INTRODUCTION

Values based recruitment and development is a new and progressive approach to organization renewal. The assessment of values and the re-enforcement of these values in all aspects of an organization's work are a formidable task and one that is only accomplished over an extended period of time. The introduction of value-based instruments and processes can be used to re-position an organization or as a way of increasing its credibility and productivity. I would like to share our ambitious efforts to introduce this process in the context of a correctional agency working as part of the Canadian Public Service.

Any values-based system needs to be properly aligned with more than just one set of values or one set of clients.

VALUES IN CANADIAN SOCIETY

In Canada, the Canadian Human Rights Act has established the standard on which Canadians interact with each other.

The Canadian Charter of Rights and Freedoms establishes the following key principles/values:

"all individuals should have an opportunity equal with other individuals to make for themselves the lives that they are able and wish to have. They should not be hindered by any discriminatory practices based on race, national or ethnic origin, colour, religion, age, sex, sexual orientation, marital status, family status, disability or conviction for an offence for which a pardon has been granted".

The Public Service is tasked with the responsibility to conduct all of its transactions and interactions with the public in a way that respects and promotes these key Canadian values.

A task force was established in 1996 under the leadership of John Tait, Deputy Minister of Department of Justice, that resulted in a much clearer enunciation of the key Public Service values that Canadian institutions will support to guide our professional and ethical values consideration and our conduct.

The Government of Canada has established four key values to guide the Public Service. These are the benchmarks for determining acceptable vs. unacceptable behaviour.

- Democratic values mean we help Ministers, under law and the Constitution, to serve the common good,
• Professional values reinforce our unwavering commitment to merit, competence, excellence, continuous improvement, objectivity and impartiality in advice, and fidelity to the public trust. Innovation, initiative, creativity, service to citizens, partnership, networking and teamwork are other examples of our professional values,

• Ethical values guide our actions and decisions and ensure that we put the common good ahead of personal interest or advantage, and

• People values mean we respect our colleagues' needs and aspirations as well as those of the citizens we serve.

This Task Force concluded its work by stating that:

"professions based on high ideals - and public service is one - are bound to experience moments of discouragement or disillusionment: people are not perfect, choices are difficult, the way ahead is not always clear, policy making is often messy and sometimes raw, and pressures are great. But a strong public service community, well grounded in its values, Will be able to surmount these moments of testing, recover its balance, and renew its calling"

The work on creating a core set of values for the organization was not however new to the Correctional Service of Canada (CSC).

The CSC had been working on a values based approach in corrections since the CSC Task Force Report on the Statement of CSC Values which was completed in 1984. It had provided the important foundation for the creation of the CSC Mission, guiding principles and core values in 1986.

In 1992, the Corrections and Conditional Release Act was created which placed added credibility in those key correctional values that had been established within CSC in the mid-80's.

The five CSC core organizational values are:

1. Respect for the dignity of individuals, the rights of all members of society, and the potential for human growth and development,
2. Recognition that the offender has the potential to live as a law-abiding citizen,
3. A belief that the Correctional Service of Canada's strength and our major resource in achieving our objectives is our staff and that human relationships are the cornerstone of our endeavor,
4. The sharing of ideas, knowledge, values and experience, nationally and internationally, is essential in the achievement of our Mission, and
5. The management of the Correctional Service of Canada with openness and integrity and being accountable to the Solicitor General.

As you can see these CSC core values are aligned in a way that is supportive of those values enunciated in the Canadian Charter of Rights and Freedoms and those that guide the professional conduct of the Public Service.

It is absolutely critical that there is no values confusion or contradiction within hierarchical levels of an organization if values are to be successfully established. Senior Executives must demonstrate these values in their daily behaviour. Therefore it is also crucial to recruit, select, train and manage Executives based on values.
VALUES APPLICATION AND THEIR CONTINUAL RE-INFORCEMENT

There are several important stages in every executive's career progression where values come into question and the organization is given an opportunity to formally express and promote their values. These are in addition to the daily requirements and opportunities to express our values as we go about our work.

When one speaks of an organization and its values, it should be pointed out that there is no such thing as "organizational values" in the abstract. Rather, the organization is basically the staff and a group of collective values that we try to express daily in all of our transactions, undertakings and behaviours.

The formal opportunities can be grouped into 4 categories:

1. Values-based assessment process and selection criteria,
2. On-going performance assessment and feedback,
3. Career progression, training, and
4. Leadership renewal.

