

出國報告(出國類別：考察)

俄羅斯及瑞典 人力資源發展機構考察報告

服務機關： 行政院人事行政局、公務人力發展中心

姓名職稱： 處 長：陳國輝

輔導員：黃倩如、謝政彥

科 員：孟繁宗

派赴國家： 俄羅斯、瑞典

出國期間： 94 年 9 月 26 日至 10 月 5 日

報告日期： 94 年 12 月 21 日

摘 要

行政院人事行政局及公務人力發展中心為建立訓練業務交流與互訪機制，並吸取他國人力資源發展業務成功經驗，特規劃訪問俄羅斯及瑞典，瞭解該二國於人資發展業務的現況，以增進雙方訓練學術與實務之提昇。

本次考察行程共計拜訪莫斯科公務學院、俄羅斯國家公務學院、瑞典外交部外交人員訓練中心、瑞典政府公務人員訓練中心等 4 個公務訓練機構，並依據參訪所得研提下列建議：1.未來我國應考慮整合選訓用三個部分，讓公務訓練得以發揮實質效果；2.訓練機構為永續經營，應發展各種不同特色及領域之招牌訓練課程；3.建議持續與俄羅斯及瑞典政府進行訓練業務交流，如有合適之個案可考慮派中高階官員互訪；4.政策宣導型訓練宜以發展內容充實之線上課程來取代；5.領導與管理類訓練課程需長期之發展及追蹤，應採取精英制小班訓練；6.應發展公務員之個人職涯發展檔案，並讓其主管人員參與訓練評估之過程，才能落實訓用合一。

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行政院人事行政局 94 年度人力資源發展機構業務運作赴俄羅斯、瑞典考察報告

壹、考察目的

行政院人事行政局及公務人力發展中心為建立訓練業務交流與互訪機制，並吸取他國人力資源發展業務成功經驗，繼 92 年 12 月王前主任漢源率領研究組蕭組長訪問俄羅斯，為雙方的業務交流展開歷史性的新頁之後，規劃再次訪問俄羅斯瞭解該國於人資發展業務的現況。

本考察團原規劃繼俄羅斯參訪行程之後，順道行經韓國並參訪韓國中央公務員教育院，惟因 10 月上旬適逢韓國國定假日及民俗節日假期，使得俄羅斯參訪行成無法與韓國銜接。經過數度與我國駐外館所同仁密切聯繫與接洽後，本考察團惋惜之餘，爰議以鄰近俄羅斯之瑞典取代韓國，期使獲得更多的訪察結果。

瑞典政府對於人力資源及培訓業務發展多年，制度完備而先進。本次在變更方案獲得核定極為緊迫的 3 天準備期之後，仍得以首次赴瑞典考察訪問人力資源發展業務，實歸功於我國外交部駐瑞典代表處邱大使仲仁與全體同仁近年來與該國政府官員建立的信任及友誼，同時也藉由這次機會開啟兩國訓練業務聯繫與交流之管道。

貳、考察過程

本次出國考察期間為民國 94 年 9 月 26 日至 10 月 5 日，為期 10 天，由行政院人事行政局考訓處陳處長國輝擔任團長，其中俄羅斯訪問重點在於建立與維持台俄雙方公務訓練機構交流互訪以及增進雙方訓練學術與實務提昇。而瑞典訪問重點則聚焦為中高階公務人員培訓制度以及公務訓練機構運作狀況。

茲將本次考察行程列如下表 1：

表 1 赴俄羅斯、瑞典考察行程表

94 年度公務人力發展中心人力資源發展機構業務運作				
赴俄羅斯、瑞典考察行程表				
日次	日期 (星期)	訪問機構	訪問行程及會見人員	地點
1	9/26 (一)	啟程：臺北 - 莫斯科		
2	9/27 (二)	中午抵達莫斯科 駐俄羅斯代表處	1.報告此行訪問重點及致謝 2.由文化組李組長明、黃秘書馨 萱陪同拜會陳代表榮傑	莫斯科
3	9/28 (三)	莫斯科公務學院 (Moscow Academy of Government and Municipal Management, 簡稱 MAGMU)	參觀莫斯科公務學院培訓業務並 進行實務經驗座談 拜會第一副校長 Mr. Oleg A. Trifonov 及跨部門教育中心主任 Mr. Balbeko Anatolii Mihailovich	
4	9/29 (四)	俄羅斯國家公務學院 (Russian State Academy of State Employee, 簡稱 RAGS)	參觀莫斯科公務學院培訓業務並 進行實務經驗座談 拜會榮譽副校長 Dr. Anatoly P. Tupikin 及國際交流中心主任 Mr. Vladimir Kolodnikov	
5	9/30 (五)	資料整理	參觀市政建設	
6	10/1 (六)	莫斯科 - 斯德哥爾摩	參觀市政建設	斯德哥 爾摩

94 年度公務人力發展中心人力資源發展機構業務運作

赴俄羅斯、瑞典考察行程表

日次	日期 (星期)	訪問機構	訪問行程及會見人員	地點
7	10/2 (日)	資料整理	參觀市政建設 由馬組長鍾麟陪同拜會邱大使仲仁伉儷報告此行訪問重點，並與代表處同仁餐敘	斯德哥爾摩
8	10/3 (一)	瑞典政府外交部外交人員訓練中心	參觀瑞典政府外交部外交人員訓練中心並進行實務經驗訪談 拜會瑞典外交部教育訓練主任 (Ms. Gunilla E Magnusson)	
9	10/4 (二)	瑞典政府公務人員訓練中心	1. 參觀瑞典政府外交部外交人員訓練中心並進行實務經驗訪談 2. 拜會瑞典政府人力資源發展處人力發展處科長 Ms. Lillian Malmstrom、儲備公務人員訓練招生主任 Mr. Hans Nergell、公務人員訓練計畫主任 Ms. Veronica Stalbo	
10	10/5 (三)	返程：斯德哥爾摩 - 臺北		

參、考察訪問心得

一、俄羅斯

(一)俄羅斯聯邦政府及文官培訓

俄羅斯聯邦位於歐洲東部及亞洲北部，是全世界幅員最大的國家。俄羅斯聯邦下轄 21 個自治共和國，6 個邊疆區及 49 個州、2 個直轄市(莫斯科及聖彼得堡)。蘇聯解體後，俄羅斯聯邦仍沿用蘇聯的國家機構體制，由聯邦議會、政府、法院組成國家權力機構。國家元首為總統，採行行政、立法、司法三權分立。俄羅斯聯邦的行政機構為俄羅斯聯邦政府，政府首長為總理，由總統提名經杜馬議會同意後再由總統任命。

俄羅斯聯邦政府設有 12 個總統轄下之公務學院，以俄羅斯公務學院為首，協調整個俄羅斯聯邦境內設有包括莫斯科公務學院在內的 11 個地方性分支機構，整體上類似於一個聯合大學系統(或可將其命名為俄羅斯全國公務聯合大學系統)，構成規模龐大而完整的教育與訓練機構體系。除了辦理研究所專門教育之外，即以公務訓練為主。

公務訓練又可以區分為三種：升級訓練(upgrading)、培育訓練(retraining)以及專題研討會(subject seminars)，並採行收費制，由國家編列公務預算支付機構運作基本費用，此一部分約只佔總經費的三分之一，其餘三分之二則是向參訓者服務機關(包括國營企業及中小型民間企業)收取相關費用，或是以與大型國營企業(石油公司或銀行)建立研究交流的方式，請求捐贈相關的訓練設備。

根據俄羅斯聯邦政府之規定，現職公務員每 3 年必須回到學院去進行專業上之實務訓練，參訓的時間至少要達 2 個星期，最多不得離開工作 3 個月以上，並取得相關的證明。謹將參訪 2 個機構之簡介及心得略述於後。

(二)參訪機構簡介 莫斯科公務學院

(Moscow Academy of Government and Municipal Management, 簡稱 MAGMU)

1.組織與業務

莫斯科公務管理學院（MAGMU）成立於 1970 年，依據 2001 年 1 月 3 日的命令第 24p-0069 號，以及國家命令 2000 年 5 月 17 日第 25-1003 號命令，由政府授權從事培訓業務，且此培訓範圍包括專業的培訓教育。該學院自詡定位為俄羅斯州級公務人員區域性的培訓中心，並以俄羅斯聯邦總統命名之。MAGMU 同時也是軍職退休人員最多的學院。如果按照招收學員的年齡來看，幾乎是 30 到 50 歲左右的公務人員，很多是原來在軍方體系的專職人員，在此接受五個月的第二專長轉換訓練。經過訓練之後，MAGMU 的畢業文憑可以代表第二專長的證明，透過政府安排及引介，讓學員進入企業以及政府或是軍事部門任職。

俄羅斯學制與我國有極大的不同，在俄國進入公職的管道是接受完大學教育之後，如果對政府工作有興趣者可以申請到國家或地方公務體系工作，然後在工作後，選擇接受公務人員培訓的課程，取得相關的文憑，正式成為國家或地方公務體系之公務人員。因此 MAGMU 也招收研究生，結業時授予碩士學位，教授對於研究生的挑選相當嚴格，申請入學者必須具有工作經驗。學院也設置博士班，前來進修的有財政官員，也有審計官等。培訓之後政府可以依照其需求來進行任用。或者是提供給有需要的聯邦地區來任用。很多研究生畢業以後進入到國家部會層級去工作，成為中高階行政官員。

MAGMU 著重基礎科學學習，其研討的範圍以中央聯邦成員之政府與市政管理為主。學院所培育聯邦政府級與市政府級的公務人員，包括領導階級、企業中的專業人士，都是組織發展成型的關鍵人物。每年近 4000 名在領導專業階層的公務人員，在此接受政府管理學訓練，此外也致力於軍事體系公務人員的培養和訓練，以補充軍務人員軍事專門知識，充實軍事體系。

MAGMU 組織分為 6 個中心及 4 個分部，又設有 9 個科系：1.國家與市政管理；2.財務，會計與審計；3.小型與中型企業組織經濟；4.資訊科技；5.產業生態；6.法律；7.國家區域經濟理論與實務；8.管理社會學與心理學；9.銀行實務等。

2.訓練課程

MAGMU 有超過 45 種以上的專業培訓課程以及專長轉換訓練，來此進修之公務人員在學院裡能夠接受到全方位面向且一定品質的教育以及諮商服務，包括研究生培訓以及論文答辯，亦可至國外大學或商學院進行實習。

學習課程的架構，係以現代理論為依據，結合了國家管理實務以及細節的方法論，並以訓用合一的原則來設計。MAGMU 長期以來的工作是透過一系列實際的操作來瞭解俄羅斯聯邦境內的市政實務，達到引導基礎的以及實用的科學研究。

其基礎學習課程包括：1.國家與市政管理；2.基礎俄羅斯聯邦公務體系；3.國家級區域經濟管理法則；4.財務與會計；5.審計管理；6.投資政策與企業規劃之財務問題；7.稅務政策與新稅制；8.企業活動的法律基礎；9.國家基礎與管理實務；10.保險學；11.小型與中型企業組織經濟；12.電信科技；13.資訊科技；14.現代工業生產造成經濟生態問題；15.俄羅斯聯邦境內自然環境資源利用的生態經濟與法律問題；16.人事管理；17.檔案保護管理；18.國民生計經濟改革基礎規則；19.智慧財產特別保護管理；20.勞動保護與安全；21.經濟安全；22.市場行銷學；23.公共關係等。

3.講座延聘

MAGMU 所聘請的講座，都是經由高教學及研究標準去評估出來的，其中許多是全博士，同時還必須對於政府運作非常熟悉。俄羅斯全博士學位的定義其實是遠高於歐洲其他國家所定義的博士(全俄羅斯聯邦僅有三萬五千名全博士，平均年齡六十二歲)。

MAGMU 內設有研究院士，這些研究院士係由總統或政府任命，如前任勞動部部長即被政府任命為行政管理研究室院士，除了教學之外，更重要的是研究俄羅斯境內的公共事務，研擬新的法案。這些新研擬法案，經過總統核定後是可以真正執行推動的。例如，整個公務體系改革面臨最重要的問題，是公務員本身的薪資，退休，社會保險，社會福利，交通等等問題，新法案的設計就是按照勞工法所定義研究給予公務員保障的法案。

MAGMU 的講座都是專職，並無兼任講座，為彌補不足，某些偏重實務的課程，

國務院就會派實務經驗豐富的官員前來協同教學，以達成理論與實務兼具的訓練成效。

(三)參訪機構簡介 俄羅斯公務學院

(Russian Academy of Public Administration , 簡稱 RAPA)

