

**THE KEY TO IMPROVE CHINA'S CIVIL SERVANT COMPETENCE:
CIVIL SERVANT TRAINING**

By

Tao CHEN

THESIS

Submitted to
KDI School of Public Policy and Management
in partial fulfillment of the requirements
for the degree of

MASTER OF PUBLIC POLICY

2010

**THE KEY TO IMPROVE CHINA'S CIVIL SERVANT COMPETENCE:
CIVIL SERVANT TRAINING**

By

Tao CHEN

THESIS

Submitted to
KDI School of Public Policy and Management
in partial fulfillment of the requirements
for the degree of

MASTER OF PUBLIC POLICY

2010

Professor Jin PARK

**THE KEY TO IMPROVE CHINA'S CIVIL SERVANT COMPETENCE:
CIVIL SERVANT TRAINING**

By

Tao CHEN

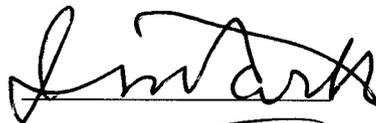
THESIS

Submitted to
KDI School of Public Policy and Management
in partial fulfillment of the requirements
for the degree of

MASTER OF PUBLIC POLICY

Committee in Charge:

Professor Jin PARK, Supervisor



Professor Young-Uck KANG



Professor Dong-Chul CHO



Approval as of July, 2010

ABSTRACT

THE KEY TO IMPROVE CHINA'S CIVIL SERVANT COMPETENCE: CIVIL SERVANT TRAINING

By

Tao CHEN

China's economic development started from political and economic reform of Xiaoping Deng named as Reform and Opening Up in 1979. He advocated that taking economic construction as center, reforming political and economic systems, strengthening of international trade flows and establishing a socialist market economy system. China's annual GDP growth rate, under the Reform and Opening Up guideline, has been maintaining as a high number for about 9% on average. China's centralized political system has determined the dominant role of government decision-making in economic development. Therefore, in the process of economic development, Chinese leaders repeatedly stress the importance of establishing high-quality civil servants and strengthened the requirements of governance competence building. However, more practical Competency Model should be required for implementation. Because of lacking of effective and feasible model as well as the corresponding incentive mechanism, the civil servant training programs cannot meet properly the “three needs”, which are the country need to implement the national line, principle and policy, the positional need to honor the duties and the personal need of civil service career development. Civil Service training policy is facing a major adjustment to increase the satisfaction. The author is trying to provide some valuable information as one of the few works on China's civil servant training, through participating in a series of research activities on the competence building of China's middle and senior level civil servants as an officer of Chinese Academy of Governance. Base on these researches, this thesis will adopt in-depth interviews, questionnaires and data coding statistical analysis, combine the practical work of China's middle and senior civil servants, analyze the important role of their competence building in China's economic development and comparatively study, explore to create a scientific and effective competence model, provide an effective theoretical basis and practical guidelines for the civil servant training policy and evaluate the ongoing civil servant training reform.

Copyright by

Tao CHEN

2010

All rights reserved

ACKNOWLEDGEMENTS

Many people have given their precious time, good thinking and generous support to this thesis. First of all, I want to thank my supervisor, the brilliant and diligent Professor Park Jin who guide me to actualize my research; to thank Professor Liu Xutao and Hu Yuexing for their visionary and patient advices, which helped me to complete my research in China; to thank Professor Mook Seongwuk, Professor Kim Kyong-Dong, Professor Kim JoonKyung and Professor John D. McCarthy for teaching me valuable knowledge and skills in their courses. I also want to express my gratitude to Director-general Chen Yan, Director-general Sun Xueyu, Director Sun Qiang ,Director Wan Daixi and my colleagues for their strongly and continual support for giving me the opportunity to interview the participants and conduct the questionnaires. Buddhi Prasad Upadhyaya, Qazafy Rind, Peter and my classmates offered thoughtful advice from the beginning to the end of the entire project. I am grateful to Wang Yisi for her participation and summarizing the result of questionnaires.

TABLE OF CONTENTS

I.	INTRODUCTION.....	1
1.1.	Purpose of the research	1
1.2.	Scope and method of research	4
II.	PRIOR STUDIES.....	6
2.1.	The role of China’s CS competence in economic growth.....	6
2.2.	The governance structure in China	11
2.3.	Central-Local Links	14
III.	INTRODUCTION OF CHINA’S CIVIL SERVANT TRAINING SYSTEM	15
3.1.	The significant of China’s CST in CB practice	15
3.2.	The existing training regulations	17
3.2.1.	The goal for CST: improve the competence of CS	17
3.2.2.	The types and contents of China’s Civil Servant Training (CST) programs	18
3.2.3.	Training institutions	18
3.3.	Relevant market	19
IV.	CURRENT CIVIL SERVANT TRAINING POLICY EVALUATION: LACK OF EFFICIENCY AND EFFECTIVENESS	20
4.1.	Regulations	20
4.2.	Demands	22
4.3.	Suppliers	23
V.	DEVELOP PRACTICAL COMPETENCE MODEL FOR CHINA’S CIVIL	

SERVANT TO HELP TRAINING NEEDS ANALYSIS.....	24
5.1. The research and exploration of competence building in Western countries	
24	
5.2. Academic researches on competence model in China.....	31
5.3. Government Official statement on CB	35
5.4. The competence model (framework) for CS	38
 VI. INTRODUCE MARKET COMPETITION TO PROMOTE TRAINING	
EFFECTIVENESS AND EFFICIENCY	42
6.1. Regulatory options	42
6.2. Competition Assessments	45
6.3. Suggestion conclusion for the reform policies.....	47
 VII. THE CURRENT CHINESE CST REFORM PRACTICE EVALUATION AND	
SUGGESTION	48
7.1. The presupposition of current CST reform.....	48
7.2. Adjust training contents to satisfy the knowledge requirement of CS.....	56
7.3. Innovate training structure to satisfy the training needs in regions	58
7.4. Rearrange training pattern to establish an open CST system.....	61
7.5. Reform training institutions to improve their competitive power	63
7.6. Strengthen training macro-management	65
 VIII. CONCLUSION	68
 APPENDICES	72
 APPENDIX A: CHINA’S MAJOR INSTITUTIONS OF THE CENTRAL	

GOVERNMENT AFTER THE 2008 REFORM	72
APPENDIX B: QUESTIONNAIRE FOR COMPETENCE MODEL	74
APPENDIX C: THE 42 ELEMENTS OF COMPETENCE MODEL	75
APPENDIX D: INTERVIEWEES' LIST OF THE FOCUS GROUP INTERVIEW	89
BIBLIOGRAPHY	91

LIST OF FIGURES

Figure 1: Organizational Structure of the Chinese Government in 2008	12
Figure 2: Organizational Structure of Line Ministry	12
Figure 3: The Administrative Hierarchy of China (2008).....	14
Figure 4: Iceberg Model of Competency Conceptualization.....	26

LIST OF TABLES

Table 1: Top 5 Competence Elements of Director-Generals	39
Table 2: Top 5 Competence Elements of Directors	40
Table 3: Major Institutions of the Central Government.....	72

I. INTRODUCTION

1.1. Purpose of the research

The year 2009 A.D. is determined being recorded by the history as the 60th anniversary of the founding of People's Republic of China and the 30th anniversary of China's adoption of the "opening-up" policy among which China shows remarkable development and being the third-largest economic center in the world. During the past three decades, China has made tremendous changes which attract the world's attention along with its quick economic development. The GDP (Gross Domestic Product) leaped 83 times more in 2008 than in 1978 (52 billion U.S. dollars to 4.40 trillion dollars) while 9.8 percent GDP growth rate was maintained on average annually (three times more than the world average GDP growth rate). China became the world's third-largest economy center and its poor population number was reduced 17 times compared with 1978. ¹

Also in 2009, China, as well as other nations, experienced the world's largest global financial crisis since the Great Depression in 1929. It posed a severe challenge to China's economic development. China's current reserve of U.S. dollars was approximately \$2.27 trillion in September 2009, the largest holder in the world². As one of the largest U.S. trading partners, China has been suffering a serious impact from this crisis starting from U.S financial institutions in 2008. The large number of foreign capital outflows, results in a lack of

¹ Data resource from National Bureaus of Statistics of China(NBSC), www.stats.gov.cn

² Data resource from State Administration of Foreign Exchange of China
http://www.safe.gov.cn/model_safe/tjsj/tjsj_detail.jsp?ID=110400000000000000,20&id=5

short-term liquidity and leads to high prices of tangible assets downward. Economic growth rate is slowing down, making it hard to maintain a GDP growth of more than 10%. Struggling in this terrible global financial crisis, a large number of SMEs in absence of short-term capital lending, especially production and processing enterprises, have been closed down. According to "China Economic Information Newspaper"³, the total imports and exports in the first quarter of 2009 fell down to 24.9% comparing with the same period 2008, in the second quarter downward to 22.1%, in the third quarter downward to as less as 16.5%. The accumulated surplus of these three quarters was 135.48 billion U.S. dollars, 45.50 billion U.S dollars less comparing with the other year. In this huge challenge of economic crisis, the Chinese decision-makers formally established the " saving China is to save the world "strategy, showing an outstanding sense of direction and independence to set the political agenda of the political capacity. Chinese Premier Wen Jiabao chaired a State Council Standing Committee meeting on November 5th to launch further domestic demand extension and economic growth promotion with 10 measures, mainly dedicated to improve people's livelihood and public infrastructure. The total investment, through initial calculations, would be around RMB 4 trillion yuan until the end of 2010⁴.

In this form, many people are concerned about whether the Chinese economy is able to maintain high-speed development and how China could survive through the present crisis. To delve this, a full understanding of the origin, reason and process of China's economic

³ Source from China Economic Information Newspaper:
www.stats.gov.cn/was40/gitjj_detail.jsp?searchword=%CD%E2%BB%E3%B4%A2%B1%B8&channelid=6697&record=1

⁴Source from "China Is The Rescue To Save The World", November 12, 2008, "21st Century Economic Report,"

development would be first required, which recognizes the overwhelming effect of the Chinese competence building⁵ (CB as following) policy for workforce in public sectors. In Chinese philosophy, crisis, pronounced as “Wei-Ji”(危机), means crisis and opportunity respect to the two characters. So crisis is also a great opportunity for economic restructuring to more modernized, suitable market mechanism, and empowers the development when the out-of-date system is broken down by the crisis. Therefore, the role, responsibility and improvement of government competence, at current situation, are more important than ever before. It will lead the China either to keep growth or to standstill even fall behind again. Furthermore, this desired improvement requires civil servants (who are the main body of government activities) to develop their competences to fit the demand of further economic growth.

There is a group of methods to develop the competence of civil servant (CS as following), such as selection of new talents into public sectors, appointment of qualified persons, application of strict evaluations and improvement of payment. Among these methods, the most important, economic and effective factor in developing the existing civil servants’ competence is the civil servant training (CST as flowing) itself. Only the training is supposed to exist for developing civil servants competence. The other methods mentioned above are most adopted at certain period such as selection and appointment while do not contribute directly to competence improvement. Even though the Chinese government has been trying best to develop and improve its CSs training programs, it still has to solve the problems that affect the outcome of these programs to meet the requirements needed. There is a critical shortage of

⁵ Note that here the terms competence and capability are interchangeable. The competence building can be changed into capability building, using CB instead of both two terms.

practical competence model for CS, although the model is necessary to design the CST programs. The training institutions under the governments (which are the main suppliers for CST service in China) are lack of incentive and developmental infrastructure to provide high quality training services to satisfy the needs and reach the goal of holding the economic growth. The public human resource management authorities have not effective evaluation system to measure the performance of relative training institutions.

Under this situation, the author endeavor to do this research for developing the possible approaches to develop CB policy in China. More valuable, a practical 42 Competence Model will be developed as a toolkit for CST programs' analysis need to improve the training targeting; a package of policy suggestions will be expatiated on introduce higher level of competition into government training system to motivate the training institutes for improving training effectiveness and targeting. Before that, both the current realities and future speculation of 21st century are taken into account because it is necessary to understand the overall phenomena to create new values for this age. These values will help the government to understand the practical conditions and problems of CB policy and thus help the country to strengthen the competence of CS.

1.2.Scope and method of research

The 21st century has been witnessing a series of main changes of the development of a novel information age which is based on “globalization”, “knowledge” and “digital”. A county's future relies much on the ways of acquiring, using and developing information. Therefore, every country is trying to improve their capacity for these kinds of information.

China is actively coping with the information-based age by reinforcing its competitiveness through developing the potential of all its social bodies such as the government enterprises and individuals themselves.

This thesis will evaluate the existing CB mechanism and propose a group of practical suggestion that might contribute in solving the problem which blocks the improvement of CS competence.

The main target is to analyze the important role of China's middle and senior CS competence building in China's economic development and comparatively study, explore to create a scientific and effective competence model, and provide an effective theoretical basis and practical guidelines for the CST policy. The research methods are as following:

First, for literature research, I referred to the following areas: the books and information that I learnt from the professors of Korea Development Institute Public Policy and Management School (KDI School), the books and thesis of public administration related to the CB and CST, and reports from Chinese Academy of Governance (CAG)⁶, the investigation reports from other training institution of China, and from related fields such as sociology, psychology, pedagogy, public administration and business management.

Second, for developing practical competence model for CST, I applied the 42 Competence Model to design questionnaires on the research project of Director-General and Director Level Official's Competence Study for Ministry of Commerce.

Third, for the research on the actual conditions, I collected data by questionnaire to CSs who are the formal and current participants at director and director-general level from local

⁶ Chinese Academy of Governance was renamed from China National School of Administration in 2009.

and central governments. Furthermore, I improved my argument through face-to-face and telephone interviews.

Forth, for In-depth research and evaluation of the current reform plan, I used index interview method on the 32 participants of CAG in 2010, who came to join the 10th Training Program of Training Manager from the training related department in central and local governments nation-wide (Name list as *Appendix D: Interviewees' List Of The Focus Group Interview*).

II. PRIOR STUDIES

2.1. The role of China's CS competence in economic growth

2.1.1 The tremendous changes after *Reform and Opening up* (R&O) in China

Henry Kissinger⁷ said, "If anyone had predicted to me in 1971 what China looks like in 2009, I would have thought he was dreaming... but you have made a reality out of these dreams" on the 60th anniversary of the People's Republic of China foundation. Congratulating the Chinese on the "unbelievable accomplishments" over the past 60 years, Kissinger described modern transformation of China is an "extraordinary historic event." In that regard, Ms. Gu Xiulian, the vice chairlady of the Standing Committee of the National People's Congress from 2003 to 2008, remarked: "I was vice minister of the State Planning Commission then, but still, I had to buy food with stamps, even for a bottle of sesame jam," reminding a study tour to France and Germany during in 1978, she added: "At that time people didn't have enough food

⁷ Henry Kissinger, the Former U.S. Secretary of State, helped pave the way for the normalization of U.S.-China relations in 1979.

and clothing," and that "ordinary people suffered most."⁸ Within thirty years of after that tour, the average annual disposable income of Chinese urban residents rose 6.5 times in 2007 more than in 1978. This is just one of successful phenomena since the country went through reform and opening-up. "The shortage economy, which had troubled China for a long time before the reform and opening-up drive, has been changed fundamentally," Chinese President Hu Jintao said⁹.

2.1.2 The key of opening the gate for China economic development: R&O

The principle of "reform and opening-up"(R&O), is the main component of the national reform program called "Socialism with Chinese characteristics" that was instituted in the People's Republic of China (China) under the leadership of the great reformer Deng Xiaoping at the third plenary session of the eleventh central committee of the Communist Party of China (CPC) in 1978. These policies have since remained in force and have carried China into the early 21st century, propelled by an agenda of domestic reform and opening up. China's internal reforms first began in the rural areas of Xiaogang Village, Fengyang County, Anhui Province. The introduction of a "family-generation land contract responsibility system" opened the big screen of China's internal reform. This is one of the most key components of Deng Xiaoping Theory, and a fundamental principle in China's socialist construction. (Pan, 2008)

The R&O policies have included the economic reforms to transform a highly centralized,

⁸ Source from XINHUA.NET

⁹ From President Hu Jintao's speech during the conference to mark the 30th anniversary of the convening of the third Plenary Session of the 11th Communist Party of China (CPC) Central Committee, at the Great Hall of the People in Beijing, capital of China, Dec. 18, 2008.

planned economic system into a socialized, market-oriented economic system; the political reforms to develop democracy and strengthen the legal system; separate government from enterprises; streamline organizations; improve the system of democratic supervision; and maintain stability and unity.

Although the concept of “opening up” mainly refers to the external concerns of the country, in its broad sense it also includes an internal dimension. The R&O has had an enormous impact on China's overall development.

