

The Korean Government's Competency-Based Learning and Appraisal System

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Abstract: *The competency management system in the Korean national government was initiated in 2006 due to changing circumstance. The system is designed to support the processes within workforce planning that include selection, promotion, education and training, and career progression.*

The Korean government adopted this competency management system for the human resource development (HRM), and further appraisal of its own workforce. In this process, the MPM and NHI conducted as key roles of the Assessment Center (AC) and the Development Center (DC) for competency-based education programs.

Korea's future plan is to use performance based management in more HRM areas, and to increase the number of civil servants involved in competency-based development. The Korean government has evaluated its competency management system as better than other methods of personnel management in terms of utility, accuracy, and feasibility.

A survey results showed many people feel most outcomes of AC in public sector are so useful, accurate, and feasible, but relatively less fair. In particular, on the utility aspect, the AC is well applied and valuably recognized in the purpose, process, and output which is used by stakeholders in charge. But in the class of job, the result is shown some significant differences that people working in technical areas are higher recognized rather than ones in general administrative sectors on feasibility and accuracy standards.

As a result, Korean government has a vision beyond the limit in order to foster world-class public officials who will be able to cope with future challenges. On the basis of a more concrete competency management system, we hope and will try to have more creative, responsive and proactive civil servants who earn the public's trust.

Key words: *competency development, performance management, competency evaluation, public HRD/HRM*

1. INTRODUCTION

The Korean civil service system was based on a dualism of a seniority and meritocratic system, in which a rank-in-person system, with a closed-career system, played a significant part of a centralized management system (Namkoong, 2007). Its basic characteristics did not change greatly until the 1990s. Until that time, there was little demand in adopting competency-based human resource management (HRM). Above all, until that time the civil service system had performed well with highly qualified and motivated personnel who had been recognized for their dedication towards national development (Kim and Lee, 2001). Accordingly, all believed it was possible to manage personnel well with the traditional route of seniority and meritocracy and this approach had served well in sustaining a predictable and stable environment.

However, the traditional Korean civil service was incapable of continuing success in a rapidly changing environment, i.e. unexpected economic situation, newly required need etc. As a consequence, the Korean government initiated urgent government reforms to enhance competencies and to create a more competitive workforce, based on a principle of the new public management. In its adoption in 2006, the Korean government¹ introduced this competency management program for the training and further development of its own workforce.

This paper will address the process of establishing the competency-based learning system and with an

¹ The Civil Service Commission (CSC) was then the central personnel agency in Korean government

analysis of its benefits, and to evaluate whether it has had a beneficial influence on the national human resource management strategy. To do this, system dynamic approach for human resource development (HRD) and assessment center (AC) based on the development center (DC) and simulation exercises would be considered. Furthermore, with a field survey result in 2014, difficulties encountered, as an implication, key success factors and accrued benefits will be included as well.

2. A STRATEGY FOR PERFORMANCE-BASED MANAGEMENT OF KOREA

2.1. The Development of Public Service System

In the 21st century of global competition, investment in human resources is becoming a barometer of national competitiveness. Competency management in the Korean government was considered as one part of reform strategies designed to strengthening government competitiveness and in improving government performance (Kim, S. & Jung, H, 2010).

The competency model can be applied to a wide range of HRM system, such as workforce planning, selection, education and training, performance evaluation, career development and compensation (Marrelli, 1998). In the Korean government, competency management has been used mainly in the processes of selection, promotion, education and training (Kim, S. & Jung, H, 2010).

The civil service system of the Republic of Korea is focused on for fostering competent and trusted public officials. The government's personnel management system is also changing constantly to develop human capital, the core value of one county's future.

The Ministry of Personnel Management (MPM) is now the central agency in charge of the personnel management of Korea's public service. In setting its personnel management policy vision as 'fostering capable and trustworthy public servants,' MPM has introduced core personnel policies and principles. At the same time, the ministry is committed to eliminating personnel management regulations that hinder free and creative personnel management. As such, MPM is currently establishing a new paradigm in the government's personnel management system day to day that is based on basic laws: the Civil Service Act, the Public Officials Pension Act, the Public Officials Training Act, the Public Service Ethics Act, the Act on the Establishment and Operation of Public Officials' Trade Unions.

