

CENTRALIZED TRAINING FOR MANAGERIAL
LEVEL KOREAN GOVERNMENT OFFICIALS

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1. Overview of the Korean Government Training System

A. Statutory and Regulatory Basis

- (1) Government Employee Training Act
- (2) Enforcement Decree on Government Employee Training

B. Trainees

Government employees in service should undergo relevant training courses to increase their knowledge, technical skills, and abilities in relation to their jobs.

C. Training Programs and Types

- (1) Training in Training Institutes
 - (a) Morale and Motivation Training
 - (b) Grade-level Basic Training
 - (c) Professional and Technical Training
- (2) In-service Training
 - (a) On-the-job Training
 - (b) Professional Training by related Agencies
- (3) Special Training
 - (a) Overseas Government Fellowship Training
 - Long-term (1-2 years)
 - Short-term (2-6 months)
 - (b) Domestic Government Fellowship Training
- (4) Periodic Policy-Oriented Training
 - (a) Public Employees Economic Orientation
 - (b) Orientation for Spouses of Government Officials

D. Training Agencies

- (1) Training Policy Organization

The Training Division, Personnel Bureau of the Ministry of Government

Administration is responsible for policy-making, curricula development, and control of training institutes. Details of the functions of the Training Division are as follows.

- (a) Research and development of government employee training systems
- (b) Formulation and coordination of government employee training policies and programs
- (c) Control and audit of various government employee training institutes
- (d) Arrangement and coordination of training systems
- (e) Implementation of overseas government-fellowship training for government employees
- (f) Management of in-country government-fellowship training for government employees

(2) Training Institutes

There are 39 training institutes, which include 1 central training institute, 25 professional and technical institutes and 13 local public service training institutes.

E. Management of Training Records

- (1) Training records are considered in employee promotion and transfer.
- (2) Specifically, 20% of employee performance appraisal is based upon training records for employees of Grades 5-9 and those in technical services.

F. Special Training

In order to recruit and maintain well qualified personnel within the Civil Service, the Government established a program under the auspices of the Ministry of Government Administration in 1977 to provide work incentive and to meet the long-range training needs of its staff. This program, called the Government Fellowship program for Overseas Study, sends promising young officials to universities and research institutes in the advanced countries for post-graduate study as well as on-the-job training. To date, a total of 376 officials have been sent to universities in the United States and other advanced countries as long-term fellowship awardees, while 530 have been sent to training institutes and research facilities as short-term trainees. After completing their training, awardees are expected to be appointed to positions previously designated or which are closely related to their field of training.

2. Centralized Training For Managerial Level Korean Government Officials

A. History

(1) The history of training for Korean government officials can be traced through four distinct periods. The first period covered the period 1949-1960. Its beginning was marked by the founding of "The National Public Officials Institute" in March, 1949. At that time, the training objectives were very simple, offering trainees a curriculum covering little more than basic knowledge of managerial skills.

(2) The second period was from 1961-1971. It was signaled by the redesignation of the institute in October 1961 as the "Central Officials Training Institute" or "COTI", the acronym by which it is known today. The following month, the "Government Employee Training Act" was enacted and marked the start of a systematic approach to the training of government officials. Under the new system, training was scientifically structured to meet the full range of training requirements.

Additionally, under the influence of the May 16th Revolution, morale training was incorporated into the curriculum with emphasis placed on the spirit of the revolution and anti-communism. Keeping pace with national modernization, courses on the new techniques of the development administration were also added to the curriculum.

(3) The third period (1972-1980) could be called the take off period of development in the Korean government training system. A new training course, emphasizing modern managerial techniques, was initiated for newly recruited officials. Influenced by the spirit of Semaul Undong, morale training was reinforced and accentuated with the Renovation ideology. In May of 1973, COTI was moved from Seoul to DaeJeon and in the newly modernized facilities; a wide range of advanced training techniques were evaluated.