1.組織與業務

俄羅斯公務學院 (RAPA) 是俄羅斯聯邦總統轄下，根據 1994 年 7 月 6 日經由總統發布第 1140 號行政命令而正式成立，其設立之宗旨包括：1.對現任高階文官與儲備擔任高階文官者提供專業教育、培育訓練及升級訓練；2.針動公共行政領域議題進行理論性研究與應用性研究；3.對於國家重要政策提出建議；4.對於行政改革與依法行政提出建議；5.針對公共行政領域議題推動國際性的計畫與專案；6.對於地區性的公務人員教育與訓練活動進行協調。

RAPA 隸屬於俄羅斯聯邦總統府人事處，與俄羅斯聯邦的各種的聯邦政府機關保持密切互動，包括：總統府的行政部門、政府（內閣）、聯邦議會、高等調解法院等。

RAPA 設有 24 個系及 28 個行政單位，其教學單位聘用 350 位以上的專任講座，半數以上教授具全博士學位。多年以來，RAPA 以優秀的師資，提供不同領域內的訓練，成為最為自豪的特色之一。當然也如同上述的莫斯科公務學院，設有研究所專門教育，培育有工作經驗的大學畢業生成為聯邦及地方政府的中高階文官。

除了研究所專門教育之外，RAPA 學員以資深聯邦和地方政府官員、從政人士、俄羅斯的銀行和工商業界卓著的成員為主。其中以聯邦政府副司處長(deputy director)以上的高階文官為主要的培訓對象，迄今培訓過最高階的是聯邦政府的財務總長。大型企業(石油公司及銀行)以及 NGO (非政府組織) 等亦委託其進行培訓，另有很多社會人士前來參訓，甚至是世界性的宗教領袖等。

該學院提供的訓練並非制式的教育，而是屬於要在政府部門工作所需要的技能、每天在工作時候會遇到的問題以及所需要的技術等。該學院也提供企業人士

訓練課程，此種訓練課程訓期為 2 週，費用為 1 萬 8 千元俄羅斯盧布(約新台幣 2 萬元)。

2.訓練課程

RAPA 的專門領域分為十項：1.國家與市政管理；2.法律學；3.債信的財政；4.國家經濟；5.勞動經濟學；6.危機管理；7.政治學；8.心理學；9.社會學；10.應用資訊學(應用於國家與市政管理)。

關於課程實施的方式分為住校、不住校及混合式三種方式，若從學員參加訓練是否離開工作的角度來看，尚可將之區分為全時參加訓練及以部分辦公時間參加訓練二種。

公務訓練是 RAPA 最核心的優先工作，一共有超過 70 種訓練課程可以選擇，包括：1.文官體系與人力資源政策;2.公務人員管理;3.公務管理;4.公務管理的主體性;5.公務管理的內容;6.結構與科技；7.公務與市政管理的法律支持;8.經濟政策與社會發展;9.關於市場經濟的國家管制；10.有關財政、債信與稅賦的國家政策；11.國家與行政控制；12.公共行政與國家安全；13.俄羅斯外部經濟活動；14.公務人員的心理支持服務；15.區域發展管理；16.自然資源利用的行政管理；17.文官體系與資訊科技控制；18.危機管理；19.俄羅斯聯邦的國際關係等。

RAPA 還有一個俄羅斯全境獨一無二的課程，名為「Relations within State」，更是為了俄羅斯高階之政治菁英所精心打造之招牌課程。

3.訓練成效評估

RAPA 對於訓練成效的評估採取雙向互評的機制，同時給予學員及授課講座問卷，由行政人員綜合研析二方之意見，如果訓練成效不如預期，便會將召開相關座談會與講座共同研商改進之方式。

4.數位學習(e-learning)

RAPA 發展數位學習的時間僅為 2 年之久，實施的方式是先透過衛星傳送專屬攝影棚內總統或是行政首長的談話畫面，再請遠端的官員以網路聊天室(Internet Chat)

等工具交換彼此之意見。亦邀請重要的官員前來電腦教室進行混成學習(Blended Learning)。該中心教學專用的電腦教室有 30 個座位，也設置網站 (www.rags.ru)及教材資料庫。講座授課時透過電腦的設備及監控系統了解每位學員學習之情況，即時依照不同的情況管控學員的學習進度與情況。

RAPA 也提供自修的培訓課程，如古希臘的歷史、公共管理、醫藥學以及農業學等，並透過線上評量來瞭解學習成效。其教材資料庫內有三種語言 英文、俄文、烏克蘭文之資料，版權全歸屬於政府所有。

5. 合作交流

RAPA 與俄羅斯境內 11 個地方公務學院建立成為一個完整的公務訓練體系與網路，RAPA 對於地方公務學院有監督協調之權，但各地方公務學院之業務及財務皆為獨立運作。

RAPA 之國際合作中心，自 4 年前成立之後，即與世界各國保持密切交流與合作，尤其是歐盟各國。如德國是最先派政府官員來參訓的國家，還有英國及義大利等，都是由該國負擔相關的訓練經費，派遣官員前來研習。RAPA 也派員到加拿大進修 MBA 及 EMBA 學位。

6. 學員事務與生活輔導

RAPA 重視學生的生活輔導，在重大的節日之前都會舉辦慶祝活動，如每年的基督教耶誕節、新年及俄羅斯的耶誕節等。

7. 訓練資源與設施

RAPA 的訓練資源不僅止於實體訓練及線上學習方面，由於專門領域研究師資與人才豐沛，且俄羅斯國境內所屬的 12 個公務學院訓練容量僅能滿足約每年公務訓練需求量之 18%，因此編製政府法規及法規解釋彙編的教科書以函授的方式，來滿足廣大公務員教育之需求，本考察團將其譬喻為我國早期的空中行專及空中行專專用教科書，對於幅員遼闊的俄羅斯聯邦，不失為一種很好的方式。

位於 RAPA 主行政大樓之一間書店，販售學院編印之教科書及許多專門書籍，

目前已成為莫斯科市區內學術書籍種類最為齊全之書店之一。學院圖書館的 2 百萬冊文獻，也滿足了師生教育、學術、訓練或研究上之需求。

硬體設備方面，RAPA 位於莫斯科西南區，係由 2 個學術大廈，包括空間 120000 平方公尺的教室和共計 1300 間單人和雙人房的 2 棟宿舍而組成，各項設施便利，距 "Jugo-Zapadnaja" 地鐵站約 200 公尺。學術大廈提供 2 個禮堂，分別有 910 個和 400 個座位，13 種不同的觀眾席提供 50 到 250 個座位，以及提供 15 到 50 名學生使用的 50 間教室。上述若干座位備有同步翻譯功能。近 2 年來還增加電子佈告欄，將每日的訓練活動透過電腦螢幕顯示，讓學員不致迷失方向。

至於學員生活設施方面，則設有許多自助餐廳和餐館，供應學生、職員和訪客伙食。也設有網球場、體育館和其它運動設施以及醫療中心，整體設施雖有約 20 年歷史，但仍是俄羅斯境內最先進之訓練設施之一。

本次訪察另發現 RAPA 也正興建一棟新的住宿大樓，未來將比照星級旅館的標準來經營，這點與公務人力發展中心結合民間資源，充分發揮訓練設施效益之做法不謀而合。

(四)俄羅斯考察心得

茲將訪察過俄羅斯聯邦政府最主要的公務訓練機構之收穫歸納如下：

- 1.俄羅斯公務學院及 11 個分支學院兼具智庫功能，讓公務訓練有堅強的專業研發團隊，而且能夠配合政策研擬法案，進一步具體透過公務人員的培訓落實到公務運行之中，環節緊密相扣，可謂讓公務訓練成為國家進步及施政改革的途徑。
- 2.莫斯科公務學院為了配合大量軍職人員退伍而積極開辦專長轉換訓練，訓期長達 5 個月，之後在政府的安排下重新任職，此種公務人力移轉方式或許可做為我國未來規劃專長轉換訓練之參考。
- 3.俄羅斯公務學院及莫斯科公務學院之講座皆為專任，但必要時採用雙講座方式，邀請資深官員與專任講座一起授課，以避免過於理論，並確保訓練品質

達到理論與實務兼具之做法十分值得參考與效法。

- 4.俄羅斯聯邦政府僅滿足三分之一之基本運作經費，但其餘以自籌財源補足，此種預算控管方式似乎有其成效，讓政府不必無止盡地投入大量之經費，對於個別之公務學院而言，不僅能擬定發展策略與社會緊密互動，也維持了訓練專業及規劃課程之自主性。
- 5.正如俄羅斯公務學院極為重視招牌課程一樣，訓練機構之價值在於招牌課程以及優質的訓練人員，這才能具有說服力及影響力，因此挹注一定訓練與專家資源來開發招牌課程實應為我國各訓練機構之要務。
- 6.俄羅斯公務學院數位學習發展在 2 年之內進步神速，實令本考察團印象深刻，尤其該學院不因工具導向而迷失，致力於內容及教材資料庫的研發，再融合及發揮混成學習之優點，審慎評估成效後再投入，相信將是未來我國訓練機構推動數位學習應遵循之定律。
- 7.俄羅斯公務學院以編撰教科書，法令解釋彙編等書籍及開發線上課程做為滿足公務訓練需求之利器，我國早期雖有空中行專及行專用書之方式，卻未能與公務實務結合來發揮政策訓練之效益，未來或許可考慮予以整合。
- 8.俄羅斯公務學院訓練成效評估之方式是採用講座及學員雙向互評，然後再由訓練規劃人員綜合評量，此種作法兼顧衡平性並且能夠回饋到訓練規劃之中，值得效法與學習。

二、瑞典

(一)瑞典政府及文官培訓

瑞典王國(The Kingdom of Sweden)是我國位於北歐重要的貿易夥伴，其全國人口約為 9 百萬人，西元 1523 年由古王國正式成為獨立王國，1809 年頒佈憲法，實行君主立憲制度，其政權分隸於國王及國會，之後逐漸演進為 1917 年之內閣制度。兩次世界大戰中，瑞典均得以保持中立而未受戰爭之破壞，其政經建設亦得以繼續發展，成為社會福利國制度極為完善之國家。

瑞典國會 Riksdag (<http://www.riksdagen.se>) 為國家最高決策機關，採一院制，每隔 4 年由瑞典公民選出國會議員組成國會。新政府之產生程序係由國會議長主導，首先提出總理候選人經國會討論，若未超過半數國會議員反對，即由國會議長任命。內閣(The Cabinet)主掌行政權，向國會負責，且內閣之政策需經國會議長簽署，內閣閣員則由總理提請國會同意後任命。

內閣決策與運作的方式是透過週四舉行的正式內閣會議達成政務之共識，由於每年多達一萬件以上的重要政務案件無法一一提報於該會議，因此通常由主辦的部門先行開會協調及籌劃，再提報到內閣會議做成最後的正式決策。

主導行政權的行政體系由政府辦公室(The Government Offices)及約 525 個執行機關(Government Agencies)所組成。政府辦公室又分為三大部分：首相辦公室(The Prime Minister ' s Office)、各部會(The Ministries)：司法部(Ministry of Justice)、外交部(Ministry of Foreign Affairs)、國防部(Ministry of Defense)、健康及社會事務部(Ministry of Health and Social affairs)、財政部(Ministry of Finance)、教育研究及文化部(Ministry of Education Research and Culture)、農業、食物暨消費者事務部(Ministry of Agriculture, Food and Consumer Affairs)、永續發展部(Ministry of Sustainable Development)、工業、就業暨通訊部(Ministry of Industry, Employment and Communications)等 10 部會以及公共事務辦公室(The Office for Administrative Affairs)。其人員之遴用具有很大彈性。每個部會除部長外，並任命一位政務次長(State Secretary)、公關次長(Press Secretary)或是一至多位的顧問(Political Advisers)做為決策諮詢，任期與部長相同。

政府辦公室的任務為：1.決定施政方針及設定優先議題，幫助瑞典國國王治理國家及處理政治事務；2.打破部門間的藩籬，建構成一個以合作代替諮詢的有機組織；3.採用新的工作（計畫、工作小組、契約）方法以強化創新及彈性的能力；4.建立共通的規則、基準及價值以型塑新組織文化；5.構建一個可以提供職涯發展、陞遷、規劃、專業形成、招募新進優秀員工之穩定系統；6.加強政府當局指導監督的能力；7.維持行政支援系統的流暢性。

瑞典政府組織的一大特色是規模極小的政府辦公室，但有數量與規模都龐大的

執行機關。這種弱幹強枝的體系源自其強調「分權」的行政制度，中央的部級機關僅負責政策的擬定，至於實際的推動實行，幾乎全部委由為數多達 525 個、員工人數 20 餘萬、遍及全國的執行機關來負責。