The government of the Republic of Korea seeks capable candidates with dreams and passions to be public officers through fair and efficient recruitment procedures. The major principles include the following:

- Open competition/Fair process- based on equal opportunity, non-discrimination in terms of educational background, gender or age
- Merit system- based on abilities, qualification and exam results
- Affirmative action- toward equal opportunity regardless of gender, disability, or income.

As for recruitment channels, competent and talented individuals are recruited through both open competition recruitment, which gives equal opportunity to everyone, and career competition recruitment, which selects able and experienced civilian experts. This open-position system means the system of recruiting the best qualified person from either the private or public sector into the position that specially requires expertise or is required for establishing policies effectively.

The summary is shown as below;

Open Competition Recruitment	Career Competition Recruitment
No Requirements	Special Knowledge or Skills
Written Test & Blind Interview	Screening & Interview
Grades 5, 7, 9	By Position
MPM/Once a year	Each Ministry & MPM/ Periodically

The Korean government believes that attracting competent and talented individuals improves the quality of public service delivery. Also the government has expanded its recruitment policies to improve diversity in the public sector and aims to be an exemplary employer by promoting social integration based on gender, disability, income etc.

As an education and training endeavor, MPM provides opportunities for public officials to develop their job competencies, cultivate their public office values, and develop themselves all the time. By

using IT infrastructure, MPM provides an environment in which trainees can learn without being constrained by space and time, and operates a constant learning system, in which grade 4 or lower ranking officials can develop self-directed learning plans each year and receive 80 or more hours of training to improve their competencies.

For off-line training, MPM provides also a variety of programs designed to cultivate the competencies and foster the qualities required of public officials, and to develop the professional knowledge necessary for their given duties and understanding of government administration. The related courses vary in length from five days to one year for essential national competitiveness and quality of public service.

Basic Courses	Basic skills & ethics	Provided to newly hired and newly promoted officials
Specialized Courses	Professional knowledge & skills	Provided on a job related basis
Other Courses	The National Agenda	Provided to all officials

2.2. Performance-Based Human Resource Management

The Korean government is very concerned on performance and evaluation management to align high ranking officials' competency with national achievement. MPM is systematizing the performance evaluation process to provide proper evaluations and rewards to officials; expanding communication, disclosure, and sharing in the performance evaluation process; and increasing performance-related remuneration and opportunities for promotion.

In this performance management system, a performance agreement is used for government officials G4 and above, including senior civil service officials. Specifically, the evaluator and the official being evaluated sign a performance agreement linked to the performance of both the individual and their department, and assess the target achievement rate early in the following year.

A performance evaluation is made of once a year using three or more evaluation categories in a relative or absolute evaluation. In particular, a senior civil service official receives a relative evaluation that includes five categories. 20% or fewer of officials receive scores in the highest category; 10% or more of them receive scores in the bottom two categories. The results are used for performance-related pay and aptitude evidence. Also the relative evaluation is being applied to government officers from G5 to G9. As the process, absolute evaluation by the official's department, followed by a relative evaluation at the organization level for which usually a work performance evaluation committee is formed and operated. The evaluation is made in those categories, based on results and work implementation, and conducted twice a year at end of June and the end of December for the awarding of performance-based bonus and promotion points.

Considering that performance is important in a highly competitive environment, and that by improving a government's competitiveness is essential for its success, it was indispensable in transforming the merit and seniority-centered personnel management to a more scientific, systematic, and objective personnel management principle. Thus, competency management system was positively introduced as a successful alternative in enhancing the performance of civil servants (OECD, 2009).

At every five year interval, the Korean government, competencies are further adjusted and realigned to any changes in organizational strategies, within the workforce plans for the central ministries and agencies. In this process of workforce planning, the central ministry needs to compare the current competencies of its civil servants with the required competencies in the future and to formulate a workforce plan for maintaining its competency level. The central ministry implements its own education programs, and in providing its competency levels required, thus enhancing its overall organizational performance.

