

In-service Trainings in BSEC Member States

Information Background-Paper

Experts' Reports (Armenia, Azerbaijan, Greece, Romania, Turkey, Ukraine)

These materials were collected by the Main Department of Civil Service of Ukraine to gather the information for experts' discussions on BSEC Working Group meeting issues. These materials summarized experience of BSEC member states in development of in-service training systems in public administration. Experts specified needs for the BSEC member states in the in-service trainings of civil service. The paper covers the reports of in-service trainings in Armenia, Azerbaijan, Romania, Turkey and Ukraine.

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Questionnaire form

In-service trainings in BSEC Member States

This form is

To gather the information for experts' discussions on the BSEC WG

To summarize experience of BSEC member states in development of in-service training systems for public sector

To specify needs of the BSEC member states in the in-service trainings of civil servants

This Questionnaire is just a non-formal way of accumulating and processing information. Opinions expressed by experts do not present the official position of the countries represented

1. What are the organizations involved in providing of in-service trainings for civil servants? Please, specify particular roles of these organizations in your country.
2. What are the key competencies of civil servants you find important to be developed for effective and efficient public administration in you country nowadays.
3. Please, provide information about the topics of trainings mostly requested by civil servants. Please, describe the evaluation process of trainings needs if you have that practice.
4. What kind of forms of in-service trainings do you use in practice?
5. What are the last developments in the system of in-service trainings in your country?

In-service trainings in Armenia

1. What are the organizations involved in providing of in-service trainings for civil servants? Please, specify particular roles of these organizations in your country.

The institute of civil servant's training has its important role in the RA Civil service system. The State Administration academy and other highest educational institutions /The Yerevan State University, The Yerevan State University of Economics/, as well as departmental training institutions /The National Institute of Education, The National Institute of Social Researches, The Law Institute of the Ministry of Justice, The Emergency Administration Academy, The National Public Health Institute, etc./.

All mentioned organizations are equally involved in the training process; they implement specific or general civil service trainings.

2. What are the key competencies of civil servants you find important to be developed for effective and efficient public administration in you country nowadays?

For an effective public service, it's important to have competences, which to my mind, are common for the effective administration systems of all countries.

Among them are:

- Program Development and management,
- Strategic planning,
- Decision making,
- Communication,
- Performance evaluation,
- Staff administration, etc.

Currently the skills and competencies necessary for the EU integration are of great importance.

3. Please, provide information about the topics of trainings mostly requested by civil servants. Please, describe the evaluation process of trainings needs if you have that practice.

Currently in Armenia there is a demand for more general trainings, which are necessary for all servants, regardless the field and position:

- Human rights,

- Gender politics,
- EU-Armenia cooperation,
- E_ circulation of documentation,
- Anticorruption strategy,
- Public relations,
- Public servants' ethics, etc.

The training needs are evaluated by the RA Civil Service Council by means of inquiries among the servants. Relevant bodies (for example, a ministry) may make changes in the training topics or subtopics. This is stipulated by the legislation.

4. What kind of forms of in-service trainings do you use in practice?

The following means of training are used.

- Two weeks' trainings, mainly;
- Seminars /2-3days/;
- Round tables, etc.

Methods of lecturing, practical games, situational tasks, etc are used.

5. What are the last developments in the system of in-service trainings in your country?

In 2006 the RA CSC developed and approved the Strategy of Civil Servants' Training 2006-2008. Currently the Strategy of Civil Servants' Training and the Civil Service System for 2009-2014 is being developed together with the World Bank. The main direction is the introduction of the EU integration processes and training methods in training topics.

In-service trainings in Azerbaijan

1. What are the organizations involved in providing of in-service trainings for civil servants? Please, specify particular roles of these organizations in your country.

It is possible to show the following bodies those are involved to the process of the professional development of civil servant in Azerbaijan:

- Civil Service Commission under the President of the Republic of Azerbaijan
- Public Administration Academy under the President of the Republic of Azerbaijan
- State bodies

Civil Service Commission under the President of the Republic of Azerbaijan (hereinafter - the Commission): one of the primary functions of the Commission is professional development of civil servant. Performance of the Commission in this field covers the following:

- Studying training needs of civil servants and preparation of the training strategy;
- Coordinating of the performance of state bodies in the professional development field;
- Preparation of state order on re-training and professional development of civil servants;
- Collection and analyze of information about civil servants those who passed the trainings;
- Approval of the education plans for training courses of civil servants;
- Determination of different rules in the training field (for example, rules of examination of civil servants who passed certain trainings, selection rules of civil servants for trainings abroad, etc.);
- Organization of short-term trainings in the field of public administrations basics, managements, HR, civil service and others.

Public Administration Academy under the President of the Republic of Azerbaijan (hereinafter - the Academy) (established in 1994): one of the primary functions of the Academy is professional development of civil servant. There is a professional development faculty under Academy. About 300 civil servants annually receive additional education in this faculty.

State bodies: Main functions of the state bodies in the professional development field are:

- to know training needs of civil servants serving in these bodies;
- to submit relevant information to the Commission for inclusion into state order;

- to organize short-term trainings for civil servants.

Some state bodies (for example, Ministry of Finance, Ministry of Labour and Social Protection of Population, Ministry of Economic Development, etc.) have own training centres which are used for performance of the professional development of civil servants.

2. What are the key competencies of civil servants you find important to be developed for effective and efficient public administration in you country nowadays.

In order to increase effectiveness of the public administration in Azerbaijan it is required to develop civil servants on 2 basic directions:

- development of skills and knowledge of each civil servant in accordance with special features of related state body and position;
- development of skills and knowledge required for all civil servants (management, HRM, strategic planning, e-governance, ethics conduct, performance appraisal, knowledge of foreign languages, etc.)

3. Please, provide information about the topics of trainings mostly requested by civil servants. Please, describe the evaluation process of trainings needs if you have that practice.

