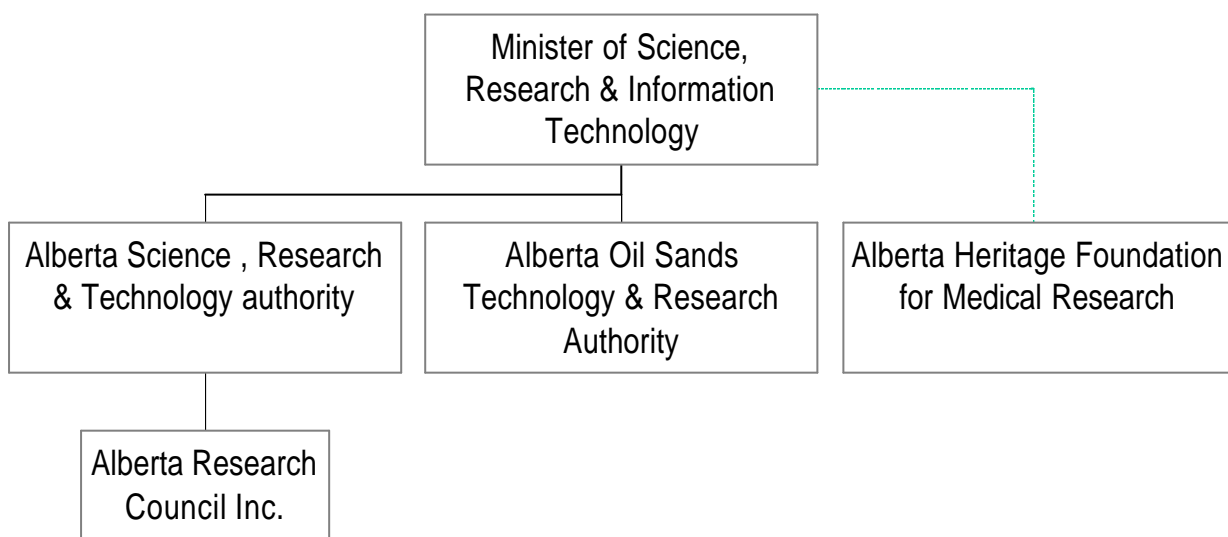
Je tiens à remercier à remercier mon administration d'accueil ainsi que les Ambassades du Canada à Bruxelles et à Paris pour leur courage , leur compréhension et leur souplesse , sans lesquels ce stage n'aurait pas eu lieu .

7 . Annexes

Annexe 1

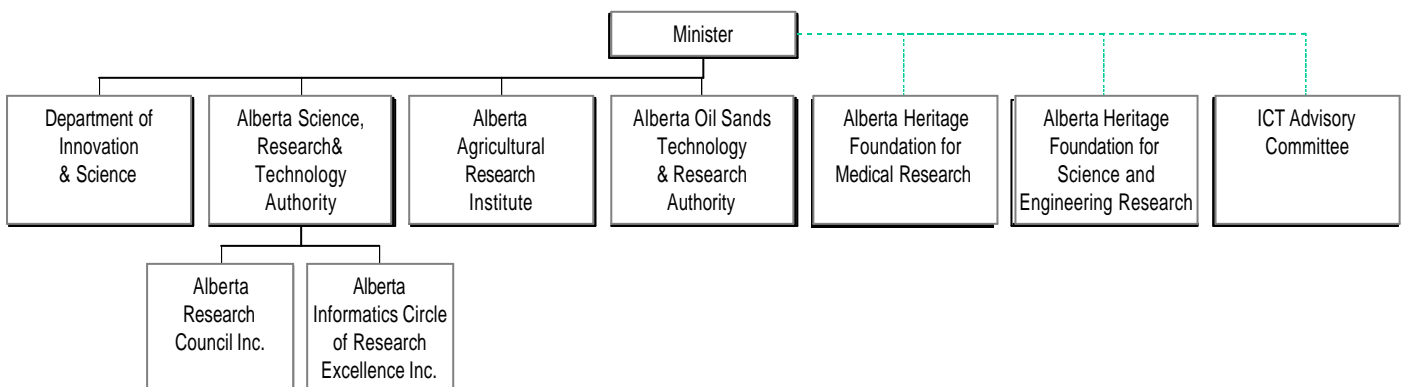
Premier organigramme

**Avant la réorganisation par le Gouvernement (avant mai 1999)
Ministère des Sciences , de la Recherche et des Technologies de l'Information**



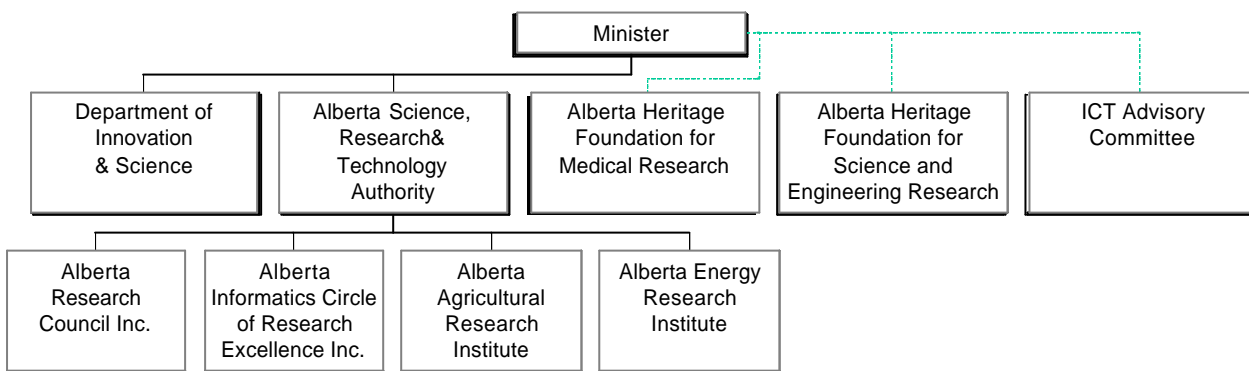
Deuxième organigramme

Innovation & Science Key Boards & Agencies (1er avril 2000)



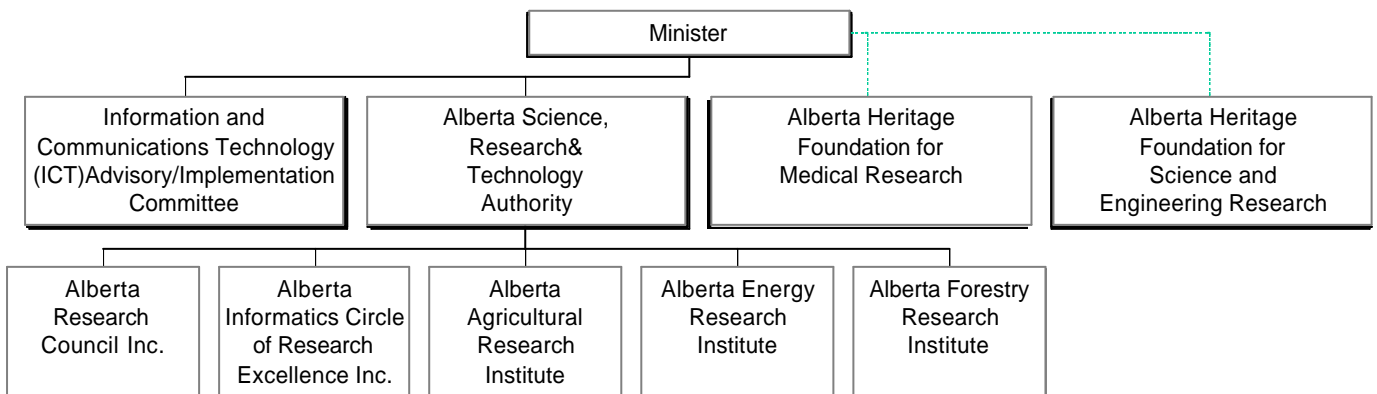
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Innovation & Science Key Boards & Agencies (1er août 2000)

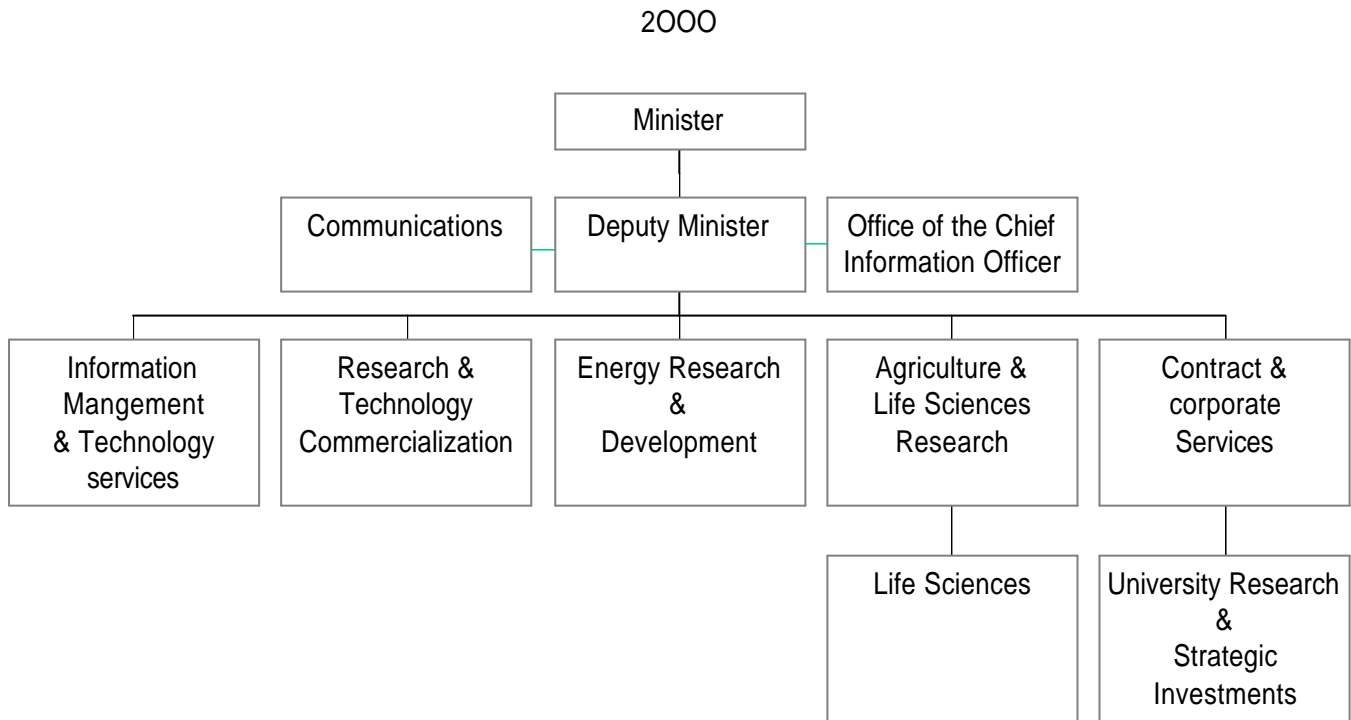


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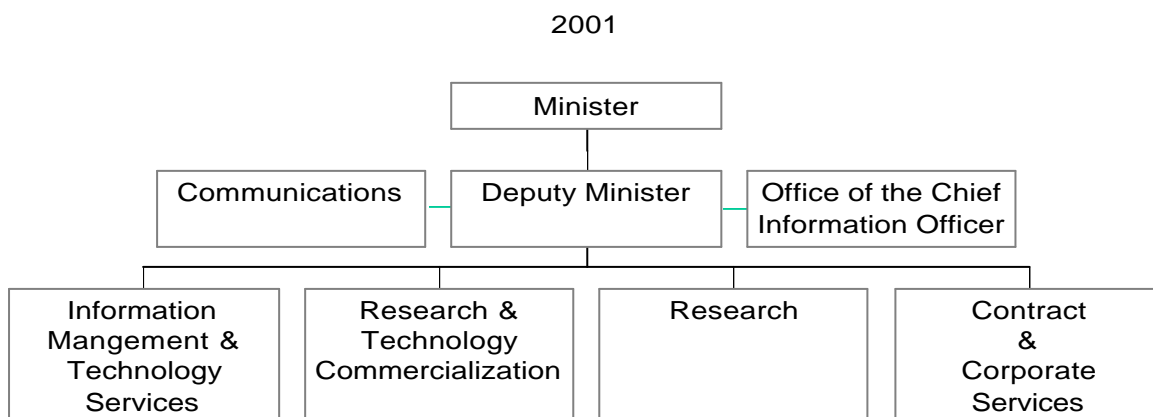
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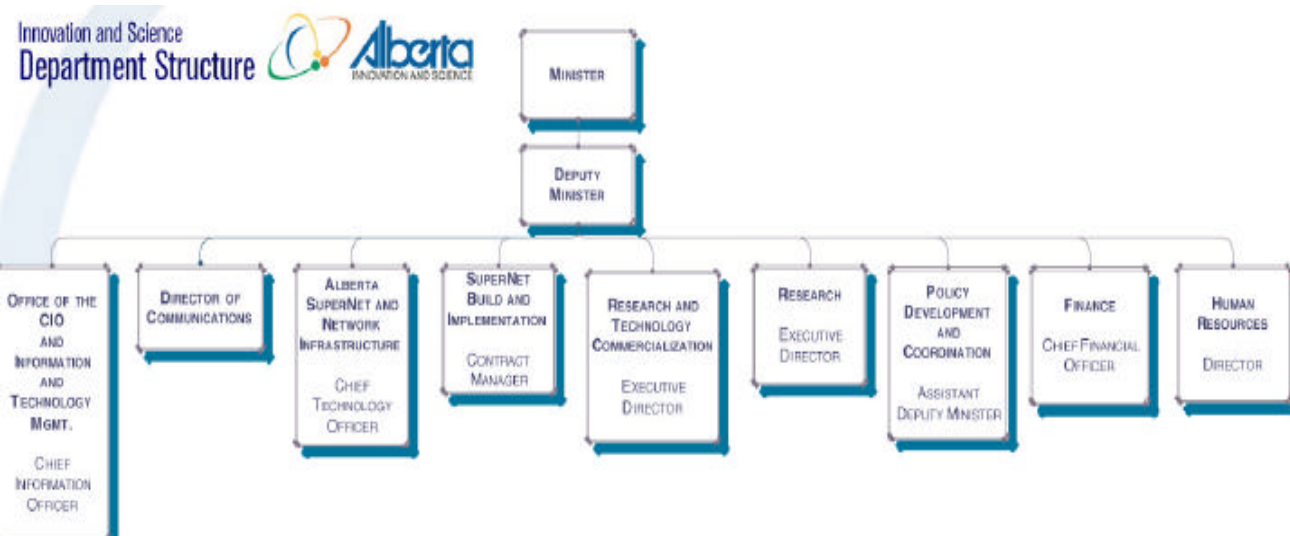


Deuxième organigramme



Annexe 4

2002



Annexe 5

Last Review / Update: 2003-02-18

Alberta Public Service Competency Model

Why Competencies?

In every job, some people perform more effectively than others. Thirty years of research conducted by Hay McBer have shown that exceptional performers use a variety of approaches and behaviours to get the job done. What the research also shows is that exceptional performers use a different variety of approaches and behaviours than those individuals who perform at the expected level.

