WCO Capacity Building and Human Resource Development Program

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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)

AMS	BN	KH	ID	LA	MY
2014	174 (100%)	n.a.	3,030 (62.5%)	n.a.	n.a.
2017	n.a.	352 (100%)	1,290 (97%)	n.a.	5,021 (100%)

AMS	PH	SG	TH	MM	VN
2014	n.a.	5,214 (100%)	3,447 (100%)	n.a.	3,634 (99.8%)
2017	2,626 (67%)	5,239 (100%)	7,684 (46%)	n.a.	5,899 (36%)

Source: WCO Annual Reports 2014/15 and 2017/18

ASEAN Customs overview

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

(in Thousand)

AMS	BN	KH	ID	LA	MY
2014	21 (100%)	n.a.	2,603 (40.8%)	n.a.	n.a.
2017	n.a.	352 (100%)	2,145 (94%)	n.a.	6,142 (100%)

AMS	PH	SG	TH	MM	VN
2014	n.a.	3,780 (100%)	3,956 (100%)	n.a.	3,605 (99.8%)
2017	364 (50%)	3,607 (100%)	8,517 (50%)	n.a.	5,414 (24%)

Source: WCO Annual Reports 2014/15 and 2017/18

ASEAN Customs overview

No. of **Customs Officers**

AMS	BN	KH	ID	LA	MY
2014	425	1,041	13,586	969	12,903
2017	425 (+/- 0%)	1,390 (+ 33%)	13,706 (+ 1%)	969 (+/- 0%)	13,706 (+ 6%)

AMS	PH	SG	TH	MM	VN
2014	3,020	930	6,894	1,727	10,570
2017	2,749 (- 9%)	987 (+ 6%)	6,318 (- 8%)	3,171 (+ 84%)	10,040 (- 5%)

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 <u>an integral set of knowledge, abilities and aptitudes</u> needed to successfully perform a work activity
- • <u>Observable and measurable behavior</u> needed to perform a task with a pre-established level of performance.

➢ Competency-based approach is crucial to the adoption of integrated <u>performance-focused HR system</u>

➢ It enables to determine job inherent competencies and to formulate them into <u>objectives and/or performance criteria</u>

Reason of HRM reform
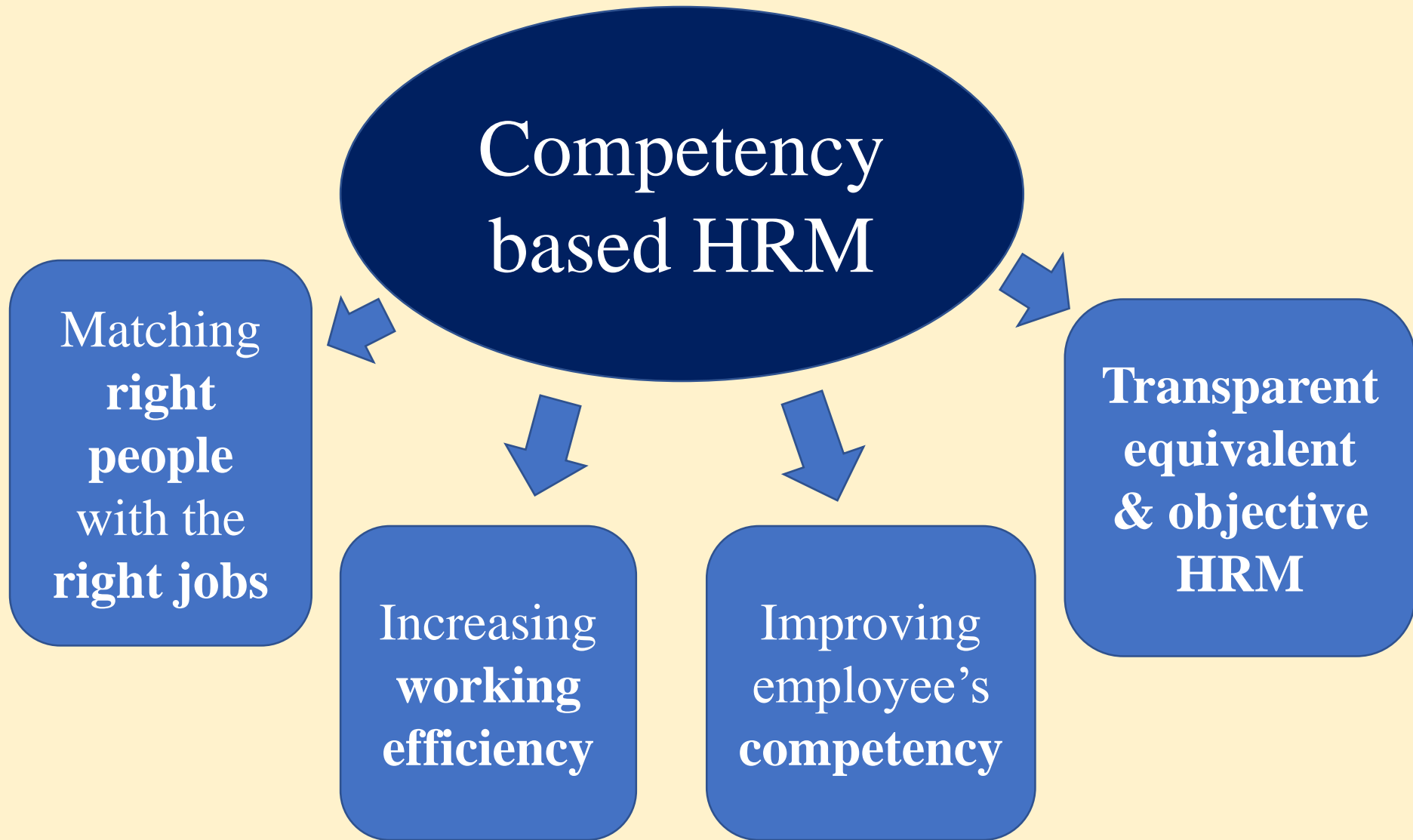
International integration

