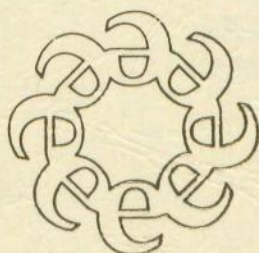


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**Evaluation of the Departmental
Assignment Program (DAP)**

Final Report



**Ekos
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Associates Inc.**

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Final Report

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April 30, 1993

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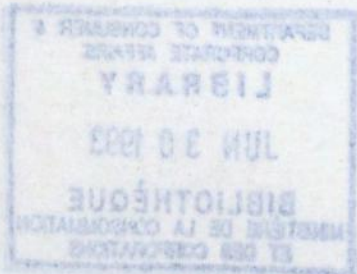
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EXECUTIVE SUMMARY



Background

The Departmental Assignment Program (DAP) was formally established by the Deputy Minister and Executive Committee at Consumer and Corporate Affairs Canada in May 1989. The DAP places employees on a temporary assignment in another area within the Department (or occasionally in another federal department) in order to provide an opportunity for them to develop new knowledge and skills as well as to help managers meet short-term operational needs. The 1991-92 program budget was approximately \$92,600.

For fiscal years 1989-90 to 1991-92, the number of new assignments remained constant at about 45 each year. However, both the *demand* for the program (i.e., new proposals from managers) and the *supply* of candidates (i.e., new applications from employees) have been declining (see Exhibit 1.1). Also, there is a trend for demand to exceed supply — for instance, in 1991-92 there were 85 new proposals from managers, compared to only 57 new applications from employees. Most of these managers and employees (121, or about 85 per cent) were from the Administrative Support and Administrative and Foreign Service categories. Very few (21, or about 15 per cent) came from the Scientific and Professional category (see Exhibit 1.2). In addition, a modest majority of the 1991-92 employee applications (34, or 60 per cent) and management proposals (47, or 55 per cent) involved the lower levels (i.e., one, two or three as opposed to four, five or six) within occupational groups. Similarly, 16 (or 64 per cent of) employees placed on assignment and 23 (or 59 per cent of) managers' proposals met in 1991-92 were at these lower occupational levels.

Study Objectives and Methods

An evaluation study was conducted in order to help guide decisions regarding the future direction of the program. The study examined a number of issues, including: awareness of the program; factors limiting access to the program; reasons why staff use or do not use the program; client satisfaction; effectiveness of the program; future demand; and program improvements. The evaluation was done in November and December of 1992, and the findings therefore apply to this period of time.

The evaluation consisted primarily of a telephone survey of 393 Departmental employees and managers (258 at National Headquarters and 135 in the Regions). The survey respondents included 51 employees who have been on assignment and 34 managers who have had a position filled with a DAP participant. The response-rate for the survey was 56 per cent, quite acceptable for a survey of this type (see Exhibit 2.1). In order to supplement the survey findings, a round of interviews was conducted with DAP personnel, regional Departmental personnel managers, and managers of three other federal assignment programs. In addition, documentation on the DAP and the other federal assignment programs was reviewed.

Findings and Conclusions

On the whole, the evaluation yielded a very positive picture of the performance of the DAP to date. The survey evidence suggests that the program has been successful in achieving its core objectives, and that most employees and managers are highly satisfied with the DAP. The program produces a number of benefits for the Department — in particular, it helps with employees' career development, allows managers to quickly fill a vacant position (within two to four weeks), and has positive impacts on the host organization. Moreover, indications are that demand for the program will be very high in the years to come. Some highlights of these survey findings are summarized in the paragraphs that follow.

Awareness of Program

Basic awareness of the program and its major features was high (see Exhibit 3.1), particularly for staff who have had some involvement in the program, but even for those who have not yet used it (over 90 per cent of whom were aware of the DAP). Program personnel have observed, however, that some employees have misperceptions about the purpose of the DAP — they believe (incorrectly) that the program is intended primarily to help them get a new position or promotion. Most employees and managers learned about the DAP from Departmental publications (59

per cent), DAP documents (50 per cent) and colleagues (35 per cent, see Exhibit 3.3), and were well-informed consumers in that they were quite aware of major program features, requirements, etc. before submitting their application or proposal (see Table A.10).

Employees' Reasons for Using/Not Using Program

The majority of employees who have applied to the DAP did so in order to acquire new knowledge and skills (75 per cent), for an organizational change (62 per cent), or to make new contacts (55 per cent) — all of which are compatible with program objectives (see Exhibit 3.9). Employees who have *not* used the DAP did not register primarily because they were satisfied with their present job (41 per cent), did not see the necessity (19 per cent), or because they had concerns about a job change (19 per cent, see Exhibit 3.10). In addition, access to the DAP was limited for some employees by the prohibitive costs associated with relocating to the NCR from the regions or *vice-versa* (37 per cent), by a lack of bilingual skills (21 per cent), or by a gap between their qualifications and the requirements of the assignment (15 per cent, see Exhibit 3.4).

Managers' Reasons for Using/Not Using Program

Most managers submitted a proposal to the DAP in order to quickly find staff for a vacant position (63 per cent) or a short-term special project (23 per cent), to give employees an opportunity to improve their knowledge (25 per cent), or to introduce "new blood" into their organization (18 per cent, see Exhibit 3.11). Again, these reasons are in line with DAP objectives. Managers who have *not* used the program reported that the primary reasons for this were a lack of need (31 per cent) and their perception that the candidates in the DAP inventory could not meet their staffing needs (20 per cent). In addition, 26 per cent of managers who have withdrawn their proposal to the DAP did so because their priorities changed (see Exhibit 3.12), and 27 per cent of managers reported that their use of the program was restricted by difficulties in replacing their employees hoping to go on assignment (see Exhibit 3.4).

Satisfaction with Program

Satisfaction with the program and its various services was very high for employees and managers alike. Over three-quarters of survey respondents were highly satisfied with virtually all DAP services (see Exhibit 3.21). The only service receiving noticeably lower satisfaction ratings by employees (only one-half were highly satisfied) was the search for the desired assignment — particularly (and understandably) for

employees waiting in the inventory for an assignment. Employees on assignment were most satisfied with the new knowledge, skills and contacts they acquired through their assignment, the reception and hospitality offered to them by the host organization, and the nature of the work. Over 80 per cent were highly satisfied with these program features (see Exhibit 3.22). Managers were highly satisfied with the response time of the program in terms of filling their position. Most (over 80 per cent) regarded two to four weeks as an acceptable period of time to wait, and found that their position was filled as quickly or even more quickly than they had expected (see Exhibit 3.24).

Program Impacts and Effects

Regarding the effectiveness of the program, most employees (over two-thirds) found their assignment to be most helpful for strengthening their abilities and increasing their contacts (see Exhibit 3.25). For fewer employees (less than one-third), the assignment was regarded as being helpful for leading to other assignments, to a job competition or a lateral transfer within the Department, or to a job competition in another (i.e., the host) federal department. In addition, most employees viewed their assignment as being consistent with their career path (77 per cent) and as having an impact on their career (67 per cent, see Exhibit 3.26).

The majority (over 80 per cent) of managers who had a position filled with a DAP participant also felt that there had been positive impacts — in particular, positive impacts on the employee's development, on output and on their organization (see Exhibit 3.27). For the most part, managers felt that the DAP participant had successfully met their short-term operational needs (see Exhibit 3.28). Although 10 managers indicated that they could have hired the employee *without* the DAP (see Exhibit 3.29), this is understandable in light of the fact that other options are available to them for short-term staffing (e.g., hiring someone on contract, secondment, etc.).

Future Demand for Program

Survey responses suggest that the demand for the DAP in the future will be very high (see Exhibit 3.18). The vast majority (over three-quarters) of employees and managers who had some involvement with the program indicated that they would use the DAP sometime in the future. Even among staff and managers who have *not* used the program, between 23 per cent and 38 per cent indicated that they intend to use the DAP in the next 12 months.

Suggested Improvements to Program

Suggestions for improving the program, which were made by survey respondents and officials who were interviewed, focused on the need to promote the

program and its benefits more proactively and to regularly publicize available assignments and the skill profile of available candidates. These measures were seen as a means to improve program visibility and participation — resulting in more candidates and more assignments, and hence a greater probability of candidates being placed on a suitable assignment. It was also suggested that expanding the program to include other federal departments as well as the private sector would serve to increase the available candidates and assignments.

Performance Indicators

It is suggested that key measures of DAP performance be routinely collected in order to inform program management of DAP progress and to alert them to any problems that may require corrective adjustments to program delivery. This would include crucial measures of program participation (i.e., in terms of applications from employees, proposals from managers, and assignments arranged), client satisfaction with the program, and program effectiveness — in particular, the degree to which the program is helping employees to acquire new knowledge and skills in support of their ongoing career development, and the extent to which it helps managers to meet their short term operational requirements.

The Department may wish to establish quantitative performance targets for participation in the DAP. Data which is already collected by program management and reported annually provides suggestions in these regards. For example, in fiscal year 1991-92, approximately **five per cent** (or 57 of 1,172) eligible employees in the NCR submitted applications and registered in the DAP inventory. As part of ongoing efforts to increase participation in the program, it may be helpful to set targets — say, to increase applications from employees by at least one per cent annually (i.e., increase to six per cent of eligible employees in 1993-94, to seven per cent in 1994-95, etc.) until the rate of participation is regarded as more acceptable. This target should be attainable, given the survey results on future program demand.

In addition, the present survey results pertaining to client satisfaction and program effectiveness — for instance, the average rating on five-point satisfaction and helpfulness scales utilized in the survey questionnaire — can serve as a benchmark against which future program performance can be judged. Some key survey items on client satisfaction and program effectiveness could be routinely reproduced in a brief questionnaire given to each participating employee and manager at the completion of each assignment, and the results assessed annually.



RÉSUMÉ



Contexte

Le Programme d'affectations ministérielles (PAM) a été officiellement mis sur pied par le sous-ministre et le Comité de direction de Consommation et Affaires commerciales Canada en mai 1989. Par l'entremise du PAM, des employés sont affectés temporairement dans un autre secteur au sein du ministère (ou à l'occasion, dans un autre ministère) afin de leur permettre d'acquérir de nouvelles connaissances et compétences et d'aider les gestionnaires à satisfaire leurs besoins opérationnels à court terme. Le budget alloué au programme en 1991-1992 était de l'ordre de 92 600 \$.

En ce qui a trait aux années financières 1989-1990 à 1991-1992, un nombre constant de nouvelles affectations, soit environ 45, ont été effectuées chaque année. Toutefois, tant la *demande* pour le programme (c.-à-d. nouvelles propositions des gestionnaires) que l'*offre* de candidats (c.-à-d. nouvelles demandes des employés) sont en baisse (voir l'encadré 1.1). De plus, la demande tend à dépasser l'offre — par exemple, en 1991-1992, les gestionnaires ont fait 85 nouvelles propositions comparativement à seulement 57 nouvelles demandes des employés. La plupart de ces gestionnaires et employés (121, ou environ 85 p. 100) provenaient de la catégorie du soutien administratif et de la catégorie administrative et du service extérieur. Très peu d'entre eux (21, ou environ 15 p. 100) faisaient partie de la catégorie des emplois scientifiques et des professions libérales (voir l'encadré 1.2). Qui plus est, une faible majorité des demandes des employés en 1991-1992 (34, ou 60 p. 100) et des propositions des gestionnaires (47, ou 55 p. 100) concernaient les niveaux inférieurs (c.-à-d. un, deux ou trois plutôt que quatre, cinq ou six) des groupes de professions. Dans le même ordre d'idées, 16 (ou 64 p. 100) des affectations des employés et 23 (ou 59 p. 100) des propositions des gestionnaires qui ont été accomplies en 1991-1992 étaient à ces niveaux inférieurs de professions.

Objectifs et méthodes de l'étude

Nous avons effectué une étude d'évaluation afin d'éclairer les décisions prises relativement à l'orientation future du programme. Plusieurs questions étaient sur le tapis, y compris : la sensibilisation au programme, les facteurs limitant l'accès au programme, les raisons pour lesquelles le personnel a recours ou non au programme, la satisfaction du client, l'efficacité du programme, la demande future et les améliorations à apporter au programme. L'évaluation a eu lieu en novembre et en décembre 1992, par conséquent, les résultats touchent cette période en particulier.

L'évaluation a consisté principalement en un sondage téléphonique auprès de 393 employés et gestionnaires du ministère (258 à l'administration centrale et 135 dans les régions). Les répondants au sondage incluaient 51 employés qui ont bénéficié d'une affectation et 34 gestionnaires pour qui on a comblé un poste à l'aide du PAM. Le taux de réponse au sondage était de 56 p. 100, ce qui est très acceptable pour un sondage de ce genre (voir l'encadré 2.1). Afin de compléter les résultats du sondage, une série d'entrevues ont été effectuées avec le personnel du PAM, les gestionnaires régionaux du personnel du ministère et les gestionnaires de trois autres programmes fédéraux d'affectations. De plus, nous avons étudié de la documentation au sujet du PAM et des autres programmes fédéraux d'affectations.

Résultats et conclusions

Dans l'ensemble, l'évaluation a tracé un tableau très positif du rendement du PAM jusqu'à maintenant. Les données recueillies grâce au sondage révèlent que le programme a réussi à atteindre ses objectifs principaux et que la plupart des employés et des gestionnaires sont énormément satisfaits du PAM. Ce dernier présente un certain nombre d'avantages pour le ministère — en particulier, il contribue au perfectionnement professionnel des employés, permet aux gestionnaires de combler rapidement un poste vacant (dans un délai de deux à quatre semaines) et a un effet positif sur l'organisme hôte. Par ailleurs, il semblerait que la demande pour ce programme sera très élevée pour les années à venir. Certains points saillants du sondage sont résumés dans les paragraphes ci-dessous.

Sensibilisation au programme

La sensibilisation fondamentale au programme et à ses caractéristiques principales était élevée (voir l'encadré 3.1) particulièrement pour les employés ayant participé d'une certaine façon au programme, mais même pour ceux ne l'ayant pas encore utilisé (plus de 90 p. 100 de ces derniers étaient au courant du PAM). Le personnel affecté au programme a observé, cependant, que certains employés ont des

idées préconçues au sujet du but du PAM — ils croient (à tort) que le programme vise principalement à les aider à obtenir un nouveau poste ou une promotion. La plupart des employés et des gestionnaires ont pris connaissance du PAM dans les publications du ministère (59 p. 100), dans les documents publiés par le bureau du PAM (50 p. 100) et par l'entremise de leurs collègues (35 p. 100, voir l'encadré 3.3), et se sont avérés des consommateurs avertis car ils étaient informés des caractéristiques principales, des exigences du programme, etc. avant de présenter leur demande ou leur proposition (voir le tableau A.10).

Raisons des employés pour avoir recours ou non au programme

La majorité des employés qui ont présenté leur candidature au PAM l'ont fait pour acquérir de nouvelles connaissances et compétences (75 p. 100), pour changer d'organisation (62 p. 100) ou pour établir de nouveaux contacts (55 p. 100) — toutes ces raisons sont compatibles avec les objectifs du programme (voir l'encadré 3.9). Les employés qui *n'ont pas* eu recours au PAM ne se sont pas inscrits surtout parce qu'ils étaient satisfaits de leur présent emploi (41 p. 100), n'en voyaient pas la nécessité (19 p. 100) ou parce qu'un changement d'emploi les inquiétait (19 p. 100, voir l'encadré 3.10). De plus, l'accès au PAM était limité pour certains employés en raison des coûts exorbitants reliés à une mutation à partir d'une autre région dans la RCN ou *vice-versa* (37 p. 100), de leurs connaissances insuffisantes des deux langues (21 p. 100) ou d'un écart entre leurs compétences et les exigences de l'affectation (15 p. 100, voir l'encadré 3.4).

Raisons des gestionnaires pour avoir recours ou non au programme

La plupart des gestionnaires ont présenté une proposition au PAM pour combler rapidement un poste vacant (63 p. 100) ou pour un projet spécial à court terme (23 p. 100), pour permettre à leurs employés d'approfondir leurs connaissances (25 p. 100) ou pour intégrer de «nouveaux visages» dans leur organisation (18 p. 100, voir l'encadré 3.11). Encore une fois, ces raisons correspondent aux objectifs du PAM. Les gestionnaires qui *n'ont pas* eu recours au programme ont indiqué que leurs raisons principales étaient qu'ils n'en avaient pas besoin (31 p. 100) et qu'ils croyaient que les candidats dans l'inventaire du PAM ne pouvaient pas satisfaire à leurs besoins en dotation (20 p. 100). De plus, 26 p. 100 des gestionnaires qui ont retiré leur proposition au PAM l'ont fait parce que leurs priorités ont changé (voir l'encadré 3.12) et 27 p. 100 des gestionnaires ont signalé que leur utilisation du programme était limitée par les difficultés qu'ils ont à remplacer leurs employés qui espèrent recevoir une affectation (voir l'encadré 3.4).

Satisfaction à l'égard du programme

La satisfaction à l'égard du programme et de ses divers services était très élevée autant pour les employés que pour les gestionnaires. Plus des trois quarts des répondants au sondage étaient énormément satisfaits de presque tous les services du PAM (voir l'encadré 3.21). Le seul service qui a reçu une note considérablement plus faible relativement à la satisfaction des employés (seulement la moitié d'entre eux étaient très satisfaits) était la recherche de l'affectation souhaitée — particulièrement (et naturellement) pour les employés de l'inventaire qui attendaient une affectation. Les employés en affectation étaient les plus satisfaits des nouveaux contacts, connaissances et compétences qu'ils ont acquis pendant leur affectation, de l'accueil qu'ils ont reçu de l'organisation hôte et de la nature du travail. Plus de 80 p. 100 d'entre eux étaient extrêmement satisfaits de ces caractéristiques du programme (voir l'encadré 3.22). Les gestionnaires étaient très satisfaits du temps requis par le programme pour combler leur poste. La plupart (plus de 80 p. 100) considéraient un délai de deux à quatre semaines comme acceptable, et ont constaté que leur poste avait été comblé aussi rapidement ou plus rapidement qu'ils avaient prévu (voir l'encadré 3.24).

Répercussions et effets du programme

En ce qui a trait à l'efficacité du programme, la plupart des employés (plus des deux tiers) étaient d'avis que leur affectation avait grandement contribué à accroître leurs aptitudes et leurs contacts (voir l'encadré 3.25). Pour un nombre inférieur d'employés (moins d'un tiers), l'affectation s'est avérée utile pour mener à d'autres affectations, à un concours ou à une mutation latérale au sein du ministère ou à un concours dans un autre ministère fédéral (c.-à-d. l'hôte). Qui plus est, la plupart des employés croyaient que leur affectation correspondait à leur cheminement de carrière (77 p. 100) et avait une incidence sur leur carrière (67 p. 100, voir l'encadré 3.26).

La majorité (plus de 80 p. 100) des gestionnaires, dont l'un des postes a été comblé par un participant au PAM, croyaient également que le programme avait eu des répercussions positives — en particulier, sur le perfectionnement des employés, sur la production et sur leur organisation (voir l'encadré 3.27). En grande partie, les gestionnaires croyaient que le participant au PAM avait réussi à satisfaire à leurs besoins opérationnels à court terme (voir l'encadré 3.28). Bien que 10 gestionnaires ont indiqué qu'ils auraient pu embaucher l'employé *sans* le PAM (voir l'encadré 3.29), c'est naturel en raison des autres possibilités s'offrant à eux pour la dotation à court terme (p. ex. embaucher un employé contractuel, le détachement, etc.)

Demande future pour le programme

Selon les réponses au sondage, la demande pour le PAM à l'avenir sera très élevée (voir encadré 3.18). La grande majorité (plus des trois quarts) des employés et des gestionnaires qui ont participé d'une certaine façon au programme ont indiqué qu'ils auraient recours au PAM à l'avenir. Même parmi le personnel et les gestionnaires qui *n'ont pas* eu recours au programme, entre 23 et 38 p. 100 d'entre eux ont indiqué qu'ils ont l'intention d'avoir recours au PAM au cours des douze prochains mois.

Améliorations suggérées au programme

Les suggestions visant à améliorer le programme, faites par les répondants au sondage et par les représentants interviewés, portaient surtout sur la nécessité de promouvoir de façon plus proactive le programme et ses avantages et d'annoncer plus régulièrement les affectations disponibles et le profil des compétences des candidats disponibles. Ces mesures serviraient à améliorer la visibilité et la participation au programme — et résulteraient en un accroissement des candidats et des affectations. Ainsi, la probabilité que les candidats reçoivent une affectation appropriée serait plus élevée. On a également suggéré que, d'élargir le programme pour inclure d'autres ministères fédéraux ainsi que le secteur privé, aiderait à accroître les affectations et les candidats disponibles.

Indicateurs de rendement

On a suggéré que des mesures clé du rendement du PAM soient recueillies régulièrement afin d'informer les gestionnaires du programme des progrès du PAM et de les mettre au courant des problèmes qui pourraient nécessiter la modification de la prestation du programme. Il s'agirait de mesures vitales reliées à la participation au programme (c.-à-d. demandes des employés, propositions des gestionnaires et affectations fixées), la satisfaction du client à l'égard du programme et à l'efficacité du programme — en particulier, à quel point le programme aide les employés à acquérir de nouvelles connaissances et compétences pour renforcer leur perfectionnement et la façon dont il aide les gestionnaires à satisfaire à leurs exigences opérationnelles à court terme.

Le ministère pourrait établir des objectifs de rendement quantitatifs de participation au PAM. Les données déjà recueillies par les gestionnaires du programme et rapportées annuellement donnent des suggestions à cet égard. Par exemple, au cours de l'année financière 1991-1992, environ **cinq pour cent** (ou 57 sur 1172) des employés admissibles au sein de la RCN ont présenté des demandes et se sont inscrits à

l'inventaire du PAM. Dans le cadre d'efforts continus pour accroître la participation au programme, il pourrait être utile de fixer des objectifs — notamment, d'augmenter les demandes des employés d'au moins un pour cent annuellement (c.-à-d. augmenter à six pour cent des employés admissibles en 1993-94, à sept pour cent en 1994-95, etc.) jusqu'à ce que le taux de participation soit considéré plus acceptable. Cet objectif devrait être réaliste étant donné les résultats du sondage sur la demande future pour le programme.

De plus, les résultats actuels du sondage reliés à la satisfaction du client et à l'efficacité du programme — par exemple, le taux moyen sur les échelles de cinq points de satisfaction et d'utilité utilisées dans le questionnaire — peuvent servir de repère selon lequel on pourrait juger du rendement futur du programme. Certains points clé du sondage au sujet de la satisfaction du client et de l'efficacité du programme pourraient être reproduits systématiquement dans un court questionnaire remis à chaque employé et gestionnaire participant à la fin de chaque affectation, et les résultats seraient évalués chaque année.

CHAPTER**1****INTRODUCTION**

1.1 Background

In this document, an evaluation study of the Departmental Assignment Program (DAP) at Consumer and Corporate Affairs Canada (CCAC) is described. The DAP places employees on a temporary assignment in another area within the Department (or sometimes in another federal department) in order to provide an opportunity for them to develop new knowledge and skills and to help managers meet short-term operational needs. The evaluation was requested by DAP management, who wished to examine the degree of success of the program after its three years of operation and to decide upon future program directions in light of its performance to date. The study consisted primarily of a telephone survey of Departmental staff, conducted in November and December of 1992, and the findings reported in this document therefore apply to this period in time.

Assignment programs like the DAP are a potentially useful and cost-effective employee development tool, particularly in the present federal government context. Current concerns about fiscal responsibility and middle Canadian tax fatigue have created pressures for leaner, smarter government and a growing emphasis on value for money. With the decreasing size of the federal public service and decreasing

departmental budgets, there are fewer and fewer opportunities for staff development and mobility through costly training programs and promotions. At the same time, largely as a result of the *Public Service 2000* exercise, federal departments and agencies recognize the importance of staff development and are striving to create a continuous learning culture within their organizations in order to achieve their objectives and provide a better managed, more service-oriented federal public service. In light of all of these forces, assignment and secondment programs hold the potential to be an excellent vehicle for facilitating staff development and lateral mobility in the "more for less" fashion demanded by the current fiscal environment.

Program Description

The Departmental Assignment Program (DAP) was formally established at Consumer and Corporate Affairs Canada (CCAC) by the Deputy Minister and Executive Committee in May 1989. The program coordinates the placement of interested employees in a temporary assignment in another area within the Department or in another participating federal department. As part of the Department's Human Resource Services Directorate, the DAP reflects a growing emphasis on the creation of opportunities for employee development and revitalization.

The core objectives of the DAP are:

- ❑ to help managers meet their short-term operational requirements by providing an inventory of employees who are interested, as part of a career development strategy, in working on temporary projects; and
- ❑ to provide employees with assignment opportunities to apply and develop their skills, acquire new knowledge and skills, broaden their experience, and revitalize their interest in their work.

All indeterminate employees who obtain their supervisor's approval are eligible to participate in the DAP. While on assignment, the employees retain the status, salary and benefits of their home position, and are eligible to enter job competitions in either their home or host organization. Assignments can last up to a maximum of two years. At the completion of their assignment, employees are expected to return to their original position.

The DAP at Consumer and Corporate Affairs Canada is currently modest in size. Its total operating budget for 1991-92 was approximately \$92,600. The program currently has two personnel, who are responsible for: providing guidance in the application of the Department's assignment policy; managing the inventory of candidates; liaising with employees and home and host managers; reporting program activity; and related duties. It is important to recognize, however, that these personnel have other responsibilities over and above the DAP. For instance, they manage other special development programs (e.g., for management trainees and summer students), and offer a career planning service.

Program Participation

Participation in the DAP by both employees and managers is presented in Exhibit 1.1. For fiscal years 1989-90 to 1991-92, the number of new assignments has remained constant at about 45 each year, while the number of new applications/proposals has declined substantially. These figures indicate that both the *demand* for the program (proposals from managers) and in particular the *supply* of candidates (applications from employees) have been decreasing. They also suggest that demand by managers is increasingly exceeding the supply of candidates.

EXHIBIT 1.1
Participation in the DAP

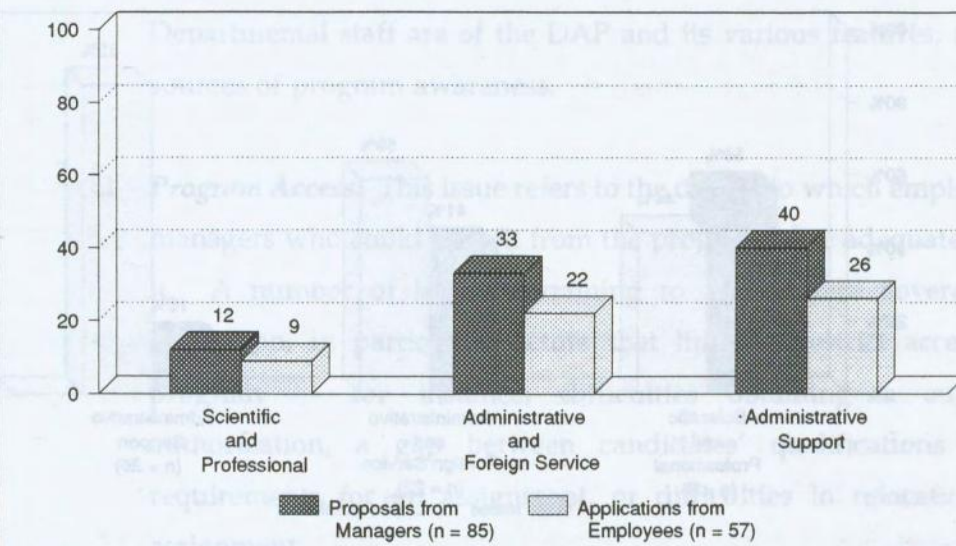
Fiscal Year	Applications from Employees	Proposals from Managers	Number of Assignments
1989-90	103	107	46
1990-91	73	89	45
1991-92	57	85	44 ¹
Total	233	281	135
¹ Five of these 44 assignments were outside of CCAC.			

Exhibit 1.2 illustrates that among the 1991-92 participating employees and managers, most came from the Administrative Support (26 and 40, respectively) and Administrative and Foreign Service categories (22 and 33, respectively)¹. Far fewer came from the Scientific and Professional category (only 9 employees and 12 managers). In addition, a modest majority of the 1991-92 employee applications (60 per cent) and management proposals (55 per cent) involved the lower levels (i.e., 1, 2 or 3 as opposed to 4, 5 or 6) within occupational groups. Similarly, 64 per cent of employees placed on assignment and 59 per cent of managers' proposals met in 1991-92 were at these lower occupational levels.

Considering just the 57 employees who submitted applications in 1991-92 (see Exhibit 1.3), the majority in the Administrative and Foreign Service category and particularly the Administrative Support category were women (59 per cent and 85 per cent, respectively). In the latter case, this is understandable in that there is a large proportion of female (and bilingual) employees in the Administrative Support category. Most (two-thirds) of the applications in the Administrative Support category came from the CR group, and most in the Administrative and Foreign Service category came from the AS and PM groups. Also, the majority of the 57 employee applications came from the Bureau of Corporate Affairs and Legislative Policy (26 per cent), Corporate

1. Information on 1991-92 program participation was obtained from: *Departmental Assignment Program and Special Programs Annual Report (April 1, 1991 to March 31, 1992)*. Personnel Directorate, Consumer and Corporate Affairs Canada.