In order to know training needs of civil servant, the Commission performs specific polls. Also in the end of any training it is determined, what training courses concrete civil servants wish to take part in through questionnaires. Mainly, the most demanded topics are:

- Management
- Strategic management
- Strategic planning
- HRM
- Performance appraisal
- Ethics conduct rules
- Motivation and self-motivation
- Application of the IT administration
- Time-management
- Specifics of communication in the civil service
- Business correspondence
- Stress management
- Team-building

4. What kind of forms of in-service trainings do you use in practice?

In accordance with Azerbaijan legislation there are 4 forms of professional development of civil servants:

- Re-training – is carried out on the basis of state order within 1 or 2 years, a civil servant receives new higher education speciality;

- Professional development courses - is carried out on the basis of state order within 3 months, in the end a civil servant passes test examination;
- Short-term trainings (trainings, workshops, etc.) are carried out by educational institutions and centres, companies or experts;
- Internship – persons accepted to the civil service may have take internship in the central offices of bodies those which recruited them; other civil servants may take internship in other state bodies, companies, international organizations and relevant structures of other states.

In fact, short-term trainings are mostly used in Azerbaijan as a form of professional development of civil servants.

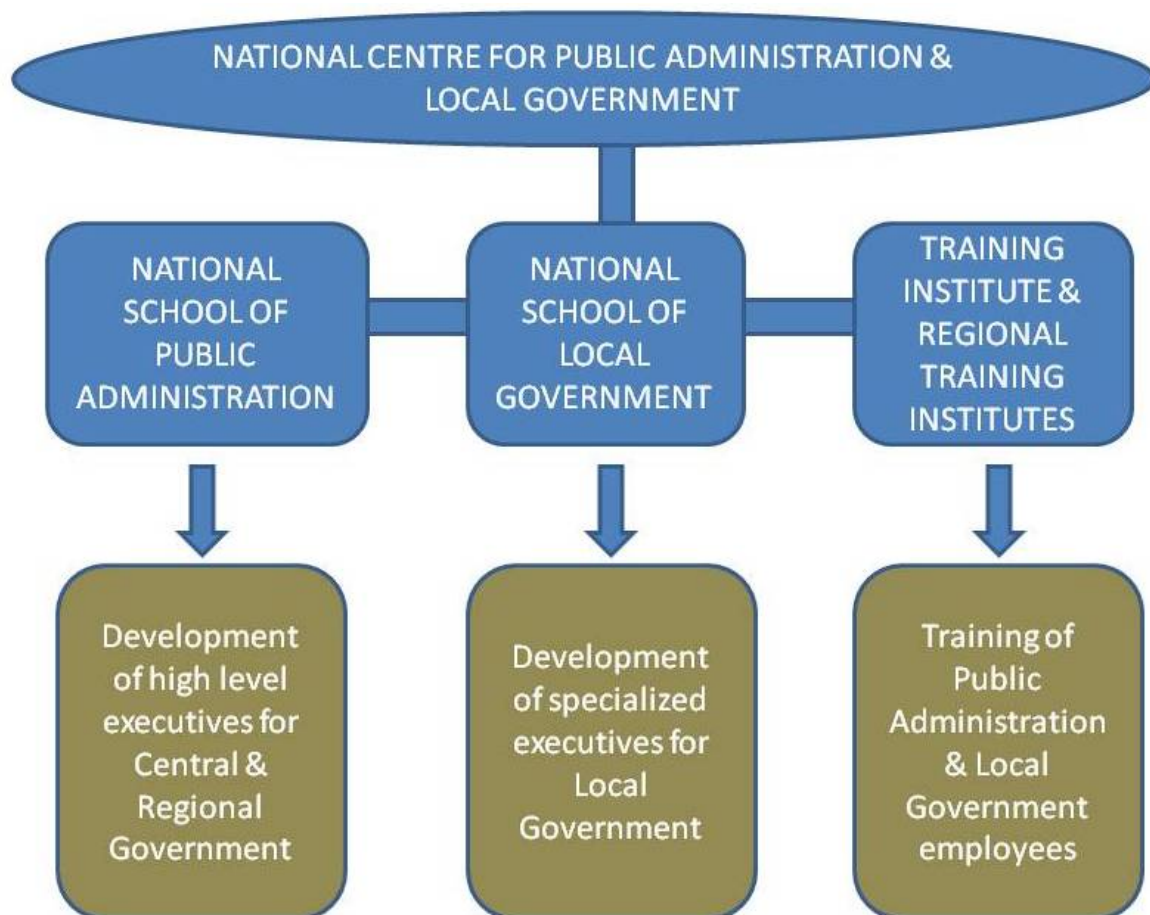
5. What are the last developments in the system of in-service trainings in your country?

In 2008 professional development of civil servants was reflected in civil service legislation as one of provisions of civil servants. This was a reason for creation of the legislative base on relevant base and at the moment this work is in the process. The legislation defines types, forms, terms, financial sources and other related questions of professional development. It is possible to admit that professional development system was re-built and meets modern requirements.

In-service trainings in Greece

1. What are the organizations involved in providing of in-service trainings for civil servants? Please, specify particular roles of these organizations in your country.

The **National Centre for Public Administration and Local Government** (E.K.D.D.A.) is the strategic agency of Greece for the training and education of public servants and Local Government employees. It was established in 1983 as a Legal Entity of Public Law and is supervised by the Minister of Interior, Decentralization and e-Governance.



2. What are the key competencies of civil servants you find important to be developed for effective and efficient public administration in your country nowadays?

The key competencies should be mainly related to:

- Usage of new technologies (e.g. internet, e-services),

- Performance Management issues and techniques (e.g. objectives, performance indicators) since efficiency and effectiveness emerge as a result of the daily activities of Public Organizations,
- Legitimacy of administrative procedures ensuring that Administration acts and operates within a specific “regular” framework.

3. Please, provide information about the topics of trainings mostly requested by civil servants. Please, describe the evaluation process of trainings needs if you have that practice.

The topics of training mostly requested are as follows:

- Economic Issues
- Culture
- Public Management
- Foreign Languages
- Environment
- New Technologies
- Introductory Guidance

There is a three-step evaluation process of trainings needs:

- i) At the end of each training program, the trainees evaluate –by completing a questionnaire- the quality of the services offered and identify problems
- ii) At the end of the year, the National Centre for Public Administration and Local Government conducts a thorough evaluation of the training programs –according to the specified by the trainees problems and inefficiencies- thus designing and establishing new training programs
- iii) Within the framework of the operational program “Administrative Reform 2007-2013”, a project has been executed regarding identification of training needs of various Public Organizations. These needs have been identified through extensive research including questionnaires, interviews and workshops with participation of both employees and officers. The product of this research has been used to develop a six year training plan for Greek public sector.

