ASEAN Seminar on Customs Human Resource Development
29 November 2018, Jakarta, Indonesia

WCO Capacity Building and Human Resource Development Program

Kazunari Igarashi
Head of the ROCB A/P
Outline

1. Customs business overview
2. Human Resource Management (HRM)
3. Human Resource Development (HRD)
1. Customs business overview
## ASEAN Customs overview

### No. of Import declarations filed and e-filing rates

(in Thousand)

<table>
<thead>
<tr>
<th>AMS</th>
<th>BN</th>
<th>KH</th>
<th>ID</th>
<th>LA</th>
<th>MY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>174 (100%)</td>
<td>n.a.</td>
<td>3,030 (62.5%)</td>
<td>n.a.</td>
<td>n.a.</td>
</tr>
<tr>
<td>2014</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>n.a.</td>
<td>352 (100%)</td>
<td>1,290 (97%)</td>
<td>n.a.</td>
<td>5,021 (100%)</td>
</tr>
<tr>
<td>2017</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>AMS</th>
<th>PH</th>
<th>SG</th>
<th>TH</th>
<th>MM</th>
<th>VN</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>n.a.</td>
<td>5,214 (100%)</td>
<td>3,447 (100%)</td>
<td>n.a.</td>
<td>3,634 (99.8%)</td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>2017</td>
<td>2,626 (67%)</td>
<td>5,239 (100%)</td>
<td>7,684 (46%)</td>
<td>n.a.</td>
<td>5,899 (36%)</td>
</tr>
</tbody>
</table>

Source: WCO Annual Reports 2014/15 and 2017/18
### ASEAN Customs overview

No. of **Export declarations filed and e-filing rates**

(in Thousand)

<table>
<thead>
<tr>
<th></th>
<th>AMS</th>
<th>BN</th>
<th>KH</th>
<th>ID</th>
<th>LA</th>
<th>MY</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td></td>
<td>21</td>
<td>n.a.</td>
<td>2,603</td>
<td>n.a.</td>
<td>n.a.</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(40.8%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2017</td>
<td>n.a.</td>
<td></td>
<td>352</td>
<td>2,145</td>
<td>n.a.</td>
<td>6,142</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(100%)</td>
<td>(94%)</td>
<td></td>
<td>(100%)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>AMS</th>
<th>PH</th>
<th>SG</th>
<th>TH</th>
<th>MM</th>
<th>VN</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td></td>
<td>n.a.</td>
<td>3,780</td>
<td>3,956</td>
<td>n.a.</td>
<td>3,605</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(100%)</td>
<td>(100%)</td>
<td></td>
<td>(99.8%)</td>
</tr>
<tr>
<td>2017</td>
<td>364</td>
<td></td>
<td>3,607</td>
<td>8,517</td>
<td>n.a.</td>
<td>5,414</td>
</tr>
<tr>
<td></td>
<td>(50%)</td>
<td></td>
<td>(100%)</td>
<td>(50%)</td>
<td></td>
<td>(24%)</td>
</tr>
</tbody>
</table>

Source: WCO Annual Reports 2014/15 and 2017/18
### ASEAN Customs overview

#### No. of **Customs Officers**

<table>
<thead>
<tr>
<th>AMS</th>
<th>BN</th>
<th>KH</th>
<th>ID</th>
<th>LA</th>
<th>MY</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>425</td>
<td>1,041</td>
<td>13,586</td>
<td>969</td>
<td>12,903</td>
</tr>
<tr>
<td>2017</td>
<td>425</td>
<td>1,390</td>
<td>13,706</td>
<td>969</td>
<td>13,706</td>
</tr>
</tbody>
</table>

#### 2017 (% change)

<table>
<thead>
<tr>
<th>AMS</th>
<th>PH</th>
<th>SG</th>
<th>TH</th>
<th>MM</th>
<th>VN</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>3,020</td>
<td>930</td>
<td>6,894</td>
<td>1,727</td>
<td>10,570</td>
</tr>
<tr>
<td>2017</td>
<td>2,749</td>
<td>987</td>
<td>6,318</td>
<td>3,171</td>
<td>10,040</td>
</tr>
</tbody>
</table>