The goal of the R&O was to generate adequate surplus value to finance the “Four Modernizations” which were first introduced by Zhou Enlai in 1975 at the Fourth National People's Congress. Deng Xiaoping later announced the official launch of the Four Modernizations in December 1978 at the Third Plenum of the 11th Central Committee of the CPC, formally marking the beginning of the reform era. The Four Modernizations were in the fields of agriculture, industry, technology and defense, which were designed to contribute China to achieve greater economic development by the early 21st century. In keeping with that goal, the government decided to adopt an export-oriented policy to increase the volume of foreign trade by opening up its markets while attracting foreign direct investment (FDI) in China, especially by purchasing advanced machinery from overseas markets in the initial period. (XINHUA.NET, 2009).

Under the Four Modernizations, China attracted a total of 852.6 billion U.S. dollars in foreign direct investment (FDI) from 1979 to 2008, making it the number one target for FDI among developing countries, according to latest figures released by the National Bureau of

Statistics.¹⁰ Whereas the total amount of FDI flowing to China stood at merely 80,000 U.S. dollars in 1979, the country has endeavored to improve the foreign investment environment since the R&O policy was instituted three decades ago, at which time FDI began to surge into the world's most populous nation, according to the bureau¹¹. The annual FDI increased to 40.7 billion U.S. dollars in 2000 and to 92.4 billion U.S. dollars in 2008.

On the Report to the Seventeenth National Congress of the CPC on Oct. 15, 2007, President Hu Jintao concluded: "Facts have incontrovertibly proved that the decision to begin is vital to the destiny of contemporary China, that R&O is the only way to develop socialism with Chinese characteristics and rejuvenate the Chinese nation, that only socialism can save China and that only R&O can develop China, socialism and Marxism." He later added, "Standing still and regressing will lead only to a dead end," and that "reform and opening-up are the fundamental causes of all the achievements and progress we have achieved."¹²

Under the principle of reform and opening up, the Chinese government has been striving to establish and implement far-reaching policies. The guiding principles of these policies have been contributing to China's economic growth¹³.

2.1.3 The policy practice of R&O as the main cause of China economic development.

Deng Xiaoping's economic reform policies promoted the China's economic development. The land reform and the liberation policies of agricultural adapted the development needs of

¹⁰ Data from <http://www.stats.gov.cn>

¹¹ Data from <http://www.stats.gov.cn>

¹² Source from http://news.xinhuanet.com/english/2007-10/24/content_6938749.htm

¹³ Specific practices could be referred from <http://baike.baidu.com/view/48598.html>

agricultural population, which is more than 70% of China's population, and gradually liberalized the surplus rural *labor force*. To set up special economic zones began the liberation of trade policies to promote international trade and accelerated agricultural exports, increased of business capital profit, and gradually introduced relatively advanced *technologies and equipments* as the necessary condition of export-oriented economic model establishment. Investment policies have attracted a large number of FDI into China, and gradually eased economic development demand for large amount of *capital*. As a result, Trade products translated from basic agricultural products into labor-intensive products, processed industrial products. China's exports have gradually improved to scientific and technological content, a considerable number of high-tech products with international market competitiveness. Carrying out in recent years, the financial liberalization policies broadened financing channels to Chinese enterprises to maintain the overall economic growth. This process is similar as the economic development process in South Korea.

Such policies evolution was mainly based on the overall situation in China. Chinese population was around a quarter of the total in the world. China's per capital GDP in 2008 was 2460.00 USD, ranked as 104th in the world. It was extremely difficult to fully development of various industries in the economic field with a serious shortage of resources. The most effective way for development was to concentrate all the resources to develop the key priority industries, and then motivate the other related industries. This strategy could gradually meet the strongly demand for labor, technology, equipment and capital and built up export-oriented economy model. Furthermore, this model required the country's political system to mobilize all possible resources, unified planning, and statistical distribution. Considering the large

differences among the provincial regions, China set up government-led promotion economic under the centralized governance system. This system required higher capacity of Chinese public servants, the policy makers and implementers, who response to understand the domestic economic situation comprehensively, the international economic development trends and to select the key industries, to seize the opportunity to design effective economic promotion policies to achieve economic development.

From the above course of economy development, China's economic reform policy played an effective role in China economic growth. Overall, the policy practice had fit the demands of economic development in the policy orientation and implementation in terms of time.

2.2.The governance structure in China

2.2.1 The structure of China's central government¹⁴

There are major four components to form the China's political system: the system of National People's Congress (NPC), the Communist Party of China (CPC), System of Multi-Party Cooperation and Political Consultation, the Central and Local Administrative System, which refer to the political structure, fundamental laws, rules, regulations and practices since its founding in October 1949. The State Council of the People's Republic of China, namely the Central People's Government, is the highest executive organ of State power, as well as the highest organ of State administration.

¹⁴ Refers from <http://english.gov.cn/about/politics.htm>

Figure 1: Organizational Structure of the Chinese Government in 2008

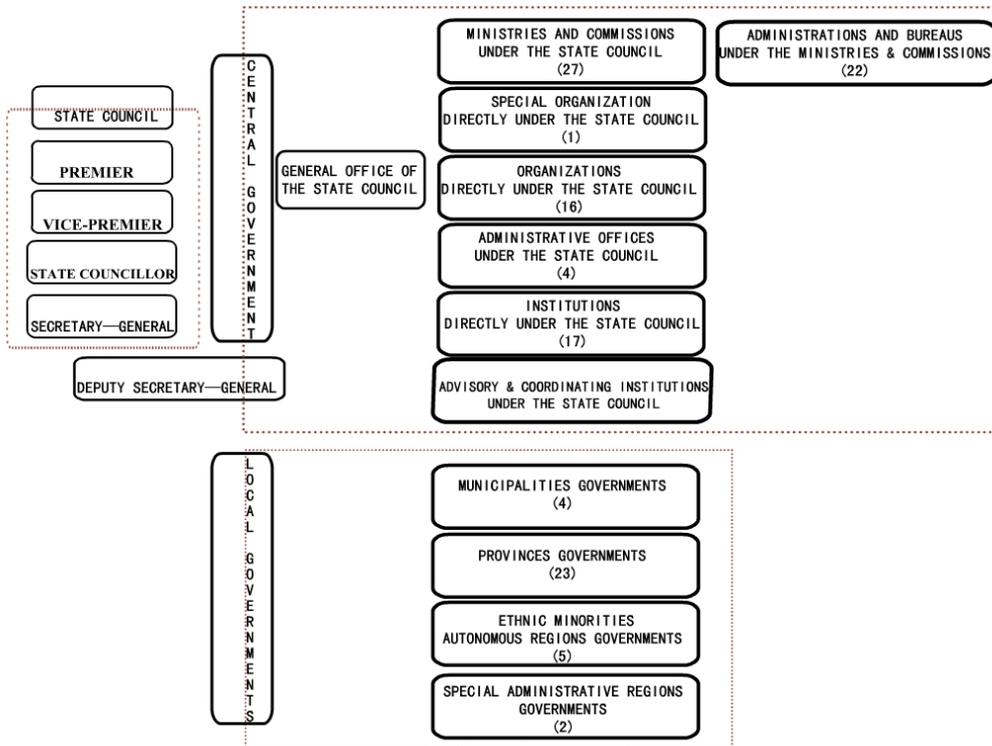
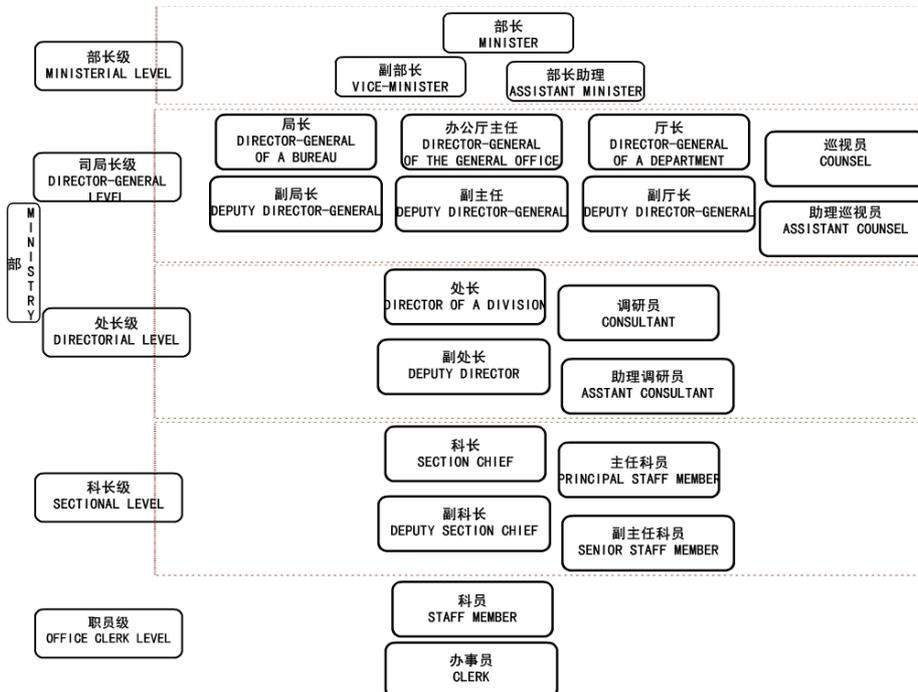


Figure 2: Organizational Structure of Line Ministry



After the 2008 Reform, the administrative system includes twenty-seven Ministries and Commissions under the State Council, one Special Organization directly under the State

Council, sixteen Organizations directly under the State Council, four Administrative Offices, Institutions, twenty-two Administrations and Bureaus under the Ministries & Commissions.(shown as Appendix A)

2.2.2 The structure of China's local governments

China's local governments are mainly four types, including provincial governments, municipal governments, ethnic minorities autonomous and special administrative. The current four-level hierarchy organizational system is as follows:

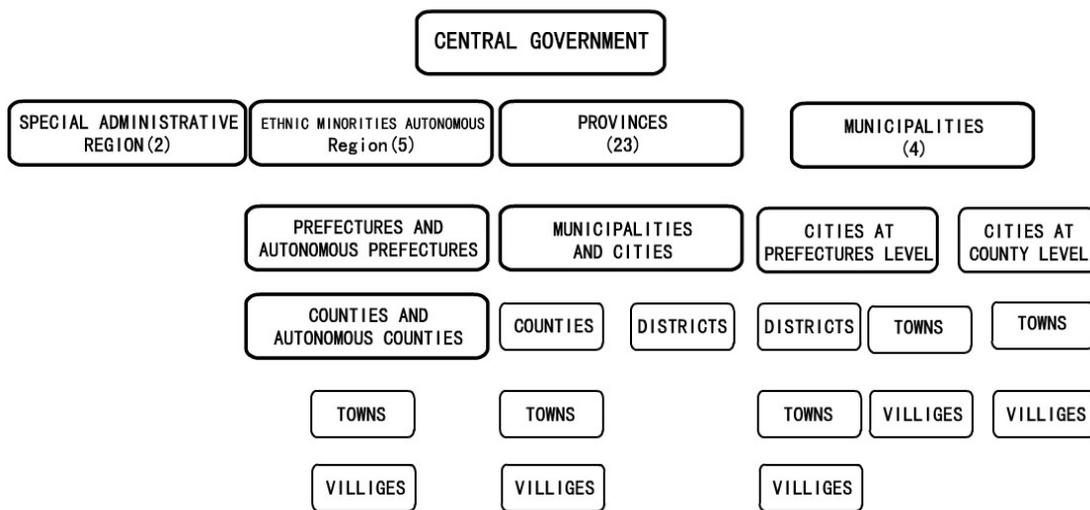
Firstly, provincial governments are the highest level of local government, including 23 provinces, 5 autonomous regions and 4 cities in 2008. Secondly, city level governments, include cities under the jurisdiction of the province, prefectures, autonomous prefectures as well as leagues and districts under the jurisdiction of the apex municipalities. Thirdly ,county level government, include county, autonomous county, county-level city, banner, autonomous banner, special zone, forest districts, industrial and agricultural districts, districts of the city under the jurisdiction of province, sub districts of the apex municipalities, etc..Lastly, village (town) level governments, the basic level in China government mechanism, include county, autonomous village, town, and sub district (excluding those of the municipality).

The ethnic minority's autonomous region governments are the nationality policy of China for carrying out the autonomous system of nationality in each region. It can be divided the autonomous nationality regions into 3 levels: autonomous regions (provincial level), autonomous prefectures (prefecture and city level) and autonomous counties (county level)

according to their administrative levels.

The special administrative districts are the product of the conception of “one country, two systems”, which means that mainland China carries out a socialist system and Hong Kong, Macao and Taiwan a capitalist system. Nevertheless, in the international affairs, the PRC is the only country representing China.

Figure 3: The Administrative Hierarchy of China (2008) ¹⁵



2.3. Central-Local Links

The State Council is the supreme administrative organ. The local governments are centrally led by the State Council. The laws and regulations of central government must be carried out; the tasks must be completed by the branches of local governments. Normally local governments follow the similar functional content of central government. The former mainly manages local administrations, versus the latter manages makes the macro decisions of the country centrally. The unified finance can be divided into five levels, central, province,

¹⁵ Source from Country Paper :China of (United Nations Economic and Social Commission for Asia and the Pacific)

city, county and country. Central finance is in a leading position.

III. INTRODUCTION OF CHINA'S CIVIL SERVANT TRAINING SYSTEM

3.1. The significant of China's CST in CB practice

The CST in China used to be seen as a work of pure experience, sometimes even now. It was not enough to operate from the perspective of law and theory. This kind of work was simplified as "exercise class" in many people's mind, which meant "set some contents, choose the number of teachers, and circled some people (trainees) together". After receiving training tasks, courses were listed even without questionnaire on need analysis, because these institutes had only few teachers who could provide limited courses. The needs here are that the country needs to implement the national line, principle and policy, the positional need to honor the duties and the personal need of civil service career development (The Three Needs as following). These Three Needs together form the main content framework. A lot of preparation should be done rather than simply opening classes.

The rapid economic growth challenges the governance capacity of Chinese civil servant force. To maintain the exciting growth rate, Chinese government must keep on adjusting the governance structure and policies and improving the competences of civil servant. From the modern training circle theory, the process of training activities is diagnosis (needs analysis) - design- operation – evaluation – re-diagnosis. The purpose to implement needs analysis is to match the training activities with participants' needs. Therefore, Chinese leaders defined CST as a pilot, fundamental and strategic work for national governance competence building. Recent years, they cleared requirements of CST in various occasions and launched the current

CST reform, including “*enlarge training scale of cadres, significantly improve the quality of cadres*” in programmatic document to “*innovate practical way to enhance the training effectiveness*” by President Hu Jintao (2005, at China Executive Leadership Academy of Yan’an) .Vice President Xi Jinping proposed to vigorously promote training reform and innovation for civil servants on the Conference of National Civil Service Training Work in 2008, and “to develop a longer period of planning compendium” (This compendium would be published recently). Li Yuanchao, the head of human resource management authority, repeatedly stressed “Civil servant training should serve the scientific development of China and the career development of civil servants”. An open, competitive, innovational and preferred mechanism should be established to be more targeted and effective. The Target is to meet the *Three Needs*. Effectiveness is to pay the minimum time and other cost to acquire the best result. Trainees, through this mechanism, will learn something and be beneficial rather than feel “*not necessary or meaningless to be trained*” or “*training is no better than not* “. To enlarge training scale is to increase the number of participants, which was a relatively easy job. This mission could be completed through establishing new training institute and more programs. However, “to innovate practical way to enhance target and effectiveness” is much higher demand. The civil servant needs keep increasing as the social and economic developing.

In this chapter, the assessment of the Civil Servant Training (CST) mainly refers to non-diploma education supported by government’s training funds for satisfying the requirements of the civil service responsibilities and improving their competences¹⁶.

¹⁶ According to “the Civil Servant Law of the People's Republic of China”, approved on April 2005

3.2. The existing training regulations

As one of the most important government function, government human resource authorities and their agencies have regulated and administrated the training affair through a large group of polices. Following are the main existing laws and regulations¹⁷:

- The Civil Servant Law of the People's Republic of China (2006).
- The Civil Servant Training Regulations (On Trial) (2008)
- The cadres Education and Training Work Regulations (On Trial) (2006)
- The Party and Government Cadres Selection and Appointment Regulations (2002)
- The Civil Servant Examination Regulations (On Trial) (2007)
- The Eleventh Five-Year Planning for the Public Servant National Training (2007)
- National Planning of Party and Government Officers' Education and Training work from 2006 to 2010. (2006).
- The Standard Framework of Public Servant's General Capability (On Trial) (2003).

3.2.1. The goal for CST: improve the competence of CS

According to the Laws and regulations above, the goal of CST is to satisfy the requirement of civil servant working responsibility and quality improvement. In another word, the goal is to improve the competence of civil servant. It is also the core mission of training institutions under the governments' umbrella.

¹⁷Referred to the e-documents on the Central People's Government of the People's Republic of China official website <http://www.gov.cn>

3.2.2. The types and contents of China's Civil Servant Training (CST) programs

At present, the contents of CST can be divided to two categories.