Think of the "best" teacher or doctor in your life experience. Chances are, that teacher or doctor demonstrated not only sound technical knowledge and skills, but also a variety of behaviours that made your experience with that professional an exceptional one.

Competencies provide a means of looking at those behaviours that differentiate the "best from the rest" and a common language for talking about critical on-the-job behaviours.

Competencies are:

any attitude, skill, behaviour motive or other personal characteristic that are essential to perform a job, or more importantly, differentiate superior performers from solid performers.

The APS competencies provide an integrated approach to support multiple applications and initiatives, and yet still allow for comparability of results across government.

The competencies were grouped into **Core** – those that apply to all positions within the APS and **Role-Specific** – those that apply only to certain roles within the APS. These competencies will be critical to some positions. There are 7 Core competencies and 8 Role-Specific.

The **Core** Competencies are:

Adaptability
Client Focus
Communication
Organizational Awareness
Problem Solving and Judgement
Results Orientation
Teamwork

The **Role Specific** Competencies are:

Developing Others
Innovation
Impact and Influence
Leadership
Relationship Building
Resource Management
Self-Management
Strategic Thinking

How will we use this framework?

In general, competencies provide:

- A nucleus for an integrated human resources approach.
- A common language for all APS employees to understand.



The Revised Competency Framework has:

- Core competencies, which apply to all positions.
- Role-Specific competencies which apply to only certain positions.

Technical Competencies are technical knowledge, skills, and abilities that apply to specific positions within the APS. They are not included in the competency framework. These competencies are clearly critical and are determined on a position basis.

How to Read the Framework

Each competency has a number of levels:

- Each level is cumulative, that is the behaviours in the previous level are generally prerequisites for higher-level behaviour.
- The number of levels for each competency varies depending on the complexity of the behaviour described.
- Different positions have different requirements and therefore will have different “target levels” that is, a level of the competency that defines the aspired behaviour level for that competency, for that role. The target describes what the behaviour “looks like” when we think of superior performance in a particular competency and in a particular type of job.
- Target levels tell us where to focus developmental efforts for the greatest improvement in performance. Target levels are not minimal standards nor are they unattainable, rather they define a level of excellence that is doable within the confines of the position.
- Target levels are currently under development.

Strategic Background to Competencies

Vision:

The Alberta public service is respected for its attitudes, knowledge and skills, its effective management of public policy, and its dedication to achieving quality, affordable services for Albertans.

We do this by achieving objectives in five strategic goals: *Alignment, Commitment, Competence, Versatility and Well-being.*

The five areas were reviewed for their continuing relevance to the APS and what these strategic goals looked like in practice. Competencies are the behaviours that underlie the achievement of the strategic goals. The following examples are of behaviours that illustrate the strategic goal and the competencies that support these behaviours.

- For example, when we demonstrate alignment through an understanding of how we contribute to the organization (Organizational Awareness and Strategic Thinking).
- When we are committed, we contribute to the organization by speaking positively and going the extra mile for clients and team members (Client Focus and Teamwork).
- We demonstrate competence by learning from our mistakes, working positively with others, and using our expertise to help others (Teamwork, Impact and Influence, Developing Others and Self-Management).
- We demonstrate versatility by adapting to changes in the process and understanding how change impacts ourselves and our team (Leadership, Adaptability, Teamwork).

- We demonstrate Well-being by looking after each other on the job. It is being able to listen to others and understand their viewpoint and communicate effectively. (Teamwork, Communication, Self-management).

The chart on the next page outlines how all the competencies are related to the strategic goals.

Strategic Goals	Related Competency
<p>Alignment We need to ensure the goals and behaviours of individual employees are aligned with department and government goals.</p>	<ul style="list-style-type: none"> • Strategic Thinking • Leadership • Results Orientation • Organizational Awareness • Resource Management • Impact and Influence
<p>Commitment We need to introduce processes that build employee commitment to government goals and values.</p> <p>Versatility We need to ensure Alberta public service employees can adapt to meet changing needs.</p>	<ul style="list-style-type: none"> • Client Focus • Leadership • Results Orientation • Adaptability • Client Focus • Innovation • Leadership
<p>Competence We need to make sure the organization has the knowledge, skills and abilities to accomplish current and future business plan goals.</p>	<ul style="list-style-type: none"> • Developing Others • Relationship Building • Self-Management • Innovation • Problem Solving and Judgment
<p>Well-Being We need to ensure the Alberta public service is an attractive employer for current and potential employees.</p>	<ul style="list-style-type: none"> • Teamwork • Self-Management • Communication

Core Competencies Adaptability

Definition: Personal willingness and ability to effectively work in, and adapt to change.

Why is Adaptability Important? In an era of significant workplace change, approaching issues and doing things the way they have been done before will no longer be sufficient for success. We need to be willing and able to change the way we approach situations so that new ideas and solutions are encouraged and recognized. We need to maintain our focus and composure during change. Being adaptable means each of us needs to look at different ways of doing things, learn new approaches and be able to shift priorities to meet new priorities

A. Values need for adaptability	B. Demonstrates adaptability	C. Adapts approach	D. Adapts strategy
<p>Accepts that other people's points of view are reasonable or valid.</p> <p>Acknowledges that people are entitled to their opinions, and accepts that they are different.</p> <p>Open to doing things a new way.</p> <p>Stays positive when change is introduced.</p>	<p>Works creatively within standard procedures to fit a specific situation.</p> <p>Understands policies and can work within them to meet department, work group, team or individual goals.</p> <p>Steps into co-workers' tasks when needed or required. Takes on new tasks.</p> <p>Accepts change even when there is ambiguity.</p> <p>Able to keep one's emotions under control when facing a situation that requires adaptability.</p>	<p>Changes one's approach as required to achieve intended outcomes.</p> <p>Prioritizes actions effectively in order to respond to numerous, diverse challenges and demands.</p> <p>Manages emotions during times of change or stress.</p> <p>May apply special techniques to manage situations involving stress or change.</p>	<p>Changes the overall service plan and implements new practices when original approach and assumptions are no longer valid.</p> <p>Able to shift strategic focus and activities quickly in response to changing organizational priorities.</p> <p>Devises techniques or plans activities ahead of time to manage change or stress.</p>

Client Focus

Definition: Understanding and meeting or exceeding client needs. Clients are those groups or individuals, internal or external who use the organization's products and/or services.

Why is Client Focus Important? Client Focus is a core competency of the APS because it underlies what we do. It is the cornerstone of an effective public service. It reflects on continuing commitment to the public, the taxpayers of Alberta and "why we work here". Client Focus links our day to day activities to the mission of the organization and encourages us to keep our competence up to date.

A. Serves Clients Responsively	B. Maintains clear communication with clients	C. Takes personal responsibility	D. Establishes effective client relationships	E. Contributes to positive outcomes for the client	F. Meets long- term client needs	G. Advocates for client needs

<p>·Knows who the client is, and talks about the importance of client focus.</p> <p>Delivers timely and accurate product or service.</p> <p>Demonstrates professional and courteous service.</p>	<p>Develops understanding of who does what, and is able to refer client appropriately.</p> <p>Maintains clear communication with clients regarding mutual expectations and monitors client satisfaction.</p> <p>Provides helpful information to clients.</p> <p>Keeps clients up to date about progress of projects.</p> <p>Follows through on client inquiries, requests, and complaints.</p>	<p>Delivers a superior product or service.</p> <p>Takes personal responsibility for correcting client service problems.</p> <p>Corrects problems promptly and undefensively.</p>	<p>Understands and responds to specific needs to the client's satisfaction.</p> <p>Actively supports the interests of the client by making choices and setting priorities to meet their needs.</p> <p>Puts in significant effort to ensure client's needs are met.</p>	<p>Gives service beyond clients' expectations by seeking information about the real, underlying needs of the client, providing insights, and recommending actions to address these needs.</p> <p>Tailors products for a variety of client groups.</p> <p>Understands how changes in government might impact clients and client needs.</p>	<p>Identifies trends, anticipates and develops plans to meet future needs of existing and potential clients.</p> <p>May trade off short-term benefits for the long-term relationship.</p> <p>Acts as a trusted advisor while looking for long term benefits to the client.</p> <p>Consults with clients and ensures their needs are represented in the organization's decision-making.</p>	<p>Actively represents the needs of clients by promoting their interests to appropriate decision-makers.</p> <p>Persistently lobbies on behalf of clients to integrate their interests into the larger strategic corporate direction.</p>
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Communication

Definition: Clearly conveying and receiving messages to meet the needs of all. This may involve listening, interpreting, formulating and delivering: verbal, non-verbal, written, and/or electronic messages.

Why is Communication Important? Effective communication allows us to maintain our competence through gaining understanding. Understanding is critical to ensure we obtain the desired results. Communication is critical to understand and respond effectively to people from diverse backgrounds. Listening carefully allows us to address underlying issues and create better client or internal relationships. Active listening and asking the right questions allows us to uncover and solve problems that might not always be obvious.

A. Expresses self effectively	B. Listens effectively	C. Understands underlying issues	D. Adapts communication for the situation
<p>Communicates in a way that is accurate, timely and easy to understand regardless of medium.</p> <p>Shares information in an open and honest way.</p>	<p>Probes to understand unexpressed or poorly expressed thoughts, concerns or feelings.</p> <p>Reads body language, and other non-verbal cues accurately and uses that understanding to structure and give an appropriate response.</p> <p>Paraphrases information to check understanding before drawing conclusions.</p>	<p>Seeks to understand others' frame of reference.</p> <p>Understands why people behave in a certain way in given situations.</p> <p>Uses this information to better understand an individual or determine immediate communication needs.</p> <p>Responds to people's concerns in a manner that promotes longer-term solutions.</p>	<p>Uses understanding of ongoing underlying issues to identify the most effective method of conveying information.</p> <p>Uses different ways of conveying a message to add clarity and meaning to communications.</p> <p>Understands information from receiver's perspective, anticipates others' response and alters own behaviour to respond appropriately.</p>

Organizational Awareness

Definition: Understands the structure and culture of the organization.

Why is Organizational Awareness Important? Knowing organizational realities allows us to develop solutions that fit with the organization and meet its needs. Our complex environment demands knowledge of government structure and function, and an awareness of organizational realities. We need to understand the role and culture of our organization to be better able to serve our clients, to anticipate changes and stay both versatile and committed. Organizational Awareness allows us to accomplish the results we need through the most effective channels.

A. Demonstrates understanding of formal structures in own work group	B. Demonstrates understanding of the informal structure within own work group	C. Demonstrates understanding of the organization beyond own work group	D. Demonstrates understanding of organizational realities	E. Demonstrates understanding of underlying organizational issues
<p>Knows what is needed to do the job.</p> <p>Knows who to ask for what (i.e. "chain of command", rules and regulations, structure,</p>	<p>Recognizes the accepted and unspoken way of doing things and uses this knowledge to get things done.</p> <p>Uses knowledge of what is and is not</p>	<p>Develops and uses informal and formal relationships beyond own work group.</p> <p>Uses knowledge of what's going on around</p>	<p>Demonstrates use of ongoing power relationships within the organization (e.g. alliances) with a clear sense of organizational impact.</p> <p>Draws upon</p>	<p>Understands the reasons behind ongoing issues within the organization and takes these into account when deciding on a course of action.</p> <p>Uses knowledge of the underlying problems,</p>

values, business, goals).	possible at certain times or in certain positions when acting within own workgroup. Understands the roles of others and how they impact own work. Demonstrates an understanding of what it takes to be successful within own work group.	one's own role. Recognizes and uses the corporate culture (language, etc.) to produce the best result. Recognizes unspoken organizational limitations which restrict conduct (i.e. what is and is not possible at certain times or in certain positions).	knowledge of organizational ramifications – internal and external when taking action.	opportunities or the forces affecting the organization.
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Problem Solving and Judgment

Definition: Ability to assess options and implications, in order to identify a solution.

Why are Problem Solving and Judgment Important? Thinking things through gives us the best solution for a problem and ensures we are continually making decisions in a way that best meets the organization's needs. Analysis is fundamental to making effective work-related decisions so that actions are based on logical and sound understanding of the business. This is how we analyze all the data in our daily work and process information in order to make effective decisions.

A. Breaks down problems	B. Sees basic relationships	C. Sees multiple relationships	D. Makes complex plans or analyses
Breaks problems down into simple components in order to identify required tasks or activities (e.g., a "To Do" list).	Develops pro-and-con lists and establishes basic priorities or relationships. Recognizes cause and effect relationships ("if this, then that" thinking). Sees simple links and the relationship between components of a problem/situation.	Breaks down complex situations into manageable parts in a systematic way. Recognizes several likely causes of events, or multiple consequences and undertakes activities accordingly. (e.g. how will this change affect this project, the strategy and the people involved?). Acquires new information	Identifies a number of solutions and weighs the value of each to improve results. Peels back multiple layers of complex problems. Uses several analytical techniques to break apart complex situations or problems to reach a solution. Demonstrates significant evaluative judgment that

		and applies knowledge to analyze issues and resolve problems.	goes beyond drawing conclusions.
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Results Orientation

Definition: Knowing what results are important, focusing resources to achieve them in alignment with the goals of the organization.

Why is Results Orientation Important? Results Orientation helps us achieve organizational goals. When we are motivated and focused we can achieve standards of excellence beyond what we thought possible. A focus on results and getting things done provides us with a sense of accomplishment and well-being; helps us stay committed and means we accept accountability for achieving aligned outcomes for our clients. A strong Results Orientation helps us stay energized when things get tough and we need to keep the goal in mind.

A. Meets job expectations	B. Improves performance beyond expectations of the role	C. Sets and works to meet challenging objectives	D. Improves performance in work unit	E. Sets challenging organizational goals and seizes opportunities
<p>Reports on progress.</p> <p>Knows and understands relevant goals for own role.</p> <p>Performs daily tasks to meet established standards.</p> <p>May focus on new or more precise ways of meeting the expectations of the role.</p> <p>Follows through on duties and tasks.</p>	<p>Makes specific changes in the system or in own work methods to improve performance beyond the expectations of the role. Rethinks processes and eliminates duplications.</p> <p>Tracks progress against job expectations in order to make adjustments to performance as required.</p> <p>Examples may include doing something better, faster, at lower cost, more efficiently; or improving quality, customer satisfaction, morale, revenues, without setting any specific goal.</p>	<p>Initiates and completes processes that achieve new, unique or challenging objectives.</p> <p>Identifies opportunities and roadblocks and deals with them so that goals can be accomplished. Is persistent in meeting goals.</p> <p>Sets challenging goals that have an impact beyond own personal performance (i.e. might impact work unit).</p> <p>Sets and accomplishes goals and priorities in order to deliver results consistent with government direction, departmental</p>	<p>Develops a view and establishes a course of action to accomplish a long-term goal related to the enhancement of organizational effectiveness.</p> <p>Analyzes all options and initiates actions to optimize resources for the achievement of results.</p> <p>Uses knowledge of all the factors affecting improvement of results within the organization, including information from program/policy evaluation measures to improve performance.</p> <p>Sets priorities and takes calculated risks in order to improve the</p>	<p>Commits significant resources in the face of uncertainty to increase benefits.</p> <p>Recommends new policy/program directions focused on the enhancement of program outcomes.</p> <p>Commits appropriate resources in order to further the strategic corporate agenda and to achieve broad-based government goals.</p> <p>Initiates and implements processes to improve overall performance across government and the</p>

		objectives and public expectations.	delivery of services and operations.	public service. Utilizes knowledge of all factors affecting improvement of results within the organization to improve performance.
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Teamwork

Definition: Working co-operatively and productively with others to achieve results.

