

**A STUDY ON GOVERNMENT EMPLOYEE'S
TRAINING STRATEGIES**

A Case Study of The New managerial Official Course

By
Seong-Hye Yun

THESIS

Submitted to
School of Public Policy and Global Management, KDI
in partial fulfillment of the requirements
for the degree of
Master of International Relations and Political Economy

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ABSTRACT

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Today the world is changing at a rapid pace. As the "information revolution" sweeps the world over, technology constantly progresses in ever-shorter cycles. Democratization and socioeconomic development have followed the technological changes. Against such a backdrop, the importance of the role of the government has not been diminishing but increasing, and training and retraining of civil servants has become increasingly critical.

This thesis critically examines the state of training and retraining programs for South Korea's civil servants and aims to offer some constructive policy suggestions as to how to improve and enhance the quality of the programs. In a nutshell, it analyzes in detail and suggests the following ideas and prescriptions:

First, the training programs need to be professional, specialized, and customized, and the training be conducted in such a way that the trainees can participate actively in the process.

A second relates to the need for enhancing the capacity of the staffs and instructors in charge of training programs.

A third concerns the need for reconceptualizing of the government's approach to the training programs, something the trainees frequently passively or reluctantly go through as a mere requirement for promotion. Rethinking of the value of the training programs is called for, and among other things the sabbatical year system would be of help in this regard.

A fourth demands the competitiveness of the institutes specializing in such training and retraining; It would entail empowering and securing the independence of such institutes, and the role of top-notch outside professionals also needs to be integral to the way the institutes run their programs.

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. INTRODUCTION

1.1 Purpose of research

It has been 4 years since the 21st century began, with all its hopes and expectations. In the 20th century, South Korea made great economic strides and was considered to be one of the 'four dragons of Asia'. However, the country had to deal with the Asian Crisis in 1997, an event that caused the near collapse of its economy and brought many hardships to its people.

After suffering this economic crisis in 1997, the nation desperately anticipated the 21st century and economic improvement. However, the worldwide economic stagnation that has continued for several years prevented the desired level of growth. So, the government has set a goal of 20,000 dollars of GDP income and is trying to provide new hopes and visions for the future. At this moment, the role, responsibility and improvement of government ability are more important than ever before. Moreover, this desired improvement requires each civil servant (who is the main body of government activities) to develop his/her ability and skills.

Many different methods can be employed to develop the ability of civil servants, such as appointment of well-qualified individuals, application of stricter evaluations and pay increases. However, the most important factor in developing civil servant's abilities and skills, is the civil servant training itself. Only the training is supposed to exist for the purpose of developing civil servant's abilities. The other methods mentioned above, while helpful, have a different function and do not contribute directly to skill improvement.

Even though the South Korean government has been trying to develop and improve its civil servants training programs, it still fails to meet the requirements needed for the country. Many training institutes can not be able to satisfy the developmental infrastructure

needed to reach the goal of 20,000 dollars of GDP.

Within this context, the approach to develop civil servant training programs is presented in this thesis. Before that, both the current realities and future speculations of the 21st century are taken into account because it is necessary to understand these phenomena to create new values for this age. These values will help government to understand the practical conditions and problems of civil servant training and thus help the country develop successful training programs.

1.2 Scope and method of research

The main change that is being witnessed in the 21st century is the development of the information age based on 'knowledge' and 'digital'. A country's future can be decided by the way it can acquire, use and develop information. Therefore, every country is trying to improve their capacity for these kinds of information.

South Korea is actively coping with the information-based age by reinforcing its competitiveness through developing the potential of all its social bodies like the government, enterprises and individuals themselves.

This thesis will propose a training system for civil servants by focusing on the mind and expertise of civil servants and the direction of training to meet the demands of a changing global economy.

The main research target is the new managerial official course that trains the officials who have passed the higher civil servant examination. To help understanding of research, Korean training system has been generally examined. Also, the advanced training techniques of foreign countries have been analyzed to present more competitive

alternatives.

The research methods are as follows.

First, for documentary research, I referred to the following areas ; the books of public administration related to the training system for civil servants, the training plans of both National institute of Professional Administration and Central officials training institute, various kinds of publications, theses and reports from the Korea administration academy, and theses from related fields such as sociology, pedagogy and business management.

Second, for comparative research, I compared South Korea's training system for civil servants with the systems of the U.S., the U.K and France. In these cases, I referred to previous researches or existing materials.

Third, for the research on the actual conditions, I collected data by questionnaire to the officials in active service who had passed both the local and national higher civil servant examination. In addition, I inflected some experience and know-how in the field to fill insufficiencies.

. THEORETICAL DISCUSSION

2.1 Modern meaning of training and human resource development

2.1.1 Meaning and purpose of training

The concepts of education and training have traditionally been defined in different terms. Education means a way to make an individual's talent and ability grow by developing his/her potential, and as a result bring about long-term and fundamental changes. On the contrary, training means a way to teach immediately applicable skills and is not concerned with the over-all potential and long-term change of an individual.¹ However, in 1961, the term 'training', that was a compounding of the original definitions of education and training, was used for the first time. This new definition was created in order to expand and improve the concept of training.

The training for civil servants nowadays should not only mean the vocational skills, but also develop the overall capability of employees including their future career and personal development plans. Training should also be a method to achieve the goal of organization. In light of these needs, the 1961 compounded definition of training will be used in this thesis. In this view, training is a very wide concept that means a method to promote changes of attitude by developing the overall capability of civil servants and by giving them the knowledge and skills necessary to carry out jobs² both systemically and intentionally.

In conclusion, training in the personnel administration is the method by which civil servants improve the capability of themselves. Capability means not only their skills but

¹ Others including Kang, Sung-chul. *New personnel administration theory*. Dae-young mun-wha-sa. 2000, p429.

² Oh, Seok-hong. *Personnel administration*. Park-young-sa, 2000, p.305.

also the way they perform jobs and adapt to an organization. So training to improve capability is a multi-faceted undertaking.

According to the purpose of training specified in the article 1 of Training law for Civil servants, 'this law is to cultivate the mental attitude as a servant for the all nation and the skill and capability to carry out jobs efficiently through the training'.

To analyze the purpose of training more concretely, we can further subdivide it into the following categories.

First, training improves job performance and productivity. Training contributes to solving various problems of organizations by improving the job performing ability of its civil servants. As a result, it is possible to improve the productivity of entire organizations.³

Second, training develops civil servants at a personal level. Training meets the desire of self-realization and promotes the personal development of civil servants. When they have confidence in performing their jobs and feel that they are doing worthwhile work because their abilities have been elevated as a result of training, their motivation for job performance and self-development is reinforced.⁴

Third, training should play a role in promoting the career development of a civil servant. Training should give opportunities to the trainees to prepare for their future career. The goal of the whole training project is not limited to improve current job performance. To develop the career of civil servants should be one of main goals of the training project.⁵

Fourth, training should reduce faulty wastes by shortening 'the learning time', meaning that it is possible for a civil servant to become more proficient at their job faster. Once civil servants become proficient after being trained, it is possible to avoid accidents or errors

³ Oh, Seok-hong. Ibid, p301.

⁴ Oh, Seok-hong. Ibid, p301.

⁵ Oh, Seok-hong. Ibid, p301.

caused by the lack of ability to perform jobs. As a result, it is possible to reduce unnecessary mistakes.⁶

Fifth, training should satisfy people who are the customers of the administration by offering them high level of administrative services. This new purpose has been requested in recent years. This approach changes the previous government-centered value into the attitudes based on customers.⁷

2.1.2 Human resource development

At this time, governmental or non-governmental organizations have been through change to raise their competitiveness since the IMF crisis. A change of government is concern for human resource development and this is to improve productivity of whole nation. The concept of human resource development includes the human resource development (HRD) as an activity for the learning and development of both a person and government and the human resource management (HRM) as an activity for selection, management, planning, compensation and arrangement of human resources. It can be said that HRD stresses more on the 'development and growth' and HRM more on the 'application and management'⁸. In this thesis, the concept of HRD is used in a narrow sense.

Regarding the concepts defined by scholars, *L.Nadler*⁹ understands human resource development as a systemic learning experience offered by the employer for a certain period to seek the improvement of job performance or personal growth of employees. *R.W.Pace*,

⁶ Oh, Seok-hong. Ibid, p301.

⁷ Choi, wall-hwa. *Characteristics and developmental directions of the training system for Korean civil servants*. Study report of Korea administration institute, 2002.

⁸ Hong, Young-lan. *Vision of national human resource development and enterprise training*. 2001 academic meeting of Korea human resource development institute.

⁹ Hong, Young-lan. *The policy of national human resource development and the direction of company training*. The Korean journal hor HRD, 2000. Vol 2, No 1.

P.C.Smith and G.E.Mills¹⁰ regard human resource development as all activities those increase the efficiency of a person, group or organization, and provide a general approach for system improvement.

Swanson thinks HRD is a process to strengthen the expertise of a human through personal and organizational training for the purpose of improving overall results. Gilly & Maycunich defines it is a course to promote the organizational products by systemized management methods for the purpose of raising organizational performance ability and the level of competitiveness.

As written above, every scholar has a different concept about human resource development. However, it can be redefined more concretely that 'HRD is a symbiotic network process by a person and organization together to connect the individual's potential to organizational performance and also to develop the intellectual ability and expertise of a person.

In this sense, human resource development is regarded as the key resource for a country's future. In particular, to develop the abilities of civil servants is essential to improve the productivity of the government.

2.2 Changes of administrative circumstances and training for civil servants

As the times change, we have to understand everything with a new perspective. This new sense of value is especially required for the moment we are living in right now. Though there are number of factors that are effecting this need, below this, I'll look around 3 factors relating new style training programs for civil servant.

