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TRAINING METHODS IN PUBLIC SECTOR CASE OF ASIA

Summary

Training is an effort to increase the knowledge, skills, and abilities of employees and managers so they can better do their jobs. The principles of learning must be considered in all training activities for officials. In a good training program the main objective is the change in the behaviour of staff in order to achieve performance improvement. But the main question is what kind of changes are needed? A possible answer would be changes that support a capacity of building a framework for innovation and entrepreneurship abilities of officials in the administration system and public administration. This research is an attempt to discuss the question and provide an answer. By using a research literature review and an expert analysis approach, needs definitions, and utilization of national needs of the public sector, the findings were categorized into functions and recommendations. Also the paper deals with the success of the South Korean pioneer training system (NHI) which is an important and top priority center for Korean government, so the paper deals with the strategies and objectives of NHI.

Key words: public administration, training, developing organizations, innovation

JEL Classification: H71

Introduction

Training like many strategic activities needs a strategic approach¹. Strategic planning is, by definition, about intent integration, long-term competitive based thinking and a comprehensive approach to decision making. It is also about innovative fact finding, involvement of differing interests, strategic wants and issues and general agreements of priorities as well as creating a planned approach to local development, focused on

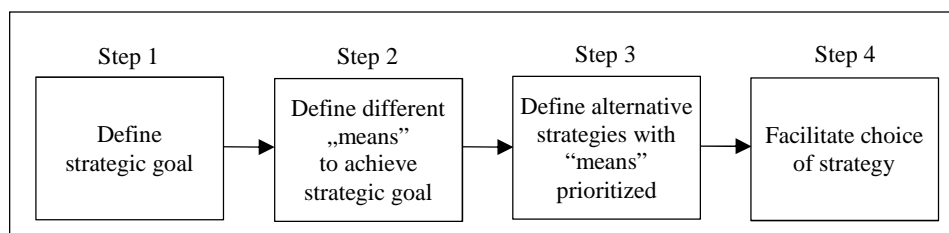
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¹ Hitt, Ireland Strategic Management: Concepts: Competitiveness and Globalization, Cengage, 2014.

agreed challenges and opportunities and identifying responsibilities for making things happen.

Also strategic approach is the definition of a strategy in which the means are prioritized to achieve an operationally defined strategic goal (Figure1).

Figure 1. Strategic Approaches.



Source: Approach Lynn E. Davis, Melanie W. Sisson, RANd, 2009.

The approach adopted in the paper is a strategic one. This strategic focuses include the following²:

- helping officials to adapt to new tasks as a result of promotion, restructuring or other reassignments (performance);
- assisting new employees to get update on the unique procedures, equipment, or standards of the organization (performance and risk management);
- confirming that employees are kept abreast of new laws, procedures or knowledge pertinent to the organization, the environment or the job (risk management);
- using training and development (T&D) as a tool to ensure that desirable employees and managers stay current and develop themselves for future roles and hence stay committed to the organization (retention of human capital, talent management);
- ensuring that all employees have knowledge, skills, and abilities (KSAs) that are consistent with what they need to help the organization move forward (planning).

² Berman E, Bowman J., West J. and Wart Human Resource Management in Public Service, 5th Edition, Sage Publication, 2016

1. Training strategies

Universities and regular training systems can be defined as the first steps towards an innovative organization. Today developed organizations try to establish an innovation based system to deal with new challenges and opportunities to achieve knowledge economy. In this strategy training institutions play an important role as a major source of job creation and entrepreneurship³.

In this process enhancing public sector innovation performance is a key element for governments. Successful organizations understand that improving service delivery requires implementing the right innovation management strategy by empowering the officials of public sector.

To meet these needs many old and modern approaches are considered: on-the-job training, mentoring, in-house seminars, web based learning, professional conference attendance, formal education etc⁴. However, this paper's emphasis is on some new methods for training officials which are more capable to promote the abilities of innovation. Therefore, the following new and modern approaches must be taken into consideration by human resource management departments: innovation and development hubs, centers and labs, simulation, role-playing, idea development, creative thinking, ethics training, future studying, talent pool management, elite management etc.