Why is Teamwork Important? Teamwork is how we work and is core to our effective functioning.

Teamwork allows us to support each other and create well-being. Teamwork keeps communication lines open and keeps us versatile and appreciating diversity. Valuing the input of others keeps us open to new ideas and in touch with client concerns. Cooperating means we are all working towards a common goal and have access to the distributed expertise in the organization.

A. Cooperates	B. Actively participates on team	C. Involves other team members	D. Encourages others and facilitates effective outcomes	E. Builds a cohesive team
<p>Respects others, does his/her share of the work.</p> <p>Supports team decisions.</p> <p>As a member of the team, keeps other team members informed and up-to-date about the group process, individual actions, or influencing events.</p> <p>Shares all relevant or useful information as required.</p>	<p>Contributes positively by actively sharing information and listening and accepting others' points of view.</p> <p>Shares the workload with others, and contributes by being prepared and completing assigned tasks.</p> <p>Maintains a positive outlook and shows flexibility to new approaches and ideas.</p>	<p>Solicits ideas and opinions to help form specific decisions or plans.</p> <p>Demonstrates that he or she genuinely values others' input and expertise and is willing to learn from others.</p> <p>Contributes own expertise to the team.</p> <p>Able to give and receive constructive criticism.</p> <p>Promotes team cooperation (even during heated discussions).</p>	<p>Publicly credits others who have performed well.</p> <p>Encourages and empowers others, making them feel valued and important.</p> <p>Gets the talent of the team recognized outside of the team.</p> <p>Facilitates and influences positive outcomes that support team goals.</p> <p>Assists in mediating between team members to resolve conflict.</p>	<p>Acts to promote a welcoming, productive climate, good morale and cooperation.</p> <p>Protects and promotes the group reputation with outsiders.</p> <p>May involve team in diagnosis of problems and in developing solutions to effectively transfer knowledge within the organization.</p>

		Is willing to set aside personal agenda in order to support the team consensus.	Assists team members through mentoring and longer term assistance.	
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Role Specific Competencies Developing Others

Definition: A desire to work to develop the long-term capability of others.

Why is Developing Others Important? As our employees' expectations change and increase, and their jobs get more complex, leaders must be comfortable and willing to assist their employees in reaching their goals. Fostering the growth of people allows them to better meet organizational needs, to be more efficient, and gives them greater satisfaction in their job.

A. Expresses positive expectations	B. Gives direction and offers support	C. Gives feedback to encourage	D. Does longer-term coaching, mentoring or training
<p>Makes positive comments regarding others' developmental futures: current and expected future abilities and/or potential to learn even in "difficult" cases.</p> <p>Believes others want to and can learn or improve their performance.</p> <p>Recognizes employees' ability to change.</p>	<p>Gives direction or demonstrations with rationale as a learning strategy for others.</p> <p>Provides resources to remove barriers to task accomplishment (e.g., volunteers additional resources, tools, information, expert advice, etc.).</p> <p>Asks questions, discusses or clarifies, in order to verify that others have understood explanation or directions.</p> <p>Uses the formal performance management process to enhance feedback.</p>	<p>Gives specific and constructive feedback for developmental purposes on a regular basis.</p> <p>Reassures others after a setback.</p> <p>Gives feedback in behavioural rather than personal terms, and gives individualized suggestions for improvement.</p> <p>Reaches agreement on expectations for future performance.</p> <p>Schedules regular feedback opportunities.</p> <p>Delegates to build skills.</p>	<p>Consults with individuals and ensures appropriate and helpful assignments, formal training, or other experiences for the purpose of fostering a person's learning and development.</p> <p>May include identifying a training or developmental need for individuals or across the organization and establishing new programs or materials to meet it.</p> <p>Assists others in self-evaluation and self-awareness with the intent of fostering development.</p>

Impact and Influence

Definition: Persuading, convincing or influencing.

Why is Impact and Influence Important? Influencing others and motivating them to follow a course of action is critical to creating alignment. Impact and Influence allows us to get results through others by

getting them on side and communicating what needs to be done with impact. Influencing others positively facilitates change and allows us to impact others to create change.

A. Expresses own point of view	B. Uses direct persuasion	C. Calculates the impact of own actions or words	D. Uses multiple actions to influence	E. Influences through others
<p>Uses single action to persuade such as a single example or argument.</p> <p>Makes suggestions and contributes ideas when required.</p>	<p>Uses direct persuasion in a discussion or presentation.</p> <p>Appeals to reason, uses data or concrete examples, visual aids, demonstrations, etc.</p> <p>Makes two or more attempts to persuade, using two different arguments, examples or data.</p>	<p>Tailors a presentation or discussion to appeal to the interest and perspectives of others.</p> <p>Determines and uses the appropriate communication channel (e.g. email versus face-to-face).</p> <p>Anticipates the impact of an action or other detail.</p> <p>Thinks before speaking and/or acting using thoughtful, measured arguments.</p> <p>Is able to present otherwise unpopular ideas or concepts in a manner that outlines and emphasizes the benefit to the audience.</p>	<p>Takes more than one action to influence, with each action adapted to the specific audience (e.g. uses different examples to demonstrate point with different stakeholder groups).</p> <p>Chooses the appropriate approach and time to influence others.</p> <p>Influences others without using direct authority.</p>	<p>Utilizes experts or other third parties when appropriate to assist in influencing.</p> <p>Recruits or assembles opinion leaders to assist in changing the minds of others.</p> <p>Takes multiple actions to affect the outcome of complex situations.</p>

Innovation

Definition: Using original and creative thinking to make improvements and/or develop and initiate new approaches.

Why is Innovation Important? Innovation allows us to make changes to processes and procedures and implement new ways of doing things. It encourages questioning the status quo and improving things for our clients, our colleagues, and us. It links to versatility and organizational commitment to effective management of public policy.

A. Enhances processes or products	B. Develops new approaches for job or area	C. Develops approaches new to the department or ministry	D. Does things new to the government or public/private sector	E. Creates a culture of innovation
<p>Looks for ways to do own job better and follows through.</p> <p>Consistently questions and challenges the adequacy and quality of traditional thinking (i.e. the way things have always been done) by engaging in active and responsible dialogue.</p>	<p>Impacts job efficiency and objectives by doing something new and different within the area but not necessarily new to the work unit/organization.</p> <p>Looks for ways to improve activities and results, and contributes to implementation.</p> <p>Adapts existing processes or products to new situations.</p> <p>Applies new technology on the job.</p>	<p>Improves performance by doing something that may be new and different in the department or ministry.</p> <p>Looks for ways to improve activities and results beyond the work unit.</p> <p>Encourages and rewards innovation in others.</p> <p>Adopts a cross-boundary mentality in own work and encourages it in others.</p> <p>Formally or informally leads the implementation process.</p>	<p>Improves performance by doing things that may be unique, leading edge, or new to the APS.</p> <p>Takes calculated risks in trying something new.</p> <p>Proactively shares information and resources across areas to better leverage the capabilities of the organization/government.</p> <p>Creates innovative solutions after analyzing key trends and complex or divergent issues.</p>	<p>Improves performance by doing things that may be unique, leading edge, or new to the public or private sector.</p> <p>Uses innovative methods to create a climate that encourages innovation, receptivity to change, and learning from experience.</p> <p>Highlights the benefits of innovation and change on the overall performance of the organization and/or the performance of a specific area.</p> <p>Acts in a way which helps others to generate breakthrough ideas, fresh perspectives and new opportunities.</p>

Leadership

Definition: Positively influencing people and events in a leadership role

Why is Leadership Important? Leadership is critical to alignment, it's leaders that define and communicate goals and objectives to the rest of the organization. Leadership helps us remain committed to what we are doing in achieving quality affordable services for Albertans. Demonstrating leadership keeps everyone focused and motivates and inspires us all in the right direction. Leaders model ethical behaviour consistent with the values of the Alberta Public Service and honour their commitments.

A. Keeps people informed	B. Promotes team effectiveness	C. Advocates for the group	D. Positions self as leader	E. Communicates a compelling vision	F. Leads Strategically
<p>Lets people affected by a decision know what is happening.</p> <p>Makes sure the group has all the necessary information.</p> <p>Manages meetings by setting agendas and objectives, controlling time, making assignments, etc.</p>	<p>Promotes team morale and builds commitment to reach the desired results.</p> <p>Encourages and empowers others.</p> <p>Engages others in strategic thinking and challenges them to take action.</p> <p>Recognizes the performance of the team.</p> <p>When putting a team together, knows who should be on the team.</p> <p>Encourages/accepts employee input and respects their ideas.</p>	<p>Takes care of the group and its reputation.</p> <p>Makes sure the practical needs of the group are met, especially as team goals and objectives shift.</p> <p>Obtains needed personnel, resources, information for the group and uses them efficiently.</p> <p>Removes barriers for the group.</p> <p>Filters priorities for the team to ensure staff are not overwhelmed and goals are met.</p> <p>Assists individuals in balancing personal and work priorities.</p>	<p>Ensures that others support leader's mission, goals, agenda, climate, tone, and policy.</p> <p>Assists others in understanding the practical outcomes of the vision, and the implications for the team.</p> <p>Communicates goals and vision of government in manner that staff understand.</p> <p>Uses own enthusiasm and commitment to motivate and guide others to achieve results.</p>	<p>Foresees future trends and events and works with the team to develop strategies to meet future challenges.</p> <p>Communicates a vision for the group or team that generates excitement, enthusiasm and commitment to the group or team mission.</p> <p>Articulates a vision that raises commitment to action that is aligned with the government's strategic direction.</p> <p>Alerts and commits group to the need for specific change and its implementation.</p> <p>Provides leadership to an organization where team members have the technical expertise.</p>	<p>Embodies the values of the Alberta public service.</p> <p>Honours commitments and consistently strives to act in the public interest by ensuring the public trust is maintained.</p> <p>Provides direction to the organization in instances where direction is not clear.</p> <p>Leads change on various interests and issues while carrying out the government's direction.</p> <p>Provides direction to the organization on emerging public issues and concerns.</p>

Relationship Building

Definition: Developing and maintaining win/win relationships and partnerships.

Why is Relationship Building Important? Relationship Building is key in some roles, and critical for those who obtain results through others. Building effective relationships allows us to effectively communicate changes, supports us through times of change and allows us to be versatile. Relationship building is also critical to maintaining higher-level stakeholder relationships and keeping in touch with others. Win/win relationships mean we put the value of the relationship and the needs of the organization on par with each other and are impartial when conducting the department's business.

A. Establishes formal working relationships	B. Builds informal relationships	C. Develops win/win relationships	D. Maintains and uses a wide circle of contacts	E. Models Relationship Building
Builds relationships with clients, stakeholders, staff and colleagues, by following through on commitments, respecting confidentiality, and demonstrating an interest in their work-related issues and activities.	Makes a conscious effort to have informal or casual contacts with clients, stakeholders, staff and colleagues. Shows a personal interest in their issues and activities.	Actively seeks opportunities to contribute to positive outcomes for clients, stakeholders, staff and colleagues. Approaches issues or disagreements with the objective of reaching win/win solutions. Develops relationships with the intent of achieving effective delivery of relevant services.	Develops formal and informal relationships with a wide circle of people, beyond those involved in current activities, including potential clients, stakeholders, and information links. Nurtures existing and potential relationships to help achieve the department's strategic plans. Manages difficult and complex interpersonal relationships effectively.	Is considered a leader in developing and maintaining effective relationships with staff, colleagues, clients and stakeholders. Actively seeks out and acts on opportunities to partner with peers to champion initiatives in support of the corporate agenda and goals.

Resource Management

Definition: Effectively managing internal and/or external resources to achieve organizational goals

Why is Resource Management Important? Effective management of projects, people and budgets is critical to delivering effective service to Albertans. We need to understand how to get the most of available resources and forecast our needs. Resource Management allows us to deliver to our clients in a timely manner.

A. Uses assigned work unit resources	B. Uses a variety of organizational resourcing approaches	C. Uses internal and external resourcing approaches	D. Uses partnerships and other indirect resourcing approaches	E. Uses long term broad based resourcing approaches
<p>Achieves results by using assigned resources.</p> <p>Priorizes resources based on organizational need.</p> <p>Uses performance management, budget tracking and other resource management systems.</p>	<p>Taps into a variety of resources within the organization to achieve results.</p> <p>Identifies appropriate fiscal and human resources based on organizational strengths and weaknesses, and positions them to meet specific issues.</p>	<p>Supplements available resources by working with fee-for-service and other external resourcing approaches.</p> <p>Sets performance standards, monitors progress and intervenes at an early stage to ensure deliverables of all resources meet agreed-on quality and timeframes.</p> <p>Ensures appropriate accountability and performance standards are met.</p> <p>Delegates authority and responsibility appropriately.</p>	<p>Identifies and acts on opportunities to partner with other organizations to achieve desired results.</p> <p>Identifies resource sources (which might include partnerships or indirect resourcing approaches) which will facilitate the achievement of organizational goals.</p> <p>Develops partnership agreements that ensure win-win outcomes for all parties, and will facilitate the achievement of organizational goals.</p> <p>Effectively oversees a range of significant programs and time-sensitive issues using appropriate resources.</p> <p>Questions conventional means of service delivery, which results in greater ability to more effectively, efficiently meet organizational goals.</p>	<p>Provides leadership in effective management and stewardship of resources.</p> <p>Develops and implements strategies for the long-term renewal of the organization.</p>

Self-Management

Definition: Reflecting on past experiences in order to manage and continually improve our own performance.

Why is Self-Management Important? Our commitment to remaining competent requires that we seek to, and accept responsibility for, improving our performance through continuous self evaluation; using mistakes and successes as learning moments. Self -management means that we can rebound quickly from setbacks, and continuously use feedback to improve.

A. Recognizes opportunities for improvement	B. Remains positive and addresses difficulties	C. Takes responsibility	D. Learns from mistakes and successes	E. Seeks input from others
<p>Acknowledges areas where expectations about own service delivery, performance or interpersonal interactions are not met.</p> <p>Able to provide reasons for the lack of success which may or may not involve self.</p> <p>Positively accepts constructive feedback.</p>	<p>When faced with difficulties or changes, re-addresses the situation in order to persevere.</p> <p>Re-energizes after encountering a significant hurdle.</p> <p>Approaches new situations with a positive outlook, despite previous disappointments.</p>	<p>Acknowledges personal responsibility for outcomes, even when not all elements of a situation are within direct control but could have been personally managed.</p>	<p>Analyzes situations on an ongoing basis to improve own performance.</p> <p>Designs a personal action plan to address own issues constructively and decisively.</p> <p>Uses analysis of previous situations to make informed decisions and take action.</p>	<p>Examines successes and failures by bringing others together to assist in defining specific problems and present solutions.</p> <p>Seeks feedback from others with the intent of self-improvement.</p>

Strategic Thinking

Definition: Taking a broad scale, long term view, assessing options and implications.