2.2.1 Acceleration of globalization

¹⁰ Hong, Young-lan. Ibid, p 4.

Globalization is a phenomenon that makes the world becomes more interdependent and closely connected as a result of the acceleration of international interchanges. Under these circumstances, the competition between countries becomes keener. Therefore, the government must always consider the current global standards¹¹ when establishing and executing the national policies.

For this reason, the civil servants training program must be equipped with a global training system to develop professional human power. It means that the civil servants training program should produce expert civil servants to cope with international circumstances.

2.2.2 Development of information- based society

In the information-based society, where knowledge and digital are key factors in deciding the competitive power of a country, the government must possess a creative and flexible mentality to solve various problems and also be equipped with the ability to forecast the future. The role of 'new governor' is greatly stressed. This term means that the government should play the role of promoter to nurture the potential of all economic bodies and improve their competitiveness in the world market. This new role of government is more important than the role of a leader that tries to control the economy with whole knowledge. The government must be a mediator and integrator for new governance.¹² For this reason the civil servants training program must not be a course to learn the knowledge and skill required for performing jobs but rather be a course to develop creativity and cultivate problem solving abilities.

2.2.3 Evolution of localization and democratization

¹¹ According to Oh, Kang-hyun (Maeil Business Newspaper, June 21, 2000), the global standard is the standard popularly used in the world or the game rules approved internationally. Big powers such as the U.S. are on the move to establish the global standard through international organizations and spread throughout the whole world.

¹² Process that an non-government organization produces administrative services and supplies them together with the government is called new governance, or it is also called new governance when the administration controls this kind of

In the society of localization and democratization, the social structure is so pluralized and the demands on the administration become so high that new relation between non-government and government, not to mention between central government and local government is required.

Under this condition, the government's role as a system designer creating new practices becomes larger. For it, the training for civil servants must include a type of training that encourages both a mental creativity and an initiative that makes a civil servant analyze present situations with surrounding relations and extrapolate the results¹³.

cooperation.

¹³ Lee, Sang-su. *Developmental direction of training for civil servants in the 21st century*. Training information of the

. PRESENT CONDITIONS OF TRAINING FOR CIVIL SERVANTS OF ADVANCED COUNTRIES

In this chapter, materials useful for civil servants training of South Korea will be found through the analysis of the training policies and methods of following countries; The United States of America, The United Kingdom and France.

3.1 The U.S., the U.K. and France

3.1.1 The U.S.¹⁴

1) Systemic features of training

The main features of the training system of the U.S. federal officials are as the followings. First, the training is in principle authorized to each government department and office. The role of OPM (Office of Personnel Management), that was in charge of planning and executing the training in the past, is now to plan, support or advise the various individual offices and departments. While OPM establishes and provides laws, instructions and training information, each office and department or private institute performs most of executive powers.

Second, according to GPRA (Government Performance and Results Act of 1993), the basic direction of civil servants training is to contribute to all around productivity of government.

Third, due to the characteristics of the position dividing system,¹⁵ new employee is

Central officials training institute, 2000. P.98.

¹⁴ *Training system of the U.S. federal officials.* Central officials training institute, 2001.

¹⁵ The position dividing system is to give different pay, to clarify authorities and responsibilities and to evaluate the results objectively according to the job difficulty even though they have the same class of position. Countries such as Canada and

selected under the premise that he/she is already qualified for the position. Therefore, there is no compulsive training for newly employed civil servants.

Fourth, the training technique is gradually changing from traditional training in the lecture room to hands on training using up-to-date techniques. This change reflects the tendency to develop capable people equipped with superior administrative ability.

ii) Measures of advanced training

Individual learning Accounts (ILA)

Unlike the previous training support systems, ILA is a system to open a separate account for training expenses appropriated from the organization and to use it according to the civil servant's judgement. Individual training account is assigned within the limit of appropriated fund for training expenses after examination and approval of an individual manager. The account can be appropriated by money or time, and can be used to develop the expertise and abilities for jobs and responsibilities of a civil servant.

SES(senior executive service) private sector exchange program

This is an exchange program in which executives are dispatched to private fields and taken charge of temporary tasks. It is for executives to learn good cases of private fields and to improve their leadership by obtaining new expertise.

Applied Learning Program

The applied learning program is for the Senior executive who have difficulty in continuously attending the program for 4 weeks and for those who want to apply the training program to real workplace.

During the training camp, for the first 2 weeks, they focus on the evaluation of their

the Philippines imported the position dividing system. They did not succeed the traditional bureaucracy, but industrialized culture of the U.S.

strong points and the development of personal leadership skills. Then, during the three month 'return course', they go back to their job and apply the learned skills to real work.

For the last 2 weeks after completing this stage, they return to the training camp again and integrate learning experienced in the work place and organizational leadership. During this period, the trainees develop an organizational development strategy by the evaluation results from his organization.

Custom Designed Courses and Seminars

The Senior executive training institute performs evaluation and development of leadership, communications and strategic plans of each department to meet the particular demands. The teaching staffs at the Senior executive training institute try to grasp the main issues of concern in cooperation with the working team in the department and develop effective methods to cope with them. They can develop these programs by videoconference when it is hard to face with the trainees directly or if they are physically far away.

Leadership Development Plan

The trainee makes out an individual leadership development plan to achieve his/her own career development. This approach is like a master plan for each person to develop his/her leadership skills.

As a part of development plan, the trainee has to complete the leadership evaluation tool of 360 degree. 360 degree feedback from seniors, colleagues and subordinates become important foundation to clarify long-term leadership plan of a person and organization. The trainee himself, his/her direct senior and the person in charge of training participate in making out the leadership development plan.

3.1.2 The U.K.¹⁶

i) Systemic features of training

The most important feature of the UK system was that there was no official overall training program. Rather, each individual department took the responsibility of developing their own staff's ability. However, lately, as there had been more emphasis on civil servants training, the U.K. government published a paper called 'Development & Training for Civil Servants' on July 1, 1996, and tried to push each department to further develop their civil servant's abilities.

Main points outlined in the paper are to meet the standard of investors in people to improve expertise and sensitivity of civil servants to cooperate among classes in the organization to develop the ability of civil servants.

Extension of investors in people

The policy of investors in people is to develop human power, promote opportunities for training and create an efficient system to achieve the goal of organization by granting the qualification of IIP. Public and private organizations receive the qualification of IIP when they satisfy certain standards at the evaluation of human development system and development results. This approach does not take the evaluation about only training. It takes more comprehensive and systemic approach because it makes the organization enhance the quality of human power and ultimately achieve the goal of the organization through its cultural and structural changes.

Improvement of expertise and sensitivity of civil servants

To continuously improve the work results, it is essential to heighten the expertise of civil

¹⁶ Kim, Sung-yul. *Civil servants training system of the U.K.* Ministry of Government Administration and Home Affairs, 1998

servants and the awareness of circumstance changes that may effect a civil servant's job.

a. Stronger control of the civil servants program.

This method is to control human resources depending on the capability of the individual. This approach includes the setting up of goals, measurement of results and improvement of expense value. Through this, Organization supplements civil servants, evaluates works and develops its member's abilities. Furthermore it makes civil servants themselves be equipped with every qualification necessary for jobs.

b. Increase of civil servants' expertise

In order to improve the expertise of finance, accounts, supply and personnel affairs, the U.K. government makes an effort to increase the ratio of civil servants, who have special qualifications. Additionally, in terms of job appointment and promotion, a specialist in certain field is not in more disadvantageous position than a generalist is. It is possible for the specialists to accumulate various managing experiences, and become a general manager.

c. Extension of opportunities for sensitivity improvement

For civil servants to understand the outside circumstances, personnel exchange with private fields through WIG (Whitehall and Industry Group), dispatch of civil servants to private enterprises and personnel exchange between office and department and between the government and public bodies are active.

Reinforcement of cooperation for capacity development

For effective ability development, the head of each department should prepare a system for his civil servants to develop and encourage the capacity. Also, he/she should appoint the right people to the right positions according to their abilities and work results so that they can contribute to achieving the goal of organization. By showing fairness in the workplace, the head can improve civil servant's morale and motivation.

ii) Operational characteristics of training

Focus on end users

The U.K. government designs and provides the training program for civil servants on the primary purpose that it helps trainees to achieve their training goals. For instance, the U.K. develops training programs in consideration of the trainee's environment, carries out the program in the field and grants professional qualifications by opening curriculums approved by outside organizations.

Various kinds of training.

Training programs in each department can be classified into several categories; new employee training, skill training related to jobs, manager training, expertise training, continuous training and training for professional qualifications.

Continuous training means that the staff keeps improving his/her capacity actively by completing regular training curriculums. Training for professional qualification is for obtaining professional qualifications in areas such as personnel affairs, audit and supply or MBA.

3.1.3 France

i) Systemic features of training

One of the main characteristics of the French civil servants training program is the elite approach. In order to enter a training institute, applicants must pass a very difficult examination and strict age limit. Second, the French focus on advance training for new employees. Third, they unify new employment and the training programs together. Fourth, practical training rather than theory is highly valued. Last, training is clarified as a right of all civil servants. In addition, when selecting civil servants, they regulate a strict limitation on a school career depending on the level of position. Furthermore after employing civil

servants, they regulate promotion within the category.

ii) Teachings from ENA

ENA (Ecole National d'Administration) is the best elite training institute in France. It is also the most professional training institute, forming the governing class in France judging from the procedures and methods of training and participation in public affairs after graduation.

The basic principle of their training is to cultivate abilities for practical application to various fields rather than teach theories. Also, to adapt to the rapidly changing environment, ENA invites experts in very specific areas instead of full time lecturers.