執行機關顧名思義，負責中央政府或地方政府政策的執行，這些所屬機關有的屬於中央、有的則隸屬於地方，他們的首長雖然由政府任命，但是卻不隨著政權交替而更換，任期長達 6 年。執行機關擁有非常可觀的自主權，舉凡施政目標與預算的訂定、施政方針與策略的訂定、組織內部的結構及人力的晉用等，都可以自行決定，部會首長依法是不可以干預的。因此部會與執行機關間の間接領導與溝通是相當重要的，整個政府辦公室有極大比率，約 500 名之人員，是處理與執行機關有關的業務。

根據瑞典官方統計，截至 2004 年底為止，瑞典政府辦公室內有 4621 名官員，其中 182 名為上述任期制之政務人員，其餘則為常任人員，不受內閣改組之影響。常任人員主要的職務是執行國內及國外之各項行政事務，每年依據施政目標負責管理及監督執行機關，而有時也包括歐盟等國際事務的交涉等。若以擔任職務來劃分，可切割為外交官員(派駐海外使節團 1472 人及外交部本部 35 人,合計為 1507 人)及行政官員 3114 人。

透過我國駐瑞典代表處的安排，本考察團得以進入瑞典外交部及公務人員訓練中心參觀訪問，所有成員深感榮幸，並轉達本局及公務人力發展中心與其繼續合作交流之意願，謹將參訪二個機構之簡介及心得略述於後。

(二)參訪機構簡介 瑞典外交部外交人員訓練中心

瑞典外交部人力資源發展處(Foreign Service Human Resources Department)隸屬於外交部(Ministry for Foreign Affairs)，其教育訓練由人資發展科(Section for Human Resources Development, 簡稱 P-UTV)來執行。2003 年訓練計畫中，P-UTV 自我定位為積極扮演策略、諮詢及行政之角色，致力於外交人員的職能發展以符合組織的需求。亦即成為海外及瑞典國內外交人員在職涯中最重要的支持。除了開辦各種職能課

程，和人事處及語言部門組成密切的工作小組，並負責協調相關的組織及資源，包括與首相辦公室、瑞典國際發展部門(The Swedish International Development Agency)、移民署(The Swedish Migration Board)、貿易出口委員會(The Swedish Export Council)、國防學院(The Swedish National Defence College)以及警政署(The National Police Board)。

1.訓練課程

P-UTV 訓練活動囊括外語訓練、領導管理訓練、行政發展訓練、國際貿易及投資訓練及其它所有專業領域：

P-UTV 的外語訓練對於外交人員有相當大的幫助，事實上瑞典身為歐盟會員國之一，外交人員的語言能力是重要的基礎。根據 P-UTV 主管 Ms.Gunilla E. Magusson 女士提供的統計資料，瑞典外交人員每位平均具備 7.9 種專長語言，而後續公務人員培訓中心之參訪也驗證了每位新進外交人員都先提出具備之語言專長，還要填寫相關語文能力之自評表(見附錄 1)，此一自評表是歐盟國共同之標準，經過嚴格的甄選及新進訓練後，P-UTV 再予以不斷的訓練，以求語言能力更加精熟。這些外語訓練可能是於外交部舉行，也有到其它的訓練單位參加訓練。

P-UTV 領導及管理的訓練目的在於幫助領導者擔負起身為領導者及管理者的責任，該系列活動採用了 2002 年由外交部新修訂的管理者指標(Manager Criteria)，同時也試發展成一套評估回饋系統(Farax)在某些部門中試用，人事部門(The Personnel Department)將提供結構化計畫書及工具，讓新進主管在一年之中，從他們的主管以及職務的執行獲得回饋結果。P-UTV 也安排與資深官員或高階官員個別工作指導的機會，凡於過去 5 年內參加過此訓練之主管將被邀請參加個別進階管理訓練，進階訓練是由外部顧問及內部主管共同策劃辦理。而也有數位主管在外交部內部顧問的安排下一起來進行團體的管理訓練。P-UTV 另外提供了團隊建立的課程機會。

行政發展訓練部分，多年來 P-UTV 建立了一套行政領域發展指標，包括基礎檔案課程，2003 年還有一個海外大使官員的研討會以及預算新制的訓練。

P-UTV 國外貿易及投資訓練目的是增進貿易及投資的知識及行銷能力，這部分

與瑞典貿易及新聞部及相關的政府組織及企業一起研討，同時也涵括該區域的外交派駐人員在內。P-UTV 將安排特定幾次之團體發展訓練，並支付所有費用。

其餘還有人權與國際法、中階主管、新進人員、海外派駐前之準備、性別及平權、工作環境及防護、環境生態、國際事務、個人職涯發展、特定核心領域 貿易政策、媒體及資訊、外交及安全政策、領事事務及公民法律、移民及庇護政策、國際發展與合作等。

2.訓練品質的確保及評估

P-UTV 有多元化之機制，除了上述用於領導及管理訓練的評估回饋系統(Farax)之外，由於大量訓練活動之需，P-UTV 專責人員也擔任內部講座，以持續觀察發展及精進各項訓練。另有以專案進行的訓練來支援發展中的訓練活動。

P-UTV 於人事檔案中設置了核心職能 (Competence Profile)及個人職涯檔案等相關的表格文件(附錄 2 至 6)，這是一種兼顧個人及組織的需求來檢視可能的核心職能需求的評估工具，除了發掘潛藏的核心能力，還可做為主管及部屬之間討論工作及安排職務的工具之一。

而 P-UTV 為了突破時空限制，也提供 E-Learning 以及彈性的混成學習工具如 CD-ROM，網路學習以及自學教材給外交人員。

為了確認學習成效，P-UTV 提供資訊技能的自我檢測機會，通常是安排於訓練活動之後以延伸訓練效果。

3.講座延聘與教材著作權

P-UTV 的講座有外聘講座及內聘講座二種，外聘講座當然是聘請學者專家前來授課，內聘講座為政府官員及外交部官員。外聘講座可支領鐘點費，而內聘講座則不支領費用。

有關授課時所使用的講義，P-UTV 希望講座提供授課簡報檔，並於課後置於內部網站供學員參考，但如有特殊情形，會依個案不同另支給講座有關教材及版權的費用，這一部分則沒有統一的標準，完全視個案狀況而定。

4.訓練經費來源

P-UTV 來自政府人資處行政預算的額度約為 650 萬瑞典克朗(約新台幣 2895 萬元)，用以支付自辦之訓練。也透過程序協調合作的部會或法人，為他們受訓的學員來支付訓練費用，額度約為 250 萬瑞典克朗(約新台幣 1113 萬元)，用以支付境內約 1000 名員工之訓練費用。派駐海外之外交人員在某些特定情況下可獲得 The Bogeman-Stackelbergs Foundation 基金會的贊助，訓練經費約為 200 萬克朗 (約 890 萬新台幣)。此外，The Johnsonska Foundation 也贊助新進海外派駐官員所需相關書籍之費用。

5.訓練人力配置及學習輔導

P-UTV 部門內設有 6 位專業人員、4 位行政人員以及 2 位助理。

P-UTV 在學習輔導方面是專注於訓練與課程的安排上，學員受訓期間並不供應膳宿，從參訪過程當中，發現其交誼區的牆面上留下每屆新進外交人員結訓之合照，Ms.Gunilla E. Magusson 女士對於重要的學員以及這些學員後續擔任的職務都能津津樂道，讓本考察團成員充份感受到其訓練專業及對於學員的熱忱。

6.訓練設施

P-UTV 設於外交部大樓內，4 樓有 7 間研討教室，15 樓有 1 間電腦訓練教室，6 樓有 3 間電腦教室。在 Ms.Gunilla E. Magusson 女士的帶領之下，本考察團成員參觀了 4 樓整個訓練設施，發現訓練空間小巧而雅緻，最大的教室容納量不超過 40 人，而且這些設施也提供外交部人員集會研討或是演講使用。樓層的中央是一稍大的交誼空間，備有簡單的茶水咖啡及點心，供訓練學員於休息時取用。外交部一樓內也設有外交部圖書館，相關的參考資料都收藏於此，並有專責人員管理。

(三)瑞典政府人力資源發展處公務人員訓練中心

1.組織及業務

瑞典政府人力資源發展處(Department of Human Resource Development)隸屬於行政

事務室(Office for Administrative Affairs)，該室負責跨部會的協調工作及中央政府執掌功能的調整。為達成此一目標，行政事務室研擬並推動一連串的計畫，包括政府計畫作業與審議功能的強化、部會間協調合作的加強、部會執掌的整併、提升行政效率、工作品質考評、人力資源管理及加強與其他歐洲國家的關係等。

人力資源發展處隸屬於行政事務室，其主要扮演的角色是：1.研發及提供因特定需要而修改後的發展模式、工具及方法；2.與部會就發展和訓練計劃進行對話；3.擬定協調計畫，提高他們的效率；4.達成人力資源管理首長的施政方針；5.與部會裡負責人力資源管理的人員共同持續推展既有的計畫。

主要政策目標為：

(1)促使瑞典政府成為一個吸引人的僱主，能夠招募優秀的員工、激發員工潛能、提供員工發展的環境；

(2)塑造瑞典政府成為一個有效能的組織，並具有下列之特色：

尊重文化、種族及社會狀況的多元化

員工可以發展自己的工作才能

增進部會間、組織間及跨國的交流

人力資源發展處服務的對象是政府辦公室內約 4500 名的公務員，其年度預算達 1,900 萬瑞典克郎(約新台幣 8,455 萬元)，另有儲備公務人員訓練計畫(Trainee Programs) 預算 1,400 萬瑞典克郎(約新台幣 6,230 萬元)，容訓量 1 年約 12,000 人天數，其員工有 21 人。

2.訓練課程

人力資源發展局主要業務區分為下列幾種訓練課程：

1.政府辦公室新進公務人員訓練(Introduction Programs)：每 3 個月辦理 1 次。

2.儲備公務人員訓練計畫(Trainee Programs)：每 2 年辦理 1 次。

3.行銷(Marketing) 關於勞動人力市場及高等教育機構(Labor market and institutes of higher education)

4.公務職涯發展(Career Planning)：此一試驗性質課程計畫的內容無關位階及陞遷，而是提供個人對於事業與家庭等生涯的諮詢。自 2000 年開始發展，共有 2000 人加入此計畫，目前已有 400 人完成此項課程，課程的成效也正送給各部會評估結果。在計畫進行當中，每個參訓者將被指派給數位資深官員來進行 10 次面談，並向其學習工作教導及管理技能，實施以來普獲好評，參訓者一致認為這是非常必要且有價值的課程。

5.長期管理及領導課程計畫(Long term management and leadership programmes : difficult levels of management)：分許多不同層級舉行，也正在評估第 2 年至加拿大進行移地訓練。

人力資源發展局每兩年要辦理一次儲備公務人員招募作業，最近一次是在 2004 年，其過程從 2004 年 1 月中旬公開刊登短篇廣告及公佈網址開始，共約有 2000 人申請，僅錄取 20 名。整個招募過程長達 26 週。其作業流程如表 2 所示：

表 2 瑞典人力資源發展局公務人員招募作業流程

期程	工作項目及重點內容
1 月 15 日	刊登廣告-主要是刊登在報紙及大專院校
1 月 30 日	公開歡迎參觀諮詢
2 月 6 日	申請截止日
2 月 6-20 日	從約 2000 份申請表中，篩選出約 100 人，其基本條件包括 30 歲以下、大專院校以上學歷、外交人員需具備第 3 國語言等
3 月 22 日	筆試：寫作測驗（瑞典語）、英語測驗、40 道包羅萬象的問題（包括政治、地理等）及申請成為公務員的理由
4 月 23 日	筆試後篩選出約 35 人，通知參加評鑑中心 (Assessment Center) 之甄選程序

期程	工作項目及重點內容
5月 10-24 日	到評估中心進行個性人格、能力等一連串的公正甄選
6月 1-11 日	到用人部會接受口試
7月	最後決定錄取人員
9月 1 日	開始晉用敘薪並展開長達 9 個月的新進人員訓練

儲備公務人員的訓練是從團隊建立開始，團隊建立有 5 大項要，包括凝聚力 (Cohesiveness)、角色扮演及行動規則的建立(Roles and Norms)、溝通(Communication)、團隊目標訂定(Goal Specification)及互相依賴(Interdependence)等，訓期共長達 9 個月。為了及早有效進行團隊建立，從學員報到第 1 天下午開始，即在鄉村的會議旅館展開 24 小時的活動，內容包括互相認識、團隊建立及熟悉環境、協力合作、與政治人物會晤、保持學習興趣等。