When one looks at this more closely, we can realize the number of opportunities that exist over the duration of an executive's career. For example, during 30 years of public service, management have numerous opportunities to promote and assess the values of each employee. Let's take a look at three major of these formal opportunities in turn.

1 - VALUES-BASED ASSESSMENT PROCESS AND SELECTION CRITERIA

When recruiting and selecting employees and executive cadre, an organization is looking for the “best” candidates available. Organizations realize that new managers present a significant opportunity to move the organization forward in implementing their business plans. Organizations make heavy investments in recruiting campaigns and strategies to ensure that executives will be strong performers in the organization.

The Correctional Service of Canada recently hired 1000 additional correctional officers as the result of a critical need to increase the size of this key CSC occupational group. These resources were provided in response to a growing concern about staff and public safety combined with a desire to increase the capacity and opportunity for staff to interact with offenders. There was the growing use of short and mid-term employees to fill these staffing needs.

This recruitment thrust provided a valuable opportunity to build on our previous work on organizational values and develop a more values-based recruitment approach. This meant considering the future set of staff values that we were looking for in new recruits. These new recruits are a strategic group to assess from a values perspective because they provide the direct interface between the offenders and the Correctional Service offered 24 hours a day, 7 days a week, 365 days a year.

I should point out that CSC has been using a values-based recruitment model for 100% of this occupational group as well as for other occupational groups, but on a much smaller scale.

After the initial recruitment, our Correctional Officer recruits undertake an eleven week residential training program and a two week site orientation before being appointed to a post. This period of time is also utilized to observe the application of values in an intense scenario-driven program.
We have also instituted a longitudinal study to ensure that each of these individuals is being re-assessed to obtain a better understanding of the value shift that may have occurred once they actually start working in the correctional milieu.

As well, in the next five years we anticipate employing approximately 5,000 new staff in our key occupational groups, the majority of whom will be from outside of government. We also know that 70% of our Senior Executives will leave within 5 to 7 years. We have developed a values based solution and developed a process in order to face this tremendous issue.

2 - ONGOING PERFORMANCE ASSESSMENT AND FEEDBACK

As well, one can not limit this approach to the recruitment and selection of employees. The organization must review all of the other disciplines of Human Resource Management in line with this strategy.

One of the disciplines that is critical to supporting the implementation of this approach is the executive performance management.

A lot of work is being done in this area, including revamping our annual performance appraisal process and forms and providing the relevant training of our managers in the completion of these evaluations. Each employee appraisal includes a Personal Development Plan (PDP) and is expected to address the behaviours inherent to the demonstration of those values and their application in the employee's daily work. Guidelines for managers are always under review. We only move ahead on this when we improve our level of expertise and research on the values-based approach that we are using at the recruitment stage. We must be constantly vigilant to ensure that these tools and their applications are properly researched and evaluated to ensure that they do not discriminate based on gender, race, religion or class.

3 - CAREER PROGRESSION

We have established competency profiles for each of our key occupational groups, and these are always under ongoing review. It is important to understand how values can be included into the competency profile of each position. These profiles form an essential element in the career planning process.

4 - LEADERSHIP RENEWAL

Distinct competency profiles for different levels of management have been established and a number of different assessment tools and techniques are being used to identify and assess those aspiring to key management positions within the organization and across government. The Canadian Public Service has developed a key set of competencies that are used to assess middle and senior managers in government.

See appendix A for the competencies.

A number of different rating techniques are employed. These include: role playing, peer review, 360 evaluation, self-ratings, and track record interviews.

Not only is each competency assessed in detail but an assessment of the learning potential and pace is
provided. A suggested learning plan is prepared. As you can see, one of the key competencies has to do with ethics and values.

VALUES-BASED HUMAN RESOURCES PROCESS FOR KEY OPERATIONAL STAFF

So what determines who is the “best”? Many organizations, our own included, have traditionally concentrated on the assessment of candidates’ “credentials, technical knowledge and skills competencies” during recruitment and hiring campaigns.

There are some very understandable reasons for focusing assessment in these areas. Credentials are very easily checked and the assumption is that candidates with the identified credentials will have more to offer than those without. It also allows an organization to appear more "professional" when employees have credentials. Knowledge and skills testing is the easiest to design, to administer, and to evaluate. These evaluations tend to be the least subjective, if well designed, and thus they are not very open to challenge. It assumes that recruits have the "right" underlying motive and trait competencies or that these can be instilled by good management.