4. What kind of forms of in-service trainings do you use in practice?

There are three forms of in-service training in practice:

- a) Following an official request/application of a public agency (e.g. municipality, ministry) to the National Centre for Public Administration and Local Government, the latter organizes a special –addressing specifically the expressed needs and requirements- training program at the premises of the applicant authority.
- b) The students of National School of Public Administration as well as those of National School of Local Government –two of the three pillars of National Centre for Public Administration and Local Government, the other one being the Training Institute & the Regional Training Institutes- work for a four month period in various posts within Public

Agencies so that to implement theoretical knowledge in practice. However, it should be noted that reception agencies are in charge of the training procedure.

c) Two year trial period for all new public servants, the agency being autonomous and responsible for the training of the cadet. At the end of this period there is a three weeks training program at the premises of the National Centre for Public Administration and Local Government with particular emphasis on new technologies and managerial issues.

5. What are the last developments in the system of in-service trainings in your country?

There have been no developments.

In-service trainings in Romania

1. What are the organizations involved in providing of in-service trainings for civil servants? Please, specify particular roles of these organizations in your country.

In Romania, the organizations involved in providing in-service training for civil servants are as following:

The National Institute for Administration (INA) founded in 2001 is the central institution and main provider of in-service training and development for the public sector in Romania. INA offers and ensures training programs for all the civil servants categories and human resources from the Romanian central public administration. INA accomplishes its role as the main training provider for Romanian public administration within a network of eight regional training centres. These eight regional training centres (Bucharest, Călărași, Cluj, Constanța, Craiova, Iași, Sibiu and Timișoara) are methodologically coordinated by INA and are actively involved in providing in-service training for the local public administration.

Other training providers for the public sector human resources are private companies. They offer training programs designed for public administration human resources. The Romanian Network of Training Providers for Public Administration (RONAT) is an Association which includes the main private training providers for public administration.

2. What are the key competencies of civil servants you find important to be developed for effective and efficient public administration in your country nowadays?

Developing key competencies required for the Romanian public administration is a complex process which is pursued by the National Institute for Administration through its programs - special designed for certain categories of civil servants.

The two specialized (long term) in-service training programs for high ranking civil servants and for future public managers are designed to develop key competences regarding:

- **Working abilities:** planning and prioritizing of activities; result orientation; assuming responsibility; adaptability; proactive attitude in problem solving.
- **Intellectual capacity:** taking decisions ability; critical and analytical thinking; risk assumption; creative thinking.
- **Inter-personal abilities:** communication ability; mediation and negotiation ability; network development; managing human resources ability; working in a team.
- **Attitude towards change:** promoting change; innovating ability.

Short term in-service training for all civil servants is designed to develop specific competences related to their job descriptions which in turn will have a positive effect on the efficiency and effectiveness of the public administration services towards the citizens.

3. Please, provide information about the topics of trainings mostly requested by civil servants. Please, describe the evaluation process of trainings needs if you have that practice.

Mostly requested topics of training:

Following the regular analysis of the training department which also formed the basis for the TNA the following thematic programs have resulted as most requested: strategic management; project management; structural funds; public policy; human resources management; financial management; public procurement; communication and public relations; legislation and reform; ECDL.

Training needs analysis is done by INA for designing the specialized training programs and also the annual offer of short term programs. The TNA methodology is a well structured annual exercise that is implemented by the training department in order to improve the training offer.

It involves a strong network of actors and stakeholders ranging from direct beneficiaries, partner institutions, HR departments in the public administration as well as a thorough analysis of the position on the market of INA in relation to presents and potential competitors. The TNA makes always references to programming documents as it must also take into consideration the strategic developments and priorities of the governmental strategy.

More concretely, the TNA starts with the analysis of the evaluation sheets for each training program that include also references to future skills to be developed. The evaluation of training programs is seconded by an evaluation carried out by the trainers in order to ensure the constant improvement quality of the program and to better respond in the next training cycle to the new challenges. It is completed by focus groups organized on a regular basis with the HR departments of the most frequent target groups and the management of these institutions. Such exercise is also conducted with the stakeholders in the public administration reform with responsibilities of developing the in-service strategy and is done through regular working groups in which take part all relevant institutions.

All information gathered is being introduced in the next training cycle resulting in better and more responsive training programs to the development in public administration reform.

4. What kind of forms of in-service trainings do you use in practice?

INA's in-service training general offer is structured on the following directions:

- specialized (long term) training programs for certain types of civil servants;
- short term training programs in fields of interest of public administration;
- tailored made in-service training – at request of public institutions;
- seminars, conferences, studies, analyses (impact analyses).

The most used forms of INA's trainings are the following:

- in class training with professional trainers and using creative methods of group dynamic such as: role playing, case study, simulations;
- e-learning;
- coaching;
- mentoring;
- on the job training.

5. What are the last developments in the system of in-service trainings in your country?

Starting with 2004, INA has benefited from three PHARE projects with the aim of strengthening the institute's capacity for developing a corps of professional civil servants and promoting the necessary competencies for supporting the Romanian public administration as an EU member state.

Through these projects, INA has improved the training curricula for its programs, has developed new TNA methodology and new training techniques (such as e-learning, coaching, mentoring), has enlarged the trainers' database and has improved its own human resources competencies.

Also, an important development in the system of Romania's in-service training is given by the networking building, both on national level and international. Thus, INA contributed to the creation of The Romanian Network of Training Providers for Public Administration (RONAT) and it is also member in some important networks of international training institutes and schools of public administration, such as EIPA (European Institute for Public Administration), NISPACee (the Network of Institutes and Schools of Public Administration in Central and Eastern Europe), IASIA (International Association of Schools and Institutes of Administration), and ERT (European Reciprocal Training Programme).

In-service trainings in Turkey

1. What are the organizations involved in providing of in-service trainings for civil servants? Please, specify particular roles of these organizations in your country.