New function, duty

Increasing working time

Work load increases fast (2021: 80%)

Reduce number of staff (10% by 2021)

Competency Based HRM

Competency based HRM

Matching **right people** with the **right jobs**

Increasing **working efficiency**

Improving employee's **competency**

Transparent equivalent & objective HRM

"**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

Functional competency framework

COMPETENCY

General competency *(completed)*

Functional competency

Leadership competency

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

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

11 areas left

Customs Competency Framework

➢ The tool listing the whole competencies set <u>required for carrying out the organization's jobs</u>

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

   ➡ <u>Common criteria and expected results to be measured</u> through daily observation and scored during appraisal of performance

   ➡ Guarantee for adoptability to <u>various levels of capacity required for the different functions</u> 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

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

Job Profile

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

➢ <u>Foundation of job evaluation</u>, 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

Raw Data

KPI Realization

KPI Achievement Index + **Additional Task Score** + **Creativity Score** = **Employees' Performance Target Score**

Employees Performance Achievement 70%

Behavior Score 30%

= **Employees Performance Score**

Strategy map owner — No / Yes

Strategic Target Score

Perspective Score

Organization's Performance score

Employees' Performance Target Score 60%

Behavior Score 40%

= **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**

Career Path, learning and development FW

THE CUSTOMS ACTION-CENTRED LEADERSHIP MODEL

TASK FUNCTIONS
- Define
- Plan and adjust when needed
- Allocate work/resources
- Quality control
- Check performance against plan
- Communicate task to others

INDIVIDUAL NEEDS
- Know your people
- Give lead forward to others
- Develop the individual
- Identify and utilise individual abilities
- Give status/recognition to others

TEAM MAINTENANCE
- Maintain focus
- Build team spirit
- Encourage, motivate
- Delegate to others
- Develop the team
- Ensure good team communication

TRAINEE CUSTOMS OFFICERS

FOLLOWERSHIP
- Customs' vision, mission, and values
- Customs' and State Service Commission's ethics and integrity
- Teamwork
- Personal integrity.

DEVELOPMENT FOCUS
- Trainee Induction Programme.

CUSTOMS OFFICERS

PERSONAL LEADERSHIP
- Act with integrity and trust at all times to enhance Customs' reputation
- Actively contribute to the continuous improvement of Customs' service delivery and operating procedures
- Work collaboratively with other team members, gaining and sharing technical skills, and demonstrating integrity and commitment to excellence in border management.

PROGRESSION CRITERIA
- CO Competency Assessment.

DEVELOPMENT FOCUS
- Competency development:
  - conflict management
  - listening
  - decision quality
  - approachability
  - peer relationships
  - functional/technical skills
  - action oriented
  - self development.

SENIOR CUSTOMS OFFICERS AND SPECIALISTS

PEER LEADERSHIP
- Demonstrate integrity by ensuring all actions and decisions are legal, fair, and reasonable
- Actively lead and encourage a commitment to continuous improvement
- Coaching and mentoring others and assisting in the development of other officers in the workplace
- Contribute to upholding Customs' reputation and service delivery
- Sharing technical skills, demonstrating integrity, and commitment to excellence in border management through ensuring all actions and decisions are legally effective, fair, and reasonable.

PROGRESSION CRITERIA
- Career development plan
- Experience in more than one operational group
- Completion of the SCO Programme.

ASSISTANT CHIEF CUSTOMS OFFICERS AND SPECIALISTS

LEAD CUSTOMS TASKS
- Effectively contribute to the development and attainment of team objectives
- Provide on-the-job coaching and feedback to COs and SCOs
- Lead and influence the ongoing commitment to continuous improvement
- Demonstrate integrity by ensuring all actions and decisions are legal, fair, and reasonable
- Apply workplace assessor skills to create and add value within the workplace
- Accept delegated responsibility for managing the team in the absence of the CCO.

DEVELOPMENT FOCUS
- Competency development:
  - drive for results
  - priority setting
  - building effective teams
  - self knowledge
- Career development plan
- Experience in on-the-job coaching.

PROGRESSION CRITERIA
- ACCO Assessment Centre.

CHIEF CUSTOMS OFFICERS AND TEAM LEADERS

LEAD CUSTOMS TEAMS
- Continuously seek (and encourage others to seek) opportunities for different and innovative approaches to address organisational challenges and opportunities.
- Lead and influence the team to achieve allocated outcomes, team cohesion, and high work standards through ensuring workplace training and mentoring
- Plan, lead, and support team performance by providing proactive leadership, effectively utilising resources, strong and accurate decision making and problem solving capability, and a commitment to staff development and training
- Provide timely coaching, guidance, and feedback to help all team members excel and develop their skills
- Choose and use the most effective approaches for accurately analysing data and making robust decisions
- Interact with others in a way that gives them confidence in one's intentions and those of Customs.