Why is Strategic Thinking Important? Strategic Thinking is required to set the vision and goals of the organization and move it forward. Strategic Thinking provides the basis for alignment with our mission. Thinking ahead about the changing environment is what allows the organization to adapt and be versatile. Strategic Thinking helps ensure that work is completed with the priorities of the organization in mind.

A. Understands strategies	B. Aligns actions with organizational goals and strategies	C. Analyzes potential	D. Applies a longer-term perspective	E. Articulates a strategy	F. Understands external impact on vision
Understands organizational goals and strategies.	<p>Comprehends and analyzes goals and strategies developed by others and aligns own work accordingly.</p> <p>Prioritizes work in alignment with organizational goals and strategies.</p>	<p>Analyzes for long term pay-offs or business outcomes.</p> <p>Contributes to the development of priorities and strategies to meet organizational goals.</p> <p>Makes decisions, sets priorities or develops goals considering long term outcomes.</p> <p>Understands the implications of multiple solutions and options.</p> <p>Chooses approach in own area in line with "big picture".</p>	<p>Consistently takes a broad-scale, long-term view of challenges and opportunities.</p> <p>Develops key strategies to respond to them.</p> <p>Understands the big picture, beyond one's department or ministry and the needs of constituents and stakeholders.</p> <p>Anticipates outcomes and potential problem areas and factors this into planning.</p>	<p>Understands and articulates the projected direction of Government and how changes might impact the department or work group.</p> <p>Develops strategies to respond to broad-scale, long-term view of challenges and opportunities.</p> <p>Creates a strategy for own area that supports the government's and ministry's vision.</p> <p>Considers the big picture when considering possible opportunities or thinking about long-term applications of current activities.</p>	<p>Is aware of the projected directions of Government and uses this information to anticipate how those changes might impact the organization.</p> <p>Considers and plans for how present policies, processes and methods might be affected by future developments and trends.</p> <p>Demonstrates a larger-scale, bigger picture view, and aligns actions and contributes to program policy advancement at the overall ministry and government-wide level.</p> <p>Anticipates how change manifests itself externally.</p> <p>Fosters strategic thinking in the organization.</p>

Performance Management in the Alberta Public Service Updated September, 2002 Background

The Alberta public service performance management framework originated as one of five targets identified in *Budget '93* to bring productivity up and costs down. *Budget '93* said "The performance management system will reflect the focus on results, the need for creativity and imagination, and the need for continuous improvement. Recognition of personal initiative will be its hallmark."

A 1999 audit of Human Resource Management in the Government of Alberta confirmed that ministry performance management systems should enhance employee productivity and the achievement of organizational objectives.

Under this framework, progress relies on the linking of individual performance with that of the organization. Therefore:

- Department business plan goals link to the government business plan and cross- government priorities.
- Performance goals and measures grow out of a department's business plan.
- Employee performance measures align with those of the organization.
- Departments, teams and individuals are rewarded and recognized on the basis of these measures.

The [diagram](#) illustrates the performance management framework for the Alberta public service upon which departmental performance management systems are based.

The elements of the performance management framework are described below. Together they comprise the essential elements of an effective performance management system.

Organizational Performance

Organizational performance measurement is a continuous process to assess the department's performance - efficiency, effectiveness and client satisfaction - in relation to the vision and business plan. The steps in this process are sequential and cyclical.

1. **Business Plan Goals and Strategies** – identify the desired outcomes the organization is seeking to achieve and outline how the goals will be realized.
2. **Department Human Resource Plan** – outlines the key strategies that a department will undertake to address identified human resource issues to meet its business plan, within the context of the Alberta public service vision, values, government business plan and the Corporate Human Resource Plan.
3. **Performance Measures** – identify specific criteria to monitor progress towards the goals.
4. **Targets** – determine specific performance levels that describe the desired end outcome.

5. **Learning Supports** - practices, policies and initiatives that provide incentive and encouragement to employees to develop new skills, knowledge and abilities.

Employee Performance

Employee performance can be enhanced through a continuous and interactive process to help departments achieve business plan goals and to help employees continually improve.

1. **Performance Plans** - links employee performance to that of the organization. They identify and set measures for desired outcomes for a specific period. Ideally performance planning is based on the fiscal year to ensure strong linkage to department business plan goals.

Achievement of performance plans is supported by:

2. **Orientation** – provides information required by employees regarding their new job and the organization to enhance understanding and effectiveness.
3. **Learning Plans** - identify competency development required for employees to carry out the performance plan, as well as development needs which could prepare the employee for other roles in the organization.
4. **Performance Coaching** - provides ongoing performance feedback and assistance to employees from managers, supervisors and other key individuals.
5. **Performance Assessment** - provides a summary of feedback received throughout the performance year. This assessment analyzes what employees have achieved relative to the desired outcomes set out in their performance and learning plans.

Rewards and Recognition

These activities support and reinforce desired performance for both organizations and employees:

1. **Performance Pay** – compensation for employees that links pay decisions to individual and organizational performance.
2. **Premier's Award of Excellence** – recognizes superior client service and business practices in the Alberta public service. The award encourages innovation, creativity and entrepreneurial approaches to government.
3. **Departmental Recognition Programs** – salute employees or teams according to criteria set by each department. These programs can reward achievements linked to the department's vision, mission, values and/or business plan goals.

Implementation of the Performance Management Framework and Departmental Performance Management Systems

The Deputy Minister and department managers are responsible for implementing departmental performance management systems that are congruent with the framework and tailored to the needs of the department. The Personnel Administration Office provides consulting support to assist departments in implementing the framework.

Department human resource professionals are available to assist with the various components of performance management systems. The following resources are also available for each component:

ORGANIZATIONAL PERFORMANCE

Business Plan Goals & Strategies Performance Measures Targets

Resource materials for the APS training program entitled, "Results – Oriented Government" (adapted by Alberta Finance from material developed by the Southern Growth Policies Board in the U.S.) are available in departmental Human Resource offices. An inventory of consultants available to conduct this training can be found on the P.A.O. (restricted) website under Learning, Leadership & Career Development (<http://www.pao.gov.ab.ca/>).

Consulting support is available as follows:

- Business Planning and Performance Measures – Alberta Finance
- Business Planning Process – Departmental Business Planning Contacts
- Performance Management Framework and Performance Management Systems – P.A.O., Client Relations and Staffing & Workforce Development
- Performance Management Systems – Departmental HR Offices

Learning Supports

The document "Towards Continuous Learning: A Learning Incentives report (1995)" can be found on the P.A.O. website under Learning, Leadership & Career Development (<http://www.pao.gov.ab.ca/>). It provides the context for learning incentives, describes various strategies to foster individual and organizational learning, and outlines approaches taken by a number of organizations.

Specific learning supports are available in each department. Contact your departmental HR office.

EMPLOYEE PERFORMANCE

Performance Plans Learning Plans Performance Coaching Performance Assessment

The Alberta public service employee performance management framework document provides guidance for preparing performance and learning plans.

The leadership development toolkit on P.A.O.'s website provides coaching suggestions and resources

(<http://www.pao.gov.ab.ca/toolkit>)

Coaching training is available through departments or through external sources (contact your departmental HR office).

Human resource staff in each department are available to provide advice and assistance.

REWARDS AND RECOGNITION

Performance Pay

The Management Rewards Strategy provides a compensation framework for managers. It consists of market-driven base pay, a market modifier which

provides the ability to address specific market hot spots and an achievement bonus based on achievement of government, department and individual/team goals. Further information is available from P.A.O. Compensation, or departmental HR offices.

Bargaining Unit and Opted Out & Excluded employees are eligible for merit increments. In addition, Opted Out & Excluded employees and excluded administrative support staff participate in an achievement bonus program similar to Management. Further information is available from departmental HR offices and P.A.O. Compensation.

Premier's Award of Excellence Guidelines for applying for an award are available from departmental Premier's Award of Excellence Leadership Team representatives. Information is also available on the P.A.O. website under Performance Management & Recognition (<http://www.pao.gov.ab.ca/>).

Departmental Recognition Programs A guidebook for developing Employee Recognition Programs is available from P.A.O. Staffing and Workforce Development. A summary of departmental recognition programs can be found on the P.A.O. website under Performance Management & Recognition (<http://www.pao.gov.ab.ca/>).

Infrastructure to Support Performance Management

Performance management is supported by an infrastructure comprised of initiatives that establish direction and provide ongoing guidance. The components of the infrastructure are described below.

Corporate Human Resource Plan The Corporate Human Resource Plan is developed annually by P.A.O. and department HR Directors, and endorsed by Deputy Ministers. This plan sets out priority strategies along with measures and targets. The Plan can be found on the P.A.O. website under Corporate HR Information (<http://www.pao.gov.ab.ca/>).

Core Competencies Competencies provide one of the backbones of performance management by defining behavioural expectations and providing a basis for planning, assessment and development decisions. The Alberta Public Service Competency model provides overall corporate direction for competency expectations (<http://www.pao.gov.ab.ca/learning/competencies/apscomp/index.html>). Departments may have further defined department-specific competency expectations.

P.A.O. consultants and departmental HR offices are available to provide advice and assistance.

**Human Resource
Accountability Framework;
Strategic Human Resources
Management**

The HR Accountability Framework lays out the specific accountabilities for the various participants in HR management.
(<http://www.pao.gov.ab.ca/infocentre/working-in-govt/strategic/strategic-hr-management.pdf>).

**Human Resource Guidebook
for Managers and
Supervisors; Responsibilities
and Resources**

This guidebook provides a checklist of actions, resources and responsibilities in managing human resources to support employees in a number of areas including performance management.

Reference Guide for Evaluating the Effectiveness of Departmental Performance Management Systems

This guide is intended to assist departments in evaluating the effectiveness of their departmental performance management systems. The characteristics which follow provide a benchmark against which departments can evaluate their performance management systems. The characteristics are based on the performance management framework to provide a comprehensive review of a system's strengths and opportunities for improvement and its alignment with the corporate framework. In many cases, in order to reach conclusions about how well a department's performance management system is operating, input may be required from employees. Suggestions are provided for gathering key information.

Organizational Performance

- Formal communication processes are in place to ensure employees understand the organization's business plan (e.g., briefing sessions for all employees).
- The department business plan is accessible to all employees.
- Employees have the opportunity to provide input into the department business planning process.
- The department human resource plan clearly links to the department business plan and the corporate HR plan.
- The department performance management system supports the objectives of the department business plan.
- The department human resource plan is in place and is communicated to all employees.
- Competency expectations are communicated to employees.
- Strategies and processes are in place to foster learning.
- Financial supports are provided for learning.
- Processes are in place to ensure employees are accountable for learning.
- Department learning policies and supports are communicated to all employees.

Employee Performance

- The department has mechanisms in place to ensure that performance management is occurring.
- The department periodically evaluates its performance management system based on feedback from staff and changing human resource priorities.
- A department policy outlines the performance management process, timelines and the roles and responsibilities of all players.
- Every employee completes an annual performance plan with goals, measures and targets that link to department business plan goals.
- Employees are aware of how their performance will be assessed.
- Every employee completes a learning plan that supports their performance plan.
- Employees receive the support and assistance (e.g., coaching, training) they need to prepare performance and learning plans.
- Employees and their supervisors review progress on performance and learning plans periodically throughout the review year.
- Processes are in place to facilitate employees receiving feedback from key stakeholders and clients throughout the review year.
- Formal performance assessments are conducted with employees at the end of the performance year.
- Performance planning and assessment includes a review of performance achievements and competencies.
- Performance assessments provide information on actions required to improve performance, if necessary, and identify the support required.
- Orientation is provided for employees.
- Supervisors are held accountable for ensuring completion of each step of the performance management process.

Rewards and Recognition

- Performance pay decisions link to performance achievements.
- The department recognition program is based on defined organizational criteria.
- Communication processes are in place to ensure that employees are familiar with the departmental recognition program.
- The departmental recognition program is periodically evaluated and adjusted.
- Supervisors and managers regularly provide recognition.

Measuring Effectiveness

Ongoing evaluation and review is necessary to assess whether a performance management system is effectively achieving what it is designed to do. The Corporate Employee Survey (previously called Core

Measures Survey), conducted annually government-wide, will collect information related to the following measures:

- % of employees who understand how the work of their department contributes to government business plan goals.
- % of employees who know and understand how their work contributes to the achievement of their department's business plan.
- % of employees who know and understand how well they are performing.
- % of employees who agree their organization supports their learning to meet current needs.
- % of employees who agree their organization supports their learning to meet future needs.
- % of employees who receive recognition for their contributions to progress on business goals.
- % of employees who agree their department provides expected outcomes for their work.

Departments may wish to collect data on other aspects of this checklist that are not included in the Corporate Employee Survey through such methods as department tracking systems, employee surveys and focus groups. Department tracking systems are useful for tracking whether processes are completed, while employee surveys reflect employee views and focus groups provide in-depth employee perspectives.

- % of employees who know and understand departmental goals and priorities.
- % of employees completing performance and learning plans that link to the department business plan.
- % of employees who understand how to improve their performance.
- % of employees who understand how to develop their skills.
- % of employees who perceive that their manager models and promotes effective performance management practices.
- Employee assessment of the effectiveness of performance coaching.
- Employee assessment of the effectiveness of support (e.g. training received to help them prepare performance and learning plan).
- Employee assessment of the effectiveness of government or departmental orientation programs.
- Employee assessment of the effectiveness of departmental recognition programs.

The Corporate Human Resource Development Strategy Background and Context Cross-Ministry Initiatives

The identification of cross-ministry initiatives was introduced in 1998/99. As part of their annual planning process, Deputy Ministers identify a number of initiatives they believe would benefit from a strategic interdepartmental approach to achieving results.

The Corporate Human Resource Development Strategy was a cross-ministry initiative in 1998/99, 1999/2000, 2000/01 and 2001/02. It was a key administrative initiative for 2002/03, and has been identified again for 2003/04.

2003/06 Corporate Human Resource Plan

The [Corporate Human Resource Plan](#) is a three year plan, with performance indicators for each of five strategic areas: *employee alignment*, *employee commitment*, *employee competence*, *organizational versatility*, and *employee well-being*. The Corporate Human Resource Development Strategy is addressed through 4 priorities in the 2003/04 Plan.

Deputy Minister Steering Team

The Strategy is guided by a deputy minister steering team:

Strategy Champions

Shirley Howe
Personnel Administration Office

Ken Smith
Energy

Bill Byrne
Community Development

Members

Maria David-Evans
Learning

Julian Nowicki
Executive Council

Brigitte Fulgham
Human Resource Directors' Council

Deborah Owram
Executive Council

Ron Hicks
Human Resource and Employment

Brad Pickering
Municipal Affairs

Roger Jackson
Government Services

Paula Tyler
Children's Services

Brian Manning
Agriculture, Food and Rural Development

Strategic Intent

To ensure the Alberta public service is a strong component of the *Alberta Advantage* by realizing our vision:

The Alberta public service is respected for its attitudes, knowledge and skills, its effective management of public policy, and its dedication to achieving quality, affordable services for Albertans.

We do this by achieving objectives in five strategic areas: *employee alignment, employee commitment, employee competence, organizational versatility and employee well-being.*

The Challenges

Three challenges will drive the corporate human resource development strategy in 2003-04:

1. *Talent Shortages:* Significant demographic issues within a tight labour market impact the attraction and retention of talent within the public service.
2. *Globalization and Technological Change:* The pace of change impacts current and future workforce capacity and leadership needs at all levels across the public service.
3. *Fiscal Environment:* The reality of the fiscal environment directly impacts the management of available resources, implementation options and approaches.