EXHIBIT 1.2
1991-92 Participation in the DAP
by Occupational Category

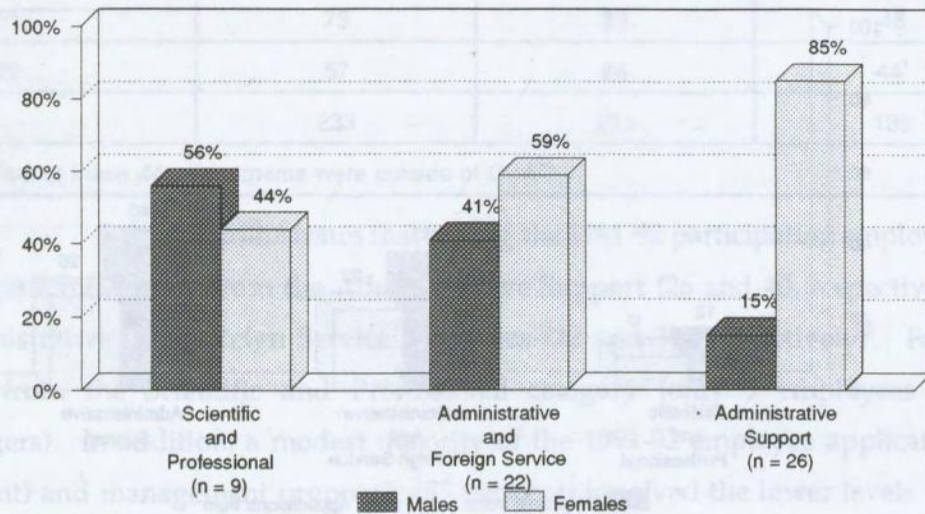


Note: Figures represent the number of participating managers and employees in each occupational category.

Policy and Strategic Planning (23 per cent), and the Finance and Administration Directorate (18 per cent).

Regarding the 85 proposals from managers in 1991-92, most came from the Bureau of Consumer Affairs (29 per cent) and Corporate Policy and Strategic Planning (24 per cent). Among 40 proposals aimed at recruiting in the Administrative Support category, most were for the CR group (63 per cent), with the remainder (37 per cent) for the DA-CON and ST-SCY groups. Among the 33 proposals for the Administrative and Foreign Service category, most (36 per cent) were for the AS group.

EXHIBIT 1.3
1991-92 Employee Participation in the
DAP by Occupational Category and Gender



Note: Figures represent the % of participating male and female employees within each occupational category.

1.2 Study Objectives

This evaluation study consisted primarily of a telephone survey of about 400 Departmental employees and managers — including those who have participated in the DAP and those who have not. In general terms, the objective of the evaluation was to guide the future success of the DAP on the basis of retrospective knowledge of past program performance. This objective reflects a practical focus and a forward-looking orientation — applying past lessons to heighten future program efficiency and effectiveness.

More specifically, the evaluation study was intended, through an assessment of staff perceptions and opinions, to address the issues raised in the evaluation assessment.² These issues are described below.

- ❑ ***Program Awareness.*** The study assessed how well informed Departmental staff are of the DAP and its various features, as well as sources of program awareness.
- ❑ ***Program Access.*** This issue refers to the degree to which employees and managers who could benefit from the program have adequate access to it. A number of issues pertaining to access were covered in the evaluation, in particular, factors that limit or restrict access to the program — for instance, difficulties obtaining a supervisor's authorization, a gap between candidates' qualifications and the requirements for an assignment, or difficulties in relocating for an assignment.
- ❑ ***Program Usage.*** Under the broad category of program usage, a number of issues were examined, including: characteristics of program users; duration of program use; employees' and managers' reasons for using and not using the program; and future demand for the program.
- ❑ ***Client Satisfaction.*** This issue encompasses an assessment of employees' and managers' degree of satisfaction with various features and services of the program.
- ❑ ***Impacts and Effects.*** Impacts and effects of participating in the DAP were examined. Most importantly, the study assessed staff's perceptions of the degree of success of the program in meeting its core objectives —

2. *Draft Report on the Evaluation Assessment Study of the Departmental Assignment Program (DAP).*, Program Evaluation Division, Consumer and Corporate Affairs Canada, July 1992.

providing employees with an opportunity to broaden their experience and develop their skills, and helping managers to meet short-term operational requirements.

- ❑ ***Program Improvements.*** Finally, potential improvements to the delivery of the DAP, which could improve the participation in and the usefulness of the program, were examined.

In addition, a key objective of this study was to develop *performance indicators* to measure the effectiveness of the DAP on an ongoing basis. Some of the survey findings bearing on program participation, effectiveness, and client satisfaction should prove useful as benchmark indicators in these regards. Suggestions regarding performance indicators and the ongoing monitoring and evaluation of the program are provided in the concluding chapter.

1.3 Purpose and Organization of the Report

The purpose of this document is to provide a comprehensive description of the DAP evaluation — its methodology, findings and conclusions. In the next chapter, we provide details on the study methods, including interviews, survey methodology, and data analysis. A list of the persons interviewed and the survey questionnaires are appended. Chapter Three provides a presentation of the key study findings, organized according to the evaluation issues. For the reader interested in more detail, we have appended detailed tables of quantitative results and summaries of open-ended survey responses. Finally, in Chapter Four, we draw conclusions stemming from the survey and interview findings.

CHAPTER

2

METHODOLOGY

2.1 Interviews

A round of interviews was conducted in order to supplement the major source of evidence for this study — a survey of Departmental staff and managers (described in subsequent sections of this chapter). Interviewees included the following:

- ❑ Departmental Assignment Program (DAP) manager and staff — who were asked for their views on the strengths and limitations of the program, the effectiveness of the program, possible improvements and future program directions;
- ❑ Regional CCAC Personnel Managers — who were asked for their views on any DAP-type activities being conducted in their region and for suggestions as to how National Headquarters could assist them in these initiatives; and
- ❑ Managers of three other federal assignment programs — who were asked about the strengths and limitations of their program, strategies

they have found to be helpful in delivering their program, possible improvements and future directions for assignment programs.

Interviews with DAP personnel were conducted in person, while all others were done over the telephone. A list of the persons who were interviewed is appended (see Appendix C). The views expressed in these interviews are reflected in the study conclusions.

2.2 Survey Respondents

Survey Population and Response Rate

For the telephone survey of Departmental employees and managers, all indeterminate staff were included in the survey population. The staff population was organized around eight groupings of employees and managers based on their particular experience (or lack of) with the DAP. The rationale for surveying in this fashion was that the overall survey results would be more valid if all relevant perspectives on the program were included in the survey.

The eight groups utilized for purposes of the survey were as follows:

- ☐ ***Group 1:*** employees who are or have been on assignment;
- ☐ ***Group 2:*** employees currently in the program inventory;
- ☐ ***Group 3:*** employees who have previously been (but are no longer) in the program inventory;

- ❑ *Group 4:* employees who are eligible for the DAP but have not registered — including eligible employees in the NCR and each of the five regions;
- ❑ *Group 5:* managers/employees who have submitted a proposal to the DAP which was filled;
- ❑ *Group 6:* managers/employees who have submitted a proposal to the DAP which was withdrawn;
- ❑ *Group 7:* managers/employees who have submitted a proposal to the DAP which has not yet been filled — no sampling from this group was in fact done because nobody fell into this category at the time of the survey; and
- ❑ *Group 8:* managers who have not yet used the DAP.

Exhibit 2.1 presents the survey response rates for each of these groups (with the exception of Group 7 which, as noted above, had no members at the time of the survey). Among the various groups, response rates vary from a low of 41 per cent (Group 4 in the Pacific region) to a high of 76 per cent (Group 2). Overall, the response rate was 56 per cent, which is acceptable for a telephone survey.

For all groups except Group 4, the survey was in fact a *census* — that is, rather than selecting a sample of staff from these groups to survey, an attempt was made to survey *all* members of these groups. Only in the case of Group 4 in the NCR and five regions was a sample selected in a random fashion for survey purposes; this was necessary because of the comparatively large number of staff in this group (see Exhibit 2.1). All employees and managers in the survey worked in the NCR with the exception of the Group 4 regional employees.

EXHIBIT 2.1
Survey Response Rates

Group	Number in Population	Number in Sample/ Census ¹	Number of Respondents	Response Rate (%)
1	104	104	51	49.0
2	29	29	22	75.9
3	41	41	22	53.7
4 - NCR	998	147	66	44.9
4 - Atlantic	70	36	23	63.9
4 - Quebec	192	48	34	70.8
4 - Ontario	260	52	33	63.5
4 - Prairies	185	47	26	55.3
4 - Pacific	92	46	19	41.3
5	53	53	34	64.2
6	48	48	28	58.3
8	51	51	35	68.6
National Headquarters	1324	473	258	54.5
Regions	799	229	135	59.0
Total	2123	702	393	56.0
¹ For all groups except Group 4, the survey was a <i>census</i> — an attempt was made to survey <i>all</i> staff in the population. For Group 4 in the NCR and five regions, a random <i>sample</i> was selected for the survey, utilizing systematic sampling procedures.				

***Comparison of Survey Respondents
and Non-Respondents***

In order to check for any bias in the survey, the characteristics (i.e., age, gender and first language) of respondents to the survey were compared to those of non-respondents. Within each group, the respondents and non-respondents were equivalent (in a statistical sense) in their background characteristics with only two exceptions: (1) among Group 4 staff in the Pacific region, the respondents were on average older (46 years old) than the non-respondents (40 years old); and (2) among

the Group 8 managers, there is a higher proportion of anglophones in the non-respondents (100 per cent) than in the respondents (80 per cent). Given that there are only these minor differences, it is safe to conclude that the survey is unbiased — survey respondents do *not* differ in their background characteristics from non-respondents.

Correction Weights

In order to bring the proportion of each of the staff groups in the survey in line with the proportions that exist in the population, and hence to allow accurate generalization of survey statistics to the broader staff population, correction weights were utilized (see Exhibit 2.2). This was necessary because the staff groups were pooled in a variety of combinations in the data analyses — some analyses involved *all* groups together, whereas others involved only *some* of them, on the basis of the particular survey questions they were asked. These weights were calculated by dividing the number in the population (N) by the number of respondents (n) for each group. The weights were applied by multiplying the number of respondents in each group by the corresponding weight for statistical computations. The descriptive statistics presented in this report (e.g., the percentage of respondents giving a particular response) were calculated using the *weighted* data. The number of respondents reported for particular analyses are, however, the actual (i.e., *unweighted*) numbers.

Profile of Survey Respondents

A profile of the survey respondents — including age, gender and first language — is presented in Exhibit 2.3. Overall, the survey respondents are an average of 41 years old, consisting of approximately half women and half men, and roughly 60 per cent anglophones and 40 per cent francophones.

EXHIBIT 2.2
Correction Weights

Group	Population	Respondents	Weight
	N	n	
1	104	51	2.039
2	29	22	1.318
3	41	22	1.864
4 - NCR	998	66	15.121
4 - Atlantic	70	23	3.043
4 - Quebec	192	34	5.647
4 - Ontario	260	33	7.879
4 - Prairies	185	26	7.115
4 - Pacific	92	19	4.842
5	53	34	1.559
6	48	28	1.714
8	51	35	1.457
Total	2123	393	-

EXHIBIT 2.3
Profile of Survey Respondents

Characteristic	Employees on Assignment (n=51)	Employees in Inventory (n=44)	Eligible Employees- NCR (n=66)	Eligible Employees- Regions (n=135)	Managers Submitting Proposal-Filled (n=34)	Managers Submitting Proposal-Withdrawn (n=28)	Managers Not Using DAP (n=35)	Total (n=393)
Age								
Mean age	38.0	41.9	40.6	41.5	43.4	42.7	45.7	41.1
Gender								
Males (%)	27.5	37.1	43.9	60.1	50.0	42.9	77.1	49.9
Females (%)	72.5	62.9	56.1	39.9	50.0	57.1	22.9	50.1
First Language								
Anglophones (%)	47.1	48.9	57.6	66.7	55.9	50.0	80.0	60.5
Francophones (%)	52.9	51.1	42.4	33.3	44.1	50.0	20.0	39.5
Note: Differences across groups of respondents are statistically significant at $p < .05$.								

These characteristics vary significantly across the staff groups. On average, employees who are/have been on assignment are the youngest group (38 years old), whereas managers who have not used the DAP are the oldest (46 years old). The proportion of female staff is comparatively high among employees who are/have been on assignment (73 per cent) or in the inventory (63 per cent), and low among managers who have not used the program (23 per cent). The proportion of francophones is relatively low among eligible regional employees (33 per cent) and among managers not using the program (20 per cent).

Note that in the seven staff groups presented in Exhibit 2.3, some groups have been pooled: (1) Groups 2 and 3 (i.e., employees *currently* in the inventory and employees who *used to be* in the inventory, respectively) have been combined into one group labelled *Employees in Inventory*; and (2) the Group 4 staff (i.e., eligible, but *not* registered employees) from the five regions (outside the NCR) have been combined into one group called *Eligible Employees — Regions*. This pooling was done in order to bring the groups down to a manageable number for purposes of statistical analysis. The groups which have been pooled are conceptually related, and preliminary analyses revealed that they do not differ in any major ways in their background characteristics or opinions on the DAP (any noteworthy differences in these regards are reported in appropriate sections in Chapter 3).

2.3 Questionnaire Design and Pre-Test

Seven survey questionnaires (i.e., one for each of Groups 1, 2, 3, 4, 5, 6 and 8) were carefully designed by CCAC Program Evaluation Division, in close consultation with DAP personnel³. These instruments were designed to address the various evaluation issues. Wherever possible, closed-ended questions were used in order to allow quantitative analyses, and items were kept identical across the seven

3. More details on the survey design can be found in: *Draft Report on the Methodology — Survey of CCAC Employees Concerning the DAP*. Program Evaluation Division, Consumer and Corporate Affairs Canada, October 1992.

questionnaires in order to facilitate the comparison of opinions across groups. In addition, there were several open-ended questions to allow respondents ample opportunity to express their opinions and perceptions on the DAP. A detailed summary of these open-ended responses is provided in Appendix B. The survey questionnaires are presented in Appendix D.

Before the survey proper, Program Evaluation Division conducted a pre-test of the survey questionnaires and administration procedures with 37 NCR staff. This pre-test allowed an examination of the wording and clarity of survey questions, the soundness of the skip logic, the time required for respondents to complete the questions, and the feasibility of telephone versus mail-out administration. Following the pre-test, minor adjustments to some survey items were made, and telephone administration was selected as the more appropriate method (largely because it can provide higher response rates and a quicker turn-around time). Usable survey responses for the pre-test sample were included in the survey analysis.

2.4 Survey Administration

Program Evaluation Division conducted the telephone survey in November and December 1992. Prior to being surveyed by telephone, all respondents were sent a copy of the questionnaire. In addition, all persons who were contacted (whether they agreed to answer the survey questions or not) confirmed basic background information on themselves, which had been recorded prior to contact. This allowed a comparison of respondents and non-respondents to assess survey bias (as discussed earlier). Respondents were assured that their survey answers would be kept strictly confidential.

2.5 Data Base Management and Data Quality

Careful attention was paid to data capture and data base management so that the necessary tasks could be performed quickly, efficiently and without error. All completed questionnaires were checked for legibility and proper completion prior to data capture, and any necessary corrections made.

The raw survey data capture was performed by a firm specializing in data entry⁴. All data were subject to 100 per cent verification, a procedure by which data are entered twice and a program run to identify inconsistencies for subsequent correction. Range checks were also done in order to ensure that survey data fell within the range of the available response categories. These procedures ensured the cleanest possible data file.

The survey data base was set up and analyzed with *SPSS* software. Fully documented *SPSS* files were created, including variable names and an exhaustive set of value labels.

In general, the questionnaires appeared to be carefully completed. The level of item non-response — that is, the percentage of respondents who did *not* answer each survey item — was acceptably low (less than 10 per cent for most items), and the variation in responses for any given item was within a reasonable range.

4. BDP Business Data Services Limited, Ottawa.


2.6 Data Analysis

Quantitative Analysis

The first stage of the data analysis involved computing a complete set of univariate descriptive statistics for all items on each of the seven questionnaires. This included means, standard deviations, and frequency distributions of responses.

Next, in order to examine variations in opinion across background variables of interest, cross-tabulations and one-way analyses of variance were conducted. For purposes of cross-tabulations, the various five-point rating scales (e.g., ratings of satisfaction and helpfulness) were collapsed into two categories: *low* (0, 1 or 2 on the scale) and *high* (3 or 4 on the scale). This was warranted because a preliminary examination of the frequency distribution of scale responses revealed that, for most items, the majority of respondents answered on the two highest points of the five-point scale. Variations in responses by staff group, first official language, gender and age were assessed. All breakdowns by staff group are reported because these are of the greatest interest. For breakdowns by language, gender and age, only statistically significant (at $p < .05$) variations in responses are reported. These results are presented in Chapter 3 and in Appendix A.

As noted earlier, *weighted* survey data were used for statistical computations and these results are presented. Due to the fact that statistical significance tests — *chi-square* and *F* — are sensitive to alterations in the n (number of respondents), however, the *unweighted* data were used for determining statistical significance. In addition, the unweighted (i.e., actual) n 's are reported. In our presentation of the findings in the next chapter, the number of respondents (n) for a particular staff group may vary from one table/chart to another, depending on how many respondents in the group answered the question being discussed.



Qualitative Analysis

The open-ended survey responses were content analyzed to identify the major themes in the responses. Where appropriate, these responses were summarized and collapsed into a smaller number of meaningful categories for reporting (see Appendix B).

CHAPTER

3

FINDINGS

In this chapter, the major survey findings are presented, organized by study issues. The more detailed quantitative findings are appended in tabular form (see Appendix A). A comprehensive summary of the open-ended survey responses is provided in Appendix B.

3.1 Awareness of the Program

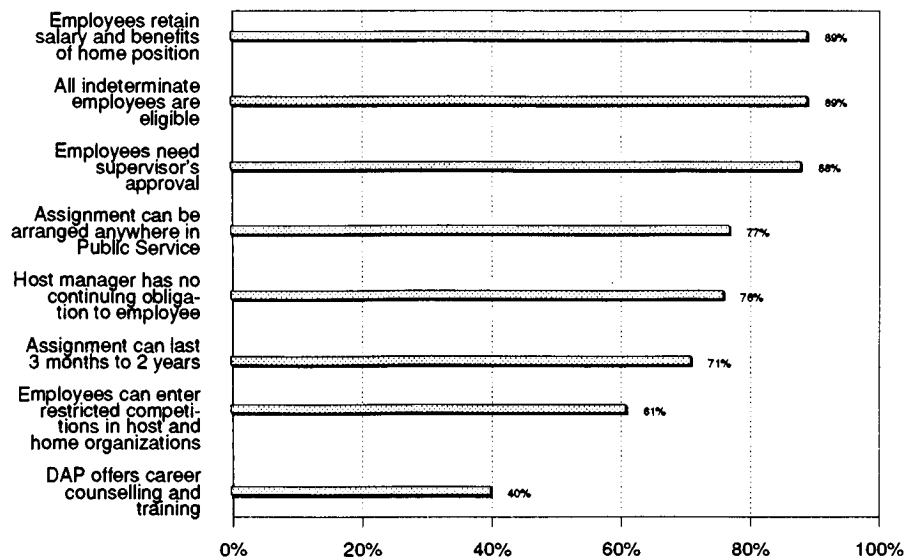
Levels of Awareness

Overall, the level of awareness of the Departmental Assignment Program (DAP) is extremely high, even among employees and managers who have not used it. Over 90 per cent of eligible (but not registered) employees in all regions of the country knew of the DAP, as did 100 per cent of the managers who have never used the program (see Table A.1, p. A-1 in Appendix A).

As illustrated in Exhibit 3.1, awareness of all major features of the DAP was very high, with the exception of:

- ❑ the fact that the DAP offers career counselling and training — a relatively new feature (40 per cent aware); and
- ❑ the right of DAP participants to enter restricted job competitions in either their home or host organization (61 per cent aware).

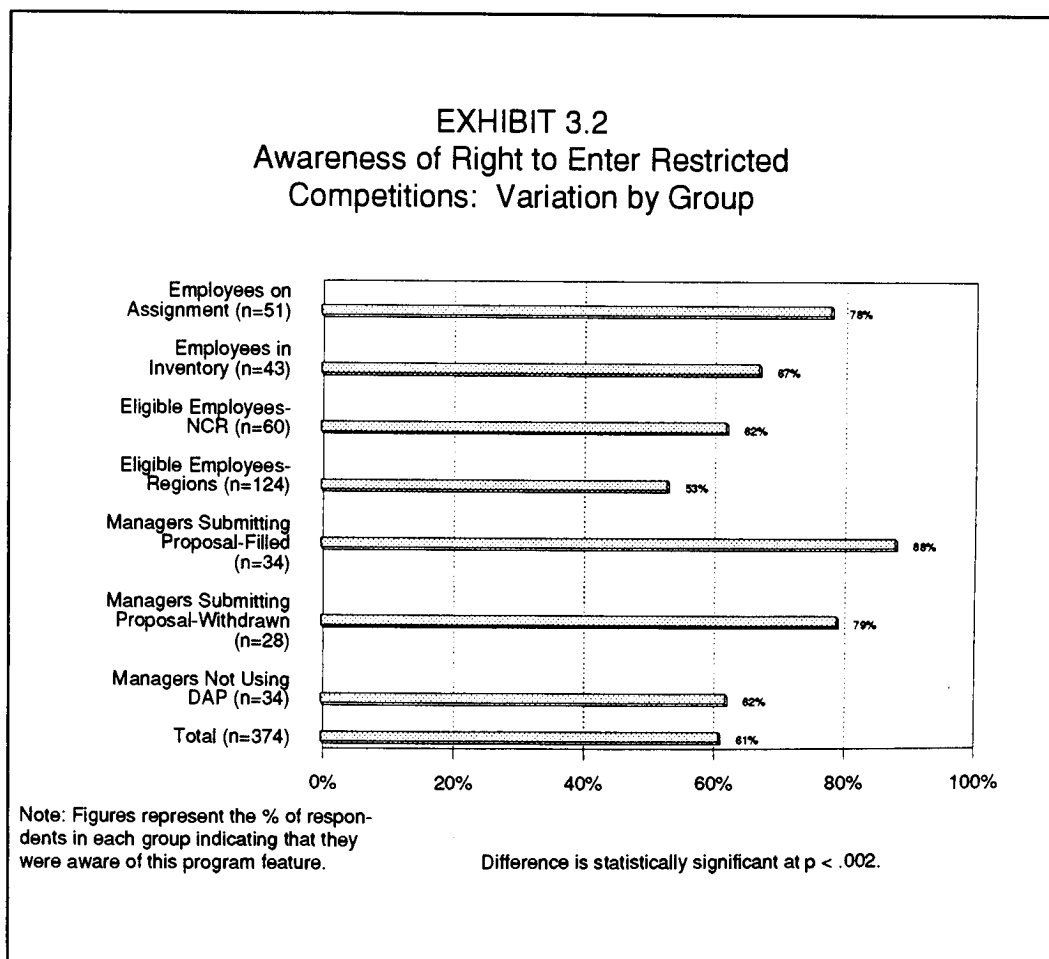
EXHIBIT 3.1
Awareness of Features of DAP



Note: Figures represent the % of all respondents (n=393) indicating that they were aware of each program feature.

The degree of awareness of these features does vary from group to group, however (see Table A.2, p. A-2 in Appendix A). Awareness was generally highest among those with more direct involvement in the program — managers who have submitted a proposal to the DAP, and employees who have been in the inventory or on assignment. Awareness was lowest among eligible employees in the regions.

In Exhibit 3.2, this trend is illustrated in the case of the right to enter restricted competitions; awareness was highest among employees/managers who have had a proposal filled (88 per cent aware) and lowest among eligible employees in the regions (53 per cent).



In addition, level of awareness varies as a function of some background characteristics of respondents (see Tables A.3, A.4 and A.5, p. A-3 in Appendix A). For instance, eligible employees in the Quebec region were most aware of the right to enter restricted competitions (74 per cent aware), whereas employees in the Prairie region were least aware (33 per cent). In addition, francophone respondents were more aware of this program feature than anglophones (72 per cent and 53 per cent, respectively). Finally, female respondents were somewhat more aware of the program requirement

for the supervisor's approval and the retention of home salary and benefits while on assignment (91 per cent and 92 per cent, respectively) than male respondents (85 per cent and 86 per cent, respectively).

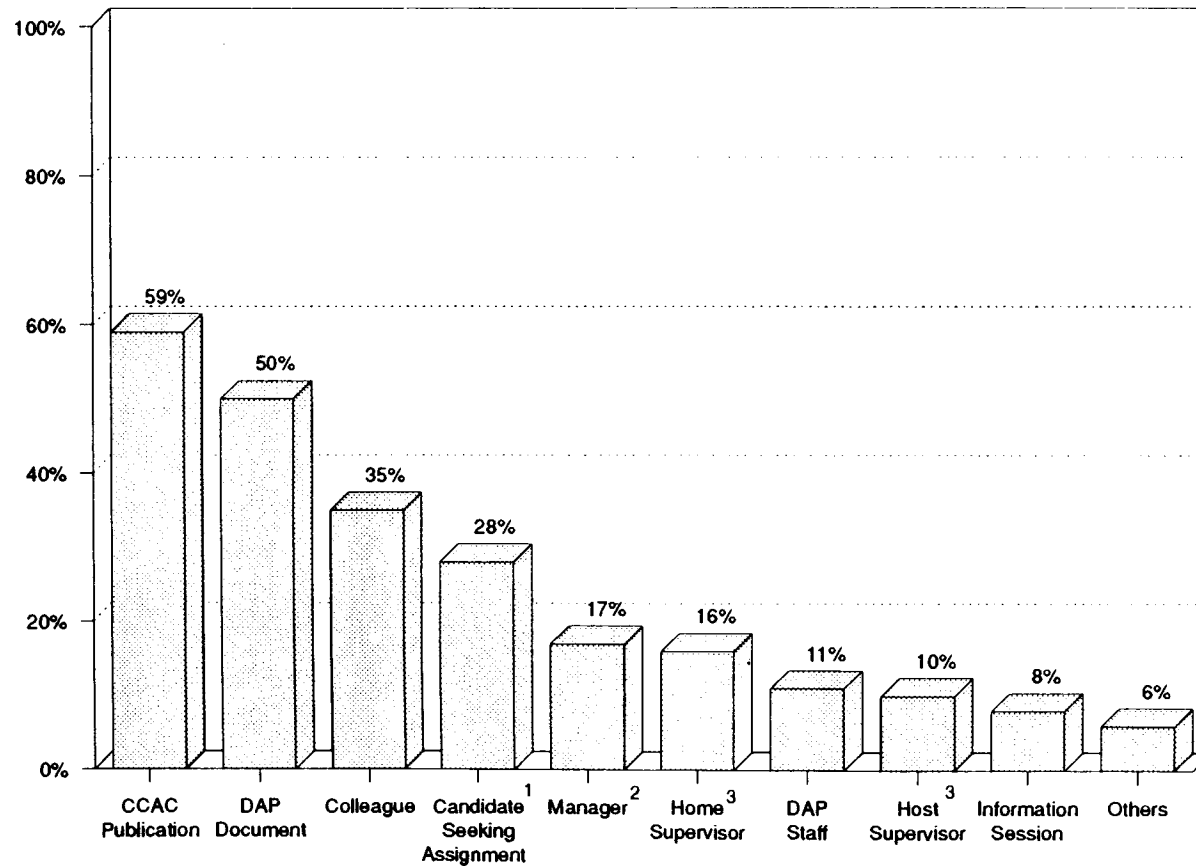
Sources of Awareness

Exhibit 3.3 presents the major sources of awareness of the DAP. Overall, CCAC publications (e.g., bulletin, *Rapport*) and documents published by the DAP office (e.g., brochure on *The Departmental Assignment Program Team*) were the sources from which most employees and managers learned about the program. Moreover, an examination of levels of awareness of different program features by source reveals that CCAC publications and DAP documents were the most informative sources for all major features of the program (see Table A.6, p. A-4 in Appendix A). Information sessions were the least endorsed source (only eight per cent of respondents indicated learning about the DAP this way); this is understandable in light of the fact that they were poorly attended at the time they were given.

The primary sources of awareness of DAP vary across groups (see Table A.7, p. A-5 in Appendix A). CCAC publications were a source of awareness particularly for eligible employees in the NCR and regions (64 per cent and 59 per cent, respectively) and for employees in the inventory (61 per cent). DAP documents were a source mostly for employees in the inventory (75 per cent) and managers who had withdrawn their proposal to DAP (68 per cent). Colleagues were a source particularly for employees in the inventory (47 per cent). The only groups for which DAP personnel were a noteworthy source of learning were managers submitting proposals that were filled or withdrawn (29 per cent and 32 per cent, respectively). Regional employees mentioned some other sources (e.g., personal contact with people involved with program, personnel office, posting in work area and memo).

EXHIBIT 3.3

Sources of Awareness of DAP



Note: Figures represent the percentage of respondents (n=393) indicating that they learned about the DAP through each source.

1. This item applies only to employees/managers who have submitted a proposal to DAP (n=62).

2. This item applies to all respondents except employees who are/have been on assignment (n=342).

3. These items apply only to employees who are/have been on assignment (n=51).

When asked to indicate the sources that they found the most informative and encouraging (with respect to applying to the DAP), DAP documents, colleagues and CCAC publications were endorsed most frequently by survey respondents (see Table A.8, p. A-6 in Appendix A). In addition, managers submitting proposals found DAP personnel to be informative and encouraging.

Time of Awareness

Most employees who have been on assignment or in the inventory learned about the DAP in 1989 (50 per cent) or 1990 (20 per cent)(see Table A.9, p. A-7 in Appendix A). This is not surprising given that the program was formally initiated in 1989, and this was accompanied by a promotional campaign.

The majority of employees and managers became aware of all major program features *before* submitting their application or proposal (see Table A.10, p. A-7 in Appendix A). This is encouraging in that applicants were informed about the program before deciding to participate. This is particularly the case for managers who have withdrawn their DAP proposal — over 90 per cent were aware of most DAP features before ever submitting their proposal. The proportions are lowest for employees who have been on assignment; approximately 50 per cent to 70 per cent (depending on the particular feature) knew about major program features before applying.

