

# **Take-Off Program for Senior Civil Service**

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## Take-Off Program for Senior Civil Service

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## **I. Program Basis**

- A. The fourth program – Establishing the training system on a sound basis, strengthening the abilities of senior civil service – in the The Project of Civil Service Reforms and Planning passed by the 39<sup>th</sup> conference of the 11<sup>th</sup> Examination Yuan on June 18, 2009 lists the "establishment of a comprehensive senior civil service and executive training system" and "development of the special management system for senior executives" as important midterm programs.
- B. The fourth program – Establishment of a Senior Civil Service Development Training System – of the "Planning Program to Strengthen the Training of Civil Servants" – was passed by the 114<sup>th</sup> conference of the 11<sup>th</sup> Examination Yuan on December 2, 2010.
- C. Article 2, Paragraph 5 of the Civil Service Protection and Training Commission Organizational Act and Article 2, Paragraph 1 of the National Academy of Civil Service Organic Act.

## **II. Training positioning**

This training program has been positioned in accordance with the foregoing Planning Program to Strengthen the Training of Civil Servants as development training. Here development training refers to the preparatory training needed by civil servants for their future development or promotions, and training courses are based on analysis of civil servant's duties at different stages. The developmental training courses at each stage must be differentiated but interconnected, forming a sequence of training courses. In addition, senior civil servant training may be given to civil servants starting from the time of their promotion to senior rank. After promotion to senior rank, outstanding

civil servants at the level of grade 10 and above shall receive sequential training courses from grade 10 to grade 14.

In summary, development training for senior civil service provides civil servants with the skills and knowledge they will need to perform their duties after promotion to the next level. The long-term implementation of training will ensure that senior civil service possess abilities commensurate with their duties as they are promoted, achieving the goals of "wasting no talent and placing all personnel in positions suitable for their skills and aptitudes."

### **III. Needs Analysis**

In order to enhance the effectiveness of senior civil servant training, it is necessary to conduct holistic planning for the contents of development training, and analyze the senior civil servant manpower structure in order to gain an understanding of training needs. The reasons for the training needs and the manpower structure are described as follows:

#### **A. Necessity of development training for senior civil service**

1. The qualifications of senior civil service will affect national competitiveness

Senior executive personnel have an important human resources status, and play an important role in determining organizational performance. Highly competent senior civil service with outstanding qualifications are necessary if we are to boost government agency performance. Accordingly, senior civil service training must respond fully to the challenges of today's global environment, and senior civil service training programs should focus on developmental training in

order to adequately respond to and satisfy the country's current needs and enhance national competitiveness.

## 2. Systematic development training strengthens core competencies

Development training is based on the establishment of competencies, incorporates organizational objectives and individual career development, provides sequential training courses, facilitates improvement of individual competencies, and provides the core competencies needed for future duties. Development training should employ systematic, scientific procedures to select outstanding personnel for training, and utilize rigorous competency assessment and personality testing methods to help individuals and organizations to understand and examine the competencies of relevant people, so that they may arrange appropriate education, training, and development opportunities.

## 3. Continued efforts should be made to strengthen whole-person training and international vision

The content of past senior civil service training chiefly emphasized the improvement of skills needed in the performance of duties, but neglected the humane thinking and sentiments that senior civil service should possess in addition to their work-related skills and knowledge. In particular, senior civil service should possess a basic understanding and recognition of the superior aspects of traditional culture, which can ensure that the drafting and implementation of policy remains in harmony with national sentiments. Furthermore, facing the challenge of global competition, senior civil servant's thinking and worldviews must be sufficiently developed to give them a global perspective on Taiwan's future. Such development training should therefore strive to realize the ideals of "a global outlook with roots in Taiwan" and "global thinking,

local action."

#### 4. Linkages between training and promotion will enhance performance

The unification of exam, training, and appointments is the key to overall reform of the civil service system. Current methods fail to effectively link senior civil service training with promotion, which not only affects senior civil service qualifications and the government's administrative quality, but also influences training performance and senior civil service willingness to participate in training. "Establishing the training system on a sound basis, strengthening the abilities of senior civil service", the fourth program in the Civil Service System Reform Plan, calls for "holistic training of executive and non-executive personnel, from first hiring to senior management," emphasizing the linkage of the training and promotion systems, and requires development training to achieve full benefits.

#### 5. Senior civil service training time should be increased

According to the Civil Service Protection and Training Commission's 2010 protection and training statistics yearbook, with regard to average per capita hours of training among civil servants of different ranks in 2010, the junior ranks (including the equivalent to junior ranked) personnel received the greatest amount of training (129.3 hours), followed by elementary ranked (including the equivalent to elementary ranked) personnel with 128.8 hours, while the senior rank (including the equivalent to senior ranked) personnel received the least training hours (80.2 hours). Because senior civil service bear much responsibility for the government's administrative quality, they must continuously absorb new knowledge in order to enhance their knowledge and skills, and should therefore receive a greater number of annual training hours.