Source: WCO Annual Reports 2014/15 and 2017/18
2. Human Resource Management (HRM)
“Customs in the 21st Century”

10 key building blocks identified by the WCO

1. Globally Networked Customs (GNC)
2. Coordinated Border Management (CBM)
3. Intelligence-driven risk management (RM)
4. Customs-Trade partnership
5. Modern working methods, procedures, and techniques
6. Enabling technology and tools
7. Enabling powers
8. A professional, knowledge-based service culture
9. Capacity building
10. Integrity
 ✓ Human capital is one of the most valuable asset to adapt to fast-changing environment
 ✓ Invest in people as a fundamental element of organizational development and modernization

◆ WCO Framework of Principles and Practices on Customs Professionalism (FPPCP)

1. Strategic Principles on HRM
2. Strategic Organization Design and Job Profiling
3. Recruitment process
4. Customs Competency-based Training Guidelines
5. Customs Career Path Development
WCO Framework of Principles and Practices on Customs Professionalism (FPPCP)

➢ Chapter 2: Job Profiling
➢ Chapter 5: Customs Career Path Development
Competency-based approach in HRM

• Often defined as an integral set of knowledge, abilities and aptitudes needed to successfully perform a work activity.

• Observable and measurable behavior needed to perform a task with a pre-established level of performance.

➢ Competency-based approach is crucial to the adoption of integrated performance-focused HR system.

➢ It enables to determine job inherent competencies and to formulate them into objectives and/or performance criteria.
Reason of HRM reform

- International integration
- New function, duty
- Increasing working time

Work load increases fast (2021: 80%)

Reduce number of staff (10% by 2021)

Competency Based HRM

Example: Vietnam Customs
Competency based HRM

- Matching right people with the right jobs
- Increasing working efficiency
- Improving employee’s competency
- Transparent equivalent & objective HRM

Example: Vietnam Customs
“Competencies” are used for:

- **Recruitment** *(assessment of job-related competencies)*
- **Performance Management** *(Performance review against job descriptions)*
- **Staff Development** *(improvement of core/job-specific competencies)*
Customs Competency

- **Professional**
  - Teamwork, problem solving, analytical thinking, etc.

- **Operational**
  - Valuation, enforcement, risk analysis, etc.

- **Management**
  - Supply chain management, planning, monitoring, change management, people management, etc.

**PLUS** ethics, integrity, continuous learning, service orientation and a commitment to public service
Customs Competency

- Management → To lead people and manage professional business
- Personal → To steer one’s own
- Social → With other people
- Professional → With areas of expertise
- Methodology
- Language

Example: Swiss Customs
Functional competency framework

Example: Vietnam Customs

- **Completed:** 2 key areas
  - Customs Control & Supervision
  - Export – import duty

- **In progress:** 4 key areas
  - PCA
  - Anti-smuggling
  - Risk management
  - Legislation

- **Leadership competency**
  - 11 areas left
Customs Competency Framework

➢ The tool listing the whole competencies set required for carrying out the organization’s jobs

➢ Transparent identification of the required competencies is the backbone of fair and performance-focused staffing policy

→ Common criteria and expected results to be measured through daily observation and scored during appraisal of performance

→ Guarantee for adoptability to various levels of capacity required for the different functions in an organization
EU Competency Framework

◆ Level 1: Awareness *(General understanding, basic knowledge)*

◆ Level 2: Trained *(Level 1 + good working knowledge, ability to apply, work independently in standard situation)*

◆ Level 3: Experienced *(Level 2 + broad and in-depth knowledge, ability to deal with manage exceptions and special cases in an independent manner, ability to effectively share experiences)*

◆ Level 4: Expert *(Level 3 + extensive knowledge, ability to link expertise to the bigger picture, ability to provide tailored advice)*
Proficiency competency level of a Job position