Thanks to these modern methods officials are able to generate and submit their ideas for improving their own work. These ideas can be evaluated based on creativity, feasibility and effectiveness and finally selected for implementation in separate processes. Organizations that adapt a significant numbers of new ideas are likely to increase their responsiveness, performance and innovation. There are a lot of good experiences for idea development in Japanese production processes and Seoul Metropolitan Government⁵.

2. Training of officials in Korea

It is a well-known fact that national development in Korea, especially in the rapid economic growth has taken place largely because of the

³ European Commission, 2002.

⁴ Berman E., Bowman J., West J., op. cit.

⁵ Ibidem.

country's highly educated human resources⁶. This education consists of two parts; one, by regular education systems done by schools and universities and second, by training institutes.

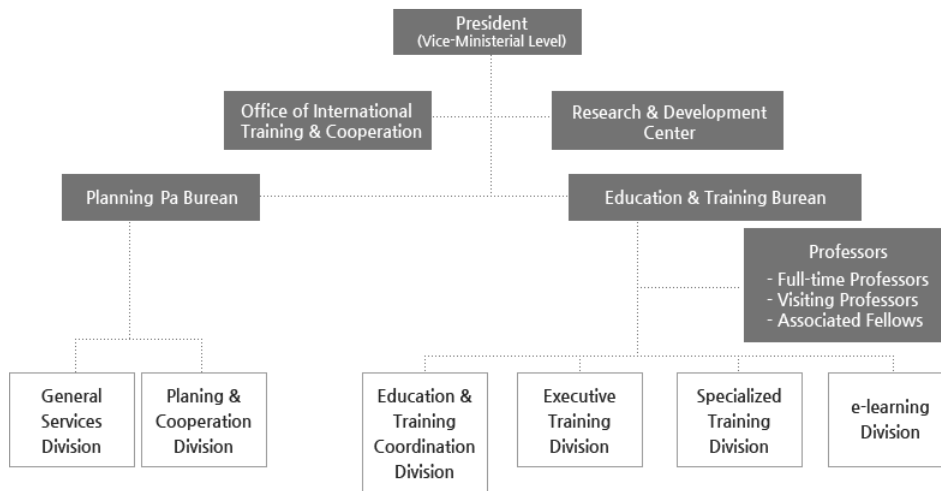
National Human Resources Development Institute NHI (former COTI) was established in Seoul as the National Officials Institute in 1949, and was recognized and renamed as the Central Training Institute in 1961. It was relocated to Daejeon in 1974 and found its current home at the front of Gwanak Mountain in Gwacheon in 1981. NHI is scheduled to open new campuses in Jincheon in late 2016. Below there is a short history of NHI:

- Mar. 1949: founded and named the National Officials Training Institute;
- Oct. 1961: expanded and reorganized as the Central Officials Training Institute;
- May 1974: relocated to Daejeon;
- Dec. 1981: moved to present location in Gwacheon;
- 2004/2005: awarded Presidential Citations for Outstanding Government Employees' Training Institute;
- Jan. 2016: renamed the National Humans Resources Development Institute to enhance HRD functions as a global HRD hub;
- Sept. 2016: scheduled to move to Jincheon.

NHI operates under the Ministry of Personnel Management (MPM) of Korean government in a vice-ministerial structure (Figure2). The number of staff at NHI is 144 now. NHI has provided training to 29,6000 public officials over the past 67 years. NHI provides leading training services to public officials, giving in-class training to 10,000 officials and cyber training to 100,000 officials every year. More than 4,500 foreign officials from 133 countries have completed training at NHI since 1984.

⁶ Kim PanSuk, Training for Ministers and Political Appointees in South Korea, case study in Berman, 2016.

Figure 2. NHI Structure and Organizations.



Source: NHI, Highlights, Vol.26 – 2016, National Human Resources Development Institutes, Seoul, South Korea.