The national government understands the competency model as "a systematic presentation of competencies which the public employees in each group classified by grade and job classification should have" (MOPAS, 2008)

The basic characteristics of the competency models are as follows: the general structure consists of five hierarchical elements such as competency group, individual competency, competency definition, sub-elements of the competency, and behavioral indicators. For example, a competency group, consisting of multiple competencies, is described with a framework for its working and relating and rationale in the SCS competency model. The competencies are divided into common and specific

competencies. The common competencies include the basic competencies that all civil servants should have and the competencies applied to each hierarchical rank (Kim, S. & Jung, H, 2010).

The competency models are developed and applied for achieving goals in selection, promotion, compensation and education. Of them, in particular the competency-based education for the SCS or Director candidates in Korea is closely related to an ongoing competency assessment. At the national level, the Korean government has an integrated competency management system for managing the objective in the processes of human resource management (HRM), such as workforce planning, a selection process for candidates, its disposition, and the education and development and for aligning competencies with the stated goals and strategies of government bodies (Kim, S. & Jung, H, 2010).

“Strengthening the government’s competitiveness & improving administration service”



SCS officials better performance and greater competency

Before	HRM(human resource management)	After
Rank in person Seniority system(Buggins’ turn) Closed Grade-related salaries	Staffing Remuneration	Rank in position Performance-based system Open Performnace-related salaries

The competency model was introduced first in the open position system (OPS) positions in 1999, and it was expanded by developing the government standard competency dictionary in 2001 to define the common competencies of all civil servants. Since implementation of the senior civil service (SCS) in 2006, the competency management system has been incrementally expanded to the processes of overall personnel management in the national government.

In particular, the SCS system introduced at July 1st 2006 is a performance-oriented human resource (HR) system. By separating key policy makers - deputy ministers and bureau directors – from general staff, the government aims to make effective use of personnel and to strengthen openness and competition in an effort to provide better governance.

The core factors of SCS system is summarized as follows;

- Openness and competition: Abolition of grades, Implementation of open position and job posting systems
- Performance and accountability: Performance agreements, Job-performance based bonuses, and Qualification screenings
- Competency development: Candidate development program, Competency assessment system

The SCS candidates are required to go through a competency assessment process as well as the successful completion of the SCS Candidate Development Program.

For this training and education, the National Human Resources Development Institute (NHI) under the Ministry of Personnel Management (MPM) has implemented competency-based education, using competency models specifically developed for each grade and in adopting various methods such as on-line lectures and case analysis studies. For example, the SCS Candidate Development Program has used competency models in its competency-based educative process.

In addition, since the year 2009, the NHI has operated education programs that include problem-based practical tasks and giving feedback on the results, which helps a trainee identify their competency levels that need developing. This kind of competency-based education, focusing on problem-solving and with practical tasks, allows trainees to actively participate in the learning process and so improve their competency levels more effectively.

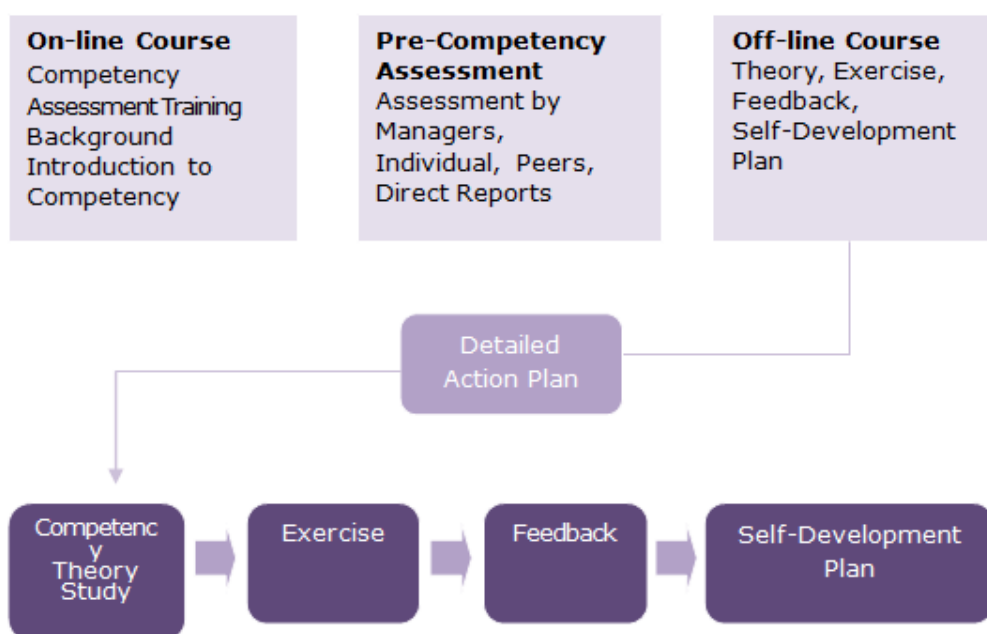
All SCS candidates are obliged to pass the competency assessment, in order to attain promotion within the SCS, and they have to also complete, as mentioned above, the SCS candidate development program. The MPM is now responsible for implementing the competency assessment process, on the other hand, the NHI is responsible for implementing the SCS candidate development program. That is to say, the MPM has taken a role of the Assessment Center (AC) whereas the NHI has adopted a role of the Development Center (DC).