#### 6. The leading countries universally place great emphasis on senior

## personnel training

All of the world's leading countries have implemented systematic training for their senior civil servants or management personnel, which underscores the emphasis they place on training for senior personnel. These countries are applying forward-looking concepts to training their senior government personnel in administrative planning skills to enhance administrative performance.

### B. The senior civil service human resources framework

As referred to in this program, senior civil servants comprise personnel with a grade of 10 or above and at the senior rank or equivalent; the human resources framework for these personnel is shown in Table 1:

Table 1 : Number of people with various grades at the senior rank level or equivalent

Personnel type qualifications screening results	Administrative agency				Police personnel		Customs personnel		Transportation affairs personnel		Medical personnel		Total
	Central		Location		Managerial	Non-managerial	Managerial	Non-managerial	Managerial	Non-managerial	Managerial	Non-managerial	
Senior rank or equivalent	Managerial	Non-managerial	Managerial	Non-managerial									Managerial
Grade 10	1090	1749	366	262	66	75	73	41	32	24	1	5	3784
Grade 11	1129	1141	358	135	81	8	20	0	152	189	1	15	3229
Grade 12	590	612	40	45	27	6	5	2	6	0	3	19	1355
Grade 13	186	244	30	0	12	0	0	0	27	10	16	385	910
Grade 14	333	416	5	1	3	0	0	0	0	0	0	0	758
Total	3328	4162	799	443	189	89	98	43	217	223	21	424	10036

- Note: 1. The grades in this table result from formal qualifications screening for current positions. However, if screening results took the form of qualification without verified appointment, the grade of the person's current position is listed.
2. This table lists police personnel, customs personnel, transportation affairs personnel, and medical personnel at levels equivalent to the different senior rank grades on the basis of the "Comparative Table of Pay Rates for Various Types of Personnel with Seniority Equivalent to that of Civil Servants with Various Grades at Administrative Agencies."
3. The data in this table was provided by the Ministry of Civil Service, and is current to October 31, 2011.

The data in the foregoing table indicates that a total of 7,013 people have a senior rank grade 10 or 11, 1,355 people have a senior rank grade 12, and 1,668 people have a senior rank grade 13 or 14. The majority of such these are employed at central government agencies (7,490), while 1,242 people are employed at local government agencies.

Police personnel, customs personnel, transportation affairs personnel, and medical personnel number 278, 141, 440, and 445 people respectively.

The number of people promoted to each senior rank grade during the last five years is shown in Table 2. It can be seen that an average of 43 people are promoted annually to grade 14, senior rank, an average of 51 people are promoted to grade 13, senior rank, and an average of 204 people are promoted to grade 12, senior rank.

Table 2: Numbers of people promoted to various senior ranks at administrative agencies (2006 - 2010)

Units: people

Grade after promotion Year	Grade 12		Grade 13		Grade 14	
	Promotion	Transfer	Promotion	Transfer	Promotion	Transfer
2006	168	379	38	32	37	33
2007	215	214	46	26	43	26
2008	223	276	66	51	60	45
2009	178	163	41	14	26	23
2010	234	188	62	40	49	33
Average	204	244	51	33	43	32

Note: 1. The personnel at administrative agencies with senior rank in this table do not include judges or prosecutors.

2. This table refers to promotion as moving to a position with a higher grade or from a non-executive position to an executive position; transfer refers to moving to a position with the same grade.

3. The data in this table was provided by the Ministry of Civil Service, and is current to October 31, 2011.

#### **IV. Program Objectives**

The chief mission and vision of this program is to train senior civil service possessing excellent management skills, forward-looking leadership, and democratic decision-making abilities. The specific goals of this training program consist of enabling senior civil service at various grades to achieve the following objectives:

- A. Senior civil service with a senior rank, grades 10 and 11: It is hoped that trainees who receive management development training and pass an evaluation will possess the core competencies needed by a senior civil servant with a senior rank, grade 12.
- B. Senior civil service with a senior rank, grade 12: It is hoped that trainees who receive leadership development training and pass an evaluation will possess the core competencies needed by a senior civil servant with a senior rank, grade 13 or 14.
- C. Senior civil service with a senior rank, grade 13 and 14: It is hoped that trainees who receive strategy development training and pass an evaluation will improve their current core competencies.