其後有 15 週的時間是在訓練中心上一般性的課程，但不提供住宿，其中每週有 3 小時英語課程。接下來要到部會、執行機關、私人公司或大使館實習，期間並有兩次的國外參訪活動，第 1 次參訪丹麥、挪威、愛沙尼亞等國。第 2 次是在訓練結束前到土耳其、羅馬尼亞及波蘭去參訪，以了解歐盟的新成員或未來成員的政經情勢，最後測驗撰寫心得報告，並邀請參訪國的大使會參加以英語全程進行之研討會。

另外，為了加強與各部會網絡的建立，在第 2 年 5 月訓練課程結束後，會讓儲備公務人員訓練計畫成員與各部會進行團隊比賽，以最近這一次培育的準公務員而言，即與各部會組成的 22 個隊伍競賽進行龍舟競賽，並獲得第 3 名的佳績。

3. 講座延聘

瑞典人力資源發展處是依照學員工作上的實際需要為考量來聘請講座，尤其注重講座的資歷，其來源可分為內聘及外聘兩種。政府部門內的講座主要是由高階或資深官員來擔任，其負責介紹施政方針、內部規定及有關應注意事項，目前仍是義

務性幫忙，並未支領講座酬勞（因為尚未有此一標準，但未來將研擬合理之酬勞支給標準），外聘的講座則是政府人資主管彼此之間的人際網絡，從學術界如大學及企業界，聘請最頂尖的講座來講授與實務及實用性的課程，如管理、領導類的課程。

4.數位學習(e-learning)

目前該中心仍以課堂上教學為主，並沒有全力開發數位學習的課程。他們認為數位學習並無法取代課堂上的教學，所以只有少部分的數位學習課程，如介紹透明法案（Transparency Law）等才能發揮宣導之效用。學員彼此之間及與講座間面對面的討論、交流、建立網絡等是成人學習極為重要的過程，只讓學員花時間坐在電腦前進行自主式之學習，效果恐怕無法取代實體訓練。不過他們也認為數位學習課程還是會慢慢的推展開來，瑞典政府 2006 年 1 月即將成立了一個新的執行機關，正是為了教育民眾利用政府 e 化服務而設置，將來極有可能會規劃相關數位學習課程。

5.學習成果評量

一般性的問卷調查是每天及每週課程之後都會進行的，而有關領導管理的課程，則以每兩年評估 1 次的方式嘗試進行長時期的評量，目前已經進行了 4 年。由於學員知悉每兩年將會被評估 1 次，他們在學習方面便會認真不懈。實施方式是 360 度的訓練成效評估，人資處除了對參訓學員個人的表現及對於週遭環境事務的看法進行評估，同時也會詢問高階人員的意見，就他們與司處長間的溝通、領導能力等加以綜合評量。每 4 年人事部門還會再進行一次全面性的調查，以使訓練評估兼具深度及廣度。

6.學員事務與生活輔導

如同前述之外交人員訓練中心一樣，瑞典人力資源發展處並不提供學員膳宿，學習輔導便專注於訓練與課程的安排上。以儲備公務人員訓練計畫為例，他們全程拍下了儲備公務人員報到當日的破冰活動狀況，以及後續 9 個月受訓生活中的點點滴滴，製成了約 8 分鐘的短片與本考察團一同回顧與分享，讓我們充分感受到訓練人員的專業與熱忱。

7.訓練設施

瑞典人力資源發展處位於市區的行政事務室之內，雖有一個大型可容納 40 人之大教室以及 20 人 1 間的小教室 3 間，整體空間仍稍顯不足，因而許多的公務人員訓練是借用各部會之可容納 17 至 20 人之研討室，如農業部等。有鑑於此，瑞典政府正興建一棟新的大樓，由知名建築大師來監造，預計完工之後可以提供更先進之訓練設施。

(四)瑞典考察心得

茲將訪察過瑞典政府最主要的公務訓練機構之收穫歸納如下：

- 1.瑞典政府公務人員訓練的特色是層次及訓練目標分明，全力涵養高品質之公務菁英。作為高稅收且高福利之北歐大國，瑞典國民深知擁有廉潔與效能的公職人員是國家、社會及人民的寶貴資產，所以訓練課程強調實質業務能力的提昇以及團隊合作的精神，似並未辦理太多的政策宣導訓練，這點與我國有很大的不同，實發人深省。
- 2.瑞典政府創新執行了公務職涯發展(Career planning)先導計畫。參訓者將被指派給數位資深官員來進行 10 次面談，並向其學習工作教導及管理技能，此種以全人發展及需要之計畫，兼顧了人性及學習成長面，似乎也證實了瑞典政府是一個吸引人的僱主。也印證了雖然公務訓練資源有其限制，但適時適度施予某些職涯發展及潛能開發課程仍有助於公務人員人力素質之提昇。
- 3.瑞典儲備公務人員訓練計畫中以評鑑中心(Assessment Center)之公正甄選方法作為篩選人才之方式，由於我國新進公務人員是仰賴考試制度，無法適用此一方法，但未來以儲備高階領導人才的訓練班期，或許可以參考其中一些做法，用以遴選出具有發展潛力及健全人格之學員。

參、考察建議

此行遠赴遙遠北風的故鄉 俄羅斯及瑞典進行考察，深感該二國政經制度、語

言文化及風土民情等，都與我國有很大的差異，但藉由人力資源發展專業讓我們融合為一體，也充分體認到優質的公務菁英是國力之維繫，無論是在制度面或是實務面上，我們的國家及政府都仍有很大的進步空間。

謹依據參訪過程中所見、所思、所得提出以下的建議：

- 1.俄羅斯瑞典二國對於文官選訓用環節緊密相扣，我國既定之考試制度傳承已久，短期不致更動，但如能整合選訓用三個部分，這樣對於公務之推動或許會有更佳的實質效果。
- 2.訓練機構核心之要務是為國育才，在一片訓練機構整併之風潮之中，以及面對外界對於訓練機構之期待仍僅止於訓練設施的提供以及辦很多訓練，值此之際，訓練機構實應以目標及顧客導向來爭取專業發揮與自主之空間，持續發展各種不同特色及領域之招牌訓練課程，不僅是「辦訓練」，更是「辦好訓練」，如此方能存續並永續經營下去。
- 3.此行未與俄羅斯簽署合作協議，係因雙方語言問題以及長期保持聯繫管道無法建立所致，惟俄羅斯公務學院國際交流中心主任仍指出，若有適合之個案，可以再次研議合作交流之模式及內容。
- 4.任何國家的政經制度發展都與文官體系的中立與再教育密不可分，為了避免政策性宣導訓練流於形式，未來應可與業務主管機關密切通力合作，適切做好訓練需求評估，並發展內容紮實之線上課程。從開發多樣化的線上課程當中，不但可讓學員隨時進行學習，節省實體訓練資源，累積訓練教材，更有利於後續知識管理及追蹤成效。
- 5.領導與管理類訓練是政府機關中高階主管都應接受之訓練，惟此種訓練需要長期的發展與追蹤，必須採取精英制。以俄羅斯及瑞典二國而言，參訓人數都不超過 25 人至 30 人，且訓練都長達 2 週以上，瑞典政府更加入機關內部資深及高階長官之輔導，建議我國辦理此方面之訓練機構及主管機關應予效法與學習。
- 6.訓練成效評估可以說是整個訓練最為困難的一環，以瑞典政府為例，雖僅只有

4500 名人員，但仍須耗時 4 年才能完成評估。建議未來應研擬每位公職人員之個人職涯發展檔案，並建立回訓機制，如俄羅斯政府規定現職公務人員每 3 年內必須至訓練機構進行至少 2 週相關工作之訓練，讓每位公職人員主動報名參加公務訓練機構之訓練，同時讓主管人員參與工作指導及評估過程，才能落實訓用合一。

肆、精華照片



圖 1 本考察團與俄羅斯公務學院人員合影



圖 2 俄羅斯公務學員榮譽副校長 Anatoly P. Tupikin 接受我本考察團致贈紀念品



圖 3 俄羅斯公務學院數位學習中心一景



圖 4 本考察團與瑞典外交部教育訓練主任 Ms. Gunilla E Magnusson 合影

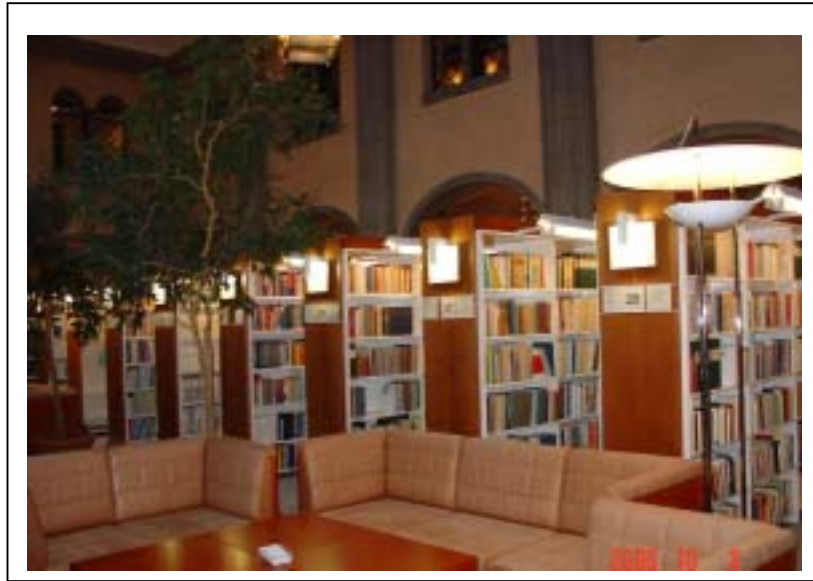


圖 5 瑞典外交部圖書館一景



圖 6 本考察團與瑞典政府人力資源發展處人員合影

伍、附錄

- 一、 Self-assessment grid
- 二、 Competence profile
- 三、 Personal development dialogues
- 四、 Plan for human resources development
- 五、 Sweden ' s Foreign Service Policy for Managers
- 六、 SKILLS Development Policy



Self-assessment grid

FACULTY OF EDUCATION
UNIVERSITÄT UPPSALA



UNIVERSITÄT
UPPSALA

	A1	A2	B1	B2	C1	C2
Understanding	I can understand familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent.
Listening	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.	I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.
Speaking	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers.	I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquisms. I can express myself fluently and convey finer shades of meaning precisely. I can do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.
Spoken interaction	I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	I can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.
Spoken production	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I can write short, simple notes and messages. I can write a very simple personal letter, for example thanking someone for something.	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.	I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter an essay or a report, underlining what I consider to be the salient issues. I can select a style appropriate to the reader in mind.	I can write clear, smoothly-flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.
Writing						

2

COMPETENCE PROFILE

Name: _____	Prepared and approved (date): _____
Signature of staff member _____	Signature of manager _____

Skills

Competence is divided into three categories - skills, knowledge and language proficiency. These categories are in turn divided into different areas. Mark with a cross on the scale A-E the level you consider you are at today. You need only grade the areas in which you feel you have competence. The other areas of competence can be left blank. The assessment of competence levels should be made in relation to the competence required for your assignment. The next step is for you and your manager to go through the profile and discuss it together.

Level A Limited ability
Level E Exceptional ability

Needs To be completed by the manager. Competence needs for the assignment. State the level of skills desirable for the assignment/role.

I am good at/have ability in	A	B	C	D	E	Needs A-E
Administration	-----					
Analysis	-----					
Management	-----					
Decision-making	-----					
Negotiation	-----					
Providing feedback	-----					
Providing service	-----					
Cultural understanding	-----					
Organising my own work	-----					
Teaching others	-----					
Oral presentation	-----					
Written presentation	-----					
Team work	-----					
Establishing/maintaining contacts	-----					
Strategic thinking	-----					
Goal-oriented work	-----					
Being committed	-----					
Displaying good judgment	-----					
Assuming responsibility	-----					
Thinking creatively	-----					
Other specific skills for the department/mission (to be completed before the form is released)	-----					
_____	-----					
_____	-----					
_____	-----					
_____	-----					

Comments:

Knowledge

Level A

Limited knowledge in this area

Level E

Extensive knowledge and great experience in this area

Needs

To be completed by the manager. Competence needs for the assignment. State the level of knowledge desirable for the assignment/role.