2.3. Competency Assessment and Development Activities in Korean Government

According to the Psychological Testing Centre (PTC), the focal point of most Assessment/Development Centers is the use of practical simulations. The principle underlying their design is to replicate, so far as is possible, the key aspects of situations that an individual would encounter in the job, for which they are being considered. To gain a full understanding of a person's range of capabilities, it is usually the case that a single simulation is considered as insufficient in developing anything like a complete picture (PTC, 2005).

Now in Korea, the AC is operated at the national competency assessment center (NCAC) managed by the MPM. Seven assessors are able to evaluate six candidates per day. The individual performance of any given participant is observed direct by five of the seven assessors. The other assessors attend the integration meeting and contribute to the evaluation process. However, from 2010, nine assessors evaluate six candidates per day (MPM, 2014).

Competency Training Framework



Meanwhile, Development Center (DC) is a training method in which the trainees are asked to conduct specific simulation exercises similar to the tasks and roles that will be assigned to them in real work situations and in which the observers (peers and facilitators) provide feedback on each participant's level of competency measured by observing how he/she solves the given task and the outcome in order to help the trainees recognize their own competency level and improve their competency.

As seen in the above diagram, the off-line course is conducted by grade levels. In the off-line course, participants engage in simulations which help develop their core competencies. The course is conducted with a focus on sub-group discussion and feedback that participants receive from peer participants and facilitators. Meanwhile the on-line course aims to give participants an orientation towards a competency-based training, including both competency assessment and methods.

The Status of NHI's Competency Development Programs

	Senior Civil Service Candidates	Director Candidates	G5 Managerial Officials- Newly Recruited	G5 Managerial Officials- promoted from G6
Target Group	G3/4 central government officials who are subject to take the competency assessment	G4 central government officials who are not appointed to a director position	Officials who passed the Higher Civil Service Exam.	G6 officials to be promoted to G5
Period	5 days	5 days	2 days	2 days

Source: J. H. Choi, 2014.

This learning program helps a participant realize and enhance the level of competency by himself/herself. In the last stage, each participant formulates and presents an individual development plan. Competency-based feedback in the DC activities is conducted to identify strengths and areas for personal development and to reflect an individual's competency by comparing self-assessments with further feedback from multiple evaluators, including managers, peers, and direct reporting.

In terms of performance management, the Korean government is gradually strengthening competency assessment system. In particular, competency assessment center is being more activated for SCS competency advancement. Here SCS competency means the ability or qualification needed for successful performance of one's duty as a high-ranking official.

In other words, competencies are clusters of knowledge, skills, attitude, and other characteristics that relate to high performance regarding organizational goal achievement and are demonstrated in behavior. That is observable, measurable, and coachable/developable.

Surface characteristics like skills and knowledge are easy to develop and improvable through training/education. Underlying characteristics like self-conception and motivation are difficult to develop. The members of an organization who want to achieve high performance should make efforts to express in action and develop their hidden competencies in the direction of organizational goals.