#### **V. Planning Process**

In order to effectively perform matters connected with this program, the Civil Service Protection and Training Commission organized a task force to perform a research survey. In order to gather relevant experience, formal implementation, management development training, leadership development training, and strategy development training were implemented on a trial basis in 2010 and 2011.

- A. Planning work prior to trial implementation of training
  - 1. Organization of a task force, active planning and arrangement

In order to plan and formulate a senior civil service training

program, the Civil Service Protection and Training Commission(CSPTC) organized a task force consisting of five experts and specialists on July 15, 2009. This task force met regularly for discussions, and additional one or two experts were invited to attend each time the meetings discussed specific topics. A total of nine meetings were held, and the task force drew up preliminary conceptual plans for senior civil service training. In addition, the members of the CSPTC were convened to discuss the task force's results, which were submitted to the Commission's advisory conference for discussion and finalization.

2. Implementation of a questionnaire survey to determine the content of core competencies

In order to gain a better understanding of senior civil servant core competencies and training needs, the CSPTC conducted questionnaire-based surveys employing the analytic hierarchy process (AHP) in 2009 and 2010; these surveys addressed the views from multiple sources (superiors, subordinates, peers, and external customers), and provided information to guide the planning of senior civil service training. The results of the AHP questionnaires indicated that management ability were most important for the senior ranks, grades 10 and 11, leadership ability was most important for the senior rank, grade 12, and strategic skills were most important for the senior ranks, grades 13 and 14.

B. Feedback from the trial implementation of training was used to revise this program

1. Adoption of multiple competency assessment methods to gauge training needs

In order to shed light on the core competencies and of shortfalls senior civil service, and thereby determine training needs. The competencies of personnel participating in trial training were assessed,

employing the assessment center method and also the 360-degree competency assessment feedback method. The results of these assessments were employed in the rigorous trainee selection process, used to evaluate training performance, and provided a means of tracking pre- and post-training performance.

## 2. Design of training courses that combines domestic and foreign study

Competency modules and courses were drafted for each class on the basis of core competencies. As part of trial training in 2011, groups were sent to study at France's École Nationale d'Administration, Britain's National School of Government, and the German Academy of Public Administration. The effective linkage of complementary domestic and foreign courses was found to have a synergistic effect on learning.

## 3. Implementing research on the assessment center method to improve relevant procedures

The CSPTC commissioned outsourced research into assessment center method implementation, questionnaires, and forms in order to improve procedures. For instance, a two-day assessor's training session strengthened participant's behavioral observation methods, provided exercise skills for role players, clarified the definitions of certain competencies and their behavioral scales, helped the assessors unify their scoring standards, and provided standard procedures for the development of assessment center exercises.

## 4. Development of personality testing scales, establishment of assessment norms

Personality traits specific to senior civil service were selected from among the personality traits of senior and ordinary civil servants, and a relevant scale developed to facilitate the establishment of norms.

## **VI. Planning Principles**

### **A. Confirming development training objectives, employing competencies as a basis for planning**

Development training should consist of mid-/long-term forward-looking training addressing future career development and promotion needs. The focus of development training should not be on improvement of current work skills, but rather on development of potential, imparting new perspectives, and encouraging positive sentiments and broadmindedness. This training prepares personnel for future individual and organizational development, and is quite different from ordinary short-term professional or in-service training, which imparts knowledge and skills relevant to current work. The design of the development training in this program is based on competencies, and is also different from in-service training implemented by the Executive Yuan.

### **B. Emphasizing the humanities and holistic training**

According to the competency iceberg model, observable, explicit knowledge and skills are at the top of the iceberg, while the bottom of the iceberg consists of difficult-to-observe implicit knowledge, values, and personality traits, which, however, are the chief factors influencing individual behavior. Accordingly, to ensure a person's competency framework includes all explicit behavior and inner personality traits, a core competency system can be divided into three main aspects: values, ethics, and personality traits; general core competencies; and core management competencies. Of these, values, ethics, and personality traits must be emphasized, since civil servants need such values and traits as integrity and loyalty in addition to their on-the-job skills. Civil servants must also show humanistic concern through action and reflection, and demonstrate respect for cultural diversity in their

decisions, underscoring their desire to benefit the majority of people.

C. Establishment of a senior civil servant learning map for individual development

Apart from guiding the planning training courses, the senior civil servant learning map targets the needs of different grades of senior civil service and recommends methods for boosting capabilities, such as work guidance, duty practice, internships, continuing education, and self-development. These methods can serve as a reference for individuals planning their career development.

D. Implementing rigorous trainee selection, and standardization of operating procedures

To ensure personnel participating being training possess potential, all government yuans and authorities are asked to perform individual selections when implementing recommendation procedures. After recommendations have been submitted, the CSPTC uses the assessment center method to select those individuals with the greatest potential. Regarding the assessment center method to select trainees, use the standard operating procedures for selecting the target, timetable, steps, assessors, and role-players and lecturers, evaluation methods, and public announcement of the trainee roster, while fine-tuning the assessment center method operating standards.