Unfortunately, this is a dangerous assumption, for knowledge and credential testing has been researched to be one of the least reliable predictors of a candidate’s future successful work performance. Management's ability to instill the right values on an employee is very limited and any changes that occur are usually very slow and incremental in nature.

The correctional environment is by its very nature a very particular one with a large number of seemingly artificial rules and regulations. Consequently, the downward pressure on values is substantial and the opportunities to re-inforce the pursuit or expression of a higher set of values is minimal. New recruits entering this type of environment can quickly be influenced by the prevailing set of offender or staff attitudes that have become part of the organizational culture at that work location.

While organizations have hired individuals based on credentials and knowledge, and promote employees based on skills and abilities, they dismiss individuals based on values. When an employee has a value system that is intrinsically in direct conflict with the values of the organization, there will be individual performance problems regardless of their level of knowledge and/or skills. Ultimately, if a large percentage of the organization's workforce is pre-disposed in this direction, the organization loses its credibility, its ability to perform effectively and invites a greater level of scrutiny by others.

This type of performance problem is directly related to a conflict in values that is manifest in behaviours that are not supported by the organization. To counter this, there must be a clear, explicit and powerful message to each new recruit about the types of behaviours that will not be tolerated as well as the types of consequences that should be anticipated. These types of employees and the difficulties that they generate occupy a disproportionate amount of the time and resources of both managers and human resources personnel in any organization and limit the organizations ability to move ahead and progress.

It has become apparent that even organizations that use a broad base of assessment tools and techniques including elements of credentials, knowledge, skills and abilities miss assessing candidates in the values area. This type of assessment would allow the identification of candidates who offer poor long term prospects for the organization. Compounding this problem is the fact that in general, knowledge and skills can be imparted upon an individual in a relatively short time while values are developed and
shaped over a longer period of time and are often affected by influences beyond the organization's control.

The use of coaches and mentors as well as a shadowing and buddy system can be important elements in sustaining staff's values based performance in a real operational sense.

The policies the organization establishes and the number and types of mechanisms that exist to support values and their application is also an important element in the values based framework for any organization. What is interesting to note is that values are only really tested when there seem to be definite advantages to those who overlook these values in the interests of convenience, power, conflict, money or any one of a number of other forces.

ASSESSMENT TECHNIQUES - VALUES

The CSC Task Force on Values was created in January of 1998. Its mandate was to define those values/behaviours that would be consistently demonstrated by staff that conducted themselves in a manner consistent with the Mission of the CSC. The task force initially identified some 50-60 behaviours and values that should be demonstrated by CSC staff. Specifically those in front line operational positions, namely the Correctional Officers. Those were then reduced to 17 values/behaviour sets and upon final analysis it was determined that all of these fell into five defined value sets. These value sets were chosen for a number of reasons:

- They directly reflected the types of values and the resultant behaviours that when demonstrated would fully support the Mission of the CSC,
- The values, behaviours and performance indicators were directly related to the duties of the Correctional Officer, and
- The values identified produced behaviours that were objectively measurable.

They are as follows:

1. Respect,
2. Desire to Learn and Change,
3. Integrity,
4. Results Orientation, and
5. Teamwork.

The Correctional Officer group was chosen for two reasons. Given their daily contact with and potential impact upon offenders, they were viewed as the group whose values would have the most direct and immediate effect on the organization and its goals. As well, since the organization was embarking upon an initiative to hire an additional 1000 officers it was seen as a critical time to have a significant impact upon the culture of the organization.

Let me again remind you that there must be a high level of congruency between our staff's values and those of the public if we are to receive their support and maintain our integrity as a Public Service organization.

The difficulty presented in assessing an individual's value system rests in the relative subjectiveness required in making the assessment. It will serve no purpose to have potential employees simply
indicate what they would do and how they would behave in situations. Hypothetical situations by themselves do not provide a good base for the real assessment of values nor their application in either predictable or unpredictable situations. Hypothetical situations are also very unreliable when looking at the values resiliency over a sustained period of time or a number of repetitive situations. Most candidates will be able to give an answer in a hypothetical situation that aligns itself quite well with the values of the organization without really expressing their own values. The only substantive way to measure a candidates set of values is to examine their demonstrated behaviours in past situations.