The performance management system was first adopted by Korean government in order to systematically develop and foster key executive officers in central government and was a change from traditional personnel system. It is based on the openness and competitiveness that means to be shifted into merit system from past seniority system. It was designed to support the processes within manpower planning for first higher ranked persons that included: candidate selection, training and education, post-evaluation, and with career progression.

The competency "assessment center(AC)" for qualified SCS candidates is focused on all 6 components including problem recognition, strategic thinking and others under 3 areas of thinking, working, and building relationship. And for those components, 4 evaluation methods are being chosen of 1:1 or 1:2 role play, group discussion (GD), interview, presentation, and in-basket according to the level of SCS or division director.

Thinking	Working	Building Relationships
Problem Recognition	Performance-oriented	Customer Satisfaction
Strategic Thinking	Change Management	Coordination /Integration

Meanwhile, at the director level, six core competency components are used: Policy Planning, Organization Management, Performance Management, Subordinate Motivation, Coordination/Cooperation, and Communication.

In a simulated work situation, a group of assessors measures the competency of the assessee through his/her behavior in the course of performing the role such as group discussion mentioned before. Six assesseees are assessed by six assessors. Assesseees who receive a score above 2.5 pass the assessment.

Meanwhile, all approaches of education essentially required for this evaluation procedure, i.e. assessment center (AC) system are conceptualized in terms of development center (DC). The development center (DC) is...

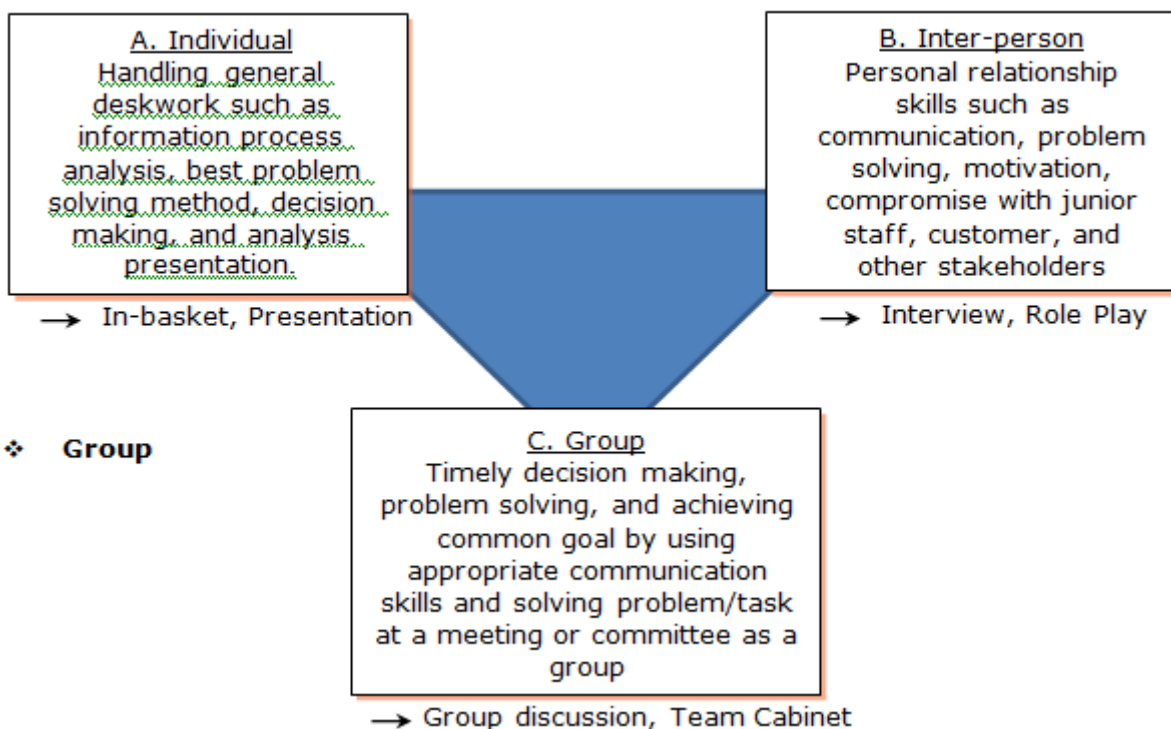
- 1) a training method in which the trainees are asked to conduct specific simulation exercises similar to the tasks and roles that will be assigned to them in real work situations and
- 2) in which the observers (peers and facilitators) provide feedback on each participant's level of competency measured by observing how he/she solves the given task and the outcome
- 3) in order to help the trainees recognize their own competency level and improve their competency.