DEVELOPMENT FOCUS
- Competency development:
  - organising
  - perspective
  - developing direct reports
  - command skills
  - motivating others
- Rotations
- Development secondments
- Special projects
- Workplace assessor qualification
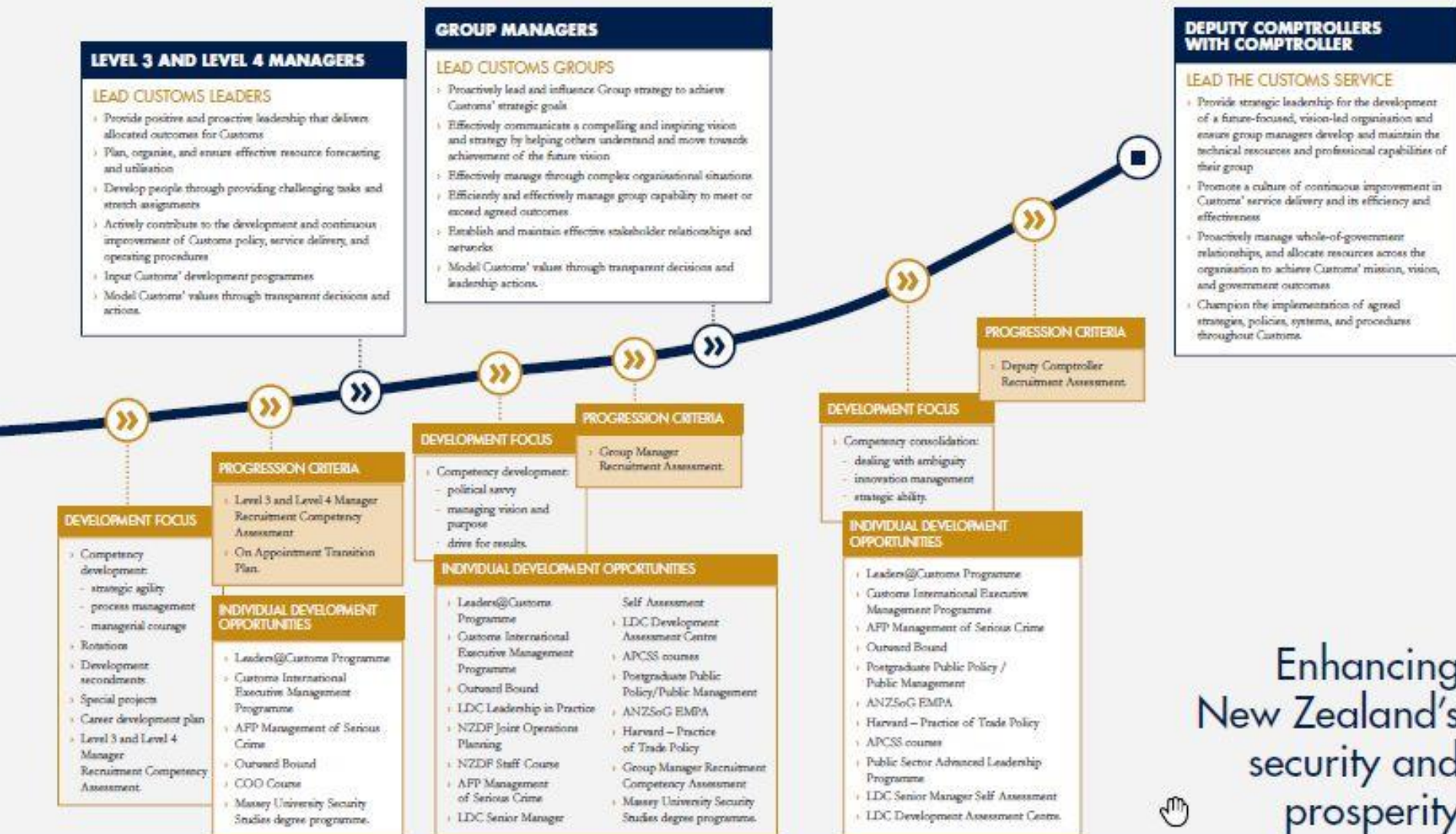- Career development plan.

PROGRESSION CRITERIA
- CCO/TL Recruitment Assessment.
- On Appointment Transition Plan.

INDIVIDUAL DEVELOPMENT OPPORTUNITIES
- ACCO Course
- Outward Bound
- Massey University Security Studies degree programmes.

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 managers 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.

PROGRESSION CRITERIA
- Deputy Comptroller Recruitment Assessment.

PROGRESSION CRITERIA
- Group Manager Recruitment Assessment.

DEVELOPMENT FOCUS
- Competency development:
  - political savvy
  - managing vision and purpose
  - drive for results.

DEVELOPMENT FOCUS
- Competency consolidation:
  - dealing with ambiguity
  - innovation management
  - strategic ability.

PROGRESSION CRITERIA
- Level 3 and Level 4 Manager Recruitment Competency Assessment
- On Appointment Transition Plan.

INDIVIDUAL DEVELOPMENT OPPORTUNITIES
- Leaders@Customs Programme
- Customs International Executive Management Programme
- AFP Management of Serious Crime
- Outward Bound
- COO Course
- Massey University Security Studies degree programme.

DEVELOPMENT FOCUS
- Competency development:
  - strategic agility
  - process management
  - managerial courage
- Rotation
- Development secondments
- Special projects
- Career development plan
- Level 3 and Level 4 Manager Recruitment Competency Assessment.