The primary legislation on the in-service training of civil servants is the “Civil Servants Law” No. 657 in Turkey. According to the Article 55 of this Law, “it is essential that the civil servants who are appointed as probationary employee are made subject to basic training on common qualifications of all civil servants at first; afterwards, to preparatory training on grades and internship. It is also essential for the civil servants to be successful to be able to be appointed as civil servant”. According to the Article 78 of the Law, “among those who completed his/her education relating to their profession and who are recruited as civil servant and appointed as permanent civil servant, those a) who become successful in the selection exams or competitions which will be performed by their institutions b) who are sent by a foreign scholarships can be allowed to be on leave for two years to go abroad in order to be cultivated, educated or trained in the services concerning their professions. When necessary, this period can be extended one fold at most”. According to the Article 214 of the same Law, “the in-service training that shall be provided to cultivate the civil servants, to increase their efficiency and to prepare them for future positions shall be carried out within the regulations to be prepared with the relevant institutions by the State Personnel Presidency.” According to the Article 215, “in each institution, a “training unit” is established to regulate, carry out and evaluate the training activities. At the institutions at which more than one unit is established, one of the units is named as “Central Training Unit”. According to the Article 216, “the institutions can establish training centers to meet their educational needs. In order to meet the inter-institutional educational needs, inter-institutional training centers can also be established with the proposal of State Personnel Presidency and Cabinet Decision. The establishment and functioning of the training units and centers are regulated by the by-laws to be prepared by the institutions after receiving the opinion of State Personnel Presidency of the Prime Ministry”. According to the Article 217, “the general plan for training civil servants is prepared by the State Personnel Presidency after receiving the opinion of the Ministry of Finance, Ministry of Education, Public Administration Institute for Middle East and Turkey, State Planning Organization and relevant institutions and put into force by the Cabinet Decision”. According to the Article 219, the institutions are obliged to report the results of their training activities according to their annual training programs to the State Personnel Presidency within one month after the end of each six month period.” According to the Article 220, “the State Personnel Presidency of the Prime Ministry is responsible for guiding the institutions in

preparing and implementing the domestic and abroad training programs, coordinating and supervising their training activities”. According to the Article 223, “the procedures such as which institutions can establish schools and provide courses in order to meet the need for personnel, at which educational branches they can provide education at home and abroad, leaving and selection procedures for the students to be provided education, following up and monitoring their studies, procedures on exclusion or calling back are specified in the regulations to be prepared by the State Personnel Presidency with the Ministries of Finance and Education after receiving the opinions of relevant institutions and State Planning Organization. The expenses incurred by the institution for those who lose their right of study at the expense of the State during his/her training or quit the training center are collected from them with interests. The provisions on special law and undertaking contract are reserved.” It is clear from the abovementioned provisions that the supreme institution responsible for providing in-service training for the civil servants is the State Personnel Presidency. Except for the abovementioned law, the duties and powers of the State Personnel Presidency about in-service training are also regulated in Article 3/h of the “Decree Law No. 217 on Establishment and Duties of the State Personnel Presidency”. According to this Article, the duties and powers to set out the principles about the preparation, application, control and evaluation of the necessary training programs in order to assist the formation and application of personnel planning in the public organizations and to enable in service training of the personnel in various grades and to improve and prepare them for the future positions and to supervise the applications within this field are assigned to the State Personnel Presidency. Moreover, the Article 9 of this Decree Law assigns the Educational Department of the said Presidency responsible for the duties such as “to perform all sorts of activities concerning pre-service and in-service training of the civil servants at home and abroad, to make an offer to the relevant institutions and enable cooperation when necessary, to monitor, evaluate and supervise the applications, to establish training centers to train the staff who will work at the personnel units of the public institutions and agencies and determine their training needs, to improve training on public management, to increase the knowledge of the staff according to the modern administrative principles and technique, to take measures to improve the staff and to implement, encourage and support these measures, to assist the training of instructors in this field, to create the necessary training resources for the institutions and agencies which will provide education and training by conducting researches and studies about public management, to help determine the in-service training policy of the Presidency, to prepare the training plans and programs, to determine the numbers of the participants and the quota for the institutions, to carry out the procedures about in-service training of the high level administrators and to determine the appropriate procedures and instruments for the personnel to be prepared for future positions. In addition to this, according to the Chapter IV of the “General Plan for Training the Civil Servants” which was put into force by the Cabinet Decision dated 25/07/1983 No. 83/6854, “ the State Personnel Presidency, the Personnel Units of the institutions-Training Units, inter-institutional training centers and other training agencies are responsible for training civil servants. The highest manager of each institution is responsible for all sorts of training activities to be carried out in order to help his/her personnel train, increase their efficiency and prepare them for future positions. The training managers of the Personnel Planning and Management Units at the institutions are assigned to fulfill training responsibilities. The superiors of the institutions or agencies

are responsible for making the personnel working under him/her carry out the training activities individually or as a group for short periods in their service fields while doing their job". In the same chapter of the Plan:

A- STATE PERSONNEL PRESIDENCY OF THE PRIME MINISTRY

This Presidency is, in general terms, responsible for setting out the principles about the training activities necessary for the tasks in public services, coordinating and supervising these activities and carrying out the consultation services in accordance with the following procedure.

1- Determining the Training Policy

To prepare the by-law on the matters such as which institutions can establish training centers and provide courses to meet their need for staff at which level after receiving the opinions of the relevant institutions and State Planning Organization in cooperation with Ministries of Education and Finance, Ministry of Customs and the Council of Higher Education,

To prepare the by-law on the matters such as at which educational branches the public institutions and agencies can provide education at home and abroad, leaving and selection procedures for the students to be provided education, following up and monitoring their studies, procedures on exclusion or calling back in cooperation with Ministries of Education and Finance, Ministry of Customs and the Council of Higher Education after receiving the opinions of relevant institutions and State Planning Organization,

To prepare the by-law which regulates the principles on the manner of the training for those who are appointed as probationary employee to the institutions and agencies within their probationary period, determining, evaluating and supervising the periods and programs and assessing the success,

To coordinate that the public institutions and agencies benefit from the inter-institutional training centers according to the service features and the number and quality of the personnel,

To choose those who will be subject to high level managerial training among the candidates to be announced by the institutions and agencies,

To set out the principles and subjects to be added on the curriculum for the training programs to be prepared by the Public Administration Institute for Middle East and Turkey about training high level managers,

To make the general evaluation of the training programs for the Training High Level Managers with the Public Administration Institute for Middle East and Turkey,

To carry out the procedures in line with the by-law on civil servants who shall be sent to abroad to be trained after choosing among those who are recruited as civil servants and appointed as permanent civil servant (except for those who are provided with non-refundable grant),

To prepare the “Bylaws on In-service Training” by which the principles concerning training of the personnel are specified in cooperation with the relevant institutions or agencies.