These assessments have now been added to the recruitment assessment process for as many positions as possible at CSC. These four groups constitute approximately 75% of the Correctional Service of Canada employee complement. As mentioned above, we are moving to a model where all positions within the CSC will carry a formal values-based personal suitability requirement.

Essentially, we would like our employees to demonstrate behaviours that are consistent with those enunciated in the Mission of our organization and are aligned with our legal mandate.

The values assessment for both internal promotion and outside recruitment includes a behaviour-based interview and reference check.

ASSESSMENT INTERVIEW AND REFERENCE CHECK

"Past is Prologue" - The interviewer asks the candidate to share specific behaviours and/or experiences, concentrating on their past. This provides a more accurate reflection of their lifelong values application. The reference check is conducted in order to confirm the self-reported behaviours of candidates.

SIMULATION EXERCISE

In addition, observations are made, during the skills and abilities assessment simulation. The skills and abilities simulation is a role-play based scenario that allows a candidate the opportunity to demonstrate position related skills and abilities while interacting with a trained role-player. During this interaction, assessors are able to observe behaviours and attitudes that are directly linked to the candidates values.

Aligning the new Individual Performance Management Process with the assessment of values will provide another tool to be used in the context of internal promotion.

Along with these tools, a recent study has shown that these alone are not predictors of successful performance in a very stressful and restrictive work environment. The Correctional Service of Canada will be exploring the feasibility of utilizing psychometric testing such as EQI (Emotional Quotient Inventory) as one of the tools to assess values.

The aforementioned notwithstanding, by examining the individual's success at completing assigned work and at comments regarding their ability to work and deal with other staff and offenders we are able to apply the behavioural indicators in the Rating Guides and develop a measurement of their values. In order to be successful, candidates must achieve a minimum acceptable score in each of the 5 values areas. Scoring is done using a rating scale of 0 to 5. The higher the rating the stronger the candidate is in this specific area.

Comprehensive rating guides were developed to allow assessors to measure, using behaviourally based
questions, candidates against each of the five values.

For example, questions are asked of each candidate, like "tell us about a time that you have had to deal with a particularly difficult individual. What was the situation? What did you do to resolve the problem(s)?

The guides allow assessors to take those responses and apply them against a rating scale and ultimately determine a candidate's "score" for values. By clearly defining the areas of questioning which focuses the candidate's response and then applying those responses against an established matrix, the danger of undue amounts of subjectivity entering the process is significantly reduced.

Test-retest reliability is an ongoing challenge. One suggestion that has been made is to video tape a random selection of values-based "simulations" and have a different team of evaluators assess the candidates.

The results of a candidate's values assessment forms a critical part of their overall score in the hiring process. In other words, no candidate who is unsuccessful in the values assessment will be considered for a position regardless of their performance in the knowledge and skills area.

By hiring and promoting only those candidates whose values are deemed to be compatible with the organization, it is hoped that performance problems created by "values" clashes will be lessened and managerial resources can be better focused on business critical issues and on the training and development of staff.

Using the same approach, we then have developed a values based process to recruit, select and train those individuals who serve as role models and who influence the workforce by their behaviour that has become critical to the success of this organization: the Executives.
Strategic Resourcing for Correctional Executives

Description of Program

PROGRAM OBJECTIVE

The Correctional Service of Canada has developed a Program whereby the creation of a new generic Correctional Executive position along with a pro-active selection process will allow for the timely appointment of qualified candidates in line with operational requirements.

The Correctional Executive Program will enable the CSC to:

- Respond to future internal requirement of executives.
- Appoint individuals to a Correctional Executive position who will become part of the CSC National Complement.
- Enable internal movement without incumbents changing position each time.
- Develop individuals in a learning organization.
- Implement a simplified and effective staffing process based on values.

CORRECTIONAL EXECUTIVE - A NEW GENERIC POSITION

The Correctional Executive is accountable to direct the programs, operational services and activities of a correctional institution or community office responsible for the custody or community supervision of federally sentenced offenders.

This new generic position recognizes the complexity of the work in Institutions and in the Community and the requirement for incumbents to play a corporate role. It has been classified at an executive level and replaces the various positions previously known as Warden and District Directors that were classified at different levels.