The first one is strategic training programs. These programs are to study political theories, to collect the advice and deepen the understanding of new policies and regulations, and to cultivate the reserve cadres. The contents are closely bound up with the trend of state development in policy research, consultancy and making procedure. This type of training is highly related to the political issues even national security.

The second one is related to conventional training programs which contents are similar with the program in universities and private training institutions. These programs focus on improving the expertise, knowledge and skills that the government posts need, as well as cultural and ethical cultivation.

The training programs, moreover, involve the full-time and part-time training, short term and long term training, domestic and overseas training projects.

3.2.3. Training institutions

From the national level, there is the National School of Administration, China Executive Leadership Academy (Pudong), China Executive Leadership Academy (Jinggangshan), China Executive Leadership Academy (Yan'an) and China Business Executives Academy (Dalian) to adopt the state- funded CST programs. The local administration schools and leadership academies under the provincial, cities are supported by the training funds of local government. Furthermore, there are more than 1000 training institutions affiliated to the central and local departments and industry training institution. Vertically, some departments and industries have

set up four levels of training institutions from the central ministries to the provinces, cities and counties. Horizontally, some departments and industries set up a large number of training institutions. These institutions are supported by their mother departments or industry competent authorities.

The existing training service is provided by the all levels of schools of administration, leadership academies, and other training institutions under the departments and industries. The market is closure to the other organizations. The training funds are basically fixed to most of the training institutions.

3.3. Relevant market

The most relevant market is senior management training market. Over the past few years, this market has grown rapidly from 2 billion Yuan in 2002 to about 30 billion Yuan in 2006¹⁸. Although Chinese senior management training market is still at the initial stage, a growing number of institutions have already entered to capture the market share and benefit. Those training institutions can be roughly divided into ten categories:

- Overseas business schools
- Foreign consulting firms, training companies
- Multinational enterprises business school or university
- Domestic training companies, consulting firms
- China's large enterprises, universities, colleges

¹⁸ Zhao Jun, Senior Management Training In Domestic Competition In The Market Environment Analysis (2006), "Continuing Education", 2006 Vol. 20 No. 11, translate by author

-
- Independent business schools
 - The business school, colleges and universities
 - Training centers and institutions under the administration of government
 - Various industry associations
 - Individual studios and lecturers

Zhao Jun said that the provision of training service in Shanghai had reached more than 2,000 institutions, including foreign investment, joint ventures, private firms, colleges and universities, etc. In Beijing, there were 300 institutions, which entered the training market; meanwhile the same number of firms went out. The competition is very keen. Some of the senior management training institutions have begun to seek cooperation with certain departments and local governments to carry out the CST and maintain their market profits, since their training programs can be easily adjusted to fit the requirement of CST conventional training programs.

IV. CURRENT CIVIL SERVANT TRAINING POLICY EVALUATION: LACK OF EFFICIENCY AND EFFECTIVENESS

4.1. Regulations

Central government designed “National Planning of Party and Government Cadres’ Education and Training Work from 2006 to 2010” as one of the significant plans of Civil Servant Training(CST) mechanism .

This mechanism includes

- How to determine training needs and training contents

-
- How to improve the willingness and attitude of trainees
 - How to ensure the effectiveness of training
 - How to make overall plans and take all the resources and advantages of different

training service providers into consideration

According the relevant regulations, the current operating mechanism of CST can be summery as following.

➤ Training institutions under government departments or industries are the CST service suppliers.

➤ The institutions of CST design the training programs.

➤ The competent authorities of personnel select the participants (or trainees).

➤ Training institutions implement the programs.

➤ The participant will be back to the organization where he comes from after his period of training.

4.1.1 Limits the number of Suppliers

Government has allocated most of the training programs in the government-funded training institutions and pick up officers to participate in them. Especially, the national training programs are held by the only six national training institutions. The private companies cannot directly enter the market and provide the training service, since they are not allowed to get those programs. Moreover, government departments prefer to their affiliated institution to provide the training service. The planning also limits the ability of suppliers to provide the training service and restricts the intra-national flow of training services, capital and labor.

4.1.2 Limits on the ability of suppliers to compete

Training institutions can easily obtain programs and funds without competing with each other. They can maintain the business from the support of their mother government departments annually and enjoy the benefit. There is not much threat from outsiders. Additionally, current evaluate system for the training expense based on the number of participants and training programs. There is no effective standard to judge the quality of training service. The suppliers with low quality services could still survive. The motivation for innovation and efficacy is not adequate.

4.1.3 Reductions in the incentives for suppliers to compete vigorously

The participants are selected by the human resource department of governments according to the programs. They would not know which institution they will go until the decisions are announced. The service suppliers do not have much control on the selection process. On the other hand, these institutions can negotiate with their mother government to influence the program allocating process. This mechanism leads to cartel-like activities among the suppliers, potentially leading to loss of output and reduces variety. As a result, the goal of National Planning will not be achieved.

4.2. Demands

According to the Law¹⁹, “The organs shall carry out trainings for those newly-employed civil servants who assume their posts for the first time. Those civil servants who have been

¹⁹ The Article 61 of the Civil Servant Law of the People's Republic of China

promoted to leading posts shall be given trainings before assuming their posts or within one year after assuming their posts. Those civil servants who are engaged in special work shall be given special trainings. In-service trainings shall be carried out to all civil servants so as to upgrade their knowledge and improve their working capacities. In particular, those civil servants taking posts of special technologies shall, in light of the requirements of further education for special technical personnel, be given special technical trainings. The state shall reinforce the training for reserve leading personnel in a planned manner”.

According to the *Regulation on the Work of Cadres Education and Training*, the government officials that are at provincial and ministerial level, department or bureau level and county level should participate in more than 3 months full-time training every 5 years. The full-time education and training time of other cadres, in accordance with the relevant provisions and the need to identify, in general are not less than 12 days a year totally.

Therefore, the demand of CST is large. In addition, it is a large market. The statistics²⁰ show that the total number of civil servants in China is about 59.758million. If we calculated the training expense based on the normal standard as 10,000 Yuan per head, the market size will be almost 60 billion Yuan.

4.3. Suppliers

From the quality point of view, a number of training institutions under government departments or industries are small scale and not well managed. Training institutions are also in a closed or semi-closed state. Some of them lack of teaching facilities and equipment; some do

²⁰ Recourse from “State Of Our Country's Human Resources” ,2005,published by China Ministry of Personnel

not fully utilize their advanced hardware facilities; some only have one or two training programs yearly. This has resulted in the fact that the training division of the object is not fine; the training content lacks pertinence; the training efficiency is not obvious; the satisfaction of the trainee is very low; the resources are an enormous waste.

In a word, the current CST operation mechanism reduces the efficiency and effectiveness. The training institutions are enjoying their mother government's support and lack of motivation. There are big gap between the existing CST programs and the need of government and CS. To reduce the gap and satisfy the specific training needs, it requires practical competence model for CS; to motive training institutions, it requires introducing more competition factors in the training market.

V. DEVELOP PRACTICAL COMPETENCE MODEL FOR CHINA'S CIVIL SERVANT TO HELP TRAINING NEEDS ANALYSIS

5.1. The research and exploration of competence building in Western countries

The American psychologist David McClelland first proposed the concept of competence in 1973. In his paper entitled "*Testing For Competence Rather Than For Intelligent*", which was published in the journal *American Psychologist*, McClelland pointed out that "we cannot predict the high-performance and the successes in life merely with academic aptitude test as well as the knowledge content of the work test, but some personal characteristics and competencies can identify high performers. "Soon after, competence method of identifying high-performance and outstanding employees was progressive in the Western human resources management. Those characteristics (competences) that could distinguish the best

from the common employees played an active role in human resources management activities such as recruitment, selection and training. McClelland called the competences were the compositions linking all aspect outcomes of life to the performance. This definition suggested that competence was a wide range of features. All the success-related psychological or behavioral characteristics could be seen as competences. He also divided competence into six levels:

(1) *Knowledge*, referred to utilize and organize the useful information in a particular occupational areas (e.g., microeconomic knowledge);

(2) *Skills*, referred to the ability to do a good job (e.g., investable analysis);

(3) *Social role*, referred to the image you want to show in front of others as the "outer-self" (e.g., economist, senior official);

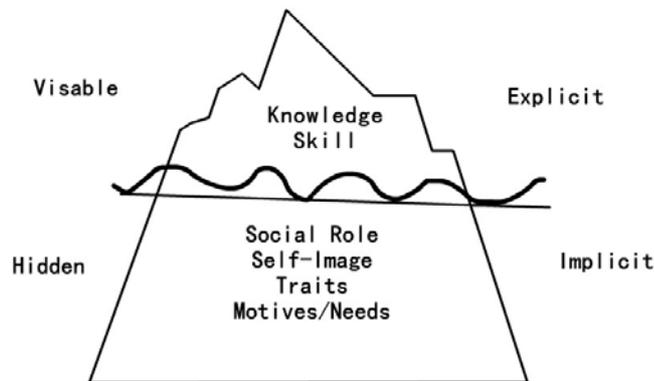
(4) *Self-image*, referred to the identity of their own awareness or perception as the "inner-self"(e.g., customer orientation, self-confidence);

(5) *Personality trait*, referred to the person's physical characteristic and the typical behavior (e.g., self-monitoring, self-control);

(6) *Motivation / Needs*, referred to the explicit behavior of a person's natural and stable thought (e.g., personal achievement, power, affiliation).

These Competencies are usually described as a floating iceberg. Knowledge and skills belong to the surface competency floating on the water, which could be discovered easily; Social roles, self-image, personality traits and motives / needs, are deep-seated competency hidden under the water, the deeper under the water ,the more difficult to find. Deep features are the key factors to determined people's behavior and performance.

Figure 4: Iceberg Model of Competency Conceptualization



The concept of competence was attracted great attention in the Western business community and academia. The research of competence became the focus of global management industry. Many scholars believed that this research would open up new avenues to conduct extensive and in-depth study for the new economic era of human resources. In the transforming process from traditional human resource management to competency-based human resource management, staff competence is increasingly becoming the key to the organization's core competitive edge and a source of the organization competitive advantage. The rational use and effective development of the competence is considered as strategic weapons to guarantee the organization development. Competence concept has been a significant impact on contemporary human resource management practices. In recent years, many Western advanced countries have started enacting laws to set up national competency framework for senior civil servants system. These actions promoted the national capacity building of senior civil servants and improved government management capability and management stage. The U.S. Federal Personnel Department conducted many investigation and study on the qualities of successful people. According to the request of modern government's work, they determined the five basic standards and conditions to select senior civil servants,

including leading change, leadership and interpersonal influence, business skills, communication & collaboration, driving for results. Australia's Civil Servant and Merit Protection Committee established "The Competency Framework for Senior Civil Servants" under the Federal Civil Servants Act. The five criteria are strategic thinking, achieving the results, develop a constructive working relationship, be the example of personal mastery and integrity & honesty, and effective communication. Netherland *Senior Public Service Capacity Mode* was built on the requirements of public services and urban management services. This competency framework identified five key indicators for senior civil servants, namely, interest in public service, execution, planning, motivation and self-correction. The U.K. also built in line with their own distinctive core competency framework for senior civil servants, including command capabilities, management and communication, personal contribution. In addition, studies have found that competency model is different among different cultural backgrounds, different industries, and different positions. It is generally believed that there are 20 most common features of competences, which could predict the success of the most industries. These features are divided into six categories: Achievement characteristics: including self-fulfillment, initiative, attention to order and quality; Accommodating / service characteristics: interpersonal insight, service orientation; Influence characteristics: personal influence, authority awareness, communicative competency; Management features: command, collaboration, training subordinates, team leadership; Cognitive characteristics: technical expertise, judgment and reasoning, information access; Personal characteristics: self-confidence, self-control, flexibility, organizational commitment.

At present, the research of competence concentrated on the following two aspects:

First, concentrate on the individual level competence characteristics. Many researchers separated the key skills out of manager's work. These skills are necessary to obtain high performance. After years of research and practice, McClelland et al made more than 20 kinds of competence features, using systematic approaches like job analysis, critical incident interviews and critical incident interview in pairs. These features are information access, analytical thinking, conceptual thinking, strategic thinking, interpersonal understanding & judgment, accommodating / service orientation, influence others, perceptual organization, develop subordinates, command , group work & writing skills, team leadership and so on. Yukl (1989) divided management work into three categories of skills or competence: technical, interpersonal, and conceptual skills. This type of division was relative wider. Technical skills included the capacities in methods, procedures, tools and handling equipment; Interpersonal skills included human behavior and interpersonal processes, compassion and social sensitivity, communication and cooperation skills ; Conceptual skills included analytical ability, creativity, problem-solving effectiveness, awareness of the opportunities and potential problems. In short, above three types distinguished individual skills in dealing with things, people, ideas and conceptual aspects. Pavett and Lau (1983) proposed the concept, technology, individual and political skills. The first two categories with the same content as Yukl; interpersonal skills involved in working , understanding and motivating with others; political skills, including the right to construct the rights-based foundations and etc. Mount et al (1998) applied "management profile" measurement tool of the PDI to measure 250 managers and concluded the three dimensions of management competence: interpersonal, managerial and technical skills. Boyatzis (1982) proposed an effective performance model of manager competence and

evaluated 21 features of 2000 people in charge of 41 different management positions from 12 organizations. The model believes that managers need to have six types of competency to achieve good performance, which are objectives and action management (impact concern, interruption use of the concept, efficiency-oriented, Origination); leading (conceptualization skills, self-confidence, speech); human resources management (management of group processes, the use of social rights); conduction subordinates (train others, spontaneity, the use of unilateral rights); others (objective perception, self-control, persistence, adaptability); special knowledge (special knowledge of managers and their special social roles). Overall, there are three kinds of thinking (Mclagan PA, 1997) in competence study from the individual level: (1) work-related competence, which includes task competence, result competence and outputs competence, as well as the human-related competence, such as knowledge, skills, attitudes, values, orientations and commitments, etc.; (2) the competence from the characteristics of well performers; (3) the competence composed by feature collection, such as leadership, problem-solving and decision-making.

Second, concentrate on the group and organizational level competence characteristics. *Core Competence* and *Edge Competence* are usually used to describe the importance of strategic management competence in organizations. Core competence is primarily a capacity that combines enterprise assets, personnel and organization organically; followed by a system that constituent elements are the enterprise's technical competence and operational competency; and then a strategic concept which expanded field of competition and raised competitive strength of enterprises as a whole to the confrontation. Therefore, maintenance, development, utilization and protection of individual and team competence as a competitive advantage of

resources are urgent for the organization, in particular, by means of their unique personality creates the competitive advantage. Prahalad and Hamel (1990) provided a framework for organizational analysis. The concept of individual-level competence placed to match the "individual -position - organization" framework, so that the concept of individual-level competence would be beneficial to training and development. For example, the individual's expertise, if not match the organization's competence, its role would be greatly reduced, while the competence from the training activities of the organization would be useless to the organization's development. Allee (1997) put forward that the organization's competitive advantage could be explained from two dimensions that was the core technology competitiveness and core operational capability. These two aspects of competence were inseparable from organizational learning capability, so it is now considered the continually learning capability of a firm as an important part of the organizational core competitive advantage. Over the past few decades, the competence research developed from finding the principle of individual performance to focus on improving organizational performance. The primary objective of the majority competency research is to emphasize the personal traits of outstanding performers. After all, the key character is to identify the component of job task competency. It is necessary to develop a broader organizational analysis, which helps organizations to address new issues. The ultimate aim is to turn people's attention to more productive direction. A new era of work no longer linked to jobs, but to the people and organizations as the center of the competence system.

Future trends of competence research will mainly manifest as following:

First, focus on the organization. The traditional analysis took a long time on job analysis,

so that the model had already out of date without utilizing. The future practice will identify the competences throughout the organization to create effective models for the ongoing work of each individual and team .these models can be quickly adjusted as the conditions, customer demand and strategy change. Second, emphasize on the application. Future research trends will demand to spend more time on the organizational applications rather than to analyze competency characters. Competency analysis will be fast, almost instant, and be a part of the strategic planning process, whether focused on the position, team, group or the entire organization, connecting people's needs with position requirements quickly. Practice of each individual will be changed through modern competency methods. The time of taking a long time and millions of dollars to do the competence analysis is gone. The competency menu and the model will become one part of the routine in the near future. Third, operate much easier. With the help of right tools and training, all individuals can create their own competency model, because the competency model must adapt to changing customer needs. The expert's responsibility is to help organizations to make their own competency model.

5.2. Academic researches on competence model in China

The competence model was built earlier by the Western academic scholars and has become a more complete system that based on Western Christian and Islam culture. The Chinese culture was primarily from Confucianism, Taoism and Buddhism. It is quite different from Western culture. Especially the Confucianism had served as the dominant religion for more than thousand years in China²¹. In the view of Li(2002) and Zhao(1989), the China's

²¹ See website on <http://en.wikipedia.org/wiki/Confucianism>

governance principle was called "official standard", meaning that administrator was considered as the father and dictator by his citizens. *China's CB system can be mainly divided into following components: selection, appointment, evaluation motivation, promotion and education& training.* From the historical and traditional, most of the Chinese ancient rulers highly emphasized the significance of selection and appointment, thereafter, evaluation, motivation and promotion. Comparing with the above complete five systems, the training especially after becoming an officer was quite weak, even from the strict sense, was virtually nonexistent. This is a question worth pondering in the Chinese history, which could be concluded as lack of permanent strength with brilliant civilization. One of the undoubted causes was corruption and incompetence.