(4) The Fourth Period

In 1981, the Korean government central training system entered its current period. When comparing it to the "Take Off" period, this period would be considered a maturing period. In September 1981, the COTI was moved from DaeJeon to GwaCheon, a suburb of Seoul. Fiscal year 1982 marked another turning point for the government training system. With the initiation of the first 5 year government employee training development plan, all training courses came under a continuing system for the updating of curricula, teaching methods and training resources.

B. Training Objectives

To train all government employees in the concept of creating "An Advanced Homeland" by;

- (1) Fostering the development of positive attitudes by instilling a strong sense of duty, patriotism and better service to the people.
- (2) Raising the comprehensive management abilities of the trainees.
- (3) Further cultivating sincerity and integrity of the trainees

C. Fundamental Policy

(1) Morale Training

(a) Cultivating the people's 9 virtuous moral characters

The people's nine virtuous moral characters are derived from the nine items for people's moral education which is one of the policies of the Fifth Republic (current regime).

The nine items are as follow.

- A Proudful Korean
 - 1) a man of ownership
 - 2) a man of honor
 - 3) a man of moral
- Desirable perception to go with
 - 4) a cooperative spirit
 - 5) a sense of duty
 - 6) a law-abiding spirit
- Progress for country and people
 - 7) Patriotism
 - 8) anti-communism
 - 9) desire for unification

(b) Expansion of morale training

Even in the pure job training courses, considerable percentage must be morale training.

(c) Refresher training

Officials must take morale training throughout their careers with the government.

(d) In-residence training

All trainees taking part in morale training courses must be accommodated in the dormitory during the training period.

(e) Participatory training

In order to raise the effectiveness of morale training, participatory training methods must be used.

(f) Timely training on current government policy

For the purpose of expanding understanding of government policies and seeking solution for impending national tasks, occasional training program will be conducted on an as needed basis.

(2) Job Training

(a) Training first, recruitment or promotion later.

All newly recruited government officials must have taken the proper training course before formal recruitment and all promising officials must take a relevant training course before formal promotion.

(b) Reinforcement through refresher and special training

In order to reinforce development of the managerial techniques of line officials, participation in refresher and special training in their jobs skills must be continuous.

(c) Secure qualified trainers

In consideration of the relationship between the effectiveness of training and the quality of trainers, their training must be of the highest quality, and through personnel management advantages, improved salaries and working conditions must be provided.

(d) Training on the basis of actual need

Positive enlistment of trainees and precise evaluations of training needs must be accomplished before offering a course of training.

(e) Following up evaluation

Follow up evaluation must be based not only on formal training results, but must also take the trainees job performance following the training into consideration.

(f) Constant research to improve training effectiveness

All training institutions must conduct constant research in order to offer the most up-to-date informations, curriculum, and teaching methods.

D. Typical Training Process for Officials from Recruitment at the Grade 5 Level to Retirement

There are three ways of becoming a grade 5 in the Korean civil service system.

One is through the open competitive examination called "The Senior Entrance Examination for Administrative Services"

Two is through promotion from a lower grade.

Three is through special recruitment. For example, military officials who are graduate of a Military Academy.

(1) Induction Course

The new civil servant who passed the Senior Entrance Examination for Administrative Services and those specially appointed from the military service, take the 18 week Newly Recruited Officials Course.

This course is designed so as to provide the basic knowledge of government organizations and functions and applicable skills to successfully carry out their duties as government officials.

The topics of the course include;

Government Organizations and Policies, Budget, Accounting, The legislation process, The Personnel System, History, Scientific Management Techniques, and other relevant subjects. Additionally, the newly recruited officials are provided with a 4 week English training program.

For officials who entered through the Senior Entrance Examination for Administrative Services, an 8 month probation period at central or local agencies is required.

In consideration of their long careers in their lower grade, the officials who passed the promotional examinations for grade 5 are only required to take the four week "Newly Promoted Officials Course."

This course is so designed as to provide an opportunity to learn and practice managerial skills needed to perform their new roles as managers.

The topics of this course include;

The Moral Reform Drive and the Ethics of the Public Officials, History, National Security, the Current Economic Challenge, Managerial Leadership, Effective Communication, Computers, and The Role of Managerial Officials.