For this DC, the MPM has used various simulation based program for the training and development of targeted qualifying workforce. It also adopted a web-based video lecture program, within its training platform, coupled with advantages of off-line classes.

Before joining the DC classes, all participants must complete a web-based competency assessment first. Through such a process, each participant can analyze his own competency strengths or weaknesses and identify areas for development at DC. Participants can then choose a proper competency development course and, after completing the course successfully, develop their own

action plans for personal and organizational growth.

❖ **Individual**



❖ **Group**

Operation of DC based learning conduct a variety of simulations similar to ones used at AC which are related to a participant's job and role. An observer (peer, facilitator) provides feedback on competency of a participant as shown during the process of the simulation. This learning program helps a participant realize and enhance his level of competency by himself. There are various types of simulation exercises that can be used, and those used for DC are shown below:

The participants are put in hypothetical situations similar to their future real work situations and observers (facilitator/peer) observe and record their behavior, reaction/response, and the outcome of their performance in the process of problem solving and, lastly, provide feedback on their performance.

This competency system is now expanded by not only central government but local ones as proved by previous application its effectiveness and value. Such a change is made through all level of positions recently, for example, to middle or junior manager level ones beyond high executive positions.

3. AN EMPIRICAL SURVEY RESULTS ON APPRAISAL IN PUBLIC HRD

The purpose of this analysis was to find out some implication on a survey regarding assessment center (AC) in public area. Using SPSS statistical tool descriptive analysis and ANOVA procedure were adopted to find out significant statistical results that could be explained.

The results showed many people feel most outcomes of assessment center (AC) in public sector are so useful, accurate, feasible, but relatively less fair. In particular, on the utility aspect, it is well applied and valuably recognized in the purpose, process, and output which is used by stakeholder in charge. But in the class of job it is shown some significant differences that people working in technical area are higher recognized rather than ones in general administrative sector on feasibility and accuracy standards.

A two-step approach was used to select the sample. First of all, all lower ranking officials such as deputy director of division, junior officials and clerks were eliminated. Second, a random sample of 227 high ranking officials was drawn. Then, in the summer of 2014, cover letters and questionnaires were mailed to the offices in the sample.

The candidates for SCS and director positions were only selected to avoid projected bias likely caused by ones already being appointed after successful pass of appraisal.

Table 1 presents the mean values of responses to survey questions. The actual responses obtained ranged from 1 to 5 (1 = very disagree to 5 = very degree). The results revealed very interesting strengths and weaknesses.

First, the strengths (where the mean score was 3.7 or higher) are the emphasis on 'Utility' of appraisal system at the total mean score (3.79); Explanation of appraisal objective, procedure etc. (3.96); Reliability of assessor (3.85); Support of decision making (3.78); Consideration on user of the result of appraisal (3.76); Sufficiency of collected information (3.71); but Application of results interpretation & criteria (3.68).

On the contrary to this, weakness in implementing the competency appraisal (where the mean score was less than 3.5) is in particular from the factors of 'Propriety' (3.51) and 'Feasibility' (3.52) respectively in terms of total score; Applicability of appraisal procedures (3.25); Reflection of organizational and individual needs (3.33); Consultation enough prior to appraisal (3.36); Carefulness of stakeholder on appraisal (3.47); and Openness of appraisal results (3.48). Nevertheless, the items of 'Neutrality of assessor's attitude' (3.70), 'Value of output information for cost' (3.62) in the factor of 'Feasibility' and 'Adequateness of appraisal expenses' (3.73), 'Discussion of critical issue on appraisal' (3.69) in 'Propriety' factor showed relatively higher mean scores.