INDIVIDUAL DEVELOPMENT OPPORTUNITIES
- Leaders@Customs Programme
- Customs International Executive Management Programme
- Outward Bound
- LDC Leadership in Practice
- NZDF Joint Operations Planning
- NZDF Staff Course
- AFP Management of Serious Crime
- LDC Senior Manager
- Self Assessment
- LDC Development Assessment Centre
- APCSS courses
- Postgraduate Public Policy/Public Management
- ANZSoG EMPA
- Harvard — Practice of Trade Policy
- Group Manager Recruitment Competency Assessment
- Massey University Security Studies degree programme.

INDIVIDUAL DEVELOPMENT OPPORTUNITIES
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- Outward Bound
- Postgraduate Public Policy / Public Management
- ANZSoG EMPA
- Harvard — Practice of Trade Policy
- APCSS courses
- Public Sector Advanced Leadership Programme
- LDC Senior Manager Self Assessment
- LDC Development Assessment Centre.

Enhancing New Zealand's security and prosperity

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 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
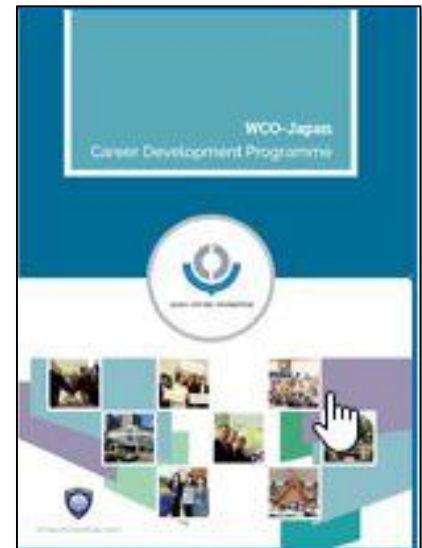
(9) Scholarship Program

- ➢ 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

INTEGRITY IN CUSTOMS
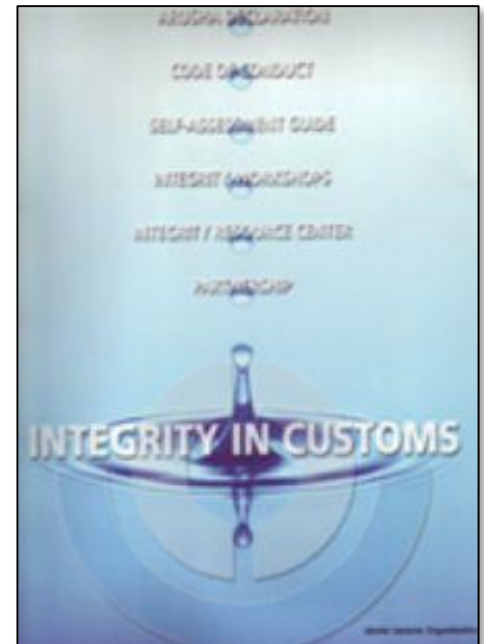
WCO's new blended approach

➢ To offer effective empowerment to Members <u>enabling them to take charge of their own training</u> 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 questionnaires 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

No. 17

ROCB A/P
Customs Good Practice Report
on

Exemplifying Follow-Up Actions taken
after the WCO Regional Workshops
organized in FY 2016/17

Asia Pacific Region

February 2018

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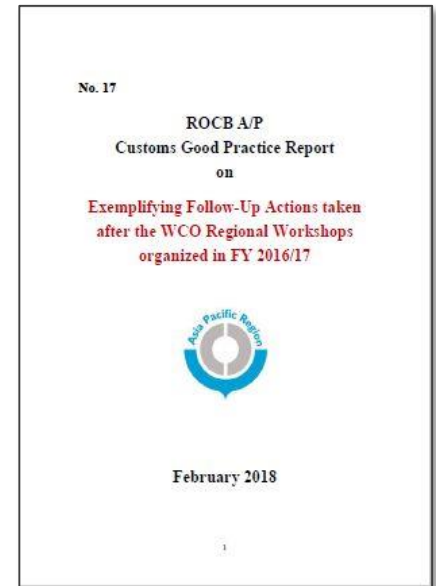
Follow-up Actions Survey on WS in 2016/17

■ **Follow-Up Actions taken at home administrations**

No. of Members participated	261
No. of Members replied	148 (57%)
Submitted reports	120
Shared training materials with colleagues	109
Made recommendations	83
Organized in-house workshops	47
Developed operational manuals	27
Others	34

✓ 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

2014/15	2015/16	2016/17
33 replies (51%)	88 replies (62%)	96 replies (65%)

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

2014/15	2015/16	2016/17
40 replies (61%)	66 replies (48%)	96 replies (65%)

(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

Driving principles for effective Customs learning and development

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

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

Stakeholder	Accountable for
Senior management	➢ Sound investment in training
HR/Personnel Unit in Headquarters	➢ Coordination ➢ Determination of nat'l training priorities based on staff planning, performance gaps and competencies needs
Training functions	➢ Delivering efficient and cost effective training programs
Field managers	➢ Coordination of training activities in each region/department ➢ Ensuring officers under their supervision receive relevant training