To submit proposal to the Cabinet to establish inter-institutional training centers with an aim to meet the educational needs of the public institutions and agencies,

To prepare the by-law on management and functioning of the inter-institutional training centers and submit this to the Cabinet.

2- Coordinating the Training Activities

To provide services to encourage and guide the training centers and units of the institutions and agencies in their inter-institutional training activities,

To coordinate that the public institutions and agencies benefit from the inter-institutional training centers when the annual training programs are regulated, to provide joint training opportunity when necessary and prevent the programs from colliding with one another,

To publish a list as a bulletin which shows the training subjects and starting and ending time of the programs of the schools and courses which serve as inter-institutional training program under the institutions and agencies until July each year,

To prepare and publish a guidebook which include information that the manager or the personnel who works as an instructor in the in-service training activities can make use,

At the beginning of each financial year, to publish the annual training programs which the institutions can make use mutually and the annual activities of the inter-institutional training centers,

To conduct works on providing coherence in terminology in in-service training,

To conduct works on standardization of the forms which are used in training,

To examine and evaluate the results of the researches conducted by the public institutions and agencies in the field of training, to submit the findings to other institutions so that they can utilize and to publish them when necessary.

To increase the efficiency and productivity of the personnel, to improve training and implement the decisions to be taken about training methods.

3- Supervising the Training Activities

To supervise the public institutions and agencies about the matters such as training the candidate civil servants, high level managers and providing in-service training for the personnel and in carrying out all sorts of training activities specified by the General Plan for Training Civil Servants and the Civil Servants Law No. 657 and to inform the relevant offices about the supervision results.

To examine the reports to be submitted by the public institutions and agencies within one month after the end of each six month period which indicate the training results of them in standard forms according to their annual training programs and to inform the relevant institutions about these reports.

4- Consultation and commenting

To assist the personnel planning and management units of the public institutions and agencies in preparing the by-laws on establishment and functioning of the training units and centers,

To guide the public institutions and agencies in preparing and implementing the annual training programs,

To make necessary explanations concerning the training services to the public institutions and agencies

To organize courses and seminars on certain issues for the Personnel Planning and Management Units and the authorities of the training units.

B-INSTITUTIONS

The public institutions and agencies are responsible for providing trainings specified in the by-laws on in-service training for the probationary civil servants based on continuation of training, for training the high level managers and also for training staff in order to be assigned with specific tasks.

The establishment and functioning of Personnel Planning and Management Units and training units and centers which shall provide these services are regulated by the regulations to be set up by the public institutions and agencies after receiving the opinion of the State Personnel Presidency.

The universities are responsible for providing and organizing in-service training for the instructors of the training agencies at low level and managers and for the personnel of the other public institutions and agencies within their abilities.

1- Personnel Units

Personnel planning and management units of the institutions and organizations are responsible for planning the training and ascertaining the personnel to participate in the training.

2- Training Units

The provision that “within the framework of the plans and the principles ascertained by the Personnel Planning and Management Unit, the training units are obliged to organize, implement, monitor and evaluate the training activities” has been put into effect. On the other hand, in the article 50 of the “Military Academy Regulation”, published in the Official Gazette dated 07/11/1991 No. 2044, the provision that “The quotas of the military participants to subscribe to the National Security Academy are determined by the General Staff whereas the quotas of the civil participants are determined by the State Personnel Presidency with the approval of the Prime Ministry and notified to the General Staff. Any kind of information related to the determined civil participant candidates is completed by the State Personnel Presidency at least one month before the beginning of the education period of the National Security Academy, sent to the Military Academy Command with the finalized list of the civil participant candidates and the General Staff is notified by the

Military Academy Command. In case of an establishment of a new ministry due to a division or by means of a change that may take place within the body and the name of any ministry, the quotas are re-determined by the State Personnel Presidency with the approval of the Prime Ministry and announced to whom it may concern. The number of the military representatives and audience to participate in the symposium is determined by the General Staff whereas the quota of the civil representatives to participate from the state institutions and organizations, the private sector and the media is determined with the approval of the Prime Ministry. Within the framework of this quota, in the invitation letters to be published by the State Personnel Presidency, the positions and the number of the civil representatives and the audience to participate are defined"; exists whereas in the article 51/b the following provision takes place: "The election of the civil participants: every year the relevant ministries and establishments are requested to declare their candidates by the State Personnel Presidency. The ministries and the agencies declare the candidates to be determined in accordance with the qualifications in the article 49 of this Regulation to the State Personnel Presidency until the requested time. The civil participants of the National Security Academy are determined among these declared candidates. Every year, the quotas of the civil participants are coordinated by the National Security Academy". Moreover, provisions with respect to the duties and the authorities of the State Personnel Presidency exist in "General Regulation on Training of Civil Servant Candidates" published in the Official Gazette dated 27/06/1983 No. 18090, "General Regulation on Promotion and Title Change Principles in Public Institutions and Agencies" published in the Official Gazette dated 18/04/1999 No. 23670 and "Regulation on Civil Servants to be Sent Abroad for Training" published in the Official Gazette dated 01/02/1974 No. 14786. Besides, each public institution and agency has duties and responsibilities with respect to the in-service training of the personnel performing within their body.

2. What are the key competencies of civil servants you find important to be developed for effective and efficient public administration in your country nowadays?

Having the awareness of living in the informatics age; it is appraised by our Presidency that for an effective and efficient public administration, the training of the personnel in the field of informatics and e-state applications is required. Also improving the foreign language competencies of the civil servants and the topics on the alignment with the European Union acquis are regarded as significant. Within this scope, the training of the civil servants in the following subjects are considered to be beneficial: stress and techniques of dealing with stress, the institution identity and the institution culture, modern management techniques such as total quality management, project management, time management, meeting management, problem solving techniques, strategic planning, team work, human resources management, report writing techniques, budget implementation techniques and effective communication.