From 1980s, Chinese Academy of Sciences Institute of Psychology (CASIP) explored the quality of management indicators and evaluation methods respectively from the view of the quality assessment and training of managers and staff. Professor Xu Liancang and his associations firstly introduced the Leadership Behavior Assessment Model into China's Managers Quality Evaluation System to examine the two dimensions - Job Performance (P) and Human Relations (M) and the relationship with the situational factors. For the traditional Job Analysis, the biggest challenge was to emphasize the Competence Assessment Methods for key quality features assessment. As the continuous warming of foreign competence study, this field also attracted widely interest of Chinese scholars, researchers and managers. These achievement received attention applications in a number of businesses.

Ken Shi (1999), the professor of CASIP, and his group discussed senior leadership competency model in China telecommunications industry using Behavioral Event Interview

(BEI). The specific methods and procedures were following: first, expert group determined the sample selection criteria according to the requirements of BEI; and then nominated candidates of the outstanding group and ordinary group. They picked up 20 senior managers (general-director level) on communication management positions from national telecommunications system, such as Shanxi, Hubei, Anhui, Beijing and other places through the determined selection criteria. After that, they designed the "BEI outline". The experienced staffs in psychology conducted and recorded the BEI interviews with the double-blind design. The interviewees only knew that they were selected to conduct interviews without informing the sample selection criteria to distinguish outstanding and ordinary group; interviewers did not know which group the current interviewee was from. Each conversation was from 1.5 to 3.5 hours with an average of 2 hours. The results showed that competency model of communication industry senior managers, including the influence, organizational commitment, information seeking, desire of achievement, team leadership, interpersonal insight, initiative, customer service awareness, self-confidence and develop others.

Professor Wang ChongMing (2000), Zhejiang University, and his subject of the leadership group practiced principally the competency-based job analysis method with empirical evaluation to access the competence characteristics structure of senior managers and the structural differences among diversity position levels. Through the interviews and scale surveys on 50 senior managers from 10 companies, they collected critical behavior events that reflect requirements for senior managers. The results showed that the management competency was composed by the management quality and management skills. Chief executives in the dimension of management quality were value-oriented, integrity, sense of

responsibility, rights-oriented; in management skills, they had monitoring capability, strategic decision-making skills, motivating & command capabilities and innovation capacity. For the deputy manager, the management quality included value orientation, sense of responsibility, and power direction; their management skills including monitoring operation capability, strategic decision-making ability, motivating & commanding.

Xu Xiaoping and Hu Yuexing, who are the professors in Testing and Evaluation Center of Chinese Academy of Governance (CAG), led a research group to carry out a large number of empirical studies on Implementation Capacity Assessment Index System of the government leaders in Ningbo City, Zhejiang City. This research showed that the main features of the core competence of the China's government leaders in county level included 21 elements of psychological quality, and 16 elements of core competencies. The 21 important psychological qualities are: dedication, self-discipline, forward-looking, enterprise, perseverance, tolerance, self-confidence, responsibility, decisiveness, independence and sense of public spirit of pragmatism, flexibility, achievement motivation, the overall situation awareness, initiative, dedication& enjoying group, integrity , honest, sense of humor, hard work. The 16 elements of core competence: innovation, learning, according to administrative, decision-making, organization, appointing suitable human resource, communication & coordination, research, motivation, policy grasp the capacity, information integration, psychological adjustment, ability to work on the economy, overall planning capacity, crisis management, results-oriented.

The China's leadership competence studies were relative later than other countries. Both theoretical research and practical applications are still on the initial stage, though

organizations have carried out some useful exploration and study. In particular, the researches on government senior officials' competence are still under-practical. To this end, this research will no doubt broaden competence research area and contribute to the China's senior official competence building and its training practices.

5.3. Government Official statement on CB

On November 8, 2002, the former President Jiang Zemin brought forward to “build up the Party's governing competence or capacity and improve its art of leadership and governance. Faced with profound changes in the conditions of governance and social environment, Party committees and leading cadres at all levels must, in response to the requirements of the new situation and new tasks, acquire new knowledge, accumulate new experience and develop new abilities in practice, thus living up to the mission assigned to them and the full trust placed on them. They must view the world with broad vision, acquire a correct understanding of the requirements of the times and be good at thinking on a theoretical plane and in a strategic perspective so as to *improve their ability of sizing up the situation in a scientific way*. They must act in compliance with objective and scientific laws, address promptly the new situation and problems in reform and development, know how to seize opportunities to accelerate development and *enhance their abilities of keeping the market economy well in hand*. They must correctly understand and handle various social contradictions, know how to balance the relations among different interests, overcome difficulties and go on *improving their ability of coping with complicated situations*. They must enhance their awareness of law and know how to integrate the adherence to Party

leadership and the people being the masters of the country with ruling the country by law and *improve their abilities of exercising state power according to law*. They must base themselves on the overall interests of the work of the entire Party and the whole country, firmly implement the Party's line, principles and policies, work creatively in light of realities and keep *enhancing their ability of commanding the whole situation*.”²²

Base on this Jiang's five governing competence abilities, the President Hu Jintao decided to keep improving the Governance Competence on September 16, 2004. He said²³, “We must persist in development as the top priority in governing and rejuvenating the party, and constantly improve the ability to control the socialist market economy, firmly take economic construction as the central task, adhere to the scientific concept of development, adhere to the socialist market economy, the direction of reform, opening-round increase levels, improve the party's leadership over economic work of the institutional mechanisms and approaches. To uphold the Party's leadership, people being the masters and the organic unity of the rule of law, and constantly improve the ability to develop socialist democratic politics and promote socialist democracy is institutionalized, standardized and procedures, implementing the basic strategy of rule of law, promoting scientific decision-making, and democratization, strengthening the constraints on the exercise of power and supervision, reform and improve the party's leadership. To adhere to Marxism in the ideological position of the field guide, and continuously improve the construction of socialist advanced culture, to strengthen the Marxist theoretical research and construction, to deepen cultural restructuring,

²² Source from the full text of Jiang Zemin's report at 16th Party Congress, http://news.xinhuanet.com/english/2002-11/18/content_632580.htm

²³ Source from <http://www.people.com.cn/GB/shizheng/1026/2793949.html>

and firmly grasp the orientation of public opinion, strengthen and improve ideological and political work, give priority to the development of education and science. Should adhere to the most extensive and fully mobilize all positive factors to continuously improve the ability to build a socialist harmonious society, and constantly enhance the creative vitality of society as a whole, properly co-ordinate the interests and promote social management system innovation, strengthening and improving the new situation, mass work, maintain social stability. To adhere to the independent foreign policy of peace, and continuously improve the response to the international situation and handling international affairs, raise the scientific assessment of the international situation and the level of strategic thinking, to grasp the initiative in handling international affairs, strengthen exchanges with the international community skills, and resolutely safeguard the national security.”

To implement the state leader’s decision of "strengthening the Party's governing capacity building, improving the party's leadership and governance level, and further development of the civil service human resources, to promote civil service capacity-building, creating a high-quality, professional the Civil Service, Ministry of Personnel issued “Standard Framework of Public Servant's General Capability (on trail)" on November 18, 2003 including the political ability to identify , the administrative capacity of law, public service capacity,, the research capacity, the learning ability, the communication and coordination capacity, innovation, the ability to respond to emergencies, psychological adjustment capacity. All localities and departments are requested to refer the Standard Framework in the civil service training, recruitment, competition for posts, assessment and other work and develop detailed standards to reflect generic skills requirements and the characteristics of the civil

service according to different positions.

5.4. The competence model (framework) for CS

Professor Liu Xutao, Director Wan Daixi and the author from CAG carried out a subject to study and assess the competence of senior officers (director and director-general level), which was authorized by China Ministry of Commerce in 2008. Through this subject, we referred the above researches and developed a competence model from Professor Hu Yuexing's research as a framework for assessment and study. It is also benefit to the need analysis for CS training programs. This model involved and labeled 42 elements of core competence for CS (shown in APPENDIX C), including definition and the characteristics of high graders and low graders. It can be used for questionnaire simply (shown in APPENDIX B) or design more empirical survey according the characteristics of high and low graders.

October 2008, the 42 COMPETENCE MODEL was applied to survey and analyzed the competence elements of both director-generals (DGs as following) and directors for Ministry of Commerce by Professor Liu Xutao's research group. We designed the questionnaires with their Personnel Department (shown in APPENDIX B). According to basic information from the questionnaires, we could analyze and study by functions (DG, deputy DG, director, deputy director) for classification statistics, or by business categories (such as an integrated class, business class, research class, region class, etc.).

The group issued questionnaires and asked all DGs and most directors to fill in conjunction with Personnel Department in November 2008. In mid-December, a total of 341 valid questionnaires were recycled, including 72 from DGs and 269 from directors, to be

summarized by Microsoft Office Excel, and then the summary results were classified statistics according to the different categories by the hands of research group and Personnel Department.

According to the detailed summary results, the top 5 competence elements of DGs and directors were highlighted, who were from the position of general departments or business departments. There were 4 DGs from general departments and 68 DGs from business departments among 72 DGs totally and there were 38 directors from general departments and 231 directors from business departments among 269 directors. Specific results are as follows:

Table 1: Top 5 Competence Elements of Director-Generals

Competence Elements		Comprehensive	Coordination	Creative	Organizing	Written
Total	#	59	46	42	41	38
	%	81.94%	63.89%	58.33%	56.94%	52.78%
G.D.	#	4	0	3	1	4
	%	100.00%	0.00%	75.00%	25.00%	100.00%
B.D.	#	55	46	39	40	34
	%	80.88%	67.65%	57.35%	58.82%	50.00%

PS: G.D. = General Departments, B.D. = Business Department, “#”=DGs Number of selection, “%”=Percentage

Table 2: Top 5 Competence Elements of Directors

Competence Elements		Comprehensive	Written	Coordination	Communication	Problem-solving
Total	#	228	181	181	136	133
	%	84.76%	63.89%	63.89%	50.56%	49.44%
G.D.	#	29	24	25	25	22
	%	76.32%	63.16%	65.79%	65.79%	57.89%
B.D.	#	199	157	156	111	111
	%	86.15%	67.97%	67.53%	48.05%	48.05%

PS: G.D. = General Departments, B.D. = Business Department, “#”=Director Number of selection, “%”=Percentage

We concluded the statistics result of competence elements in conjunction with Personnel Department as follows:

First, there were a high proportion of DGs and directors who selected Comprehensive Capability, Coordination Capability and Written Capability. This showed that the capacity of these three elements were very important for DGs and directors. Comprehensive analysis and written capability had strong correlation with the work of line ministries’ DGs and directors that regularly participated in national-level policy argument, drafting and developing; the coordination capability was presented the work requirement of mutual cooperation and coordination among Departments and Divisions. In a sense, the capability of these three was also need to be further strengthened to officials.

Second, there were nuances between the two level officials. DGs considered Creative Capability and Organizing Capability as more important option, verse directors selected

Communication Capability and Problem-solving Capability. This showed that DGs took more charge of business development and organizational management, relatively speaking, and directors' responsibilities were more reflected in the tasks implementation and collaborative communication for the implementation. These differences could be committed as the important reference for those directors who were going to be promoted to DG position.

Third, there are also subtle differences between the officials on general positions and business positions. As what can be seen from the tables, there were three in four DGs of general positions who selected Personnel Capability. The directors on general positions and business class ranked similarly, however, the Coordination Capability and Communication Capability were little higher than Writing Capability by general-position directors. These differences can be committed as the important reference for position transferring.

Fourth, there were still some differences between self-perception of respondent and the requirements of the Ministry of Commerce and job characteristics. Although training subordinate and team leadership were important responsibility for DGs and DG management teams, there were only 19 DGs (counted as 30.16%) choosing Personnel Capability and 15 DGs (25.4%) selecting Teamwork Capability. This reflected many leaders' mentality of "emphasis tasking, contempt training". Public Services Capability and Research Capability were also low (respectively 11 selections as 17.46%; 16 selections as 25.4%), while the two capacities were closely related with the requirements of promoting the transformation of government functions and building service-oriented government. Among the directors, the Creative Capability (106 selections as 37.46%), Perspective Capability (53 selections as 18.73%), Teamwork Capability (97 selections as 34.28 percent) rated relative low, which had

a certain gap toward the requirements of central leaders and the Ministry as well as job characteristics. Therefore, some adjustments and amendments of above-mentioned factors were needed to carry out.

It can be seen from the practical application, this 42 Competence Model was clear and easy to use. The sets of competence elements met the actual situation of CST. The description of high and low graders characteristics was easy to understand by the subjects. The questionnaire was simple setup. According to questionnaire results, we can draw the rich information, which contributed to civil servants organizations and individuals to judge the status quo for designing the training program to satisfy the Three Needs and improving the civil service competent. Therefore, this 42 Competence Model can basically meet the needs to test the capacity of civil servants and practice as an effective tool for need analysis.

VI. INTRODUCE MARKET COMPETITION TO PROMOTE TRAINING EFFECTIVENESS AND EFFICIENCY

The purpose of CST is to satisfy the state, positional and personal needs and to promote and master the knowledge and capability to implement the civil servant work effectively or fit the demands of their expected positions. It also improves their working capability and personal qualities constantly, with the view to promote the continuous development of China. From the above evaluation, there are several options to be examined.

6.1.Regulatory options

Option 1: Maintain current regulation of CST

Do nothing but keep the current regulatory content. The national training programs are located in the national training institutions. The participants are selected and allocated the relevant training programs by the competent human resource authorities of central government. The other training programs are located in the local administration schools and training institutions under the departments or industries. Ministries and local governments should accomplish the goal of the training plan within the above institutions.

Option 2: Establish Civil Servant Training Steering Committee and introduce tendering and bidding regulation for existing CST institutions.

The Civil Servant Training Steering Committee (CSTSC) is the expert organization for research, consultancy, guidance, evaluation on the CST work. Under the CSTSC, there will be several Sub-Committees for training materials, training base construction, teacher education and qualifications, training quality evaluation, etc. Based on careful research and needs analysis, the CSTSC develops the CST programs and tendering & bidding introduction for the existing CST institutions. These institutions will submit the proposal, according to training content, training objectives, training locations of the tendering programs, as well as the specific requirements of the bidding program. The CST competent authorities and CSTSC identifies the contractors, regarding the voting results and a comprehensive analysis of the situation. The winner will be evaluated regularly to ensure it to reach the standard of CST and satisfy the need of participants.

Option 3: Establish Civil Servant Training Steering Committee; meanwhile introduce tendering and bidding regulation for strategic CST programs and market access regulation for conventional CST programs.

Establish Civil Servant Training Steering Committee (CSTSC) as Option 2. CSTSC will classify the strategic CST programs and conventional CST programs. For the strategic CST programs, introduce the tendering and bidding regulation for public training institutions. The regulation is similar with Option 2.

For the conventional programs, introduce market access regulation. Market access regulation of CST institutions is that the CST management departments (such as CSTSC), develop and publish the standards for community training institutions into CST market and assess the quality of those training institutions. Mainly, it includes two aspects: first, to develop and publish standards of scientific and reasonable access; second, certify the training institution based on the access standards.

Option 4: Establish Civil Servant Training Steering Committee and self-selected training regulation; meanwhile introduce tendering and bidding regulation for strategic CST programs and market access regulation for conventional CST programs.

The Civil Servant Training Steering Committee, tendering and bidding regulation for strategic CST programs and market access regulation for conventional CST programs are as same as Option3.

Self-selected training regulation is that the cadres participate in training programs with their own choice. It provides the choice of cadres rather than picked up by the human resource department. The main approach is as following.

- The CST competent authorities develop the plans and principles of training requirements, and distribute the training vouchers directly to the hands of who need to attend training. The vouchers are equal to the amounts of government training funds.

- Training institutions set up the training programs and training menu to meet the CST requirement, which will be published after permission.

- Cadres self-select the training institution and training programs with their training voucher.

- Training institutions receive those vouchers and settle the training fund with training department.

Option 5: Abolish all the regulations.

In particular, make the CST market impose a voluntary registration system (certification system), managed by the competent authorities and let cadres be responsible for ensuring that their practitioners had the appropriate qualifications. Let cadres have recourse to courts for non-performance.

6.2. Competition Assessments

Option 1: The existing problems would be continued from the weak competition stated above.