Principle 2: Competency-focused Training
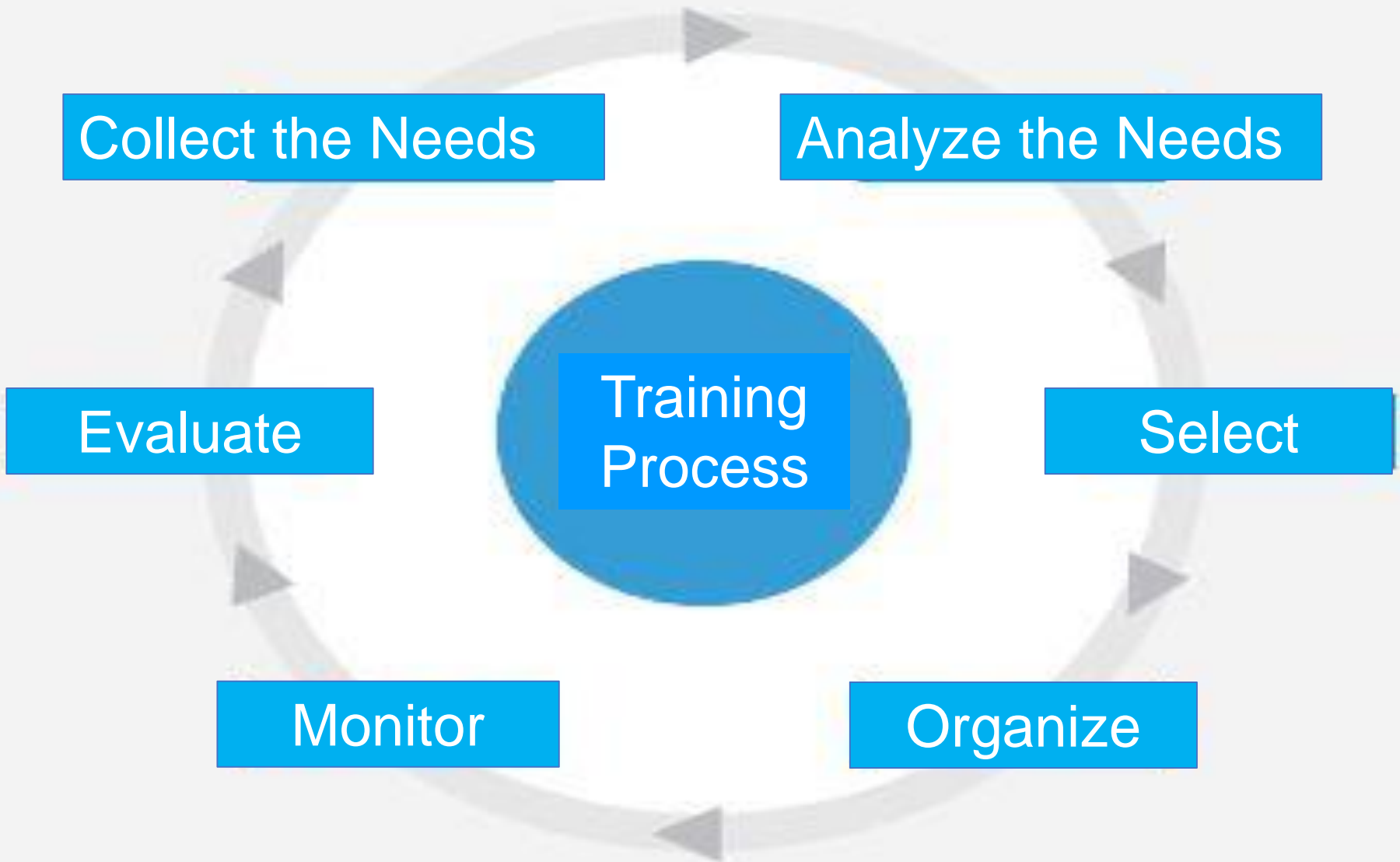
Principle 2: Competency-focused Training

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 ← Approval of the outline

↓

Review of available training materials

↓

Development and validation of the training package

↓

Trainers' handbook | Students' handbook

Training aids | Handouts | Tests

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 ASSESMENT

- Financial Report Analysis Training
- Workload Analysis Training
- Asset Planning Training
- Asset Management Training