<table>
<thead>
<tr>
<th>LEVEL 1</th>
<th>LEVEL 2</th>
<th>LEVEL 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Basic)</td>
<td>(Independent)</td>
<td>(Expert)</td>
</tr>
<tr>
<td>- Handle <strong>simple work</strong> (applies one regulation, similar situation)</td>
<td>- Handle <strong>ordinary work</strong> (applies many regulations; unfamiliar situation)</td>
<td>- Handle difficult, complicated work (overlap/ lack of regulations, related to different areas)</td>
</tr>
<tr>
<td>- <strong>Need direction</strong> for actual execution of tasks</td>
<td>- <strong>Sometimes</strong> need direction</td>
<td>- <strong>Can coach &amp; train others</strong></td>
</tr>
<tr>
<td>- <strong>Need to be supervised frequently</strong></td>
<td>- <strong>Sometimes</strong> need to be supervised</td>
<td>- Just need to be supervised when in need</td>
</tr>
</tbody>
</table>

Example: Vietnam Customs
Job Profile

➢ A source document that describes the **generic job content** and **needed set of skills** to enable an individual to perform assigned work

➢ **Foundation of job evaluation**, also involves inputs from line managers and employees, entails:
  • Key performance areas
  • Competencies
  • Qualifications and experiences
  • Other job specific requirements
Scorecard / Key Performance Indicators

- Define key performance indicators and rewards process
  - Define “to be” Customs performance matrix
  - Define “to be” performance target

- Communicate performance management measures and process, etc.

- Implement “to be” performance management measures and process
  - Establish staff performance baseline
  - Identify opportunities for improvement, staff development needs
PERFORMANCE MEASUREMENT

Example: Indonesia Customs

Employees Performance Achievement

Behavior Score

Employees Performance Score

KPI Achievement Index

Raw Data

KPI Realization

Strategy map owner

Yes

No

Additional Task Score

Creativity Score

Employees' Performance Target Score

Employees’ Achievement Score

Component to calculate Employees Performance score

Component to calculate organization performance score

Component to calculate employees achievement score

MoF decree 467/2014

National Legislation 46/2011
Example: NZ Customs

Career Path, learning and development FW
Example: NZ Customs (cont’d)

Career Path, learning and development FW

Level 3 and Level 4 Managers

Lead Customs Leaders
- Provide positive and proactive leadership that delivers allocated outcomes for Customs
- Plan, organise, and ensure effective resource forecasting and utilisation
- Develop people through providing challenging tasks and stretch assignments
- Actively contribute to the development and continuous improvement of Customs policy, service delivery, and operating procedures
- Input Customs’ development programmes
- Model Customs’ values through transparent decisions and actions.

Group Managers

Lead Customs Groups
- Proactively lead and influence Group strategy to achieve Customs’ strategic goals
- Effectively communicate a compelling and inspiring vision and strategy by helping others understand and move towards achievement of the future vision
- Effectively manage through complex organisational situations
- Efficiently and effectively manage Group capability to meet or exceed agreed outcomes
- Establish and maintain effective stakeholder relationships and networks
- Model Customs’ values through transparent decisions and leadership actions.

Deputy Comptrollers with Comptroller

Lead the Customs Service
- Provide strategic leadership for the development of a future-focused, vision-led organisation and ensure group develop and maintain the technical resources and professional capabilities of their group
- Promote a culture of continuous improvement in Customs’ service delivery and its efficiency and effectiveness
- Proactively manage whole-of-government relationships, and allocate resources across the organisation to achieve Customs’ mission, vision, and government outcomes
- Champion the implementation of agreed strategies, policies, systems, and procedures throughout Customs.
3. Human Resource Development (HRD)
WCO HRD Programs and Guides

(1) People Development
(2) Learning program
(3) Leadership and Management Development program
(4) Academic studies
(5) Gender equality and diversity
(6) Virtual Customs Orientation Academy
(7) Fellowship program
(8) Career Development program
(9) Scholarship program
(10) Integrity
(1) People Development

◆ **WCO Framework of Principles and Practices on Customs Professionalism (FPPCP)**

◆ **WCO People Development Diagnostic Tool (PDDT)**
  - To assist in the evaluation of HRM Policies, strategies, practical processes
  - Aligned with FPPCP
  - Can be obtained from the WCO Secretariat (capacity.building@wcoomd.org)
(2) Learning program

◆ Customs Learning and Knowledge Community (CLiKC!)
  - 25 e-learning courses
  - 18,000 registered users (As of July 2018)
  - More than 1,500 users completed the courses and obtained certificates in 2017
  - Designated national coordinators can register users directly
  - Malaysia signed MOU to install all e-learning courses on their servers (Jul. 2017)
(3) Leadership and Management Development (LMD) Program

- Delivered in the form of a **2-week workshop** aimed at senior management level
  - Focus on personal development through “know yourself”
  - Aware of personal mission, attitude, behavior and beliefs
  - Influencing others, etc.