ENA has 3 types of entrance examinations; the outside competitive examination for university graduates, the inside competitive examination for existing civil servants and the third competitive examination for other professions.

The training course of ENA is totally 27 months comprising 1 year's field apprenticeship and 15 month's school training.

The features of ENA curriculums can be summarized as follows.

First, they develop civil servants who are generalists rather than specialists. Second, they closely connect apprenticeship and training. Third, they want trainees to solve problems for themselves and develop their own ideas, not to absorb knowledge just by lessons.¹⁷

With respect to the training techniques of ENA, the training through lectures is exception in usual cases. Most training is carried out through study type lessons and apprenticeship in the field. During the apprenticeship in the field for 12 months, the trainee experiences concrete and practical work in a provincial office, embassy in overseas, enterprise, or international organization. And the trainee receives the study type lessons like case studies,

¹⁷ Lim, Do-bin. *Bring up French type administrative elite : Myth and entity of ENA*. Volume 29 of Korea administration gazette, 1995. P.312

comparative studies, seminars, simulations and field visits on the basis of knowledge and skill obtained from the apprenticeship in the field.

3.2 Suggestive points

To develop the training system suitable for South Korea's circumstances, we can get some help from advanced training systems in foreign countries. There are numerous ideas and approaches that South Korea could adopt.

First, in case of the U.S., the U.K. and France, they invite executives and staff from private enterprises to help the trainee to experience new techniques and innovate government effectively. During this globalization age, these approaches must be considered for South Korea's civil servant training programs.

Second, in case of the U.S. and France, they principally use practical lessons such as seminars, discussions and simulations. During these times, with many contacts and negotiations taking place among countries and organizations, civil servants can cope well with rapidly changing world when they learn problem solving technique.

Third, in case of the U.S. and the U.K., they actively use executive civil servants as lecturers, who have a lot of experience in the field. But, South Korea uses working level government lecturers. If Korea could form a pool of human power and employ executive civil servants as instructors, the country could cultivate more capable civil servants.

. PRESENT CONDITIONS OF TRAINING FOR CIVIL SERVANTS IN KOREA

4.1 Present conditions of training for civil servants

4.1.1 Features of training system by the times and latest law revision

i) A historical overview of South Korea's training system

Over the years, the training for civil servants in South Korea has been through systemic changes such as structural changes, revision of laws and training improvement to fit the circumstances of the times. Features corresponding with the times since the government was established are summarized below.¹⁸

The first period(1949 - 1960) : Japanese imperialistic heritage and American management techniques co-existing together

The training institutes established at that time were the National officials training institute, the Communication institute, the Traffic officials training institute, the taxation officials training institute, etc. The training for civil servants during this period was carried out following both the Japanese imperialistic training and American management techniques. And it was used as a temporary waiting place for civil servants pushed back by favoritism rather than the training by need and will.

¹⁸ Kim, Shin-bok. *Latest tendency of training system for civil servants and developmental direction.* Volume 26 of administrative essay collection. 1999, p.222 - 226.

The second period(1961 - 1966) : Preparing the foundation of training law and system

The training for civil servants was greatly changed by transplantation of the military training system after the May 16 revolution. The training for civil servant, for the first time since the government establishment, was treated as a governmental necessity. To devise a total training plan of civil servants and to adjust the training activities of each department, the training division was founded at the Administration Bureau. In 1963, the training law for civil servants and the training enforcement ordinance for civil servants were established. With the creation of these entities, the legal and systemic foundation of training for civil servants was laid down.

The third period(1967 - 1980) : Construction of training system

During this period, to understand the governmental policies such as the second five-year economic development plan and the New Community Movement as well as to learn the management technique for developmental administrative system, practical training, regular supplementary training and new employees training were greatly emphasized. Also, the previous training division of Administration Bureau was reorganized into the Personnel Bureau. During this time, a new view of training, which saw training as personnel management, was formed and overseas training financed by the government was institutionalized.

The fourth period(1981 - 1990) : Completion of training system

In 1981, a training program to inspire the national ideology of the new age and to develop a moral and innovational will was carried out for all civil servants. In 1982, the five-year training development plan for civil servants consisting of the best pick of instructors, detachment training and 'training first and appointment next' was established. Additionally, in order to attract the Olympics to Seoul and hold it successfully, interchange with foreign countries was reinforced and the overseas training programs started to be diversified.

The fifth period(1991 1998) : Reinforcing overseas training and groping for new training system

In 1991, the previous training division was reorganized to the home training division and the overseas training division. The overseas training was widened to the Soviet Union, China and Eastern Europe besides the U.S., the U.K. and Japan. In 1995, the training law for local officials was established.

During this time, the training system based on the class was completed and a part of the position dividing system was introduced. A new training system has been required since local autonomy started.

ii) Latest law revision

Recently, to cope with the rapidly changing circumstances and to improve the qualification of civil servants, both the training law for civil servants (Law no. 5,616, December 31, 1998) and the training enforcement ordinance for civil servants (Presidential ordinance no. 16,079, December 31, 1998) were revised.

The Main contents are as follows. First, to prepare the foundation for an integrated training institute and to operate the training efficiently, the integrated professional training institute belonged to more than two central department was founded (article 4 of the law). Second, the lecturer system based on contracts was introduced to employ outside experts at the discretion of the head of central department (article 5 of the law). Third, it was possible to employ non-governmental specialists of the relevant fields as lecturers (article 11 of the law). Fourth, it was also possible for civil servants to choose the training institute and course autonomously (article 10 of the law). Fifth, in case of training on the job or training by entrustment, it became possible to use outside resources such as curriculums and facilities of private institutes besides a national organization and public bodies (article 8 of the enforcement ordinance). Sixth, to effectively operate the professional training, the system designating the curriculum of a private institute to a professional training course was introduced (article 30 of the enforcement ordinance).

4.1.2 Present conditions of training

The training for civil servants can be divided into various categories, depending on the purpose, institute, target and field. The training system, defined according to the laws and guides now in force, is classified in the following ways. First of all, according to the training institute, it is classified into institute training, training on the job and training by entrustment. It can be further categorized into basic training by the class of position,¹⁹ professional training by job, mental training, special training²⁰ and international training. Also, according to the training place, it is divided into home training and overseas training. The overseas training is classified into long-term training (more than 6 months) and short-term training (less than 6 months). To help understand these terms, a diagram is shown in the Figure 4-1.

<Figure 4-1> Kinds of training

Training of training institute	<ul style="list-style-type: none"> · Basic training by the class of position · Professional training by job · Mental training and special training
Training on the job	<ul style="list-style-type: none"> · Job training by institute · Professional training supervised by competent department · Mental training
Training by entrustment	<ul style="list-style-type: none"> · Inside training by entrustment · Overseas training by entrustment
Training of special Policies	<ul style="list-style-type: none"> · Governmental major policies · Urgent questions, etc.

Source: Reorganized the training guide for local officials in 2003, Ministry of Government Administration and Home Affairs

The training at the training institute for civil servants is divided into the basic training by

¹⁹ A group whose duty, difficulty and responsibility of position are very similar and treated as the same position in the personnel administration (administrative assistant of section chief : 5th grade, junior officials of the prosecution :6th grade and secretaries: 4th grade)

²⁰ Special training includes the training of government policies, front official training and citizen training.

class of position, Professional training by job and special training like policy training and oversea training. The training course by class of position and job is as Table 4-1, shown below.

<Table 4-1> Training course by class of position and job

Division	Course	Target	Period
Basic training by the class of position or long-term training	Course for higher managerial officials	Third and fourth grade	10 months
	Course of medium managerial officials	Fifth grade	10 months
	Course to bring up medium members	Sixth grade	6 months
	Course to bring up female medium members	Sixth grade	3 months
	Course for candidates to be promoted to the fifth grade	Candidates for promotion to the fifth grade	1 months
	Course for new managerial officials	Those to be newly employed for the fifth grade	1 year
	Training for new clerks in charge	Those to be newly employed for the seventh and ninth grade	2 weeks
professional training by job	common professional training	all civil servants	over 2 weeks
	optional professional training	all civil servants	necessary term
the others	Special training	Special training, civil training	necessary term

Source: Reorganized the training guide for local officials in 2003 (Ministry of Government Administration and Home Affairs) and the training plan of the local administration training center in the National institute of professional administration.

The article 7 of training enforcement ordinance for civil servants says that basic training is carried out for new employees, candidates of promotion or those who need training to develop abilities and qualifications required as civil servants. According to the article 7, clause 3 of the same ordinance, the professional training is executed to obtain special

knowledge or skills necessary for duty. Also, based on the article 8, clause 3 of the same ordinance, professional training must be carried out through on the job training. However, with exceptional cases, it is carried out through a training institute or training by entrustment. In fact, most training are carried out within a training institute. The professional training is again classified into two categories. One is the common professional training to learn common and essential knowledge and skills of departments, subgroups²¹, groups²² and class of position. The results of training are then evaluated into grades. The other category is the optional professional training to learn the special knowledge and skills of a certain field. The results of training are not evaluated into grades but just pass or non-pass.

The mental training includes understanding the urgent questions and special policies to create a practical plan and obtaining a basic grounding to cultivate their moral, cultural, mental capability. This mental training is usually performed in the form of on-the-job training or a curriculum of a basic training.

Meanwhile, in May 2003 there were about 60 training institutes for civil servants in South Korea, including the Central officials training institute. They are divided into independent, integrated, annex and entrustment to non-government, depending on where they belong. Depending on their target and contents, they are classified into the general training institutes and professional training institutes. The present conditions of training institute for civil servants are shown in the Figure 4-2.