I have knowledge in	A	B	C	D	E	Needs A-E
Document processing						
Finance/accounts						
European Union						
Property and supplies						
International law						
Promotion						
Administration						
International trade and economics						
Intl development cooperation						
IT						
Law and EC legislation						
Consular services						
Migration						
Human rights and democracy						
Multilateral systems and org.						
Human resources						
Press, information och culture						
Protocol issues						
Swedish society						
Security policy						
MFA organisation						
Government Offices organisation						
Organisation/activity planning						
Regional knowledge:						
Africa						
America						
Asia and the Pacific						
Central and Eastern Europe						
Middle East and North Africa						
Western Europe and EU countries						

Other specific knowledge for the department/mission (to be completed before the form is released)

Comments:

Languages

Give an overall assessment of your language proficiency based on your skills in:
understanding, reading, spoken interaction, spoken production and writing.

Needs

To be completed by the manager. Competence needs for the assignment. State the level of knowledge desirable for the assignment/role.

Council of Europe self-assessment grid

Needs

		A1-C2
English	-----	
French	-----	
German	-----	
Spanish	-----	
Russian	-----	
Arabic	-----	
Chinese	-----	
Japanese	-----	

Other specific languages for the department/mission (to be completed before the form is released)

_____	-----	
_____	-----	
_____	-----	

Comments:

INDIVIDUAL PLAN FOR CONTINUING PROFESSIONAL DEVELOPMENT

Name: _____ Completed (date): _____

Department/Mission: _____ Follow-up: _____

Head of Department/Mission: _____

Area of competence	Goal	Development measure(s)	Time frame	Priority

Area of competence
 Goal
 Development measure(s)
 Time frame
 Priorities

Give the area in which the staff member requires continuing professional development.
 Give the goal of the measure(s) to be taken.
 Give the measure(s) that may be relevant to achieve the goal.
 Give the time frame for planned implementation of the development measure(s).
 Give the level of priority 1, 2 or 3 for each measure, with 1 being very high priority.

3
From the internet

Guide for personal development dialogues

You may add your own points or take away any that are not relevant.

Feedback from previous dialogue

- Review of notes and agreements from the previous dialogue

Current situation

- Role and assignment
- Job content and working conditions
- Responsibility, authority, independence
- Objectives and results
- Work obstacles
- Do more/less of
- Work performance – strengths and areas for development

Work environment

- Physical working environment (premises, equipment, etc.)
- Psychosocial working environment (stress, workload, etc.)

Information and communication

- Meetings and meeting procedures
- General information and communication

Relations and cooperation

- Within the member of staff's own group/department/mission
- Within the Ministry for Foreign Affairs
- Within the Government Offices

Feedback to the manager

- On management
- What to do more/less of

Competence profile

- Discussion and preparation of a competence profile

The future

- For the department/mission
- For the member of staff (in the short and long term respectively)
- Proposals for change and areas of development

Other issues of importance

Agreements



Pdd

Personal development dialogues

2004-2006



REGERINGSKANSLIET

Ministry for Foreign Affairs
Sweden

Personal development dialogues

- for individual, organisation and operational development

A personal development dialogue is a prepared, regular and recurring dialogue between a staff member and his or her immediate superior. The purpose of the dialogue is to develop the individual as well as the organisation. In the dialogue, both the manager and the staff member can give and receive feedback.

All staff members of the Foreign Service must be offered the chance to participate in a personal development dialogue.

More than an ordinary dialogue

A personal development dialogue, as opposed to an ordinary dialogue between a manager and a staff member in which the daily exchange of opinions and ideas take place, is to be directly linked to the organisation's goals, be properly prepared and conducted in an undisturbed environment.

The dialogues are to take place on a regular basis, at least once a year. As a rule, the dialogue is to last from 1-2 hours. The dialogue is an opportunity to follow-up on what has occurred since the previous dialogue, discuss the current situation and plan activities extending until the next dialogue. Brief follow-up meetings in order to review agreements should take place during the year.

A personal development dialogue is a mutual exchange of information and experiences, and is to lead to joint planning of coming assignments, activities for development and measures relating to potential changes.

The dialogue should be a forum for discussion about goals and results that are linked to the department's/mission's operations. In order for the department/mission to take into account ideas that emerge from the dialogues, these should take place prior to or in conjunction with the process of operational planning.

The following material for use in personal development dialogues and competence profiles can be downloaded from the intranet (Utrikessidan)

- Guide for personal development dialogues
 - Questionnaire for competence profiles
 - Definitions of skills, knowledge and language proficiency
 - Template for individual skills development plan
 - Template for skills development plan for department/mission
- (Utrikessidan/Kompetensutveckling/Personal development dialogues)*

Competence profiles – purpose, area of use and target groups

Competence profiles will be used as background material for personal development dialogues during the period 2004 - 2006. The primary purpose is to provide support for the dialogue between the manager and the staff member. Competence profiles will not be used as a tool in the staffing process unless the staff member chooses to include his or her competence profile in the application procedure. It is expected that, in the future, it will be possible to use the salary and personnel administrative system, SAPHiR, to conduct analyses of competence gaps.

Competence profiles will be created/revised once a year in conjunction with the process of operational planning. The profiles can thereby serve as background material in discussions concerning the mission's/department's/section's existing skills and skills development needs.

In the competence profile, the staff member's current degree of competence and the competence considered desirable for the position are assigned a grade value. In this way, it is possible to identify competence gaps in the individual's current level of competence as compared to the level of competence required by the task. Skills development plans can subsequently be set up at individual and department/mission levels. The completed competence profiles and individual skills development plans are retained by the manager and the staff member. The aggregate skills development plan for the department/mission is to be included as an appendix to the operational plan.

Competence profiles should be established for staff members in all departments of the Ministry for Foreign Affairs as well as for staff from the Ministry for Foreign Affairs posted to missions abroad. In addition, competence profiles should be established for locally employed staff at missions abroad. An English version of the competence profile is available. It is also possible for missions abroad under an authority other than the Ministry for Foreign Affairs to use competence profiles as background material for personal development dialogues. Specific skills, knowledge or language proficiency areas can be added to the questionnaire.

Prior to the dialogue

The manager informs the staff that personal development dialogues will take place and that the competence profile will be discussed. At the same time, the staff receives a copy of this brochure, "Guide for personal development dialogues", and the questionnaire for the competence profile. Individual points to be brought up during the dialogue can be added to those in the Guide. The manager books times for the dialogues.

The competence profile

Before the form for the competence profiles is distributed to the staff, the manager has the chance to adapt the profiles to suit the department's/mission's specific skills, knowledge or language proficiency by adding these areas of competence on the blank lines at the bottom of the questionnaire.

Prior to the dialogue, the manager and the staff member fill in the form for the competence profile independently of one another. A grade assessment need only be made for those areas of competence in which staff members feel they are proficient. Other areas of competence can be left blank. The assessment of the competence level should be made in relation to the level of competence required for the staff member's task. In addition, the manager assigns a grade value for the areas of competence that are desirable to the position in the column "needs".

The dialogue

A guide to subjects that can be discussed during the dialogue can be found in "Guide for personal development dialogues" on the intranet (Utrikessidan). Using the Guide as a basis, other individual topics can be added and those not relevant can be deleted.

The competence profile

The manager and the staff member review the competence profile. The competence profile serves as a starting point for discussion as to how the manager and the staff member perceive the current level of competence.

If the manager and the staff member do not agree about the level in any specific section of the competence profile, this should be noted under the heading "comments".

During the dialogue, there is also a discussion of which development measures should be taken based partly on the current work situation and partly on future needs. A skills development plan should be established for each staff member. The measures in the plan are to be assigned levels of priority. When the competence profile and the skills development plan have been completed, they are signed by the manager and the staff member.

After the dialogue

Secrecy in conjunction with personal development dialogues is regulated by Chapter 7, Section 11 of the Secrecy Act. This deals with an agency's staff welfare activities and also applies to the staff welfare activities engaged in by managers at different levels. Certain information that emerges from personal development dialogues can consequently be classified as secret.

The staff member and the manager should reach an agreement as to what information is confidential at the beginning or the conclusion of the dialogue. At the conclusion of the dialogue, a decision should be taken as to whether any of the topics discussed are to be acted on or further pursued and who should assume the responsibility for doing so.

The competence profile

After the dialogue, copies are made of the established and signed competence profile and the individual skills development plan. The manager retains the original and the staff member receives a copy. The manager then compiles the individual skills development plans into an aggregate plan for the department/mission.

The manager and staff member are jointly responsible for ensuring that the skills development measures are implemented. In the case of more extensive development measures and activities to support upcoming assignments, a discussion is initiated with the Human Resources Department.

The "Guide for personal development dialogues", all questionnaires for competence profiles and skills development plans as well as definitions of skills, knowledge and language proficiency are available at Utrikessidan/Kompetenseutveckling/Medarbetarsamtal och kompetensprofiler (in Swedish)

Other policy documents associated with personal development dialogues (available in Swedish and English versions on the intranet, Utrikessidan)

- Skills development policy for the Swedish Foreign Service
- Sweden's Foreign Service policy for managers

Recommended reading (in Swedish)

Engquist, Anders (1984). *Om konsten att samtala*. Kristianstad: Raben&Sjögren

Hilmarsson, Hilmar TH (1999): *Samtal om känslomässig intelligens*. Lund: Studentlitteratur

IPF Kompetens – Institutet för personal & företagsutveckling. *Vägen till en handlingsplan för kompetensutveckling*: Uppsala. Can be ordered from IPF Komptens, www.ipf.se, Tel: +46-18-55 20 30 or Fax nr: +46-18-55 94 77.

Jönsson, Greger (2004). *Utvecklingssamtal och andra samtal som ledningsinstrument*. Stockholm: Norstedts Juridik AB

Nilsson, B, Waldemarsson, Anna-Karin (1995): *Kommunikation mellan människor*. Lund: Studentlitteratur

Ronhy-Östberg, Marika. Rosendahl, Suzanne (1994): *Samtal som utvecklar – en handbok för chefer och medarbetare*. Malmö: Liber Ekonomi

National Council for Quality and Development (2001). *Att planera för kompetens - en handledning*. Can be ordered from the National Council for Quality and Development: kk@kk.se or Tel: +46-8-786 97 91 or +46-8-786 97 93

Swedish Association of Local Authorities (2003). *Att göra ett bra jobb*. Can be ordered from the Swedish Association of Local Authorities: www.kommunforbundet.se, Tel: 020-31 32 30 or Fax nr: 020-31 32 40

Zimsen, Karin (1998). *Samtal som verktyg – en introduktion i samtalsmetodik*. Stockholm: Bokförlaget Prisma, A.A. Norsted & Söner AB

For further information contact the Human Resources Department P-UTV
Head of Competence Development, Tel: +46-8-405 57 37
Officer responsible for competence profiles, Tel: +46-8-405 58 21
Human Resources Department's internal consultant, Tel: +46-8-405 58 36



REGERINGSKANSLIET

Ministry for Foreign Affairs
Sweden

Human Resources Department
P-UTV

Human Resource Development



PLAN FOR
HUMAN RESOURCES DEVELOPMENT
IN THE SWEDISH FOREIGN SERVICE 2003

P-UTV - SECTION FOR HUMAN RESOURCES DEVELOPMENT
PART OF THE FOREIGN SERVICE HUMAN RESOURCES DEPARTMENT



UD

The management and staff have a shared responsibility for competence development both in the short and the long-term. Normally, at least a week per year should be used for competence development, as well as four weeks preparation for new assignments. It may be necessary to make additional time available depending on the future responsibilities.

P-UTV's operational objectives

P-UTV, the Section for Human Resources Development, shall contribute to competence development so that Foreign Office staff are able to meet the organisation's competence requirements.

Given the expanded responsibility of management and staff, P-UTV will be an important support in the work of competence development and in development work of the departments/missions abroad.

The section is responsible for implementing various forms of competence development programmes and acting as co-ordinator and agent for competence development initiatives.

P-UTV's three main roles are:

- * The **strategic role**, where the assignment is most often given by the senior management of the Ministry for Foreign Affairs. This role includes policy development, preparation of guidelines for competence development, etc.
- * The **consultative role**, where the clients are mostly departments within the Ministry for Foreign Affairs, Swedish missions abroad, sections or the equivalent. The section shall also act as advisers and give support to the clients regarding questions relating to competence development.
- * The **administrative role**, where the clients are mostly the management of the Foreign Service, departments, Swedish missions abroad, sections or the equivalent. The assignment comprises implementing and acting as a co-ordinator for educational and competence development programmes.

Fields of activity accorded special priority by P-UTV

Four fields of activity have been accorded special priority by P-UTV in 2003:

- **Management and leadership training**
- **Administration and administrative development**
- **Trade and Investment Promotion**
- **Human Rights and International Law**

P-UTV provides finance for development initiatives for individuals and groups in the prioritised fields of activity.