SELECTION PROCESSES

Different selection processes have been developed to implement the Correctional Executive Program. A process is needed for current incumbents of Warden and District Director positions to convert them to the new generic position. Another process is required for future appointments that will allow the flexibility to pre-qualify candidates for appointments in a timely manner.

The selection processes are to be conducted in a manner that is fair, equitable and transparent and in order to appoint a competent, representative and non-partisan workforce.
STANDARD OF COMPETENCE

A Standard of Competence (Statement of Qualifications) was developed to reflect the requirements of the Correctional Executive position including correctional knowledge and skills and the Public Service Leadership competencies. The Standard of Competence will be used for the assessment and selection of both the current incumbents and future appointments of Correctional Executives.

ASSESSMENT CENTRE

The Correctional Management Learning Centre will serve as the central assessment centre for the purposes of Correctional Executive Assessment. In conjunction with the Public Service Commission Personnel Psychology Centre, the Correctional Service of Canada will pursue the development of assessment tools for the standard of competence that will be aligned within the organisational mandate and priorities.

Candidates would be assessed against the new Executive standard of competence. A National Selection Committee will be formed, composed of:

- Senior Deputy Commissioner
- 2 Regional Deputy Commissioners
- Assistant Commissioner, Human Resource Management

The assessment methods would include in-basket exercises, interviews including behaviour based questions, role plays and simulations, structured reference checks, track record and 360° feedback exercises in addition to the review of performance feedback reports.

Candidates found qualified would be ready for appointment to the Correctional Executive position. Those who do not fully qualify would remain in their current position at their current level and a personal development plan would be developed and implemented. Another assessment could be conducted in 1 year.

PROCESS FOR CURRENT INCUMBENTS (WARDEN AND DISTRICT DIRECTORS)

Individuals who are presently incumbents of a Warden or District Director position at the transition date will be invited to participate in the selection process for the new Correctional Executive position.

The screening criteria will be the education requirement and a minimum of twelve months of experience as Warden or District Director, successful job performance and values demonstrated. Individuals who do not meet the screening and rated criteria will remain in their substantive position until such time that they are re-trained (if possible), re-assessed and qualified.

PRE-QUALIFIED POOL PROCESS FOR FUTURE APPOINTMENTS

A pre-qualified pool (PQP) a pro-active process requiring that candidates be fully assessed against the standard of competence for the Correctional Executive position. As shown below, if found qualified, their name is therefore placed in the pool in view of future vacancies occurring over the next two years. The PQP intake number is to be based on the forecasted number of vacancies in the Correctional Executive Group as not to create false expectations.

In the context of Strategic HR recruitment, a PQP for Correctional Executive positions will not only be
an efficient staffing method but will allow the organization to identify and develop potential individuals. This is how the PQP will integrate the CSC Leadership Program.

This program is described in the following flow chart:

CSC LEADERSHIP PROGRAM - AN INDIVIDUALIZED ACCELERATED DEVELOPMENT INITIATIVE

Candidates who participated in the PQP process who do not qualify but are identified as having potential and values to become correctional executives would be invited to participate in the CSC Leadership Program.

Given that the method of assessment based on the candidate's past behaviours as a predictor of future behaviours, this program would be tailored to address the behaviours required to demonstrate competency mastery of the values recognized by the organization. A personalized learning plan would be developed for the individual based on a variety of learning modes in order to reinforce appropriate behaviours. Appendix A describes CSC's core competencies providing some performance indicators, or behaviours.

To illustrate the point, let's take for example candidate X, let's call him "Hugh".
Hugh's assessment (interview) shows that he understands complexities and can easily develop long-term and short-term strategies, knows the key players in the organization and can position himself to achieve results and remain focused on the objectives (Organizational Awareness - Action Management). According to another assessment tool (reference checks), this individual constantly questions conventional means and looks at different ways of solving multiple problems at once (creativity). Furthermore, it is clear that Hugh knows what he is capable of, is a self-starter and speaks his mind in a very articulate manner (self-confidence). Yet another assessment instrument (360° degree feedback) indicates that, when voicing his opinion, Hugh has a condescending/patronizing manner and frequently produces negative reactions in others (Interpersonal Relations). He reacts negatively when his work is questioned and does not always treat his co-workers fairly or with dignity (Ethics and Values).