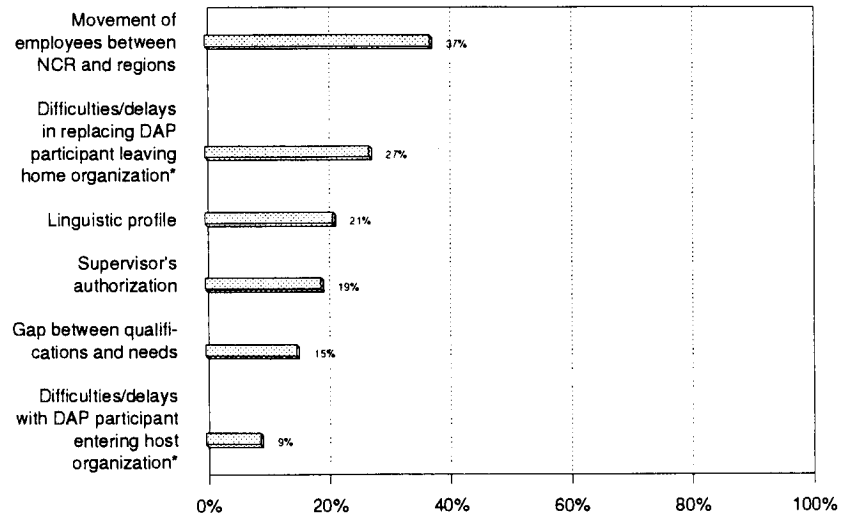
3.2 Access to Program

Respondents were asked about factors which limit/restrict their access to and use of the DAP. The overall results on this point are presented in Exhibit 3.4. The movement of employees between the National Capital Region and the various

other regions is clearly the dominant restriction overall, with 37 per cent of respondents indicating so.

Views on limiting factors do vary from one group to another, however. For instance, as illustrated in Exhibit 3.5, the gap between an employee's qualifications and a manager's needs was perceived to be a substantial limitation for employees who have waited in the inventory for an assignment (36 per cent) and for managers who have not used the DAP (38 per cent). Alternatively (and not surprisingly), this factor was not regarded as a restriction for employees who have been successfully placed on assignment (only eight per cent noted it as such).

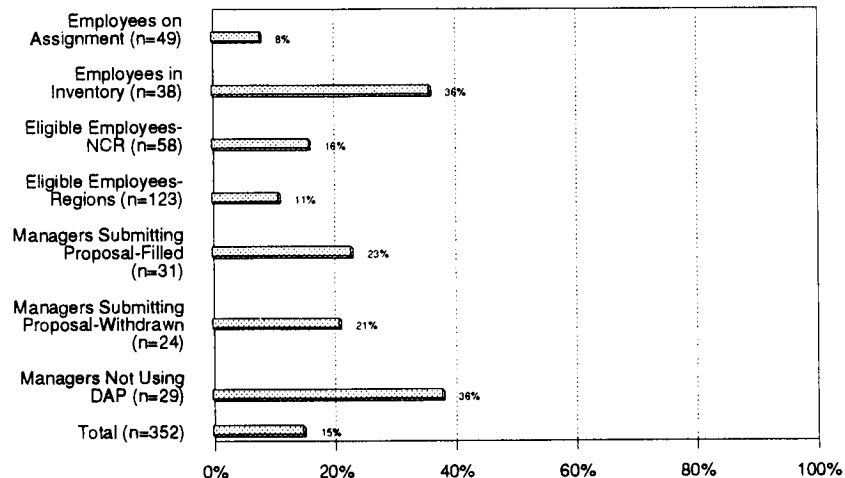
EXHIBIT 3.4
Factors Limiting Use of DAP



Note: Figures represent the % of all respondents (n=393) indicating that each factor had limited their use of the DAP.

* These two factors apply only to managers (n=97).

EXHIBIT 3.5
Program Use Limited by Gap Between Qualifications and Needs: Variation by Group



Note: Figures represent the % of respondents in each group indicating that this factor had limited their use of the DAP.

Difference is statistically significant at $p < .0005$.

Some additional noteworthy variations in views on limiting factors (see Tables A.11, A.12 and A.13, pp. A-8 and A-9 in Appendix A) are as follows:

- ❑ the movement of employees between the NCR and other regions was a limitation mostly for eligible employees in the regions (44 per cent);
- ❑ obtaining their supervisor's authorization was a restriction primarily for employees/managers submitting proposals that were either filled or withdrawn (43 per cent and 37 per cent, respectively); also, this factor was a limitation more for francophones (31 per cent) than anglophones (12 per cent);
- ❑ the linguistic profile (of the applicant as compared to that required for an assignment) was regarded as a limitation mostly by managers who had their proposal filled (32 per cent) and employees who have been in the inventory (31 per cent); and
- ❑ among the regional employees, three factors — their supervisor's authorization, the gap between qualifications and needs, and linguistic profile — were viewed as restrictions mostly by those in the Quebec region (42 per cent, 32 per cent and 29 per cent, respectively for each factor).

3.3 Program Usage

Profile of Program Users and Non-Users

Exhibit 3.6 presents the background characteristics of employees who have been on assignment or in the inventory, managers who have submitted a

proposal to the DAP, and managers who have never used the program. The figures in this table refer to *all* employees/managers in each category — both respondents and non-respondents to the survey. Eligible (but not registered) employees in the NCR and the regions (i.e., Group 4) are excluded from the table because this information is available only for the survey sample of these employees (a profile of all survey respondents is presented in Section 2.2).

Average age ranges from a low of 38 years for employees who have been on assignment to a high of 46 years for managers who have never used the DAP.

The proportion of males and females, and anglophones and francophones, is fairly evenly distributed among the managers who have submitted a proposal to the DAP and among employees previously in the inventory. For the other groups, however, the distribution by gender and first language is uneven. Exhibit 3.7 illustrates that females (75 per cent) and francophones (61 per cent) are over-represented among employees who have been on assignment. A parallel pattern exists for employees currently in the inventory. Conversely, males (73 per cent) and anglophones (86 per cent) are over-represented among the managers who have *not* used the DAP (see Exhibit 3.8). These findings suggest that efforts to encourage the participation of more male, anglophone employees and managers could pay off in higher participation rates for the program.

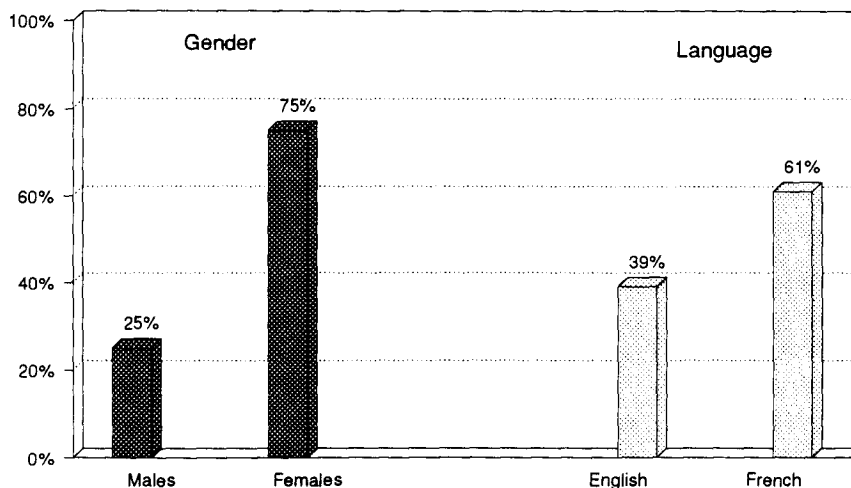
Employees' Reasons for Using and Not Using the Program

Employees who have been on assignment or in the inventory were asked to indicate their reasons for applying to the DAP (see Table A.14, p. A-10 in Appendix A). As illustrated in Exhibit 3.9, their main reasons were to acquire knowledge (76 per cent), develop new skills (75 per cent), and for an organizational change (62 per cent). Improving second language skills did not figure prominently in their motivation for applying to the DAP (10 per cent).

EXHIBIT 3.6
Profile of DAP Users and Non-Users

Characteristic	Employees on Assignment (n=104)	Employees Currently in Inventory (n=29)	Employees Previously in Inventory (n=41)	Managers Submitting Proposal-Filled (n=53)	Managers Submitting Proposal-Withdrawn (n=48)	Managers Not Using DAP (n=51)
Age						
Mean age	38.1	39.8	42.7	43.8	43.1	46.2
Gender						
Males (%)	25.0	24.1	45.0	54.7	52.1	72.5
Females (%)	75.0	75.9	55.0	45.3	47.9	27.5
First Language						
Anglophones (%)	39.4	41.4	55.0	58.5	52.1	86.3
Francophones (%)	60.6	58.6	45.0	41.5	47.9	13.7
Note: Figures represent the percentage of all employees/managers in each group. These include <i>both</i> respondents and non-respondents to the survey.						

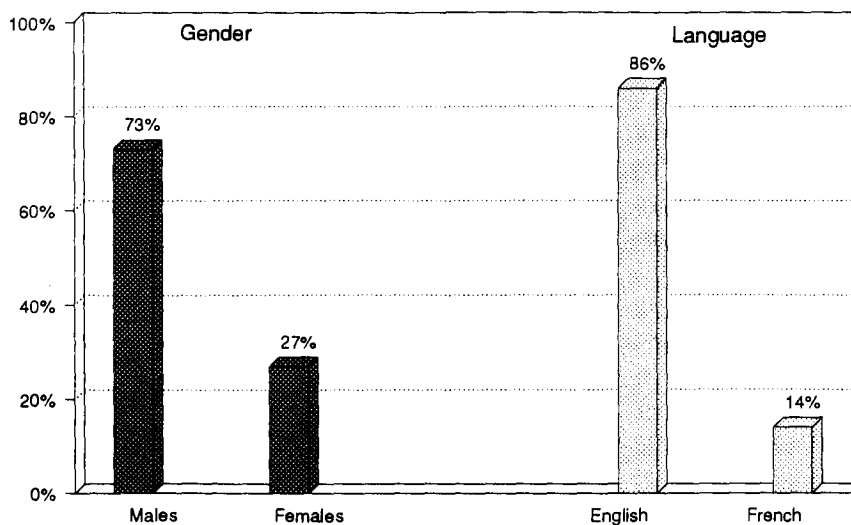
EXHIBIT 3.7
Profile of Employees Who Are/Have
Been on Assignment



Note: Figures represent the % of all employees who are/have been on assignment (n=104).

These include both respondents and non-respondents to the survey.

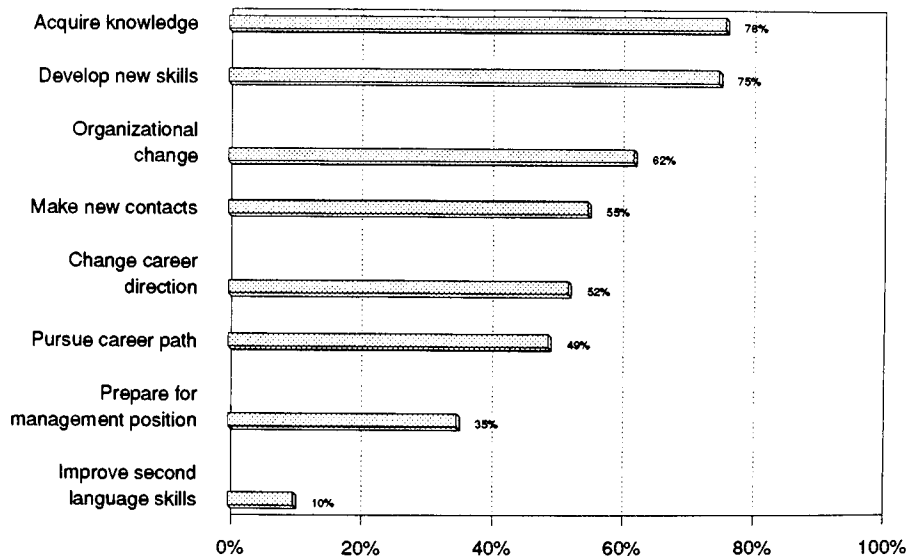
EXHIBIT 3.8
Profile of Managers Not Using DAP



Note: Figures represent the % of all managers who have not used the DAP (n=51).

These include both respondents and non-respondents to the survey.

EXHIBIT 3.9
Employees' Reasons for Applying to DAP



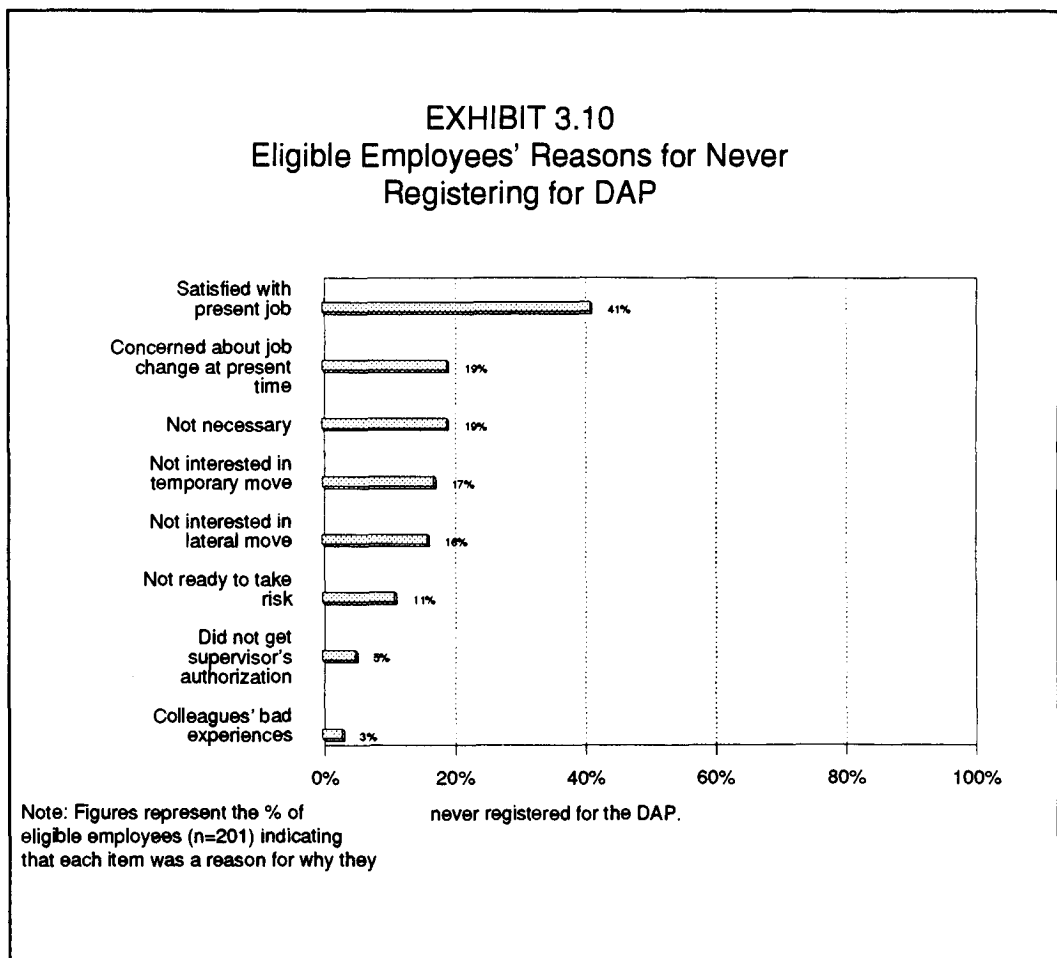
Note: Figures represent the % of employees who have been on assignment or in the DAP inventory (n=95) indicating that each item was a reason for why they applied to the DAP.

When these employees were asked to indicate the *most* important reason (see Table A.15, p. A-10 in Appendix A), organizational change (28 per cent) and developing new skills (27 per cent) were the most frequently endorsed.

Some other reasons noted by employees were:

- ☐ to escape from a stressful working environment or a conflict with co-workers; and
- ☐ to fully utilize their skills/background.

Eligible employees were asked why they have never registered for the DAP. Exhibit 3.10 illustrates that simply being satisfied with their present position was the dominant reason (indicated by 41 per cent). Similarly, 19 per cent felt that it was not necessary to apply to the program. Having concerns about a job change at the present time was an issue for 19 per cent of employees. It is encouraging to see that having heard about colleagues' bad experiences with the program was *not* an inhibiting factor (only three per cent of employees noted this reason). Reasons for not registering do not vary significantly (according to statistical criteria) from region to region (see Table A.16, p. A-11 in Appendix A).



Reasons for not registering differed for men and women on one point: 17 per cent of women indicated not having registered because, although not totally satisfied with their present job, they are not ready to take a risk, compared to just five per cent of the men.

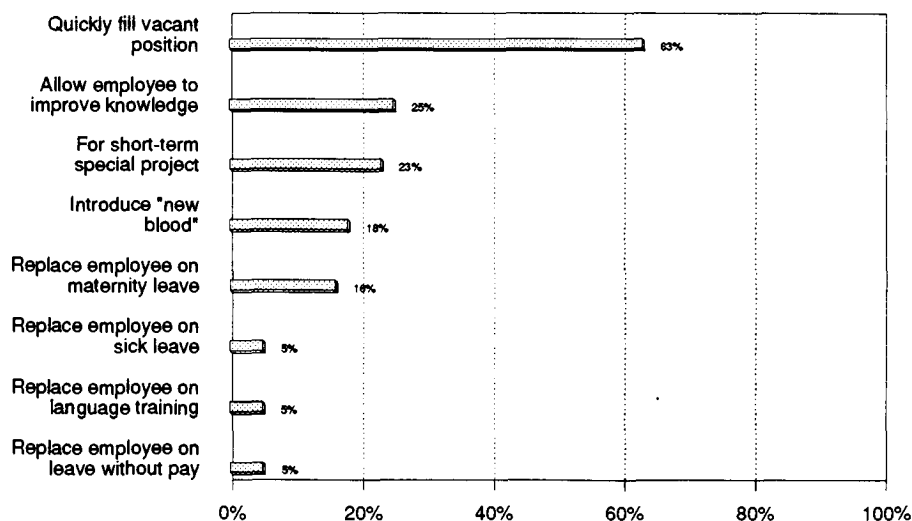
Some other reasons expressed by respondents in their comments included:

- ☐ not interested in relocating;
- ☐ insufficient knowledge of the program;
- ☐ present position is new;
- ☐ is difficult to find a replacement;
- ☐ am retiring; and
- ☐ am too busy.

Managers' Reasons for Using and Not Using the Program

Managers who have submitted a proposal to the DAP which was either filled or withdrawn were asked to indicate their reasons for applying to the program (see Table A.17, p.A-12 in Appendix A). Their responses are summarized in Exhibit 3.11. Having to quickly fill a vacant position was clearly the dominant reason (indicated by 63 per cent). Giving employees an opportunity to improve their knowledge and needing someone for a short-term special project were also noteworthy reasons (indicated by 25 per cent and 23 per cent, respectively).

EXHIBIT 3.11 Managers' Reasons for Submitting a Proposal to DAP



Note: Figures represent the % of managers (n=62) indicating that each item was a reason for why they wanted to make use of the DAP.

The managers who had withdrawn their proposal to the DAP were asked why. As illustrated in Exhibit 3.12, a change in priorities and the lack of suitable candidates in the inventory were the primary reasons (indicated by 26 per cent and 21 per cent of managers, respectively). These results should be interpreted with some caution, however, due to the extremely small number of respondents (only 19 of the 28 managers who had withdrawn their proposal answered this question).

In addition, the managers who have never used the DAP were asked to indicate their reasons (see Exhibit 3.13). The predominant reasons concerned need; 31 per cent of these managers did not see any need to apply to the program, and an additional 20 per cent did not believe that the program (and the inventory of

candidates) could meet their needs. Also, 17 per cent simply felt that staffing is a better option than a temporary assignment. Another reason given (in respondents' comments) was that an opportunity to use the DAP had not arisen.

It is puzzling that 14 per cent of these managers indicated never having used the DAP because they were unaware of the program. As was discussed in Section 3.1, 100 per cent of these managers indicated (on another question) that they *were aware* of the DAP.

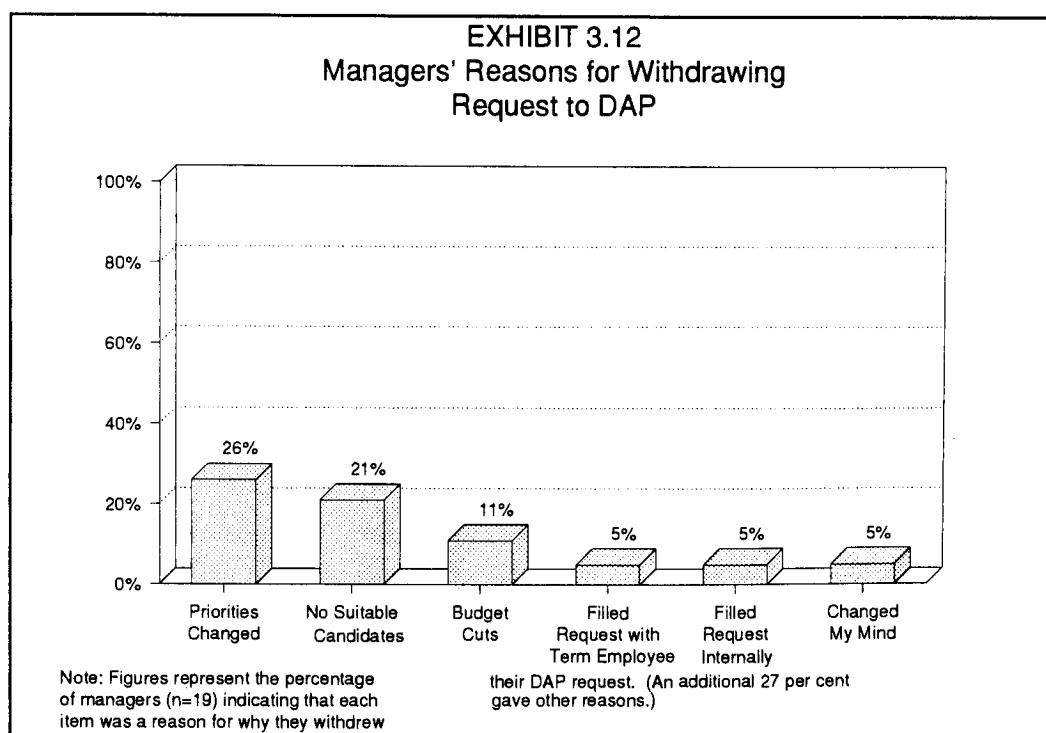
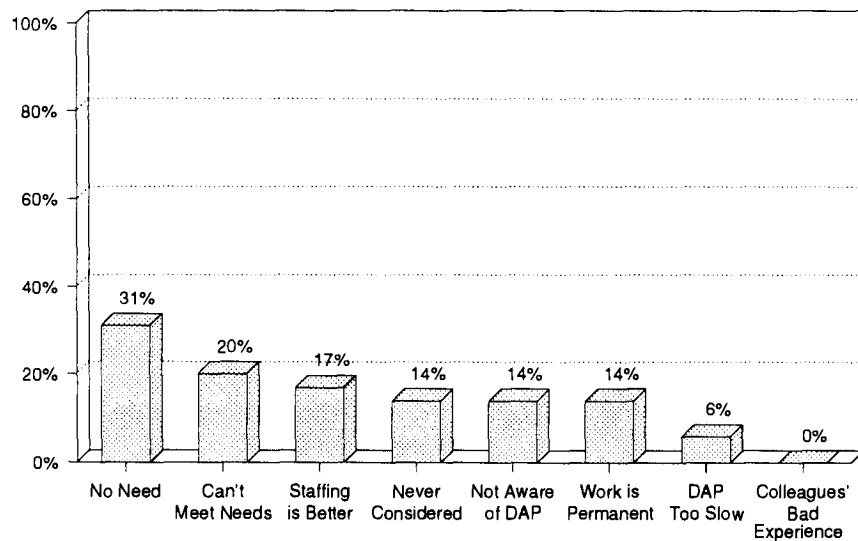


EXHIBIT 3.13
Managers' Reasons for Never Using DAP



Note: Figures represent the percentage of managers (n=35) indicating that each item was a reason for why they have

never used the DAP. (An additional 33 per cent gave other reasons.)

Duration of Program Usage by Employees

For employees who are or have been on assignment, the average length of the assignment was approximately 10 months. As indicated in Exhibit 3.14, duration of assignment ranged from two months to 24 months, with six months being the most common length (indicated by 28 per cent of employees).

EXHIBIT 3.14
Length of Time on Assignment

Number of Months	Percentage of Employees (n=47)
2	2.1
3	12.6
4	4.2
6	28.4
7	4.2
8	4.2
9	4.2
12	12.6
15	4.2
18	10.5
24	12.6

Exhibit 3.15 presents the length of the time in the DAP inventory for employees currently and previously listed there. For employees who are no longer in the inventory, 24 months was the most common length of time (i.e., for 33 per cent), whereas six months has been the most common time for those currently in the inventory (i.e., for 23 per cent). Overall, these employees were in the inventory for an average of approximately 15 months.

EXHIBIT 3.15
Length of Time in Inventory

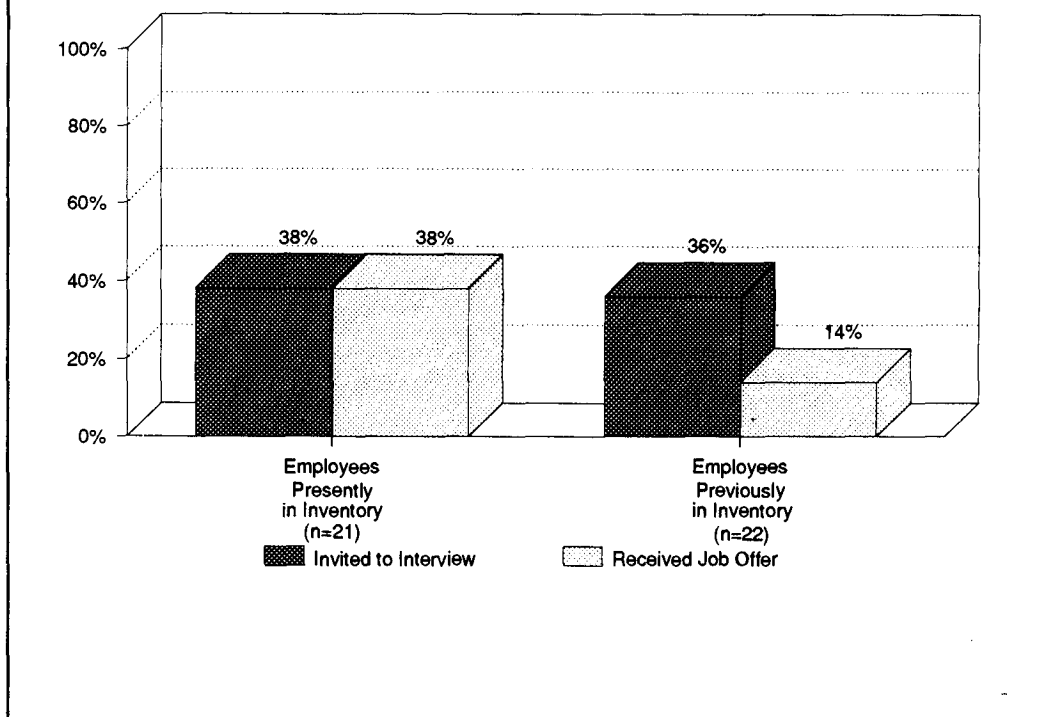
Number of Months	Percentage of Employees Currently in Inventory (n=22)	Percentage of Employees Previously in Inventory (n=21)	Total (n=43)
2	0.0	9.5	5.5
4	4.5	4.8	4.7
5	4.5	0.0	1.9
6	22.7	14.3	17.9
7	13.6	4.8	8.5
8	4.5	0.0	1.9
9	4.5	0.0	1.9
12	13.6	23.8	19.5
18	9.1	0.0	3.9
24	13.6	33.3	25.0
36	9.1	9.5	9.3

Interviews and Job Offers for Employees in Inventory

Exhibit 3.16 presents the proportion of employees, currently (i.e., in November and December of 1992, the time of the survey) and previously (i.e., prior to November 1992) in the DAP inventory, who received interviews and job (i.e., assignment) offers while in the inventory. Although an equivalent proportion of each group were invited to interviews (approximately one-third in each case), more of the employees currently in the inventory (38 per cent) received job offers than those no longer in the inventory (14 per cent). One might speculate that the latter employees left the inventory partially out of discouragement over the lack of job offers.