Planned development initiatives:

• **Management and leader training**

The objective is to provide managers with a possibility of development so they will be able to perform their task as manager and leader.

Measures:

* **Manager criteria**

During 2002, new manager criteria have been produced and adopted by the state secretaries. The work of obtaining a consensus for these criteria is continuing in 2003.

* A system for feedback from staff to managers has been designed, "Farax" (see method development), which is now being tested in some departments. A proposal as to how managers can obtain feedback from their superiors and from the political executive will be designed and implemented during the year.

* The Personnel Department will produce a structure and tools for introduction of newly-appointed managers during the year.

* **Individual manager development**

During the past year, the managers at the Ministry for Foreign Affairs have been provided with enhanced management support by being offered "manager coaching". During the year, a number of managers were given the opportunity to participate in individual manager development programmes with the aid of internal and external consultants.

* **Mentorship**

As part of the Ministry for Foreign Affairs manager development, the managers who have taken part in a management programme during the past five years have been invited to participate in an organised mentor programme with external and internal consultants and mentors. In coming years, more managers who have participated in "Manager at the Ministry for Foreign Affairs" will be given this opportunity.

* During the past year, a leadership programme for potential managers has been introduced. In 2003, a further programme will be started for potential leaders.

* **Development of management groups**

In 2003, some of the Ministry for Foreign Affairs departments, together with the ministry's internal consultants, have been working on developing their own management programme with a view to creating a common view of management, approaches and priorities. During the year, several management groups will be given the opportunity of taking part in this development initiative.

* **Group development/team building**

Opportunities for support in work with group and team development of the department/section will be given.

• **Administration and administrative development**

The objective is for competence in the field of administration to be raised among all staff in the Foreign Service.

Measures:

* During the year, P-UTV will produce a structure for development initiatives within the field of administration.

* A more extensive administrative training will be implemented in autumn 2003.

* A special project will be arranged in the field of archives, among others.

* Introduction and basic training courses will be arranged in the field of administration during the year.

* Two Swedish mission abroad seminars for heads of Chancery and administrators at missions abroad will be arranged during the year.

* During the year, an upgraded version of Agresso will be implemented. P-UTV and Accounting Section will train cashiers and accounting staff in the new version.

• Trade and Investment Promotion

The objective is to increase knowledge of trade and investment promotion among the different target groups.

Measures:

* During the year, P-UTV will implement a number of development initiatives within the field of trade and investment promotion for different target groups. This work will take place in collaboration with Department for Export Promotion and the Internal Market, Press and Information Department, the Confederation of Swedish Enterprises among other organisations.

* The knowledge of trade and investment promotion training project for officers within the geographical departments will continue during the year.

• Human rights and International law

The objective is to increase the general level of competence at the Foreign Service within the field of human rights.

Measures:

P-UTV will arrange development seminars in the Foreign Service within the field of human rights.

Competence development relevant to the Foreign Service

P-UTV will arrange special group development initiatives within the following fields and target groups, as required. Group projects will be financed by P-UTV.

• Executive officer training

The objective is to provide newly employed generalists with a relevant and broad base of knowledge. They shall also acquire the competence to handle matters within the different fields of operation of the Foreign Service, both in the home organisation and at Swedish missions abroad.

Measures:

- * To arrange the second term of executive officer training, including two practical training periods in the Government Offices and in the private sector.

To arrange a long study trip. A new executive officer training will start in autumn 2003. Some collaboration will take place with the Government Offices trainee programme (RASPEN).

• Introductory training

The objective of the projects is to facilitate introduction to the Ministry for Foreign Affairs and its departments for newly employed staff and staff returning to Sweden.

Measures:

- * To arrange introductory courses with a view to providing basic information about the organisation and activities of the Ministry for Foreign Affairs.
- * To arrange training courses for staff returning to Sweden with a view to providing an update on changes that have taken place in the activities of the Ministry for Foreign Affairs.
- * To take part in the Administrative Department's projects of producing a web-based introductory training.

• Preparation for taking up posts abroad or transfers

The objective is to provide support and opportunities for development for staff when taking up a post abroad or when transferring to another post.

Measures:

- * P-UTV will arrange a number of competence development initiatives together with the departments at the ministry. Some courses are mandatory.

• Gender equality and diversity

The objective is to bring gender equality and diversity issues to the fore in the Foreign Service by development initiatives

Measures:

- * To arrange seminars in the field of gender equality and diversity.
- * To emphasise gender equality and diversity issues in management training and at seminars for heads of departments.

• Working environment and preventive activities

The objective of the projects is to improve the working environment in the Foreign Service.

Measures:

- * With the introduction of systematic working environment activities, the responsibility of the employer for the working environment will be clarified. Various development initiatives will be carried out in collaboration with the Administrative Department.
- * Introduce various initiatives with a view to preventing increased sick leave.

• **Environment**

The objective is to increase environmental awareness among the employees.

Measures:

* An environmental policy has been produced by the Administrative Department. On the basis of this policy, P-UTV will develop training in its own auspices or together with the Ministry of the Environment/Administrative Department, to promote environmental awareness among the employees at the Foreign Service.

• **International**

The objective of the projects is to increase the competence of staff in international issues, including issues relating to the EU.

Measures:

* Prepare and/or implement projects within specific fields, i.e. EC law.

* Act as an intermediary for competence development arranged by external actors such as Forum Europa, Wilton Park, EIPA among others.

* Participate in the work of the EU within the framework of the European Diplomatic Programme (EDP). Support the Swedish participants in the programme and foreign officials who undertake a short practical placement period at the Ministry for Foreign Affairs..

• **Personal development**

The objective is to provide groups of staff with opportunities for personal development.

Measures:

Arrange and act as an intermediary in the provision of development initiatives within the field of personal development, such as communication, exercising a positive influence, presentation techniques, self-awareness, conflict management, etc.

Competence development relevant to a particular field

To the extent required, P-UTV will arrange special group development initiatives in the following fields. Group projects will be financed by P-UTV.

• **Trade policy**

• **Press and information**

• **Foreign and security policy**

• **Consular and civil law**

Development initiatives will be planned and implemented in collaboration with the Department for International Legal Assistance and Consular Affairs.

• **Migration and asylum policy**

Development initiatives will be planned and implemented in collaboration with the Swedish Migration Board and the Department of for Migration and Asylum Policy.

• **International development co-operation**

Development initiatives will be carried out in collaboration with Swedish International Development Co-operation Agency.

External projects specific to particular activities are financed by the respective department/agency

Development projects

During the year, P-UTV will enter phase II of a project regarding competence development at Swedish missions abroad. Some regional development initiatives will be arranged during the year. Other projects that will be initiated are projects in Human Rights and Administration and administrative development.

Methods and quality assurance

The objective is to provide the organisation with tools and methods to increase efficiency and improve activities

Measures:

* **Farax** – a tool for managerial development with regular feedback from staff to managers inter alia. Participations in the Foreign Service's management programme have tried the system during the past year. During the year a number of Foreign Service managers will have the opportunity to use the tool.

* **Internal educationalists** – activities within P-UTV are largely based on the section having access to internal educationalists at the various departments. During the year, the section will continue to work for development opportunities to improve their role as internal educationalists.

* **Project training.** It is important to learn how to work in projects and to structure a project in particular as work now increasingly takes place in project form. During the year, development initiatives will be offered in this field.

* **Competence profiles and needs scenario** – a tool for the organisation and the individual to shed light on possible competence needs and both at the individual level and at a departmental/ministerial level, to find hidden competence, to serve as a basis for staff dialogues, to serve as one of several tools in recruitment and staffing. The tool will be evaluated and further developed during the year.

* **E-learning and flexible learning** – P-UTV is to provide current interactive courses, training via CD-ROM, Internet, self-study material, etc. Flexible learning can enable staff to develop regardless of time and place.

* **Quality assurance** - there are opportunities for self-tests in IT. Structured evaluations of development initiatives, both directly after the completion of the initiative and by evaluation of the effects (contact with participants some time after the development initiative).

* **Monitoring, evaluation** – in order to continually improve the organisation and activities, knowledge, methods and approaches are required for how to perform monitoring and evaluation. The section will follow up and acquire further competence in this field.

Collaboration and network building

The objective is to improve our relations within and outside the Foreign Service.

Measures:

*** Collaboration in the Foreign Service**

A competence council with representatives from the departments and trade unions will start during the year. A couple of Missions abroad will also participate in the council via e-mail.

*** Collaboration within the Government Offices**

An expanded collaboration on competence development issues has started with different developers within the Government Offices. The Foreign Service has taken the initiative to start a network for the responsible officials from Forum Europa, the Administrative Department's personnel development section, the Language Department and P-UTV.

*** Collaboration with other organisations**

Collaboration with the Swedish International Development Agency, the Swedish Migration Board, and the Swedish Institute, the Swedish Export Council, the Swedish National Defence College and the National Police Board among others is to be further developed during the year. Collaboration can consist, for instance, of participating in one another's courses and engaging in joint development projects.

*** KIA – Competence development in working life**

Staff at the Foreign Service will be given the opportunity to have practical placement periods at enterprises and organisations. Collaboration has been initiated with the Swedish Federation of Private Enterprises.

Resources

The staff is the foremost asset in an organisation that is why human resources development is to be regarded as an investment. To finance development of our staff, we now have access to funds from various quarters.

Financial resources

Funds for human resources development corresponding to SEK 6.5 million are available within the administrative appropriation. P-UTV finances competence development for individuals and groups within the areas prioritised by the executive management during the year. P-UTV also finances projects relevant to all ministries for groups and development projects in process. The respective department/agency pays for commissioned courses and projects for individual members of staff in other areas.

* Departments/missions abroad received funds from P-UTV's budget for individual competence development corresponding to SEK 2,5 million (corresponding to SEK 1,000/employee including local employees).

*** Bogeman-Stackelbergs foundation**

Staff who may be posted abroad can in certain cases obtain a grant from Bogeman-Stackelbergs Foundation for development initiatives abroad. Approximately SEK 2 million is available for these development initiatives.

*** Johnsonska Foundation**

After application, staff with a duty to accept stationing abroad can receive a book grant in connection with taking up a new foreign post.

Staff

At present, P-UTV consists of, in addition to the head of the Human Resources Development, six executive staff, four administrators and two assistants.

Material resources

P-UTV is responsible for the following premises at Malm Morgsgatan 3: seven conference rooms on the fourth floor, a computer training room on the fifth floor and three computer training rooms on the sixth floor.

Competence development posts

There is an opportunity for more extensive competence development through a number of competence development posts. The Foreign Service finances salaries and course fees for some staff taking part in external competence development. The target group is usually staff who have worked at least five to ten years in the Foreign Service and are aged between 30 and 45. A competence development post can be held from between three and twelve months. Special rules apply for the respective development initiative.

Information/marketing

Continuous information about P-UTV's programmes for competence development is provided on the home page of the Ministry for Foreign Affairs (*Utrikessidan*). A printed programme will also be sent to all departments/sections within the ministry, all Swedish missions abroad, etc. Invitations to competence development will also take place via information meetings, seminars for heads of departments, and e-mail.

PLEASE CONTACT P-UTV IF YOU HAVE ANY QUESTIONS OR POINTS OF VIEW.

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REGERINGSKANSLIET

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5

Sweden's Foreign Service Policy for

Managers



REGERINGSKANSLIET

Utrikesdepartementet

To you as a manager

Sweden's Foreign Service Policy for Managers

- Criteria for managers
- Feedback to managers
- Opportunities for development

The Swedish Foreign Service must have managers and leaders of the highest quality. In order to achieve this, we must work systematically and with a long-term perspective. The new policy for managers is an important step along the way. It clarifies the expectations we have and the demands we make. It ensures that everyone receives regular feedback on their management.

No-one can live up to the image of the "perfect manager" in every respect. But we can all develop our management and leadership skills. In this respect, the Foreign Service can offer various kinds of support and development programmes. But you also have a personal responsibility. Make use of the knowledge held by both your staff and your superiors to identify areas for development. Make use of the support that is on offer. And remember, you set a personal example to your staff.

Anna Lindh

Foreign Service policy for managers

In recent years we have devoted much energy to management and leadership issues. We have done so in the conviction that good managers and leaders are a prerequisite for achieving the best possible results in our organisation.

The objective of the Foreign Service policy for managers is to ensure high quality management and leadership. To achieve this objective, we need to establish a common view of management values and tasks. We do this not only by setting out clear and specific demands on and expectations of our managers, but also by offering management development opportunities aimed at fulfilling these demands.

An important part of management is knowing your strengths and your areas for development. A system of regular feedback of various kinds will therefore be implemented as from this year.