This individual's learning plan could involve some formal skills building programs (e.g. Interpersonal skills, Negotiating Skills, Teamwork, Diversity, etc.). It would more than likely also involve job shadowing of a Correctional Executive who has a proven track record demonstrating ethical behaviour towards others and a more collegial approach to decision-making and problem-solving. As well, he might be assigned to a task force or project team working to solve an organizational issue. During that time, the individual would, more than likely, be assigned a coach or mentor with a proven track record to follow up on his progress.

The CSC Leadership Program will therefore be characterized by the following principles. It will be:

- Values-based
- Competency driven
- Targeted to leadership competencies
- Processes and methodologies that are varied, flexible, efficient and tailored to the individual and organizational need

After a period of 12 to 18 months, the candidate, Hugh, in this case, would be re-assessed to qualify for a Correctional Executive position. The next section will deal with those individuals who have been unsuccessful at the CSC Leadership Program.

APPOINTMENT TO LEVEL

The appointment to level approach is implemented to recognize the experience and demonstrated competencies of individuals. When a vacancy arises, the Executive Committee would select a candidate from the PQP and appoint them to the Correctional Executive position. However, if the incumbent has less than 12 months of experience and successful job performance as a Correctional Executive (previously known as Warden or District Director), the incumbent would be appointed to a lower level of PY. A personal development plan would be prepared for that individual to ensure that the proper training and on-the-job coaching be provided. All elements must be gathered to allow for the complete development and demonstration of competencies and the successful achievement of results as expected of a Correctional Executive.

Appointment to the full level of the position would occur when at least 12 months of experience is acquired and a successful performance feedback demonstrating a balance in results and values is obtained. The chart below describes the different combinations that the organization can face.
EVALUATION AND RESEARCH

The Correctional Service of Canada has initiated a research project that, over five years, will track all employees that have been assessed against values criteria as part of staffing processes.

This research project will identify and examine the factors that predict changes in values in a sample of approximately 1600 correctional officer recruits. A broad range of predictor variables will be examined including demographic characteristics, intrinsic job motivation, occupational self-efficacy, concerns about personal security and safety, and social cohesiveness. This is a multi-wave longitudinal study that examines changes in values in two different environments, namely the classroom setting and at the institutional level.

These changes in values will also be linked to important organizational variables such as retention, absenteeism, and individual job performance. Recruits will be assessed five times between when they are initially selected to attend the Correctional Officer Training Program and they complete their one-year probationary period in an institution.

These employees will also be interviewed at regular periods through their careers. The focus of the project will be twofold. Have there been any major shifts in their value systems over time and if so to what degree has the value climate within the organization contributed to any change. As well, the research will try to determine if these employees and their values had an effect on the value system of the organization. Of particular interest will be an assessment of the degree to which the organization actually lives by the values it espouses.

Our early results from the ongoing evaluation are helping us focus our in the continued refinement of this assessment tool and the feasibility of its introduction to other key occupational groups within CSC and at other points in the each employees career progression.
CLOSING REMARKS

In closing I would like to share with you that this project was, and is still not an easy task.

As you can, no doubt appreciate, this is not an initiative to embark on unless there is a high level of organizational commitment to provide the necessary support, direction and structures to enable it to survive the lengthy development and introduction period. We have started with focussing our efforts on the recruitment and orientation programs but will continue (over time) to further develop our Values-based framework as described in my paper.

Appendix A

CSC LEADERSHIP PROGRAM

The Government of Canada has further gone on to develop and entrench competencies against which every one of its executives and senior managers are assessed in order to ensure that the aforementioned values are held firmly in place and in check.

Its executives, including CSC Executives and senior managers are assessed against the competencies and values shown below.

<table>
<thead>
<tr>
<th>Core Competencies</th>
<th>Examples of Behaviours</th>
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<tbody>
<tr>
<td>Creativity</td>
<td>- innovate</td>
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<td></td>
<td>- demonstrate willingness to question conventional means</td>
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<td></td>
<td>- solve multiple problems at once</td>
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<td></td>
<td>- continuous learners</td>
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<tr>
<td>Action Management</td>
<td>- action-oriented</td>
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<tr>
<td></td>
<td>- anticipate consequences of strategies</td>
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<td></td>
<td>- ensure efficiency in carrying out policies</td>
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<td>- develop back-up strategies</td>
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<td>- deal with serious, time-sensitive issues</td>
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<td></td>
<td>- capable of managing a number of crises simultaneously</td>
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<tr>
<td></td>
<td>- remain focused</td>
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<td></td>
<td>- at ease with ambiguity and risk</td>
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<tr>
<td></td>
<td>- have the courage to propose courses of action that others might not suggest</td>
</tr>
<tr>
<td></td>
<td>- make things happen and get things done</td>
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<tr>
<td>Organisational Awareness</td>
<td>- understand the inner working of government</td>
</tr>
<tr>
<td></td>
<td>- position themselves to achieve objectives</td>
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<tr>
<td></td>
<td>- acutely sensitive to relationships between key players</td>
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<td></td>
<td>- use good judgment</td>
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- steer decision-making to serve the public interest