E. Use teaching methods blending theory and practice, and adopting problem-oriented learning

The training program employs diversified, learner-centered teaching methods, such as case studies, activity learning, work internships, student-teacher lecturers, exercises, field trips, and outward bound training, to meet senior civil servant training objectives. Apart from diversified teaching methods, trainees may also participate in short-term work internships giving them opportunities to gain

experience from observing senior civil servant decision-making and problem-solving. Some courses will be taught in Taiwan using a foreign language, and the trainees will be sent in groups to study at training organizations in Europe, North America, and Asia-Pacific, where courses will be arranged in accordance with the foreign training organization's areas of special expertise.

F. Objective assessment mechanisms design, and strengthening training performance

Senior civil servant training should be coupled with rigorous evaluation. As a consequence, the program employs highly effective training techniques and multifaceted competency assessment mechanisms, and conducts both in-process and summary assessments. The in-process assessments employ real-life assessment and structured peer assessments. The real-life assessments are based on the observations and evaluation of lecturers and guidance personnel, while structured peer reviews rely on structured questions eliciting peer observations of other trainee's department, learning attitude, and interpersonal relationships. The summary assessments comprise a managerial competency assessment and topical study report, the managerial competencies assessment focuses on courses concerning managerial core competencies, and employs the assessment center method, while the topical study report includes a policy analysis report and overseas study report.

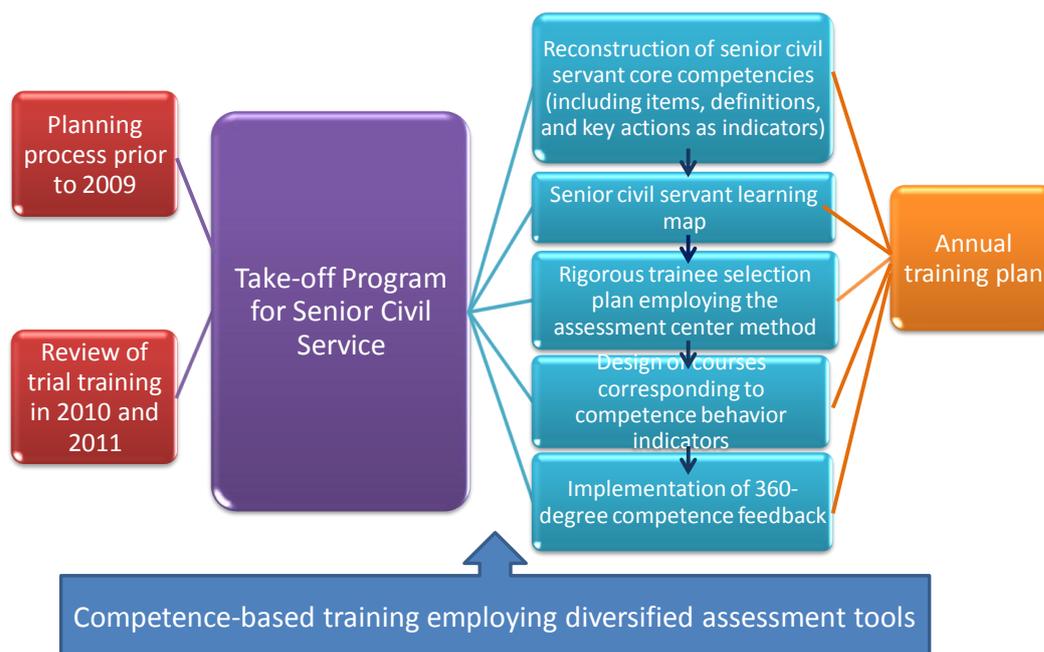


Figure 1 : Schematic diagram of design principles of the Take-Off Program for Senior Civil Service

## VII. Training Content

### A. Senior civil service core competencies

1. Competencies encompass the values, ethics, and personality traits; general core competencies; and managerial core competencies.

(1) Values, ethics, and personality traits include integrity, loyalty, concern, rigor, friendliness, emotional stability, and sense of mission.

(2) General core competencies include strategic analysis, global outlook, problem-solving, decisiveness, policy marketing, communication/coordination, innovation ability, and foreign language ability.

(3) Managerial core competencies refers to senior civil service's management, leadership, and strategic skills, and includes manpower development, team building, performance management,

establishment of cooperative relationships, leading change, cross-boundary governance, vision building, crisis management, and negotiation ability.