These two kind of induction course--the Newly Recruited Officials Course and the Newly Promoted Officials Course--are scheduled to be integrated into the unified induction course in 1986.

(2) Field Agency Chief Preparatory Course

When officials become eligible for consideration for promotion to

field agency chiefs, they must take the four week Field Agency Chief Preparatory Course.

The trainees for this course work for the National Tax Administration, Customs Administration, Ministry of Labor or at Police Headquarters that have field offices.

In recognition of the ever-growing role and importance of the field offices in supplying government services to the people and in assessing and dealing with administrative needs of the people, this course was established to give the trainees the necessary skills to become effective channels of public service.

Topics of this course include;

Field offices as the Channel of Public Service, Leadership, Public Servants and Their Ethics, Accountability and Responsiveness to the Demands of the Public, Management Techniques

(3) Middle Level Managers Course

After officials serves 5 yrsrs at the grade 5 level, they are eligible for consideration for promotion to division director at the grade 4 level.

However, they must take the four week "Middle Level Managers Course" before being promoted.

This course is an alternative to the Field Agency Chief Preparatory Course according to his promising working field.

In this course, a number of topics and managerial approaches of current interest to middle level managers are highlighted. Among them are the Moral Reform Drive and The Role of the Government Employee, Ideology of National Development, Social Change Management, Policy Development and Analysis, Communications, Management Science, Modern Management Theory, The Ethics of Public Officials, and Case Studies in Government Administration.

(4) Special Course for Senior Managers

When officials are at last promoted to grade 4, they attend the two week "Special Course for Senior Managers" which is so called "Core Managers Course."

During the intensive training period and in an open and cooperative atmosphere, trainees take classes in physical training, behavioral change and team commitment.

This course also includes innovative practices in leadership, motivation and establishing management objectives. Through an in-depth examinations, trainees have an opportunity to assess their own

situation as well as to reflect upon themselves thereby gaining a comprehensive understanding of what they can and should do not only for themselves but also for their country.

Topics include; Meditation, Self-assurance Training, The Development of Creativity, Mountain Climbing, Competition and teamwork, Decision Making Approaches, and the Art of Communication, etc.

(5) Executive Training Course

After successful completion of their duties at the division directors or field agency chiefs, officials are eligible to be considered candidates for promotion to grade 3.

However, they have to take the 3 week "Senior Managers Course" before promotion.

After promotion at the grade 3 level or above, government officials take the two week "Executive Policy Development Course."

The Executive Training Course which includes both the Senior Managers Course and the Executive Policy Development Course are designed to help the trainees broaden their abilities in policy making by introducing them to the comprehensive framework of policy formulation, and to the significance of dynamic interactions between the public and private sectors inherent in the policy making process for national development.

These courses are composed of 3 phases;

- (a) The first phase enables trainees, through a symposium, to increase their awareness and appreciation of issues and problems that may face the nation in near future.
- (b) The second phase covers the collection of information and materials for policy making.
- (c) The final phase helps the trainees acquire the tools and techniques needed for policy making.

(6) Morale Training Course

In the process of taking the above training, they are also required to Morale Training Courses biannually.

- Senior Managers Refresher Course for grade 4
- Executives Refresher Course for grade 3 and above

These courses were set up in an effort to further strengthen the morale and ethical awareness of public servants.

The course aims, first, to instill a spirit of devotion and loyalty to the state in the minds of public servants.

Second, to help them increase the appreciation of the importance of the

leading role managers play in creating the "Advanced Homeland".
Third, to foster positive thinking and desirable attitudes and conducts.

(7) Other Alternative or Occasional Training

In addition to the above-mentioned training courses, government officials may also take other training courses alternatively, for example 4 week Foreign Language Training Course or obligatorily, for example 6 week Instructors Training Course for those who are instructors at a training institution.