Teamwork
- contribute to team projects collaboratively
- work towards consensual solutions
- improve planning or decision-making
- show consideration, concern and respect for others
- recognize diversity of experience and knowledge

Partnering
- work with partners to create the policies that support integrated service delivery
- share power and responsibility
- avoid waste, inefficiency and duplication of effort
- demonstrate commitment, trust and open communication
- articulate and align the objectives and expectations of team members

Interpersonal Relations
- interact effectively with individuals
- negotiate to produce "win-win" results
- persuade to gain support for ideas and initiatives
- influence peers and superiors
- deal with difficult and complex interpersonal situations effectively
- take firm control in order to actualize the agenda or to protect the public interest

Communication
- communicate in a compelling and articulate manner that instills commitment
- adapt communications to different audiences
- use a variety of communications vehicles
- appreciate the importance of being a good listener, provide opportunities for others to have input, listen for underlying nuances and messages, convey an understanding of the key points being communicated

Stamina / Stress Resistance
- sustain high energy levels
- resist stress and remain energized in the face of difficult demands
- know own limits
- respond to early signs of burnout

Ethics and Values
- treat people fairly and with dignity
- admit mistakes
- honour commitments
- consistently uphold the personal, social, and ethical norms of the Public Service
- protect fairness, avoid conflicts of interest and maintain political and interpersonal neutrality
- pursue proper goals and are resilient in the face of distracting external pressures
- ensure actions are aligned with principles

Personality
- possess ambition to set challenging goals and have the tenacity to pursue them
- stability and self-control
- motivated by the challenge of protecting and serving the public good
- pursue power as a tool to accomplish objectives rather than an end in itself

Behavioural Flexibility
- adjust behaviour to the demand
- remain productive through periods of transition, ambiguity or uncertainty
- adapt to different situations
- respond quickly to emerging opportunities and risks
- work effectively with a broad range of situations, people, and groups
- acquire new and more effective behaviours and discard inappropriate behaviours
- Learn from behavioural styles of others

Self-Confidence
- possess realistic confidence in ability
- secure and self-directed
- possess inner strength
- seek and consider input, but not dependent on the judgment of others
- make decision independently and take ownership of the responsibility for them
- express opinions willingly and take calculated risks
- handle failures and criticism in a constructive manner
- project an air of assurance
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Human Resource Management Sector
The Correctional Service of Canada

Jacques M. Pelletier was appointed to the position of Assistant Commissioner, Human Resource Management on May 15, 1999. In this capacity, he is accountable for facilitating achievement of Mission correctional goals by a qualified, results producing, and sustainable workforce working in a secure, reasonable, humane environment. The Assistant Commissioner, Human Resource Management achieves this by ensuring delivery of human resource programs and providing value added timely advice on human resource matters.

He is a key member of the Executive Committee and reports to the Commissioner of Corrections.

Specific function of the management positions reporting to the Assistant Commissioner, Human Resource Management are Labour Relations, Organizational Design and Resourcing, Learning and Career Development and Organizational Renewal.

Mr. Pelletier represents CSC on a number of intergovernmental committees including HR Council, HR Forum, UCS Implementation Forum and Personnel Advisory Group.

Prior to joining CSC, Mr. Pelletier occupied the position of Director General, Human Resources with Heritage Canada from April 1997 to May 1999 and with the Public Service Commission from August 1989 to April 1997.

Mr. Pelletier lectures at École national d'administration publique (ENAP) on organizational behaviour and human resources management. Throughout his career he has been engaged in the management of missions to Tunisia, China, Brazil, Cameroon Ivory Coast, Costa Rica, Benin and Argentina.

Mr. Pelletier holds a Masters Degree in Business Administration and degrees in Bachelor of Business Administration and Bachelor of Arts from the University of Montreal.