The Goal

The goal of the Corporate Human Resource Development Strategy is to

Build a strong Alberta public service.

The Strategies

The goal will be achieved through 4 strategies:

1. Attracting and Retaining Talent

Develop attraction and retention strategies to effectively position the Alberta public service to respond to human resource needs created by growing competition for scarce human resources.

1. Promote the Alberta public service as an organization that provides diverse and challenging work, with opportunity for ongoing growth and development.

- (a) Develop a multi-faceted strategy to market the Alberta public service as an attractive employer, including:
 - focus on making the Alberta public service a visibly recognizable employer in the market including a review of the employer brand.
 - position the Alberta public service to take advantage of web-based recruitment capacity.
- (b) Conduct an analysis of the Corporate Employee Survey results as they relate to the key determinants that impact work environment, and develop strategies to address areas for improvement on specific key determinants.

2. Identify and address critical workforce requirements.

- (a) Continue to build on current initiatives and explore other options to attract talent to the Alberta public service, including:
 - develop recruitment strategies for targeted occupations and locations.

2. Building Leadership Capacity

Enhance leadership capacity at all levels of the Alberta public service through an integrated and coordinated approach that fosters a culture of leadership, continuous learning, and service excellence.

1. Strengthen leadership development and continuity/succession planning at all levels in the Alberta public service.

- (a) Development and communication of a corporate approach to succession planning for executive management positions.
- (b) Development and communication of a corporate approach to development planning for managers.

2. Continue to implement Corporate Executive Development.

- (a) Continued implementation of corporate executive development.

3. Enhance a culture of continuous learning through competency development.

- (a) Continued communication, implementation and integration of the revised APS competency model to promote understanding and use.
- (b) Communication and implementation of initiatives to promote leadership development.
- (c) Continued implementation of knowledge transfer initiatives and initiatives to increase awareness of knowledge management across the APS.

4. Enhance employee awareness, understanding and capacity to deliver excellent service.

- (a) Continue to provide learning opportunities for employees to enhance their service delivery skills.
- (b) Develop and implement a communication strategy and plan to support the roll-out and implementation of the service excellence recognition program.

3. Workplace Health

Ensure the Alberta public service continues to build a positive, healthy work environment.

1. Develop and implement workplace health promotion initiatives across the public service.

- (a) Provide employees access to tools, education, and resources to improve their ability to remain healthy.
- (b) Promote the Government of Alberta Occupational Health and Safety Program.

2. Develop and implement targeted initiatives to support the continuous improvement of the work environment.

- (a) Develop an injury reduction strategy to support the Workplace Safety initiative (frequency reduction).
- (b) Develop and promote educational opportunities for managers/supervisors regarding due diligence and the benefits of a safe and healthful workplace.

4. Performance Management/HR Planning

Ensure the management of human resources in the Alberta public service is aligned with government and department goals and priorities.

1. Align employee performance management with government and department goals and priorities.

- (a) Review the need for common criteria for management performance assessment and develop an implementation strategy as required.
- (b) Develop and implement a corporate strategy to enhance a culture of performance coaching.

2. Foster an environment of ongoing recognition within the Alberta public service.

- (a) Develop and implement a corporate strategy to enhance a culture of recognition.

3. Align human resource planning with government and department plans, goals and priorities.

- (a) Develop and implement a strategy to engage line managers and promote the use of the Human Resource Planning guide in developing department H.R. plans.

Measuring Our Progress

The success of the Corporate Human Resource Development Strategy depends on every department's performance. The objectives, strategies and targets for 2003/04 may be accessed below along with results achieved in 2002/03.

[Click here to view 2002/03 Results Table](#)

[Click here to view 2002/03 Final Report](#)

[Click here to view the 2003/04 objectives, strategies and targets](#)

Annexe 8

Last Review / Update: 2003-05-05

2003 - 2006
Corporate Human Resource Plan
for the Alberta public service

Related Government Business Plan Goal

Goal 9: Alberta will have a financially stable, open and accountable government and a strong intergovernmental position in Canada.

Vision

Cabinet has endorsed a vision created by Deputy Ministers for the Alberta public service:

The Alberta public service is respected for its attitudes, knowledge and skills, its effective management of public policy, and its dedication to achieving quality, affordable services for Albertans.

Achieving the Vision

Deputy Ministers also outlined five foundation goals that require organizational supports to achieve the vision:

<i>Alignment</i>	We need to ensure the goals and behaviours of individual employees are aligned with department and government goals.
<i>Commitment</i>	We need to introduce processes that build employee commitment to government goals and values.
<i>Competence</i>	We need to make sure the organization has the knowledge, skills and abilities to accomplish current and future business plan goals.
<i>Versatility</i>	We need to ensure Alberta public service employees can adapt to meet changing needs.
<i>Well-Being</i>	We need to ensure the Alberta public service is an attractive employer for current and potential employees.

Purpose

To build a strong Alberta public service.

The Challenges

Talent Shortages: Significant demographic issues within a tight labour market impact the attraction and retention of talent within the public service.

Globalization and Technological Change: The pace of change impacts current and future workforce capacity and leadership needs at all levels across the public service.

Fiscal environment: The reality of the fiscal environment directly impacts the management of available resources, implementation options and approaches.

Priorities 1-4: Corporate Human Resource Development Strategy

Priority 1: Attracting and Retaining Talent

Objective: Develop attraction and retention strategies to effectively position the Alberta public service to respond to human resource needs created by growing competition for scarce human resources.

Strategies for 2003-04

1. Promote the Alberta public service as an organization that provides diverse and challenging work, with opportunity for ongoing growth and development.
2. Identify and address critical workforce requirements.

Priority 2: Building Leadership Capacity

Objective: Enhance leadership capacity at all levels of the Alberta public service through an integrated and coordinated approach that fosters a culture of leadership, continuous learning, and service excellence.

Strategies for 2003-04

1. Strengthen leadership development and continuity/succession planning at all levels in the Alberta public service.
2. Continue to implement Corporate Executive Development.
3. Enhance a culture of continuous learning through competency development.
4. Enhance employee awareness, understanding and capacity to deliver excellent service.

Priority 3: Workplace Health

Objective: Ensure the Alberta public service continues to build a positive, healthy work environment.

Strategies for 2003-04

1. Develop and implement workplace health promotion initiatives across the public service.
2. Develop and implement targeted initiatives to support the continuous improvement of the work environment.

Priority 4: Performance Management/HR Planning

Objective: Ensure the management of human resources in the Alberta public service is aligned with government and department goals and priorities.

Strategies for 2003-04

1. Align employee performance management with government and department goals and priorities.
2. Foster an environment of ongoing recognition within the Alberta public service.
3. Align human resource planning with government and department plans, goals and priorities.

Priority 5: Classification/Collective Bargaining

Objective: Provide a strategic approach to dealing with classification issues and collective bargaining in a manner that is responsive to business plan needs of the Alberta public service and is compatible with government's fiscal direction.

Strategies for 2003-04

1. Continue conversion of the non-management classification plan to a point rating system.
2. Continue to implement Letters of Understanding as negotiated through 2001 collective bargaining.
3. Conduct collective bargaining on wage opener (2003), master agreement and subsidiary agreements (2004).

2003-2006 Corporate Human Resource Plan Framework

POLICY	2003-06 GOALS	2003-06 OBJECTIVES	2003-06 MEASURES	2003-04 STRATEGIES
The Government of Alberta ensures employees understand and receive feedback on how their work contributes to the achievement of government goals.	Alignment: To ensure the goals and behaviours of individual employees are aligned with department and government goals.	Employees understand government goals and priorities.	% of employees who understand how the work of their department contributes to government business plan goals.	Align employee performance management with government and department goals and priorities. Align human resource planning with government and department plans, goals and priorities.
		Employees understand their roles and how they fit in.	% of employees who understand how their work contributes to their department's business plan.	
			Demonstrated linkages between department human resource plans and all relevant DM contract criteria, and corporate human resource plan priorities.	

The Government of Alberta compensates, rewards and recognizes employees based on their contributions to business objectives; the need to attract, motivate and retain a capable workforce; and the fiscal environment.	Commitment: To ensure employee commitment to government goals and values.	Employees have clear performance measures and expected outcomes.	% of employees who report their organization helps them know and understand how well they are performing.	Foster an environment of ongoing recognition within the Alberta public service.	
		Employees receive formal and informal recognition for their contributions.	% of employees who receive timely recognition or acknowledgement for their work from their supervisor.		
The Government of Alberta selects and retains the most suitable individuals based on competence and ability to meet the organization's needs.	Competence: To ensure the organization has the knowledge, skills and abilities to accomplish current and future business plan goals.	Employees identify and develop the skills they will need to succeed.	% of managers who report their employees have skills to meet current and future needs.		Strengthen leadership development and continuity/succession planning at all levels in the Alberta public service.
		Employee learning and skill development is expected and supported.	Employee's assessment of organizational support for their learning to meet current and future needs.		
			% of employees who agree they receive the support they need in order to provide high quality service.		
The Government of Alberta is committed to becoming a learning organization and will create continuous learning opportunities for its employees.	Versatility: To ensure Alberta public service employees can adapt to meet changing needs.	Departments anticipate and respond to future human resource needs.	Development plans in place for all managers.	Enhance employee awareness, understanding and capacity to deliver excellent service.	
			Suitable candidates are available to compete on identified leadership critical positions.		
			Number of work experience co-op and internship placements.		
		Movement within and across departments is used to promote learning from different experiences.	Number of developmental moves for staff (executive and other managers).		Enhance a culture of continuous learning through competency development.
Development plans in place for Corporate Executive Development participants					
The Government of Alberta provides a safe work environment and supports the well-being of employees.	Well-Being: To ensure the Alberta public service is an attractive employer for current and potential employees.	Employees are satisfied with their employment in the Alberta public service.	% of employees who are satisfied with their employment in the Alberta public service.	Continue to implement Corporate Executive Development.	
			% of managers who report they are able to retain the talent they need.		

		Employees receive support for their own safety and well-being.	% of managers who report they are able to attract the talent they need.	<ul style="list-style-type: none"> Promote the Alberta public service as an organization that provides diverse and challenging work, with opportunity for ongoing growth and development. Identify and address critical workforce requirements. Develop and implement workplace health promotion initiatives across the public service. Develop and implement targeted initiatives to support the continuous improvement of the work environment.
			Achieve targets that promote employee safety and well-being.	

Measuring Our Progress

Data sources include the Corporate Employee Survey denoted by * and department reports denoted by **.

MEASURE	2000-01 RESULTS	2002-03 RESULTS	2003-04 TARGETS
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ALIGNMENT / COMMITMENT			
% of employees who understand how the work of their department contributes to government business plan goals.*	77%	71%	75%
% of employees who understand how their work contributes to their departments' business plan.*	81%	75%	82%
Demonstrated linkages between department human resource plans and all relevant DM contract criteria and corporate human resource plan priorities.**	Linkages in place	Linkages in place	Linkages in place
Percentage of employees who report their organization helps them know and understand how well they are performing.*	67%	61%	70%
Percentage of employees who receive timely recognition or acknowledgement for their work from their supervisor.*	N/A - new measure	63%	65%
COMPETENCE / VERSATILITY			
Percentage of managers who report their employees have the skills to meet current and future needs.*	90% 80%	90% 83%	90% 84%
Employees' assessment of organizational support for their learning to meet current/future needs.*	79% 67%	66% 52%	73% 62%
Percentage of employees who agree they receive the support they need in order to provide high quality service.*	N/A - new measure	62%	64%
Development plans in place for all managers.**	N/A - new measure	N/A - new measure	Plans in place for all managers.
Suitable candidates are available to compete on identified leadership critical positions.**	N/A - new measure	N/A - new measure	Candidates available.
Number of developmental moves for staff.**	17% of Exec. Mgrs. 10% of other Mgrs.	11% of Exec. Mgrs. 9% of other Mgrs.	5% of Exec. Mgrs. 5% of other Mgrs.
Development plans in place for Corporate Executive Development participants. **	N/A - new measure	Plans in place for all participants.	Plans in place for all participants.
WELL-BEING			
Percentage of employees who are satisfied	84%	81%	82%

with their employment in the Alberta public service.*			
Percentage of managers who report they are able to retain the talent they need.*	53%	63%	65%
Percentage of managers who report they are able to attract the talent they need.*	46%	54%	55%
Number of work experience, co-op and internship placements. **	478	604	450+
Promote employee safety and well-being: IMAGIS database		Unaudited figures:	
<ul style="list-style-type: none"> • Work days lost (per 100 person years worked - by calendar year) 	53.8 days	61.6 days	48.5 days
<ul style="list-style-type: none"> • Lost time claims rate (per 100 person years worked - by calendar year) 	1.7	2.23	1.6
<ul style="list-style-type: none"> • Time lost due to general illness (avg. days lost per employee) 	4.2 days	4.5 days	4.0 days
<ul style="list-style-type: none"> • LTD incidence rate (new claims per 1000 employees) 	11.8 claims	10.6 claims	11.5 claims

Appendix 1: Existing Supports and Strategies

Success in meeting our objectives relies on effective corporate supports and departmental implementation. Existing supports and department implementation strategies are listed below.

CORPORATE SUPPORTS	DEPARTMENT IMPLEMENTATION
COMMITMENT / ALIGNMENT	
Performance Management Framework Human Resource Accountability Framework <i>Responsibilities and Resources for Managers and Supervisors</i> Code of Conduct and Ethics	<ul style="list-style-type: none"> • Ensure all employees develop performance plans that are linked to the department's business plan goals. • Ensure all employees develop and report on meaningful performance measures. • Provide regular communication to employees about government and department priorities and goals. • Establish recognition programs that address both formal and informal recognition initiatives. • Encourage high performing teams to submit applications for the Premier's Award of Excellence and other prestigious awards. • Provide information and regular communication to all employees on the new roles and competency requirements.

<p>Premier's Award of Excellence</p> <p><i>First Choice</i> Flexible Benefits</p> <p>Management Rewards Strategy</p>	<ul style="list-style-type: none"> • Seek feedback from employees on aspects of the work environment, on a regular basis.
VERSATILITY / COMPETENCE	
<p>Alberta Public Service Competency Model</p> <p>Ambassador Program</p> <p>Internship Program</p> <p>Corporate Learning Strategy</p> <p>Leadership Development Toolkit</p> <p><i>Making Service Stronger</i> Booklet</p> <p><i>Career Management</i> Guidebooks</p> <p>Corporate Executive Development</p> <p>Senior and Executive Managers' Program</p> <p>Management Development Program</p> <p>Alberta Interchange Program</p> <p>Executive Search Program</p>	<ul style="list-style-type: none"> • Use competencies as a tool in selection, targeting development, and managing performance for all employees. • Use targeted marketing/recruitment strategies to attract new talent to the APS. • Hire new graduates as interns. • Participate in work experience and co-op programs from post-secondary institutions. • Introduce targeted learning strategies. • Promote awareness of the Leadership Development toolkit. • Provide coaching and other supports for learning and leadership development. • Provide learning opportunities for employees to enhance service excellence. • Facilitate movement of staff within or across departments. • Encourage every employee to prepare an annual learning plan and report on results. • Develop a departmental human resource plan with leadership continuity strategies.
WELL-BEING	
<p>Employee Assistance Program</p> <p>Employee Support and Recovery Assistance Program</p> <p>Occupational Health and Safety Program</p> <p><i>Home on the Job - Telecommuting in the Alberta Government</i></p> <p><i>The Job Share Guidebook for Employees and Supervisors</i></p>	<ul style="list-style-type: none"> • Advise the Human Resources Branch when employees are away for ten days or more, as part of the Employee Support and Recovery Assistance Program. • Enforce and reinforce safe work practices. • Take steps and involve employees in resolving health and safety issues. • Accommodate employees' needs for workplace flexibility. • Regularly assess the organizational climate and introduce strategies to respond to employee issues or suggestions.