The policy for managers describes the three roles which Foreign Service management comprises:

- *the leadership role,*
- *the knowledge role and*
- *the representative role.*

It also clarifies the way in which managers will receive feedback that is as comprehensive and regular as possible, from superiors and from staff. Finally, it describes the different opportunities for development that exist for managers within the Swedish Ministry for Foreign Affairs today.

Foreign Service managers have a key role in the development of the organisation and in consolidating staff skills and staff involvement. A manager's responsibility includes identifying the managers of the future and supporting them in their preparations for assuming management responsibility.

For a Foreign Ministry official to become a manager today, she or he must have undergone the training programme for potential managers or had the opportunity to reflect upon management and leadership through some other form of development programme. It is no longer taken for granted that a person once appointed a manager will remain so for the rest of their career.

The policy for managers will be used in recruitment, induction, feedback to and development of managers and when discussing alternative careers. It is not a static document – it needs to undergo continual change if it is to remain in line with the development and needs of the organisation. I look forward therefore to a dialogue with both managers and other members of staff as to how we can develop our view of management and leadership in the Foreign Service.

Per Thöresson
Director-General for Administrative Affairs

Criteria for Foreign Ministry managers

Management within the Foreign Service can be divided into three roles: *the leadership role, the knowledge role and the representative role*. The roles describe the overall demands the organisation places on a Foreign Service manager.

Managers within the Foreign Service must be *leaders* of their staff. They should have *comprehensive knowledge* and *the ability to assimilate knowledge* within current and relevant spheres of responsibility. Management duties also include *representing the organisation upwards, sideways and outwards*. In order to represent the organisation, the manager must have comprehensive knowledge of the policy areas, as well as the overall operations and priorities of the Foreign Service. Management always includes all three roles but the emphasis can vary depending on the specific demands of the local organisation.

The following criteria are intended to serve as an essential tool when appointing managers and will also be used when providing managers with feedback. The criteria are objectives to aim for – no manager can do everything. In order to facilitate use of the criteria as a tool for feedback, they describe actual conduct rather than personal qualities.

The leadership role

Overall perspectives and visions

- Have an overview and display good judgement
- Organise and structure the individual area of activity
- Take all Government and Foreign Service priorities into account in the individual area of activity
- Prioritise and use existing resources to achieve results
- Be involved in all aspects of the individual area of activity
- Formulate visions and objectives together with staff
- Work in an integrated way with other parts of the organisation
- Try to remain calm in stressful situations

Interest in people

- Delegate responsibility and authority, provide support and follow up
- Understand the importance of allowing colleagues to develop and assume responsibility and allow them to advance
- Be accessible to members of staff and make use of their views
- Give continuous positive and negative feedback in a constructive way
- Encourage criticism and accept it in a constructive way
- Prevent and help to solve conflicts within the group, and between the group and other groups
- Support members of staff who have problems

Clarity and resolve

- Focus on the purpose of the organisation, be capable of prioritising and de-prioritising
- Together with staff members, develop the organisation in a clear direction and move forward on important issues
- Have the determination and ability to make decisions, and to predict and assume responsibility for the consequences
- Make clear what is expected of staff members
- Support senior staff members and have the courage to be forthright with both superiors and subordinates
- Encourage staff members to think innovatively
- Support staff members and inspire enthusiasm
- Pick up and disseminate important information

The representative role

The *representative role* refers partly to the role as Head of Mission (with the task of representing Sweden and the Swedish government bilaterally and as an active member of the EU), and partly to the role as a manager within the Ministry for Foreign Affairs (with the task of representing the Government, the Ministry or one's own department).

- Explain and argue for the views held by the Government and the Foreign Service in an active and committed way in different contexts
- Be able to actively and strategically promote Swedish views and interests in the media and in other contexts
- Represent Swedish society and its interests in a foreign environment
- Develop and maintain a wide contact network both in Sweden and in the country of posting
- Communicate clearly and unequivocally, individually and in a group
- Have the knowledge and the ability to appear and to speak in public, including in the media
- Show sensitivity to and respect for other people's points of view
- Evaluate and communicate the views and attitudes prevailing in the country of employment
- In a foreign environment, defend Swedish (and European) social values, such as democratic forms of government, human rights, social equality and equal opportunities, ethnic and sexual equality

The knowledge role

The following refers to the general knowledge required of a manager within the Foreign Service. The specific knowledge required for a certain managerial assignment must be defined for each such assignment. The *specific requirement profiles* established before each new appointment fulfil an important function in this respect.

- Have overall knowledge within all spheres of the organisation, including administration, in order to be able to make correct judgements and prioritise correctly
- Have the ability and willingness to quickly grasp government policy and understand the different spheres of the organisation

- Be interested in and show openness towards other cultures
- Have the ability to analyse, summarise and report
- Have broad and current knowledge about Swedish society and culture as well as Sweden's modern history

Feedback and personal development dialogues for managers

Feedback to managers on how they perform their work and fulfil the criteria for managers is twofold: feedback from members of staff and feedback from immediate superiors and/or the political leadership.

Feedback from members of staff

In addition to managers receiving continuous feedback from their members of staff through personal development dialogues, anonymous feedback is also possible in the form of a computerised system called Farax. The system is based on the criteria for managers and gives a clear picture of how managers' own views of their management and leadership skills correspond with those of their peers. Feedback from superiors and colleagues can also be given using this system. (Feedback from superiors is not anonymous). The manager "owns" the material but goes through the replies with an internal or external consultant. Strengths and areas for development are defined and these, together with the established criteria for managers, will be the starting point for the manager's personal development dialogue with his or her superior.

Feedback to Heads of Mission

In order to ensure that the organisation's managers receive *comprehensive, regular and systematic* feedback that covers all three roles, heads of mission will in addition, as a minimum, receive feedback on their management according to the following model:

Before taking up the post:

The Head of Department responsible for the local organisation discusses the assignment with the Head of Mission.

The political leadership gives the Head of Mission a clearly formulated assignment. (The assignment is drawn up by the departments responsible for the local organisation in consultation with the Directors-General at the Ministry and the Human Resources Department. Organisational Planning is responsible for the process).

In addition, the Head of Human Resources has a dialogue with the Head of Mission in which the duties involved in the assignment, the expectations, the criteria for managers and the opportunities for management development are discussed.

Once a year:

Every year, in addition to an ongoing dialogue about operations, *the Head of Department responsible for the local organisation* has a discussion about the organisation with the Head of Mission. Issues to be covered could include, for instance, the following:

- How does the assignment correspond with the mission's view of what the priorities should be?
- How does the Ministry interact with the mission? What has worked well and what has worked less well?
- Which areas would the Ministry like to be highlighted to a greater, or possibly lesser, extent?
- Is there anything more (or less) the department responsible could do to facilitate and support the work of the mission?
- The form for and content of reports in accordance with the new guidelines, see the Circular from the State Secretary for Foreign Affairs, May 2003.

Heads of Department are responsible for arranging these discussions and reporting to the management recruiter that they have taken place.

Once during each period:

The Inspector-General visits the mission according to a prescribed plan, no later than two years after the Head of Mission has taken up his or her appointment. One of the purposes of the visit is for the Head of Mission to receive feedback on management skills, based on the criteria for managers. The feedback is based on observations made locally as well as on information received from the political leadership, the Directors-General at the Ministry, the relevant Ministry departments and the Human Resources Department.

The Director-General for Administrative Affairs has a personal development dialogue with the Head of Mission and provides feedback based on the criteria for managers. The feedback is drawn on information received from the political leadership, the Directors-General at the Ministry, the relevant Ministry departments, the Human Resources Department and from the Inspector-General's report. The feedback the Head of Mission has received through personal development dialogues or Farax is also discussed, including the areas for development as defined by the Head of Mission. Strengths and areas for development are defined. A brief agreement on development needs is drawn up. It is made clear during the discussion whether and under what circumstances an extension of the assignment may be possible.

The Head of Human Resources follows up with a personal development dialogue with the Head of Mission and provides feedback based on the criteria for managers. Material for the feedback draws on information provided by the political leadership, the Directors-General and the relevant department at the Ministry and on the prior discussions with the Director-General for Administrative Affairs. The Head of Mission's own conclusions based on feedback from staff members are discussed, including any further development needs that may exist. If the appointment has not been extended, future assignments within the Foreign Service are also discussed.

If the appointment has been extended, *the Head of Human Resources* has a follow-up development dialogue with the Head of Mission. Future assignments within the Foreign Service are also discussed during the dialogue. The management recruiter arranges the meetings with the Director-General for Administrative Affairs and the Head of Human Resources.

At the end of the assignment:

The Director-General for Administrative Affairs or the Head of Human Resources has a concluding discussion, a so-called de-briefing. In addition, *the Head of Department responsible for the organisation* has a concluding, summarising discussion concerning the organisation.

Feedback to managers at the Ministry for Foreign Affairs, Stockholm, Heads of Department:

Before taking up the post:

The State Secretary for Foreign Affairs or State Secretary has a discussion with the Head of Department and discusses the assignment, including the expectations.

The Head of Human Resources has a dialogue with the Head of Department in which the duties involved in the assignment, the expectations, the criteria for managers and the opportunities for management development are discussed.

Within a year, *the Head of Department* receives feedback from staff members through personal development dialogues or through the database questionnaire, Farax, that now exists. If computerised feedback is used, the Head of Department has a follow-up discussion with an internal or external consultant. The Head of Department defines strengths and areas for development and discusses different management development opportunities.

Once during each period:

The Director-General for Administrative Affairs has a personal development dialogue with the Head of Department and provides feedback based on the criteria for managers. The feedback draws on information received from the political leadership, the Directors-General at the Ministry and the Human Resources Department. The feedback the Head of Department has received through the personal development dialogues or Farax is also discussed, including the areas for development as defined by the Head of Department. Strengths and areas for development are defined. A brief agreement on development needs is drawn up. It is made clear during the discussion whether and under what circumstances an extension of the assignment may be possible.

The State Secretary for Foreign Affairs or State Secretary holds a personal development dialogue and provides feedback based on information from the Directors-General at the Ministry, the Director-General for Administrative Affairs and the Human Resources Department.

The Head of Human Resources follows up with a personal development dialogue with the Head of Department and provides feedback based on the criteria for managers. Material for the feedback draws on information provided by the political leadership, the Directors-General at the Ministry and on the prior discussions with the Director-General for Administrative Affairs. The discussions include the Head of Department's own conclusions drawn from colleague feedback and any development needs that may exist. Future assignments within the Foreign Service are also discussed during the dialogue.

The management recruiter arranges the meetings with the State Secretary, the Director-General for Administrative Affairs and the Head of Human Resources.

Other managers with leadership responsibility

Before taking up the post:

The Head of Department has a discussion about the duties connected with the assignment, the expectations, the criteria for managers and the priorities. The need for development of management skills is discussed.

The manager receives staff feedback through personal development dialogues or through the computerised feedback system, Farax. This feedback is discussed with an internal or external consultant and strengths and areas for development are defined.

Once a year:

As well as an ongoing dialogue concerning management and leadership, *the Head of Department* has a personal development dialogue once a year and provides feedback to the Deputy Head of Department, team managers and other managers with leadership responsibility. Feedback from members of staff is discussed, including strengths and areas for development. In addition, the need for and opportunities for developing management skills are discussed. A brief summary is drawn up.

Development of management skills - opportunities today

Individual development of management skills/management coaching

As a manager, you have the opportunity to discuss different issues concerning your leadership skills with an internal or external consultant or with Foreign Ministry human resources consultants, all of whom work on a confidential basis. This could be, for example, when you are facing changes or have a decision to make, or when you need to deal with a specific situation or conflict. Or if you would like to look more closely at the strengths and areas for development you have as a manager. Individual development of management skills provides you with the opportunity to reflect on your situation as a manager together with an internal or external discussion partner.

Development of management teams

One of the objectives of developing a management team is to establish a common view of priorities, attitudes and leadership, thereby developing the department's effectiveness and colleagues' job satisfaction. Is the management assignment sufficiently clearly formulated? What significance do management skills have for the department's management team? Are expectations within management and between managers and staff explicit? These are some of the issues that could be dealt with in the development of management teams.

Team building

Establishing a common view of objectives and priorities is important, as is promoting participation and considering how the department could be more effective. Group development and team building focus on solutions rather than problems. It is often a question of clarifying expectations of each other, improving communication and being able to provide constructive feedback. The needs of the department and the group determine how the work on group development and team building should be structured.

Mentoring schemes

Another opportunity for development is to choose an internal or external mentor, that is to say another manager with whom to discuss leadership issues and who can provide guidance.