- **3.5-day Top Executive Retreat** (TER) for executive teams
  - Program depends on beneficiaries’ inputs
  - Team building and leadership skills, etc.
(4) Academic Studies

- Partnership in Customs Academic research and Development (PICARD)
- PICARD Professional Standards (being reviewed) for Customs-related University curricula
  - Annual PICARD Conference
  - International Network of Customs Universities
  - World Customs Journal

(5) Gender equality and diversity

- Gender Equality Organizational Assessment Tool
- Blended Training Package on Gender Equality
(6) Virtual Customs Orientation Academy (VCOA)

- 14-week tutored online course via CLiKC! platform
- For English-speaking newly recruited Customs officers to provide:
  - Knowledge about the WCO and its instruments and tools
  - Basic revenue collection principles
  - Custom procedures and enforcement principles
- Tutors from volunteered Members
(7) Fellowship Program

➢ Integral part of LMD program
➢ Program consists of 4-week program (LMD WS and research) at the WCO Secretariat and 2-week study trip to donor administrations (CN, KR, JP and FR)

(8) Career Development Program (Professional Associates)

➢ 10-months work at the WCO Secretariat
➢ To develop a pool of highly competent officials with Customs expertise
(9) Scholarship Program

- 1-year Master’s level courses on Customs related fields in the **Public Financing** program at the National Graduate Institute for Public Studies (GRIPS) in JP

- 1-year Master’s level course on **Strategic Management and IPR** at the Aoyama Gakuin University in JP

- 7-week courses on **Executive Program in Customs and Business Administration** (EPCBA) at the Seoul Nat’l University and the Kookmin University in KR
(10) Integrity program

◆ Revised Arusha Declaration
◆ Model code of conduct
◆ Integrity development guide for use in revenue agencies
◆ Compendium of integrity best practices
◆ Database of the integrity best practices
◆ Integrity e-learning module
WCO’s new blended approach

➢ To offer effective empowerment to Members enabling them to take charge of their own training and people development agenda (i.e. Training of Trainers: ToT)

➢ Agreed at the CB Committee in Feb. 2018

3-phase approach

Candidates under take online course (CLiKC!)

Candidates attend ToT course (e.g. Regional WS)

Trainers replicate the training within their own administrations
ROCB A/P’s initiatives for optimizing the effects of the WCO capacity building programs
Collateral efforts by the ROCB A/P and Members
(For successful Workshops)

Before
Nomination of most appropriate participant(s)

Before
Clear tasking and good preparation

Benefits as administration, NOT individual!

During
Active participation in the programs and share problems and remedies

After
Report and Follow-up by the Participant
Regional WS Follow-Up Actions Survey

➢ ROCB A/P’s own initiative since 2015
➢ Aimed at taking snapshots of direct/indirect impact to the administrations’ performance
➢ Circulated a questionnaire to all of the workshop participants 6 months after the respective Regional WS held in FY2016/17 (Jul. 2016 – Jun. 2017)

◆ Report issued in Feb. 2018 on the 3rd round of the Survey on the Follow-up Actions after the participation in the WCO Regional WS
◆ 4th round of the Survey for the WS in FY 2017/18 in on-going
Follow-up Actions Survey on WS in 2016/17

Follow-Up Actions taken at home administrations

<table>
<thead>
<tr>
<th>Action</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of Members participated</td>
<td>261</td>
</tr>
<tr>
<td>No. of Members replied</td>
<td>148 (57%)</td>
</tr>
<tr>
<td>Submitted reports</td>
<td>120</td>
</tr>
<tr>
<td>Shared training materials with colleagues</td>
<td>109</td>
</tr>
<tr>
<td>Made recommendations</td>
<td>83</td>
</tr>
<tr>
<td>Organized in-house workshops</td>
<td>47</td>
</tr>
<tr>
<td>Developed operational manuals</td>
<td>27</td>
</tr>
<tr>
<td>Others</td>
<td>34</td>
</tr>
</tbody>
</table>