Managers who have withdrawn their DAP proposal were asked if any candidate interviews occurred as a result of their proposal. Almost one-third of these

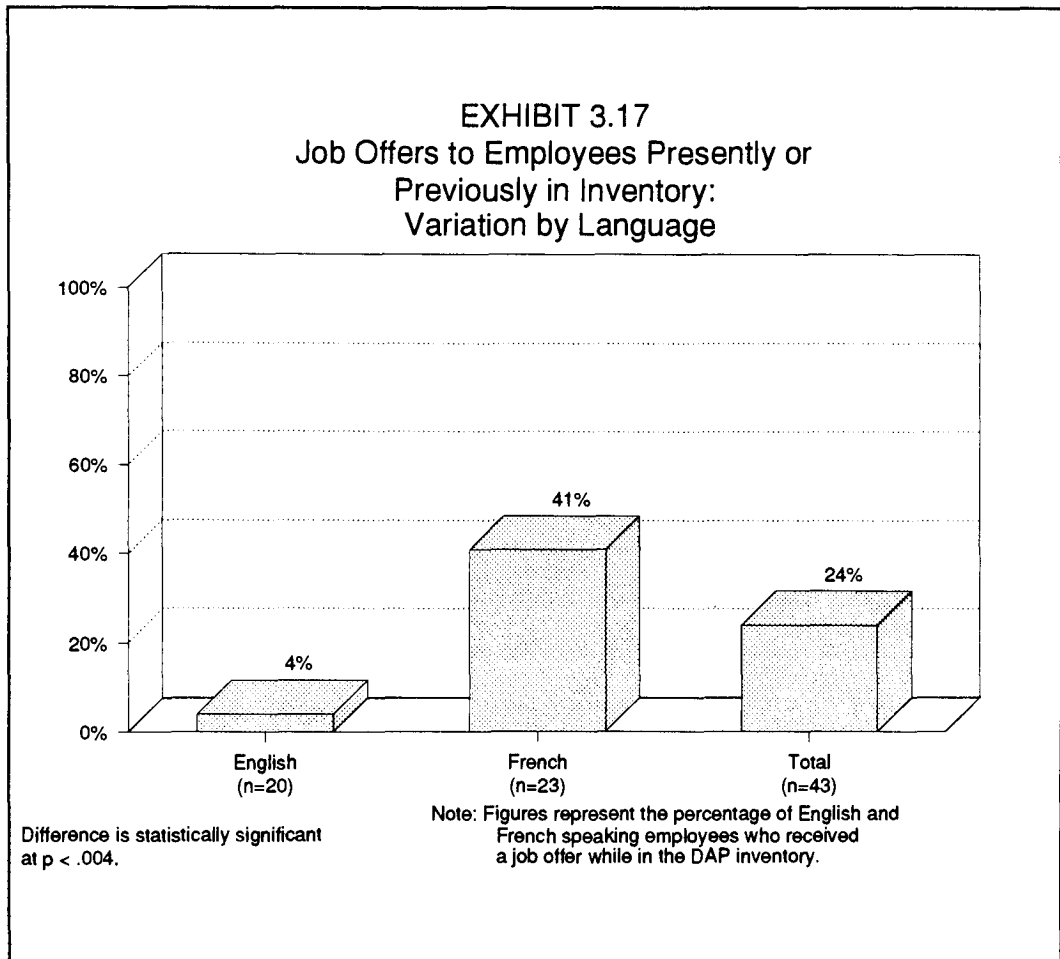
EXHIBIT 3.16
Interviews and Job Offers to Employees
Presently or Previously in Inventory



managers (29 per cent) responded affirmatively, though responses varied significantly as a function of their first language. Fully 46 per cent of the francophone managers indicated that interviews had occurred, compared to only nine per cent of anglophone managers.

A difference in the amount of job offers to employees currently or previously in the inventory as a function of first language is illustrated in Exhibit 3.17. Significantly more employees whose first language is French (41 per cent) have been offered jobs than those whose first language is English (only four per cent). To speculate, this effect may be partially due to bilingual capacity; it may be that more of the francophone employees were bilingual and consequently more marketable for

assignments. Bilingual capacity is a common requirement for staff in administrative and support positions — who account for most of the employees applying to the DAP.

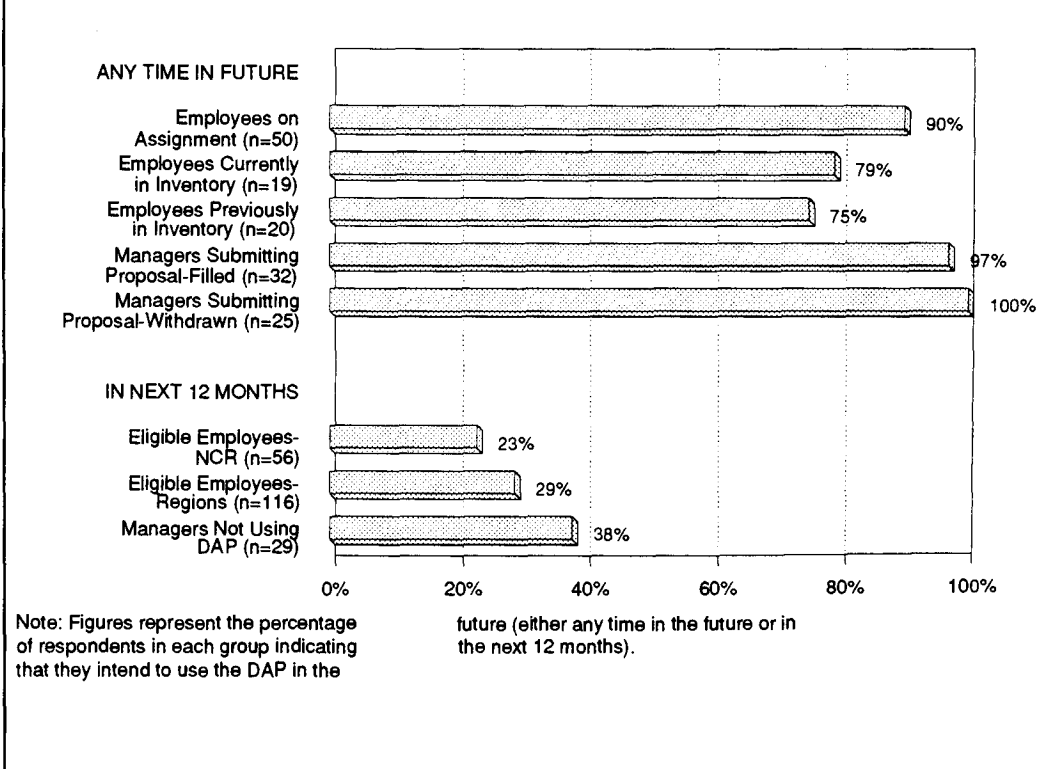


Intentions to Use Program in the Future

Survey responses regarding future intentions to use the DAP indicate that there may be extremely high demand for the program in the years to come. As illustrated in Exhibit 3.18, between 75 per cent and 100 per cent of employees and managers who have used (or attempted to use) the DAP indicated that they would use

the program in the future. In addition, sizable proportions (23 per cent to 38 per cent) of employees and managers who have *not* used the program before indicated that they intend to do so in the next 12 months. More women than men (32 per cent compared to 20 per cent) indicated an intention to use the DAP in the next year.

EXHIBIT 3.18
Intentions to Use DAP in Future

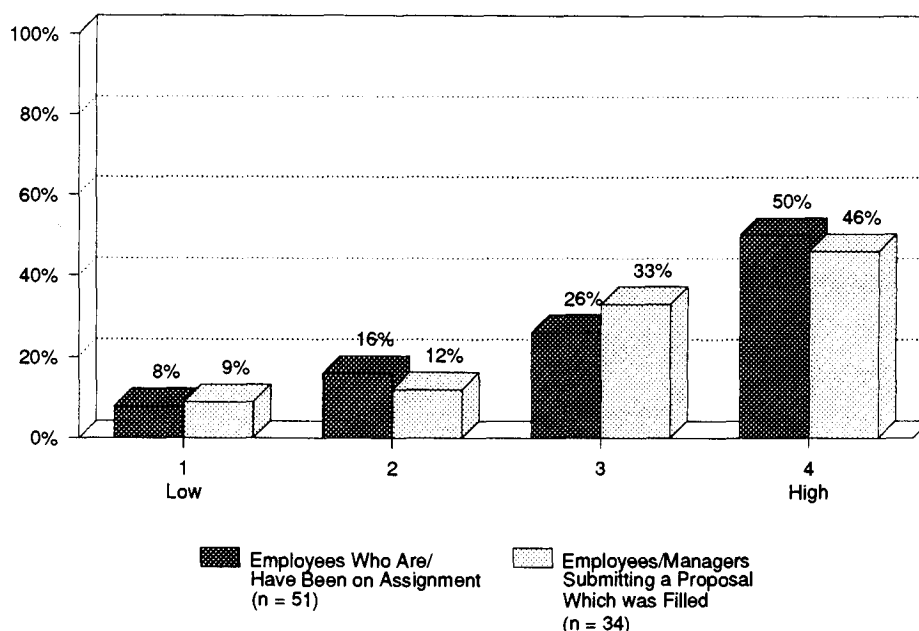


3.4 Client Satisfaction with Program

Overall Satisfaction with DAP Experience

Employees who are/have been on assignment and managers who have had a position filled with a DAP participant were asked to rate their overall satisfaction with the DAP experience. Exhibit 3.19 highlights the fact that satisfaction ratings were very high for each group. The majority (over three quarters) indicated being very satisfied with the program (i.e., responded on the two highest points of the rating scale). Similarly, the vast majority of each group (88 per cent and 90 per cent, respectively) indicated that the DAP had met their expectations (see Exhibit 3.20).

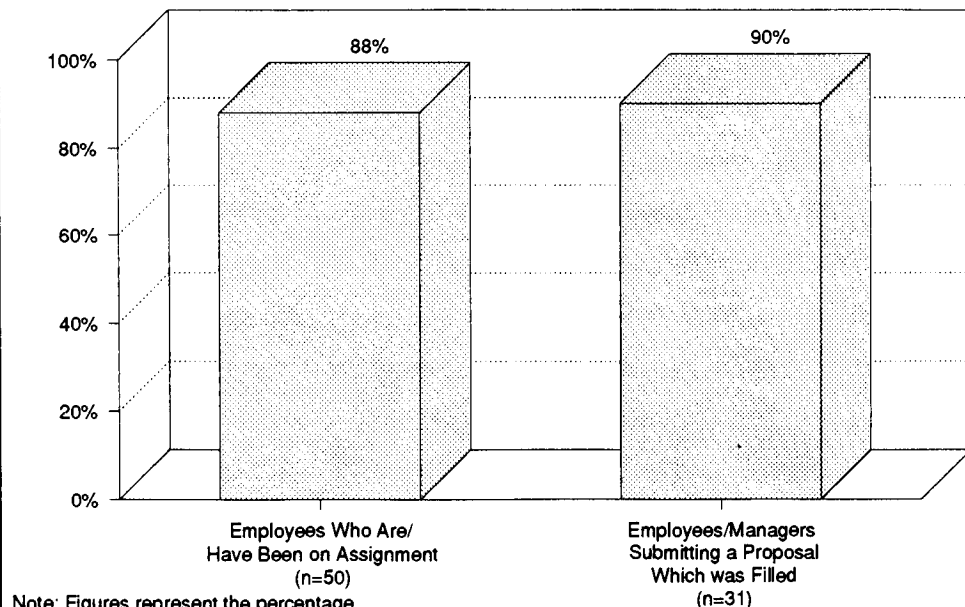
EXHIBIT 3.19
Overall Satisfaction with
DAP Experience



Satisfaction with DAP Services

Employees and managers were highly satisfied with most of the services offered by the DAP (see Exhibit 3.21). The vast majority (between 73 per cent and 90 per cent) indicated being highly satisfied with virtually all services. The notable exception was the search for an assignment for employees; only 49 per cent of employees were highly satisfied with this service. This comparatively low rating is due mostly to the views of employees who are/have been in the inventory, only 36 per cent of whom rated the search for an assignment highly (see Table A.18, p. A-12 in Appendix A).

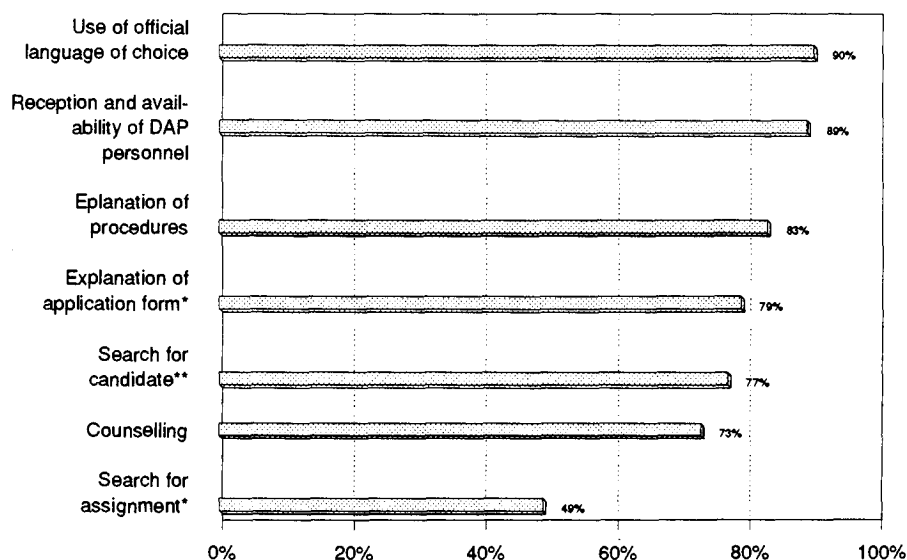
EXHIBIT 3.20
Degree to Which DAP Met Expectations



Note: Figures represent the percentage of respondents in each group indicating that the DAP had met their expectations.

Satisfaction with some services varied significantly as a function of respondent's first language (see Table A.19, p. A-13 in Appendix A). For instance, francophones were more satisfied with the explanation of the application form and with the search for an assignment (90 per cent and 72 per cent, respectively indicated a high degree of satisfaction) than were anglophones (66 per cent and 21 per cent, respectively). As was speculated earlier, it may be that anglophones are more limited than francophones in their bilingual capacity, and this may partially account for their lower success at being placed in assignments and consequently their lower satisfaction ratings of this service.

EXHIBIT 3.21
Satisfaction with DAP Services



Note: Figures represent the % of respondents (n=157) indicating a high degree of satisfaction (i.e., responding on

the two highest points of the five-point scale).

* Items apply only to employees (n = 95).

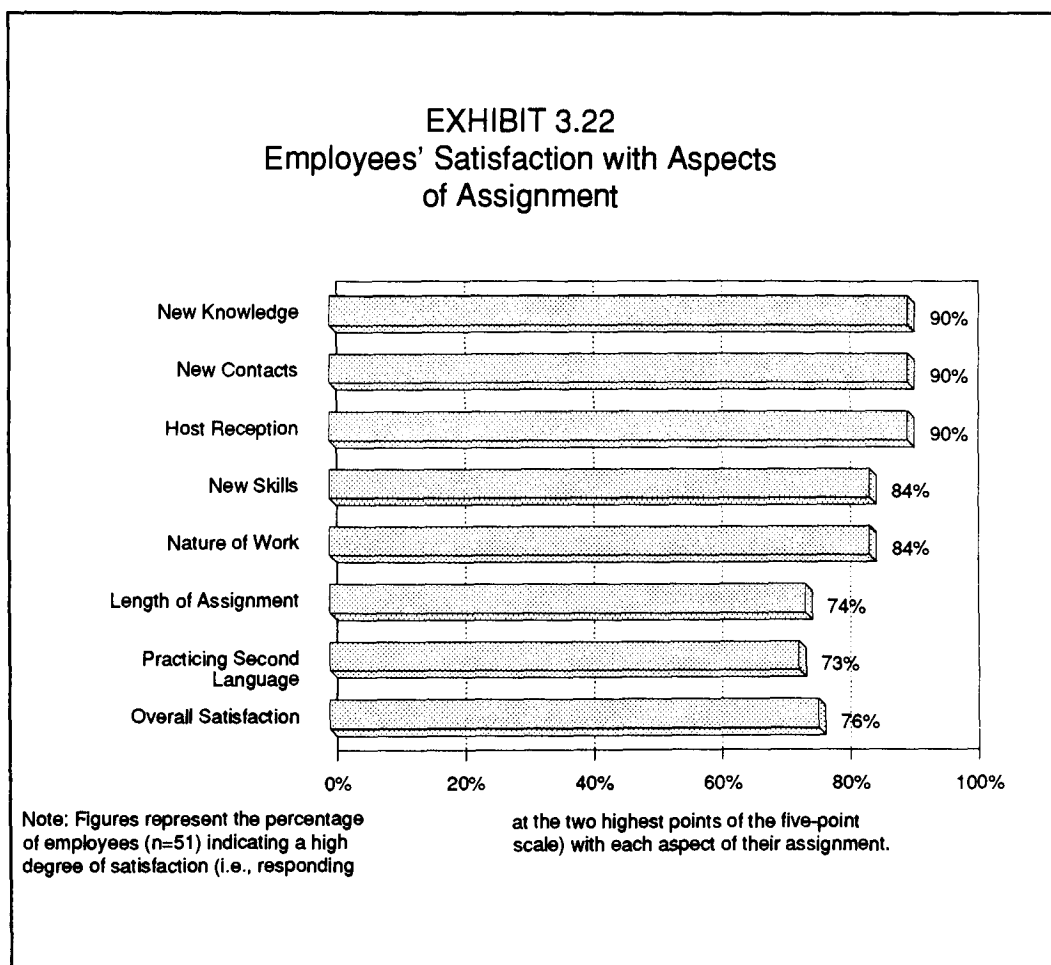
** Item applies only to managers (n=62).

Employees' Satisfaction with Assignment

Employees who are or have been on assignment were asked to indicate their level of satisfaction with various aspects of their assignment. As illustrated in Exhibit 3.22, they expressed a high degree of satisfaction with all aspects (by responding mostly on the two highest points of the five-point rating scale). In particular, they were extremely satisfied with the new knowledge they gained, the new contacts they made, and the reception and hospitality given to them by the host organization (90 per cent indicated a high degree of satisfaction with each of these aspects). Substantially more francophones than anglophones (88 per cent compared

to 46 per cent) were highly satisfied with the opportunity to practice their second language skills (overall, 73 per cent were highly satisfied with this aspect of the assignment).

When asked to rate their overall level of satisfaction with their experience(s) in the DAP, 76 per cent indicated a high degree of satisfaction (see Exhibit 3.22). Note that this measure is not intended to be a summary index of the other items presented in Exhibit 3.22; rather, it is simply respondents' rating of their overall satisfaction.

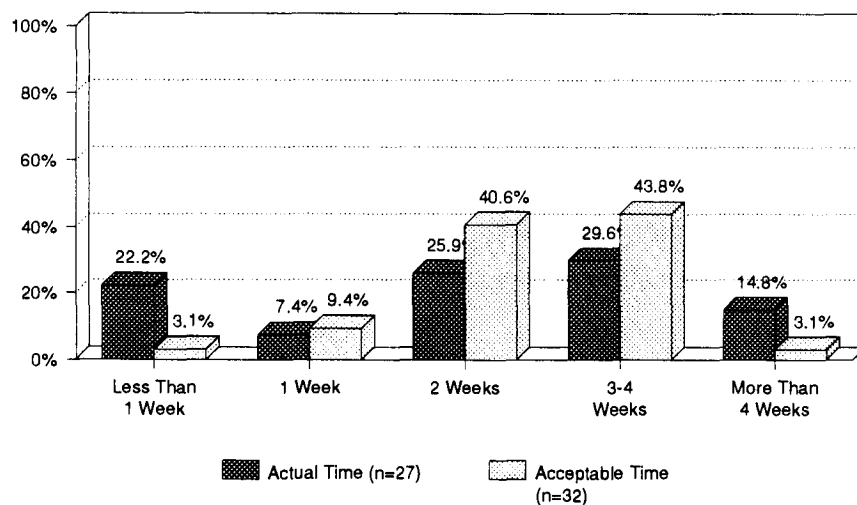


Managers' Satisfaction with Time Required to Fill Position

Most managers who have submitted proposals to the DAP (75 per cent) indicated that between two and four weeks would be an acceptable time to wait to have their position filled (see Table A.20, p. A-13 in Appendix A). Exhibit 3.23 compares the views on this point of managers who have had a position filled with the actual amount of time it did take for the DAP to fill their position. This graph reveals that for most of these managers, both the actual time and opinions on an acceptable time fell in the two to four weeks range. In the *less than one week* category, it would seem that some managers had their expectations exceeded — 22 per cent actually had their position filled this quickly, compared to only three per cent indicating that this would be an acceptable time to wait. On the other hand, considering the *more than four weeks* category, some managers (15 per cent) apparently had to wait longer than they would have wished (only three per cent regarded this as an acceptable amount of time to wait).

These trends are reflected in the results presented in Exhibit 3.24. The majority of these managers felt that the time required to fill their position was as expected (58 per cent) or shorter than expected (32 per cent). Only 10 per cent indicated that it took longer than they expected for the program to fill their position. Overall, these findings indicate a high degree of satisfaction with the response time of the program in terms of filling positions with employees on assignment.

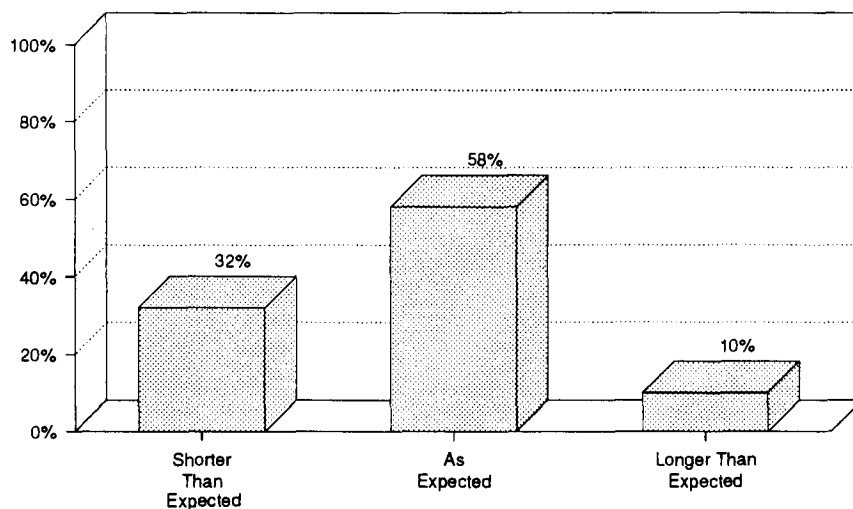
EXHIBIT 3.23
Time Required to Fill Position:
Actual versus Acceptable



Note: Figures represent the percentage of managers indicating that each time period was the actual as compared to

an acceptable time between the submission of their proposal to the DAP and the filling of the position.

EXHIBIT 3.24
Time Required to Fill Position:
Fulfilment of Expectations



Note: Figures represent the percentage of managers (n=31) indicating that the time between the submission of their

proposal to the DAP and the filling of the position was shorter than, longer than or as expected.

3.5 Impacts and Effects of Program

Employees' Views on Program Effectiveness

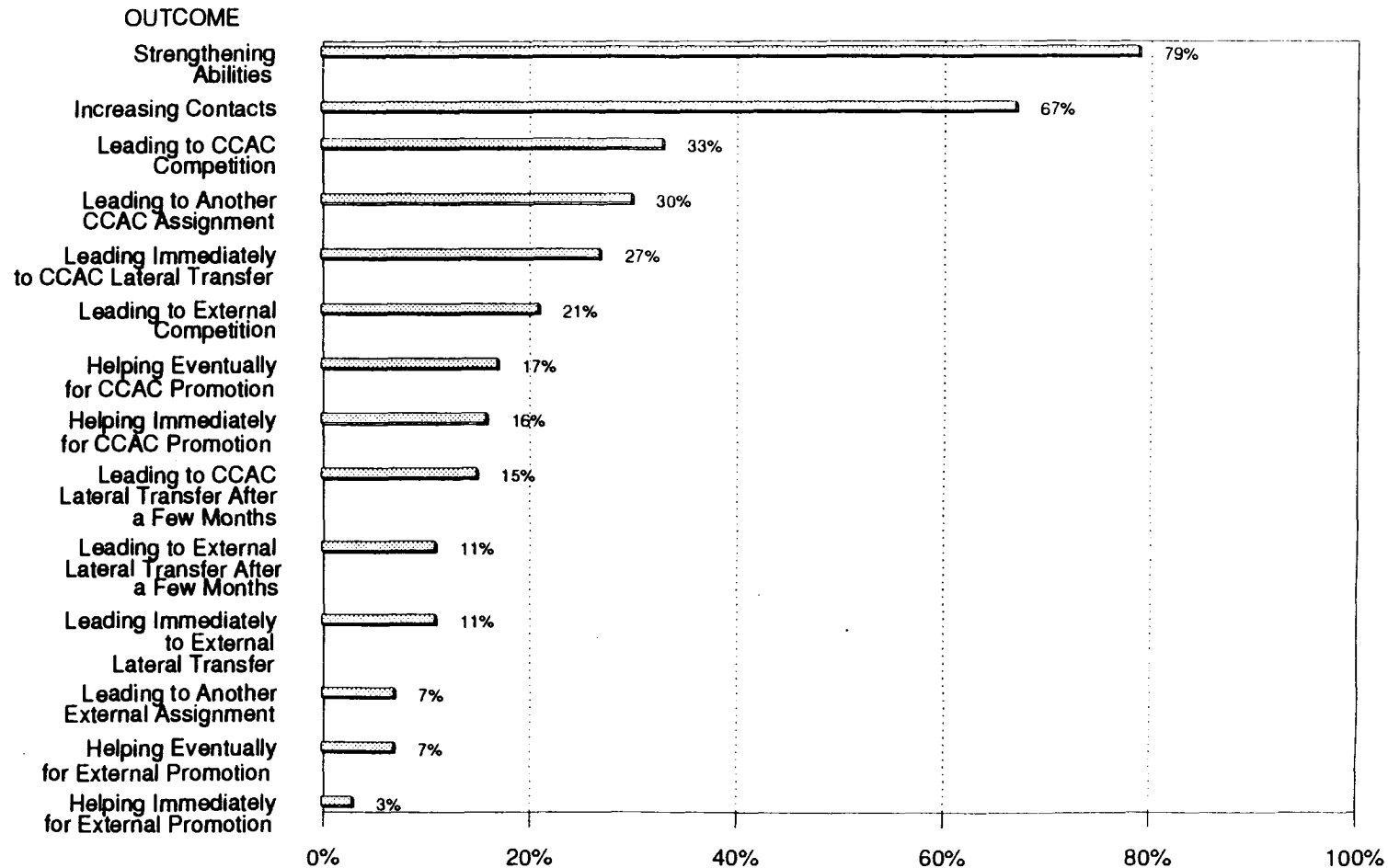
Employees who are or have been on assignment rated the helpfulness of the experience on a number of dimensions. These responses are summarized in Exhibit 3.25. Clearly, the major positive impacts of being on assignment for these employees were strengthening their abilities and increasing their contacts — 79 per cent and 67 per cent, respectively rated their assignment as highly helpful in these regards. The assignment was seen as substantially less helpful in terms of leading to assignments, competitions, transfers or promotions either inside or outside the Department. These results are compatible with the program objectives. It is intended primarily to help employees develop their skills and broaden their experience, rather than to lead directly to transfers, promotions, etc.

The perceived helpfulness of the assignment in strengthening employees' abilities decreases with age. For example, the average age of respondents indicating that their assignment was highly helpful in these regards was 36 years, compared to an average age of 43 years for those rating the assignment low in helpfulness on this point.

Employees rated the impacts of their assignment on other dimensions as well. Exhibit 3.26 illustrates that most employees felt that their assignment was consistent with their career path (77 per cent) and that it had an impact on their career (67 per cent). Half of these employees had a smooth return to their original position. For those who did not experience a smooth return, some of the problems were: mistrust and hostility on the part of co-workers; and unpleasant conditions — which originally motivated the employee to seek a change in working environment — remained.

EXHIBIT 3.25

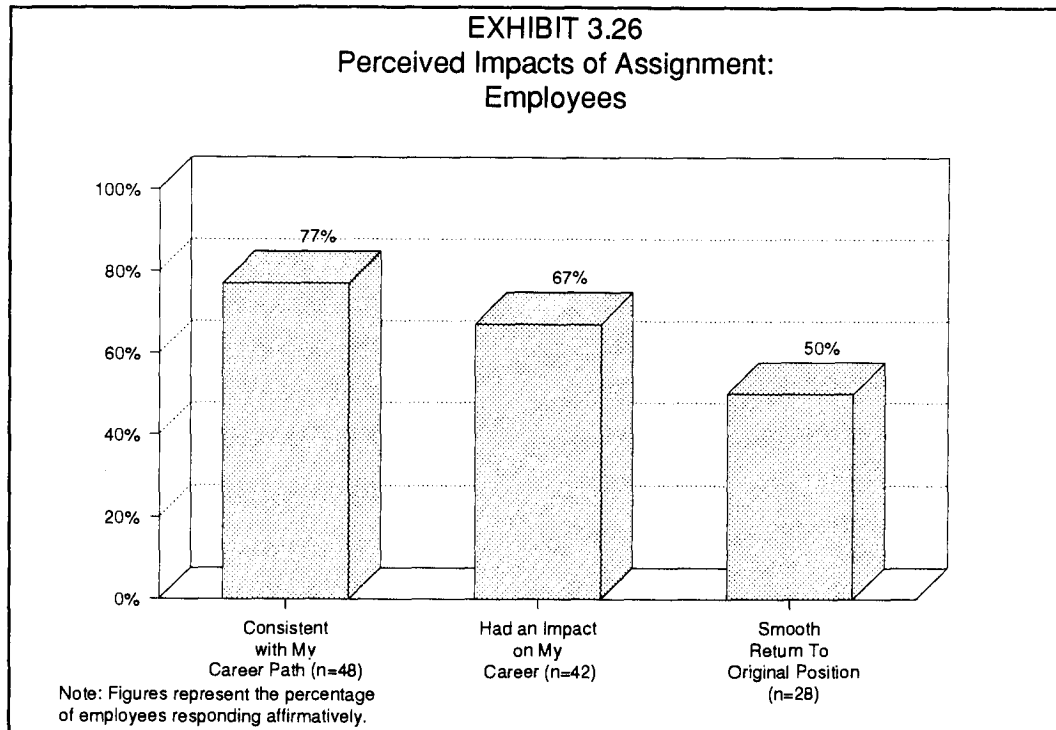
Helpfulness of Assignment



Note: Figures represent the percentage of employees who are/have been on assignment (n=51) indicating that the

DAP was highly helpful (i.e., responding at the two highest points of the five-point rating scale) with respect to each outcome.