Option 2: The competition will be introduced in CST market. The tendering and bidding regulation will stimulate the vitality of training institutions, conduct them "strive for survival on the basis of quality, strive for development on the basis of efficiency", and promote the rational flow of high-quality training resources. At the same time, the institutions with outdated facilities, shortage of funds, lack of teachers and resource dispersion will be reformed or merged with others. Thereby, the goal of National Planning can be achieved. On the other hand, the relationship between training institutions with their mother department still exists. Through

negotiation, those institutions will maintain the political support and protect by the mother department. This will reduce the prospective competition.

Option 3: The competitive impacts will be greater than Option 2. The providers, such as universities and private firms, in senior management training market will access the CST market. The entry of these institutions will threaten the benefit of existing public CST providers. This option will promote the reform of government training institutions, enlarge the scale of training needs analysis, reduce the training costs, enhance the training effectiveness, meet the needs and create a group of flagship courses so that the entire CST services will be significantly improved. The distinction of strategic and conventional CST programs, will guarantee full competition within the CST market, while ensuring to achieve the specific requirement of strategic CST programs. However, the existence of the trainees pick-up system will still affect the enthusiasm of students' participation in the training and training satisfaction.

Option 4: Compared to Option 2 and Option 3, Option 4 is the most competitive of them. The self-selected training regulation will give more choice to trainees and increase the level of satisfaction. The survey of CST in 2008 showed that 59% of cadres hope "to choose the training content, time, and institutions" as the first of total four options. The Board of Education in Weifang city of Shandong province adopted "training vouchers" for principals and teachers. The participants maintained a 100% rate. However, they used to reject to join in the CST programs. The training vouchers will also improve the performance management of training funds. The training providers have to compete with each other to gain more participants within strategic programs or conventional programs. The protection to certain institutions from their mother department or industry will be weakened.

Option 5: As under option 2, 3 and 4, the costs of operation are expected to decrease. However, newcomers will benefit more. Similarly, more investment is also expected.

More entry is anticipated, not only from senior management training market but also from other training market. Nevertheless, the effect on the market concentration is unclear, as new and larger businesses are also expected. As under options 2,3and 4, more information and new market strategies will arise in the market. However, since there will be no restriction in the behavior of the professionals, this potential flow of information may be confusing or even misleading and, therefore, not useful for the purposes of decreasing the asymmetry of information between the trainees and the training institutions. Thus, the market may become less transparent, increasing the perceived uncertainty about the services. More importantly, the opening up of the strategic program will threaten national security, since there is a large number of sensitive information. This is not the objective of CST programs.

6.3. Suggestion conclusion for the reform policies

Option 1 is likely to have the greatest detrimental competitive effect, since regulations impose unnecessary restrictions on CST market, which not only undermines competition but also the goal of “National Planning of Party and Government Officers’ Education and Training Work from 2006 to 2010” and the trainees’ satisfaction .

The proposals number 2, 3and 4, conversely, have a number of pro-competitive benefits because compared to the current regulations. It will promote the reform of government training institutions, enlarge the scale of needs analysis, reduce the training costs, enhance the training effectiveness , meet the needs and create the a group of flagship courses, the entire CST

services will be significantly improved. The satisfaction will be maximal. However, under Option 2, those institutions will maintain the political support and reduce the prospective competition. Under Option 3, the existence of the pick-up system will still affect the enthusiasm of students participating in the training and training satisfaction. Finally, Option 5, the opening up of strategic CST program will seriously threaten the national security, although it has many pro-competitive benefits. Therefore, Option 4 attains the policy objectives while most likely promoting the process of competition. Option 4 is the best likely option from the perspective of competition.

VII. THE CURRENT CHINESE CST REFORM PRACTICE EVALUATION AND SUGGESTION

For further understand and analyze current CST reform in China, I in-deeply interviewed the 32 key officials from the training related department of central and local governments, who were the participants of the 10th Training Program of Training Manager in Chinese Academy of Governance. Based on the practice and cases they introduced, Option 4 above is the also practical option for the ongoing reform rather than perspective of competition only, moreover, it has widely and deeply concern for CST reform policies.

7.1. The presupposition of current CST reform

In the past, Chinese CST was not operated from the perspective of ideas. There were not enough rational analysis and positioning for the training purposes, the group of trainees and the training institutes. Nowadays, the purpose of training is to meet the *Three Needs* and

citizens' expect. Following are some key changes that must be paid attention when reform the CST regulation.

7.1.1 The hypnosis of the training is altered from negative to positive

The assumption is restricted by the trainees' characters. The fundamental hypnosis is that "What is the training purpose of the participants?" One hypothesis is positive that participants come to seek new knowledge and skills, to enhance governance competence, to be a better government performer. Another is negative that participants come to kill time. They are sent to be here which is against their will. The training effectiveness will be discounted by the negative hypothesis. In fact, Chinese officials have increasingly strong desire to join the training programs. The atmosphere has been transferred from "be sent to study" in the past to "want to study" nowadays. The actual applicants are more than 2,100 directors and director-generals, although the conduct of the self-selecting training²⁴ demands quota for 2065 participants. Some of the applicants request more than 160 hours with Saturday and Sunday, although the quota of training hours is 40 hours. It shows that the basic hypnosis for CST is positive. Training projects should be designed to respect the choice of officials and respect the dominant position of students.

7.1.2 Training institution is transferred from single monopoly to multiple, competitive and open transition.

Previously, the CST institute was only the Central Party School from the label of central

²⁴ Self-selecting training is one of the key point in current training reform, more detail refer the following introduction in this section.

government in China. Fifteen years ago, the establishment of Chinese Academy of Governance (renamed from National School of Administration in 2009) created one more training channel for mid-high level officials. Five years ago, the three academies, China Executive Leadership Academy Pudong, Jinggangshan, and Yan'an were built. Four years ago, thirteen civil service training oversea bases were set up. Last year 13 university training center were recognized. There are many private training institutions allowed to provide the training service, including the SEIMI (Sino-European International Management Institute). Multi-level, three-dimensional, comprehensive training institutions pattern has been formed. Civil servants have more channels for advance study. For civil servant ethics training, the main channel such as Chinese Academy of Governance could provide the most systematic, rigorous and theoretical program. To conduct experiential training, the executive leadership academies offer the most extensive on-site curriculum. For new knowledge, new skills (such as urban planning) training bases in university hold a group of professional research experts who can teach them easy to understand in very concise and simple language. The oversea trainings not only provide the advanced experience of foreign countries, but also promote the successful practice of Chinese reform and opening up to foreign experts and scholars. This is an interactive learning opportunities and processes. The diversification of training service provider enhances the competition in the market objectively and satisfies the Three Needs more than before.

7.1.3 Training content is wider from the knowledge training, skill training, to the knowledge, skills and faith synthesized training.

A very long time after the foundation of People Republic of China, the CST focused on

knowledge-oriented education, mainly because a large group of officials were illiteracy without the basic capability of reading. The primary need for training was to teach them reading and writing so that they could understand and implement the national policies. Later, training schools started to provide formal academic education with the improvement of officials' educational level. In 2005, the President declared to strengthen the governance competence. Competence improvement became the core mission. Today Chinese officials' competence overall is not low. The capacity of the economy is particularly stronger than some of other countries. Western countries are run by social mechanisms and law system. But Chinese economy has been driven by government officials so far, and been restricted by the existing system and the stage of development. In south of Jiangsu Province, many county chiefs such as Kunshan are experts on industrial clustering. They separated televisions and computers part by part to seek the missing section within the industrial complex. Then the chief would attract capital and technology to take up the layout. The products are directly sent to the downstream manufacturers with a conveyor belt without additional cost. One interviewee told me," if the traffic jam in the highway of Yangtze River Delta region lasts more than three hours, many of electronic products will be out of stock on the world market. Because this region is producing more than 70% laptops and more than 90% mouse in the world. "It indicates that the professional capacity of the civil servant continues improving. Now the central leaders ask to enhance the faith training combining with knowledge and skills contents. After 60th Anniversary of People Republic of China and 30 years of adopting reform and opening up policy, a large number of government officials in power do not have the feeling about the development of the historical process and do not appreciate some major

historical events deeply. Therefore, the civil servant ethics training must be enhanced to strengthen loyalty to the country and citizen. This task must be involved in a variety of training.

7.1.4 Training methods are promoted from simple talking to diversification.

A textbook, a piece of chalk and a blackboard form the *traditional type* of teaching methods. It suits the large amount of information dissemination. It will always be one of main training methods, but not the only one. Nevertheless, experience and skills must be gained through training and learning. *Discussion* becomes one of the popular training methods for the high level position, high level of education and rich experience participants. This method motivates brain storming on the practical cases. At the training of town chiefs on grass-roots administration, discussion was an effective method. After introduce the topic, the participants were motivated to list the problems during their work. The trainer, after that, classified those problems as farmers' affairs, cultural needs, the civil service building, neighborhood moral building and so on. Then, participants were grouped to fit these categories and brain-storm for potential solution sharing with the whole class. *Case analysis* is used to share the experience and to acquire knowledge from the comment. It is also welcome by Chinese civil servant. The key point of this method was *case selection*. I found that some cases were very inappropriate, like question the governors of province, "If you are a director, how would you do?". For the high-level participants, the case selection should challenge and fit their work. In addition, there are *on-site instruction*, *simulation*, and *outward-bound* using to change beliefs and attitudes. These methods are carefully designed based on the participants, time,

and content.

7.1.5 Training model is transformed from education to training.

Education and training are two different concepts, designed for different participants. Student must respect teachers in eastern traditional. Teachers in schools had supreme authority to punish their students physically. Although trainer in Chinese training institutions is called Lao-shi(老師 means teacher) as same as the school teacher, the relationship between trainers and participants is different from the relationship between teachers and students in education system. The social practice in basic education is intermittent education. It is a continuous process of education, but stopped to practice. The CST is intermittent administration. It is a continuous working process, but stopped two weeks or longer to focus on the research questions in training institutes. To understand this point will correct the psychologically misleading of the trainers and help to respect the trainees' need.

There are three types of civil servant learning. The first is problem-based. The participant comes to study with a problem, who likes to sit in the front row. The second is reflective, especially the one always sit in the back of the classroom. the third is autism type. If the issues discussion does not challenge, the participants will be silent. Training interactive will not be achieved. Nowadays, many EMBA lectures in universities are very vivid. Before lecture, teaching support staff encourage lively atmosphere using ice-breaking so that lecturers can come straight into the theme of class. The training rule was worth noting.

7.1.6 The main structure of training set is moving from by the hierarchy to the nature of work-based.

Provincial and ministerial training, director-generals training, county level training are set by hierarchy. It forms equal exchange for the same level of hierarchy and a sense of psychological equal. It is convenient for course arrangement, although the demand gap is not advantageous for the training targeted. For example, there were participants that in charge of economic related issues, traffic, water affairs, and religious affairs and so on in one training class. It was hard to meet the needs of them all. This structure is only fit the common knowledge sharing program, but not the department specific content. Some programs in Chinese Academy of Governance are very popular, mainly because they are content oriented structure in just two weeks. For example, they mixes environment related managers, policy makers, researchers and professors to introduce the newest theory and exercise, to discuss the resolutions for disturbing problems from the planning stage to implemental stage during the training. Both the effectiveness and efficiency are strengthened. If such training is still hierarchy based, the big gap of needs will be not satisfied. Time is always limited not so to training something not related as to focus on. The long term training is benefited from long time and low cost in average; on the other hand, its disadvantage is miscellaneous and low targeted. Therefore, current trend is to design more content oriented training of "more times, few days, focus on a few issues". If the training term is too long, participants will feel more anxiety and pressure from the civil servant management system and the rapid change of social and economic.

7.1.7 Training mechanism is adjusted from picking-up to picking-up and self-selection combination.

In the past, the participants of trainings especially national training programs were picked up by the human resource authorities. The official that was picked up had no excuse not to join in. Picking-up mechanism severed the country to satisfy the nation need and ignored the personal needs. It was created by the historical period and international politic environment. Recent years, officials' personal need of career development has been highlight to motivate them. The self-selecting mechanism is developed to strengthen the effectiveness and targeted. The combination of picking-up and self-selecting mechanisms can contribute both the China's scientific development plan and the civil servant career development. They are not mutually exclusive but complementary. Self-selecting is to strip out the diversity personal need and improves national needs' satisfaction.

7.1.8 The training range is enlarged from elite to team.

Over the past training focused on the elite. Current China is calling for the overall level of government performance improvement. If subordinates stayed still, the higher level of leadership the less effective of policy implementation. The modern training technique requested: When subordinates appear obstacles in the knowledge and capacity development, training should be speeded up; when subordinates cannot accept the new ideas and new change in behavior, training should be enhanced; when the ideological confusion to not form cohesion, training should be strengthened; when facing on equipment and skills upgrading, training should be adopted. China is transforming economic growth mode. It is not enough to

change awareness of governors, but also the awareness of decision makers and policy makers as well as the enterprises and the public. Civil servant ethics and anti-corruption content should be introduced into college classes. College students are the future leaders of China. The civil servant is from this area. If the moral of college students goes wrong, the quality of the civil servant will be very difficult to guarantee. One officer corrupted just after two years graduation. This is not simply his fault. Chinese government needs to reflect. Civil servant ethics education is a system involving upstream and downstream. If the moral hazard problems fulfill in the air of social environment, the people living in the social environment will be branded with the mark. The approach of Hong Kong Independent Commission Against Corruption (ICAC) is very worthwhile. They establish a community office to teach citizens, including children, anti-corruption programs in the community schools. The content about social ethics, civic moral obligation should be extended to the entire society learning system.

7.2. Adjust training contents to satisfy the knowledge requirement of CS

China's rapid growth causes the continued improvement of civil servant competence. There are some of knowledge and skills that civil servants should master.

7.2.1 Urban Planning

China is on the process of urbanization. More than 600 cities have been formed. Urban planning must keep pace with this process. Now cities look the same. From the external perspective, they are single and drab. From the internal perspective, they function is irrational.

Traffic jams, pollution and productivity layout are still harsh. One city government used to plan a large area without drinking water sources. People had to drink contaminated water every day. Their health was seriously threatened. Therefore, urban planning needs to become an important content of CST.

7.2.2 Environmental Protection

People have now clearly felt the climate change impact on production and living. Disasters occur frequently that sound the alarm bells for governments. Strengthen the environmental protection awareness is also necessary for civil servants.

7.2.3 Emergency Management

There are Emergency Response Office of the State Council in China central government and emergency treatment centers in local governments. Address emergency issues for leaders is a severe test. Many officials have no idea what to do when they facing the emergency cases. For example, a large-scale angry mass demonstrations came to one mayor, whose prestige was low, to ask solution. At this time the mayor jumped out and said "I am the one you are looking for you." This reaction intensified the conflict. Some officials were timid to response. The only reaction was to hide and make phone calls to consult superiors, meanwhile told subordinates "hold ". At last he missed the best opportunity to resolve the crisis.

7.2.4 Public opinion guidance

Recently the central leadership has repeatedly instructed to strengthen and guide public opinion, "well-treat the media, well-use the media, well-manage the media". The media

should be guided properly to promote state policies and enhance cohesion of the whole society. Some time ago there was a scenario simulation about media response in the training program for town chiefs. Some participant responded the media with ease and can certainly guide the event processing positively. Some would lead to chaos and cause cyber manhunt because of his storytelling. The way to response internet and other new media is also in need of special attention. The best time to deal with the media is shortened from 24 hours to 4 hours. Many officials are afraid of internet cyber manhunt. Despite many places set up a network management center, network management office, the ability to control is still very anemic. The key is that officials need to be more rigorous treatment of the work and life, and respond the positively.

There are also some others' contents like ethnic and religious during the trainings. In short, the training content is continued developed with the economic and social development, the country's core task and the civil servant career development.

7.3. Innovate training structure to satisfy the training needs in regions

The CST practice keeps the pace of innovation in training structure and method. In the view of training structure innovation, China is promoting short-term training and small class teaching, highlight the content oriented training; in the view of training method innovation, China is improving the traditional teaching method, and promote research, case study, experiential, simulative training method; in the view of training mode innovation, China is developing off-site training, job-rotation training, sub-sectional training, explore and improve the civil servant off-position training and customization of reserve officials training, etc. By

exercising above innovation, thematic content is relative easy to focus, courses are relative easy to design, training targeted can be effectively ensured.

7.3.1 Off-site training

Off-site training can widen vision, open ideas and not limit training locally. Chinese western officials often join the training program at the eastern. It is also one part of training to observe and experience the life among the local people not only in the classroom. In Esso Petroleum, training life is carefully designed even including sleeping and eating. There is no TV set in trainees' room but lounge. The chairs are free to move back and forth. This idea encourages participants to exchange their ideas and creates more chance for discussion

7.3.2 Job-rotation training

Job-rotation training is frequently used for the lower-level officers. Participant is rotated to new position working for one term of three months to three years to accumulate experience and necessary knowledge and skills. For instance, professor is rotated to administrative position in line ministry; official of central government is rotated to be governor in local government; Chinese official works as assistant mayor in the state government of the USA. Job-rotation training can promote the information and experience exchange and network building to contribute the original work performance.