2. See Appendix 1 for definitions of core competencies in senior civil servant training and key behavioral indicators.

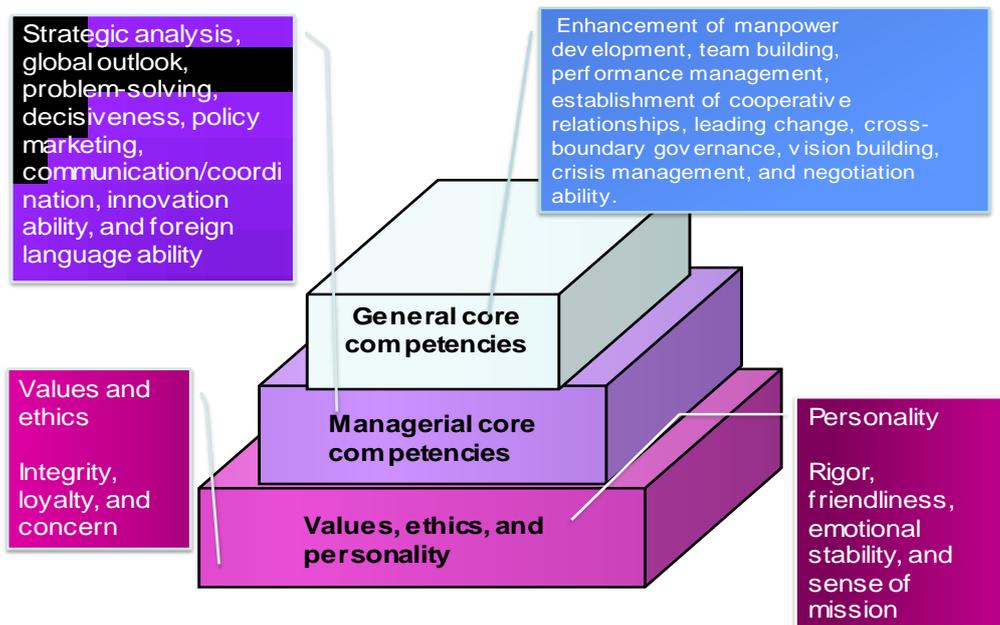


Figure 2 : The senior civil service’s core competencies

### B. Senior civil service learning map

Training content must include on-the-job training (OJT), off-the-job training (off-JT) and self-development (SD). OJT refers to instruction in necessary knowledge, skills, and working methods given by superiors or senior personnel to subordinates, general personnel, and newcomers via everyday work and duties. OJT must be conducted on the basis of a structured, systematic, ongoing plan and objectives. Off-JT refers to training classes arranged at appropriate times and places outside of the workplace. Senior civil service participating in this program receive training of this type. SD refers to continuing education in the form of

self-learning in order to achieve personal growth and developmental objectives. While off-JT involves the arrangement of training classes, OJT and SD emphasize learning at work and self-learning.

The senior civil service learning map (Appendix 2) established how senior civil service with different grades can take advantage of self-learning, work guidance, work internships, work experience, and training courses. The learning map also shows them how to find the most appropriate and optimal learning channels and models that will help them systematically, progressively, holistically strengthen their competencies, and therefore fuses training content to training objectives.

### C. Training recipients and quotas

#### 1. Factors considered

- (1) People qualified to participate in this training program include personnel at senior rank or its equivalent and with at least grade 10 as prescribed in the Civil Service Employment Act. These personnel may be members of general administrative agencies, police units, customs, or medical agencies. Note, in accordance with Article 71, Paragraph 1 of the Judges Act, judges and prosecutors do not have an official rank, thus they may not receive training in this program.
- (2) With regard to the number of trainees in this program, in order to respond to promotion and hiring needs, trainee quotas will be based on the average number of personnel promoted to senior rank during the last five years.
- (3) In addition, industry, academic personnel and members of private groups are eligible to attend this training. In order to facilitate experience sharing and mutual absorption of knowledge with senior civil service, certain quotas have been established for industry, academia, and private groups. Following the principle that users

must pay, non-civil servants must pay some of the training cost.

2. In order to maintain training quality and effectiveness, trainee quotas are set on the basis of the average numbers promoted to senior rank, grades 12, 13, and 14 annually, and also reflect budgetary constraints. The quotas and eligible recipients for each type of training are as follows:

(1) Management development training (MDT)

a. Eligible trainees

- i. Current civil service personnel at government agencies at senior rank, grade 11, or grade 10 with at least 2 years service, and a year-end performance grade of A during the last two years.
- ii. Current full-time associate professors (or associate researchers) or above at a university or academic organization, personnel with a level equivalent to secretary-general or above at an NGO or nonprofit organization, or managerial-grade personnel or above in public and private enterprises.

b. Quota: One to six class sections; generally 35 people in each class section.