EXHIBIT 3.26
Perceived Impacts of Assignment:
Employees

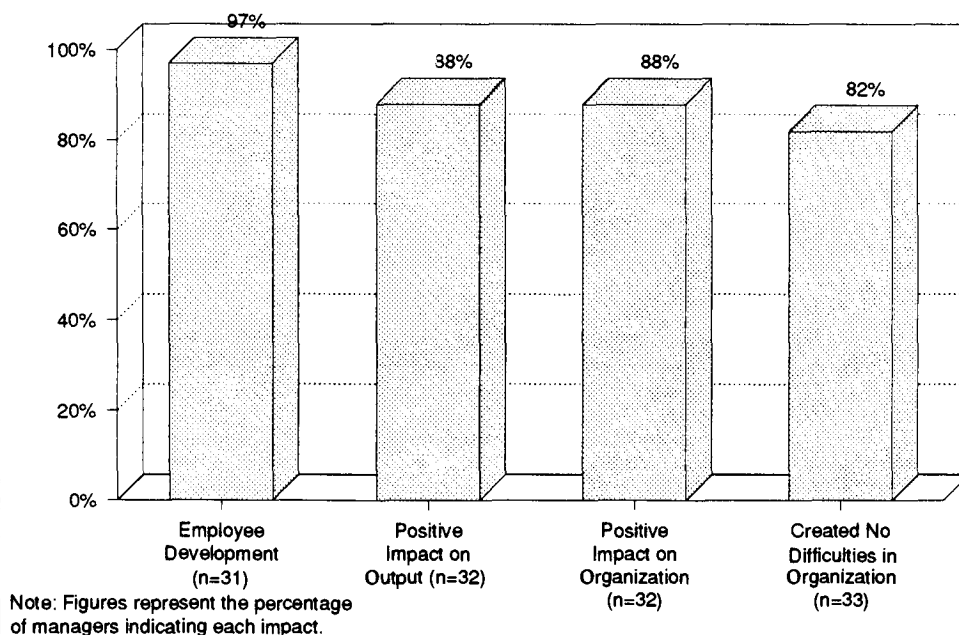


Managers' Views on Program Effectiveness

The vast majority of managers felt that having an employee on assignment had a variety of favourable impacts, including employee development, positive impacts on output, and positive impacts on the organization (see Exhibit 3.27). Moreover, most managers (82 per cent) felt that the DAP participant created no difficulties in their organization.

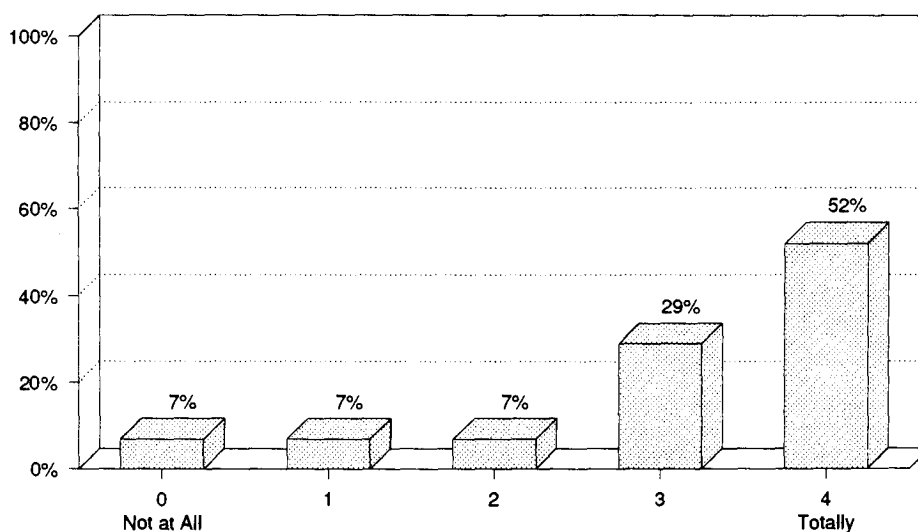
Exhibit 3.28 presents the results bearing on a core objective of the DAP — to help managers meet their short-term operational requirements. This chart reveals that most managers felt the program has been highly successful in these regards; 81 per cent indicated that the DAP participant met their needs totally or almost so.

EXHIBIT 3.27
Perceived Impacts of Assignment:
Managers



Finally, managers were asked some questions bearing to a degree on the incremental impacts of the program — what would have happened if there had been *no* DAP. As illustrated in Exhibit 3.29, 29 per cent of managers believed that they could *not* have hired their employee on assignment without the program, and 30 per cent indicated that they would *not* have been comfortable hiring the employee without the DAP. Conversely, roughly 70 per cent of these managers felt that they could have hired the employee without the DAP and would have been comfortable doing so. It should be noted, however, that a very small number of managers (14 and 10) responded to these two questions, due to the skip logic on the survey questionnaire.

EXHIBIT 3.28
Extent to Which DAP Participant Met
Short-Term Operational Needs



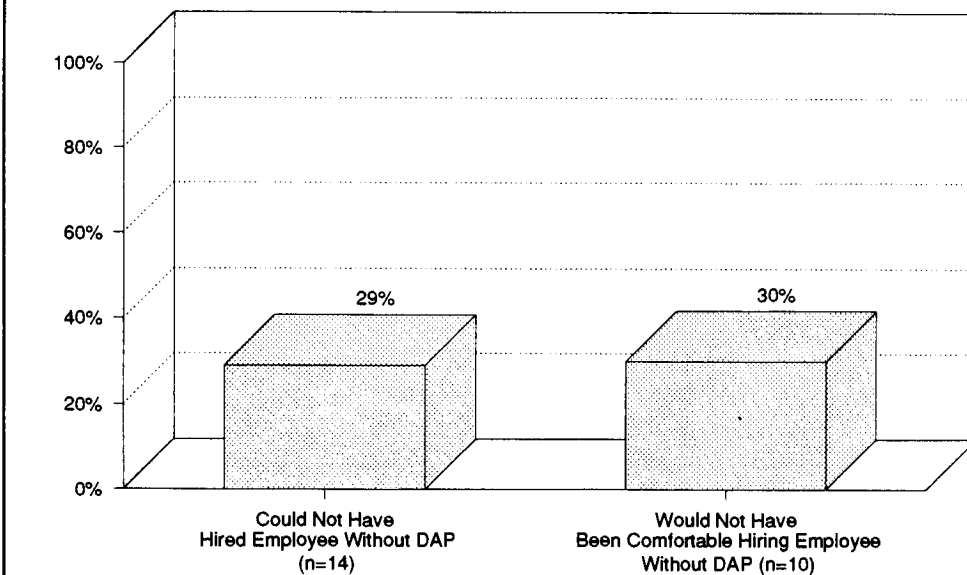
Note: Figures represent the percentage of managers (n=31) responding at each point on the five-point scale.

3.6 Suggested Improvements to Program

Survey Findings

In their comments on the survey questionnaire, respondents made a number of suggestions for improving the DAP. Some of these comments overlap with points already covered in the survey items, and these will not be repeated here. The major themes in the suggested improvements are as follows:

EXHIBIT 3.29
Perceived Incremental Impacts of DAP:
Managers



Note: Figures represent the percentage of managers indicating each impact.

- ☐ More information and communications (for example, in information sessions) are needed in order to improve awareness and visibility of the program, particularly with respect to:
 - types of assignments available;
 - types of candidates available in the inventory;
 - feedback on employees'/managers' status while they wait for an assignment or candidate; and
 - DAP success stories.

-
- ❑ More aggressive and proactive promotion of the DAP and encouragement of participation are needed in order to:
 - improve the number, variety and quality of candidates in the inventory; and
 - improve the number and variety (e.g., in terms of the skills required) of assignments.
 - ❑ Some DAP services should be improved or enhanced — in particular, career counselling and training for an assignment, and the search for a suitable assignment to meet candidates' needs.
 - ❑ Improved access to assignment opportunities in other federal departments and in the regions would help to improve the number and range of assignments available to candidates.
 - ❑ Some simplification and greater flexibility in some program application and administrative procedures would help to improve access (e.g., not requiring prospective candidates to obtain their supervisor's authorization at the application stage — before they even have an offer for an assignment).

Interview Findings

Further suggestions for program improvement were made in our interviews with DAP personnel and managers of other federal assignment programs. Some of these overlap with those offered by survey respondents. Their major suggestions are summarized here.

- ❑ Obtain the support of senior management. Without the strong backing of senior management, the visibility of the program and hence the rate of participation is bound to be low, especially where line managers are concerned. Senior managers can sell the program to the department as a whole.
- ❑ Assignment program personnel should receive regular training on recruitment policies, career counselling and automation. This will help them to respond more efficiently to the needs of clients. If possible, personnel should also participate in departmental assignments themselves to permit them to identify fully with the process, the difficulties as well as the advantages.
- ❑ Personnel administering assignment programs should have considerable organizational and people skills. They must enjoy working with people, and should be adept at problem-solving.
- ❑ Communication and networking are of prime importance in order to get senior management involved, to become acquainted with managers in other departments, and to keep abreast of what is happening at the regional level. Assignment program personnel must possess communication skills to know how to approach senior management and other strategic persons who may be critical for the adoption, support and promotion of the program.
- ❑ Publicize the skill profile of available candidates in the DAP inventory routinely to managers so that they are aware of the types of available people.
- ❑ Promote the program proactively and vigorously, for example, by having posters on every floor, regular bulletins, including "success stories" and

program statistics, and regular information sessions. Strive to convince managers of the long-term benefits of the "cross-fertilization" of departmental human resources. Help publicize the program by highlighting its relevance whenever possible in all communications with employees and managers.

- ❑ Assignment programs can be viewed as career and organizational development programs. Place greater emphasis on career counselling by providing more information and materials to potential assignees, such as self-assessments.
- ❑ In matching candidates with suitable assignments, the focus should first be on intra-departmental assignments, and then (if nothing is available) on inter-departmental assignments. Whenever a proposal is submitted or a résumé is received, the in-house inventory should be checked first before looking outside of the department. This will minimize the risk of overlooking internal employees or, conversely, losing employees to other departments. Still, interdepartmental interaction is vital and should be encouraged whenever possible.
- ❑ Assignment programs could expand beyond the government sphere and involve the private sector as well. For instance, this could be done by linking federal assignment programs with *Interchange Canada*, which promotes the exchange of employees for assignments between the federal public service and the private and non-profit sectors.

CHAPTER**4****CONCLUSIONS**

4.1 Summary and Conclusions

On the whole, this evaluation has yielded a very positive picture of the performance of the Departmental Assignment Program (DAP) to date. The survey evidence suggests that the program has been successful in achieving its core objectives, and that employees and managers who have used the program are highly satisfied with their experience. Moreover, indications are that demand for the program will be very high in the years to come. Some highlights of these survey findings are summarized in the paragraphs that follow.

Awareness of Program

Basic awareness of the program and its major features was high (see Exhibit 3.1), particularly for staff who have had some involvement in the program, but even for those who have not yet used it (over 90 per cent of whom were aware of the DAP). Program personnel have observed, however, that some employees have misperceptions about the purpose of the DAP — they believe (incorrectly) that the program is intended primarily to help them get a new position or promotion. Most employees and managers learned about the DAP from Departmental publications (59

per cent), DAP documents (50 per cent) and colleagues (35 per cent, see Exhibit 3.3), and were well-informed consumers in that they were quite aware of major program features, requirements, etc. before submitting their application or proposal (see Table A.10).

Employees' Reasons for Using/Not Using Program

The majority of employees who have applied to the DAP did so in order to acquire new knowledge and skills (75 per cent), for an organizational change (62 per cent), or to make new contacts (55 per cent) — all of which are compatible with program objectives (see Exhibit 3.9). Employees who have *not* used the DAP did not register primarily because they were satisfied with their present job (41 per cent), did not see the necessity (19 per cent), or because they had concerns about a job change (19 per cent, see Exhibit 3.10). In addition, access to the DAP was limited for some employees by the prohibitive costs associated with relocating to the NCR from the regions or *vice-versa* (37 per cent), by a lack of bilingual skills (21 per cent), or by a gap between their qualifications and the requirements of the assignment (15 per cent, see Exhibit 3.4).

Managers' Reasons for Using/Not Using Program

Most managers submitted a proposal to the DAP in order to quickly find staff for a vacant position (63 per cent) or a short-term special project (23 per cent), to give employees an opportunity to improve their knowledge (25 per cent), or to introduce "new blood" into their organization (18 per cent, see Exhibit 3.11). Again, these reasons are in line with DAP objectives. Managers who have *not* used the program reported that the primary reasons for this were a lack of need (31 per cent) and their perception that the candidates in the DAP inventory could not meet their

staffing needs (20 per cent). In addition, 26 per cent of managers who have withdrawn their proposal to the DAP did so because their priorities changed (see Exhibit 3.12), and 27 per cent of managers reported that their use of the program was restricted by difficulties in replacing their employees hoping to go on assignment (see Exhibit 3.4).

Satisfaction with Program

Satisfaction with the program and its various services was very high for employees and managers alike. Over three-quarters of survey respondents were highly satisfied with virtually all DAP services (see Exhibit 3.21). The only service receiving noticeably lower satisfaction ratings by employees (only one-half were highly satisfied) was the search for the desired assignment — particularly (and understandably) for employees waiting in the inventory for an assignment. Employees on assignment were most satisfied with the new knowledge, skills and contacts they acquired through their assignment, the reception and hospitality offered to them by the host organization, and the nature of the work. Over 80 per cent were highly satisfied with these program features (see Exhibit 3.22). Managers were highly satisfied with the response time of the program in terms of filling their position. Most (over 80 per cent) regarded two to four weeks as an acceptable period of time to wait, and found that their position was filled as quickly or even more quickly than they had expected (see Exhibit 3.24).

Program Impacts and Effects

Regarding the effectiveness of the program, most employees (over two-thirds) found their assignment to be most helpful for strengthening their abilities and increasing their contacts (see Exhibit 3.25). For fewer employees (less than one-third), the assignment was regarded as being helpful for leading to other assignments, to a job competition or a lateral transfer within the Department, or to a job competition in another (i.e., the host) federal department. In addition, most employees viewed their

assignment as being consistent with their career path (77 per cent) and as having an impact on their career (67 per cent, see Exhibit 3.26).

The majority (over 80 per cent) of managers who had a position filled with a DAP participant also felt that there had been positive impacts — in particular, positive impacts on the employee's development, on output and on their organization (see Exhibit 3.27). For the most part, managers felt that the DAP participant had successfully met their short-term operational needs (see Exhibit 3.28). Although 10 managers indicated that they could have hired the employee *without* the DAP (see Exhibit 3.29), this is understandable in light of the fact that other options are available to them for short-term staffing (e.g., hiring someone on contract, secondment, etc.).

Future Demand for Program

Survey responses suggest that the demand for the DAP in the future will be very high (see Exhibit 3.18). The vast majority (over three-quarters) of employees and managers who had some involvement with the program indicated that they would use the DAP sometime in the future. Even among staff and managers who have *not* used the program, between 23 per cent and 38 per cent indicated that they intend to use the DAP in the next 12 months.

Suggested Improvements to Program

Suggestions for improving the program, which were made by survey respondents and officials who were interviewed, focused on the need to promote the program and its benefits more proactively and to regularly publicize available assignments and the skill profile of available candidates. These measures were seen as a means to improve program visibility and participation — resulting in more candidates and more assignments, and hence a greater probability of candidates being placed on a suitable assignment. It was also suggested that expanding the program

to include other federal departments as well as the private sector would serve to increase the available candidates and assignments.

4.2 Benefits to the Department

The evaluation results indicate that the Departmental Assignment Program produces a number of positive benefits for the Department. These benefits — both from the perspective of employees and that of managers — are highlighted below.

- ❑ ***Employee development.*** Going on assignment is clearly beneficial for employees' career development. The majority of employees (over two-thirds) indicated that their assignment had helped them to acquire new knowledge, to strengthen their abilities, and to make new contacts. They felt that their assignment had been consistent with their career path, and that it had an impact on their career. Similarly, over 80 per cent of the managers surveyed felt that the assignment had a positive impact on employee development.
- ❑ ***Allows managers to quickly fill a vacant position.*** Most managers (about two-thirds) used the DAP to quickly fill a vacant position. The majority were able to fill their position with a DAP candidate in two to four weeks; for 90 per cent of the managers surveyed, this response time was as expected or shorter than expected. Two to four weeks is most certainly a shorter time than is required for a staffing action. Moreover, over 80 per cent of managers indicated that the DAP participant did in fact meet their short-term operational needs.
- ❑ ***Positive organizational impacts.*** Over 80 per cent of the managers who were surveyed perceived that having a DAP participant had a positive impact on their output and on their organization as a whole.

4.3 Performance Indicators

For purposes of the ongoing monitoring and evaluation of DAP performance, it would be useful to routinely collect crucial measures in areas such as program participation (i.e., in terms of applications from employees, proposals from managers, and assignments arranged), client satisfaction with the program, and program effectiveness — in particular, the degree to which the program is helping employees to acquire new knowledge and skills in support of their ongoing career development, and the extent to which it helps managers to meet their short term operational requirements. Such ongoing monitoring of program performance would be useful for: (1) alerting program management to any problems so that necessary adjustments to program delivery can be made, thereby maximizing the effectiveness of the program; and (2) ensuring that key measures are available for the next comprehensive evaluation of the DAP.

The basic information on participation in the program is already collected by program management and reported in annual reports (or more frequently in newsletters). At some point, it may be useful to specify quantitative performance targets for program participation. For instance, the Department may decide that to have X per cent of eligible employees registered in the inventory is a reasonable indicator that participation in the program is adequate. Data available for fiscal year 1991-92 provides suggestions in these regards. For example, in 1991-92, approximately **five per cent** (or 57 of 1,172) eligible employees in the NCR submitted applications and registered in the DAP inventory. As part of ongoing efforts to increase participation in the program, it may be helpful to set targets — say, to increase applications from employees by at least one per cent annually (i.e., increase to six per cent of eligible employees in 1993-94, to seven per cent in 1994-95, etc.) until the rate of participation is regarded as more acceptable. Indications of a reasonable rate of participation could be provided by examining the situation in assignment programs at federal departments judged to be comparable to CCAC.

The survey results on future demand for the program suggest that a participation target of the order of magnitude of that presented above should be attainable. The results on intentions to use the DAP in the future are as follows:

- ❑ 23 per cent of eligible, but unregistered employees (Group 4) in the NCR indicated that they intend to use the DAP in the next 12 months (essentially the 1993 calendar year) — generalizing to the entire population of 998 eligible employees in the NCR, this would amount to **230 employees**;
- ❑ 29 per cent of eligible, but unregistered employees (Group 4) in the regions indicated that they intend to use the program in the next 12 months — again generalizing, this would amount to **232** of the 799 eligible employees in the regions; and
- ❑ 38 per cent of managers who have never used the DAP (Group 8) indicated that they would do so in the next 12 months — this would amount to **19** of 51 managers (all in the NCR).

These projections regarding demand for the program in 1993 should be closely monitored. These survey findings represent a significant opportunity for increasing program participation in the near future.

In addition, the survey results pertaining to client satisfaction and program effectiveness can serve as a benchmark against which future program performance can be judged. Some key survey items on client satisfaction and program effectiveness could be routinely reproduced in order to monitor DAP performance in these regards. This could be done by administering a brief questionnaire to each participating employee and manager at the completion of each assignment. Each year (at a minimum), all available results from these questionnaires could be reported in the

annual report, and compared to the benchmark findings of the present evaluation study.

Some suggestions for items that could be routinely administered in this way, along with a summary of the present results for these items, are provided in Exhibits 4.1 and 4.2. Potential benchmark indicators would be the average (mean) rating on five-point satisfaction and helpfulness scales, or the percentage of employees/managers responding at the two highest points on the scales — indicating a high degree of satisfaction with the program.

EXHIBIT 4.1

Suggested Benchmark Measures — Employees

I. Ratings of Satisfaction with DAP

Item	No Satisfaction 0 (%)	Low 1 (%)	2 (%)	3 (%)	High 4 (%)	\bar{x}	n
The reception and availability of DAP personnel	0.0	6.2	6.2	27.1	60.4	3.4	48
The search for the desired assignment	10.8	8.1	21.6	13.5	45.9	2.8	37
Acquiring new knowledge	0.0	2.0	7.8	25.5	64.7	3.5	51
Developing new skills	2.0	2.0	11.8	21.6	62.7	3.4	51
Meeting new people/contacts	0.0	0.0	9.8	23.5	66.7	3.6	51
Overall satisfaction with your experience(s) in the DAP	0.0	8.0	16.0	26.0	50.0	3.2	50

II. Ratings of Helpfulness of Assignment

	Not Helpful	Increasingly Helpful					
Item	0 (%)	1 (%)	2 (%)	3 (%)	4 (%)	\bar{x}	n
In strengthening my abilities	4.3	2.1	14.9	36.2	42.6	3.1	47
In increasing my number of contacts	4.1	4.1	24.5	22.4	44.9	3.0	49

III. Other Satisfaction and Effectiveness Measures

Item	Yes (%)	n
Did your assignment correspond to what you expected?	88.0	50
Was the assignment consistent with your career path?	77.1	48
The assignment had <i>no</i> impact upon my professional career.	33.3	42
If you returned to your original position upon completion of the assignment, did you find the return went smoothly?	50.0	28
Would you participate in the DAP again?	90.0	50
Note: " \bar{x} " refers to the average (mean) response. "n" refers to the number of employees responding to the question. Figures under the five-point rating scales (from 0 to 4) indicate the percentage of employees responding at each point on the scale.		

EXHIBIT 4.2

Suggested Benchmark Measures — Managers

I. Ratings of Satisfaction with DAP

Item	No Satisfaction 0 (%)	Low 1 (%)	2 (%)	3 (%)	High 4 (%)	\bar{x}	n
The reception and availability of DAP personnel	0.0	0.0	9.4	40.6	50.0	3.4	32
The search for a candidate to fill your request	3.8	7.7	15.4	34.6	38.5	3.0	26
Overall satisfaction with your experience(s) in the DAP	0.0	9.1	12.1	33.3	45.5	3.2	33

II. Rating of Effectiveness of DAP

Item	Not at All 0 (%)	1 (%)	2 (%)	3 (%)	Totally 4 (%)	\bar{x}	n
To what extent did receiving an employee from DAP meet your short-term operational needs?	6.5	6.5	6.5	29.0	51.6	3.1	31

III. Other Satisfaction and Effectiveness Measures

Item	Yes (%)	n
Did the assignment meet your expectations?	90.3	31
Did receiving an employee on assignment permit him/her to enrich his/her knowledge and to develop his/her skills?	96.8	31
Did the contribution of an employee on assignment have a positive impact on your organization?	87.5	32
Did the assignee have a positive impact on output?	87.5	32
Did the contribution of an employee on assignment create difficulties in your organization?	18.2	31
Do you intend to use the DAP again?	96.9	32
Note: \bar{x} refers to the average (mean) response. "n" refers to the number of managers responding to the question. Figures under the five-point rating scales (from 0 to 4) indicate the percentage of managers responding at each point on the scale.		

APPENDIX A
DETAILED TABLES OF FINDINGS

TABLE A.1
Awareness of DAP by Employees and Managers
Who Have *Not* Used the Program

Group	Percentage Aware
Managers not using DAP-NCR (n=35)	100.0
Eligible Employees-NCR (n=66)	90.9
Eligible Employees-Pacific Region (n=19)	94.7
Eligible Employees-Prairie Region (n=26)	92.3
Eligible Employees-Ontario Region (n=33)	93.9
Eligible Employees-Quebec Region (n=34)	91.2
Eligible Employees-Atlantic Region (n=23)	95.7
Total (n=236)	92.1

TABLE A.2
Awareness of Features of DAP: Variations by Group

Feature	Employees on Assignment (n=51)	Employees in Inventory (n=44)	Eligible Employees- NCR (n=66)	Eligible Employees- Regions (n=135)	Managers Submitting Proposal- Filled (n=34)	Managers Submitting Proposal- Withdrawn (n=28)	Managers Not Using DAP (n=35)	Total (n=393)
Assignment can last 3 months to 2 years*	70.6	93.6	73.3	65.3	79.4	67.9	74.3	71.0
All indeterminate employees are eligible	90.2	88.2	89.8	85.9	100.0	96.4	91.4	88.8
Employees need supervisor's approval*	97.9	98.1	86.7	85.8	100.0	100.0	88.6	88.0
Employees retain salary and benefits of home position*	100.0	97.3	90.0	84.5	97.1	96.4	88.6	89.0
Employees can enter restricted competitions in host and home organizations*	78.4	66.5	61.7	52.6	88.2	78.6	61.8	60.5
Host manager has no continuing obligation to employee*	94.1	90.1	75.0	69.6	94.1	89.3	80.0	75.5
Assignment can be arranged anywhere in Public Service*	87.8	95.5	76.7	75.5	85.3	85.7	57.1	77.4
DAP offers career counselling and training	37.3	48.1	45.0	33.3	38.2	42.9	40.0	39.9
Note: Figures represent the percentage of respondents in each group indicating that they were aware of each program feature. For breakdowns indicated by *, differences are statistically significant at $p < .05$.								

TABLE A.3
Awareness of DAP Among Eligible Employees:
Regional Variations

Awareness	Pacific (n=19)	Prairies (n=26)	Ontario (n=33)	Quebec (n=34)	Atlantic (n=23)	Total (n=135)
Learned about DAP from information session	26.3	7.7	6.1	2.9	4.3	7.9
Aware of right to enter restricted competitions	41.2	33.3	50.0	74.2	68.2	52.6
Note: Figures represent the percentage of employees in each region responding affirmatively. Differences are statistically significant at $p < .05$.						

TABLE A.4
Awareness of DAP: Variations by Language

Awareness	English (n=231)	French (n=162)	Total (n=393)
Learned about DAP from CCAC publication	62.8	53.5	59.2
Learned about DAP from DAP staff	8.5	13.4	10.5
Aware that employees can enter restricted competitions in host and home organizations	52.8	72.4	60.5
Note: Figures represent the percentage of English and French speaking respondents answering affirmatively. Differences are statistically significant at $p < .01$.			

TABLE A.5
Awareness of Features of DAP: Variations by Gender

Feature	Male (n=181)	Female (n=196)	Total (n=377)
Employees need supervisor's approval	85.3	90.6	88.0
Employees retain salary and benefits of home position	85.7	92.1	89.0
Note: Figures represent the percentage of male and female respondents indicating that they were aware of each program feature. Differences are statistically significant at $p < .05$.			

TABLE A.6
Awareness of Features of DAP by Source

Feature	DAP Document	CCAC Publication	Home Supervisor ¹	Host Supervisor ¹	DAP Staff	Information Session	Colleague	Manager ²	Candidate ³	Others	Total
Assignment can last 3 months to 2 years	38.8	46.3	11.5	7.7	9.1	6.7	27.4	13.2	19.8	5.3	71.0
All indeterminate employees are eligible	45.7	57.9	15.4	7.7	8.9	8.0	31.6	16.4	25.7	6.0	88.8
Employees need supervisor's approval	47.8	57.2	16.3	6.1	11.3	8.1	33.4	17.2	27.7	5.2	88.0
Employees retain salary and benefits of home position	48.8	56.8	15.4	9.6	10.0	8.2	32.4	16.0	25.7	6.0	89.0
Employees can enter restricted competitions in host and home organizations	34.3	38.6	11.5	9.6	8.3	4.9	24.2	11.5	24.8	3.2	60.5
Host manager has no continuing obligation to employee	41.1	48.4	13.5	7.7	10.7	7.1	28.0	13.5	24.8	5.5	75.5
Assignment can be arranged anywhere in Public Service	42.8	46.5	16.0	8.0	9.2	5.1	32.4	16.3	25.7	4.9	77.4
DAP offers career counselling and training	20.3	25.6	7.7	1.9	6.3	3.1	15.1	9.2	7.9	2.5	39.9
<p>Note: Figures represent the percentage of respondents (n=393) who indicated both being aware of the program feature and having learned about the program through the particular source.</p> <p>¹ These items apply only to employees who are/have been on assignment (n=51).</p> <p>² This item applies to all respondents except employees who are/have been on assignment (n=342).</p> <p>³ This item applies only to employees/managers who have submitted a proposal to DAP (n=62).</p>											

TABLE A.7
Sources of Awareness of DAP: Variations by Group

Source	Employees on Assignment (n=51)	Employees in Inventory (n=44)	Eligible Employees-NCR (n=66)	Eligible Employees-Regions (n=135)	Managers Submitting Proposal-Filled (n=34)	Managers Submitting Proposal-Withdrawn (n=28)	Managers Not Using DAP (n=35)	Total (n=393)
DAP document*	45.1	74.6	50.0	47.1	38.2	67.9	51.4	49.6
CCAC publication*	35.3	61.4	63.6	59.3	41.2	42.9	48.6	59.2
Home supervisor	15.7	-	-	-	-	-	-	15.7
Host supervisor	9.8	-	-	-	-	-	-	9.8
DAP staff*	7.8	14.7	12.1	5.5	29.4	32.1	14.3	10.5
Information session	5.9	8.3	7.6	7.9	11.8	21.4	8.6	8.1
Colleague*	21.6	47.3	39.4	30.5	20.6	42.9	37.1	35.0
Manager	-	28.1	10.6	23.5	29.4	25.0	20.0	17.4
Candidate seeking assignment	-	-	-	-	20.6	35.7	-	27.8
Others	4.6	2.4	11.3	63.5	4.7	3.8	9.8	6.3
Note: Figures represent the percentage of respondents in each group indicating that they learned about the DAP through each source. For breakdowns indicated by *, differences are statistically significant at $p < .05$.								