Human Resource Development organises mentoring schemes for managers on a regular basis. The aim of the programme is to contribute to professional development in the managerial role by providing the opportunity for an exchange of experience and reflection together with an experienced management colleague.

Development of management skills in smaller groups

Yet another possibility is to meet other managers and an internal or external consultant for an exchange of experience, ideas and new insights into your own personal style of management. The group usually meets for a half day every month. The meetings can be combined with shorter theory sessions if desired.

Seminars for Heads of Department

Human Resource Development organises regular seminars for Heads of Department at the Ministry for Foreign Affairs. One of the objectives of the seminars is to establish a common view of attitudes and leadership. They also provide the opportunity to discuss and highlight current management issues.

Leadership and personal development for potential managers

The objectives of the programme are:

- to clarify the different roles and preconditions of leadership
- to provide training in communication and leadership
- to achieve greater self-knowledge and to give the participants the opportunity to reflect on what managerial duties entail (do I want to be a manager/should I be a manager?)

The criteria for managers established by the State Secretaries form the basis for selection to the programme. The managers nominate candidates for the programme and the Director-General for Administrative Affairs and the Head of Human Resources make the final decision about who will participate. Participation in the programme does not represent any guarantee of a career. For a Foreign Ministry official to become a manager today, he or she must have undergone the training programme for potential managers or had the opportunity to reflect upon management and leadership through another form of development programme.

Manager within the Ministry for Foreign Affairs, parts I and II

The programme is intended for managers who have not previously taken part in the Ministry's basic programme. This programme aims to develop leadership and takes place over a total of six days. In addition, managers are given the opportunity to attend various internal training courses, including:

- finance
- promotion of Swedish interests
- "the representative role"
- languages
- consular affairs
- migration
- training in dealing with the mass media

In addition, it is possible to take part in external courses and seminars, both within the Government Offices and outside them. The Swedish National Defence College, Wilton Park, SOAS and the European Institute of Public Administration are among the organisers.

Information in Swedish about the various training courses that are available can be found on the Foreign Service intranet, *Utrikessidan*.



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6

SKILLS DEVELOPMENT POLICY FOR THE SWEDISH FOREIGN SERVICE



REGERINGSKANSLIET

Utrikesdepartementet

SKILLS DEVELOPMENT POLICY FOR THE SWEDISH FOREIGN SERVICE

Skills development is a key issue in an organisation such as the Foreign Service where knowledge is vital. This policy describes the approach and guidelines that apply for the field of skills development.

Objectives

- The skills represented in the Foreign Service shall meet the varying operational requirements
- The Foreign Service shall provide professional development opportunities for all employees

A learning organisation

A learning organisation promotes learning opportunities for all employees and creates the necessary conditions for continuous development and change.

A learning organisation is characterised by:

- a flexible approach to changing conditions in the world around it
- a capacity for renewal
- good problem-solving skills
- efficient use and development of human resources
- an ability to integrate external know-how and to combine specialist knowledge with broad general competence

Dialogue and participation are basic prerequisites in a learning organisation.

Definition of competence and skills development

Competence means the ability to acquire and apply one's *knowledge, skills and experience*.

Skills development means all the measures that are taken to build up, maintain and increase the employee's/group's/organisation's ability to carry out its tasks.

The most important form of learning takes place through one's work. Skills development comprises courses and seminars as well as activities that include learning elements such as participation in projects, networks, research and development work, supervision, mentorship, conferences, fairs and exhibitions, and study visits.

Operational needs should form the basis of all initiatives

Development initiatives should serve as an investment to increase the organisation's capacity to meet operational requirements. Expenses and income – sacrifices and benefits for operations – should always be taken into account when planning skills development. Measurable targets should be set so that initiatives will be effective and possible to evaluate.

Responsibility for skills development

The head of department etc. and employee are jointly responsible for skills development. The responsibilities of the head of department include applying a leadership method that encourages motivation, development and learning. An important factor in encouraging an employee to do a good job is providing opportunities for development and challenges. Employees should therefore be encouraged to engage in various skills development activities at work and in their leisure time.

The Human Resources Department supports skills development efforts over the long term by preparing guidelines in the field, by providing advisory services and by arranging various skills development initiatives. The Language Services are responsible for support and training in foreign languages.

Time for development

Each employee should be allocated at least one week per year for skills development. Four weeks' total preparation should be allowed before each new posting abroad. Further time may also be needed depending on the nature of the assignment.

Financing

The Foreign Service's joint resources for skills development should be used as efficiently as possible and skills development should take place within the existing economic framework. See Appendix 1 for information about financing and reimbursement in connection with skills development.

Skills development plans

Skills development plans should be drawn up at section/mission level as well as at individual level before the start of each operational year.

Plans that are drawn up in parallel with other operational planning should be linked to operational goals. Skills development needs are to be discussed during personal development dialogues in connection with the drawing up of competence profiles.

Feedback and reporting

When an employee has taken part in a skills development activity, it is important that the knowledge acquired is made use of and spread to the working group as a whole. The head of section/administrative manager should provide support and assign time for the employee to report what he/she has learnt.

An account of undertaken skills development activities should be provided in connection with the annual administration report.

Providers of in-service training

Together, our employees have a vast wealth of knowledge and skills. Employees with specialist knowledge should be given the opportunity to share their knowledge and experience in in-service training initiatives where possible and suitable. The head of section etc. has an important role in providing the conditions in which employees can serve as providers of in-service training.

Accompanying spouses

Where there are vacancies, accompanying spouses may also take part in skills training activities arranged by the section for Human Resource Development (P-UTV). Prior to stationing abroad, accompanying spouses may take part in any relevant language training.

Support, coordination and cooperation

The section for Human Resource Development, P-UTV, is responsible for coordination within and between departments/missions. The Language Services are responsible for foreign language training.

P-UTV and the Language Services shall support the organisation in its skills development activities and shall work closely with national and international cooperation partners.

Information about skills development shall be provided continually on the Foreign Service intranet (Utrikessidan).

GUIDELINES FOR FINANCING AND REIMBURSEMENT IN CONNECTION WITH SKILLS DEVELOPMENT IN THE FOREIGN SERVICE

Management and staff are jointly responsible for skills development. P-UTV and the Language Services shall provide support and opportunities for such skills development.

Financing of skills development (course or seminar fees)

Priority skills development areas

(See Plan for Human Resources Development in the Swedish Foreign Service)

- Full or partial financing of skills development activities (for individuals and groups) can be provided by P-UTV.

Other areas of activity

Financing (for individuals and groups) is provided by the respective section/mission.

Full or partial financing can be provided centrally for activities arranged or coordinated by P-UTV.

Languages

The Language Services decide how foreign language training is to be financed. The diplomatic missions decide how foreign language training for officials posted abroad, accompanying spouses and locally engaged staff is to be financed.

Skills development abroad (P-UTV)

Employees who are to be stationed abroad are entitled to apply for a grant for skills development abroad. All applications are made within the framework of the Bogeman-Stackelberg Foundation. Applications are to be sent to P-UTV on the form "Application for grant from the Countess Anna Bogeman-Stackelberg Foundation". Further information about skills development abroad is contained in the enclosed Memorandum dated 21 February 2003.

Language training abroad (Language Services)

In certain cases, language training abroad will be granted and financed by the Ministry for Foreign Affairs. Applications are to be sent directly to the Language Services. Unless otherwise agreed, the following applies:

The training is an integral part of the skills needed for the job. The Ministry will reimburse costs for a low-price air ticket, transport to and from the airport and the course. In cases where meals and accommodation are included in course arrangements, a subsistence allowance will only be paid for the days of travel and any intermediate weekend. Intensive courses in connection with stationing abroad should normally take place directly before the employee takes up the new post.

Reimbursement for course books

The course must be relevant to the employee's present or future tasks.

P-UTV reimburses the costs for books included in the syllabus in the case of:

- Studies giving eligibility for higher education
- Higher education courses.

Employees will not be reimbursed for reference literature.

Applications for reimbursement for course books should be made *before* the studies are commenced. Employees will be reimbursed on presentation of a course certificate and receipts within three months after concluded studies.

The Johnsonska Foundation

In connection with a posting or transfer abroad, employees of the Ministry for Foreign Affairs may apply for a book grant from the Johnsonska Foundation. The grant corresponds to the actual cost up to a maximum of SEK 1750. The grant covers the purchase of books relating to the new country or region of stationing (as well as maps, dictionaries, grammars, and CD-ROMs for language training).

The grant should be used within six months of entry to the new post. Employees will only receive one grant per stationing. The grant cannot be paid for stand-in or temporary positions. Applications for book grants are to be made on a special form which can be found on the intranet (Utrikessidan) under the heading "stipendier".

Days in service

Employees take part in skills development activities as an integral part of their posts.

For officials stationed abroad, P-UTV is responsible for decisions relating to days for in-service training in Stockholm and external contact visits. Days in service are not granted for contact visits within the Government Offices.

Employees who are on leave or who have not yet taken up their posts in the Foreign Service may be entitled to pay in connection with skills development activities. Decisions regarding salary payments for these groups are taken by the section for Human Resource Planning (P-P).

Accommodation

Course participants who are stationed abroad, on leave or externally recruited staff who do not have accommodation of their own in the greater Stockholm area, will receive compensation for accommodation from P-UTV as follows:

- SEK 95/night for private accommodation or
- hotel accommodation (single room) at the cheapest possible hotel arranged by the Nyman & Schulz travel agency (maximum c. SEK 1100/night). Hotel rooms should be booked by the course participant via Nyman & Schultz:

E-mail: nymans.regering@nymans.se

Reimbursement for accommodation is normally granted for the course duration.

Subsistence allowances

Any subsistence allowances in connection with skills development are paid by the section/mission (not by P-UTV).

For information about subsistence allowances in connection with language training see Language training abroad (Language Service).

Travel

Travel in connection with skills development in Sweden

Officials who are stationed abroad should plan their skills development in connection with holiday visits to Sweden or transfer trips.

P-UTV and the Language Services respectively reimburse travel costs for the cheapest means of travel from the holiday location in Sweden to Stockholm or another course location in Sweden. Local travel in the course location will not be reimbursed. Bookings should be made by the course participant through Nyman & Schulz.

P-UTV will reimburse the cost of a low-price air ticket for staff stationed abroad who are *called* to a skills development activity.

Staff who are on leave/externally recruited staff who are to take part in a skills development activity in connection with stationing abroad may receive reimbursement for travel from their home-town in Sweden to Stockholm.

Travel in connection with skills development abroad

See the memorandum of 21 February 2003, "Grants for Skills Development Abroad from the Countess Anna Bogeman-Stackelberg Foundation".

Applications/decisions relating to skills development

P-UTV: The form "Applications/decisions relating to skills development" should always be used in connection with decisions relating to participation in and reimbursement for skills development activities arranged, coordinated or financed by P-UTV. The form is available on the intranet (Utrikessidan) and in P-UTV's "Skills Development Programme".

In cases where the employee has applied for reimbursement in accordance with the guidelines, a copy of the decision will be sent to the applicant and to the relevant section/diplomatic mission.

In addition to standard application forms for skills development there are also special forms for:

- Applications for grants for skills development from the Countess Anna Bogeman-Stackelberg Foundation;
- Applications for book grants from the Johnsonska Foundation

Language Services: Applications for language training are to be submitted on a special form.

GRANTS FOR SKILLS DEVELOPMENT ABROAD FROM THE COUNTESS ANNA BOGEMAN-STACKELBERG FOUNDATION

Grants for skills development from the Foundation can be used by all employees in the Foreign Service who are eligible for stationing or service abroad. Funds from the Foundation may not be used for purposes to which public funds apply.

Grants for skills development

Human Resources Development P-UTV

Grants (covering course fees and low-price air tickets) can be awarded for studies at various international institutions. Grants for skills development are not awarded for two consecutive years to the same employee. Applications for grants from the Foundation should be submitted on a special form, see the intranet (Utrikessidan, under the heading "Kompetensutveckling/stipendier).

Language Services

Grants may be awarded to staff stationed at home who need to improve their language skills in connection with present tasks. An invitation to apply for a grant is sent out once a year.

Study trips

Grants (covering air tickets) may be awarded for study trips. Other costs are to be financed by the section. The trip should have a clear connection with the employee's field of responsibilities but should not be part of day-to-day operations.

Grants may be awards to employees stationed abroad for study trips to other countries in the region. They do not, however, cover trips in connection with dual accreditation and all trips must be made during the first half of an ordinary period of stationing.

Miscellaneous

See the intranet (Utrikessidan) for information about grants for skills development for accompanying spouses, other purposes and loans.