Appendix 2: Reference Materials

Reference	Source
Corporate Human Resource Strategies	http://www.pao.gov.ab.ca/corporate/index.html
Guide to Human Resource Initiatives in the Alberta	http://www.pao.gov.ab.ca/infocentre/working-in-

Public Service	govt/hrinitiatives/index.html
Performance Management Framework	http://www.pao.gov.ab.ca/performance/perfmgmt/index.html
Employee Information	http://www.pao.gov.ab.ca/infocentre/
Leadership Development Toolkit	http://www.pao.gov.ab.ca/toolkit/
<i>Responsibilities and Resources for Managers and Supervisors</i>	http://www.pao.gov.ab.ca/infocentre/hr-guidebook-for-managers-supervisors.pdf
<i>Making Service Stronger Booklet</i>	http://www.pao.gov.ab.ca/makingservicestronger/
<i>Strategic Human Resources Management: Human Resource Accountability Framework</i>	http://www.pao.gov.ab.ca/infocentre/working-in-govt/strategic/strategic-hr-management.pdf

Annexe 9

Last Review / Update: 2002-09-13

Subsidiary 2 Administrative and Program Services Stream Definitions

[Administration](#)

[Communication](#)

[Education](#)

[Financial](#)

[Program Services](#)

[Reference and Information Services](#)

[Regulatory](#)

[Scientific](#)

Evaluators need to understand why the job exists, determine the focus of the work and have a sound understanding of the job responsibilities, then assess it against the:

- Stream definitions for each Subsidiary work group by considering the stream descriptor in its entirety rather than isolated phrases.
- Guide Charts.
- Benchmark jobs developed for each Subsidiary and Stream, which identify the number of levels and characterize the difference between the work in each level in a stream.
- In some cases, it may be necessary to assess the work by using the guide charts and benchmarks for the management plan.

The following questions can be used as a guide:

1. Which Subsidiary and Stream do the job responsibilities fall within?
2. What is the rating?
3. Which benchmark job aligns with the kind and level of work?
4. Where appropriate, do the job responsibilities compare to the Management Job Evaluation Plan and the Benchmarks?

Work currently performed within the Administrative and Program Services component of the Government of Alberta has been evaluated using a point rating system. To assess whether a job falls within the Administrative and Program Services component, consider the type of work performed. Determine the focus of the job: why does the job exist? Once you have clarified the job's purpose, determine whether the job belongs in this subsidiary and, if so, in which stream. In general, the work in this component has a professional focus. Eight groupings have been recognized in the Administrative and Program Services component of the Alberta Public Service. These are:

[Administration](#)

This work primarily involves senior administrative services where the administration is integral to the efficient operation of program delivery, or represents the highest level of administering program services. These positions are typically viewed as administrative professionals. For those positions with the requirement for technical knowledge of a subject area, i.e., program specialists; the knowledge is applied in administering the program operation.

[Minimum Recruitment Standards](#)

[Communication](#)

This work primarily involves creating verbal, written, and electronic communication in support of program delivery needs as identified by the program area. While many jobs in this stream are involved in the strategic dissemination of information and education in support of the identified department goals, some jobs may be focused on technical writing.

Some positions in Communication Level 4 that are assigned duties which meet identified [criteria](#) may, pursuant to a [Letter of Understanding](#), be eligible for a salary modifier.

[Minimum Recruitment Standards](#)

[Education](#)

This work involves applying theoretical knowledge in Kindergarten to Grade 12 educational curriculum and course development; or Kindergarten to Grade 12 educational curriculum and psychometric standards. This knowledge is used to develop, select or evaluate materials supporting the curriculum; or to measure educational achievement in the provincial school system. The work includes providing leadership and advice to other staff involved in designing or evaluating materials and usually includes consultation with external stakeholders.

[Minimum Recruitment Standards](#)

[Financial](#)

This work primarily involves professional accounting and financial work. The majority of jobs focus on the financial systems of government in tracking, analyzing, compiling, collecting, reporting, etc., often in support of further analysis done by others. This stream also includes work done in specialized financial

programs mandated by government legislation and includes the role of the financial professional actively carrying out a government program.

Some positions in Finance Level 4 that are assigned duties which meet identified [criteria](#) may, pursuant to a [Letter of Understanding](#), be eligible for a salary modifier.

[Minimum Recruitment Standards](#)

[Program Services](#)

This work involves applying theoretical knowledge and program know-how about provincial programs designed to support Alberta communities. This includes providing advice, leadership, facilitation, evaluation, planning, research and policy and program analysis or interpretation. The services are primarily focused on elements of the practical infrastructure such as municipal governance and rural or economic development, or public programs, such as health and cultural aspects of communities. Research work in this stream involves adapting and using appropriate research methodologies, analyzing data and statistics, using economic or other modeling, managing social or economic databases, or leading research projects.

[Minimum Recruitment Standards](#)

[Reference and Information Services](#)

This work involves applying theoretical knowledge and program know-how to assess, identify, and convey topical information to individual clients or small groups using existing information and reference sources. The role is primarily focused on assessing client, or small group needs, providing program-based information or options, and/or recommending additional sources of information or assistance, to internal or external clients. Typical examples in this stream include career, historical, FOIP or library reference services.

[Minimum Recruitment Standards](#)

[Regulatory](#)

This work primarily involves the administration of compliance with legislation by external clients. Acting under legislation, the work includes requisitioning information, investigating claims, or summarizing findings, etc., or any combination of these activities. The result of these activities will often be the recommendation or implementation of a penalty or other consequence as authorized through the legislation.

[Minimum Recruitment Standards](#)

[Scientific](#)

This work involves conducting or overseeing functions relating to original or applied research studies within the natural science fields. Consulting, policy analysis, and technical knowledge transfer may be activities that occur within this stream at advanced levels as well, but the primary focus is on original or applied research.

Administration

Subsidiary 002

Effective Date: June, 2002

Stream Definition: This work primarily involves senior administrative services where the administration is integral to the efficient operation of program delivery, or represents the highest level of administering program services. These positions are typically viewed as administrative professionals. For those positions with the requirement for technical knowledge of a subject area, i.e., program specialists; the knowledge is applied in administering the program operation.

Minimum Recruitment Standards: [Administration 1](#)
[Administration 2](#)

Administration 1

Minimum Recruitment Standard:

- Two-year diploma in a related field plus 3 years related experience; or equivalent as described below.

Equivalency: Directly related education or experience considered on the basis of:

- 1 year of education for 1 year of experience; or
- 1 year of experience for 1 year of education.

Class #:

- [021AN](#)

Administration 2

Minimum Recruitment Standard:

- Two-year diploma in a related field plus 5 years progressively responsible related experience; or equivalent as described below.

Equivalency: Directly related education or experience considered on the basis of:

- 1 year of education for 1 year of experience; or
- 1 year of experience for 1 year of education.

Class #:

- [022AN](#)

Last Review / Update: 2002-12-04

Communication

Subsidiary 002

Effective Date: June, 2002

Stream Definition: This work primarily involves creating verbal, written, and electronic communication in support of program delivery needs as identified by the program area. While many jobs in this stream are involved in the strategic dissemination of information and education in support of the identified department goals, some jobs may be focused on technical writing.

Minimum Recruitment Standards: [Communication 1](#)
[Communication 2](#)
[Communication 3](#)
[Communication 4](#)

Communication 1

Minimum Recruitment Standard:

- One year related post-secondary education (e.g., certificate level); no experience required; or equivalent as described below.

Equivalency: Directly related education or experience considered on the basis of:

- 1 year of education for 1 year of experience; or
- 1 year of experience for 1 year of education.

Class #:

- [021CM](#)

Communication 2

Minimum Recruitment Standard:

- University graduation in a related field or a directly related diploma (considered equivalent in this stream); no experience required; or equivalent as described below.

Equivalency: Directly related education or experience considered on the basis of:

- 1 year of education for 1 year of experience; or
- 1 year of experience for 1 year of education.

Class #:

- [022CM](#)

Communication 3

- University graduation in a related field or a directly related diploma (considered equivalent in this stream) plus 2 years progressively responsible related experience; or equivalent as described below.

Equivalency: Directly related education or experience considered on the basis of:

- 1 year of education for 1 year of experience; or
- 1 year of experience for 1 year of education.

Class #:

- [023CM](#)

Communication 4

- University graduation in a related field or a directly related diploma (considered equivalent in this stream) plus 4 years progressively responsible related experience; or equivalent as described below.

Equivalency: Directly related education or experience considered on the basis of:

- 1 year of education for 1 year of experience; or
- 1 year of experience for 1 year of education.

Class #:

- [024CM](#)

Management Job Evaluation Plan Benchmark Position Descriptions

Ministry	Position Number	Job Title	Know-How		Problem Solving			Accountability		Total Points	Profile
A	*	Ceiling	GIII3	700	G4	57%	400	F4P	608	1708	A3
Environment	20479	ADM, Lands & Forests	GIII3	700	G4	57%	400	F4P	528	1628	A2
Health	10329	ADM, Health Strategies Division	GIII3	700	G4	57%	400	F4P	528	1628	A2
Justice	4087	ADM, Correctional Services Division	GIII3	700	G4	57%	400	F4P	528	1628	A2
Infrastructure	7055	ADM, Safety & Technical Standards	GIII3	700	G4	57%	400	F4P	528	1628	A2
Auditor General	8441	Assistant Auditor General	GIII-3	608	F4	57%	350	F4P	528	1486	A3
Comm. Dev.	24011	ADM, Cultural Fac. & Hist. Resources	GIII-3	608	G4	57%	350	F4P	528	1486	A3
Environment	9766	ADM	GIII-3	608	G4	57%	350	F4P	528	1486	A3
H.R. & E.	8281	ADM, Client Services	GIII-3	608	G4	57%	350	F4P	528	1486	A3
Innov. & Science	11872	ADM, Info. Technology & Supply	GIII-3	608	G4	57%	350	F4P	528	1486	A3
Treasury	13056	Assistant Deputy Provincial Treasurer	GIII-3	608	F4	57%	350	F4P	528	1486	A3
P.A.O.	6786	Exec. Dir., H.R. Policy & Consulting	GIII3	608	F4	57%	350	F4-P	460	1418	A2
Innov. & Sc.	8702	Exec. Dir., Industry Development Br.	FIII3	528	F4	57%	304	F3P	400	1232	A2
Health	10915	Director, Health Surveillance	GII3	528	G4	57%	304	F2+P	350	1182	A1
Treasury	13254	Director/Group Leader, Pension Policy	GII3	528	F4	57%	304	F3P	350	1182	A1
Agriculture	60	Exec. Dir., Administration	FIII3	528	F4	50%	264	F3-P	350	1142	A2
Agriculture	382	Director, Technical Services Division	FIII3	528	F4	50%	264	F3-P	350	1142	A2
Learning	6656	Exec. Dir., Field Serv. Basic Learning	FIII3	528	F4	50%	264	F-3P	350	1142	A2
Environment	29530101	Director, Water Resources Operations	GII3	528	F4	50%	264	F3P-	350	1142	A2
Justice	4095	Exec. Dir., Adult Centre Corrections	FIII3	528	F4	50%	264	F2+P	350	1142	A2
Infrastructure	12010	Exec. Dir., Supply Division	FIII3	528	F4	50%	264	F3P-	350	1142	A2
Pub. Aff. Bur.	7000	Exec. Dir., Comm. Support Serv.	FIII3	528	F4	50%	264	F3P-	350	1142	A2
Learning	22860	Exec. Dir., Instit. & Com. Serv. Adult Learning	FIII3	528	F4	50%	264	F3-P	350	1142	A2
Infrastructure	7116	Exec. Dir., Technical Standards	FIII3	528	F4	50%	264	F3-P	350	1142	A2
Mun. Affairs	9015	Exec. Dir., Local Gov't Dev. Br.	FII+3	460	F4	57%	264	F3P-	350	1074	A2
Children's Services	19762	Director, Provincial Programs	FII+3	460	F4	50%	230	F3-P	350	1040	A3-
Resource Dev.	9793	Exec. Dir., Petroleum	F+II3	460	F4	50%	230	F-3P	350	1040	A3
Treasury	13067	Director, Compliance	F+II3	460	F4	50%	230	F3-P	350	1040	A3
Auditor General	8429	Audit Principal	F+II3	460	F4	50%	230	F2P	304	994	A2
H.R. & E.	19761	Director, Day Care	GII-3	460	F4	50%	230	F2P	304	994	A2
Health	10999	Sr. Team Leader, Population Health Strategies	FII+3	460	F4	50%	230	F2P	304	994	A2

Treasury	13378	Senior Manager, Portfolio Mgmt.	GI+3	460	F4	50%	230	E+3P	304	994	A2
Treasury	13399	Director, Banking & Cash Mgmt.	FII+3	460	F4	50%	230	E+3P	304	994	A2
Environment	22017	Director, Enforcement Field Services	F+II3	460	F4	50%	230	F2P-	264	954	A1
Environment	20196	Director, Human Resources	F+II3	460	F4	50%	230	F3+C	264	954	A1
Infrastructure	7575	Exec. Dir., Finance	FII+3	460	F4	50%	230	F3+C	264	954	A1

Identification Section

Job ID	8702
Supervisor	Deputy Minister
Ministry	Innovation and Science
Levels to DM	1 - Next level to DM
Occupation	Emgr. 1 Gen Admin

Nature and Scope

OVERVIEW: Industry Development Branch has two key functions:

1. Industry Development - Activities are targeted at retaining and expanding existing manufacturing industries in the Province and maximizing value-added manufacturing and development opportunities in key industrial sectors including emerging industries, petrochemicals, oil sands, plastics, building products, forestry, machinery and equipment, warehousing and distribution, call centers, environmental products, aerospace engineering services, health products and services, publishing and sound recording, and architecture, engineering and construction;
2. Business Attraction - Focus on new investment through major projects, building on the Alberta Advantage, the attraction of supporting industries, and business related to the major projects, and the attrition of key sector corporations. A targeted and focused approach is used on a sector and geographic basis to further diversify and secure higher value opportunities.

Reporting to the Deputy Minister, Economic Development, this job is responsible for managing a diverse group of industry development professionals whose role is to facilitate industrial growth, new job and wealth creation through economic development initiatives in the private sector. Industry development professional work with larger organizations by providing assistance which is typically of a complex technical nature. Provides recommendations regarding new government policies or changes to existing policies that impact on economic and industrial development and address private sector concerns. This job also brings forward concerns of a wide range of industry sectors within government.