TABLE A.8
Most Informative and Encouraging Sources of Awareness of DAP: Variations by Group

Source	Employees on Assignment (n=51)	Employees in Inventory (n=44)	Eligible Employees-NCR (n=66)	Eligible Employees-Regions (n=135)	Managers Submitting Proposal-Filled (n=34)	Managers Submitting Proposal-Withdrawn (n=28)	Managers Not Using DAP (n=35)	Total (n=393)
DAP document	46.7 (33.3)	48.6 (29.0)	37.3 (-)	32.9 (-)	29.6 (25.9)	33.3 (11.8)	42.1 (-)	36.7 (27.3)
CCAC publication	16.7 (12.1)	12.6 (19.5)	18.6 (-)	19.4 (-)	11.1 (3.7)	16.7 (11.8)	26.3 (-)	18.5 (12.5)
Home supervisor	10.0 (15.2)	- (-)	- (-)	- (-)	- (-)	- (-)	- (-)	0.4 (5.2)
Host supervisor	3.3 (9.1)	- (-)	- (-)	- (-)	- (-)	- (-)	- (-)	0.1 (3.1)
DAP staff	10.0 (9.1)	14.1 (6.7)	5.1 (-)	0.8 (-)	22.2 (18.5)	33.3 (35.3)	10.5 (-)	5.6 (14.3)
Information session	3.3 (6.1)	4.8 (7.7)	6.8 (-)	5.1 (-)	7.4 (3.7)	5.6 (5.9)	5.3 (-)	6.1 (6.0)
Colleague	10.0 (9.1)	14.1 (16.3)	25.4 (-)	14.8 (-)	0.0 (14.8)	5.6 (11.8)	10.5 (-)	20.2 (12.8)
Manager	- (-)	5.8 (9.9)	6.8 (-)	16.4 (-)	14.8 (18.5)	5.6 (11.8)	5.3 (-)	9.2 (8.6)
Candidate seeking assignment	- (-)	- (-)	- (-)	- (-)	11.1 (14.8)	0.0 (5.9)	- (-)	0.3 (4.0)
Others	0.0 (6.0)	0.0 (10.8)	0.0 (-)	10.8 (-)	3.7 (-)	0.0 (5.9)	0.0 (-)	2.9 (6.1)
Note: Figures represent the percentage of respondents in each group indicating that the source was the most informative (and in parentheses, the most encouraging with respect to applying to the DAP).								

TABLE A.9
Year in Which Employees Became Aware of DAP

Year	Employees on Assignment (n=43)	Employees in Inventory (n=33)	Total (n=76)
1985	2.3	0.0	1.4
1987	4.7	0.0	2.9
1988	7.0	3.5	5.6
1989	48.8	52.7	50.3
1990	18.6	23.2	20.4
1991	16.3	10.8	14.2
1992	2.3	9.8	5.2
Note: Figures represent the percentage of respondents in each group indicating that they became aware of the DAP in each year.			

TABLE A.10
Degree of Awareness of DAP Features *Before* Application/Proposal:
Variations by Group

Feature	Employees on Assignment (n=51)	Employees in Inventory (n=44)	Managers Submitting Proposal-Filled (n=34)	Managers Submitting Proposal-Withdrawn (n=28)	Total (n=157)
Assignment can last 3 months to 2 years	58.3	75.4	73.1	89.5	71.2
All indeterminate employees are eligible	69.6	81.2	78.1	96.3	79.0
Employees need supervisor's approval*	70.8	87.3	81.3	96.4	81.7
Employees retain salary and benefits of home position	72.5	78.3	77.4	96.3	79.0
Employees can enter restricted competitions in host and home organizations	65.0	72.3	67.9	90.5	71.6
Host manager has no continuing obligation to employee	68.8	85.6	76.7	87.0	77.3
Assignment can be arranged anywhere in Public Service	61.4	70.3	74.1	87.5	70.6
DAP offers career counselling and training	52.6	61.5	66.7	91.7	64.9
Note: Figures represent the percentage of respondents in each group indicating that they were aware of each program feature <i>before</i> applying/submitting a proposal to the DAP. For the breakdown indicated by *, differences are statistically significant at $p < .05$.					

TABLE A.11
Factors Limiting Use of DAP: Variations by Group

Factor	Employees on Assignment (n=51)	Employees in Inventory (n=44)	Eligible Employees- NCR (n=66)	Eligible Employees- Regions (n=135)	Managers Submitting Proposal- Filled (n=34)	Managers Submitting Proposal- Withdrawn (n=28)	Managers Not Using DAP (n=35)	Total (n=393)
Supervisor's authorization*	16.0	23.8	19.3	16.0	43.3	37.0	23.3	19.1
Gap between qualifications and needs*	8.2	35.7	15.5	11.4	22.6	20.8	37.9	15.0
Linguistic profile	12.2	31.1	25.9	14.8	32.3	26.9	14.8	21.0
Movement of employees between NCR and regions*	8.5	13.5	37.5	43.5	33.3	36.0	26.9	37.3
Difficulties/delays in replacing DAP participant leaving home organization	-	-	-	-	31.0	29.6	19.2	27.1
Difficulties/delays with DAP participant entering host organization	-	-	-	-	10.3	7.7	8.7	8.9
Note: Figures represent the percentage of respondents in each group indicating that each factor had limited their use of the DAP. For breakdowns indicated by *, differences are statistically significant at $p < .05$.								

TABLE A.12
Factors Limiting Use of DAP Among Eligible Employees:
Regional Variations

Factor	Pacific (n=19)	Prairies (n=26)	Ontario (n=33)	Quebec (n=34)	Atlantic (n=23)	Total (n=135)
Supervisor's authorization	11.1	8.3	6.9	41.9	4.8	16.0
Gap between qualifications and needs	0.0	4.2	6.9	32.3	4.8	11.4
Linguistic profile	16.7	20.8	0.0	29.0	9.5	14.8
Note: Figures represent the percentage of employees in each region indicating that each factor had limited their use of the DAP. Differences are statistically significant at $p < .05$.						

TABLE A.13
Most Serious Limitations on Use of DAP for Managers

Factor	Managers Submitting Proposal-Filled (n=20)	Managers Submitting Proposal- Withdrawn (n=13)	Total (n=33)
Supervisor's authorization	25.0	30.8	27.4
Gap between qualifications and needs	15.0	23.1	18.4
Linguistic profile	10.0	15.4	12.2
Movement of employees between NCR and regions	15.0	7.7	12.0
Difficulties/delays in replacing DAP participant leaving home organization	10.0	15.4	12.2
Difficulties/delays with DAP participant entering host organization	10.0	0.0	5.8
Others	15.0	7.7	12.0
Note: Figures represent the percentage of respondents in each group indicating that each factor was the most serious limitation/restriction on their use of the DAP.			

TABLE A.14
Employees' Reasons for Applying to DAP

Reason	Employees on Assignment (n=51)	Employees in Inventory (n=44)	Total (n=95)
Organizational change	64.7	57.5	61.8
Develop new skills	72.5	78.4	74.9
Acquire knowledge	78.4	71.9	75.8
Make new contacts	60.8	46.6	55.1
Change career direction	49.0	57.5	52.4
Pursue career path	47.1	51.9	49.0
Prepare for management position	35.3	34.5	35.0
Improve second language skills	5.9	17.1	10.4
Others	0.7	0.4	1.1
Note: Figures represent the percentage of respondents in each group indicating that each item was a reason for why they applied to the DAP.			

TABLE A.15
Employees' Most Important Reasons for Applying to DAP

Reason	Employees on Assignment (n=51)	Employees in Inventory (n=44)	Total (n=95)
Organizational change	31.0	23.8	28.1
Develop new skills	28.6	25.2	27.2
Acquire knowledge	9.5	2.4	6.7
Make new contacts	4.8	5.7	5.1
Change career direction	7.1	14.8	10.1
Pursue career path	9.5	12.4	10.7
Prepare for management position	7.1	3.3	5.6
Improve second language skills	0.0	0.0	0.0
Others	2.4	12.3	6.5
Note: Figures represent the percentage of respondents in each group indicating that each item was the most important reason for why they applied to the DAP.			

TABLE A.16
Eligible Employees' Reasons for Never Registering for DAP: Regional Variations

Reason	NCR (n=66)	Pacific (n=19)	Prairies (n=26)	Ontario (n=33)	Quebec (n=34)	Atlantic (n=23)	Total (n=201)
Did not obtain supervisor's authorization	3.0	5.3	3.8	9.1	8.8	4.3	4.8
Not necessary to participate	19.7	15.8	19.2	9.1	29.4	13.0	18.7
Influenced by colleagues' bad experiences	4.5	0.0	0.0	0.0	5.9	0.0	3.2
Satisfied with present job	43.9	26.3	34.6	36.4	44.1	47.8	41.2
Not ready to take risk	10.6	15.8	15.4	9.1	8.8	4.3	10.7
Concerned about job change at present time	18.2	21.1	26.9	21.2	20.6	0.0	19.2
Not interested in lateral move	15.2	21.1	19.2	15.2	17.6	0.0	15.6
Not interested in temporary move	13.6	31.6	23.1	21.2	20.6	0.0	16.8
Others	33.3	68.4	53.8	48.5	32.4	65.2	40.6
Note: Figures represent the percentage of respondents in each region indicating that each item was a reason for why they have never registered for the DAP.							

TABLE A.17
Managers' Reasons for Submitting a Proposal to DAP

Reason	Managers Submitting Proposal-Filled (n=34)	Managers Submitting Proposal-Withdrawn (n=28)	Total (n=62)
Replace employee on sick leave	2.9	7.1	4.9
Replace employee on maternity leave	17.6	14.3	16.0
Replace employee on leave without pay	5.9	3.6	4.8
Replace employee on language training	2.9	7.1	4.9
For short-term special project	20.6	25.0	22.7
Allow employee to improve knowledge	35.3	14.3	25.3
Introduce "new blood"	17.6	17.9	17.7
Quickly fill vacant position	58.8	67.9	63.1
Others	13.9	8.9	22.8
Note: Figures represent the percentage of respondents in each group indicating that each item was a reason for why they wanted to make use of the DAP.			

TABLE A.18
Satisfaction with DAP Services: Variations by Group

Service	Employees on Assignment (n=51)	Employees in Inventory (n=44)	Managers Submitting Proposal-Filled (n=34)	Managers Submitting Proposal-Withdrawn (n=28)	Total (n=157)
Reception and availability of DAP personnel	87.5	85.3	90.6	96.2	89.1
Counselling	65.7	69.3	75.0	94.4	73.0
Explanation of procedures	77.8	79.5	86.7	95.5	82.8
Explanation of how to complete application form	83.3	71.9	-	-	78.6
Use of official language of choice	88.6	84.9	96.7	95.8	90.4
Search for assignment	59.5	35.5	-	-	49.1
Search for candidate	-	-	73.1	81.8	77.3
Overall satisfaction	76.0	-	78.8	-	76.9
Note: Figures represent the percentage of respondents in each group indicating a high degree of satisfaction (i.e., responding on the two highest points of the five-point rating scale) with each aspect of DAP.					

TABLE A.19
Satisfaction with DAP Services: Variations by Language

Service	English (n=71)	French (n=76)	Total (n=147)
Reception and availability of DAP personnel	83.1	94.6	89.1
Counselling	57.2	82.8	73.0
Explanation of how to complete application form	65.7	90.1	78.6
Search for the desired assignment	21.4	71.6	49.1
Note: Figures represent the percentage of English and French speaking respondents indicating a high degree of satisfaction with each service (i.e., responding on the two highest points of the five-point rating scale). Differences are statistically significant at $p < .05$.			

TABLE A.20
Managers' Views on an Acceptable Length of Time To Fill A Proposal

Time	Managers Submitting Proposal-Filled (n=32)	Managers Submitting Proposal- Withdrawn (n=25)	Total (n=57)
Less than 1 week	3.1	4.0	3.5
1 week	9.4	24.0	16.1
2 weeks	40.6	32.0	36.6
3 - 4 weeks	43.8	32.0	38.3
More than 4 weeks	3.1	8.0	5.4
Note: Figures represent the percentage of managers in each group indicating that each time period was an acceptable length of time to wait between the submission of a proposal to the DAP and the filling of the position.			

APPENDIX B

SUMMARY OF SURVEY RESPONDENTS' COMMENTS

Summary of Survey Respondents' Comments

The responses to open-ended questions in the survey are summarized here — separately for each employee group. If more than one respondent made a particular comment, then the number of respondents making the comment is indicated in parentheses.

1.0 Awareness of the Program

Group 1 - Employees on Assignment/Have Completed an Assignment

Employees in this group were asked how they learned about the DAP. In most instances they chose one of the response categories provided on the questionnaire. There were, however, three other responses given:

- ☐ offered a position on secondment first;
- ☐ offered an assignment; and
- ☐ worked in communications.

In response to the question concerning which source encouraged them the most to apply to the DAP, the majority of Group 1 respondents chose one of the options provided. The following are the only two additional ones cited:

- ☐ personal contact; and
- ☐ job offer.

Group 2 - Employees in the Inventory

When asked how they learned about the DAP, all but one respondent picked one of the provided choices. This employee became aware of the program through a:

- ☐ previous employer.

When asked which source encouraged them most to apply, respondents noted:

- ☐ offered assignment; and
- ☐ personal contact.

Group 3 - Employees No Longer in the Inventory

As with the above group, only one response other than those provided was given when this group was asked how they learned about the DAP:

- ☐ personnel office.

The majority of employees no longer in the inventory chose one of the provided options as being the most encouraging source when applying to the DAP. Two other sources, however, were chosen:

- ☐ personal contact; and
- ☐ no information.

Group 4 - Employees Eligible for the DAP

In response to the question concerning how they learned about the DAP, a number of "other" responses were cited. The most frequent responses are listed below:

- ☐ personal contact - knew people involved in the DAP (5);
- ☐ personnel office (4);
- ☐ posting in area (3);
- ☐ meeting/seminar providing information on the DAP (2); and
- ☐ letter (DM)/memo was circulated (2).

Other responses, each mentioned by only one employee, included:

- ☐ previous course;
- ☐ works in personnel; and
- ☐ don't remember.

When respondents were asked what their most informative source was, a number of "other" responses were provided. Only two were cited more than once:

- ☐ personnel office (2); and
- ☐ letter (DM)/memo (2).

Following are examples of some additional responses:

- ☐ previous course; and
- ☐ works in personnel.

**Group 5 - Employees/Managers who Submitted a Proposal/
Proposal was Filled**

When employees and managers in this group were asked how they learned about the DAP, they provided a few "other" responses. These were:

- ☐ worked in communications;
- ☐ doesn't remember;
- ☐ works in personnel office; and
- ☐ was in charge of program development.

When asked what their most informative source about the program was, only once was a choice other than those provided given:

- ☐ personnel office.

**Group 6 - Employees/Managers who Submitted a Proposal/
Proposal Withdrawn**

There were few additional responses to the choices given for the question concerning how people learned about the DAP. The only "other" responses were:

- ☐ posting in area;
- ☐ doesn't remember; and
- ☐ was involved in initial program discussions.

When asked which source encouraged them most to apply, only one respondent offered an "other" response:

- ☐ just convinced.

Group 8 - Managers Who Have Not Used the DAP

When asked how they had learned about the DAP, a variety of responses were cited in the "other" category. Following are the most frequent:

- ☐ personal contact (3); and
- ☐ doesn't remember (2).

Examples of some of the other responses include:

- ☐ organizing committee; and
- ☐ saw inventory of DAP people.

2.0 Access to Program

Group 1 - Employees on Assignment/Have Completed an Assignment

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Respondents who were currently or had previously been on assignment were asked if and how their use of the program had been restricted or limited. Examples of restrictions or limitations other than those provided are listed below:

- ☐ is unilingual English;
- ☐ difficult at present time without Director's approval;
- ☐ individual is not rewarded for tasks; and
- ☐ doesn't know what they want or what the demand is.

Group 2 - Employees in the Inventory

When asked if there were any restrictions or limitations to their using the DAP, Group 2 respondents provided a variety of "other" responses. These include the following:

- ☐ manager not willing to supply PY;
- ☐ wanted to stay within Directorate;
- ☐ biased evaluations due to past conflicts with supervisors; and
- ☐ favouritism.

Group 3 - Employees No Longer in the Inventory

Only three respondents in this group had their use of the DAP restricted/limited by a factor other than those provided in the question:

- ☐ wants to change their classification (2); and
- ☐ DAP was not able to find them a position.

Group 4 - Employees Eligible for the DAP

When asked how their use of the DAP had been restricted, the most frequently cited responses by this group were:

- ☐ concerns about relocation/location (14);

- ☐ same as the reason they never registered (4);
- ☐ nature of present position makes it difficult (3); and
- ☐ not interested (2).

There were a variety of other responses but none of them were cited more than once. Most tended to fall into: lack of opportunities; program requirements; and other roadblocks.

1. Lack of opportunities, for example:

- ☐ limited assignments; and
- ☐ few opportunities for career advancement.

2. Program requirements, for example:

- ☐ bilingual requirement would be a deterrent; and
- ☐ DAP doesn't allow training.

3. Other roadblocks, for example:

- ☐ program discriminates against married people with families;
- ☐ managers don't like losing trained employees;
- ☐ age; and
- ☐ budget/cost.

**Group 5 - Employees/Managers who Submitted a Proposal/
Proposal was Filled**

Additional restrictions/limitations experienced by this group were:

- ☐ only used DAP once;
- ☐ have to go out of department for qualifications;
- ☐ long process;
- ☐ never came up; and
- ☐ budget/cost.

Noted as the most serious limitations/restrictions were the following:

- ☐ unilingual English;
- ☐ long process; and
- ☐ some employees always want to go on the DAP and it's not fair to others.

Group 6 - Employees/Managers who Submitted a Proposal/ Proposal Withdrawn

Group 6 staff offered the following "other" limiting factors:

- ☐ have to establish goals;
- ☐ have to evaluate the employee; and
- ☐ lack of choice of candidates — which was also noted by one respondent as the most serious limitation.

Group 8 - Managers Who Have Not Used the DAP

Managers who have never used the DAP noted the following additional limitations:

- ☐ not interested;
- ☐ didn't see the need for it; and
- ☐ never considered option.

3.0 Program Usage

Group 1 - Employees on Assignment/Have Completed an Assignment

In response to the question, "Why did you apply to the DAP?", these employees gave a variety of responses, including:

- ☐ escape from present position - break from stressful situation (2);
- ☐ try other positions with no commitment; and
- ☐ progress in career.

When asked what the most important reason was for applying to the DAP, in only one instance was a response other than those provided given. This response was:

- ☐ boredom.

In response to the question concerning whether or not and why these employees would participate in the DAP again, most responses were in the affirmative with the following being the most frequently cited reasons:

- ☐ provides experience - use DAP for hands-on management experience (6);

- ☐ provides change - new approach (3);
- ☐ leads to successful moves - change departments (3);
- ☐ depends on assignment (3);
- ☐ if would allow individual to acquire new skills (2); and
- ☐ wants more contact with DAP personnel (2).

All other responses can be grouped into one of the following categories:

1. if certain conditions are met, for example:

- ☐ if it provides a challenge;
- ☐ if the assignment was outside the home department; and
- ☐ would first increase their network.

2. influence of management, for example:

- ☐ depends on management; and
- ☐ managers are trying to save money by sending lower level people.

3. negative responses, for example:

- ☐ no gratitude for work or accomplishments.

4. positive responses, for example:

- ☐ good opportunity to learn about other areas/develop skills without risking job security.

Group 2 - Employees in the Inventory

When asked why they had applied to the program, most respondents chose one of the options they were provided. However, one other response was given:

- ☐ conflicts with co-workers.

Employees in the inventory were asked to provide their most important reason for applying to the DAP. As with Group 1, only once was a response other than those provided given:

- ☐ personal conflicts with co-workers.

When respondents were asked to describe if they had been invited to interviews, only one response came up more than once:

- ☐ declined - not interested (2).

All other responses were cited only once. They include:

- ☐ purpose was to determine if it was what the individual wanted;
- ☐ position wasn't offered; and
- ☐ had three interviews.

Participants were then asked why, if they had received job offers, they had rejected them. Following are the reasons provided:

- ☐ not what was wanted (6); and
- ☐ didn't like the location (3).

Over half of the respondents didn't seem to be overly concerned about being dropped from the inventory after eight months - even if they hadn't gone on assignment. This is evident in the two most frequently cited responses:

- ☐ re-apply (9); and
- ☐ no/little impact (4).

Others reactions to being dropped from the inventory (each cited only once) are presented below:

- ☐ loss of opportunities;
- ☐ loss of confidence in the program;
- ☐ dump it;
- ☐ go through PSC;
- ☐ perception of failure;
- ☐ speak to DAP personnel; and
- ☐ insulting.

When employees in the inventory were asked if they would re-apply if they hadn't gone on assignment before their application expired, a number of responses were given. The most frequent was:

- ☐ still interested in making changes (2).

The other responses can be grouped according to whether the respondent intends to re-apply, doesn't intend to re-apply or will re-apply if certain conditions are met:

1. intends to re-apply, for example:

- ☐ is a good opportunity to expand horizons; and
- ☐ new experiences/contacts.

2. doesn't intend to re-apply, for example:

- ☐ didn't help the first time; and
- ☐ doesn't want to move.

3. will re-apply if conditions are met, for example:

- ☐ if kept informed of status; and
- ☐ waiting for specific place.

Group 3 - Employees No Longer in the Inventory

When asked why they had applied to the DAP, respondents in this group added some additional reasons to those provided:

- ☐ fully utilize their background;
- ☐ move to Victoria;
- ☐ flexibility; and
- ☐ provide other departments with his qualifications.

Group 3 respondents were then asked for their most important reason for applying. Three additional responses were cited:

- ☐ escape from present position/break from stressful situation;
- ☐ allow them to fully utilize their background; and
- ☐ move to Victoria.

Respondents who had been invited to an interview were asked to describe their experience. A number of responses were provided. Following are the most frequently cited:

- ☐ not what wanted/not suitable (2); and
- ☐ had less than 3 interviews (2).

The other responses were all very specific with only two of them having anything in common:

- ☐ no experience; and
- ☐ qualifications not high enough.

Examples of some of the other responses are listed below:

- ☐ declined - not interested; and
- ☐ Stock Room Clerk.

Those respondents who had received an interview and job offer were then asked why they had rejected the offer. Although none of the reasons provided came up more than once, the problem of having appropriate qualifications was cited by two respondents:

- ☐ no experience; and
- ☐ qualifications not high enough.

Some of the other responses include:

- ☐ home office changed its mind and said no; and
- ☐ too much over-time.

Employees no longer in the inventory were also asked why their name was no longer on the list. The most frequently stated reasons were:

- ☐ offered new responsibilities/new assignment (7);
- ☐ DAP officer suggested it (2); and
- ☐ discouraged - unable to find an assignment (2).

Most of the other responses focused on problems they saw with the program. These include:

- ☐ didn't like the service;
- ☐ no guarantee participant will get the same position back when they return; and
- ☐ calls only for lower-level positions.

Following are examples of other responses that don't fit into any of the above categories:

- ☐ position confirmed; and
- ☐ looking on own.

In response to the question about whether or not they would participate in the DAP again, the following were the most common answers:

- ☐ if they would acquire new skills (2);
- ☐ depends on assignment (2); and
- ☐ provides experience (2).

Most of the other responses tended to fall into one of the three following categories:

1. benefits to participating, for example:

- ☐ good opportunity to learn about other areas/develop skills without risking job security; and
- ☐ the benefits are high if you can get a good job offer.

2. disillusionment with the program, for example:

- ☐ not satisfied with administration;
- ☐ blew self-confidence; and
- ☐ no hope.

3. lack of interest, for example:

- ☐ no longer interested in career change; and
- ☐ retiring.

There were a few responses that were too specific for any of the above categories. For example:

- ☐ in time; and
- ☐ received an offer right away.

Group 4 - Employees Eligible for the DAP

When asked why they had never registered for the DAP even though they were eligible, a wide variety of responses were cited in the "other" category. Following are those most frequently cited:

- ☐ relocation (13);
- ☐ not enough knowledge about the program/not in touch (10);
- ☐ not interested - satisfied with current position (7);
- ☐ present position is new (5);
- ☐ problems finding someone to replace them/nature of their present position (5);
- ☐ retiring (4);
- ☐ too busy/time constraints (4);
- ☐ is in process of applying/has applied (4);
- ☐ not interested at the moment (2);
- ☐ health problems/it is very stressful (2);
- ☐ not enough information on available assignments/other departments (2);

- ☐ limited opportunity/didn't think there was a chance (2);
- ☐ age (2); and
- ☐ new employee (2).

Other reasons given for not applying to the DAP can be grouped into six main categories. These are listed below with examples to illustrate.

1. Not interested:

- ☐ lazy intellectually;
- ☐ present job already involves travel;
- ☐ doesn't believe it works; and
- ☐ wants to give secondment a chance.

2. Needs more information:

- ☐ confusion - different programs overlap;
- ☐ didn't know how to apply; and
- ☐ not clear on direction of DAP.

3. Lack of qualifications or experience:

- ☐ need retraining; and
- ☐ qualifications aren't high enough.

4. Administrative concerns:

- ☐ term employee - can't participate; and
- ☐ supervisors don't look on it favourably because of lack of employees.

5. Lack of opportunities:

- ☐ classification is small; and
- ☐ limited regionally.

6. Personal requirements:

- ☐ wants specific assignment; and
- ☐ wants job share position.

Following are examples of some of the comments made which do not fit into any of the above categories:

- ☐ has been registered in the past; and

- ☐ is starting an assignment.

Employees eligible for the DAP were asked whether or not and why they planned to participate in the program in the next 12 months. A number of responses were frequently cited:

- ☐ same reason as why they have never registered (36);
- ☐ content with present employment (19);
- ☐ not ready/maybe in future (10);
- ☐ nature of present position makes it difficult (8);
- ☐ location - don't want to relocate (7);
- ☐ don't know (6);
- ☐ not interested (6);
- ☐ not a good time (6);
- ☐ not enough information (5);
- ☐ depends on nature of assignment (5);
- ☐ wants a specific assignment (4);
- ☐ retiring/close to retirement (4);
- ☐ not mobile (4);
- ☐ needs authorization (4);
- ☐ wants more experience in present position (3);
- ☐ change (3);
- ☐ financial considerations (2);
- ☐ interested in career advancement (2);
- ☐ new employee (2);
- ☐ only if something bad should happen in present position (2); and
- ☐ health problems - too stressful (2).

The remaining comments focused around three main themes:

1. reservations about participating, for example:

- ☐ few opportunities for career advancement;
- ☐ present commitments; and
- ☐ may affect/hurt present position.

2. if certain conditions are met, for example:

- ☐ depends on job situation; and
- ☐ wants indeterminate period.

3. needs more information, for example:

- ☐ doesn't know what their chances are; and
- ☐ needs information on available assignments.

There were a few other more specific responses. These include:

- ☐ too much information - feels DAP is being forced on people; and
- ☐ good opportunity.

**Group 5 - Employees/Managers who Submitted a Proposal/
Proposal was Filled**

When asked why they used the DAP, three additional responses were given by Group 5 staff. These are:

- ☐ fill vacant position (7);
- ☐ to better utilize a particular employee; and
- ☐ new position created to fill need.

It is important to note that the most frequently cited response was also in the list of choices that had been provided — using the program to fill a vacant position.

**Group 6 - Employees/Managers who Submitted a Proposal/
Proposal Withdrawn**

When asked why they used the DAP, a few additional reasons were given but only one was cited more than once:

- ☐ work load requirements (2).

Other responses included:

- ☐ employees have gone on DAP;
- ☐ fill vacant position; and
- ☐ hasn't been a host.

A variety of reasons were given for why they had not received an interview. Although none of the responses were cited more than once, a general issue did emerge:

1. getting candidates:

- ☐ candidate wasn't free to come when needed; and
- ☐ employee decided to stay.

Following are a couple of the unique responses:

- ☐ budget cuts; and
- ☐ filled position internally.

Employees and managers in this group were also asked if they would use DAP again. Only two respondents gave reasons as to why they wouldn't:

- ☐ lateral transfer; and
- ☐ term assignment.

Group 8 - Managers Who Have Not Used the DAP

When managers were asked why they had never used the DAP, a wide variety of "other" responses were provided. Of these, only one came up more than once:

- ☐ the opportunity hasn't arisen (3).

The remaining reasons include:

- ☐ lack of eligible candidates; and
- ☐ bureau has own program.

A wide variety of responses were provided when respondents were asked if they intended to participate in the DAP within the next twelve months. The most frequent were:

- ☐ if occasion presents itself (5);
- ☐ look for someone (2);
- ☐ not needed (2); and
- ☐ don't know (2).

From the other responses two central issues emerged:

1. possibility in the future, for example:

- ☐ depends on circumstances;
- ☐ if need someone; and
- ☐ option in future.

2. lack of interest/need:

- ☐ program doesn't meet needs; and
- ☐ term positions fill personnel voids.

Following are examples of some of the other responses:

- ☐ high training costs should be used on permanent staff;
- ☐ looking for developmental opportunities for branch staff;
- ☐ learning curve difficult to overcome; and
- ☐ use as source for recruits.

4.0 Client Satisfaction with Program

Group 1 - Employees on Assignment/Have Completed an Assignment

In response to the question concerning the most positive aspects of their assignment, the features most frequently noted by these employees were:

- ☐ acquire new knowledge and skills (22);
- ☐ meeting new people/making contacts (10);
- ☐ positive working environment (6);
- ☐ new experiences (6);
- ☐ positive reinforcement from manager (3);
- ☐ gives more choices (3);
- ☐ change in environment (2); and
- ☐ develop self-esteem/confidence (2).

There were a variety of other responses with none being cited more than once. Most of these can be grouped into one of two categories:

1. nature of the assignment, for example:

- ☐ nature of work; and
- ☐ type of employment.

2. relationship with past managers, for example:

- ☐ allows time for managers and employees to assess the situation; and
- ☐ treatment by ex-level supervisors.

Other responses which do not fall into any of these categories include:

- ☐ could do three assignments; and
- ☐ move in own area.

Group 2 - Employees in the Inventory

DAP participants who are presently in the inventory were asked what the difficulties were in finding an assignment. Out of all the reasons given, three emerged as the most common:

- ☐ no experience/lack of qualifications - managers want qualified people (3);
- ☐ not enough openings/government cutbacks (2); and
- ☐ their classification/salary level is too high - people in high positions aren't motivated to go for it because their salary stays the same (4).

Other reasons centred around the individual's specific qualifications or requirements:

1. qualifications, for example:

- ☐ no demand for area of expertise at a high level; and
- ☐ no certificate.