(2) Leadership development training (LDT)

a. Eligible trainees

- i. Current civil service personnel at government agencies with senior rank, grade 12, and a year-end performance grade of A during the last two years.
- ii. Current personnel at universities or academic organizations who have served as a full-time associate professor (or associate researcher) for at least four years, personnel equivalent to deputy director or above at an NGO or nonprofit organizations ,or personnel at the deputy general manager or above level at public and private enterprises.

b. Quota: One to two class sections; generally 25 people in each class section.

(3) Strategy development training (SDT)

a. Eligible trainees

i. Current civil service personnel at government agencies, senior rank, grade 13 or grade 14, and with a year-end performance grade of A during the last two years.

ii. Current full-time professors (or researchers) or above at universities or academic organizations, personnel equivalent to directors at NGOs or nonprofit organizations, or general managers or above in public and private enterprises.

b. Quota: One to two class sections; generally 20 people in each class section.

D. Trainee selection procedures

1. Trainee selection procedures consist of a preliminary and secondary review. In the preliminary review, the recommending agency will review the qualifications of participating personnel before submission, and the CSPTC then employs the assessment center methods to perform an evaluation. The Commission also provides the evaluation results to a selection committee to determine and review the participant roster. With regard to evaluation employing the assessment center method, different evaluation methods are used for management development training, leadership development training, and strategy development training. The CSPTC has determined the "Implementation Plan to Use the Assessment Center Method to Select Personnel to Attend Development Training for Senior Civil Services" to ensure the standardization of selection procedures.

2. Joint evaluation methods: Evaluation methods including group

discussions and English presentations, as follows:

- (1) Group discussions: The CSPTC will randomly assign participating personnel to one of several groups, and group members must discuss the designated issues in accordance with the instructions in the discussion information, and should submit solutions agreed upon by group members.
  - (2) English presentation: Participating personnel must give a presentation on the designated topics within a limited amount of time, and the assessors may ask questions after the briefing.
3. Individual evaluation methods: Participants in management development training will be evaluated by means of in-basket exercises and simulated interviews, personnel participating in leadership development training will be evaluated by means of fact finding, and participants in strategy development training will be evaluated by means of cases/problem analysis. These methods will be implemented as follows:
- (1) In-basket exercises: Participants are assigned specific roles in the evaluation process, and must deal with a number of assigned issues under simulated circumstances. After completing written evaluations, participants will be interviewed by assessors, the interview process will be recorded by an assigned person.
  - (2) Simulated interviews: Participants will engage in face-to-face conversation with simulated superiors, subordinates, colleagues, or customers (played by role-players) concerning various scenarios.
  - (3) Fact finding: Participants will first read some written materials, and submit written recommendation after uncovering more relevant information from designated data providers within a limited amount of time.
  - (4) Cases/problem analysis: Participants will perform analysis of relevant

cases, investigate causes, submit recommendations and solutions, make a written or oral report to assessors, and answering questions.

#### E. Course planning and implementation methods

1. Course planning: Course types consist of core competency courses, individualized courses, and general activities.

##### (1) Core competencies courses

a. Values and ethics courses: These courses are designed around the values and ethical issues related to integrity, loyalty, and concern, and the personality traits of rigor, friendliness, emotional stability, and sense of mission.

b. General core competencies courses: These courses are designed to examine strategic analysis, global outlook, problem-solving, decisiveness, policy marketing, communication/coordination, innovation ability, and foreign language ability.

c. Managerial core competencies courses: These courses are designed to examine manpower development, team establishment, and performance management. Leadership development courses examine the establishment of cooperative relationships, leading change, and cross-boundary governance. Strategy development courses examine the establishment of vision, crisis management, and negotiation ability.

(2) Individualized courses: Trainees may select courses within the specified number of class hours to fill gaps in their individual competencies as suggested by the competency assessment results.

(3) General activities: Include opening/closing ceremonies, benchmark learning, and outward-bound training.

##### 2. Implementation methods:

(1) A distributed training system has been adopted; trainees will attend class several days each week, and will complete domestic and

foreign course and individual courses within three months. Two weeks of overseas study will be arranged during each training period.

- (2) With regard to overseas study courses, groups will be sent to study at training organizations in Europe, North America, and Asia-Pacific. These courses will chiefly consist of core competency courses in management, leadership, and strategy. In order to ensure a high level of training effectiveness, trainees attending these courses will first study basic theory in Taiwan before participating in visits and sharing of practical experiences overseas.