4.2 Analysis of actual condition of training system for civil servants

- Focusing on the new managerial official course

4.2.1 Summary of investigation

²¹ Subgroup is a group of class of position with similar duties but different difficulty and responsibility (for example: administrative subgroup of administrative group, inspection subgroup of administrative group)

²² Group is a collection of similar subgroups with roughly similar duties (for example: Public peace group, administrative group, mining and manufacturing industries group)

i) Investigation method and target

For this research, questionnaire was given out from July 1 to 10, 2003 to grasp the actual conditions of training for new managerial officials who play central roles in the central and local government.

100 copies of questionnaire were distributed to the officials who had passed the higher civil servants examination and were working in Gyeongnam provincial government and

<Figure 4-2> Present conditions of training institute for civil servants

		Ministry of Government Administration and Home Affairs					
Training institute belong to central department		Regional training institute for officials		Fire service academy		Regional training institute for educational officials	
<ul style="list-style-type: none"> · Central officials training institute · Audit and inspection training administration · Legal research & training institute · Education department for unification · Central fire service academy · National central police academy · Police comprehensive academy · Information & communication officials training institute · National railroad management training center · National institute of professional administration · National tax officials training institute · Institute of foreign affairs and national security 		<ul style="list-style-type: none"> · Seoul city local officials training institute · Busan city local officials training institute · Daegu city local officials training institute · Inchun city local officials training institute · Gwangju city local officials training institute · Daejeon city local officials training institute · Gyeonggi-do local officials training institute · Gangwon-do local officials training institute · Chungbuk local officials 		<ul style="list-style-type: none"> · Seoul city fire service academy · Gyeonggi-do fire service academy · Chungcheong fire service academy · Gyeongbuk fire service academy 		<ul style="list-style-type: none"> · Seoul city education training institute · Busan city education training institute · Daegu city education training institute · Incheon city education training institute · Gwangju city education training institute · Daejeon city education training institute · Ulsan city education training institute · Gyeonggi-do education training institute · Gangwon-do education 	

<ul style="list-style-type: none"> · Government computerization center · Police academy · Training department of the Military manpower administration · National library of Korea · Training department of the National institute of health · Training department of the National fisheries research and development institute · Training department of the National institute of environmental research · Training department of the Korea forest research institute · Educational department of the Korea meteorological administration · National rural living science institute · Korea national agricultural college 	<ul style="list-style-type: none"> training institute · Chungnam local officials training institute · Chunbuk local officials training institute · Chunnam local officials training institute · Gyoungbuk local officials training institute · Gyoungnam officials training institute · Jeju local officials training institute 	<p>(Local fire officials)</p>	<ul style="list-style-type: none"> training institute · Chungbuk education training institute · Chungnam education training institute · Chunbuk education training institute · Chunnam education training institute · Gyoungbuk education training institute · Gyoungnam education training institutue · Tamla education training institute
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central government. 97 of the questionnaire were filled out and handed back. And two target institutes were the National institute of professional administration (local administration training center) for new managerial officials who have passed the local higher civil servants examination and the Central officials training institute for new managerial officials who have passed the national higher civil servants examination.

ii) Matters for investigation

In the questionnaire, training operation was mainly investigated because the trainees were supposed to have the most insightful opinions about the contents and results of the training programs. About training systems and policies, various literatures were referred to. The matters for investigation were the followings:

The first item concerned the propriety of the training period and the composition of the curriculums.

The second item concerned the application of training to the real work place.

The third item concerned what was insufficient about the training.

4.2.2 Analysis of the results

i) Propriety of training period and time by field

The first section in the questionnaire investigated how the respondents thought about the whole training course by asking the propriety of the training period. These questions were asked because the new managerial official course took a long time.

Depending on their answers, an approximate direction for training period will be fixed. Inspecting the results of questionnaire in detail, 62.9% of the respondents answered that 1-year was 'proper', 15.5% 'a little long', 16.5% 'very long', and 5.1% 'a little short'.

However, the results did not mean that they were generally satisfied with the period of all the curriculums for new managerial officials. They gave various answers about the propriety of timetable by field.

<Table 4-2> Propriety of training curriculum by respondents (persons/%)

Division	Too large	Large	Proper	Small	Too small	Total
Propriety	39(40.2)	31(31.9)	19(19.6)	8(8.3)	0(0)	97(100)

The training curriculums for new managerial officials can be largely divided into the following categories; the basic grounding, basic administrative work, professional administrative work, cultivation of administrative management ability, information & globalization, apprenticeship in practical work and mind & body training.

For the question about adjustment for each field, the respondents answered that it was necessary to adjust the basic grounding.

In particular, 67% of the respondents answered that the length of the settlement of national value and moral of official positions must be decreased. 41.2% gave the same answer concerning the general grounding and 51.5% for unification and security.

<Table 4-3> Necessity for adjusting subjects of basic grounding curriculum (persons/%)

Subject	To be increased	Proper	To be increased	Total
Settlement of national value, historical sense and moral of official	9(9.3)	23(23.7)	65(67.0)	97(100)

positions				
General grounding	32(33.0)	25(25.8)	40(41.2)	97(100)
Unification and security	5(5.2)	42(43.3)	50(51.5)	97(100)
Construction of knowledge and information network in public offices	53(54.6)	44(45.4)	0(0)	97(100)
Understanding work and policy of central department	50(51.6)	37(38.1)	10(10.3)	97(100)
Understanding local autonomy administration	45(46.4)	37(38.1)	30(30.9)	97(100)

ii) Effectiveness of training

The reaction of trainees to a training effectiveness is the most reliable measure in deciding its success. Considering that training should be concrete and realistic to apply to practical work, the course for new managerial officials has inevitable limits. In the case of both the professional administrative work and the basic administrative work, that have direct relation with the practical work, there is a long interval between training time and applicable time after job assignment²³.

<Table 4-4> Timetable of new managerial official course(Mar. 12, 2003 Mar. 11,2004)

Classification	Period	Schedule	Contents
Sensitivity training	3days	3.12 3.14	Self-reflection and coming into intimate relation
Basic grounding training	1week	3.17 3.21	Settlement of national value and moral of official positions
Computerization training	2weeks	3.24 4.4	Concentrated training for all day in the first half of the year
Job training	4weeks	4.7 5.2	Introduction of self-governing administration and policies of central department
English	4weeks	5.6 5.30	Concentrated training for all day in the first half of the year
Field study	1week	6.2 6.5	Field study such as cultural heritage
Job training	6weeks	6.9 7.18	Overall basic administrative work
Personal study in	3weeks	7.21 8.8	Personal study and self-development

²³ For the 2003 new managerial official course at the National institute of professional administration, the job training comprised of the basic administrative work and the professional administrative work is carried out in April, June, September and November. Therefore, till the time to apply what learnt from the training, they have to wait for 11 months from the first lesson and for 2 months from the last lesson

summer season			
Apprenticeship in central department	6weeks	8.11 9.19	Apprenticeship in central department
Job training	3weeks	9.22 10.10	A part of job training course
Overseas language training	3weeks	10.13 10.31	Entrustment to training institute in the actual place (running parallel with trip)
Job training	4weeks	11.3 11.28	A part of job training course
Apprenticeship in local autonomy	8weeks	12.1. 2004.1.20	Apprenticeship in local self-governing bodies
Job training	3weeks	1.26 2.13	Administrative management ability
Final study	3weeks	2.16 3.5	Preparation for his work

Summarized 2003 training plan of the National institute of professional administration

At the question of training effectiveness, 66% of the respondents answered that the basic grounding was less helpful. For basic administrative work 44.3%, professional administrative work 58.8%, administrative management ability 50.5% and apprenticeship in practical work 67.0% answered less helpful.

<Table 4-5 > Effectiveness of training (person/%)

	Greatly helpful	Helpful	Average	Less helpful	Very less helpful	Total
Cultivation of basic grounding	0(0)	0(0)	33(34.0)	64(66.0)	0(0)	97(100)
Basic administrative work	2(2.1)	20(20.6)	32(33.0)	43(44.3)	0(0)	97(100)
Professional administrative work	0(0)	17(17.5)	21(21.6)	57(58.8)	2(2.1)	97(100)
development of administrative management skills	0(0)	17(17.5)	31(32.0)	49(50.5)	0(0)	97(100)
Cultivation of computerizing ability	0(0)	46(47.4)	50(51.5)	1(1.1)	0(0)	97(100)
Apprenticeship in practical work and mind & body training	0(0)	7(7.2)	25(25.8)	65(67.0)	0(0)	97(100)

For reasons why the course was less helpful, 51.5% said it was the lack of connection to the practical work, 27.8% said the qualification of instructors and 20.6% said the contents were too abstract.

Especially, for the development of administrative management skills, it was organized in

response to the demand of both the times and the trainees comparing with the professional or basic administrative work. Despite the fact, 50.5% of the trainees answered that the curriculum was not helpful. They gave various reasons such as theoretic lectures or the lack of connection to the personal inclination. This reaction was probably because the training was carried out by lectures rather than by practical techniques. But in reality, it is very important for new managerial officials to develop the practical ability to manage an organization.

Even in case of the foreign language, 65.9% of the trainees answered that the teaching method was not proper. Therefore, instead of lectures in the training institute, they preferred to learn a foreign language autonomously through financial support.

However, regarding the computer curriculum, which is primarily focused on practical application, all but one of the surveyed said the curriculum was appropriate. To the question about the subject's helpfulness, they answered that it was more than average. These responses show that the effectiveness of training changes depending on the training curriculums and methods.

In case of the apprenticeship in practical work, which took fourteen weeks long, it was considered as one of the most doubtful curriculums in the aspects of effectiveness. Actually 54.6% of trainees evaluated that the effectiveness was low (29.9 answered extremely low and 24.7% a little low). Therefore, it is necessary to improve the method of apprenticeship in practical work. For ways how to improve the apprenticeship, 37.1% wanted to carry out actual work, 37.1% to have practical tasks, 8.3% to designate supervisors and 24.7% to shorten the period.