7.3.3 Sub-sectional training

Sub-sectional training means that training is divided into sections, like one section in China, another in foreign country; one section in Chinese Academy of Governance, next

section in China Executive Leadership Academy Pudong. This kind of training, which is called extension program, can help participants benefit from the different advantage of institutions to strength the effectiveness and efficiency.

7.3.4 Off-position training

Off-position training is designed to solve the contradiction between work pressure and training pressure. Beijing Municipal government has trailed off-position training since 2009. One director general was dismissed from his post to be an entire trainee. His/her office was moved to dormitory. Only the wage was remained. Although some participants were concerns about their future after training, most officials accepted this kind of training. Dozens of applicants signed up for twenty seats of off-position training program this year. Some applicant even tried to lobby the training authority. He said: "My major was law. I can only talk about the law on public presentation. I barely know other field. This training covers the economic, political, social and cultural which I ought to learn. After one year training, my overall competence will be enhanced. I will not afraid of speaking to the public. "Vice President XI Jinping admitted off-position training as one success of CST reform innovation. Beijing is continuing to implement. Other cities are exploring.

7.3.5 Customization training

The era of customization training is coming. Customization training for all civil servants is too costly and difficult to achieve, because of the large number of Chinese civil servant force, whereas it is practical for key positions. Customized training program means to design the whole program according the need of participant. For instance, the trainees are divided

into several classes according the result of IBM's man-machine dialogue test. The personalization group who are not familiar with urban planning will be in one class. In the training of Huairou District, Beijing, a dozen teachers and trainers trains one town chief to implement one-on-one customized training. On the surface, the cost is high. But compared the cost of wrong decision or the benefit of scientific decision, the training cost is worth paying.

7.3.6 Home delivery Training

Home delivery training is implemented by the superior CST authorities to strength the competence building of civil servant in special areas. In remote areas, many officers have no experience and opportunity to benefit from the training system. Therefore, training institutions provide home delivered training service to their working place, so that the officers can receive the high quality training service. "Free training into the World Expo" project was started when 100 days left to 2010 Shanghai World Expo to introduce the experience that Beijing solved during Olympic Games, such as traffic emergency cases, abnormal weather response and psychological stress regulator for police. The satellite cities of Shanghai also carried out such programs. This action supports the Expo strongly.

7.4. Rearrange training pattern to establish an open CST system

The accreditation of CST providers should be strengthened. There were clear laws on hospital and primary school, but no clearly laws to regulate the accreditation of CST provider. Some government agencies operated the training institutions to be amusement place or resorts.

These institutions damaged the whole training system.

Administration schools should continue playing the role of main training channel for civil servants. Meanwhile, identify the CST base in universities to explore new ideas and the knowledge and open mind for the civil servants. Many local governments outsource the training to universities year by year. There are more than ten thousands civil servants to be trained in Peking University and Tsinghua University annually. The human resource authority is trying to strengthen the norms and effective guidance of these university bases.

Actively use the oversea famous universities and other institutions to train Chinese civil servants. In addition to overseas trainings organized by the central government, provincial government also has different sizes of overseas training. After 2008 Financial Crisis, a large number of tourism-related activities that were disguised as work or investment attraction activities were abolished to reduce the public expenditure. However, the number of oversea training programs is increased. The Chinese government should introduce policies to regulate oversea trainings in order to maintain a correct political direction and reduce costs. On the other hand, some foreign training providers have little information about Chinese civil servants and do not catch the Three Needs. The training evaluation is very poor. Some provinces build a close cooperation with oversea universities. One-year training focuses on the government work exercise. The feedback is satisfied.

Encourage and guide qualified CST providers to involve. The private training institutions are very powerful, especially the coaching skills training. It is most conducted by foreign consulting, including McCarthy Consulting, Cisco Study on Leadership, Lausanne Institute of Management, Training Division of IBM and so on. SEIMI (Sino-European International

Management Institute) is also actively involved in China's civil servants, which tuition is nearly ten times than universities. They began to train 10 senior officials of the Chinese government each year for free. The government training institutions should study their training methods and management philosophy to promote government training service.

In short, the CST system should be fair participation, standardized operation, free to enter and exit, complementary each other and dynamic.

7.5. Reform training institutions to improve their competitive power

7.5.1 Practical models of county level administrative schools

At present, China is deepening the reform of operating mechanism in city and county level administrative schools. This reform focuses on teaching standards improvement to meet the growing training needs of grassroots civil servants. The driven force of the reform comes from the grass-roots officers' innovation and creativity. County-level administration schools are struggling on contradiction of increasing needs of civil servant and serious loss of teacher training resources. How to meet the basic needs of civil servants is an urgent and important problem. According to the interview on focus group, there are several patterns as following:

Integration Model of Changxing, Zhejiang Province is more like a "training center" without professors. They integrated national wide faculty resources to satisfy the training needs of the civil servant. The county civil servant was able to enjoy the same training resources as provincial civil servants. Participants' satisfaction was increased with personnel reduction and decreasing funding.

Comprehensive Model of Guangxi merged institutions under the county government

agencies such as vocational schools, agricultural extension school, family planning schools together with county administration school. They designed trainings combining with the peasants' enrichment plan and local development. Civil servants could learn theory and promote capabilities of prosperity and development. The status of county administration schools was also increased.

Campus Model of Foshan, Guangdong. County administration schools were merged into the Municipal School as part of its campus. The municipal administration school integrated the training resources of five counties, and invited the well-known professor in the province. Some county civil servant can also go to the municipal schools to enjoy the high quality training service.

There is another called *Henan Model* ongoing which learned experience of Zhejiang and Guangxi.

Mechanism reform is very difficult. Firstly, the career future of faculty and staff members in county administration schools should be guaranteed to be better and better. Secondly, civil servant training funds should be protected to be more concentrated. The third was to improve the social status of county schools so that civil servants can enjoy the training service in the same place.

7.5.2 Optimize and integrate departmental and industrial training institutions

In accordance with the principle of boutiques, Chinese government is promoting vigorously optimization and integration of CST institutions to continuously improve the professional level. Central Government and line ministries, considering the amount of

training tasks, the degree of specialization and social substitutability, streamline and merge their subordinate training institution. One ministry sets up one training institution and integrates the others. A small number of large government systems, such as justice and public security can retain more than one. At present, a number of training institutions ask the training authorities for the CST programs to survive, which is supposed not to be there, resulting in a large waste of high-quality training resources. To streamline and merge training institutions will be beneficial to these industrial institutions' overall level of social status. This requires training authorities, financial department and development & reform commission and other relevant departments to promote collaboration.

7.5.3 The virtual college of CST: Network Institute

The virtual college is the most convenient and costless way for CST. Some places established well-performed network training. In China Executive Leadership Academy Pudong, the formal and present trainees can login the virtual college anywhere to study effectively and gathering newest information after USB-key validation. However, virtual colleges are relatively dispersive, low speed refreshing and unreasonable authority setting. The utilization is not high enough. The resources of training institutions can be shared for the civil servant through network. Knowledge sharing is the basic right of civil servant, but also their welfare. The sustainable mechanisms need to be developed to balance knowledge sharing and teachers' intellectual property rights and economic benefits.

7.6. Strengthen training macro-management

Central human resources authorities should strengthen the macro guidance through the Civil Servant Training Steering Committee; meanwhile reduce the micro-manipulation.

7.6.1 Intensify the mechanism of training planning generation

Training programs generated from civil servants who received the training service. The training planning process is transforming from the top-down training requirements by the state policies to the bottom-up through need analysis in training program planning. Training needs must be deeply analyzed in order to develop the plan. The need analysis lasted six months for the county chief in national wide. The formal and present chiefs were all involved for designing. The training was acquired highly praise.

Establish the participation mechanism combining picking-up and self-selecting process. This mechanism has been addressed earlier in the paper. I will not repeat here.

Establish and improve mechanisms for assessing and evaluating learning effectiveness. This is a long-term exploration. Mechanism should assess the competence improvement after training and break the "training useless" theory which is described as "the one who was trained was not promoted, the one promoted has not been trained ". Officials will be promoted better after training, although there are a few cases of promoting non-trained officials. Some local officials picked up to training, are dispensable and not on the key position. These people are not supposed to be promoted no matter join the trainings or not. In fact, they have been improved after training.

Improve the incentive and restrictive mechanism for CST. This year, the central human resources authorities strength the supervision of the training and obtain the performance on

trainees' speak, papers and discipline, as the important basis for promotion. Training provided a good platform for civil servant assessment. There is another kind of assessment in Singapore called "back-to-back evaluation method". Thirty participants were given a questionnaire each to order the other in the same program according to the performance, capacity, quality, integrity, etc. Then training managers weight and produce a result. This result is not only academic performance, but also reflects capability of coordination, discipline performance, theoretical knowledge, class participation and devotion. These factors can refer to an important basis for civil appointment. Civil servant will be motivated and constrained to treat training as a career, a job and a responsibility. The training authority should develop the environment for civil servant studying and researching.

7.6.2 Focus down to guide grass-roots training

The CST in China is still focusing on the senior officials, although the majority of civil servants are in the bottom of pyramid tower. These civil servants cannot get the opportunity of training, or little opportunity, or lack of qualified training. The CST should serve all rural areas and encourage the training to focus on the county level.

7.6.3 Increase the training input of funds and enhance supervision

"Fund goes with the program, along with the participants" has been adopted by the self-selecting training. Fund used to be allocated to civil service training institutions according to the budget year. Recent years, the training fund has been relocated by the number of training program and participation besides the basic operation expenditure and will be by the training effectiveness. It was referred the foreign practice of training coupon system.

Officials select the training institutions according the career development needs. After joining the trainings, they submit the training coupons to training institution. These institutions then balance the coupons with the government budget checkout. The trainees become the main body of the market.

To sum up, as the Option 4 I explained above, the current Chinese CST reform can be mainly divided into some key factors: establish Civil Servant Training Steering Committee to supervise and macro-manage the overall reform process, design and implement the blueprint to push the training providers to improve their services; carry out tendering and bidding regulation for strategic CST programs and market access regulation for conventional CST programs to introduce more competition in the pool of CST institutes so that enhance their incentive objectively to improve the training effectiveness and efficient through training contents and methods perfection ; set up self-selected training regulation, like the “training vouchers” system in some countries, to transfer more right of freedom in chosen proper trainings to satisfy the participants’ needs and increase their willing to study and update their governance competence.

VIII. CONCLUSION

China’s economy has achieved remarkable success with the feature of continuous rapid growth. Many scholars and governments are researching on how long China will be able to maintain such a high growth rate. From the R&O process of past three decades, Chinese governments have gradually liberated the economic system through continual deregulations. However, for a highly centralized governance structure, the burden of designing proper

polices and implementation is placed on the Chinese policy makers - the Chinese civil servants at all levels of governments. This requires CS being adequate to improve its own competence to adapt to complex changes in the domestic and international situations in the present globalized and informative era. The CST project is the key means to improve the competence of CS. It indeed played an overwhelming role in China's economic development process. In 2005, the central government put forward the "*large-scale training of cadres, substantially improve the quality of cadres*" requirement. Under this requirement, the central government enlarged the financial support for CST. At present, China is suffering the damage of the global economic crisis. Governments have reduced many kinds of administrative expenses significantly; it is noteworthy that the central government has increased its investment in CST programs and promoted policies to reform the CST system.

However, the current effectiveness and efficient of the CST project cannot meet the increasing demands for competence. There are two main reasons. First, due to the shortage of civil service competence studies and lack of practical competency model, it is difficult to carry out in-depth and comprehensive need analysis, incurring a gap from the training between actual demand and CST from the initial period of training design. Second, most of CST institutions are lack of competition, which are affiliated to the governments and long time of enjoying their mother departments' financial and human capital support finally results in their seriously inadequate incentives.

For these reasons, this thesis tried to study and explored the effective way to solve the problems in CST system for substantially improving China CS's competence. First, it summarized the competence research in Western countries and China and put forward the 42

competence elements of the Competency Model (framework) base on the past working experience. This model will contribute to studying the key competence elements of CS and lending help to the training need analysis. The 42 elements are listed as follows: Observation Capability, Comprehensive Capability, Understanding Capability, Response Capability, Creative Capability, Oral Presentation Capability, Written Capability, Communication Capability, Learning Capability, Problem-solving Capability, Decision-making Capability, Organizing Capability, Personnel Capability, Coordination Capability, Operation Capability, Information-collecting Capability, Quick thinking Capability, Logical thinking Capability, Mathematic Capability, Consulting Capability, Problem-solving Capability, Public service Capability, Psychological Adjustment Capability, Research Capability, Reactive Capability, Perspective Capability, Detail-focusing Capability, Coaching Capability, Designate Capability, Diversity Capability, Driving Force, Emotion Quotient(E.Q.), Empowerment Capability, Providing and Feedback Capability, Listening Capability, Perceptual Capability, Organization Capability, Quality Orientation Capability, Result Orientation Capability, Strategy Making Capability, Teamwork Capability and Time Management Capability. The 42 Competency Model is proved to be a practical and easy toolkit to analyze the needs for CST to improve the effectiveness through some projects, like studying and assessing the competence of senior officers (director and director-general level) in China Ministry of Commerce in 2008.

Second, to solve the problem of less incentive of training institutions, this thesis proposed a phase plan to introduce market competition mechanism to deregulate the existing CST system: conditionally open the CST market to the social institutions, introduce more competition factors and promote the wide-ranging integration of the CST institutions under the

governments' umbrellas; establish a comprehensive and systematic evaluation system of CST supplies , supervised by the training authorities effectively.

Third, evaluate the current Chinese CST reform process. It can be summarized in two key points. First, it is about the way of thinking, including the basic judgments of CST on the changing of training subject, the diversity of training institutions, the understanding of training model and mechanism. These thoughts and ideas are very important for working attitudes of the civil service training. Second, it is about the working methods, including training set, design and a combination of training methods, and some beneficial practice and experience of training management. These provide critical thinking and clues to improve training and also show the reform tendency and some practice related the proposal about competition introduction on CST.

In the post crisis period, as the world's economic powers - China's economic stability and rapid development will not only produce a significant impact for the Chinese people, but also help other countries recover their economy as soon as possible. It is the top priority to reform the CST system to improve the CS competence and promote China's economic development since Chinese civil servant played the significant role. However, this reform cannot accomplish overnight. This thesis will provide some reform ideas and inspiration for the CST reform and contribute to the steady and rapid development of China's economy, and a valuable reference for the rest of the world's economic development at the same time.

APPENDICES

APPENDIX A: CHINA'S MAJOR INSTITUTIONS OF THE CENTRAL GOVERNMENT AFTER THE 2008 REFORM

Table 3: Major Institutions of the Central Government²⁵

Organizations directly under the State Council	Institutions Directly under the State Council
<p>There are 16 Organizations directly under the State Council, including:</p> <ol style="list-style-type: none"> 1. General Administration of Customs 2. State Administration of Taxation 3. State Administration for Industry and Commerce 4. General Administration of Quality Supervision, Inspection and Quarantine 5. State Administration of Radio, Film and Television 6. General Administration of Press and Publication (National Copyright Administration) 7. General Administration of Sport 8. State Administration of Work Safety 9. National Bureau of Statistics 10. State Forestry Administration 11. State Intellectual Property Office 12. National Tourism Administration 13. State Administration for Religious Affairs 14. Counselors' Office of the State Council 15. Government Offices Administration of the State Council 16. National Bureau of Corruption Prevention 	<p>There are 17 Institutions Directly under the State Council, including:</p> <ol style="list-style-type: none"> 1. Xinhua News Agency 2. Chinese Academy of Sciences 3. Chinese Academy of Social Sciences 4. Chinese Academy of Engineering 5. Development Research Center of the State Council 6. Chinese Academy of Governance 7. China Earthquake Administration 8. China Meteorological Administration 9. China Banking Regulatory Commission 10. China Securities Regulatory Commission 11. China Insurance Regulatory Commission 12. State Electricity Regulatory Commission 13. National Council for Social Security Fund 14. National Natural Science Foundation 15. Taiwan Affairs Office of the State Council 16. Information Office of the State Council 17. State Archives Administration

²⁵ Source form www.gov.cn the Chinese government's official web portal and www.china.org.cn

Special Organization directly under the State Council	Administrative Offices under the State Council
<p>There is only one Special Organization directly under the State Council, which is the State-owned Assets Supervision and Administration Commission of the State Council.</p>	<p>There are 4 Administrative Offices under the State Council, including:</p> <ol style="list-style-type: none"> 1. Overseas Chinese Affairs Office of the State Council 2. Hong Kong and Macao Affairs Office of the State Council 3. Legislative Affairs Office of the State Council 4. Research Office of the State Council

Ministries and Commissions under the State Council	Administrations and Bureaus under the Ministries & Commissions
<p>There are 27 Ministries and Commissions under the State Council, including:</p> <ol style="list-style-type: none"> 1. Ministry of Foreign Affairs 2. Ministry of National Defense 3. National Development and Reform Commission 4. Ministry of Education 5. Ministry of Science and Technology 6. Ministry of Industry and Information Technology 7. State Ethnic Affairs Commission 8. Ministry of Public Security 9. Ministry of State Security 10. Ministry of Supervision 11. Ministry of Civil Affairs 12. Ministry of Justice 13. Ministry of Finance 14. Ministry of Human Resources and Social Security 15. Ministry of Land and Resources 16. Ministry of Environmental Protection 17. Ministry of Housing and Urban-Rural Development 18. Ministry of Transport 19. Ministry of Railways 20. Ministry of Water Resources 21. Ministry of Agriculture 22. Ministry of Commerce 23. Ministry of Culture 24. Ministry of Health 25. National Population and Family Planning Commission 26. People's Bank of China 27. National Audit Office 	<p>There are 22 Administrations and Bureaus under the Ministries & Commissions, including:</p> <ol style="list-style-type: none"> 1. State Bureau for Letters and Calls 2. State Administration of Grain 3. National Bureau of Energy 4. State Administration of Science, Technology and Industry for National Defense 5. State Tobacco Monopoly Administration 6. State Administration of Foreign Experts Affairs 7. State Bureau of Civil Servants 8. State Oceanic Administration 9. State Bureau of Surveying and Mapping 10. Civil Aviation Administration of China 11. State Post Bureau 12. State Administration of Cultural Heritage 13. State Food and Drug Administration 14. State Administration of Traditional Chinese Medicine 15. State Administration of Foreign Exchange 16. State Administration of Coal Mine Safety 17. National Administration for the Protection of State Secrets 18. State Cryptography Administration 19. China National Space Administration 20. China Atomic Energy Authority 21. State Language Commission 22. National Nuclear Safety Administration

APPENDIX B: QUESTIONNAIRE FOR COMPETENCE MODEL

Questionnaire for Senior Civil Servant Competence Indicator System

(for director level)

Part I: General Information

Department/Bureau			
Division		Age	
Post Title	Leading or Non-Leading Post		
charged field			
Please describe you work(tasks, functions, responsibilities and so on) in 200 words			

Parts II. What specific knowledge is required in your position? (Please list at least five)

Part III. What competence elements are required in your position? (Please list at least five referring the Elements of Competence. You may add other elements that you think are important.)