Meanwhile, in the factor of 'Accuracy', all scores in sub-items are ranged from 3.4 to 3.7 showing the total mean score of 3.59. The strengths in sub-items are revealed on 'Monitoring of appraisal objective and procedure' (3.76), 'Checking of factors influencing at appraisal' (3.69), Impartiality of reported process' (3.67), Preciseness or sufficiency of appraisal tools' (3.66) and Reliability of results documentation (3.64). But in the items of 'Clarity of consequence and evidence' (3.42), 'Delivery of appraisal information' (3.43) and 'Feedback on iterative appraisal system' (3.45) revealed relatively lower mean scores.

But as shown at Table 2, analysis of responses by type of job class revealed some differences. People who are working at technical tend to have more positive recognition (3.88) than 'special' (3.58) or 'administrative' (3.41) areas in the feasibility factor. A one-way ANOVA test shows this difference to be significant at the .001.

Equally surprising, the data reveal that even in the factor of accuracy, technical officials seems to rate very high (3.83), compared to either 'administrative' or 'special' in evaluating current assessment system on public competency center. This difference is also significant at the .01 level.

Table1. *Cognition of Assessment Candidates on Public Competency Center*

	Items	Average	S.D.	Ranking
Utility	Consideration on user of the result of appraisal	3.76	0.78	4
	Reliability of assessor	3.85	0.63	2
	Sufficiency of collected information	3.71	0.77	5
	Application of results interpretation & criteria	3.68	0.70	6
	Explanation of appraisal objective, procedure etc	3.96	0.75	1
	Support of decision making	3.78	0.79	3
	Total	3.79	0.53	
Feasibility	Applicability of appraisal procedures	3.25	0.77	3
	Neutrality of assessor's attitude	3.70	0.67	1
	Value of output information for cost	3.62	0.79	2
	Total	3.52	0.61	
Accuracy	Checking of factors influencing at appraisal	3.69	0.69	2
	Monitoring of appraisal objective and procedure	3.76	0.64	1
	Preciseness or sufficiency of appraisal tools	3.66	0.73	4
	Reliability of results documentation	3.64	0.70	5

	Delivery of appraisal information	3.43	0.68	7
	Clarity of consequence and evidence	3.42	0.73	8
	Impartiality of reported process	3.67	0.69	3
	Feedback on iterative appraisal system	3.45	0.73	6
	Total	3.59	0.52	
Propriety	Reflection of organizational and individual needs	3.33	0.75	6
	Consultation enough prior to appraisal	3.36	0.68	5
	Carefulness of stakeholder on appraisal	3.47	0.75	4
	Openness of appraisal results	3.48	0.84	3
	Discussion of critical issues on appraisal	3.69	0.75	2
	Adequateness of appraisal expenses	3.73	0.67	1
	Total	3.51	0.52	

Table2. Cognition of Assessment Candidates on Public Competency Center

		Frequency	Average	S.D.	F Value
Utility	Administrative	136	3.76	0.58	1.125
	Technical	31	3.91	0.52	
	Special	60	3.80	0.43	
Feasibility	Administrative	136	3.41	0.59	8.031***
	Technical	31	3.88	0.72	
	Special	60	3.58	0.54	
Accuracy	Administrative	136	3.50	0.52	6.259**
	Technical	31	3.83	0.57	
	Special	60	3.68	0.46	
Propriety	Administrative	136	3.46	0.54	1.907
	Technical	31	3.63	0.48	
	Special	60	3.56	0.52	

** and *** Difference between among groups are statistically significant at the .01 and .001 level respectively.

4. THE EVALUATION OF THE COMPETENCY MANAGEMENT STRATEGY

Considering that performance is so important in a highly competitive environment and that improving the government's competitiveness is essential for government success, it was vitally important to transform the merit and seniority-centered personnel management practices to a more scientific, systematic and objective personnel management basis. Thus competency management was introduced as an appropriate alternative for enhancing the competency and performance for Korean civil servants.

4.1. Critical Success Factors

Competency assessment and competency-based education began at the same time, with the implementation of the SCS in 2006. Competency management has incrementally expanded to the processes of personnel management in the national government. Many agencies, local authorities, and other public organizations have followed the lead of the national government and implemented their own competency models.

NHI under MPM has implemented its competency-based educational system, using competency models developed for each grade and various methods, such as on- and off-line lectures, simulations, and case analyses. Now all SCS and division director candidates are eligible to have a customized training program, in order to develop any deficiencies in their level of competencies.