<Table 4-6> Effectiveness of apprenticeship in practical work (persons/%)

	Extremely low	A little low	A little high	Very high	Total
Effectiveness	29(29.9)	24(24.7)	36(37.1)	8(8.3)	97(100)

iii) Propriety of training method

Even if the same textbook is used, trainees accept the training differently depending on the method that it is delivered. A lecture, traditional training method, is one-sided

communication, making the training effectiveness doubtful. Concerning the basic and professional administrative work, which was taught by lectures mostly, 87.6% of the surveyed, answered that it was not a desirable method. Also, for the question about desirable method, they suggested using case studies, discussions with the lecturers, debates and presentations. There were additional suggestions like role-playing and simulation²⁴. On the other hand, for the trainee discussion without lecturers, which was one of the most popular participatory training, 69.1% answered that expected goal was not achieved. The main reasons were the absence of discussible culture and the inexperience of the trainees participating in the discussions.

<Table 4-7> Effectiveness of training method (persons/%)

	Effective	Non-effective	Total
Lecture	12(12.4)	85(87.6)	97(100)
Discussion	30(30.9)	67(69.1)	97(100)

iv) Qualification of instructors

The instructor's qualification is an another factor in guaranteeing the success of a training program. The civil servant training programs are generally composed of full-time instructors and outside lecturers of the working level, as well as a lawyer or a company president for special lectures. Concerning the qualifications of the instructors, 74.2% responded 'average' and 25.8% 'enough'. However, for desirable composition of instructors, only 16.5% answered that current composition was desirable but 83.5% preferred to have more lectures from private bodies. These responses mean that the trainees strongly want to know how private enterprises function.

<Table 4-8 > Composition of desirable instructors (persons/%)

	Full-time instructors + The working level	The working level + enterprises	Full-time instructors + enterprises	Full-time instructors + The working level + enterprises	Total

²⁴ At the educational view, simulation is a teaching method using imitated reality to obtain intellectual and definitive skills. In particular, the computer simulation is a strong method to teach various aspects of the real world through imitation and revival of reality.

How to compose	16(16.5)	16(16.5)	0(0)	65(67.0)	97(100)
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To know staff qualification like sincerity, the question whether trainee's demands were reflected in the curriculums was asked. 69.1% of trainees responded that their demands were reflected, which showed that the operating staff made efforts to improve training level. Despite these kinds of efforts, the operating staffs were perceived as having an insufficient professionalism and knowledge about training technology²⁵.

v) Lack of practical effect of language study abroad

In an open-door society, globalization curriculum is a necessity and it must be carried out in a beneficial manner. The course for new managerial officials includes a language study trip to a foreign country. But this trip takes only 3-weeks long and the result is not so beneficial to improve the foreign language ability. Concerning the question about the helpfulness of language trip abroad, 76.3% answered that it was not helpful. For the way to improve the language study trip, those surveyed suggested ideas like having an internship in an international organization, staying in a foreign country for a certain period, and traveling in a small group.

<Table 4-9> How to improve the language study in foreign countries (persons/%)

	group traveling	Overseas stay for certain period	Internship in international organization	Assignment of subject for abroad study	Total
How to improve	9(12.5)	18(25.0)	45(62.5)	0(0)	72(100)

²⁵ Technology is to develop learning resources and emphasize the systemic approach to operate the developed resources effectively. The educational technology means all the cases that technical principles and skills are applied to management

. PROBLEMS OF TRAINING FOR CIVIL SERVANTS AND DEVELOPMENTAL PLANS

5.1 Problems of training for civil servants

5.1.1 Aspect of training operation

i) The lack of training effectiveness

The most important aspect of the training program is its practicality. Curriculums must be focused on the trainees' favor and the contents of them must be concrete and useful with reality.

However, according to the results from questionnaire, more than half answered that 4 of 6 curriculums were less helpful, as shown in Table 4-5.

51.5% of the respondents answered that the training had little connection with the practical work. Too many curriculums (72.1%), shown in the Table 4-2 and the necessity to adjust curriculums, shown in the Table 4-3, all these responses show the limits of the current training program.

The causes of these problems are that nonprofessionals organize the curriculums putting

and operation of issues relevant to education or training.

importance to the theoretical contents without regard to the end user's practical abilities. The curriculums are just an array of mosaic and their functional connection to the practical work is insufficient.

In case of the national value, the moral of official positions and the general grounding, there are 19 subjects. However, because of the characteristics of these curriculums, they take long time to make them effective through training. For basic administrative work and professional administrative work, these two are similar in many parts and mostly theoretic. Also, in case of the apprenticeship in central and local government, it does not have any clear goals, so looks like just time killing field study and results in no training effect.

For cultivation of administrative management ability, the multilateral evaluation on a trainee's ability and problems by his seniors, himself and his subordinates and discussion based on the evaluation must be carried out. However this discussion will be entirely abstract if the trainee has no position.

In the case of globalization, the language study in foreign countries is just a simple trip with little improvement in language abilities. So it can be concluded that it is extremely ineffective considering the expenses and efforts.

ii) The lack of various training techniques

The training techniques must be suitable according to the nature, purpose and characteristic of the curriculum. Lately, as participatory training is stressed, the need for the field training is increased. The present condition of participatory and hands-on training of the new managerial official course is shown in the Table 5-1.

<Table 5-1> Present condition of participatory training of the new managerial official course (2003)

Training time(hour)	Time of participatory type training					Lecture time	Administration and other
	Subtotal	Practice	Discussion Case study	Field study	Mind and body training		
1,928	1,243	967	40	105	131	478	207

Source: 2003 training plane for new managerial official course from the National institute of professional administration

According to the Table 5-1, the participatory training in the new managerial official course take 64.5% of the whole course. However, regarding the contents of the 967 hours of participatory training, apprenticeship period is 453 hours, English and computer practice 394 hours, and overseas training 120 hours. However as already mentioned before, the apprenticeship in real work is formal and the language study in foreign country is just like a vacation. For English curriculum, the trainees are divided into 2 groups regardless of the language level of the individual trainee. That is why, as mentioned previously, the trainees had other opinions such as money support, autonomous learning system and authorized verification examination.

Discussion and case study are also doubtful as tools for raising the training effectiveness and the performing ability. According to the Table 4-7, 69.1% answered that discussion was not effective due to absence of discussible culture and the inexperience of those participating.

To operate participatory training effectively, the instructors should prepare programs and teaching materials cautiously, and lead the trainees intensively. But, in reality, during the discussion, the trainees are given a subject and get a conclusion after the discussion without instructor. This approach is quite different from original intent.

In case of field study, the trainees visit places like social welfare facilities rather than the fields relevant to curriculums and so it has no substantial training effectiveness. In conclusion, the participatory training must be improved in quality.

5.1.2 Aspect of human power for training

i) Instructing staff and outside lecturers and their morale

Now, full-time instructors of inside and part-time instructors of outside lead new managerial official course. The number of full-time lecturers in the National institute of professional administration is only four and actually the part-time lecturers of outside perform most of the lectures.

According to the result of the questionnaire, for the qualification of instructors, all trainees responded 'more than average' reflecting their satisfaction with the content of the lectures.

However, as shown in the Table 4-8, the respondents wanted more lectures from both full-time lecturers and private enterprises. Characterizing the new managerial official course, which is the starting point as a managerial official, it seems that the trainees want to develop jobs creatively by learning private system and expertise from specialists.

However, securing outside lecturers from private enterprises is difficult because the regular lecturer's pay is remarkably low compared with that of a private training institute²⁶. Therefore, most lecturers invited for lectures to the new managerial official course are the persons who have academic passion or pride in their professional fields, or acquaintance influenced by the national sentiment²⁷.

In case of full-time lecturers, the number of them is insufficient and they receive worse treatment than the lecturers of universities or research institutes do. There is a traditional bias of the government-training institute in Korea and because of it, full-time lecturers of government-training institute receive less treatment than other learning institutes. These facts are all concerned with their morale. Therefore, overall countermeasures are required.

The full-time lecturers spend most of their time lecturing and as a result, they do not have enough time to study and develop curriculums. To supplement these weak points, it should be considered to utilize private professional institutes as a source for the lecturers.

ii) Nonprofessional operating staff

To operate the training curriculums systemically and improve the training qualitatively, the program must be organized by professionals with special knowledge and skills in training technology. However, in case of the training institute for civil servants, currently general administrative officials, who are appointed in circulation system, make the training

²⁶ Regarding the lecturer's pay at the civil servant training institute, the lecturer with normal level receives about 70,000 to 100,000 won by hour at the National institute of professional administration. The lecturers of other training institutes get much lower pay. The lecturer's pay of the private training institute by hour is about 200,000 to 300,000 won. There is a big difference between the government and the non-government

²⁷ Outside lecturers invited for lectures to the new managerial official course in 2002 were the Mayor of Buchun, lawyer

plan and organize the curriculum.

Therefore, it is required for general administrative officials to obtain the special skills and knowledge of training technology such as the effective program development.

5.1.3 Aspect of training institute

i) The lack of characterization of training institute

To raise the effectiveness of civil servants training and operate the training organizations efficiently, both the characterization and differentiation among the training institutes are essential.

For the new managerial official course, there are two training institutes. One is the National institute of professional administration to train those who passed the local higher civil servants examination. The other one is the Central official training institute to train those who passed the national higher civil servants examination. But the training contents and targets of these two institutes are much alike except the trainees. Rather, these institutes operate the courses with the same targets at the different periods. This similarity causes only a waste of budget and no clear difference between the two institutes.