- Wider use of intranet to share WS materials
- More **in-house debriefing WS** to share lessons learned
  = 18 Members (2015/16) to **19 Members (2016/17)**, including KH, ID, MY, MM and TH
Overview of the Regional WS impacts

Extracts from Regional WS Follow-Up Actions Surveys 2014/15 ~ 2016/17

(1) Direct effects of lessons-learned observed

<table>
<thead>
<tr>
<th>Year</th>
<th>2014/15</th>
<th>2015/16</th>
<th>2016/17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Replies</td>
<td>33 replies</td>
<td>88 replies</td>
<td>96 replies</td>
</tr>
<tr>
<td>Ratio</td>
<td>(51%)</td>
<td>(62%)</td>
<td>(65%)</td>
</tr>
</tbody>
</table>

(2) New modernization projects initiated or supplementing on-going projects

<table>
<thead>
<tr>
<th>Year</th>
<th>2014/15</th>
<th>2015/16</th>
<th>2016/17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Replies</td>
<td>40 replies</td>
<td>66 replies</td>
<td>96 replies</td>
</tr>
<tr>
<td>Ratio</td>
<td>(61%)</td>
<td>(48%)</td>
<td>(65%)</td>
</tr>
</tbody>
</table>

(NB) Figures in parentheses indicate the ratio of positive replies.)
WCO Framework of Principles and Practices on Customs Professionalism (FPPCP)

➢ Chapter 4: Customs Competency-Based Training
Training building blocks

- Training Policy
- Training Infrastructures
- Training Needs Analysis
- Blended Learning Approaches
- Strategy and Plans
- Teaching Development
- Evaluation Processes
Driving principles for effective Customs learning and development

1. Political Commitment
   - Critical to allocate proper resources to workforce development and to adopt integrated HR policy
   - Requires institutional and systematic analysis of training benefits

2. Organizational adoption and performance assessment (Competency-focused training)
   - Transfer of competence to implement the work

3. Career-long development and individual empowerment

4. Innovation
   - Cost-effectiveness, relevance and flexibility
## Principle 1: Political commitment

### Accountability Framework

<table>
<thead>
<tr>
<th>Stakeholder</th>
<th>Accountable for</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior management</td>
<td>➢ Sound investment in training</td>
</tr>
<tr>
<td>HR/Personnel Unit in Headquarters</td>
<td>➢ Coordination</td>
</tr>
<tr>
<td></td>
<td>➢ Determination of nat’l training priorities based on staff planning, performance gaps and competencies needs</td>
</tr>
<tr>
<td>Training functions</td>
<td>➢ Delivering efficient and cost effective training programs</td>
</tr>
<tr>
<td>Field managers</td>
<td>➢ Coordination of training activities in each region/department</td>
</tr>
<tr>
<td></td>
<td>➢ Ensuring officers under their supervision receive relevant training</td>
</tr>
</tbody>
</table>
Principle 2: Competency-focused Training

- Collect the Needs
- Analyze the Needs
- Evaluate
- Select
- Monitor
- Organize

Training Process
Principle 2: Competency-focused Training

Core training = Basic training necessary to perform required minimum level of competences for a current core job function

Enhanced training = Additional, specialized or advanced training necessary to perform current and/or additional duties
Develop quality training program

Competency Needs Analysis – Training FW

Course structure

Course outline

Review of available training materials

Development and validation of the training package

Approval of the outline

Trainees’ handbook

Students’ handbook

Training aids

Handouts

Tests
Example: Indonesia Customs

TRAINING NEEDS ASSESSMENT

TOP DOWN

STRATEGIC ANALYSIS
Supporting the achievement of strategic needs and performance targets of User Unit

- ORGANIZATION’S STRATEGIC PLAN
- ORGANIZATION’S PERFORMANCE EVALUATION
- CHANGES IN BUSINESS PROCESS
- CHANGES IN LEGISLATION