APPENDIX C: THE 42 ELEMENTS OF COMPETENCE MODEL

A-1 Observation Capability

Definition: The capability about observing all kinds of problems and phenomenon.

Characteristics of high graders:

- Have good observation capability about general things;
- Have the capability to see through the phenomenon to perceive the essence;
- Have the capability to prefigure development and changes of things;
- Have the capability to tell relative identity and rough experiences through strangers'

conversation, behaviors and habits.

- Have the capability to tell the rights and wrongs through people's explanation.

Characteristics of low graders:

- Have relative bad observation capability to general things;
- Mostly concentrate on the phenomenon rather than perceive the essence;
- Mostly concentrate on the THING-IN-ITSELF rather than cores;
- Cannot feel or tell people's real thought through phenomenon and behaviors.

A-2 Comprehensive Capability

Definition: The capability to compare and analyze complex things comprehensively; Have the capability to judge the nature and reasons accurately.

Characteristics of high graders:

- Have good analyzing capability;
- Can easily grasp the main problem of a complex thing, have a comprehensive and logical analysis to make a right decision.

Characteristics of low graders:

- Have relative bad comprehensive and logical capability;
- Cannot grasp the essence and main points of things;
- Most of the decisions are wrong or extreme.

A-3 Understanding Capability

Definition: The capability to know and understand things.

Characteristics of high graders:

- Have good understanding capability;
- Can understand things quickly, accurately and draw inferences about similar cases.

Characteristics of low graders:

- Have relative bad understanding capability;
- Response bluntly to affairs;
- Have problems in understanding real theories and reasons about things;
- Need to be instructed and explained repeatedly.

A-4 Response Capability

Definition: The capability to response to things and adjust selves appropriately according to the changes on objects, methods, plans, outside environment and conditions of things.

Characteristics of high graders:

- Be flexible at treating people as well as dealing with things;
- Be good at making decisions based on well observing times;
- Be good at dealing with complicated situation and making selves status actives.

Characteristics of low graders:

- Be blunt in communicating with people and dealing with things;
- Response slowly to the society, surrounding environment and things;
- Always make selves on status passives in working and daily lives.

A-5 Creative Capability

Definition: Whether have the capability of thinking dimensionally, the fertility of imagination, the renewal of thinking and pioneering.

Characteristics of high graders:

- Have strong creative capability, the capability of dimensional thinking and the fertility of imagination;
- Never satisfy with the current situation;
- Be good at finding new ways and renewing thinking as well as using a new goal to stimulate the group;
- Hardly be limited by rules or technical authorities but prefer to do something unconventional or unorthodox.

Characteristics of low graders:

- Have bad creative capability and imagination;
- Cannot raise new thinking, new plan, new proposal but be ruled by old conventions and principles;
- Follow prescribed orders and keep to conventional ways.

A-6 Oral Presentation Capability

Definition: The capability of oral presentation.

Characteristics of high graders:

- Have logical, well-organized and coherent, vivid and concise, persuasive and motivational oral presentation capability.

Characteristics of low graders:

- Have bad oral presentation capability;
- Be ambiguous and illogical in presenting;
- Cannot grasp the main point or use words fail to express the meanings.

A-7 Written Capability

Definition: The capability of writing.

Characteristics of high graders:

- Have good writing capability;
- Have the capability to combine well-structured, logical, vivid and accurate speeches, which reflect thoughts and capabilities with high quality.

Characteristics of low graders:

- Have bad writing capability;
- Cannot make well-structured speech;
- Have many grammatical and spelling mistakes in speeches;
- Cannot express selves' thoughts accurately which are hard to be understood by others.

A-8 Communication Capability

Definition: The capability of communicating with superiors as well as people within and outside the organization.

Characteristics of high graders:

- Have good sociality and wide social communication which make it easy to build good working relation;
- Be confident and generous when deal with others and always present good first impressions;
- Can easily be familiar with others and gain deeper cooperation.

Characteristics of low graders:

- Have bad communication capability and narrow social communication;
- Seldom communicate with others and have difficult in going well with others;
- Feel nervous when communicating with others especially strangers.

A-9 Learning Capability

Definition: The capability of learning new information, commanding new technology, accepting new concepts and accessing new information.

Characteristics of high graders:

- Have strong desire in improving self-ability and knowledge;
- Have clear target and well-said plan as well as particular study capability;
- Study constantly and strictly according to the plan;
- Can easily get and absorb new information, new technology and new concepts.

Characteristics of low graders:

- Be lack of self-study capability;
- Have no desire to new knowledge, hold dated information, technology and concepts;
- Cannot study consistently and strictly;
- Cannot keep pace with times in science, culture, information and concepts.

A-10 Problem-solving Capability

Definition: The capability of finding and solving problems.

Characteristics of high graders:

- Have a good problem-solving capability;

-
- Can correctly analyze and solve serious questions in various ways and methods.

Characteristics of low graders:

- Have bad problem-solving capability;
- Feel helpless and frustrated when meet problems especially serious problems;
- Cannot solve serious problems independently but report to the superior.

A-11 Decision-making Capability

Definition: The capability of understanding and solving decisive problems accurately according to specific situations.

Characteristics of high graders:

- Can listen to suggestions of people from all positions especially experts when make decisions of which help to make scientific decisions;
- Have the capability to make decisions strategically and timely in a changeable situation.

Characteristics of low graders:

- Be a law unto selves without listen to experts' suggestions;
- Be not vigorous but shilly-shally and miss out the time in making decisions;
- Make decisions carelessly which result in mistakes.

A-12 Organizing Capability

Definition: The capability of choosing appropriate types of organizations, establish capable and efficient working organizations and controlling systems, do the rational divisions of labor and authorities according to the characteristics and needs of work; The capability of establishing and perfecting rules and regulations; The capability of mobilizing any kind of elements and using them into realization of target and goals.

Characteristics of high grader

- Have good organizing capability;
- Be good at making plans, direction, supervising, coordinating and controlling;
- Have the capability to arouse the enthusiasm of the subordinate to work more efficiently.

Characteristics of low graders:

- Have bad organizing capability and bad planning of work;
- Be lack of supervising and coordinating capability;
- Do work planned, organized but have no follow-ups, cannot carry out the instructions and orders of the superior;
- Cannot arouse the enthusiasm of all parts.

A-13 Personnel Capability

Definition: The capability of identifying talented people, be good at making full use of people's advantages which give full scope to the talents.

Characteristics of high graders:

- Have the capability to recruit the right person for the specific position where the

person's ability can be maximum exerted.

- Pay attention to educating talented people whom are regarded as human resources.
- Pay attention to finding and recruiting talented people according to their specific skills.

Characteristics of low graders:

- Cannot recruit the right person to the specific position;
- Never concern about the characteristic of the position as well as the personality of the person when doing the allocation;
- Cannot tell talented people exactly which always results in the wrong decisions in allocating people;
- Only focus on using people but not thinking about educating the talented.

A-14 Coordination Capability

Definition : The capability of dealing with the relationship and conflicts between superiors and members as well as interpersonal relations; The capability of dealing with the coming conflict in works, can get along with everybody harmoniously and coordinately; The capability to smooth the inside and outside problems which will contribute to good developing atmosphere and condition for work.

Characteristics of high graders:

- Have the capability to deal with the relationship and conflicts between superiors and members, interpersonal relations as well as smooth the inside and outside problems and conflicts through effective coordination;
- Have the capability to agglomerate the power of each aspect into coordinating and hand-in-hand working.

Characteristics of low graders:

- Have bad coordinating capability;
- Be lack of coordinating methods and skills, cannot deal with leader-member relationship and interpersonal relations well;
- Cannot solve problems and conflicts well when coordinating with others.

A-15 Operation Capability

Definition: The capability to complete works after fully understanding the superiors' introduction.

Characteristics of high graders:

- In practice, fully understand works and the related environment as well as working processes and related capability;
- Have rich practical experiences and operating capability through which the important and complicated problems can be solved;
- Have strong practical capability.

Characteristics of low graders:

- Have bad practical capability;
- Saying rather than doing;
- Cannot solve problems during working, cannot operate or practice work efficiently;

-
- Have bad practical capability;
 - Rather to be described as an operator, more like a strategist or plan-maker.

A-16 Information-collecting Capability

Definition: The capability to collect information through all kinds of ways and channels.

Characteristics of high graders:

- Have clear target and demand consciousness regardless of time and money;
- Be good at catching useful information and collecting useful information through kinds of ways and channels;
- Have the capability to screen useful information efficiently.

Characteristics of low graders:

- Have ambiguous target as well as weak information-collect consciousness;
- Do not want to spend time and money on information collection;
- Cannot catch useful information scientifically or diversely.

A-17 Quick thinking Capability

Definition: The capability of thinking quickly when dealing with many things.

Characteristics of high graders:

- Thinking and response quickly when dealing with many things;
- Can easily find the detailed problems during work;
- Have strong vigilance.

Characteristics of low graders:

- Cannot focus on details and response slowly when dealing with many things;

A-18 Logical thinking Capability

Definition: The capability of using forms like concept, judgment and reasoning response to reaction processes of the objective world.

Characteristics of high graders:

- Have strong inducting and deducting capability as well as logical reasoning capability;
- Can get correct conclusions scientifically through limit and relative information.

Characteristics of low graders:

- Have bad inducting and deducting capability;
- Thinking discontinuously;
- Cannot induct or deduct through logical relations;
- Cannot get the correct conclusion through limit or relative information.

A-19 Mathematic Capability

Definition: The capability of deducting and solving problems when calculating fast and correctly.

Characteristics of high graders:

-
- Be sensitive to numbers;
 - Can deduct and analyze numbers quickly and get correct conclusions.

Characteristics of low graders:

- Be insensitive to numbers or data;
- Cannot deduct or analyze numbers and get correct conclusions, sometimes even feel bored to numbers.

A-20 Consulting Capability

Definition: The capability to quest others' suggestions

Characteristics of high graders:

- Can make the decision-effected people participate into the decision-making process as well as encourage the primary related people to participate into the problem-solving processes which will greatly contribute to get breakthroughs and solutions.

Characteristics of low graders:

- Never think about trying to make the decision-effected people participate into the decision-making processes as well as do not encourage the primary related people to participate into the problem-solving processes.

A-21 Problem-solving Capability

Definition: The capability of solving problems.

Characteristics of high graders:

- Encourage new suggestions;
- Can detect problems that might happen, distinguish phenomenon and essence, improve suggestions and solve the problems.

Characteristics of low graders:

- Do not encourage new suggestions;
- Cannot detect problems that might happen, distinguish phenomenon and essence, improve suggestions and solve the problems.

A-22 Public service Capability

Definition: The capability to service for the masses, including the consciousness of responsibility, public service, honest, diligence and being supervised by the masses.

Characteristics of high graders:

- Have strong public service consciousness, be honest and diligent;
- Have strong responsibility, including being responsible for work, having close ties with the masses, caring about problems of the masses and safeguarding the legitimate rights and interests of the masses.
- Be good at using modern administrative methods and skills to work more efficiently;
- Be glad to be supervised and criticized by the masses as well as adopt suggestions from the masses.

Characteristics of low graders:

- Have poor public service consciousness and responsibility;

-
- Ignore problems of the masses and seldom consider the legitimate rights and interests of the masses;
 - Have bad administrative efficiency, like to put off things and even despite the problems of the masses;
 - Have strong feelings of official standard, do not like to be supervised by the masses not to mention criticized by the masses.

A-23 Psychological Adjustment Capability

Definition: The capability to adjust self-thinking and behaviors, keep positive attitude and mood according to the changes of situation and environment, of which mainly includes strong enterprising, confident, diligent and optimistic character and passionate attitude to work.

Characteristics of high graders:

- Have strong confidence and indomitable will, can deal with ups and downs as well as success and failure;
- Have good psychological adjustment capability that means broadminded, tolerant and do not be jealous and envious of capable people.

Characteristics of low graders:

- Have strong sense of inferiority and frail will;
- Be in blue dispirited emotion for a long time and cannot do regular work for quite a long time when facing adversity or failures.

A-24 Research Capability

Definition: Keep close eye on the objectors of research; The capability of using scientific theory, methods to look into the reality and solving the problems through research.

Characteristics of high graders:

- Based on facts and tell the truth;
- Command scientific method in survey and researches;
- Be good at finding and analyzing problems, easily understand the past, present and influence of things;
- Be active in finding the laws of things' development, predict the tendency and make suggestions contributing to solve the problems;
- Be good at generalizing experiences.

Characteristic of low graders

- Be lack of scientific methods in survey and researches as well as lack of valid prove of truths;
- Cannot analyze information scientifically but only focus on the phenomenon rather than the essence;
- Do not respect truths but tell lies.

A-25 Reactive Capability

Definition: The capability of handling emergent things comprehensively.

Characteristics of high graders:

- Can grasp the main point through efficient information and make feasible solutions quickly;
- Have the capability to recognize and deal with all kinds of social problems correctly as well as harmonize interests of different sectors when facing emergent situations;
- Can analyze and judge the processes of problems correctly as well as make practical actions, make full use of social resources when facing emergent situations.

Characteristics of low graders:

- Cannot screen relative information or grasp the keys of problems;
- Have no pre-arranged planning or preparation to possible huge problems;
- Be helpless or ineffective solutions when facing emergent problems.

A-26 Perspective Capability

Definition: The capability of perceiving and predicting the situation of things and surroundings and be well prepared and act effectively when something demanding really happens.

Characteristics of high graders:

- Be good at finding clues from the current situation which can predict and conduct the future;
- Be good at dealing with changes, and prefer to spending time on thinking the coming things;
- Have strong perspective capability.

Characteristics of low graders:

- Seldom spend time on thinking and preparing for the future;
- Cannot response effectively to the surroundings, prefer relying on the former experiences rather than predicting the future.

A-27 Detail-focusing Capability

Definition: The capability of managing and controlling details to adjust self orientation in accordance with the organization as well as improving the accuracy of works.

Characteristics of high graders:

- Highly understand the accuracy and completeness of self and others' work;
- Confirm information and check works carefully in order to avoid mistakes.

Characteristics of low graders:

- Low graders normally work but forget the orientations;
- Work without detailed plan but finish at "close enough";
- Work carelessly and do not like check or verify.

A-28 Coaching Capability

Definition: The capability of offering inferiors and others honest direction and help, encouraging them to face problems bravely, guiding them to solve problems under guidance of new thoughts and new strategy and results in finishing works effectively.

Characteristic of high graders

- Have the capability to inspire others talking through constructive method as well as help others in finding problems and improving situations;
- Use all kinds of methods to make people judge and comment selves justly and fairly;
- Focus on the solutions when coaching others.