3. Please, provide information about the topics of trainings mostly requested by civil servants. Please, describe the evaluation process of trainings needs if you have that practice.

In Turkey, training for candidate civil servants which consists of basic training, preliminary training and internship, is a type of in-service training that the participation with success is legal obligation for the civil servant candidates to be appointed as permanent civil servants. However, the training for promotion is a type of training that the participation is an obligation for being appointed to the positions from the civil servant to the branch manager. Therefore, in our country in-service trainings that especially the civil servants are subjected are trainings for candidates and trainings for promotion. In our country, the abroad trainings are also significantly in demand. Besides, in-service trainings with respect to the improvement of the foreign language and computer competencies are usually demanded. In addition to this, in accordance with the provision that “Training programs for promotion by the institutions may be organized only for their personnel where the number of the participants, the positions to be appointed and the training schedule shall be declared to the State Personnel Presidency at least one month before and due to the assent; joint training programs for promotion may be organized by the Presidency or by an approved state institution or organization.” in the second paragraph of the article 9 in “General Regulation on Promotion and Title Change Principles in Public Institutions and Agencies” upon the demand of the state institutions and organizations, State Personnel Presidency organizes promotion training programs for the aforesaid institutions. Regarding the subjects in the area of our interest, our presidency provides educational support to the in-service trainings organized by the state institutions and organizations. Furthermore, with book on the lecture notes in respect to the common topics on promotion, our Presidency fulfills the duty of the preparation of the basic training lecture notes books and question books for the candidate civil servants. Moreover, the educational activities of National Security Academy are carried out within the institutions and the quotas for the civil participants determined by our Presidency, in two periods per annum. Additionally, in the light of the data ensured as a result of the official correspondences with the public institutions and agencies in relation to increasing the authority of the executives; it is concluded that providing in-service training to the aforesaid personnel primarily on the following subjects is required to be appraised: total quality management, strategic management and planning, project management, crisis management, time management, meeting management, problem solving techniques, regulatory impact analysis, team work, leadership, motivation, stress and methods of dealing with stress, human resources management, the institution identity and the institution culture, the implementation of human rights in the public administration, public ethics, report writing techniques, effective communication, bureaucracy – management and politics relations, research and inspection techniques, strategy and strategy development, performance management, judicial control of the state organization administration, EU harmonization process, syndicalism in the public administration.

4. What kind of forms of in-service trainings do you use in practice?

In our country, the basic training, the preliminary training and the internship that the candidate civil servants are subjected to; the promotion training that the civil servants are subjected to be appointed to the duties up to the level of branch manager; the abroad training of the civil servants sent abroad to be raised and trained, to improve knowledge, for internship, education or specialization; the training of the civil servants attending to the National Security Academy as civil participants and “the training for improving efficiency” consisting of “the refresher training” and “the training for adapting to the changes” to be given by the institutions to the civil servants working in their body are the most common types of in-service training in practice. All these trainings are carried out as face to face training.

5. What are the last developments in the system of in-service trainings in your country?

In our country, together with “General Regulation on Promotion and Title Change Principles in Public Institutions and Organizations” put into effect on 18/04/1999, within the framework of merit and career principles, on the ground of the service requirements and personnel planning, the appointment of the civil servants and the contractual personnel working in the state economic enterprises to the duties within the scope is engaged to an objective and an equitable system by means of being subjected to the promotion training and exam. Excessive emphasis is put on the establishment of inter-institutional congress and the training centers related to the State Personnel Presidency which is foreseen by the relevant legislation.

In-service trainings in Ukraine

1. What are the organizations involved in providing of in-service trainings for civil servants? Please, specify particular roles of these organizations in your country.

Key players of the in-service trainings in Ukraine are the following institutions:

➤ **School of Senior Civil Service** (<http://www.school.gov.ua/>) was established in October 27, 2008.

School is not a typical educational institution and has following characteristics:

- Functions in the area of the Main Department of Civil Service of Ukraine, not in the system of education;
- Does not provide any scientific degrees;
- Does not provide academic diplomas;
- Provides short-term trainings mainly.

Limited amount of theoretical knowledge, preference given to practical skills (time management, leadership, change management etc.).

There are 27 centers for training, re-training and professional development of civil servants and local self- government officials over Ukraine.

➤ **National Academy of Public Administration (NAPA)** <http://www.academy.gov.ua/> under the President of Ukraine and its regional institutes provides also in-service trainings.

2. What are the key competencies of civil servants you find important to be developed for effective and efficient public administration in you country nowadays.

The analysis of the questionnaires provides a consistent picture of the individual needs of the senior civil servant. As already noticed during the document study and the interviews a limited list of topics was mentioned as important for future development of the senior civil servant.

Strategic Thinking/-Management/-Planning

One of the topics that has scored high on the questionnaires and has been answered throughout all questions is the topic of Strategic Thinking or Strategic Planning. This is consistent with the needed skills like Setting Objectives, Creating Ideas and Planning. Although this topic is not seen as challenge for the senior civil servant (according to the first answer on the questionnaire), there is still a huge need for training (69% of Cat I and 67% of Cat II).

Management

Another topic which is mentioned often is Management. As this is a very wide topic it can be related to issues mentioned by the respondents, like:

- Self-management (seen as one of the challenges)
- Motivation (seen as the most important skill, 83% (Cat I) and 51% (Cat II))
- Time-management
- Leadership (although in theory leadership and management are two different things, 33% (Cat I) and 43% (Cat II)).

Communication

In theory considered the most important skill for a manager: the ability to communicate clearly. Between 30% and 50% of the respondents stated that communication is important. If they have to clarify in terms of separate communication elements it turns out though that only basic communication skills get a high score (58%). Topics like negotiation (21%), presentation skills (2%) and high level communications (16%) score considerably lower.

Crisis/Change management

The topics of crisis management and change management are somehow related to each other. In theory there are clear distinctions but for the sake of this survey we have grouped them. Given the present (political and financial) situation that Ukraine faces, 51% (67% Cat I) of the respondents thought Change Management will be their main challenge in the coming times. 40% of the respondents expressed their training needs in this topic.