2. requirements, for example:

- ☐ restricts herself to her own directorate; and
- ☐ assignments aren't what he/she is looking for.

Additional comments were:

- ☐ the question should be directed to the program; and
- ☐ don't know the department well enough to get the job.

Group 3 - Employees No Longer in the Inventory

When asked why they felt they had a difficult time finding an assignment, those employees no longer in the inventory provided a number of reasons. The two most common were:

- ☐ not enough openings/government cutbacks (2); and
- ☐ want to change their classification (2).

All other comments, with a few exceptions, can be grouped into one of three general categories:

1. qualifications, for example:

- ☐ not bilingual;
- ☐ discrimination against handicaps; and

- ☐ age.

2. requirements, for example:

- ☐ assignments that were offered didn't allow him to acquire new knowledge;
- ☐ assignments weren't of interest; and
- ☐ assignments were all for low-level or same level.

3. lack of knowledge, for example:

- ☐ no knowledge of required qualifications or experience; and
- ☐ wasn't aware you could go anywhere in the PSC.

The following are examples of other responses:

- ☐ managers don't want the DAP;
- ☐ requirements are strict/narrow; and
- ☐ lack of departmental policy regarding required training of line managers.

Group 5 - Employees/Managers who Submitted a Proposal/ Proposal was Filled

There were a variety of responses given when staff in this group were asked about their overall level of satisfaction with their experience with the DAP. The most frequently cited responses were:

- ☐ positive experience (3);
- ☐ employee was competent (3); and
- ☐ vacancy was quickly filled.

The remaining responses can be categorized according to whether the respondent was:

1. satisfied, for example:

- ☐ meets short term needs; and
- ☐ a way around personnel and PSC; or

2. dissatisfied, for example:

- ☐ process is long/burdensome;
- ☐ employees should be checked as to honesty/trustworthiness; and
- ☐ takes too long to train employees.

When asked if the contribution of a DAP employee had created any difficulties in their organization, the most frequently cited response was:

- ☐ good integration (2).

The remaining responses suggest that there were both good and bad experiences:

1. good experience, for example:

- ☐ good/competent employee.

2. bad experience, for example:

- ☐ employee was useless;
- ☐ individual needed counselling - went on sick leave; and
- ☐ employee did not correctly complete audit.

There was a lot of agreement among Group 5 respondents regarding the most positive aspects of the assignment. The most frequently cited are listed below:

- ☐ vacancy filled quickly (4);
- ☐ new blood - new perspective (4);
- ☐ acquire new knowledge and skills (2);
- ☐ candidates were interesting (2);
- ☐ filled short term need (2);
- ☐ tasks were accomplished - eliminated backlog (2);
- ☐ knowledgeable people (2);
- ☐ new experiences (2);
- ☐ flexibility (2);
- ☐ new person readily available without going through PSC;
- ☐ help managers gain a comparative advantage without going through a competition;
- ☐ change in environment; and
- ☐ fast opportunity for improvement.

When asked if the assignment had met their expectations, two responses were cited more than once:

- ☐ tasks completed (3); and
- ☐ expectations met (2).

Most of the other responses indicated that the assignment had met the respondents' expectations. For example:

- ☐ no extra training required; and
- ☐ had opportunity to modify system.

Not everyone was pleased with the outcome, however. For example:

- ☐ very disappointed; and
- ☐ employee was useless.

Group 6 - Employees/Managers who Submitted a Proposal/ Proposal Withdrawn

In response to the question concerning why respondents had withdrawn their request, a number of "other" responses were provided:

- ☐ not much selection;
- ☐ not enough money;
- ☐ took a competition;
- ☐ filled position with secondment employee; and
- ☐ took eligibility list.

5.0 Impacts and Effects of Program

Group 1 - Employees on Assignment/Have Completed an Assignment

Employees currently or previously on assignment were asked whether or not it had been consistent with their career path. Following are the most frequently cited responses:

- ☐ provided learning and skill development - acquired skills which are prerequisite for advancement (17);
- ☐ provided learning and skill development in a new area - assignment was in area where individual had no background (4);
- ☐ no services in career path (3);
- ☐ no progression - tasks were the same or less (2);
- ☐ make more contacts (2); and
- ☐ consistent with present work (2).

The majority of other responses focused on one of two more general categories:

1. not consistent with career path, for example:

- ☐ DAP was used as a means for change and not career development; and
- ☐ unsuccessful assignment.

2. improvements needed, for example:

- ☐ program needs direction; and
- ☐ objects and targets should be precise.

Other responses which didn't fall into either of these groups include:

- ☐ first assignment lasted four years; and
- ☐ administrative politics.

When asked how smoothly the return to their original position was, Group 1 respondents provided the following comments most frequently:

- ☐ didn't return to home position (6);
- ☐ returned to same position/circumstances (3);
- ☐ felt no resentment from management or co-workers (2);
- ☐ hasn't returned yet (2); and
- ☐ hostility/distrust (2).

The majority of the remaining responses indicate that there was at least some difficulty in returning. Examples of these responses are:

- ☐ career path progression blocked;
- ☐ manager was insecure;
- ☐ acquisition of logistical information took weeks; and
- ☐ position declared surplus.

Other responses include:

- ☐ new position; and
- ☐ don't remember any frictions.

For the question concerning the impact the DAP had on their professional career, the following were the most frequent responses:

- ☐ improved qualifications and skills (7);
- ☐ no change - assignment was a backwards step (6);
- ☐ increased choices/options (3);
- ☐ broader exposure - in department (2);
- ☐ good program - should be continued (2);
- ☐ gives ideas for career path (2); and

- ☐ increases contacts (2).

A number of other responses were also cited. These tended to fall into one of two general categories:

1. personal development, for example:

- ☐ more confident; and
- ☐ doesn't feel insecure.

2. positive aspects about the program, for example:

- ☐ allows one to test a situation without making a commitment; and
- ☐ better environment.

Following are examples of responses which did not fall into any of the above categories:

- ☐ too early to tell; and
- ☐ position in the ministry.

When asked for their perceptions about the program, a variety of responses were provided. There was, however, some agreement:

- ☐ excellent program - excellent way of getting people out of a rut of never thinking they could do something else (25);
- ☐ excellent vehicle for movement in the public sector (2); and
- ☐ advantages for employees (2).

The majority of other responses, although not cited more than once, focused on: need for improvement; administrative problems; and positive aspects.

1. Need for improvement, for example:

- ☐ should be longer; and
- ☐ need to encourage personal development.

2. Administrative problems, for example:

- ☐ favours the manager - manager in the end has the say and employees are treated like numbers; and
- ☐ tends to be used to move employees experiencing burn-out rather than as a learning tool.

3. Positive aspects, for example:

- ☐ provides challenges; and
- ☐ builds confidence.

Responses that did not fall into either of the above categories include:

- ☐ didn't meet expectations; and
- ☐ need more availability of information for other cities.

Group 5 - Employees/Managers who Submitted a Proposal/ Proposal was Filled

The managers and employees in Group 5 were asked: "What did DAP do for you?" The following were the most frequent responses:

- ☐ fill vacant position (5);
- ☐ fast (4);
- ☐ provides new opportunities/experiences at no risk (4);
- ☐ flexibility - with no risk (3);
- ☐ brings in new ideas - due to experience and knowledge of Ministry (2);
- ☐ fast and easy way to hire terms (2);
- ☐ provided a way around personnel and PSC (2);
- ☐ facilitates/reduces useless paperwork (2); and
- ☐ acquire knowledge and skills (2).

The remaining responses can be grouped according to whether or not the respondents benefitted from the program:

1. benefits, for example:

- ☐ can try out employees over a short period of time and assess without obligation;
- ☐ fulfilled task of special project; and
- ☐ provided classification for new position.

2. no benefits, for example:

- ☐ not impressed with the person he chose; and
- ☐ nothing - DAP employee was terminated.

Respondents were then asked what their participation in the program had done for them. Although the responses were varied, there was some agreement:

- ☐ inventory is not very complete (3);

- ☐ nothing (2);
- ☐ caused problems - candidate wasn't suitable (2); and
- ☐ not a bad experience (2).

Some of the other comments can be grouped accordingly:

1. improvements or changes needed in administration, for example:

- ☐ problem with DAP being used to fill temporary vacancies instead of temporary help; and
- ☐ supply manager with DAP forms/paperwork.

2. experience with candidates, for example:

- ☐ good/suitable candidates referred; and
- ☐ employee left shortly after training.

Other responses include:

- ☐ vacancies filled; and
- ☐ made contacts.

When asked if receiving an employee from DAP helped them to meet their short term operational needs, respondents gave the following answers most often:

- ☐ employee was useful - employee performed at level of expertise required (3);
- ☐ helped fill position/met immediate needs (3);
- ☐ employee was not useful (2); and
- ☐ need more complete inventory.

Most of the other responses indicated that the experience was either positive or negative. Following are examples of responses that fall into each of these categories:

1. positive experience:

- ☐ employee was useful for short term requirement; and
- ☐ employee justified new position's classification.

2. negative experience:

- ☐ need knowledgeable employees that don't require training; and
- ☐ assigned DAP duties are not achievable.

To the question concerning whether or not DAP employees were able to enrich their knowledge and develop their skills, the following responses were given:

- ☐ employees gained knowledge/skills - e.g., learned automated filing system for records (12); and
- ☐ new experiences/positive experiences - e.g., employee indicated satisfaction working in a totally new field (5).

Other responses include:

- ☐ promotional competition later;
- ☐ employee didn't do anything; and
- ☐ not yet finished.

Participants in this group were also asked if the DAP employee's contribution had had a positive impact on their organization. The response varied but there was some agreement:

- ☐ good/competent/skilled employee (6);
- ☐ filled vacant position (3);
- ☐ employee performed needed tasks (2);
- ☐ new ideas (2);
- ☐ lucky to get people that up team work;
- ☐ decreased work load; and
- ☐ new contacts.

There were only a few negative responses, for example:

- ☐ employee was useless.

When asked if the assignee had had a positive impact on output, a number of responses were given. The most frequent were:

- ☐ good/competent employees (3);
- ☐ objectivity (3);
- ☐ tasks successfully completed - eliminated backlog (2); and
- ☐ unable to assess (2).

Other responses include:

- ☐ good candidates meet expectations;
- ☐ better use of employees' expertise;
- ☐ output was higher;
- ☐ quality improved - quantity declined; and
- ☐ nothing out of the ordinary.

6.0 Suggested Improvements to Program

Group 1 - Employees on Assignment/Have Completed an Assignment

In response to the question concerning the types of services participants would like to have received from the DAP, the following were the most frequently cited suggestions:

- ☐ updated lists of possible assignments (4);
- ☐ career counselling (4);
- ☐ information on how employees are selected to participate (3);
- ☐ communication with DAP (3);
- ☐ more help in looking for assignments (2); and
- ☐ access to assignments in other cities or ministries (2).

The other responses were varied with no specific response being stated more than once. For example:

- ☐ provide examples of what positions have been filled;
- ☐ update status;
- ☐ ensure managers are aware of disabilities; and
- ☐ has not dealt directly with DAP - supervisor handled everything.

Respondents were asked to describe what they believed were the least positive aspects of the program. Although their responses were numerous and varied, there was some agreement. The comments most frequently made are presented below:

- ☐ bad working environment (3);
- ☐ poor clerical and technical support (3);
- ☐ salary/no salary gain (3);
- ☐ limited time (3);
- ☐ assignment cut short (3);
- ☐ employee is responsible for job search (2);
- ☐ no chance for advancement (2);
- ☐ work not challenging (2);
- ☐ too long (2); and
- ☐ lack of direction - person is in limbo (2).

Most of the remaining responses concerned the actual assignments, for example:

- ☐ 70 per cent of the work is too competitive;
- ☐ unrealistic expectations of tasks on new assignments;

- ☐ problem with getting training while on assignment;
- ☐ very deceptive - administration gives the perception that you can stay in the position and then it doesn't work out; and
- ☐ halfway through the assignment they were asked to change because the original employee had returned.

This group was also asked if they had any suggestions for improving DAP. The following suggestions were the most commonly cited:

- ☐ publicity - increase the visibility of the program (7);
- ☐ authority of home supervisor should be limited (3);
- ☐ communication and consultation with DAP (2);
- ☐ open it up to more people - term employees (2);
- ☐ employees should take their own initiative (2);
- ☐ more feedback on status - follow-up after first few weeks (2);
- ☐ employees should take on assignments that address their weaknesses or where they lack experience (2); and
- ☐ ought to evaluate the needs of the candidates versus the needs of the officers at head office (2).

Most of the other suggestions can be categorized either into:

1. need for more information, for example:

- ☐ more information on other types of assignments that people have gone on in the past; or

2. the role of managers, for example:

- ☐ managers should be proactive in seeking this as a solution; and
- ☐ managers shouldn't be able to pick who gets to participate.

Other miscellaneous suggestions included:

- ☐ try to get provincial offices and private enterprise involved; and
- ☐ get rid of loser stigma.

When asked if they had any other comments, most of employees' comments were suggestions for improvements. The most frequently cited comment was:

- ☐ need more information - how to extend the length of assignments and how to overcome roadblocks by supervisors (2).

Other comments generally fell into one of two areas. These are indicated below along with examples.

1. Improvements to DAP:

- ☐ low feedback - need a progress report;
- ☐ need a skills bank; and
- ☐ apply continuing education to DAP-type program.

2. Requests for specific information:

- ☐ is it possible to change assignment before completion;
- ☐ is an evaluation of DAP employees required; and
- ☐ can employees reactivate their records before completing an assignment.

Finally, other responses included:

- ☐ employees are blamed for failed assignments; and
- ☐ disappointed.

Group 2 - Employees in the Inventory

When asked for any suggestions concerning program improvement, Group 2 respondents had two main suggestions:

- ☐ more feedback and contact from DAP (5); and
- ☐ communication/consultation (2).

The majority of other comments fell into the area of program delivery and the role of managers:

- ☐ managers should be informed of the proper way to use DAP; and
- ☐ if manager signs the form he has to let the employee go on assignment.

A variety of other comments were also made. An example of these is provided below:

- ☐ pay doesn't need to be increased immediately but it should be down the line.

Other questions/matters that Group 2 raised, regarding the DAP, centred around either improvements to the program or advice to employees. The most frequently cited suggestion was:

- ☐ people should be kept in the inventory for a longer period of time - indefinite (2).

All other responses fell under one of two categories:

1. program delivery and use, for example:

- ☐ managers should use the DAP properly;
- ☐ DAP is misleading - needs better and complete explanation; and
- ☐ need people who are willing to listen and guide you.

2. advice to employees, for example:

- ☐ employees need to continually check that their name is on the list; and
- ☐ employees should apply for jobs personally.

Group 3 - Employees No Longer in the Inventory

The three major suggestions offered by Group 3 respondents were:

- ☐ improve the system between ministries (2);
- ☐ communication/consultation (2); and
- ☐ publicize the success of the program - people who have received promotions (2).

Other individual comments can be categorized as follows:

1. DAP placements:

- ☐ assignments should be more suitable to clients; and
- ☐ managers should be encouraged to choose people without experience.

2. Marketing:

- ☐ publicity/increase visibility; and
- ☐ better marketing to management.

3. Administration:

- ☐ face-to-face contact; and
- ☐ honesty - only lateral transfers.

Finally, some further miscellaneous suggestions included:

- ☐ improve departmental policy - re: training of managers;
- ☐ do a better job of selling candidates - both home and host;
- ☐ should be easier to change classification;
- ☐ would like all employees to be aware of study results;
- ☐ waste of money; and
- ☐ what is the relationship between the DAP and PSAC.

Group 4 - Employees Eligible for the DAP

In response to the question concerning improvements to the program, a number of suggestions were made. The following are the most frequent suggestions:

- ☐ information on what assignments are available (17);
- ☐ doesn't know enough about the program to make a suggestion (10);
- ☐ need an information session (10);
- ☐ need more regional opportunities (7);
- ☐ publicity/increase visibility (6);
- ☐ financial/other incentives (3);
- ☐ more program details (3);
- ☐ authority of home supervisor should be limited (3);
- ☐ need assignments at a higher level (3);
- ☐ information disseminated directly to employees (3);
- ☐ career planning (2);
- ☐ supervisors shouldn't have to authorize it because managers will only let employees go if the assignment is the same as the present position and that rarely happens (2);
- ☐ need a regional representative from DAP (2);
- ☐ communication/consultation (2);
- ☐ need knowledge of past placements and experiences (2); and
- ☐ guarantee home position when return (2).

Although the rest of the responses varied widely with no specific response being cited more than once, the majority centred around four main issues: need for information; training; improvements to program delivery; and promotion.

1. Information, for example:

- ☐ specific listings of assignments by city/region;
- ☐ information on career counselling and benefits of assignments;
- ☐ a better way of communicating assignment availability; and
- ☐ information on different work groups and departments within the federal government.

2. Training, for example:

- ☐ training in advance of assignment;
- ☐ should provide training in position; and
- ☐ list of courses available in other departments.

3. Program delivery, for example:

- ☐ simplify registration process;
- ☐ don't place people arbitrarily;
- ☐ assignments organized by job type;
- ☐ unhappy with DAP selection process;
- ☐ duplication of services in personnel;
- ☐ should have to apply for assignments like a competition;
- ☐ more personal contact versus pamphlets; and
- ☐ DAP selection process is unfair if more than one person applies for position.

4. Promotion, for example:

- ☐ need to sell managers on positive aspects; and
- ☐ program promoted in regions.

**Group 5 - Employees/Managers who Submitted a Proposal/Proposal
was Filled**

In Group 5, the most frequent responses regarding unfavourable aspects of the assignment, presented below, came solely from the managers:

- ☐ not enough qualified candidates (2);
- ☐ couldn't keep the employee (2); and
- ☐ the employee may not want to return to his home organization (2).

Other responses included:

- ☐ restricted opportunities of employees already there;
- ☐ the employee was unhappy and created an atmosphere of tension;
- ☐ not always an opening for employees when they're ready; and
- ☐ flexibility of manager is limited because they can't offer the position permanently to another person.

When respondents were asked if they had any suggestions for improving the program, only one suggestion was made more than once.

- ☐ better and broader inventory (3).

The other suggestions tend to fall into one of three general areas:

1. increase participation, for example:

- ☐ actively encourage people to participate; and
- ☐ increase efforts to have more candidates.

2. improve inventory, for example:

- ☐ make inventory better - screening of candidates should be more severe; and
- ☐ need higher level people in the inventory.

3. improve administration, for example:

- ☐ send forms to managers to complete; and
- ☐ simplify the administration of the program.

The remaining suggestions included the following:

- ☐ do not let people go out to DAP because they have problems with their bosses;
- ☐ provide orientation course for new employees; and
- ☐ shouldn't need manager's authorization.

When Group 5 respondents were asked if they had any other matters or questions they wished to raise, a wide variety of responses were given with none being mentioned more than once. The majority of responses did focus on three main areas of concern: quality of candidates; needs of managers; and specific problems with the program.

1. Quality of candidates, for example:

- ☐ DAP personnel should be honest with managers about employees - problem employees; and
- ☐ people of good quality are applying.

2. Needs of managers, for example:

- ☐ may be difficult for manager to terminate assignment if the employee doesn't want to leave; and
- ☐ managers want to use DAP but don't want to give up their employees.

3. Specific problems, for example:

- ☐ slow turnaround for employees looking for an assignment; and
- ☐ problem if employee's home position is gone.

Additional comments included:

- ☐ department should use it for work being contracted out; and
- ☐ very positive experience.

Group 6 - Employees/Managers who Submitted a Proposal/ Proposal Withdrawn

Group 6 respondents noted the following as unfavourable aspects of the DAP:

1. lack of qualified people, for example:

- ☐ need competent and dynamic candidates;
- ☐ difficult to find qualifications; and
- ☐ need more bilingual people.

2. effect on the organization, for example:

- ☐ participants should respect the established criteria of the receiving organization; and
- ☐ minimize operational disruption to "host" organization.

3. type of assignments, for example:

- ☐ need a larger choice of assignments; and
- ☐ assignments tend to be at the same level.

Some additional responses were:

- ☐ the inventory, including qualifications, should be more available to managers;
- ☐ managers should be more willing to let people go; and
- ☐ target certain groups of people for the program.

Suggestions for improving the DAP included:

- ☐ more information on counselling and career planning;
- ☐ wants to see list of interested people;
- ☐ DAP is perceived as a way to get rid of bad employees; and
- ☐ follow-up should be done on assignments lasting over two years so managers can be informed for future plans.

Group 8 - Managers Who Have Not Used the DAP

When managers who had not used the DAP were asked if they could suggest any changes that would encourage them to use the program, their major suggestions were as follows:

- ☐ send inventory to program managers (2);
- ☐ need an information session;
- ☐ need a way of better disseminating information;
- ☐ managers should be encouraged to be more flexible;
- ☐ make it easier on the organization losing people;
- ☐ circulate inventory;
- ☐ seen as a tool for moving disgruntled employees;
- ☐ good opportunity for development; and
- ☐ hard to find qualified people.

When asked if they had any other concerns they wished to raise, one response came up more than once:

- ☐ candidates should be screened (2).

The remaining responses address specific concerns and cannot be grouped into any general category. Examples of these are presented below:

- ☐ more attention given to participants by DAP;
- ☐ good for employees to try other places; and
- ☐ lack of qualified participants.

APPENDIX C
PERSONS INTERVIEWED

Persons Interviewed

Departmental Assignment Program (DAP) Personnel

- ☐ Pauline Joly, Chief
- ☐ Carmella Caissie, Assistant
- ☐ Manon Galipeau, former Program Officer
- ☐ Lyne DesRosiers, former Program Officer

Regional CCAC Personnel Managers

- ☐ Kirk Morrow, Regional Manager, Finance, Administration and Personnel
Pacific Region
- ☐ Jeannine Dumaine, Regional Manager, Personnel
Prairie Region
- ☐ Judy Sorenson, Assistant Regional Manager, Personnel
Ontario Region

Managers of Other Federal Assignment Programs

- ☐ Patricia Wilkins, Director, Corporate Assignment Division
Statistics Canada
- ☐ André Verville, Director, Departmental Assignment Program Division
Health and Welfare Canada
- ☐ Josie Farrar, Chief, Departmental Assignment Program
Energy, Mines and Resources Canada

APPENDIX D
SURVEY QUESTIONNAIRES

DEPARTMENTAL ASSIGNMENT PROGRAM

EMPLOYEES ON ASSIGNMENT AND EMPLOYEES WHO HAVE COMPLETED AN ASSIGNMENT

ACCESSIBILITY

1. How did you learn about the DAP? [Select all that apply]

<i>Documents published by the DAP office</i>	01
<i>CCAC publications (bulletin, Rapport)</i>	02
<i>Your home supervisor/manager</i>	03
<i>Your host supervisor/manager</i>	04
<i>A DAP employee</i>	05
<i>An information session</i>	06
<i>From a colleague</i>	07
<i>Other (please specify)</i> _____	
_____	08

2. If you have chosen more than one source, which one was the most informative?

<i>Documents published by the DAP office</i>	01
<i>CCAC publications (bulletin, Rapport)</i>	02
<i>Your home supervisor/manager</i>	03
<i>Your host supervisor/manager</i>	04
<i>A DAP employee</i>	05
<i>An information session</i>	06
<i>From a colleague</i>	07
<i>Other (please specify)</i> _____	
_____	08

3. Which source encouraged you most to apply to the Program?

<i>Documents published by the DAP office</i>	01
<i>CCAC publications (bulletin, Rapport)</i>	02
<i>Your home supervisor/manager</i>	03
<i>Your host supervisor/manager</i>	04
<i>A DAP employee</i>	05
<i>An information session</i>	06
<i>From a colleague</i>	07
<i>Other (please specify)</i> _____	
_____	08

4. When did you become aware of the DAP?

5.a. Are you aware that an assignment can last from 3 months to 2 years?

Yes 1

No 2 -> SKIP TO QUESTION 6

b. When did you learn this?

Before applying 1

When applying 2

During the assignment 3

After the assignment 4

6.a. Are you aware that all indeterminate employees are eligible for the DAP

Yes 1

No 2 -> SKIP TO QUESTION 7

b. When did you learn this?

Before applying 1

When applying 2

During the assignment 3

After the assignment 4

7.a. Are you aware that employees must receive approval from their supervisors to participate?

Yes 1

No 2 -> SKIP TO QUESTION 8

b. When did you learn this?

Before applying 1

When applying 2

During the assignment 3

After the assignment 4

8.a. Are you aware that employees retain the salary and other benefits of their home position?

Yes 1
No 2 -> SKIP TO QUESTION 9

b. When did you learn this?

Before applying 1
When applying 2
During the assignment 3
After the assignment 4

9.a. Are you aware that employees have the right to enter restricted competitions in their host and home organizations?

Yes 1
No 2 -> SKIP TO QUESTION 10

b. When did you learn this?

Before applying 1
When applying 2
During the assignment 3
After the assignment 4

10.a. The host manager has no continuing obligations or commitment to the employee?

Yes 1
No 2 -> SKIP TO QUESTION 11

b. When did you learn this?

Before applying 1
When applying 2
During the assignment 3
After the assignment 4

11.a. Are you aware that an assignment can be arranged anywhere within the Public Service?

Yes 1
No 2 -> SKIP TO QUESTION 12

b. When did you learn this?

Before applying 1
When applying 2
During the assignment 3
After the assignment 4

12.a. Are you aware that DAP also offers counselling and training in career planning?

Yes 1

No 2 -> SKIP TO QUESTION 13

b. When did you learn this?

Before applying 1

When applying 2

During the assignment 3

After the assignment 4

13. Have the following ever limited or restricted your use of DAP?

	YES	NO
a. The supervisor's authorization to participate in the DAP	1	2
b. The gap between the employee's qualifications and the manager's needs	1	2
c. The employee's linguistic profile and the linguistic profile of the managers' proposals	1	2
d. The movement of employees in the regions to headquarters and vice-versa	1	2
e. Please describe any other limitations/restrictions		

SATISFACTION**14. Length of time on assignment:**

15. Why did you apply to the DAP? [Select all answers that apply]

<i>For an organizational change</i>	01
<i>To develop new skills</i>	02
<i>To acquire knowledge</i>	03
<i>To make new contacts</i>	04
<i>To change the direction of my career</i>	05
<i>To pursue my career path</i>	06
<i>To prepare for a management position</i>	07
<i>To improve my second language skills</i>	08

Other (please specify) _____
_____ 09

16. Thinking back to when you applied, which was the most important?

<i>For an organizational change</i>	01
<i>To develop new skills</i>	02
<i>To acquire knowledge</i>	03
<i>To make new contacts</i>	04
<i>To change the direction of my career</i>	05
<i>To pursue my career path</i>	06
<i>To prepare for a management position</i>	07
<i>To improve my second language skills</i>	08

Other (please specify) _____
_____ 09

17. Please indicate your level of satisfaction with regard to the services offered by the DAP? [n/a = not applicable; 0: no satisfaction, 1 to 4: low to high satisfaction]

	NO SATISFACTION	LOW TO HIGH				N/A
a. The reception and availability of DAP personnel	0	1	2	3	4	9
b. Counselling offered by the DAP	0	1	2	3	4	9
c. Explanation of DAP procedures	0	1	2	3	4	9
d. Explanation of how to complete the application form	0	1	2	3	4	9
e. Use of the official language of your choice	0	1	3	3	4	9
f. the search for the desired assignment	0	1	2	3	4	9

18. What other types of service would you have liked to receive from DAP?

19. Please indicate your level of satisfaction with regard to the following: [n/a = not applicable; 0: no satisfaction, 1 to 4: low to high satisfaction]

	NO SATISFACTION	LOW TO HIGH				N/A
a. The length of the assignment	0	1	2	3	4	9
b. The hospitality and reception in the assigned area	0	1	2	3	4	9
c. The nature of the work in the assigned area	0	1	2	3	4	9
d. Acquiring new knowledge	0	1	2	3	4	9
e. Developing new skills	0	1	2	3	4	9
f. Meeting new people/contacts	0	1	2	3	4	9
g. Practicing the second language	1	2	3	5	5	9

20.a. Did your assignment correspond to what you expected?

Yes 1
No 2

b. Please describe the most positive aspects of the assignment.

c. Please describe the least positive aspects.

21. Was the assignment consistent with your career path?

Yes 1
No 2

Please describe

22. What is your overall level of satisfaction with your experience(s) in the DAP? [n/a = not applicable; 0: no satisfaction, 1 to 4: increasing level of satisfaction]

NO SATISFACTION	INCREASING LEVELS OF SATISFACTION				N/A
0	1	2	3	4	9

23. Would you participate in the DAP again?

Yes 1
 No 2
 Not sure 3

Please describe

IMPACT

24. If you returned to your original position upon completion of the assignment, did you find the return went smoothly?

Yes 1
 No 2

Please describe

25. Please indicate how helpful the assignment is/was in: [n/a = not applicable; 0: not helpful, 1 to 4: increasingly helpful]

	NOT HELPFUL	INCREASINGLY HELPFUL				N/A
		0	1	2	3	4
a. <i>strengthening my abilities</i>	0	1	2	3	4	9
b. <i>increasing the number of contacts</i>	0	1	2	3	4	9
c. <i>leading to another assignment at CCAC</i>	0	1	2	3	4	9
d. <i>leading to another assignment in another department</i>	0	1	2	3	4	9
e. <i>leading immediately to a lateral transfer at CCAC</i>	0	1	2	3	4	9
f. <i>leading immediately to a lateral transfer to another department</i>	0	1	2	3	4	9
g. <i>leading to a lateral transfer within CCAC a few months after the completion of the assignment</i>	0	1	2	3	4	9
h. <i>leading to a lateral transfer outside the department a few months after the completion of the assignment</i>	0	1	2	3	4	9
i. <i>leading to your participation in a competition at CCAC</i>	0	1	2	3	4	9
j. <i>leading to your participation in a competition outside the department</i>	0	1	2	3	4	9
k. <i>helping you immediately to be promoted at CCAC</i>	0	1	2	3	4	9
l. <i>helping you immediately to be promoted outside the department</i>	0	1	2	3	4	9
m. <i>eventually helping you to be promoted at CCAC</i>	0	1	2	3	4	9
n. <i>eventually helping you to be promoted to outside the department</i>	0	1	2	3	4	9

26. The assignment had no impact upon my professional career?

Yes	1
No	2

Please describe

GENERAL

27. What are your perceptions regarding the program?

28. Can you suggest any improvements to the program?

29. **Are there any other matters or questions pertaining to the DAP that you wish to raise?**
[If you need more room for comments, please add extra pages.]