Reporting Relationships

Jobs reporting to this one:

8718

8730

8709

8714
 8715
 8711
 8713
 8708
 8707
 8727
 8754
 8617
 8721
 8722
 8723
 8726
 8703
 8706
 8712
 8710

Evaluation

Know How	F	III	3	528
Problem Solving	F	4	(57%)	304
Accountability	F	3	P	400
Total Points				1232

Job Grade

Short Profile	+2
Long Profile	43-25-32

Notes

KNOW HOW: Requires indepth business knowledge and experience: Alberta's industries, it's economy, government policies/programs/services, business financing, economic and industry development principles, practices and strategies. Manages a diverse group of very deep content industry

professionals/specialists. Push up on leadership due to the functional variety, depth of the group and organizational responsibility for achieving the department's goals and objectives relating to industry development in Alberta.

PROBLEM SOLVING: Few guidelines and quite unstructured. Variable situations. Responsible for identifying industry needs; developing initiatives and taking actions to address those needs as well as establishing new private sector partnerships and alliances to provide services to industry development sectors. i.e. Responsible for transferring responsibilities of Alberta's Film Commission to the private sector with very limited transfer of fiscal resources.

ACCOUNTABILITY: Very broad objectives to facilitate industrial growth, new jobs and wealth creation in Alberta through increased economic development initiatives.

QAC COMMENTS: December 10, 1996 - O.K. as rated. The KH and PS combination is reflective on the new department structure - no ADM's.

February 20, 1997 - O.K. to final.

Annexe 11

PART I: IDENTIFICATION		
Employee's Name:	Employee I.D.:	Position Number:
Working Title:	Classification and Level:	
Division/Branch:	Location:	
Performance Period: Date From: (yyyy/mm/dd) Date To: (yyyy/mm/dd)	Purpose: <input type="checkbox"/> Annual Review <input type="checkbox"/> Interim Review	
Immediate Supervisor's Name:	Supervisor's Classification and Level:	
Supervisor's Working Title:		

PERFORMANCE AGREEMENT PROCESS:
<ol style="list-style-type: none"> 1. At beginning of performance cycle: Complete Parts I, II and III (exclude <i>Results Achieved</i>). 2. The Competency Review Worksheet can be used to assist in completing the Learning Plan. 3. Send a copy of Part III: Learning Plan to Human Resources. 4. During performance cycle: Review progress and adjust goals as required. 5. At the end of performance cycle: Complete Parts II and III (<i>Results Achieved</i>), IV and V. 6. Employee keeps a copy of agreement and forwards original to Human Resources.

Bargaining Unit/Opted Out and Excluded Employee Performance Review

PLANNING GUIDE

There are five parts to this review process. The forms are designed to be as straightforward and adaptable as possible.

Part 1 - Achievements

You begin the process by highlighting your achievements over the past year as they relate to the broad objectives of government, Public Affairs Bureau business plan and your branch business plan.

Communications branch employees should also comment on achievements in relation to your ministry business plan and comment on the outcome of any goals and objectives that you may have set last year.

Part 2 - Performance Agreement

Your agreement outlines your significant performance targets for the next year. Your performance targets should flow from your branch business plan.

The performance agreement is intended to help you answer such questions as:

- “What are the particular performance targets of my branch for the upcoming year?”
- “What can I do to improve on the strengths of my branch?”

Part 3 – Learning Plan

Your learning plan describes any learning activities that have been completed during the past year and lists any skills, knowledge or competencies that you want to develop over the next year. The plan will help contribute to your success in your current position or help you develop the qualifications for a job that you aspire to. In part A you list the learning activities completed over the past year. In part B you list the skills, knowledge or competencies that you want to develop and the developmental activities planned to meet your objectives. Developmental activities could include taking specific courses, on-the-job experience, research through reading and special project work.

After completing Parts 1, 2 and 3 you forward the form to your supervisor to complete Parts 4 and 5.

Part 4 - Supervisor’s Evaluation of Alberta Public Service Competencies

Your supervisor assesses your skill level on the Alberta Public Service competencies that are applicable to your position. See the competency and related behavior page that is attached to the performance appraisal form.

Part 5 - Supervisor’s Evaluation

Your supervisor assesses and provides feedback on your list of achievements, performance agreement, learning plan and competencies. This section also includes an overall performance rating. Both you and your supervisor sign the appraisal form and then forward the completed performance review to Human Resources for your file.

The following resources can be used to develop your list of achievements for the past year and performance agreement for the upcoming year.

- Government Business Plan
- Public Affairs Bureau Business Plan
- Branch Business Plan
- Ministry Business Plan if you are a communications branch employee

If you have any questions about the performance appraisal process, please contact Kim McCrary in Human Resources at 427-9234 or kim.mccrary@gov.ab.ca.



Bargaining Unit/Opted Out and Excluded Employee
Performance Review

Name:

Branch:

Title:

For the Period:

Part 1

Record of Achievements

Performance Report:

(Comments on achievements over the past year in relation to the overall government business plan, Public Affairs Bureau business plan, branch business plan and the outcome of any goals and objectives that you set last year. Communications Branch employees should also comment on achievements in relation to your ministry business plan.)

Part 2

Performance Agreement

Performance Agreement:

(Significant performance targets for the upcoming year. Relate to the overall government business plan, Public Affairs Bureau business plan, and branch business plan. Communications Branch employees should also set targets in relation to your ministry business plan.)

Bargaining Unit/Opted Out and Excluded Employee
Performance Review

Part 3

Learning Plan

This is designed to assist you in maintaining, enhancing, and or developing your skills/competencies.
(Attach additional sheets if required)

A. Comment on the learning activities completed over the past year.

B. List any skills, knowledge or competencies that you want to develop in the upcoming year and the learning activities that are planned to meet your objectives.

1. *Skill, knowledge or competency required:*

Training and development activities that are planned to meet the requirement:

2. *Skill, knowledge or competency required:*

Training and development activities that are planned to meet the requirement:

3. *Skill, knowledge or competency required:*

Training and development activities that are planned to meet the requirement:

Bargaining Unit/Opted Out and Excluded Employee
Performance Review

Bargaining Unit/Opted Out and Excluded Employee Performance Review

Part 5

Supervisor's Evaluation

Supervisor's Evaluation:
for the past year;
and Alberta

Supervisor's comments on: the record of achievements
performance agreement for the next year; learning plan
Public Service competencies.

	Level 1	Level 2	Level 3	Level 4	Level
5	Unsatisfactory	Improvement	Successful	Highly	
Outstanding		Required		Successful	
Overall Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Supervisor's Signature

Employee Signature

Date

Date

Alberta Public Service Competencies March 1, 2000

Competency	Behaviours			
ORGANIZATIONAL AWARENESS Understanding business plan goals	<i>Demonstrates understanding of formal and informal structure.</i>	<i>Demonstrates understanding of climate and culture.</i>	<i>Demonstrates understanding of organization's informal relationships.</i>	<i>Demonstrates understanding of underlying organizational issues.</i>
ORGANIZATIONAL COMMITMENT Aligning behaviour with department values, principles and goals	<i>Actively supports the organization.</i>	<i>Anticipates and meets organizational needs.</i>	<i>Takes tough stands.</i>	<i>Focuses on long term good of organization.</i>
STRATEGIC THINKING Taking a broad scale, long term view, assessing options and implications	<i>Aligns actions with organizational goals and strategies.</i>	<i>Analyzes potential.</i>	<i>Applies a longer term perspective.</i>	<i>Articulates a vision.</i>
COMMUNICATION	<i>Communicates</i>	<i>Listens with</i>	<i>Adapts</i>	<i>Fosters effective</i>

Competency	Behaviours			
Clearly conveying and receiving messages to meet the needs of all	<i>effectively.</i>	<i>sensitivity.</i>	<i>communication for the audience.</i>	<i>communication with others.</i>
CLIENT FOCUS Understanding and meeting or exceeding client needs	<i>Establishes effective client relationships.</i>	<i>Contributes to positive outcomes for the client.</i>	<i>Meets long-term client needs.</i>	<i>Advocates for client needs.</i>
RELATIONSHIP BUILDING Developing and maintaining win/win relationships and partnerships	<i>Establishes formal working relationships.</i>	<i>Builds informal relationships.</i>	<i>Develops win/win relationships.</i>	<i>Maintains and uses a wide circle of contacts.</i>
TEAMWORK Working cooperatively and productively with others to achieve results	<i>Actively participates on team.</i>	<i>Encourages and involves other team members.</i>	<i>Facilitates effective outcomes.</i>	<i>Resolves conflicts within the team.</i>
SERVICE FACILITATION Ensuring contracted services are delivered effectively to clients	<i>Coaches stakeholders.</i>	<i>Creates networks.</i>	<i>Works with stakeholders to develop and maintain standards.</i>	<i>Contributes to stakeholder plans.</i>
LEADERSHIP Positively influencing people and events	<i>Acts as a role model.</i>	<i>Does long-term coaching.</i>	<i>Anticipates and plans for change.</i>	<i>Communicates a compelling vision.</i>
INNOVATION Taking risks, adapting quickly to change, leading the change process	<i>Enhances processes or products.</i>	<i>Develops new approaches.</i>	<i>Fosters Innovation in others.</i>	<i>Creates a culture of innovation.</i>
RESULTS ORIENTATION Knowing what results are important, focusing resources to achieve them	<i>Creates own measures of excellence.</i>	<i>Improves personal performance.</i>	<i>Contributes to work unit success.</i>	<i>Contributes to organizational success.</i>
SELF-MANAGEMENT Managing and continually improving own performance	<i>Demonstrates ethical behaviour.</i>	<i>Manages stress effectively.</i>	<i>Demonstrates good judgement.</i>	<i>Chooses challenges or conflict.</i>
IMPACT AND INFLUENCE Persuading, convincing or influencing	<i>Uses direct persuasion.</i>	<i>Calculates the impact of own actions or words.</i>	<i>Uses multiple actions to influence.</i>	<i>Influences through others.</i>
RESOURCE MANAGEMENT Effectively managing internal and external resources to achieve organizational goals	<i>Uses assigned work unit resources.</i>	<u>Uses a variety of organizational resourcing approaches.</u>	<u>Uses internal and external resourcing approaches.</u>	<u>Uses partnerships and other indirect resourcing approaches.</u>

***More detailed descriptions of the competency behaviors are available from Human Resources, call 427-9234.**

DEPARTMENT OF _____
MANAGEMENT
PERFORMANCE CONTRACT

FOR THE PERIOD OF

_____ **April 1, 2003** _____ **TO** _____ **March 31, 2004** _____

_____ BETWEEN _____

_____ **Manager** _____ **Supervisor** _____

Key Performance Area: Support to Organization

INDICATORS

1. Achievement of work unit/branch goals and objectives (Department Business Plan, Operational Plan)

<u>GOALS / STRATEGIES</u>	<u>TARGETS / MEASURES</u>	<u>RESULTS ACHIEVED</u>

Key Performance Area: Support for Collaborative Initiatives

INDICATORS

1. Demonstrated participation in collaborative initiatives (within the organization, with other Ministries or stakeholders &/or involvement in cross-ministry initiatives)

<u>GOALS / STRATEGIES</u>	<u>TARGETS / MEASURES</u>	<u>RESULTS ACHIEVED</u>

**Executive Manager on Executive Committee
PERFORMANCE CONTRACT**

FOR THE PERIOD OF

April 1, 2003 **TO** March 31, 2004

BETWEEN

Executive Manager on Executive
Committee

Deputy Minister

Department _____

Key Performance Area: Support to Deputy Minister

GOALS

2. Achievement of business plan goals and performance measures
3. Alignment of policies to reflect government direction and address changing client needs
4. Management/resolution of complex or sensitive issues
5. Additional goals as determined by the Deputy Minister

STRATEGIES

TARGETS

RESULTS ACHIEVED

<u>Achievement of business plan goals and performance measures</u>		
<u>Alignment of policies to reflect government direction and address changing client needs</u>		
<u>Management/resolution of complex or sensitive issues</u>		
<u>Additional goals as determined by the Deputy Minister</u>		

Key Performance Area: Support for Cross Ministry Initiatives

GOALS		
2. Demonstrated personal involvement in and commitment to priority policy initiatives		
3. Demonstrated personal involvement in and commitment to key administrative initiatives		
4. Demonstrated personal involvement in and commitment to key strategic initiatives related to Ministry		
STRATEGIES	TARGETS	RESULTS ACHIEVED
Demonstrated personal involvement in and commitment to priority policy initiatives		
Demonstrated personal involvement in and commitment to key administrative initiatives		
Demonstrated personal involvement in and commitment to key strategic initiatives related to Ministry		

Key Performance Area: Leading the Organization

GOALS		
1. Demonstrated implementation of departmental performance management practices including the preparation, progress review and assessment of employee performance plans		
2. Demonstrated opportunities for staff input and involvement		
3. Demonstrated supports and strategies for continuous learning		
4. Demonstrated attention to service excellence		
5. Demonstrated response to departmental results of the Corporate Employee Survey		
6. Employee recognition practices in place		
STRATEGIES	TARGETS	RESULTS ACHIEVED
Demonstrated implementation of departmental performance management practices including the preparation, progress review and assessment of employee performance plans		
Demonstrated opportunities for staff input and involvement		
Demonstrated supports and strategies for continuous learning		
Demonstrated attention to service excellence		
Demonstrated response to departmental results of the Corporate Employee Survey		
Employee recognition practices in place		

STATEMENT OF COMMITMENT

I commit to the priority goals for government and all goals outlined in my department business plan for the contract period, to the additional goals outlined in this performance contract, and to the responsibilities outlined in my Deputy Minister Responsibility Statement. Should unforeseen circumstances or issues arise that would have an impact on results or achievement of them, I commit to initiating the process of redefining the affected goals and measures.

Executive Management on Executive Committee Signature

Date

REVIEWED AND APPROVED

Deputy Minister

Date

Annexe 15

2003- 04 Department Human Resource Plans

Ensuring Alignment with Corporate Goals and Priorities

Background

One of the objectives under the Corporate Human Resource Development Strategy for 2003-04 is to “Ensure the management of human resources in the Alberta public service is aligned with government and department goals and priorities”. A key indicator of this integration is the alignment of department human resource plans with corporate goals and priorities, specifically the corporate human resource plan and the related department performance plan and related DM Contract criteria.

As part of the reporting process for the Corporate Human Resource Development Strategy, departments will again be asked to submit their human resource plans, in fall 2003. The following guideline is intended to assist departments in ensuring their plans reflect the appropriate alignment. It includes recommendations made by the Auditor General through the audit of human resource management.

Guidelines for Ensuring Alignment

Core components of human resource plans are noted below. Information that should be included to ensure alignment with corporate goals and priorities is noted in the boxes.

Introduction – setting out the purpose and objectives of the plan

Human resource planning framework

Plans should reflect the planning framework outlined in the corporate human resource plan (page 5).

Context

Plans should include the broader Alberta public service context (APS vision and values, link to Corporate

Human Resource Development Strategy and Plan) in addition to specific departmental context.

Strategies

Strategies should note linkages to the related goals and objectives in the planning framework on page 5 of the Corporate HR Plan.