Human Resource Management

Often considered as generic management. However it is important to understand that HRM is something different and important to the senior civil servant. The results of the questionnaire don't provide enough arguments whether this topic is considered as generic management or as the overall policy of the management of personnel. The answers on the open questions (where the respondents were not guided or informant) show a relative high score on HRM (37%, 21% and 23%), while the one closed question where HRM was mentioned it only scored 11% (0% Cat I and 11% Cat II).

3. Please, provide information about the topics of trainings mostly requested by civil servants. Please, describe the evaluation process of trainings needs if you have that practice.

Almost all of the Ukrainian training institutes focus on the private market. The training programmes offered are focussing on marketing, finances and making profit. Topics that coincide with possible needs for the Public Administration are:

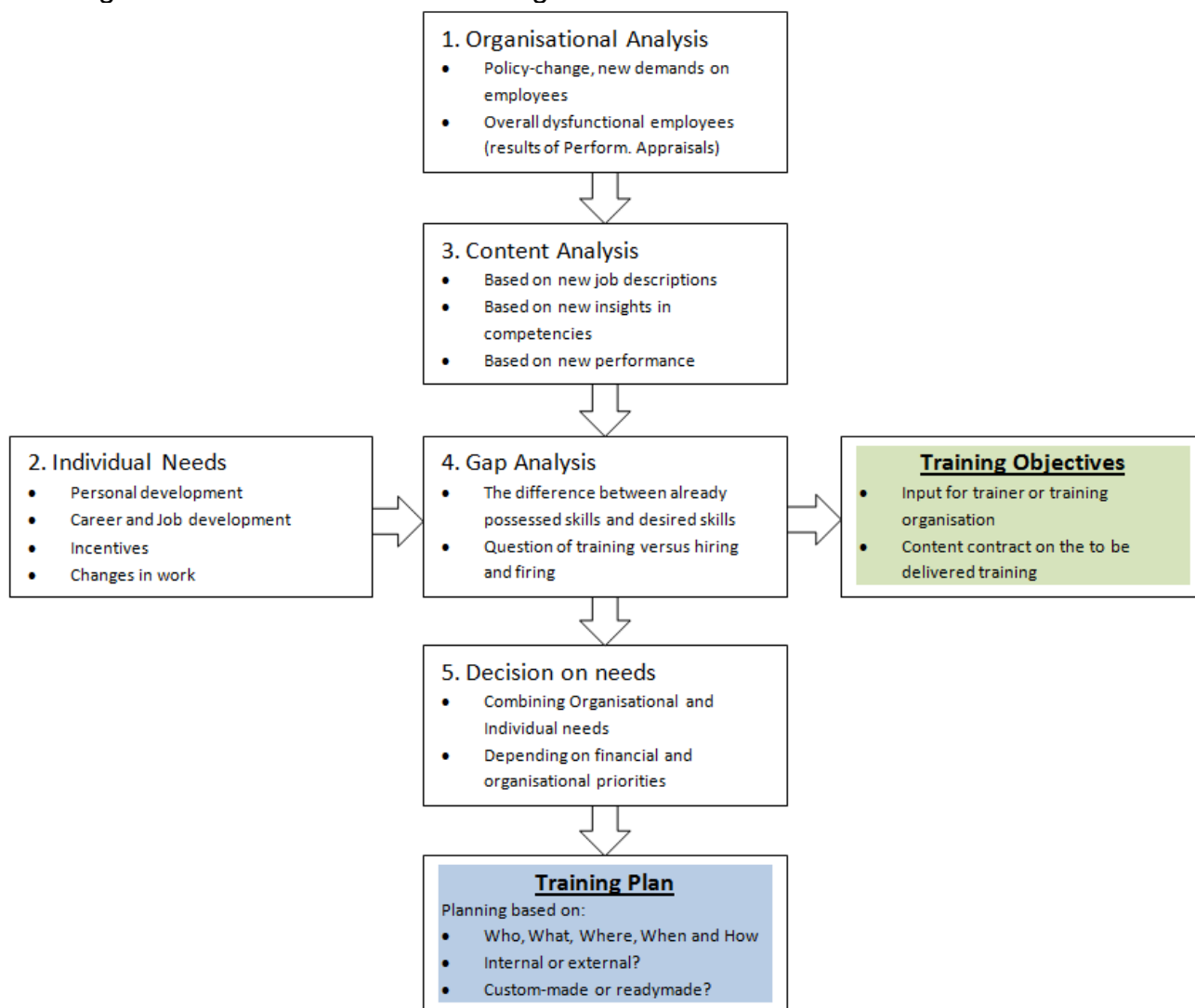
- Leadership
- Project Management
- Financial Management
- Communication and Negotiation
- Executive Talent Development
- Human Resource Management

Approach and used methodology

A training needs analysis (TNA) is the basis for all training activities. Not only from an organisational point of view but also from an educational/development point of view. A

thorough TNA is a prerequisite for highly qualitative training programmes, regardless of topic and target group. A thoroughly conducted TNA improves the impact and sustainability of training programs, personal development and organisational development.

During this project the methodology of Zijderfeld¹ was used as bases for obtaining information and conducting the analysis of the needs. A methodology consisting of an overall approach of examining the actual development needs within the organisation and balancing the individual needs with the organisational needs.



Step 1. Organisational Analysis

Based on interviews with key stakeholders and the review and comparison of important Ukrainian and international documents on top civil service training, a general and overall analysis will be made on the topic of top civil servant leadership training.

Step 2. Individual needs

During the TNA the interviews and questionnaire will provide the project not only with insights on the organisational needs (STEP 1) but also on the individual needs of the top civil servants. Not all of these individual needs can and will be addressed during this project. As this TNA is the first fully fledged analysis on training needs within this target

¹ © "TNA: a practical approach", by P.A. Zijderfeld, in preparation (2009)

group, this step will provide the project and the school with major information to plan their future curriculum.

Step 3. Content Analysis

Based on the institutional analysis a first list of topics will be selected and analysed. Important in this phase are the topics that have already been developed and trained on within Ukraine. The analysis will focus on the differences between the already developed topics versus relevant and up-to-date knowledge.