THANK YOU

DEPARTMENTAL ASSIGNMENT PROGRAM

EMPLOYEES IN THE INVENTORY

ACCESSIBILITY

1. How did you learn about the DAP? [Select all that apply]

Documents published by the DAP office 01
CCAC publications (bulletin, Rapport) 02
From a colleague 03
Your manager 04
A DAP employee 05
An information session 06

Other (please specify)
..... 07

2. If you have chosen more than one source, which one was the most informative?

Documents published by the DAP office 01
CCAC publications (bulletin, Rapport) 02
From a colleague 03
Your manager 04
A DAP employee 05
An information session 06

Other (please specify)
..... 07

3. Which source encouraged you most to apply to the Program?

Documents published by the DAP office 01
CCAC publications (bulletin, Rapport) 02
From a colleague 03
Your manager 04
A DAP employee 05
An information session 06

Other (please specify)
..... 07

4. When did you become aware of the DAP?

5.a. Are you aware that an assignment can last from 3 months to 2 years?

Yes 1
No 2 -> SKIP TO QUESTION 6

b. When did you learn this?

Before applying 1
When applying 2
Since applying 3

6.a. Are you aware that all indeterminate employees are eligible for the DAP

Yes 1
No 2 -> SKIP TO QUESTION 7

b. When did you learn this?

Before applying 1
When applying 2
Since applying 3

7.a. Are you aware that employees must receive approval from their supervisors to participate?

Yes 1
No 2 -> SKIP TO QUESTION 8

b. When did you learn this?

Before applying 1
When applying 2
Since applying 3

8.a. Are you aware that employees retain the salary and other benefits of their home position?

Yes 1
No 2 -> SKIP TO QUESTION 9

b. When did you learn this?

Before applying 1
When applying 2
Since applying 3

9.a. Are you aware that employees have the right to enter restricted competitions in their host and home organizations?

Yes 1
No 2 -> SKIP TO QUESTION 10

b. When did you learn this?

Before applying 1
When applying 2
Since applying 3

10.a. The host manager has no continuing obligations or commitment to the employee?

Yes 1
No 2 -> SKIP TO QUESTION 11

b. When did you learn this?

Before applying 1
When applying 2
Since applying 3

11.a. Are you aware that an assignment can be arranged anywhere within the Public Service?

Yes 1
 No 2 -> SKIP TO QUESTION 12

b. When did you learn this?

Before applying 1
 When applying 2
 Since applying 3

12.a. Are you aware that DAP also offers counselling and training in career planning?

Yes 1
 No 2 -> SKIP TO QUESTION 13

b. When did you learn this?

Before applying 1
 When applying 2
 Since applying 3

13. Have the following ever limited or restricted your use of DAP?

	YES	NO
a. The supervisor's authorization to participate in the DAP	1	2
b. The gap between the employee's qualifications and the manager's needs	1	2
c. The employee's linguistic profile and the linguistic profile of the managers' proposals	1	2
d. The movement of employees in the regions to headquarters and vice-versa	1	2
e. Please describe any other limitations/restrictions		

SATISFACTION**14. Why did you apply to the DAP? [Select all answers that apply]**

<i>For an organizational change</i>	01
<i>To develop new skills</i>	02
<i>To acquire knowledge</i>	03
<i>To make new contacts</i>	04
<i>To change the direction of my career</i>	05
<i>To pursue my career path</i>	06
<i>To prepare for a management position</i>	07
<i>To improve my second language skills</i>	08

Other (please specify) _____
_____ 09

15. Thinking back to when you applied, which was the most important?

<i>For an organizational change</i>	01
<i>To develop new skills</i>	02
<i>To acquire knowledge</i>	03
<i>To make new contacts</i>	04
<i>To change the direction of my career</i>	05
<i>To pursue my career path</i>	06
<i>To prepare for a management position</i>	07
<i>To improve my second language skills</i>	08

Other (please specify) _____
_____ 09

16. Please indicate your level of satisfaction with regard to the services offered by the DAP?
[n/a = not applicable; 0: no satisfaction, 1 to 4: low to high satisfaction]

	NO		LOW TO HIGH				N/A
	SATISFACTION						
a. The reception and availability of DAP personnel	0	1	2	3	4		9
b. Counselling offered by the DAP	0	1	2	3	4		9
c. Explanation of DAP procedures	0	1	2	3	4		9
d. Explanation of how to complete the application form	0	1	2	3	4		9
e. Use of the official language of your choice	0	1	3	3	4		9
f. the search for the desired assignment	0	1	2	3	4		9

17. How long has your name been in the inventory?

- 18.a. Have you been invited to interviews?

Yes 1

No 2 -> SKIP TO QUESTION 19

- b. Please describe.

19.a. Did you receive any job offers?

Yes 1

No 2 -> SKIP TO QUESTION 20

b. Why did you reject them?

20. Considering that applicants are removed from the inventory after eight months, if you do not go on assignment within that time, what will be the impact?

21. Can you suggest any reasons for the difficulties in finding an assignment?

22. If you do not go on assignment before your application expires, will you re-apply?

Yes 1
No 2

Please explain

23. Can you suggest any improvements to the program?

24. Are there any other matters or questions pertaining to the DAP that you wish to raise?

THANK YOU

DEPARTMENTAL ASSIGNMENT PROGRAM**EMPLOYEES NO LONGER IN THE INVENTORY****ACCESSIBILITY****1. How did you learn about the DAP? [Select all that apply]**

Documents published by the DAP office 01
CCAC publications (bulletin, Rapport) 02
From a colleague 03
Your manager 04
A DAP employee 05
An information session 06

Other (please specify) _____
..... 07

2. If you have chosen more than one source, which one was the most informative?

Documents published by the DAP office 01
CCAC publications (bulletin, Rapport) 02
From a colleague 03
Your manager 04
A DAP employee 05
An information session 06

Other (please specify) _____
..... 07

3. Which source encouraged you most to apply to the Program?

Documents published by the DAP office 01
CCAC publications (bulletin, Rapport) 02
From a colleague 03
Your manager 04
A DAP employee 05
An information session 06

Other (please specify) _____
..... 07

4. When did you become aware of the DAP?

5.a. Are you aware that an assignment can last from 3 months to 2 years?

Yes 1
No 2 -> SKIP TO QUESTION 6

b. When did you learn this?

Before applying 1
While on inventory 2
Since leaving inventory 3

6.a. Are you aware that all indeterminate employees are eligible for the DAP

Yes 1
No 2 -> SKIP TO QUESTION 7

b. When did you learn this?

Before applying 1
While on inventory 2
Since leaving inventory 3

7.a. Are you aware that employees must receive approval from their supervisors to participate?

Yes 1
No 2 -> SKIP TO QUESTION 8

b. When did you learn this?

Before applying 1
While on inventory 2
Since leaving inventory 3

8.a. Are you aware that employees retain the salary and other benefits of their home position?

Yes 1
No 2 -> SKIP TO QUESTION 9

b. When did you learn this?

Before applying 1
While on inventory 2
Since leaving inventory 3

9.a. Are you aware that employees have the right to enter restricted competitions in their host and home organizations?

Yes 1
No 2 -> SKIP TO QUESTION 10

b. When did you learn this?

Before applying 1
While on inventory 2
Since leaving inventory 3

10.a. The host manager has no continuing obligations or commitment to the employee?

Yes 1
No 2 -> SKIP TO QUESTION 11

b. When did you learn this?

Before applying 1
While on inventory 2
Since leaving inventory 3

11.a. Are you aware that an assignment can be arranged anywhere within the Public Service?

Yes 1
 No 2 -> SKIP TO QUESTION 12

b. When did you learn this?

Before applying 1
 While on inventory 2
 Since leaving inventory 3

12.a. Are you aware that DAP also offers counselling and training in career planning?

Yes 1
 No 2 -> SKIP TO QUESTION 13

b. When did you learn this?

Before applying 1
 While on inventory 2
 Since leaving inventory 3

13. Have the following ever limited or restricted your use of DAP?

	YES	NO
a. The supervisor's authorization to participate in the DAP	1	2
b. The gap between the employee's qualifications and the manager's needs	1	2
c. The employee's linguistic profile and the linguistic profile of the managers' proposals	1	2
d. The movement of employees in the regions to headquarters and vice-versa	1	2
e. Please describe any other limitations/restrictions		

SATISFACTION**14. Why did you apply to the DAP? [Select all answers that apply]**

<i>For an organizational change</i>	01
<i>To develop new skills</i>	02
<i>To acquire knowledge</i>	03
<i>To make new contacts</i>	04
<i>To change the direction of my career</i>	05
<i>To pursue my career path</i>	06
<i>To prepare for a management position</i>	07
<i>To improve my second language skills</i>	08

Other (please specify) 09

15. Thinking back to when you applied, which was the most important?

<i>For an organizational change</i>	01
<i>To develop new skills</i>	02
<i>To acquire knowledge</i>	03
<i>To make new contacts</i>	04
<i>To change the direction of my career</i>	05
<i>To pursue my career path</i>	06
<i>To prepare for a management position</i>	07
<i>To improve my second language skills</i>	08

Other (please specify) 09

16. Please indicate your level of satisfaction with regard to the services offered by the DAP?
[n/a = not applicable; 0: no satisfaction, 1 to 4: low to high satisfaction]

	NO		LOW TO HIGH				N/A
	SATISFACTION						
a. The reception and availability OF DAP personnel	0	1	2	3	4		9
b. Counselling offered by the DAP	0	1	2	3	4		9
c. Explanation of DAP procedures	0	1	2	3	4		9
d. Explanation of how to complete the application form	0	1	2	3	4		9
e. Use of the official language of your choice	0	1	3	3	4		9
f. the search for the desired assignment	0	1	2	3	4		9

IMPACT

17. How long was your name in the inventory?

18. Were you invited to interviews?

Yes 1

No 2 -> SKIP TO QUESTION 19

Please describe.

19. Did you receive any offers?

Yes 1

No 2 -> SKIP TO QUESTION 20

Why did you reject them?

20. Why is your name no longer in the inventory?

21. Can you identify any reasons for the difficulties in finding an assignment?

22. Would you participate in the DAP again?

Yes 1
No 2

Please explain

23. Can you suggest any improvements to the program?

24. Are there any other matters or questions pertaining to the DAP that you wish to raise?

THANK YOU

DEPARTMENTAL ASSIGNMENT PROGRAM

EMPLOYEES ELIGIBLE FOR THE DAP

ACCESSIBILITY

1.a. Are you aware of the Departmental Assignment Program?

Yes 1

No 2

Thank-you for completing this questionnaire. If you want information on the DAP, please contact P. Joly at 953-8343

b. How did you learn about it: (select all that apply)

Documents published by the DAP office 01

CCAC publications (bulletin, Rapport) 02

From a colleague 03

Your manager 04

A DAP employee 05

An information session 06

Other (please specify) _____

07

2. If you have chosen more than one source, which one was the most important?

Documents published by the DAP office 01

CCAC publications (bulletin, Rapport) 02

From a colleague 03

Your manager 04

A DAP employee 05

An information session 06

Other (please specify) _____

07

3. Are you aware that:

	Yes	No
a. An assignment can last from 3 months to 2 years	1	2
b. All indeterminate employees are eligible for the DAP	1	2
c. Employees must receive approval from their supervisors to participate	1	2
d. Employees retain the salary and other benefits of their home position	1	2
e. Employees have the right to enter restricted competitions in their host and home organizations	1	2
f. The host manager has no continuing obligation or commitment to the employee	1	2
g. An assignment can be arranged anywhere within the public service	1	2
h. DAP also offers counselling and training in career planning	1	2

4. Why have you never registered in the DAP? [Select all that apply]

a.	You did not obtain your supervisor's authorization	01
b.	You do not see the necessity of participating in this program	02
c.	You were influenced by colleagues who had bad experiences	03
d.	You are very satisfied with your present employment situation	04
e.	You are not totally satisfied with the present job but are not ready to take a risk	05
f.	You have concerns about a job change at the present time	06
g.	You are not interested in a lateral move	07
h.	You are not interested in a temporary move	08
i.	Other, please describe _____	
	_____	09

5.a. Do you intend to participate in the DAP within the next twelve months?

Yes 1
 No 2

b. Please explain:

6. Have the following ever limited or restricted your use of DAP?

	Yes	No
a. <i>the supervisor's authorization to participate in the DAP</i>	1	2
b. <i>the gap between the employee's qualifications and the managers' needs</i>	1	2
c. <i>the employee's linguistic profile and the linguistic profile of the managers' proposals</i>	1	2
d. <i>the movement of employees in the regions to headquarters and vice-versa</i>	1	2
e. <i>please describe any other limitations/restrictions</i>		

7. Can you suggest any changes to the Program which would encourage you to participate?

8. Are there any other matters or questions pertaining to the DAP that you wish to raise?

THANK YOU

DEPARTMENTAL ASSIGNMENT PROGRAM

EMPLOYEES/MANAGERS WHO SUBMITTED A PROPOSAL/PROPOSAL WAS FILLED

ACCESSIBILITY

1. How did you learn about the DAP? [Select all that apply]

Documents published by the DAP office 01
CCAC publications (bulletin, Rapport) 02
From a colleague 03
Your manager 04
A DAP employee 05
An information session 06
A candidate seeking an assignment 07

Other (please specify)
..... 08

2. If you have chosen more than one source, which one was the most informative?

Documents published by the DAP office 01
CCAC publications (bulletin, Rapport) 02
From a colleague 03
Your manager 04
A DAP employee 05
An information session 06
A candidate seeking an assignment 07

Other (please specify)
..... 08

3. Which source encouraged you most to submit a proposal?

Documents published by the DAP office 01
CCAC publications (bulletin, Rapport) 02
From a colleague 03
Your manager 04
A DAP employee 05
An information session 06
A candidate seeking an assignment 07

Other (please specify)
..... 08

4.a. Are you aware that an assignment can last from 3 months to 2 years?

Yes 1
No 2 -> SKIP TO QUESTION 5

b. When did you learn this?

Before submitting proposal 1
Before proposal filled 2
While employing DAP candidate 3
Since completion of assignment 4

5.a. Are you aware that all indeterminate employees are eligible for the DAP

Yes 1
No 2 -> SKIP TO QUESTION 6

b. When did you learn this?

Before submitting proposal 1
Before proposal filled 2
While employing DAP candidate 3
Since completion of assignment 4

6.a. Are you aware that employees must receive approval from their supervisors to participate?

Yes 1
No 2 -> SKIP TO QUESTION 7

b. When did you learn this?

Before submitting proposal 1
Before proposal filled 2
While employing DAP candidate 3
Since completion of assignment 4

7.a. Are you aware that employees retain the salary and other benefits of their home position?

Yes 1
No 2 -> SKIP TO QUESTION 8

b. When did you learn this?

Before submitting proposal 1
Before proposal filled 2
While employing DAP candidate 3
Since completion of assignment 4

8.a. Are you aware that employees have the right to enter restricted competitions in their host and home organizations?

Yes 1
No 2 -> SKIP TO QUESTION 9

b. When did you learn this?

Before submitting proposal 1
Before proposal filled 2
While employing DAP candidate 3
Since completion of assignment 4

9.a. The host manager has no continuing obligations or commitment to the employee?

Yes 1
No 2 -> SKIP TO QUESTION 10

b. When did you learn this?

Before submitting proposal 1
Before proposal filled 2
While employing DAP candidate 3
Since completion of assignment 4

10.a. Are you aware that an assignment can be arranged anywhere within the Public Service?

Yes 1
No 2 -> SKIP TO QUESTION 11

b. When did you learn this?

Before submitting proposal 1
Before proposal filled 2
While employing DAP candidate 3
Since completion of assignment 4

11.a. Are you aware that DAP also offers counselling and training in career planning?

Yes 1
No 2 -> SKIP TO QUESTION 12

b. When did you learn this?

Before submitting proposal 1
Before proposal filled 2
While employing DAP candidate 3
Since completion of assignment 4

12. Have the following ever limited or restricted your use of DAP?

	Yes	No
a. the supervisor's authorization to participate in the DAP	1	2
b. the gap between the employees' qualifications and the managers' needs	1	2
c. the employee's linguistic profile and the linguistic profiles of the managers' proposals	1	2
d. the movement of employees in the regions to headquarters and vice-versa	1	2
e. the difficulties and the delays in replacing a DAP participant leaving home organization	1	2
f. the difficulties and the delays associated with a DAP participant entering host organization	1	2
g. please specify any other limitations/restrictions		

13. If you have chosen more than one limitation/restriction, which one was the most serious?

<i>The supervisor's authorization to participate in the DAP</i>	01
<i>The gap between the employees' qualifications and the managers' needs</i>	02
<i>The employee's linguistic profile and the linguistic profiles of the managers' proposals</i>	03
<i>The movement of employees in the regions to headquarters and vice-versa</i>	04
<i>The difficulties and the delays in replacing a DAP participant leaving home organization</i>	05
<i>The difficulties and the delays associated with a DAP participant entering host organization</i>	06
<i>Other limitations/restrictions (please specify)</i>	

..... 07

14. Why did you make use of the DAP? [Select all that apply]

a.	<i>to replace an employee on sick leave</i>	01
b.	<i>to replace an employee on maternity leave</i>	02
c.	<i>to replace an employee on leave without pay</i>	03
d.	<i>to replace an employee on language training</i>	04
e.	<i>for a short term special project</i>	05
f.	<i>to allow an employee to improve his/her knowledge</i>	06
g.	<i>to introduce "new blood" to your organization</i>	07
h.	<i>to quickly fill a vacant position</i>	08
i.	<i>other, please describe</i>	

..... 09

- 15.a. Did you arrange for a suitable candidate to be put into the DAP inventory?

Yes	..... 1
No	..... 2 -> SKIP TO QUESTION 16

- b. Would you have been able to hire the employee in the absence of DAP?

Yes	..... 1
No	..... 2 -> SKIP TO QUESTION 16

- c. Would you have been as comfortable with hiring the employee without DAP?

Yes	..... 1
No	..... 2

16. What did DAP do for you?

17. What did DAP do to you?

SATISFACTION

18. Please indicate your level of satisfaction with regard to the services offered by the DAP:

[n/a=not applicable; 0: no satisfaction, 1 to 4: low to high satisfaction]

	NO SATISFACTION	LOW TO HIGH				N/A
a. <i>the reception and the availability of the DAP personnel</i>	0	1	2	3	4	9
b. <i>counselling offered by the DAP</i>	0	1	2	3	4	9
c. <i>explanation of DAP procedures</i>	0	1	2	3	4	9
d. <i>use of the official language of your choice</i>	0	1	2	3	4	9
e. <i>the search for a candidate to fill your request</i>	0	1	2	3	4	9

19. To what extent did receiving an employee from DAP meet your short term operational needs? [0 = not at all to 4 = totally]

NOT AT ALL

TOTALLY

Regarding your most recent experience 0 1 2 3 4

Please explain:

- 20.a. How long did it take to fill the position?

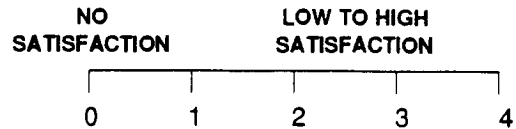
- b. Was the period of time between submission of the proposal and filling the position... [Select one]

Shorter than expected 1
 As expected 2
 Longer than expected 3

21. What do you consider to be an acceptable length of time for the DAP to fill a proposal? [Select one]

Less than a week 1
 One week 2
 Two weeks 3
 Three or four weeks 4
 More than four weeks 5

22. **What is your overall level of satisfaction with your experience(s) in the DAP?**
[n/a=not applicable, 0: no satisfaction; 1 to 4 increasing level of satisfaction]



Please explain:

IMPACT

23. **Did receiving an employee on assignment permit him/her to enrich his/her knowledge and to develop his/her skills?**

Yes	.....	1
No	.....	2

Please explain:

24. **Did the contribution of an employee on assignment have a positive impact on your organization?**

Yes	.....	1
No	.....	2

Please explain:

25. Did the contribution of an employee on assignment create difficulties in your organization:

Yes 1
No 2

Please explain:

26. Did the assignee have a positive impact on output?

Yes 1
No 2

Please explain:

27. What are the most and least positive aspects of the assignment?

MOST:

LEAST:

28. Did the assignment meet your expectations?

Yes 1
No 2

Please explain:

29.a. Do you intend to use the DAP again?

Yes 1 -> SKIP TO QUESTION 30
No 2

b. Why not?

30. Do you have any suggestions for improving the DAP? [Please describe]

31. Are there any other matters or questions pertaining to the DAP that you wish to raise?

THANK YOU

DEPARTMENTAL ASSIGNMENT PROGRAM

EMPLOYEES/MANAGERS WHO SUBMITTED A PROPOSAL/PROPOSAL WITHDRAWN

ACCESSIBILITY

1. How did you learn about the DAP? [Select all that apply]

<i>Documents published by the DAP office</i>	01
<i>CCAC publications (bulletin, Rapport)</i>	02
<i>From a colleague</i>	03
<i>Your manager</i>	04
<i>A DAP employee</i>	05
<i>An information session</i>	06
<i>A candidate seeking an assignment</i>	07

Other, please specify _____
_____ 08

2. If you have chosen more than one source, which one was the most informative?

<i>Documents published by the DAP office</i>	01
<i>CCAC publications (bulletin, Rapport)</i>	02
<i>From a colleague</i>	03
<i>Your manager</i>	04
<i>A DAP employee</i>	05
<i>An information session</i>	06
<i>A candidate seeking an assignment</i>	07

Other, please specify _____
_____ 08

3. Which source encouraged you most to submit a proposal?

<i>Documents published by the DAP office</i>	01
<i>CCAC publications (bulletin, Rapport)</i>	02
<i>From a colleague</i>	03
<i>Your manager</i>	04
<i>A DAP employee</i>	05
<i>An information session</i>	06
<i>A candidate seeking an assignment</i>	07

Other, please specify _____
_____ 08

4.a. Are you aware that an assignment can last from 3 months to 2 years?

Yes 1
No 2 -> SKIP TO QUESTION 5

b. When did you learn this?

Before submitting proposal 1
While proposal active 2
After proposal withdrawn 3

5.a. Are you aware that all indeterminate employees are eligible for the DAP

Yes 1
No 2 -> SKIP TO QUESTION 6

b. When did you learn this?

Before submitting proposal 1
While proposal active 2
After proposal withdrawn 3

6.a. Are you aware that employees must receive approval from their supervisors to participate?

Yes 1
No 2 -> SKIP TO QUESTION 7

b. When did you learn this?

Before submitting proposal 1
While proposal active 2
After proposal withdrawn 3

7.a. Are you aware that employees retain the salary and other benefits of their home position?

Yes 1
No 2 -> SKIP TO QUESTION 8

b. When did you learn this?

Before submitting proposal 1
While proposal active 2
After proposal withdrawn 3

- 8.a. Are you aware that employees have the right to enter restricted competitions in their host and home organizations?

Yes 1
No 2 -> SKIP TO QUESTION 9

- b. When did you learn this?

Before submitting proposal 1
While proposal active 2
After proposal withdrawn 3

- 9.a. The host manager has no continuing obligations or commitment to the employee?

Yes 1
No 2 -> SKIP TO QUESTION 10

- b. When did you learn this?

Before submitting proposal 1
While proposal active 2
After proposal withdrawn 3

- 10.a. Are you aware that an assignment can be arranged anywhere within the Public Service?

Yes 1
No 2 -> SKIP TO QUESTION 11

- b. When did you learn this?

Before submitting proposal 1
While proposal active 2
After proposal withdrawn 3

- 11.a. Are you aware that DAP also offers counselling and training in career planning?

Yes 1
No 2 -> SKIP TO QUESTION 12

- b. When did you learn this?

Before submitting proposal 1
While proposal active 2
After proposal withdrawn 3

12. Have the following ever limited or restricted your use of DAP?

	Yes	No
a. the supervisor's authorization to participate in the DAP	1	2
b. the gap between the employees' qualifications and the managers' needs	1	2
c. the employee's linguistic profile and the linguistic profile of the managers' proposals	1	2
d. the movement of employees in the regions to headquarters and vice-versa	1	2
e. the difficulties and the delays in replacing a DAP participant leaving home organization	1	2
f. the difficulties and the delays associated with a DAP participant entering host organization	1	2
g. please specify any other limitations/restrictions		

13. If you have chosen more than one limitation/restriction, which one was the most serious?

The supervisor's authorization to participate in the DAP	01
The gap between the employees' qualifications and the managers' needs	02
The employee's linguistic profile and the linguistic profiles of the managers' proposals	03
The movement of employees in the regions to headquarters and vice-versa	04
The difficulties and the delays in replacing a DAP participant leaving home organization	05
The difficulties and the delays associated with a DAP participant entering host organization	06
Other limitations/restrictions (please specify) _____	

_____ 07

14. Why did you make use of the DAP? [Select all that apply]

- a. to replace an employee on sick leave 01
- b. to replace an employee on maternity leave 02
- c. to replace an employee on leave without pay 03
- d. to replace an employee on language training 04
- e. for a short term special project 05
- f. to allow an employee to improve his/her knowledge 06
- g. to introduce "new blood" to your organization 07
- h. to quickly fill a vacant position 08
- i. other, please describe _____

..... 09

SATISFACTION

15. Please indicate your level of satisfaction with regard to the services offered by the DAP:

[n/a=not applicable; 0: no satisfaction, 1 to 4: low to high satisfaction]

	NO SATISFACTION		LOW TO HIGH SATISFACTION				N/A
a. the reception and the availability of the DAP personnel	0	1	2	3	4		9
b. counselling offered by the DAP	0	1	2	3	4		9
c. explanation of DAP procedures	0	1	2	3	4		9
d. use of the official language of your choice	0	1	2	3	4		9
e. the search for a candidate to fill your request ..	0	1	2	3	4		9

16. Why did you withdraw your request?

- There were no candidates to fill my request 01
- I filled my request with a term employee 02
- I filled my request internally with an employee 03
- There were budgets cuts 04
- I changed my mind 05
- Priorities changed and the DAP was no longer needed 06

Other, please specify _____

..... 07

17.a. Did any interviews/contacts occur as a result of the proposal to the DAP?

Yes 1
No 2 -> SKIP TO QUESTION 18

b. Why did the assignment not take place?

18. What do you consider to be an acceptable length of time for the DAP to fill a proposal? [Select one]

Less than a week 1
One week 2
Two weeks 3
Three or four weeks 4
More than four weeks 5

19.a. Do you intend to use the DAP again?

Yes 1 -> SKIP TO QUESTION 20
No 2

b. Why not?

20. Do you have any suggestions for improving the DAP?

Yes 1 -> SKIP TO QUESTION 21
No 2

Please describe:

21. Are there any other matters or questions pertaining to the DAP that you wish to raise?

THANK YOU

DEPARTMENTAL ASSIGNMENT PROGRAM

MANAGERS WHO HAVE NOT USED THE DAP

ACCESSIBILITY

1.a. Are you aware of the Departmental Assignment Program?

Yes 1

No 2

Thank-you for completing this questionnaire. If you want information on the DAP, please contact P. Joly at 953-8343

b. How did you learn about it: (select all that apply)

Documents published by the DAP office 01

CCAC publications (bulletin, Rapport) 02

From a colleague 03

Your manager 04

A DAP employee 05

An information session 06

Other (please specify) _____

07

2. If you have chosen more than one source, which one was the most important?

Documents published by the DAP office 01

CCAC publications (bulletin, Rapport) 02

From a colleague 03

Your manager 04

A DAP employee 05

An information session 06

Other (please specify) _____

07

3. Are you aware that:

	Yes	No
a. An assignment can last from 3 months to 2 years	1	2
b. All indeterminate employees are eligible for the DAP	1	2
c. Employees must receive approval from their supervisors to participate	1	2
d. Employees retain the salary and other benefits of their home position	1	2
e. Employees have the right to enter restricted competitions in their host and home organizations	1	2
f. The host manager has no continuing obligation or commitment to the employee	1	2
g. An assignment can be arranged anywhere within the public service	1	2
h. DAP also offers counselling and training in career planning	1	2

4. Why have you never used the DAP? [Select all that apply]

You do not see the need to participate in this program	01
You never considered this possibility	02
You were influenced by colleagues who had bad experiences	03
You do not believe that the inventory of potential candidates would answer your needs	04
You do not believe that the DAP can respond quickly enough to your needs	05
Staffing is a better option	06
You were not aware of this program	07
Work is ongoing and permanent	08
Other, please explain _____	
_____	09

5.a. Do you intend to participate in the DAP within the next twelve months?

Yes	1
No	2

b. Please describe:

6. Have the following ever limited or restricted your use of DAP?

	Yes	No
a. the supervisor's authorization to participate in the DAP	1	2
b. the gap between the employee's qualifications and the managers' needs	1	2
c. the employee's linguistic profile and the linguistic profile of the managers' proposals	1	2
d. the movement of employees in the regions to headquarters and vice-versa	1	2
e. the difficulties and delays in placing a DAP participant leaving home or organization	1	2
f. the difficulties and delays associated with a DAP participant entering host organization	1	2
g. please specify any other limitations/restrictions		

7. Can you suggest any changes that would encourage you to use the DAP?

8. Are there any other matters or questions pertaining to the DAP that you wish to raise?

THANK YOU

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Ekos Research Associates
Evaluation of the Department

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