#### F. Teaching methods

1. Diversified, learner-centered teaching methods: Depending on the needs of the course in question, teaching methods may include lectures, in-class discussion, problem-oriented learning, role-playing, or workshops. Courses may also employ the following formats: (1) policy forums, (2) experiential learning, (3) learning scenarios, or (4) case studies. All instructional designs will be learner-centered.
2. Student-teacher lecturer and work internships: The designs of some courses feature student-teacher lecturer and work internships. In the former method, arrangements are made for trainees to serve as training lecturers related to their fields of expertise; the teaching experience will enable them to learn relevant competencies, and they will be assessed by their trainees. The latter method consists of trainee internships in relevant positions at selected agencies or enterprises.
3. Teaching content connected with the assessment center method has been incorporated in teaching methods employed in managerial core competencies courses.
4. Use of English instruction to boost foreign language skills: To boost the English skills of senior civil servants, at least three courses will be taught

in English.

#### G. Faculty hiring

Government agency heads and deputy heads, experienced senior civil service, high-level corporate executives, well-known domestic and foreign experts and scholars, and local government leaders will be hired to serve as lecturers, and the program will also cooperate with domestic and foreign universities and training organizations in hiring world-class experts and scholars to provide in-house instruction, raising the quality of instruction.

#### H. Assessment mechanisms

##### 1. IN-process assessment

- (1) Real-life assessment: During the training period, a variety of assessment methods, such as observation by training personnel and lecturers, will be used to assess trainee learning results; assessment aspects will include real-life performance, group performance, and learning performance.
- (2) Structured peer assessment mechanism: Structured questions have been developed for use when trainees perform mutual assessment. The questions are based on trainee interaction, learning attitude, and interpersonal relationships.

##### 2. Summary assessment

- (1) Managerial competency assessment: The grading method for managerial core competencies courses will emphasize the assessment center methods spirit; for instance, assessment may be based on role-playing or scenario learning, and assessment methods will have adequate linkage to ensure that course objectives and effectiveness goals are met.
- (2) Topical study report: Includes policy analysis and overseas study reports.

3. Personality testing: A proprietary personality testing scale for a stable, reliable senior civil service has been developed, and testing has been implemented to establish norms.
4. Competency assessment results reports will be produced using information from relevant assessments. These reports will be provided to participating trainees and their agencies together with individual career development recommendations. In addition, the CSPTC will enter a list of people completing training in its senior civil service database as a reference for agencies performing assignments or promotions.

I. Performance tracking

1. The CSPTC shall obtain 360-degree assessments concerning trainee competencies within three to six months after training in order to gauge the trainee, their superiors, peers, and subordinates views concerning improvement in the trainees' competencies, and also obtain information for comparative analysis of training performance.
2. Questionnaires will be issued at regular intervals or at other times to assess trainee post-training transfers and promotions, as well as their special contributions or service performance, in order to track training performance.

J. Refresher learning

After the completion of training, refresher training or relevant seminars will be held at various times for trainees who have obtained completion certificates. This will enable trainees to occasionally reinforce their knowledge and skills, extending the benefits of training.

K. Establishment of linkage between training and promotion

Senior civil service training should conform to the principle of unified training and appointment. In accordance with the "The project of civil service reforms and planning," it has been determined that personnel with senior rank, grades 10 and 11 must pass management development

training before they can be promoted to senior rank, grade 12; personnel with senior rank, grade 12 must pass leadership development training before they can be promoted to senior rank, grades 13 and 14, and, personnel with senior rank, grades 13 and 14 must participate in strategy development training.