Step 4. Gap analysis

The gap between existing knowledge and skills versus preferred knowledge and skills defines the topics, theories and skills to be trained. After reviewing the interviews and questionnaires the project will define the so-called "training objectives". These training objectives will be the input for the development of the 6 training programmes.

Step 5. Decision on needs

The last step to be taken is a decision on those needs that need to be trained. This is rather an organisational decision than an educational or development decision. Based on available finances, future participants and other recourses a training plan can and will be developed by the project in close cooperation with the School.

Instruments

During the process the following instruments/tools have been used:

- Document study
- Interviews
- Questionnaires
- National training review
- International (senior civil service) training review

Some of these instruments have been trained to the staff (Programme Managers) of the School. The instruments are described in the annexes (annex 1 to 3).

There are far more instruments that can be used during a regular TNA such as observation, performance reports-review and focus group meetings. However with the target group in mind and the limited time available it is not advisable to use these instruments as it is very unlikely the results of these instruments will provide valuable information. Also with the present target group, that is not accustomed to these methods, it is very unlikely the results will provide the TNA valuable information.

4. What kind of forms of in-service trainings do you use in practice?

The questionnaire was also used to learn the opinions regarding training methodologies and logistical aspects. A large group of respondents (84%) thinks that it is better to train outside of Kiev. This will be better for their concentration and focus.

The length of the training programme - 2 days (65%) and may be conducted during the weekend.

Regarding the methodology of training it is working in small groups and interactive approaches, such as peer group sessions, simulation games and workshops.

5. What are the last developments in the system of in-service trainings in your country?

School of Senior Civil Service with the support of ROI, Dutch Institute for Public Administration developed Management Development Program, which includes 6 components and will be held during October-December 2009.

Change Management in Public Administration

This course uses the latest interactive training methods to increase the awareness of the impact of Government reforms and the specific role, competencies, and responsibilities of senior managers to bring about change in their organizations.

Senior managers will be given the opportunity to practice some of the analytical techniques used to identify the need for change and the process of implementing change.

The course is a specially designed training event to meet the needs of Senior Civil Servants to fulfil their role in the reform of the Public Administration in Ukraine.

Art of Communication in Public Administration

The Course offers foundational skills which are essential to personal and professional effectiveness. It focuses on key principles, approaches and techniques which will assist the participants in improving communication with their superiors, equals, subordinates and the press and general public

The course offers the opportunity to practice discussion and problem-solving techniques, everyday negotiation and conflict management, effective and convincing presentation of arguments, and ideas for new ways of communicating with the press and public.

Strategic HRM in Public Administration

The main objective of this course is to provide the senior civil servants with the insight in the role, function and management of Human Resources within Public Administration. As senior civil servants, they are responsible for the well being of all their personnel and the effectiveness of work that these personnel perform. Together with other managers, they recruit, select, develop and lay off people in order to achieve required tasks in the most efficient and effective way.

The course allows participants to create/form an opinion about the human resources in their organisations in terms of:

- Personnel planning
- Recruitment and Selection
- Performance appraisal
- Human Resources Development
- *Art of Management for Senior Civil Servants*

The course deals with the day to day management of a public organisation and especially tailored to the development of skills and behaviours necessary for a manager to direct and motivate his sub-ordinates. The course is designed to develop such vital competences of an effective manager as motivating of employees, setting objectives, self-awareness (management), time management, delegation, conflict resolution and organisation.

After taking the course, participants will be able to explain the differences between their existing skills and behaviours and the needed “modern” management skills, in terms of:

- Motivation of personnel
- Communication with personnel and the so-called “higher level”
- Team-management
- Delegation
- Time management
- His/Her own management

Effective Leadership in Public Administration

The course presents a more elaborate approach to management. The course is tailored to the needs of public leaders in regards to shaping a vision, setting organisational goals and providing elaborate teambuilding.

After taking the course, participants *will be able* to explain what the role of a public leader is, in terms of:

- Vision
- Communication
- Openness
- Setting long term objectives
- Being an example
- Diversity

Art of Strategic Management in Public Administration

The course is designed to provide its participants with necessary tools for transferring their ideas and vision into a strategic (long term) plan by using the following instruments.

While taking the course, participants will use various analytical techniques such as SWOT/PEST/Stakeholder to analyse the needs and expectations of minister and citizens to draft:

- vision statement
- mission statement
- core values
- Key Performance Areas
- Key performance Indicators
- Strategic Objectives
- Action Plan

By the end of the training participants will be able to:

- understand the principles of Strategic Management as a means to implement and manage the reform programme;
- appreciate the need to consult with ministers and the citizens to meet their needs and expectations;
- analyse and articulate these needs and expectations as key objectives of their ministries and agencies;
- draft an action plan.

The overall objective of all six topics is:

- The participant will create/form an overall and strategic view/opinion on the topic, which will help him/her understand the necessary steps to be taken for his/her own development and the for organisation.

Strategic HRM

- The participant can explain the differences between regular management and strategic management.
- The participant is able to create/form an opinion about the human resources in his/her organisation in terms of:
 - Personnel planning
 - Recruitment and Selection
 - Performance appraisal
 - Human Resources Development

The learning objectives of the other five courses are:

Change Management

- The participant is able to explain and plan the actions to be taken before and during organisational change in terms of:
 - Communication
 - Resistance (crisis management)
 - Planning
 - Organising

Strategic Management

- The participant is able to transfer his/her ideas and vision into a strategic (long term) plan by using the following instruments:
 - Organisation analysis
 - Stakeholders analysis
 - Political sensitivity

Leadership

- The participant is able to explain what the role of a public leader is, in terms of:
 - Vision
 - Communication
 - Openness
 - Setting long term objectives
 - Being an example
 - Diversity

Managerial skills

- The participant is able to explain the differences between their existing skills and behaviours and the needed “modern” management skills, in terms of:
 - Motivation of personnel
 - Communication with personnel and the so-called “higher level”
 - Team-management
 - Delegation
 - Time management
 - His/Her own management

Communication

- The participant is able to explain the importance of communication, defined in terms of:
 - His/Her own ways of communication
 - Communication toward the public
 - Communication with the politicians
- The participant is able to explain the concepts of negotiation and understand his/her own role.
- The participant is able to explain how e-governance can contribute to the overall communication of the policies of the ministries