JOB ANALYSIS
Supporting the fulfillment of the competence of the stakeholders in the User Unit

- HARD COMPETENCE STANDARD
- ASSESSMENT
- COMPETENCE GAP (Assessment Report)
- CAREER DEVELOPMENT PLAN

BOTTOM UP

INDIVIDUAL NEEDS
Supporting the development of individual competencies and to meet performance gaps using job performance targets

- SOFT COMPETENCE STANDARD
- ASSESSMENT
- COMPETENCE GAP (Assessment Report)
- INDIVIDUAL DEVELOPMENT PLAN

TRAINING NEED ASSESSMENT

DESIGNING NEW TRAINING
EXISTING TRAINING

TNA REPORT

HARMONIZATION

DATABASE

INTERNATIONAL

ASSETS MANAGEMENT TRAINING CENTER
- Treasurer Training
- Procurement Training
- Budget Author Training

BUDGETING TRAINING CENTER
- Tactical Intelligence Training
- Customs specialist training
- Goods inspector Training
- Weapon Maintenance Training

CUSTOMS AND EXCISE TRAINING CENTER
- Taxation Training
- Analysis of tax business processes Workshop for DGCE employees

TAX TRAINING CENTER
- Leadership Training
- Interpersonal Skill for Professional Leaders training
- HRM Training

MANAGERIAL TRAINING CENTER
- IT Risk Management Training
- Certified Contact Center Team Leader

MoF TRAINING AGENCY
OUTSOURCE TRAINING
- Enforcement Workshop
- Money Laundering Workshop
- SLA Workshop

IN HOUSE TRAINING
- Enforcement Workshop
- Money Laundering Workshop
- SLA Workshop

GENERAL FINANCE TRAINING CENTER
- Financial Report Analysis Training
- Workload Analysis Training
- Asset Planning Training
- Asset Management Training

DATABASE

INTERNATIONAL
Principle 3: Career long development

Source: Bersin by Deloitte, 2013
Example: Indonesia Customs

COMPETENCY BASED APPROACH IN TRAINING

How to build knowledge, skill and attitude to be able to perform effectively in certain position.
Law Number 5 / 2014

Technical Competency
- The knowledge, skills, and/or capabilities required to perform a particular job effectively.
- Specific to a particular department or work type.

Managerial Competency
- The quality or personal characteristics that affect one's success in his/her work.
- More general for different jobs.

Socio-cultural Competency
- Work experience related to pluralistic society in terms of religion, ethnicity and culture so as to have national insight.

Enforcement Clusters
- Thinking
- Working
- Relating

Service Clusters

Supporting Performance Clusters

Policy Clusters

ONGOING PROCESS
Competency-based training system

Example: Japan Customs

2. Competency-based training & approaches

Competency-based training system

<table>
<thead>
<tr>
<th>(1) General</th>
<th>(2) Technical</th>
<th>(3) Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervisor</td>
<td>Advanced professional</td>
<td>Management Leader</td>
</tr>
<tr>
<td>Assistant Supervisor</td>
<td>Practical training</td>
<td>Senior Manager</td>
</tr>
<tr>
<td>Unit Chief</td>
<td>Theoretical training</td>
<td>Middle Manager</td>
</tr>
<tr>
<td>Officer</td>
<td>Professional</td>
<td>Junior Manager</td>
</tr>
</tbody>
</table>

All Officers

Selected Officers

Example: Japan Customs

- Advanced professional training
- Practical training
- Theoretical training
- Professional training

Selected Officers: Management Leader, Senior Manager, Middle Manager, Junior Manager

All Officers: Supervisor, Assistant Supervisor, Unit Chief, Officer

All Officers: New Recruit, Intermediate, Advanced
2. Competency-based training & approaches

Competency-based training system

(1) General
(2) Technical
(3) Management

Supervisor
Assistant Supervisor
Unit Chief
Officer

Example: Japan Customs

Deeper understanding & Ability of logical thinking

Basic knowledge

Ability of problem solving & operation
Principle 4: Innovation

✓ E-learning
✓ Tutoring
✓ Mentoring – Twinning
✓ Coaching
✓ Participative learning