GENERAL FINANCE TRAINING CENTER

ASSETS MANAGEMENT TRAINING CENTER

DESIGNING NEW TRAINING

EXISTING TRAINING

TNA REPORT

HARMONIZATION

DATABASE

- Treasurer Training
- Procurement Training
- Budget Author Training

BUDGETING TRAINING CENTER

MoF TRAINING AGENCY

CUSTOMS AND EXCISE TRAINING CENTER

TAX TRAINING CENTER

MANAGERIAL TRAINING CENTER

OUTSOURCE TRAINING

- IT Risk Management Training
- Certified Contact Center Team Leader

IN HOUSE TRAINING

- Enforcement Workshop
- Money Laundering Workshop
- SLA Workshop

INTERNATIONAL

- Tactical Intelligence Training
- Customs specialist training
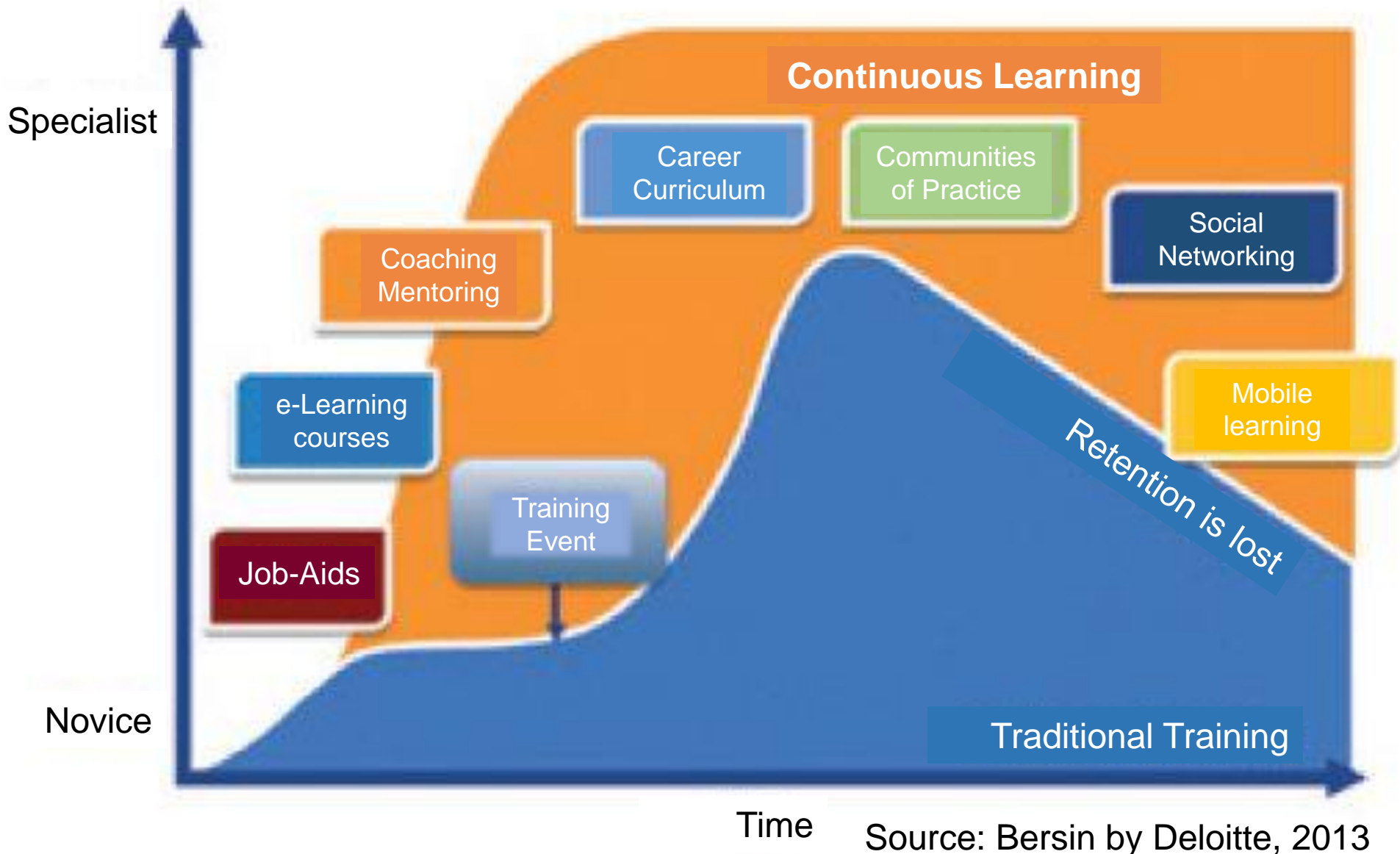- Goods inspector Training
- Weapon Maintenance Training

- Taxation Training
- Analysis of tax business processes Workshop for DGCE employees

- Leadership Training
- Interpersonal Skill for Profesional Leaders training
- HRM Training

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.

- Enforcement Clusters
- Service Clusters
- Supporting Performance Clusters
- Policy Clusters

Managerial Competency

The quality or personal characteristics that affect one's success in his/her work.

More general for different jobs.