Characteristics of low graders:

- Seldom ask others thinking in a new way or different way, tolerate in ordinary performance and abide others' negligence on ordinary performance;
- Seldom coach others to make them perform better or gain better goals;
- Seldom comment honestly or completely taking thought for these comments might have negative impacts on others.

A-29 Designate Capability

Definition: The capability to designate colleagues and team members effectively which make them both responsible in their own work and act creatively to challenges.

Characteristics of high graders:

- Be glad to make staffs bear new and productive tasks of which staffs are authorized to finish independently and reasonably;
- Often designate a lot of tasks to potential staffs and stimulate them to take challenging work and realize the goals.

Characteristics of low graders:

- Seldom give staffs free space for their development or designate them to bear tasks they barely able to do;
- Normally designate works as well as the solutions, self interfere when staffs make or will make mistakes;
- Do nearly everything by selves and designate only those low-demanding or "safe" tasks to staffs.

A-30 Diversity Capability

Definition: The capability to appreciate different views, suggestions and believes to some extent; The capability is to solve problem through spending time on learning diversity and make full use of diversity.

Characteristics of high graders:

- Have the capability to know the difference among people's appearances, personalities, working methods, lifestyles and Weltanschauung and hold in mind that knowing these differences are important;
- Try to avoid consolidating selves' culture concepts;
- Be zest, loyal and kind to everybody, especially the minority in a certain society.

Characteristics of low graders:

- Have bias to people from different culture backgrounds;
- Seldom spare time with people having different views or even criticize the minority publicly.

A-31 Driving Force

Definition: The capability to stimulate and encourage others work hard as well as keep his words whenever facing whatever difficult.

Characteristics of high graders:

- Often use new and different methods to stimulate and encourage people around to make high-level promises and encourage people to spend more time on achieving goals;
- Use different methods to stimulate different people.

Characteristics of low graders:

- Hold in mind that only if goals are clear, will people work energetically;
- Seldom use stimulating methods to stimulate people's creativity or working passion;
- Communicating working fruits occasionally and presenting orally about working processes.

A-32 Emotion Quotient (E.Q.)

Definition: The capacity to identify, assess, and manage the emotions of selves, of others, and of groups.

Characteristics of high graders:

- Often identify "what is good leadership" according to feeling and sensation of others;
- Listen to others' suggestion calmly and patiently before represent a certain leader;
- Try to make honest and integrated atmosphere;
- Have the capability to deal with others and maintain a good relationship.

Characteristics of low graders:

- Try to separate emotion, perception from leading "work";
- Prefer management system and resources rather than communicate with people directly when solving problems;
- Often "order and control" when leading others.

A-33 Empowerment Capability

Definition: The capability to give others' free rein or conduct others to realize personal goals and meet challenges.

Characteristics of high graders:

- High grader like to make people bear new and flexing tasks, to maturate people through relevant adventure as well as different solutions to the same problem;
- Empower potential people many responsibilities and encourage people to realize personal goals and challenges.

Characteristics of low graders:

- Seldom give enough space or empower others to take challenging tasks or projects;
- Often tell exact solutions when doing tasks ;
- Normally take much responsibility and let others bear riskless or relative "safe" tasks.

A-34 Providing and Feedback Capability

Definition: The capability of providing constructive feedback and receiving others' feedback.

Characteristics of high graders:

- Often provide and receive information feedback with others;
- Take feedback an active measure to improve selves, communicate knowledge with others and gather experiences.

Characteristics of low graders:

- Cannot provide and get information feedback often, even try to avoid providing and receiving feedback (both positive and negative) or constructive comments to others;
- Prefer negative methods, try to escape when asked provide feedback.

A-35 Listening Capability

Definition: The capability of listening, understanding peoples' speaking and grasping the information quickly through listening.

Characteristics of high graders:

- Know the value of paying high attention to peoples' speaking;
- Have the capability of finding best atmosphere to make people talk without interruption and commenting on the whole content carefully;
- Normally show the attention on the speaking quickly and conduct the speaker patiently.

Characteristics of low graders:

- Seldom pay attention on peoples' thoughts and concerns, listen for answering rather than understanding thus often disturb peoples' speaking.
- Be lack of patience in talking, hard to conduct or advice speakers properly.

A-36 Perceptual Capability

Definition: The capability of combining seeing, perceiving and sensing effectively and comprehensively to make a clear and precise perspective to those practical or actual actions.

Characteristics of high graders:

- Have the capability to comment feeling and all experiences completely and endow relative meanings;
- Screen and digest information quickly;
- Can judge feeling and experiences independently to make consistent, efficient and dependent information.

Characteristics of low graders:

- Thinking superficially, have no feeling to obvious false theories, bias or defects;
- Only focus on the realistic significance, be obdurate to some problems.
- Cannot distinguish useful and useless information, truth and feelings;
- Easy to accept "doubtful" or exaggerating information.

A-37 Organization Capability

Definition: The capability to achieve goals through careful preparation and organization as well as make completely strategic plans.

Characteristics of high graders:

- Can think, plan and organize calmly to achieve goals rather than waste time on acting anxiously;
- Carefully evaluate available time and resources to make plans in fully use of all resources to get best results.

Characteristics of low graders:

- Seldom spend time and money on planning and organization but jump to the result while in the hope of getting the best;
- Often give up halfway for lacking of careful preparation and overall organization.

A-38 Quality Orientation Capability

Definition: The capability to pay attention on working and service “processes” to some extent to ensure the quality of products and service;

The capability is to solve problems in how to efficiently measure and track the main quality processes of the organization to ensure the quality of products or service fulfilling the expectations.

Characteristics of high graders:

- High graders have clear understanding about the processes of their business areas as well as the relative areas;
- They know how to improve the quality of products and services through efficient management on processes.

Characteristics of low graders:

- Low graders are lack of processes and quality-improving consciousness when working;
- They seldom analyze processes but work repeatedly and wastefully.

A-39 Result Orientation Capability

Definition: The capability to pay much attention on results, fruits, and actions.

Characteristics of high graders:

- Have the capability to balance time and money that should be spent on “input concentration” and “output concentration”;
- Not satisfy with good actions while no valuable or substantive outputs.

Characteristics of low graders:

- Seldom care about results but plans and actions;
- Have no clear working orientation but satisfy with working busily.

A-40 Strategy Making Capability

Definition: The capability to make and recognize a trustworthy goal and point out a clear,

direct and sample way to achieve the goal.

Characteristics of high graders:

➤ Have the capability of making correct assessments of the situation, setting effective and strategic targets, laying clear action plans and strategies, convincing and spreading these targets, plans and methods efficiently.

Characteristics of low graders:

➤ Have no clear orientation but choose an orientation or action plan according to limit value judgment or change direction frequently to avoid conflict and turn to the minimum resistant action.

A-41 Teamwork Capability

Definition: The capability to work with others, use different skills and experiences to build up team spirit.

Characteristics of high graders:

➤ Have the capability to find and yield different advantages of team members and be glad to see team members taking new and constructive tasks;

➤ Be glad to authority and support team members in doing their capable tasks.

Characteristics of low graders:

➤ Seldom believe other team members, do not like to give others enough space to do their capable tasks or plans;

➤ Seldom notice others' advantages, prefer explain exactly how to do things or even interfere others' work when they make mistakes or fell the tasks.

A-42 Time Management Capability

Definition: The capability of using time scientifically and efficiently to certain extent.

Characteristics of high graders:

➤ Have the capability to arrange selves and others to adjust changes of workload and rearrange new working prior orders;

➤ Arrange time efficiently and rearrange works quickly according to the changes of processing workload to achieve the best result.

Characteristics of low graders:

➤ Seldom spend time on arranging works systematically;

➤ Be lack of planning and arrangement in work but do things at the last moment;

➤ Often feel that having numberless works to do;

➤ Normally seem busy but be bad at arranging selves or others in the same organization.

APPENDIX D: INTERVIEWEES' LIST OF THE FOCUS GROUP

INTERVIEW

1. The Director General of Training Department, Chinese Academy of Governance
2. The Director of Cadre Education Division, the United Front Work Department of CPC Central Committee
3. The Director of Personnel Work Division, Ministry of Industry and Information Technology
4. The Director of Training Division, Ministry of Civil Affairs Training Center
5. The Director of Cadre Education Division, Ministry of Justice
The Deputy Director of Human Resources Division, Ministry of Environmental Protection
6. The Deputy Director of Human Resources Division, Ministry of Railways
7. The Director of Education Supervision Division, Ministry of Agriculture
8. The Deputy Director of Personnel Division, National Population and Family Planning Commission
9. The Deputy Director of Education Division, State Administration of Radio Film and Television
10. The Director of Academic Affairs Division, People's Daily News
11. The Director of Academic Affairs Division, Hebei Provincial School of Administration
12. The Director of Trainees' Division, Inner Mongolia Provincial School of Administration
13. The Deputy Director of Personnel Division, Jilin Provincial School of Administration
14. The Deputy Director of Academic Affairs Division, Jiangsu Provincial School of Administration
15. The Deputy Director of Civil Service Training Division, Zhejiang Provincial School of Administration
16. The Director of Civil Service Training Division, Anhui Provincial School of Administration
17. The Chief of Public Administration Program, Fujian Provincial School of Administration

-
18. The Director of Civil Service Training Division, Shandong Provincial School of Administration
 19. The Deputy Director of Civil Servant Training Division, Henan Provincial School of Administration
 20. The Director of Training Division, Hubei Provincial School of Administration
 21. The Director of Civil Servant Training Division, Hunan Provincial School of Administration
 22. The Director of Academic Affairs Division, Guangdong Provincial School of Administration
 23. The Associate Dean of Cadres of Continuing Education, Guangxi Zhuang Autonomous Regional School of Administration
 24. The Deputy Director of Academic Affairs Division, Hainan Provincial School of Administration
 25. The Deputy Director of Academic Affairs Division, Chongqing School of Administration
 26. The Director of Training Division, Sichuan Provincial School of Administration
 27. The Director of Training Division, Yunnan Provincial School of Administration
 28. The Director of Training Centre, Shanxi Provincial School of Administration
 29. The Deputy Director of Academic Affairs Division, Gansu Provincial School of Administration
 30. The Director of Academic Affairs Division, Qinghai Provincial School of Administration
 31. The Director of Training Division, Ningxia Hui Autonomous Regional School of Administration
 32. The Director of Academic Affairs Division, Xinjiang Uygur Autonomous Regional School of Administration

BIBLIOGRAPHY

- Allredge, M. E., & Nilan, K. J. (2000, Summer/Fall). 3M's Leadership Competency Model. *Human resource management*, Vol.39 No.2&3, pp. 133-146.
- Chen, S.-h. (2007). The Problem about Choosing and Appointing of Mechanism for Public Servant and How to Improve It(我国公务员选拔任用机制存在的问题及改进之探析). *Journal Of Hunan Industry Polytechnic*.
- China Central government. (n.d.). Retrieved Oct. 21, 2009, from GOV.cn: www.gov.cn
- China National School of Administration. (1998-2005). *CAG Investigation Report Collection(TM 项目考察报告汇编)*. China National School of Administration Publisher.
- China.ORG.CN. (n.d.). *China's Political System*. Retrieved Oct. 21, 2009, from China.ORG.CN: <http://www.china.org.cn/english/Political/25060.htm>
- (2005). *Civil Servant Act of People's Republic of China(公务员法)*.
- Donna Rodriguez and at. el. (2002, Fall). Developing Competency Models To Promote Integrated Human Resource Practices. *Human resource management Journal*, ol.41 No.3, pp. 309-325.
- (2007). *Eleventh Five-Year Planning for the Public Servant National Training(“十一五” 行政机关公务员培训纲要)*.
- Fitzenberger, B. (2000, July). Evaluating public sector sponsored training in East Germany. *Oxford economic economic papers*, Vol.52 No.3, pp. 497-520.
- Fontaine, E. R. (1997, May). Project Evaluation Training and Public Investment in Chile. *The American economic review*, Vol.87 No.2, pp. 63-67.
- Gersbach, H. (2004). *he Paradox of Competence*. Centre for Economic Policy Research.
- Gibbs, M., & Lazear, E. P. (2009). *Personnel Economics In Practice* (2rd ed.). John Wiley&Sons,Inc.
- Healy, P. (2001, Oct.). Training and Public Sector Reform. *Public administration and development : a journal of the Royal Institute of Public Administration*, Vol.21 No.4, pp. 309-319.
- Hu, J. (2008, Dec. 18). *China vows to press forward with economic reforms and opening-up*. Retrieved Oct. 9, 2009, from XINHUA.NET: http://news.xinhuanet.com/english/2008-12/18/content_10524848.htm
- Hu, J. (2007). *HOLD HIGH THE GREAT BANNER OF SOCIALISM WITH CHINESE CHARACTERISTICS AND STRIVE FOR NEW VICTORIES IN BUILDING A MODERATELY PROSPEROUS SOCIETY IN ALL RESPECTS*. Report to the Seventeenth National Congress of the Communist Party of China .
- Hu, Y. (2009). *An Empirical Study of Competence On Grassroots Party and Government Leading Cadres(基层党政领导干部胜任力实证研究)*. China National School of Administration Press.
- Huang, J. (2004). *The Discussion on Making the System of Selecting to Appoint of the Public Servant of Leading Posts in Our Country(论我国领导职务公务员选拔任用制度的完善)*. Thesis, Jilin University.
- LaLonde, R. J. (1995, Spring). The Promise of Public Sector-Sponsored Training Programs. *The Journal of economic perspectives : a journal of the American Economic Association*, Vol.9 No.2, pp. 149-168.
- LI, J. (2002). From the Ancient Chinese Official Management to See the Officials Training System (从中国古代吏治看官吏培训制度). *Journal of Chengdu Institute of Public Administration*, Vol.8.No.5, 36-37.
- Liu, Y. (2005). *The Study on the Civil Servant's Promotion-and-appointment Pattern in Contemporary China(当代中国公务员选拔任用方式研究)*. Thesis, China Northwestern University.
- McGrath, R. G., MacMillan, I. C., & Venkataraman, S. (1995, May). Defining and Developing Competence. Competence. *Strategic management*, Vol.16 No.4, pp. 251-275.
- Ministry of Personnel of China P.R. (2006). *National Planning of Party and Government Officers' Education Education and Training work from 2006 to 2010(2 0 0 6—2 0 1 0 年全国干部教育培训规划)*.

Ministry of Personnel of China P.R. (2003). *Standard Framework of Public Servant's General Capability (trial) from Ministry of Personnel*(人事部关于印发《国家公务员通用能力标准框架(试行)》的通知). (author, Trans.)

OECD Asian Centre for Public Governance. (2007). *Comparative Studies for Better Governance in Asian Countries*. OECD Asian Centre for Public Governance.

OECD Asian Centre for Public Governance. (2008). *Transforming Korean Public Governance :Cases and Lessons*. OECD Asian Centre for Public Governance.

Osborne, D., & Plastrik, P. (2000). *The Reinventer's Fieldbook*.

Pan, H. (2008). *Spring Story: the Glorious 30-Years of China's Reform and Opening Up*(春天的故事:辉煌的中国改革开放30年). (B. Author, Trans.) the People's Publishing House .

(2002). *Regulation on the Work of Party and Government Officers' Promotion and Appointment*(党政领导干部选拔任用工作条例)

Robbins, S. P. (2005). *Essential of Organization Behavior (组织行为学精要)* (7th ed.). (J. KE, Trans.) Machinery Industry Press.

Robbins, S. P., & Coulter, M. (2007). *Management* (7th ed.). (J. Sun, W. Huang, F. Wang, S. Jiao, & J. Yang, Trans.) China Renmin University Press .

Robbins, S. P., & Timothy, A. (2007). *Organizational Behavior* (12th ed.). Upper Saddle River, NJ: Prentice Hall.

Rubienska, A. (2001, Oct.). Education and training in public administration and development. *Public administration and development : a journal of the Royal Institute of Public Administration* , Vol.21 No.4, pp. 343-358.

(2006). *The Civil Servant Law of the People's Republic of China*.

(2002). *The Report on the 16th National Congress of the Communist Party of China*.

United Nations Economic and Social Commission for Asia and the Pacific. (n.d.). *Country paper: China*. Retrieved Oct. 21, 2009, from UN ESCAP: <http://www.unescap.org/huset/lgstudy/country/China/China.html#top>

United Nations Economic and Social Commission for Asia and the Pacific. (n.d.). *Country paper: China*. Retrieved 10 21, 2009, from UN ESCAP: <http://www.unescap.org/huset/lgstudy/country/China/China.html#top>

YUN, S.-H. (2003). *A Study On Government Employee's Training Strategies :A Case Study of The New Managerial Official Course*. Thesis, KDI School.

Zhao, L. (2004). Establishment The Classification System Of China Civil Servant Position(建立中国特色的公务员职位分类制度). *Journal of China National School of Administration* , Vol 04.

ZHAO, Y. (1989, June). History and Traditions of Civil Service System in Ancient China(中国古代文官制度的历史沿革和传统). *Journal of Guizhou Normal University* , 6-11.