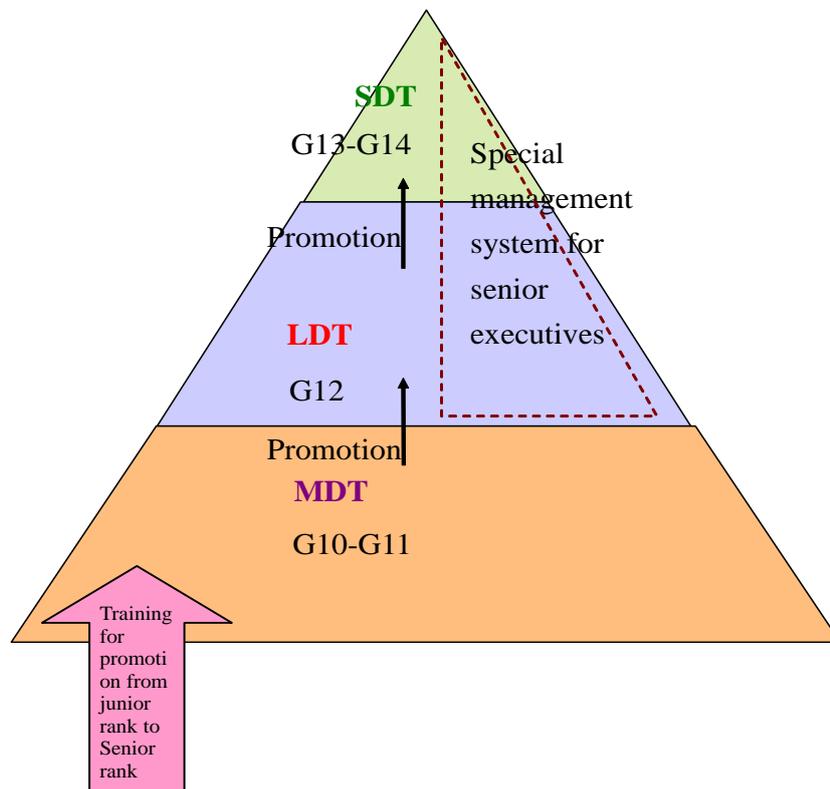


Figure 3 : Schematic diagram of developmental training for the senior civil service

### VIII. Accompanying Measures

- A. In order to unify training with promotion and assignments, this program must still help revise Article 17 of the Civil Service Employment Act and Article 14 of the Civil Service Promotion and Transfer Act, and further add relevant regulations to the Civil Service Training and Continuing Education Act. These revisions or additions have the following intent:
1. Personnel of senior rank, grades 10 and 11, must pass management development training before they can be promoted to senior rank,

- grade 12.
2. Personnel of senior rank, grade 12, must pass leadership development training before they can be promoted to senior rank, grades 13 and 14.
  3. Personnel of senior rank, grades 13 and 14, must participate in strategy development training.
- B. Until the time that these revisions have been completed, the following actions will be implemented to achieve development training goals and attain the objective of unified training and promotion:
1. Reports analyzing the competency, strengths/weaknesses and deficiencies of the people who will participate in training will be sent to the trainees and the agencies where they serve to provide a reference for the agencies' promotion and transfer decisions.
  2. A list of trainees demonstrating superior performance will be sent to relevant competent authorities to guide preferential promotions.
  3. Competent authorities will be requested to add points to the civil servant promotion scoring standard forms of trainees who successfully complete this program.
- C. Selection of outstanding senior civil service to attend overseas internships: If funding allows, arrangements will be made in the future in line with agencies' development needs to send outstanding trainees to engage in two- or three-month research sessions or internships in their areas of work at foreign agencies, government-authorized organizations, schools, or to engage in internships for senior management personnel with foreign governments, international organizations, or large multinational corporations. It is hoped that outstanding trainees will be able to expand and enrich their perspectives through one-to-one internship learning, extending the benefits of training and boosting participants' capabilities.

## IX. Expected Performance

This program hopes to achieve the following performance indicators and assessment criteria for the establishment of a competency-based senior civil service development training system fostering senior civil servants with excellent management, forward-looking leadership, and democratic decision-making abilities, and thereby boosting national competitiveness:

No.	Chief work item	Expected performance indicators	Assessment standards
1	Trainee selection	Selection performed using the standardized assessment center method.	At least five assessment center selection and evaluation methods are used each year.
2	Training course planning	Establishment of key competencies behavioral indicators and corresponding course objectives.	The appropriateness of core competencies, key behavioral indicators, and class hours is reviewed every three years.
3	Drafting a senior civil service learning map	Establishment of a senior civil servant learning framework and recommended learning methods.	One senior civil service learning map is established.
4	Overseas study	Arrangement for groups to engage in study and visit a foreign training organizations; signing of training cooperation contracts (or memoranda).	1. From three to ten groups containing a total of approximately 80 to 300 people are sent overseas for study each year. 2. Training cooperation contracts were signed with parties in at least three countries.
5	Work internships	1. Arrangement for trainees to engage in working internships at domestic agencies (or organizations). 2. Selection of outstanding trainees to engage in practical internships at foreign training organizations or major corporations.	1. Arrangements are made for trainees to engage in working internships at domestic agencies (or organizations). 2. Two people are selected each year to participate in practical internships overseas (if funding permits).
6	Teaching methods	Adoption of learner-centered teaching methods.	At least six teaching methods are adopted each year.
7	Trainee satisfaction survey	Improvement of reaction level performance assessment.	1. The questionnaire design is reviewed every two years. 2. Trainees' satisfaction with courses, teaching materials, and

No.	Chief work item	Expected performance indicators	Assessment standards
			faculty must exceed 80%.
8	Performance assessment	Achievement of learning level performance assessment.	At least three kinds of achievement assessment methods are used each year.
9	Performance tracking	Achievement of behavioral level performance assessment.	At least two kinds of performance tracking methods are used each year.