◆ **Blending** e-learning with traditional teaching methods (*ref. WCO’s blended approach*)
  
  ➡️ Maximizing face-to-face training processes
  
  - Identifying pre-training knowledge levels
  - Identify the areas to focus to bridge the knowledge gaps of trainees
## Train-the-Trainer for regional Customs

### What is it?

| (Purpose) | To provide **basic knowledge and skills necessary as trainers** to middle rank officers* of regional Customs  
|          | To **maintain the quality of trainers** who give lectures concerning their current jobs to young officers at each regional Customs |
| *       | In basic, assistant supervisory officers in his/her 30-40s |

| (Subjects) | Lectures & practices on basic skills (Planning, Instruction, Communication), Voice training, Presentation practice, Case method |

| (No. of trainees) | 20-30 regional Customs officers |
| (Duration) | 5 days |
| (Venue) | Customs Training Institute (CTI, main office) |
Public HRD Lecture Contest

- Annually organized by the National HRD Institute
- Contest subject: lecture, R&D, curriculum development
- Support for participating professors in capacity consulting including lesson planning and teaching method is provided
Professor Evaluation System

• To enhance lecture quality and promote research

• Lecture time, lecture satisfaction and research results are evaluated

• Reward excellent professors

Example: Korea Customs Service
Evaluate and Assess Training

◆ Training initiatives fails to effectively deliver because:

  ✓ No measurement to show the recipient actually learned and retained the new information; and
  ✓ No measurement or correlation between the training delivered and sustained performance improvement.

◆ Training departments are so busy delivering against immediate and urgent objectives, that they fail to consider their contribution to performance improvement.

Need for systematic and continuous assessment methodology
◆ **Why** evaluate?

✓ To demonstrate that the training is worthwhile and has achieved its objectives
✓ To have feedback about the return on the training investment
✓ To help improve future training, etc.

◆ **Who** evaluates?

✓ Senior management
✓ Trainer
✓ Line management
✓ Training manager
✓ Trainee

All actors involved in the training chain have different responsibilities
How to measure training effectiveness?

Common practices

- Smile sheet (a.k.a. Feedback form, response form, reaction forms, etc.)
- Pre- and post-tests

What to evaluate?

- “Effective” Training
  = Training giving the participants the intended knowledge, skills and/or attitudes to be able to perform the critical behaviors on the job
- Training “Effectiveness”
  = Training and subsequent reinforcement / monitoring that together deliver the desired organizational results
Steps to measure “training effectiveness”

Step 1: Identify the critical behaviors

- Accurately determine which behavior will most likely lead to achieve the target (i.e. what “to be” target)

Step 2: Set-up required drivers

= Processes and system that monitor, reinforce, encourage or reward performance of critical behavior on the job

- Provide support and accountability for training recipients to perform critical behavior on the job
- Promote personal responsibility and internal motivation
Steps to measure “training effectiveness”

Step 3: Teach critical behaviors in training

- Conduct training with a particular focus on the end goal
- **Skill practice and simulation** must be included to make sure they have some practice in actually doing it, in addition to knowing it

Step 4: Monitor and measure performance of critical behaviors on the job

- Observing training participants
- Surveying participants and supervisors
- Reviewing actual work output, etc.
Step 5: Make adjustments based on the data

- Tactical adjustments to ensure the on-the-job application is occurring

(NB) If trainees can show how to perform a critical behavior but they are not performing it on the job, the problem is not related to the training; it might be linked to the work environment.
Result-based management approach

<table>
<thead>
<tr>
<th>Behavior evaluation</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Training program</td>
<td>Training prog. related to the BSC</td>
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</tbody>
</table>
| Target              | • 4~5 trainees each prog.  
                      | • 4~5 officers in same field |
| Time                | Following year |
| Method              | Compare performance (based on CDW) |
| Conductor           | CBCTI |

Selecting Program  
(Beginning of the year)

Conducting Research  
(Trainees vs Non-trainees in the same section)

Analyzing the Results  
(By CBCTI)

Applying the result to the training program

Example: Korea Customs Service
Thank you for your attention!!

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