<Table 5-2> Curriculum comparison of the new managerial official course

National institute of professional administration	Central officials training institute
Sensitivity training(Self-reflection, coming into intimate relation)	Mental training (Education for unification, etc.)
Basic grounding training (National sense, moral sense of official positions)	Grounding training (Politics, economy, culture, etc.)
Computer training	Computer training
Basic administrative work	Basic administrative work
-	Synthetic administration practice (Making a law proposal or draft)
Professional administrative work (Local finance, city development, etc)	Cultivation of policy framing ability (Cases study, practice of policy planning)
Cultivation of administrative management ability	Cultivation of administrative management ability
English training	English training

Bae, Gum-ja, the head of the national environmental dispute resolution commission, CEO of Modia Soft, etc.

Field training	Field training
Personal training in summer season	-
Apprenticeship in central government	Understanding of national policies (Apprenticeship in central departments)
Language study in foreign countries	Language study in foreign countries
Apprenticeship in local autonomy	Apprenticeship in local autonomy
Finishing training	Finishing training

Source: Summary of 2003 training plan from the National institute of professional administration and Central official training institute

On the other hand, the government readjusted 23 training institutes at the aspects of human power and organization, which were dispersed in the central department, in 1999. Eight institutes including the Central officials training institute were remained intact and six professional training institutes including the local administration institutes were integrated into the national institute of professional administration. As well, five institutes were annexed to the research institute and four institutes including the Taxation officials training institute and the Labor institute were either integrated or closed. However, each regional training institute was remained.

In despite of the government's effort, these changes were not actual supplement. Therefore, more specific and specialized strategies are required.

<Table 5-3> Readjustment of training institute for civil servants

Classification	Readjustment
National institute of professional administration newly organized (6 institutes integrated and reorganized)	- Original institute: Local administration institute + Educational administration institute - Branch institute at Suwon: Agricultural officials training institute + Construction & traffic officials training institute - Branch institute at Daejun: International patent institute + Statistics institute
Similar training institutes integrated or closed (4 institutes)	- Taxation official training institute + Customs official training institute National tax official training institute - Labor institute closed Entrusted to Korea labor education institute - Veterans institute closed Entrusted to Korea veterans welfare corporation
Training institutes focusing on laboratory and practice established as an annex to	- Forest institute Korea forest research institute - Environment education institute National institute of environmental research

the research institute (5 institutes)	- Social welfare institute National institute of health - Meteorology institute Korea meteorological administration - Maritime education institute National fisheries research and development institute
For remaining institutes, organizations and personnel reduced (8 institutes)	- Central officials training institute, Police comprehensive academy, National central police academy, Legal research & training institute, Information & communication officials training institute, National railroad management training center, National fire service academy, Education center for unification
Effectiveness of readjustment	- 23 institutes 10 institutes (13) - Facilities: 7 reduced - Personnel: About 28% reduced

ii) Lack of interchange and cooperation with the non-government

In the specialization and open-door societies, it is very important to obtain special knowledge and skills through the interchange and cooperation with the non-government and to apply superior outside resources effectively.

In the case of new managerial official course, to invite lecturers from private enterprises is not easy because of the lecturer's pay mentioned before. But, from this year on, it's possible to attend private entrustment training, seminars and academic meetings in the name of training for civil servants²⁸.

This change is a little late but desirable and more efforts to facilitate active cooperation with the non-government are required.

5.1.4 Aspect of training system

i) Low understanding of training

According to article 1 of Training law for civil servants, the training is for officials to cultivate mental attitude as public servants and possess skills and abilities for jobs. That is to say, the purpose of training for civil servants is to achieve the goal of organization and to

²⁸ According to 2003 Local official training guide, the government is going to enforce 「official trip system for training」 to obtain the latest knowledge and information for more than 5 days yearly from this year. It means that it is possible for the officials to attend seminars, academic societies and private professional training programs. Also, government will approve a private training course as civil servant training and reflect it to the evaluation.

improve the productivity by developing the knowledge and job performing ability to cope with environmental changes.

However, in reality, it seems that those attending the course for the new managerial official feel that they should be compensated for their hard times they went through preparing for the examination. Even in case of the courses taken after assignment to a position (optional professional training and common professional training), it seems like just a formal procedure to have good grades for promotion, which is far away from the original purpose. Since the current circumstances are such, both the trainees and the institutes cannot help participating passively. Evasion²⁹ of training of the officials and passivity of a budget compilation reflect the low understanding of training.

<Table 5-4 > Daily training expense for a person by institute in 2002 (Unit: Thousand won)

National civil servants	Korea management association	LG union center	Samsung SDS Multi campus	Hyundai learning center
5 50	150	150	200	120

Source: 2002 training development seminar of Central officials training institute

ii) Lack of professional training

In the highly information-based society, the functions and roles of social bodies become more advanced, specialized and itemized. As a result, the administrative demands become more complicated and diverse in both quantity and quality. Comparing with the changes of social circumstances, the current performing ability of civil servant looks like still low.

In the course for new managerial official, while professional administrative work is included, but the subjects are based on general administration theories, which is quite different from the professional training. As I mentioned before, this problem is caused by the fact that nonprofessionals, who are appointed by circulating system, have organized the curriculum.

²⁹ According to the questionnaire by Ministry of planning and budget from February 24 to March 7 in 2002 targeting 937 officials of more than fifth grade, 62% of the respondents answered that they didn't have enough training. For main reasons, 64.6% answered job burdens and 9.5% dislike of seniors. The former reason happens because there's no surplus personnel in each organization. Namely if a person receives a training for several days, all the others of his division have to do more work as much as a trainee has to do.

<Table 5-5 > training contents of new managerial official course

Field(Curriculum)	Period
Cultivation of basic grounding (Understanding of governmental policies and self-governing)	39 subjects, 242 hr
Basic administrative work (Documentation, planning, budget, accounts, legislation, assembly, etc.)	11 subjects, 15 hr
Professional administrative work(Local finance, city development, culture & tourism, environmental control)	34 subjects, 186 hr
Cultivation of administrative management ability (Leadership, reporting skill, settlement of disputes, public relations)	19 subjects, 75 hr
Computerization and globalization	8 subjects, 572 hr
Apprenticeship in practical work and mind & body training	5 subjects, 688 hr

The training programs after assignment to a position are categorized depending on not whether they are about the professional skill or the common knowledge in the class of position, subgroup, group and department, but whether actually the results are evaluated or not. It is very contrary to the U.S. and the U.K. who offer about 1500 professional training programs to enhance the specialty of civil servants³⁰.

iii) Lack of effectiveness of overseas training

In the new managerial official course, the language training in foreign countries is included as a part of the globalization curriculum, but it remains just a simple trip that has no effect. Now, let's have a look at the points at issue of long-term overseas training.

Since 1990, the government has enforced the overseas training for officials to learn about advanced systems and cultures and to bring up international professionals.

<Table 5-6> Present condition of training entrusted to foreign countries (year/persons)

Classification	Total	Short-term	Long-term
2002	380	101	279

Source: Total evaluation of 2002 officials training, Ministry of Government Administration and Home affairs in 2003

³⁰ Lee, Sang-su. *Developmental direction of the training for civil servants in the 21st century*. The 39th Training information of the Central officials training institute. 2000, p.105

According to the Table 5-6, in 2002, the personnel of long-term training exceed the personnel of short-term training. However, the long-term overseas training is almost focused on study to get an academic degree, but only few skills are developed to serve in an international organization, foreign governmental organization or foreign research institute as an intern as a long-term training places. Also, when the route to appointments is examined after training, it shows very a little relation with training.

This lack of beneficial skills is because the officials preparing for overseas training have to do it for themselves. For these individuals, the easiest places to accommodate the training are schools. But in the age of globalization, the training in an international organization or foreign governmental organization is more required than study in a school to improve job-performing ability and to obtain global standards.

5.2 Developmental plans of training for civil servants

5.2.1 Enhancement of the capacity to operate training

i) Substantiality of training contents

Regarding the training process, the most important thing is to make the training purpose clear, organize the contents suitable for the purpose and carry out the training by effective methods.

To do so, first of all, the training purpose must be specified concretely during the training formulation and it must have a systemic connection with curriculums. Among curriculums, there must be enough connection to achieve the training purpose efficiently. These factors play an important roles in both operating training successfully and improving training effectively. Moreover, after training, it must be evaluated and evaluation result must be returned to the next training plan.

Second, in organizing training curriculums, we have to take not only the number of curriculums but also time allocation of them into account. In the contents of curriculum, concrete cases have to be included rather than theories because knowledge applicable to the field has the highest training effect. In addition, if the sunset³¹ system is applied to the

³¹ The sunset system for a curriculum is that the curriculum disappears automatically after a fixed period. It is to open new curriculums which can keep pace up with the times by making research culture through investigation of trainee

programs and curriculums, research culture will be cultivated at a training institute and that will make it possible to have high-level training services.

Third, the materialization of professional training is required. It is necessary for curriculums to subdivide into the subjects by jobs and for training period to shorten to 2~3 days. Through this, it's possible for officials to ease the burden on duties and participate in training at any time. Moreover, it seems desirable to introduce the qualification system to training curriculums.

Fourth, regarding the training personnel, 20~30 people for a course are appropriate. To utilize in-depth training and to let the instructors prepare lectures substantially, it is desirable to have a small number of trainees at a course.

Fifth, it is necessary to entrust the evaluation and analysis of a questionnaire (which is normally carried out after the completion of a course) to an outside professional institute. The purpose of a questionnaire is to operate more improved training curriculums in the future by evaluating the result of training. But right now the staffs supervising the training operation are in charge of evaluation, so the result of a questionnaire is not objective.