3. Vision and mission

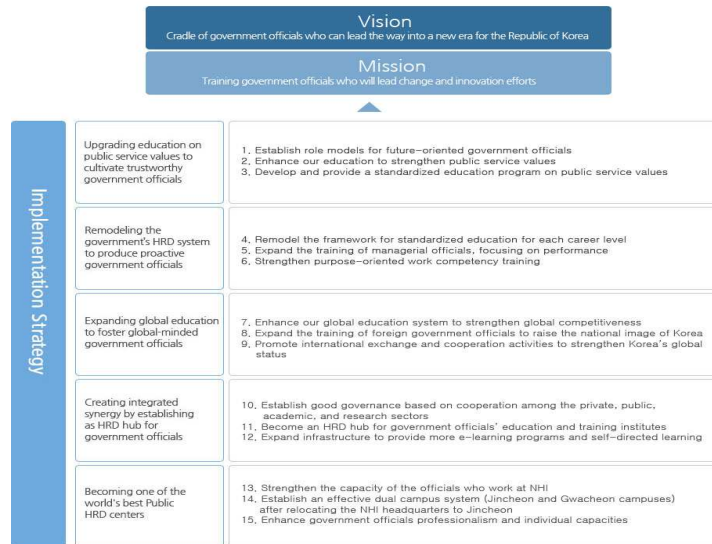
NHI plays an important role as the national training and education hub by setting standards in public service values and leadership; engaging in the research, development, and evaluation of training courses for public officials competency development; and leading exchange and cooperation activities with public and private training and research institutes at home and abroad⁷.

In this regard based on the NHI mission and vision (Figure 3) the main objectives are:

- to develop outstanding government officials by providing general and specialized training for central government employees;
- to serve as a support center for other public-sector, training institutes across Korea while promoting cooperative and exchange activities with private-sector HRD centers,
- to widen Korea's global network through international training and exchange activities with internationally recognized institutions.

⁷ NHI, Highlights, Vol.26 – 2016, National Human Resources Development Institutes, Seoul, South Korea.

Figure3. NHI Mission and Vision.



Source: NHI, Highlights, Vol.26 – 2016, National Human Resources Development Institutes, Seoul, South Korea.

As the president of NHI stressed, NHI has established a Human Resource Development (HRD) strategy for a new start. This strategy is an attempt to:

- strengthen education on public service values by arranging a set of courses on public service values and providing the training of officials and playing a role as a strategic partner of the current government administration by sharing and publicizing its national vision;
- ensure quality training by offering customized training to government officials and creating a director level leadership course to enhance the capability of managerial –level officials;
- implement HRD 3.0 as a new paradigm for government operation that features communication, openness and sharing and to build cooperation networks with other public officials training institute and universities, research center and advisory panels.

4. Training programs

Training programs of NHI are combinations of seminars, speeches, workshops, development programs for leaders and officials, competency

development programs, national strategy seminars and international programs for foreign government officials in face to face and virtual structure in a four stage process (Figure 4).

Figure 4. Training Process.



Source: COTI, Highlights, Vol.24 – 2016, National Human Resources Development Institutes, Seoul, South Korea.

NHI also operates education courses for foreign government officials to support the development of developing nations by sharing Korea's experiences in national development and establishing mutual cooperation systems through exchanges between government officials of many nations, thus enhancing the international image of Korea and contributing to global society: (Figure 5)

- customized Programs for Single Countries- these programs are designed and tailored to the participating country's requests. Examples include the Russian Federal Government Officials' Program, the Japanese Government Officials' Administrative Training Program, the Malaysian Government Officials' Program, and others;
- Official Development Assistance (ODA) Programs - designed and operated for trainees invited by KOICA. Examples include the International Administration Development Program, the International Education & Training Development Program, and others;
- programs Operated in Collaboration with International Organizations V Such as the Korea-ASEAN Cooperation Project Designed and operated for ASEAN Member States: Brunei, Cambodia, Indonesia, Laos, Malaysia, Myanmar, Philippines, Singapore, Thailand, and Vietnam (10 nations) for basic information.

Figure 5. 2016 NHI International Programs.