- Thinking
- Working
- Relating

Socio-cultural Competency

Work experience related to pluralistic society in terms of religion, ethnicity and culture so as to have national insight.
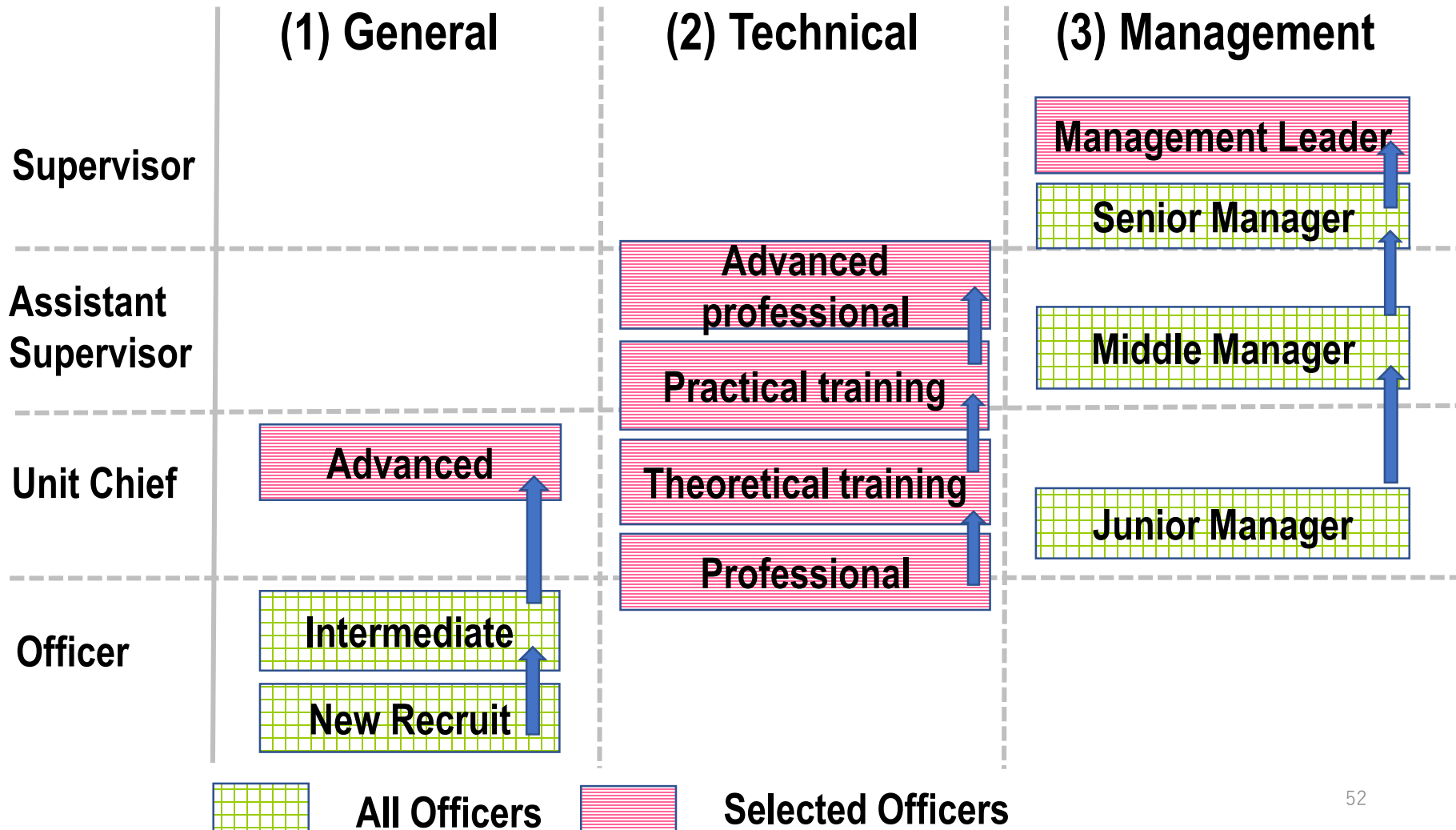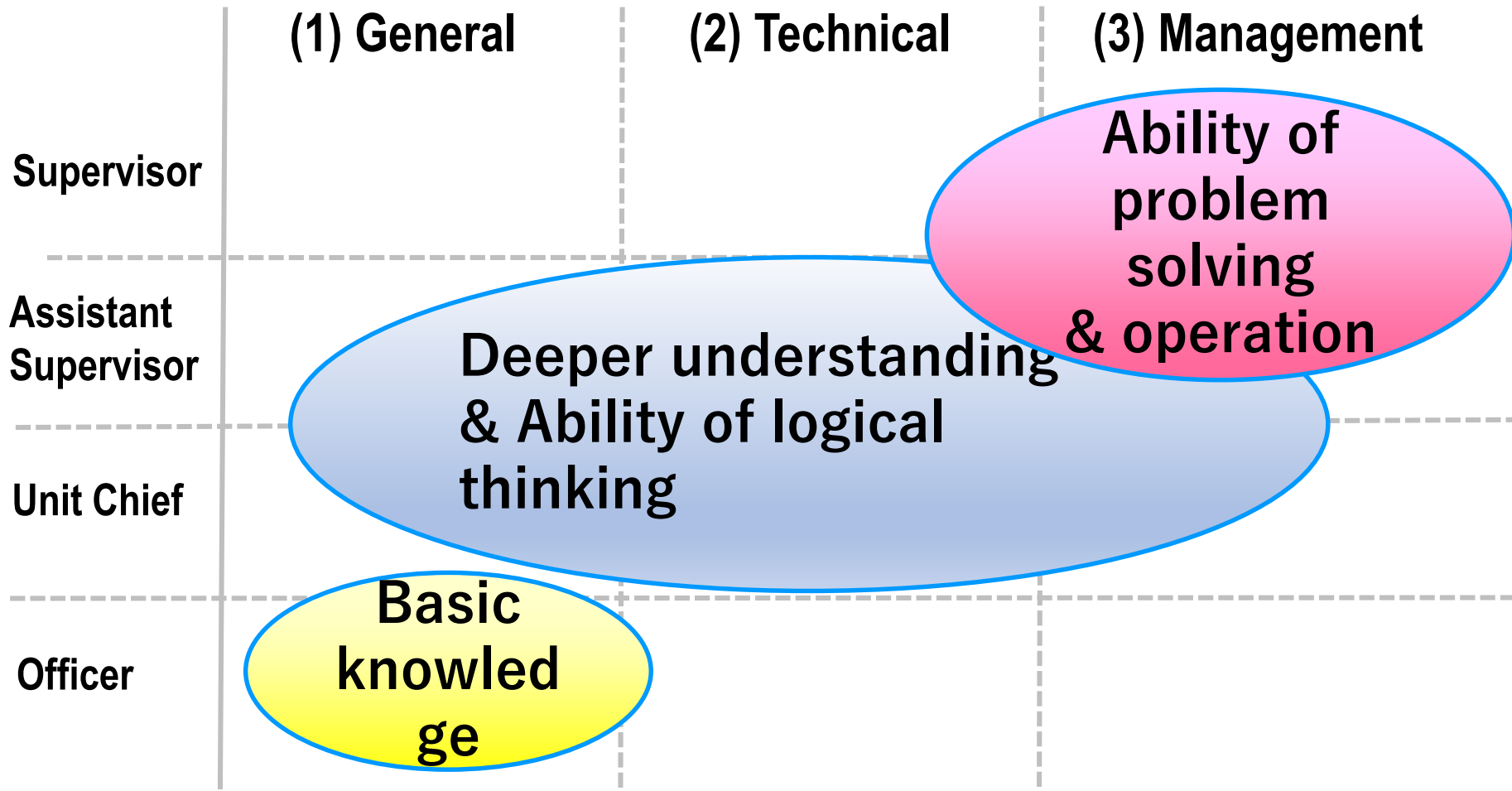
ONGOING PROCESS