There should be a strategy to address each priority in the 2003-04 corporate human resource plan:

- Attracting and Retaining Talent
- Building Leadership Capacity
- Workplace Health
- Performance Management/HR Planning
- Classification/Collective Bargaining

There should be a strategy to address each 2003-04 department performance plan* and DM Contract** criterion related to human resource management:

- Demonstrated support for Corporate Human Resource Development Strategy & Plan*
- Performance management processes in the department tied to Department and Government Business Plans**
- Demonstrated support for Corporate Executive Development Program**
- Demonstrated supports and strategies for continuous learning**
- Annual participation in and demonstrated response to departmental results of the Corporate Employee Survey**
- Employee recognition programs in place**

Measuring Progress

Plans should include measures and targets. It is recommended that departmental data on the corporate human resource plan measures (page 6) be used.

Status Report

Measurement data as set out in the plan should be reported, either in the next year's plan or in a separate report.

Annexe 16

Last Review / Update: 2001-11-30

Towards a Learning Organization in the Alberta Public Service: A Corporate Learning Strategy - October 1996

Background

In March 1996 Cabinet endorsed a vision for the Alberta public service and a human resource development plan with four objectives:

- **alignment** - the goals and behaviours of individuals employees are aligned with department and government goals;
- **commitment** - processes exist to build employee commitment to government goals and values;
- **competence** - the organization has the knowledge, skills and abilities to accomplish current and future business plan goals; and
- **versatility** - processes exist for rapidly adapting and transforming the organization to meet changing needs.

These objectives are interdependent; strategies toward one objective will inevitably impact the others.

The corporate learning strategy outlined on the following pages will support departments in building and sustaining the competence they need. It is intended to allow employees to manage their individual skills development while meeting current and future skills needs within the Alberta public service.

Towards a Learning Organization

To achieve their business plans, and as a matter of survival, departments need organizational cultures that support learning. Learning begins with the individual, but must be promoted and supported by the organization. Each Deputy Minister will play a primary role in creating a learning culture within his or her department.

Organizational supports are outlined on the following pages: a corporate learning policy, a learning account, indicators of learning, and initiatives to increase awareness about learning organizations. These supports are intended to enhance existing learning initiatives in departments and across the public service.

Corporate Learning Policy

Employees need visible demonstration of the government's commitment to continuous learning. The corporate learning policy articulates this commitment. Corporate and department communication strategies will reinforce it over time.

The corporate learning policy is that,

The Government of Alberta is committed to becoming a learning organization and will create continuous learning opportunities for its employees.

It is supported by the following guideline:

Deputy Ministers are responsible for establishing processes that promote continuous learning consistent with the following principles:

1. *Learning should be addressed on an individual level - with emphasis on competencies that improve employability either within or outside the public service.*
2. *Learning should be a continual process - to meet future as well as present needs.*
3. *Learning is a shared employer/employee responsibility - recognizing that both benefit.*
4. *Properly utilized, support for learning is an investment rather than a cost item.*

A Learning Account

One of the challenges in creating a learning culture is to ensure that learning extends to every individual. Employees need to see themselves as partners with their employer in the ongoing development of skills and competencies.

Many approaches are open to departments in providing learning incentives for individuals. The Learning Account is one option.

The Learning Account is a fund established to support employees in developing competencies to improve employability within or outside the Alberta public service. What differentiates the

Learning Account from other training and development funds is that it is primarily employee-driven. Its focus is on learning for the future; it is in addition to those learning supports already provided by departments to meet current organizational needs.

The actual structure and parameters of the Learning Account can be determined by each Deputy Minister. For example, employees might be allowed to use Learning Account funds to access training programs, conferences and symposia; or purchase Internet subscriptions, books, subscriptions to professional publications, professional memberships, computer hardware or software. A set amount might be allocated to each employee for his or her use during a specific period, or general access may be provided as outlined below.

In the Province of Prince Edward Island, one department has established an employee-driven Learning Account. A set amount of monies is allocated to this account on an annual basis. Senior management set broad parameters for the use of the fund, but an employee "Board of Directors" developed the specific criteria and administer its use. Any employee who wishes to access Learning Account funds makes application to this "Board of Directors". Approval from their supervisor is needed only for any time off associated with the learning activity. If they meet the criteria, they receive the requested funds. Applications are processed on a first-come first-served basis; once the funds have been used up, the Account is closed off for that year. The Learning Account has been well accepted by the employee group, primarily because they feel it gives them a measure of control over their own development.

The Personnel Administration Office will provide advice and assistance to departments in implementing Learning Accounts

Indicators of Learning

Development of a learning culture does not happen overnight. It takes time, and a combination of strategies. Regular measurement is essential to monitor progress and make adjustments to these strategies.

Indicators should provide data on both individual and organizational learning. As departments will take different approaches to learning, any of the following indicators could provide useful information.

Indicators of Individual Learning

Corporate Indicators

- managers' and supervisors' assessment of the level of skill and competence of their employees - in relation to current and future needs
- employees' assessment of their level of skill and competence - in relation to both current and future needs
- employees' assessment of organizational support for their learning

Department Indicators

- # of employees with the competencies needed by the department
- % of positions filled by internal candidates, compared to the department's target for internal hires
- employees' assessment of their employability, on leaving the A.P.S.

- assessment of employees remaining with the Alberta public service about their employability
- % of employees involved in learning activities
- employees' assessment of the department's support for their learning
- post-learning assessment by employee and supervisor

Indicators of Organizational Learning

Corporate Indicators

- # of departments that have implemented supports for a learning culture, such as:
 - Competency models
 - Self-directed learning supports
 - Support for professional memberships
 - Learning plans for each employee
 - Rotation/exchange initiatives
 - Recognition programs that recognize learning

Department Indicators

- aggregate level of proficiency for each competency
- ease of meeting new demands with existing resources; e.g. # of employees able to take on new roles
- # of exchanges within or outside the department
- managers' and employees' assessment of the degree to which learning is shared across the department
- # of employees who understand the department's vision, mission and business plan goals

Increasing Awareness about Learning Organizations

An important characteristic of learning organizations is that they learn from their own experience and from the experiences and best practices of others. The Personnel Administration Office will facilitate an increased awareness about learning organizations by:

- circulating the discussion paper, [Towards Continuous Learning: A Learning Incentives Report \(1995\)](#), to all Deputy Ministers, and their Human Resources Directors and executive managers;
- providing information sessions featuring representatives from organizations that have undertaken strategies to promote a learning culture; and
- coordinating the collection and dissemination of best practices information on creating a learning culture, from Alberta public service departments as well as from other public and private sector organizations

Corporate Executive Development Overview

Corporate Executive Development is a comprehensive strategic approach to leadership development and leadership continuity recognizing that senior leaders are a corporate resource.

Major components of this initiative include:

- [Executive Assessment Services](#) is available for Executive Managers in the Alberta government. The objective of this program is to assist with individual development by using feedback from multiple sources, including one's supervisor, peers and direct reports. The feedback is based on competencies from the Deputy Minister and Assistant Deputy Minister profiles.
- **Competency Sessions** are open to all Deputy Ministers, CEOs of the Agencies, Boards and Commissions who are members of the Deputy Ministers' committee, Assistant Deputy Ministers, and participants in Executive Assessment Services. Based on Deputy Minister and Assistant Deputy Minister profiles, these sessions aim to provide high caliber information in the areas of Strategic Thinking, Leadership, Relationship Building, Results Orientation and Resource Management.
- [Deputy Minister](#) and [Assistant Deputy Minister Profiles](#) provide an overview of the role, major responsibilities, accountabilities, operations, and competencies required at this level.
- [Executive Orientation](#) is available to Deputy Ministers, CEOs of the Agencies, Boards and Commissions who are members of the Deputy Ministers' Committee, and Assistant Deputy Ministers. It is a formal, peer orientation program which matches new executives (Associates) with experienced executives (Advisors). The sharing of wisdom in areas such as corporate awareness, environmental savvy, and organizational navigation provides value in areas that are typically difficult to develop without experience.
- **Cross Ministry Initiative Sessions** provide the context and impact to the four Cross Ministry Initiatives outlined in the Government of Alberta Business Plan each year. They are open to all Senior and Executive Managers in the Alberta Public Service.
- **Deputy Minister Quarterly Forums** are open to all Deputy Ministers and their invited guests and provide high caliber speakers on relevant topics.

Key Performance Area: Leading the Organization

INDICATORS		
7. Demonstrated implementation of department performance management practices (Supervisors)		
8. Demonstrated opportunities for staff input and involvement in planning/goal setting for work unit (Supervisors)		
9. Demonstrated support for employee learning & development (Supervisors)		
10. Demonstrated attention to excellence in the work unit (e.g. service, operations, innovation, team work)		
11. Demonstrated participation in departmental initiatives resulting from the Corporate Employee Survey		
12. Demonstrated on-going recognition of employees for contributions – or participation in and support for employee recognition activities		
GOALS / STRATEGIES	TARGETS / MEASURES	RESULTS ACHIEVED

Key Performance Area: (Optional – Department Specific)

INDICATORS		
GOALS / STRATEGIES	TARGETS / MEASURES	RESULTS ACHIEVED

STATEMENT OF COMMITMENT

I commit to all the performance goals outlined for this contract period. Should unforeseen circumstances or issues arise that would have an impact on results or achievement of them, I commit to initiating the process of redefining the affected goals and measures.

_____ Date _____

Manager

REVIEWED AND APPROVED

_____ Date _____

Supervisor

Alberta Innovation and Science
2002 Employee Survey Results
Summary
February 28, 2003

Background

The cross-government employee survey was conducted in late fall, 2002. A total of 117 Innovation and Science employees participated in the survey; of which 52 were management and 65 were non-management. Throughout the process, employee confidentiality was maintained by the survey firm.

The Survey Says..... Key Findings

Overall, 83% of employees said they were satisfied in their work as a Government of Alberta employee, which is 2% higher than the results for all Government employees (81%).

Overall, 68% feel valued as a Government of Alberta employee, compared to 60% of all Government of Alberta employees.

Four major strengths were identified. These are:

- The quality of service that their work unit provides to others.
- The quality of their working relationships with co-workers.
- The balance between their work and personal life (among non-management employees)
- How well their current job matches their interests and skills (among management employees).

Other areas of strength included:

- The department provides support to employees to provide high quality service
- The department helps employees know and understand how the work of their department contributes to government business plan goals.
- The department helps employees know and understand how their work contributes to the achievement of the department's business plan.
- The department helps employees adapt to changes to their job or work environment.
- The department provides support to employees to help them acquire or develop their knowledge and skills that would make them more competitive in the job market.
- Participation in cross-government initiatives.

Areas for improvement:

- Increase satisfaction with the balance between work and personal life (management employees).
- Increase satisfaction with opportunity for input into decisions that affect employees' work (non-management employees).
- Increase satisfaction with how clearly work expectations are communicated to employees (non-management employees).
- Help employees keep informed about any changes to their job or work environment.

Detailed Findings

If you are interested in details of Innovation and Science's survey in comparison to cross government results, please refer to the Innovation and Science website.

Looking Ahead

Ray Bassett has agreed to chair a small team to analyze the survey results in detail; identify priorities and develop an action plan to focus on areas for improvement. The team will be working closely with each business area and will welcome input from all employees. The team will ensure ongoing dialogue with all employees about priority areas.

Contact

Linda Moisey
Human Resources

Annexe 19

**CORPORATE EMPLOYEE SURVEY RESULTS (formerly Core Measures Survey)
2001 - 2002**

SURVEY QUESTIONS	2001		2002		2001		2002		I&S Results	APS Results
	AHW Results	APS Results	AHW Results	APS Results	AHW Results	APS Results	APS Results	Targets		
Perceived Organizational Performance										
You are treated with respect at work.										80%
Your organization provides the support you need to acquire or develop knowledge and skills in your current job		76% agreed		72% agreed		76% agreed	71% agreed			66% agreed
Your organization provides expected outcomes for your work		N/A		66%		70%	68%			66%
When asked for input into decision that affect your work, your input is considered.										62%
You receive the support you need in order to provide high quality services.										62%
Your organization helps you know and understand how well you are performing				66%		68%	63%			61%
You have support you need from your organization to balance your personal and worklife.										60%
Your organization helps you keep informed about any changes to your job or work environment				67%		70%	67%			60%
Your organization helps you know and understand how the work of your department contributes to government business plan goals						59%	56%			57%
Your organization helps you know and understand how your work contributes to the achievement of your department business plan		62%		56%		60%	61%			57%
Your organization provides the support you need to adapt to changes to your job or work environment				64%		67%	59%			53%
Your organization provides support to help you acquire or develop your knowledge and skills that would make you more competitive in the job market		69%		67%		66%	60%			52%
Your organization asks for employee input when they plan business improvements		54%		46%		50%	46%			43%
Your organization provides recognition for your contribution to progress on business goals		50%		50%		53%	46%			42%
Perceived Personal/Job Performance										
You know and understand how your work contributes to the achievement of your department business plan		77%		81%		78%	81%			75%
You know and understand how the work of your department contributes to government business plan goals						71%	77%			71%

You provide high quality service										97%
Your job enables you to apply your knowledge and skills										90%
You have a sense of personal accomplishment in your work										88%
You are aware of where or how to find information on learning and development opportunities										85%
Employee Satisfaction with Selected Aspects of Their Work										
The quality of service that your work unit provides to others										86%
The balance between your work and personal life										74%
The quality of your working relationships with co-workers										87%
Your opportunity for input into decisions that affect your work										60%
How clearly work expectations are communicated to you										65%
How well your current job matches your interests and skills										80%
The learning and development opportunities available to you										60%
The quality of supervision you receive										68%
The opportunity for career advancement within the Alberta Public Service										41%
The non-monetary recognition you receive for your work										48%
Measures of Work Unit/Departmental Performance										
You receive high quality service from employees within your immediate work group										83%
You receive high quality service from other employees within your department who are not in your immediate work group										70%
Your work unit has effective internal communication processes										70%
Your department has effective internal communication processes										56%
Measures of Supervisors' Performance										
You have an appropriate amount of independence to make decisions about your daily work.										89%
You can talk openly and honestly with your supervisor about your work										81%
The feedback you receive from your supervisor helps you improve your performance										68%
You receive timely recognition or acknowledgement for your work from your supervisor										63%
Measures of Cultural Change										
Over the past 12 months, have you been a member of a group or team that was involved with, or worked together on, a provincial government or department initiative?						49% Yes	42% Yes			47% Yes
When thinking about this initiative(s), did any of them have at least one participant from a different government department or agency?						70% Yes	68% Yes			73% Yes
Level of agreement that departments are cooperating to achieve the goals and priorities of the Government of Alberta						64% agreed	55% agreed			54% agreed
Looking back over the past three years, would you say the degree of cooperation between departments has increased, decreased or stayed about the same?										44% Increased in
Supervisors' Views of Employee Performance and the Ability to Attract and Retain Employees										

The employees you manage have the skills and knowledge to meet the current requirements of their job		85%		93%		91%	88%			90%
The employees you manage have the skills and knowledge to meet the anticipated requirements of their job over the next 3 years		82%		81%		81%	79%			83%
When filling approved positions, you are able to attract the employees you need							46%			54%
You are able to retain the employees you need							53%			63%
Overall Employee Satisfaction										
Overall, how satisfied are you in your work as a Government of Alberta employee?		78%		80%		85%	82%			81%
To what extent do you agree or disagree that overall, you feel valued as a Government of Alberta employee										60%