And last, it would be desirable to consider the retraining of same course after a certain period since a trainee complete the course. This method would make the trainees improve and develop the skills they learned during the first training. When the trainees take retraining, they can find and solve problems more easily and training effect will be enhanced conclusively.

ii) Expansion of participatory training

The training techniques must be selected considering training contents, the characteristics of trainees and the ability of the lecturers. It's because the training effect has a wide difference depending on the degree of trainee's participation in the training. If the training is focused on the cultivation of creativity and the ability to cope with various circumstances, the participatory training will be the most effective.

H. L. Holingworth, psychology professor of Nevada University in the U.S., investigated the rested memory according to the time flow through the relation experiment between audiovisual experience and memory. According to him, *it was 8 or 9 times more effective to talk after personal experience, watch and listening than to talk just after lecture.*³² Besides,

demand and circumstance changes

³² Lee, Ju-hee. *Study on improvable plan of training for civil servants*. A thesis for master's degree of Inchun University, 1999. P.66.

if trainee has personal experience, he/she has higher possibility to find out problems and solutions those were not recognized during the ordinary working time. It means participatory training brings out the trainee's creativity naturally.

The current tendency is to increase hours for participatory training like discussion and field visit, but this change is somewhat visual change shown as Table 5-1. Using more realistic techniques to develop self-managed learning abilities like making out a report, discussions and role-plays is required.

Also, in applying participatory training, the instructor must prepare and guide the program intensively. For field study, places directly related with the training must be selected rather than a large company, welfare facility and current field study like trip should be discarded.

5.2.2 Aspect of human power for training

i) Securing and using superior full-time and outside lecturers

To improve the training quality, lecturers who have specialty and responsibilities should be hired. For full-time lecturers in an each training institute, they must have more job performing abilities and responsibilities than outside lecturers because they have to lecture and develop a training program, support curriculum design, study on effective training techniques all at a time. Therefore, both the qualitative improvement and better treatment of them are excessively important.

So, first, to keep tension for better research and development, the current contract system of full-time lecturers has to be kept, but the treatment of them like salary, working environment, social honor has to be secured at the level of professor to raise the morale. Then, they can work at the training institute for a long time and their qualifications and specialty will be enhanced. Second, to develop participatory techniques and programs, educational technologist and educational system specialist must be hired³³. Third, it is also considerable to exchange the full-time instructors with the professors in University or the personnel in research institute for a certain period. Moreover, it is necessary for the personnel in a national research institute to participate in the program development compulsively.

³³ Lee, Ju-hee., Ibid, P.67

In addition, securing more influent outside lecturers is important. For this, first of all, the lecturer's pay relatively low to the non-government must be adjusted. By doing so, it will be easy to obtain the best lecturers. Second, it can be a good way to make a manpower pool of lecturers and control it by D.B. And various incentives can be offered according to quantity and quality evaluation after they give lectures to civil servants in a training institute.

Third, it is desirable to provide the lecturers with the materials about actual conditions, opportunities to visit the field or to have interviews with the trainees before lecture. It's because they are not familiar with real administrative circumstances, while they are familiar with theories.

ii) Reinforcement of staff's specialty in the training institute

The staffs of training institute should specialize in training technology because they make and execute the whole training process in the field. However, in reality, the majority of them are just general officials who take duties by circulation system. Therefore, to reinforce their specialty, it is necessary to limit their transference for a certain period. Also, it is necessary to obligate them to complete the professional training courses such as program development, training plan making.

5.2.3 Securing the competitiveness of training institute

i) Characterization of training institute and introduction of competitive principle

As mentioned, the contents of civil servant training must be highly specialized to cope with complicated circumstances. Therefore, the training institute for civil servants has to be specialized too. Regarding its operation, it is time to introduce the competitive principles to raise productivity. To do so, first, the training institute has to be characterized by function and the class of position. Currently, in the case of training institute for general administration group³⁴ except specific official groups like police, fire service and taxation³⁵, each regional training institute for official carries out the basic training and

³⁴ ³⁴ According to the article 2, clause 2, number 1 of the national official law, the general administration officials are in charge of technology, research or general administration and are classified by group and subgroup.

³⁵ According to the article 2, clause 2, number 2 of the national officials law, the specific officials are judges, prosecutors, foreign affairs officials, police officials, fire service officials, education officials, soldiers, military affairs officials, the personnel of the National intelligence service and the officials in charge of special fields who are designated as the specific officials by other laws

professional training³⁶ with general similarity. Therefore, the programs among institutes are duplicated. The system will be greatly enhanced if those are categorized into basic or professional training institutes, which operate their own specific programs. Also, it is considerable to divide the institutes into the training institutes for high rank officials and for the working level as it is done in France and the U.K. In my opinion, a measure can be made to organize the Central officials training institute into the training institute for high rank officials and to integrate the National institute of professional administration with each regional training institute and reorganize it into the institute for the working level.

Second, competitive outside resources have to be used effectively. It's a way to designate private institutes that satisfy the certain conditions required for civil servant training to be the training institutes for civil servants. It's another way to borrow curriculums from private training institutes or to entrust the development and design of curriculums to outside professional institutes.

Third, the competitive power of civil servant training institute has to be enhanced by making it an independent institute gradually. By introducing excellent manpower and techniques of non-governmental institutes, we will improve the quality of training contents.

ii) Systemic interchange and cooperation with non-governmental institutes

In a present society where the private field is highly valued, it is very important to introduce and use advanced training programs and techniques to the civil servant training program. Therefore, it is necessary to facilitate exchange programs with non-governmental institutes. For that, first of all, more civil servants should be entrusted to private training institutes. Nowadays, more government organizations feel the need for entrustment program to private institutes³⁷ but the number of them, which practice the entrustment program, is still small. It is necessary to expand and encourage the entrustment program.

Second, in order to learn the management mentality and innovative techniques from the private enterprise, it is a good way to dispatch for a civil servant to a private enterprise for a certain period. Since 2002, the dispatch system to private enterprises has been put into

³⁶ As mentioned above, Central official training institute and National institute of professional administration operate new managerial official course. Each regional training institute operates other basic training and professional training (targeting those under the 6th grade), and also Central official training institute (targeting those in central departments) and National institute of professional administration (targeting those over the 5th grade) operate generally similar programs.

³⁷ In the second half of this year, Gyeongnam entrusted the training for the officials of 5th and 6th grade to Samsung training institute for 1 week and for the executive officials of more than 4th grade to Geumho human resource development center for 3 days and 2 nights. It is operated yet within limits. It is necessary to expand and approve entrustment training to a private training institute.

practice, but it is partly used in central department like the Ministry of Information and Communication and just in name in local autonomy or other departments. It has to be more actively put into practice. Additionally, it is necessary to open up some courses of civil servant training institute to private citizens, so both civil servants and citizens can receive the training together. By doing so, the two groups may sympathize with each other and be able to share profitable information and experience.

Third, it would be desirable to create an organic cooperation with private training institutes by developing a network and introducing the dispatch system. Moreover, it would be a good way to learn an international sense by setting up partner relationships with the advanced training institutes of foreign countries.

5.2.4 Aspect of training system

i) Conversion of recognition about training

As the information-based society is on the rise, creative professional is far more emphasized. However, in regards to the civil servant training, the traditional view perceiving training as a supplement for promotion or compensation for those vested rights (such as new managerial officials and promoted executive officials) has not changed. In comparing to the private enterprise, which continuously change training programs to help their staffs to adapt to environments, the civil servant training programs fall short.

To achieve the goal of '20,000 dollars of income' per person, the government must enter into Top 10 through the system suitable for the globalization³⁸. Therefore the recognition about civil servant training must be changed.

Above all, training should be perceived as recharging time to develop individual's ability to carry out job. For this view, the current evaluation system of official reflecting training grades on the promotion must be changed and financial support enough. Namely, training should be understood as a substantial investment in obtaining the budget or deciding the policy priority. Also it must be understood that training cannot be effective over a short

³⁸ Boston Consulting Group (BCG), Maeil Business Newspaper, July 20 in 2003, 「Vision Korea, the 10th National report」, For Korea to obtain the goal of '20,000 dollars of income', the government must raise 10 companies such as Samsung Electronics and enter into Top 10 through the system suitable for the globalization.

period and its benefits can be realized through long term financial and systemic support. Besides the budget, an obligation of regular training has to be regarded. Regarding the speed of information change in present society, if the officials don't receive regular training, the government can not be able to keep up with variously changing environment. The plan making officials receive training at least every 3 years must be examined. And a plan to give the officials a sabbatical time for 6~12 months should be considered if they have worked for 10 years.

The official themselves must regard the training as a chance for self-development rather than an escape from works and participate in the training actively. Also, they should take interest in various fields and urgent questions to cultivate the job performing ability and creativity.

ii) Reinforcement of professional training

As society becomes highly developed, the specialty of officials must be reinforced to cope with various demands flexibly. For this, first of all, the professional training curriculums must be divided in detail by field. In case of the U.K., there are 5 courses about the professional training for human resource management and each course takes 2~5 days³⁹. In Korea, there is only one professional training course called the personnel organization management, which is comprised of 7 curriculums (20 hours or 2.5 days) about personnel and organization management each⁴⁰. This, unfortunately, is the depth of South Korea's professional training. As an alternative, it would be considerable to prepare professional training course that corresponds to each work after analysis of it. Then, the professional training course will surely be diversified according to the work and the same training will be carried out for the same work. And this brings up additional benefit that makes the job perform consistent.