Example : Japan Customs

Competency-based training system

	(1) General	**(2) Technical**	**(3) Management**
Supervisor			**Management Leader** / **Senior Manager**
Assistant Supervisor		**Advanced professional** / **Practical training**	**Middle Manager**
Unit Chief	**Advanced**	**Theoretical training**	**Junior Manager**
Officer	**Intermediate** / **New Recruit**	**Professional**	

☐ **All Officers**   ☐ **Selected Officers**

Example : Japan Customs

Competency-based training system

	(1) General	(2) Technical	(3) Management
Supervisor			
Assistant Supervisor			**Ability of problem solving & operation**
Unit Chief		**Deeper understanding & Ability of logical thinking**	
Officer	**Basic knowledge**		

Principle 4: Innovation

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

◆ <u>Blending</u> 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

Awardees

HRD Contest

Professor Evaluation System

- To enhance lecture quality and promote research

- Lecture time, lecture satisfaction and research results are evaluated

- Reward excellent professors

Overseas Benchmarking
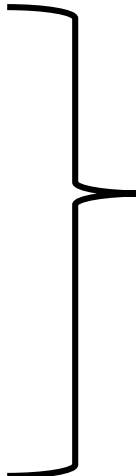
External Training

Evaluate and Assess Training

◆ Training initiatives fails to effectively deliver because:

- ✓ No measurement to show the recipient <u>actually learned and retained</u> the new information; and

- ✓ No measurement or <u>correlation</u> 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. <u>what "to be" target</u>)*

Step 2: Set-up required <u>drivers</u>

  = *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 <u>responsibility</u> and <u>internal motivation</u>

Steps to measure "training effectiveness"

Step 3: Teach critical behaviors in training

- Conduct training with a particular focus on the end goal

- <u>Skill practice and simulation</u> **must** be included to make sure they have some practice in actually doing it, in addition to know 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.

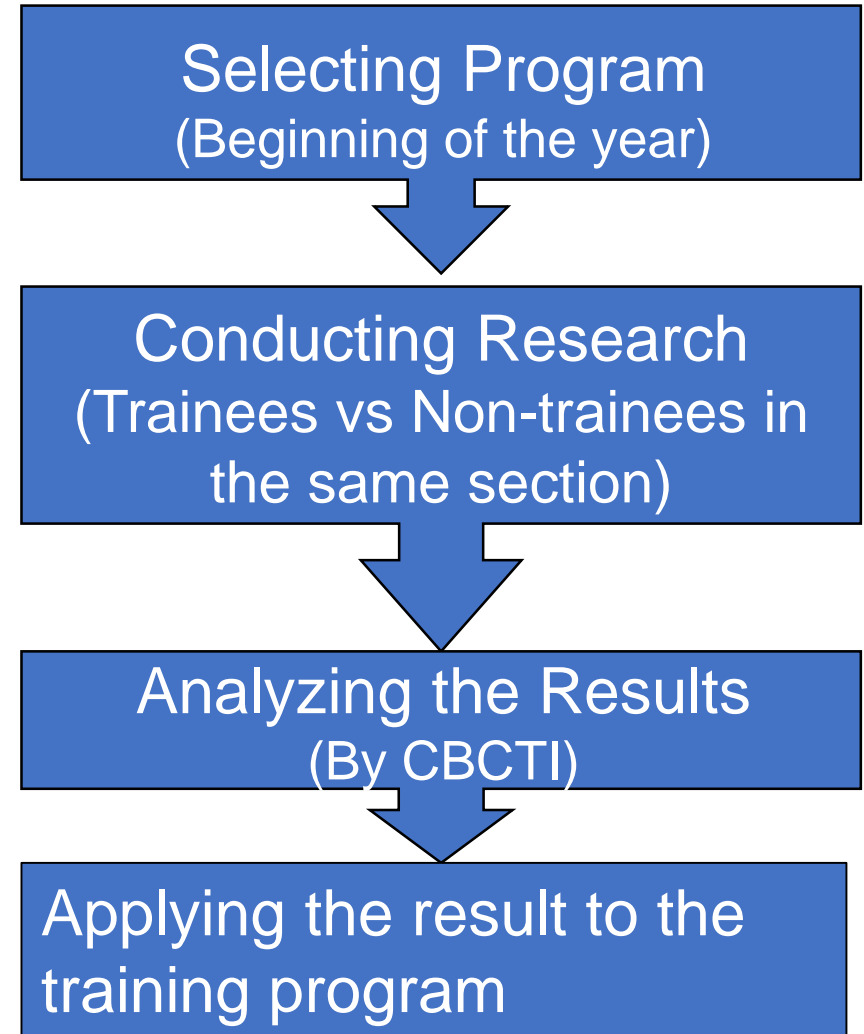# Steps to measure "training effectiveness"

Step 5: Make adjustments based on the data

- Tactical adjustments to ensure the <u>on-the-job application</u> is occurring

(NB) If trainees can show how to perform a critical behavior but <u>they are not performing</u> it on the job, the problem is note related to the training; <u>it might be linked to the work environment</u>.

Result-based management approach

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

Selecting Program
(Beginning of the year)

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

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Analyzing the Results
(By CBCTI)

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Applying the result to the training program

Thank you for your attention !!

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