The Foreign Language Training Course is a residential program designed to enhance the level of the participant's listening, speaking and writing abilities of the target language so that government officials may be better prepared to carry out governmental affairs pertaining to the national interests both at home and abroad. Those who are expected to go abroad soon, or whose duties require a high degree of competence in a foreign language are selected for participation in the intensive training program. English language has been taught and from the fiscal year of 1984 Japanese language has been taught as the second foreign language.

The Instructor's Training Course introduces participants to newly developed teaching skills, materials and curricula with an aim to increase training effectiveness.

This course helps them gain pride in their role as instructors. This course provides the participants with an opportunity to exchange information concerning training between the public sector and the private sector.

The topics of the course include: Educational Theory, Teaching Planning, and Teaching and Learning Theory.

E. Results of Training in Fiscal Year 1984

Classification		Course	Trainees	Times	Total Number of Trainees
Total		22		57	6,413
Morale Training		Executives Refresher Course	Officials of Grade 3 and above	5	504
		Senior Managers Refresher Course	Officials of Grade 4	4	373
		Special Course for Senior Managers (Core Managers Course)	Newly Promoted Officials to Grade 4	5	267
		Induction Course for New Managers	Newly Recruited Officials to Grade 5	3	266
Job Training	General Training	Executives Course	Officials of Grade 3 and above	1	42
		Senior Managers Course	Division Directors of Grade 4 Expected to be Promoted to Grade 3	3	170
		Middle Level Managers Course	Officials of Grade 5 expected to be Promoted to Grade 4	2	221
		Field Agency Chief Preparatory Course	Expected Appointees of Field Agency Chiefs	1	117
		Newly Promoted Officials Course	Those who passed Promotional exams of Grade 5	3	364
		Induction Course	Administrative Service Course	Newly Recruited Officials of Grade 5 for Administrative Service	3

Classification		Course		Trainees	Times	Total Number of Trainees
Job Training	General Training	Induction Course	Foreign Service Course	Newly Recruited Officials of Grade 5 for Foreign Service	1	26
			Technical Service Course	Newly Recruited Officials of Grade 5 for Technical Service	1	41
			Special Appointees Course	Appointees of Grade 5 from the Military	1	50
	Specialized Training	Foreign Language Course	English Course	Officials of Grade 5 who are Expected to go Abroad	3	212
			Japanese Course	Officials of Grade 5 who are Expected to go Abroad	1	48
		Instructors Course	Instructors Training Course	Instructors and Future Instructors	2	110
Occasional Training		Government Officials' Spouses Course		Wives of Executives	6	1,282
		Guidance Counsellors Course		Teachers of Middle and High school	6	1,080
		Inter-Economic Ministries Managers Course		Division Directors and above in the Ministries Related to National Economy	4	520
		Economy Instructors Course		Executives in Public and Private Sectors	1	300
		Counselling Officials Course		Counselling Officials in the Ministries	1	110

3 . Overview of Central Officials Training Institute

A. History

- May. 1949 The Institute was founded and entitled "The National Public Officials Institute".
- Oct. 1961 The Institute was reorganized and retitled "Central Officials Training Institute".
- Innovation of training activities
 - Reinforcing the training system as the center of government officials training across the nation.
- May. 1974 The Institute was moved from Seoul to Daejeon.
- Nov. 1981 The Institute took charge of quiding and coordinating the nation's training institutes for government employees.
- Dec. 1981 The Institute moved to the present site, the new campus in Gwacheon, a suburb of Seoul.
- Jan. 1982 The Institute renewed all-out training systems
- Curriculum, teaching methods and training resources
 - Launch of the 5-year government employee training development plan.

B. Function

- (1) COTI is responsible for providing government officials of grade 5 and above with various interagency training programs in order to :
 - (a) improve employee morale, and
 - (b) to have them acquire both management techniques and applicable practical knowledge.
- (2) COTI develops training systems with particular attention to up-to-date information, new curriculum and teaching methods through research activities and thus to provide guidance for the other government employees training institutes
- (3) COTI promotes international exchange program through expansion of international cooperation as the Development and Management Center of EROPA.

C. Organization