In addition, NHI has operated the education programs that provide problem-based practical tasks and give feedback on the results, helping the trainees identify competencies that need further improvement. This kind of competency-based education, focusing on problem-solving practical tasks, makes

trainees actively participate in the learning process and improve their competencies levels more effectively.

Considering these outcomes, the key success factors for competency-based human resource management (HRM) are summarized as identifying the validity and appropriateness of competency models; levels of expertise and a passion of the human resource (HR) managers in charge of competency development; systematic competency management aligned with organizational goals and strategies; and the understanding and compliance of the civil servant service, especially among the more senior officials.

4.2. The Difficulties and Benefits of Competency Management

The competency model was difficult to develop because extensive opinions needed to be collected and conflicts between deductive and inductive methods needed to be resolved. High costs in money and time were consumed at the outset to make use of the professional knowledge demanded in developing competency models to fully complement organizational goals and to implement them in practice: for example, developing the simulations and training facilitators for development centers (ACs).

On the contrary, several benefits came from introducing competency management, as follows:

- Changing to a personnel management system that has an inherent future-oriented perspective.
- Improving the competitiveness of the government as a whole by selecting highly competent personnel, regardless of seniority and backgrounds.
- Establishing a fairer and competency-centered personnel management through a well-organized method.
- Encouraging the civil servants' concerns on competencies and voluntary efforts for developing their own competencies.
- Measuring and predicting the competencies required in the future in a more valid, measured and objective way
- In a long term, creating a culture of continuous self-development

5. CONCLUSION : OUTLOOK OF THE COMPETENCY-BASED LEARNING AND APPRAISAL

Above all, it is important to understand what high performance in the public sector is, and to identify the best civil servants and their attitudes. For a successful future in terms of overall civil service innovation, the Korean government will do the following:

- Diversify recruitment channels to fill public posts with a variety of talented people, including encouraging the recruitment of experienced civilians as grade 5 officials, who are middle managers, and diversifying recruitment channels
- Systematize the contents and methods of performance evaluations and increase rewards for officials showing excellent performance
- Intensify communication and the use of evaluation results by encouraging performance interview, and expand the release of evaluation results, and continuously analyzing plausibility for success, and monitoring

The Korean government has evaluated competency management as better than the other methods of personnel management in terms of reliability, validity, fidelity and compliance as shown in the above survey. In order to increase the competency of officials and to operate a personnel system based on performance, MPM is about to expand the competency assessment system which has so far applied to high-ranking officials of SCS level only, to include the rank of directors. Competency assessment of directors became compulsory earlier in 2015.

Many simulation-based competency education programs provided various hypothetical tasks, and the process of performing the given task is assessed by peers and facilitators, exchanging feedback to each other. Thus, as this approach deviates from the more typical lecture-centered training and it provides learner-centered training arena, which promotes a trainee's active involvement.

Also for development center (DC) activities, the simulations and facilitators are the most essential

factors. The numbers of these have not been enough since being adopted the competency-based training programs. Therefore, how to manage to develop more suitable simulations and to activate more professional facilitators must be another challenge for the future success of this system.

Meanwhile, for the further development we at NHI are going to expand the "learn wherever, whenever" system through the use of advanced IT infrastructure:

- Develop and operate a real-time and remote training system for a number of training institutes and trainees
- Implement "learn in your place" through the use of individual PCs and video conference systems, mobile learning through smartphones, and interactive social learning through SNS

Finally, as a vision beyond the limit, in order to foster world-class public officials who will be able to cope with future challenges, we will try to have more creative, responsive and proactive civil servants built on the public's trust.

With relation to these needs for public service system, to deal with current challenges, the Ministry of Personnel Management (MPM) plans to develop and implement these policies:

- Keep sustainable growth through talents human resource development
- Achieve public service delivery innovation and social cohesion
- Remove barriers through the opening and sharing of communication inside and outside of public offices
- Help public officials strike a balance between work and life
- Provide efficient IT-based mobile administration
- Lead cross-national development and multi-cultural society through joint efforts

MPM also plans to propagate best practices through exchanges and cooperation with a variety of international organizations.

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