Source: NHI, Highlights, Vol.26 – 2016, National Human Resources Development Institutes, Seoul, South Korea.

5. Discussion

To achieve its new vision for becoming "a leadership center for a greater Republic of Korea", NHI needs to provide training that changes public officials' "way of thinking". Thus, with a view to inspire public officials to think in a bigger, faster, and fairer way, NHI has strived to increase trainees' satisfaction, and has drastically improved its training infrastructure and environment by introducing new training programs and private-sector training techniques⁸.

In addition, NHI has moved away from public values training

⁸ COTI, Highlights, Vol.23 – 2016, National Human Resources Development Institutes, Seoul, South Korea.

focused on conveying knowledge and towards training in which participants can learn through actual experience. In particular, as new public servants with diverse thoughts, such as those belonging to the next generation, enter the civil service in growing numbers, NHI has strengthened training in public values and ethics to build new officials' service attitude and boost their self-esteem and sense of honor as public officials. In order to improve public officials' skills as communicators with the public, active training techniques, such as volunteer work in rural areas, training in private companies, and social volunteer work, are applied in various ways.

Believing that the quality of lecturers determines the quality of training, NHI is endeavoring to invite the best lecturers to its programs. Because it is a public officials training institute, NHI is subject to some unique constraints, such as only being able to offer lecture fees that are one-third of the amount paid in the private sector. Nonetheless, by introducing the Best Lecturer Award and improving the lecture fee payment system, NHI has been able to arrange for the best lecturers, and thus improve the quality of training.

New attempts have been made to improve public officials' emotional sensitivity. The House of Communication, an open-air tent-like structure, is operated at NHI so that public officials not only receive training at the institute but also enjoy the pleasure of forming new relationships and communicating with others. NHI is transforming the formerly rigid civil service culture into a communicative one by promoting communication and friendships among trainees and between trainees and teachers.

The creativity and innovative approach of public officials is essential for national development. So various cultural and arts programs, such as arts performances and cultural lectures, were introduced by making a cooperation agreement with the National Theater of Korea and the National Museum of Contemporary Art. Meanwhile, NHI developed the I Olle Trail, a walking trail lined with herbs and wildflowers and offering a viewing platform, which has made the institute a bright and vibrant space that satisfies the five senses.

To achieve these goals HRD will become increasingly important to support the success of state administration. This means that the role of training institutes will be emphasized more in implementing national development items. In addition, there must be a variety of customer-oriented target-specific training programs. NHI will provide specialized training reflecting officials' grade-levels and personal preferences, and

offer retraining to build the competencies found lacking, through feedback from other trainees, in individual officials considering the following items:

- expanding training programs aimed at helping share and disseminate the direction of the new government's state affairs management;
- fostering the competency of government officials by strengthening public service life cycle-based training;
- providing full-fledged Smart Learning using new learning models;
- enhancing training programs aimed at strengthening cooperation with foreign countries and the private sector;
- seek to strengthen the international competitiveness of Korean officials;
- put sizable effort into expanding and developing its international programs available to foreign government officials, as part of an effort to increase the number of Korea's cooperative partners in the international area.

Conclusions

The focus on the capacity building process for training activities in public sector follows the participatory approach throughout all capacity building activities to have a better knowledge based system.

The following tasks can be verified by making some changes in the design and performance of agencies providing training in the public sector:

- making the training atmosphere of officials brighter and more positive to enhance the trainers competencies based on a customer oriented training system to through actual experience;
- organizing new attempts to improve public officials' emotional sensitivity based on this understanding that the creativity of public officials is essential for national development;
- providing training that changes public officials way of thinking (thinking ahead, thinking again, and thinking across) with a view of inspiring public officials to think in a bigger, faster and fairer way to increase trainees satisfaction and self-esteem based on a customer oriented training;

- re-elimination of the existing policies in the field of innovation policy and knowledge management in public sector with concentration on knowledge sharing;
- considering innovation agencies as a public brain system to advocate changes that will improve knowledge practice;
- exiting an evaluating system as the main engine for creating innovation especially in e-government structure.

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