Second, in organizing curriculums, it's needed to organize a pure professional training curriculum, rather to organize a large number of curriculums into one course. For the personnel organization management course, 50 hours of 70 hours (2 weeks) are comprised of curriculums related to work and the remaining 20 hours are comprised of curriculums like grounding and administration. It is required to minimize the curriculum like grounding and to operate individual curriculum independently.

³⁹ *Present condition of the training for civil servants in every country.* Central officials training institute, 1995. P.90.

⁴⁰ <http://www.nipa.go.kr/>

Third, to activate the research functions like the curriculum development and training techniques, it is necessary to study the civil servant training programs of foreign countries and secure specialists who can introduce the programs applicable to our circumstances.

Fourth, as training is considered a way for promotion, the targets of professional training are generally the officials under 5th grade. But those over 4th grade who actually decide main policies have no opportunities to attend training. They rely on the basic training after promotion, but not all of them can attend the training and the training is just one time. Regarding all these matters, the civil servant training programs should be supplemented.

iii) Reinforcement of overseas training

To improve the national competitiveness in the globalization society, civil servants must have an international sense and learn about advanced systems and cultures. Therefore, it is necessary to expand overseas training. Regarding overseas training, first of all, overseas training that is focused on obtaining a academic degree should be expanded to work in an international organization, foreign governmental organization or foreign research institute. It's the practical way that civil servant can obtain much more profitable knowledge. Accordingly, it would be helpful to systemize overseas training by setting up sisterhood relationships with foreign central departments or local governments and creating exchange programs with officials there.

Second, management of the officials under overseas training must be systemized and after training they should be arranged appropriately. It should not be ended up with making out a simple report on the training subject. While managing them in a manpower pool, she/he must devise a plan to use them as the lecturers of training institutes or to make a research group of oversea trainees.

iv) Activation of cyber training

In 1997, the professor *P. Drucker* emphasized the importance of cyber training saying that *30 years later there would be no such a campus as seen in today's university*⁴¹. Actually, in the private enterprise, they have used cyber training in various fields actively. On the contrary, in the civil servant training, government just started this style of training. Cyber training is an example of an open and flexible training for the digital society. It is an

⁴¹ Huh, Woon-na. *21st century's environmental changes and training directions in the future*. The 39th Training information of the Central officials training institute, 2000. p.20.

optimal training because the trainees can engage in training at any time, anywhere. Therefore, government should make an effort to develop the contents and define the supplementary relation with off-line training by reinforcing the specialized staff.

. Conclusion

The 21st century is surely an age of rapid change. Within this change, there are two flows. One flow is a physical change in science and technology and the other flow is the change of cognition and culture. These two flows are intersecting each other and make it difficult to predict future. Therefore, people want the government to create policies so that they can adapt to the complicated circumstances easily.

At this point, to understand changes accurately and to formulate desirable policies, it is very important to develop the ability of civil servant as a human resource. Consequently, the passive and fragmentary training in the past must be reexamined and propelled at the strategic view of developing human resources.

Within this context, this thesis analyzed the problems of civil servant training in South Korea and proposed various developmental plans and ideas, which are summarized below.

First, the training system needs to be improved. The professional training must be subdivided so as much the officials can select the related courses with their jobs easily and correctly, and then the contents must be practical. The training method has to be changed into the participatory type. The most important factor is to enhance the effectiveness of the training program by using a practical content applicable to the field.

Second, it is necessary to reinforce the lecture's and staff's capacity in training institute.

It is required to attract excellent human power by boosting the lecturer's morale and reinforce the specialties of administrative staff's. The morale and specialties of the lecturers who develop the training materials and give lectures and the administrative staffs who organize and execute curriculums have direct connection with the training effectiveness.

Third, the recognition of training must be totally changed. If the training is understood as a prolongation of job rather than a way of evaluation from both the officers who send the trainees on the programs and the trainees themselves, none of them will see training as a burden. As a result the investment for training will be recognized as natural necessity. Moreover, the sabbatical year system or learning recess system should be utilized obligating the trainees to present a report on the study as a product and apply it to the work.

Fourth, the competitiveness of training institutes must be secured. For the purpose of independent operation of each institute and the integration of training institutes, it is necessary to obligate each institute to present specialized programs. Additionally, it is desirable to use outside professionals and the personnel in the national research institute to develop programs.

One of the most popular terms that are heard in all media lately is 'information-based society'. In the 21st century the term "new intelligence" is emphasized. The new intelligence in the administrative field must be developed through governmental policies. This can be possible when national support and investments are provided at the aspect of human resource development. This will be the most reliable measure for South Korea to be a competitive country with a bright future.

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Questionnaire

How do you do?

This questionnaire is for the research of developmental plan for civil servants training to cope with environmental changes of 21st century.

To review the course for 5th grade officials that you already had can be a way of examining an improvable direction of our training.

If you write what you felt or thought honestly it will be greatly useful to improve the training system.

This questionnaire will not be used for other purposes excepting this research.

I wish you good luck.

June, 2003

Yun, Seong-hye

Tick off the number on the list or write in the blank if necessary.

1. The training course is operating for 1 year. Is it proper?
a. Very long b. A little long c. Proper d. A little short e. Very short
2. When answered long or short, which do you think is a proper period?
a. 6 months b. 10 months c. 1 year d. More than 1 year
3. What do you think of the number of training curriculums?

Basic grounding(Understanding governmental policies and self-governing administration) : 39 curriculums, 242 hours
Basic administrative work (Documentation, planning, budget, accounts, legislation, assembly, etc.) : 11 curriculums, 15 hours
Professional administrative work(Local finance, city development, culture and tourism, environmental management) : 34 curriculums, 186 hours
Cultivation of administration management ability(Leadership, reporting techniques, conflict settlement, public relations methods) : 19 curriculums, 75 hours
Computerization and globalization : 8 curriculums, 572 hours
Apprenticeship in practical work and body & mind training : 5 curriculums, 688 hours

- a. Too many b. A little many c. Proper d. A little few e. Too few

4. Which fields must be adjusted? (Plural answers are possible)

Field	Curriculum	Course	Hour	How to adjust
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				To be increased	Proper	To be decreased
Cultivation of basic grounding	Establishment of national value, a sense of history and moral of public positions	8	54			
	General grounding	11	74			
	Unification and security	4	16			
	Information network construction in public positions	3	9			
	Understanding the work of central department and policies	2	16			
	Understanding the self-governing	11	73			
Basic administrative work	Documentation, planning, budget, accounts, legislation, inspection and audit Personnel, pension, assembly, public resentment, preparation for emergency, security business	11	165			
Professional administrative work	Local finance and accounts	9	46			
	Local tax administration	3	30			
	City and local development	7	27			
	Local economy	6	30			
	Culture and tourism	4	24			
	Environmental management	5	29			
Cultivation of administration management ability	Organization management and manger leadership	4	12			
	Development of thinking ability, improvement of reporting ability	5	18			
	Negotiation of conflicts, strategy for public relations	10	45			
Computerization and globalization	Policies for government computerization	1	20			
	Practice of computerization	2	155			
	Globalization	3	9			
	English education(including overseas language study)	2	388			
Synthetic administration, apprenticeship and mind & body training	Apprenticeship in practical work(Central and local)	2	453			
	Mind & body training, cooperative training, hobbies	2	111			

	Summer training, personal study and administration time	1	124			
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5. Is (will be) the curriculum helpful for actual performance of job duties?

Field	How hopeful?				
	Very much	A lot	Average	A little	Very little
Cultivation of basic grounding					
Basic administrative work					
Professional administrative work					
Cultivation of administration management ability					
Computerization ability					
Apprenticeship in practical work and mind & body training					

6. When answered a little or very little in number 5, what is the reason?

- a. Lack of connection with job
- b. Misunderstanding of demand for training
- c. Lack of excellent instructors
- d. Abstraction of training contents
- e. Others ()

7. What is the whole number of trainees of the course? What is suitable number of trainees? ()(Write suitable number of person or tick off)

- a. 10 to 20
- b. 21 to 30
- c. More than 31
- d. More than 50

8. Each course for administration work is focusing on lectures. Do you think it is a desirable way?

- a. Yes
- b. No

9. When selected b in number 7, what kind of methods the training should take?

(Plural answers are possible)

- a. Presentation on a subject in turn
- b. Discussion
- c. Lectures and discussion
- d. Case study
- e. Others (example: simulation, role-play, etc.)

10. Do you think that the discussion is achieving the expected goal?

- a. Yes
- b. No

11. When selected b in number10, what is the reason?

- a. Unreality of subject
- b. Absence of discussible culture

- c. Inexperience of participants
- d. Not presenting reports on discussion
- e. Others()

12. Is the curriculum for the cultivation of administration management ability (leadership and organization management) to cope with the environmental changes of 21st century helpful?

- a. Yes
- b. No

13. If it is not helpful, what is the reason? (Plural answers are possible)

- a. Focused on theories
- b. Lack of connection to personnel characteristics
- c. Already known contents
- d. Insufficient level of lecturers
- e. Others ()

14. Is the curriculum for the computerization suitable?

- a. Yes
- b. No

15. When selected b in number 14, which curriculums are needed?

- a. GIS
- b. Web-programming
- c. Access
- d. Flash
- e. Others()

16. Is the training method for foreign languages suitable?

- a. Yes
- b. No

17. When selected b in number 16, what is reasonable training method?

- a. To use lab often
- b. To support money individually
- c. To construct autonomous learning system
- d. To lodge together with foreigners
- e. To substitute with authorized verification examinations
- f. Others()

18. Is the language study in foreign countries helpful for deep learning?

- a. Yes
- b. No

19. When selected b in number 18, what is an improvable way for overseas language training?

- a. Small group trip
- b. Staying oversea for a certain period
- c. Internship in an international organization
- d. Assignment of subject for oversea study
- e. Others()

