



Governance Reform Working Paper Series

VOLUME 5: TRAINING

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Foreword

The Government of Pakistan has developed the Vision 2025, which recognizes institutional reform and modernization of the public sector as one of the seven pillars of development and growth framework. To actualize this pillar of Vision 2025, the Prime Minister of Pakistan has directed the Ministry of Planning Development & Reform (MoPDR) to propose and implement a program for enhancing efficiency, effectiveness, transparency and accountability of the public sector. Consequently, MoPDR, through assistance from the United Nations Development Programme (UNDP), is implementing a project for reform and innovation in public service delivery.

Under this program, the MoPDR is rolling out a number of innovative initiatives. A series of Governance Proposals have been prepared under the technical leadership of the Member, Governance: Dr. Syed Tahir Hijazi. These pertain to critical areas of training of the civil servants and have emerged from numerous consultations held with representatives of the relevant federal Ministries and Divisions, as well as civil society and academia. We would like to acknowledge the efforts of the hundreds of experts, researchers and practitioners who devoted their time and energy for providing invaluable inputs throughout this consultative process.

The Governance Section, MoPDR, is proud to present these proposals for wider review and discussion among all governance stakeholders. It is our belief that constructive dialogue is a crucial element in governance reforms and an open, consultative approach is best for bringing about meaningful and sustainable change. It is hoped that these proposals will trigger an informed debate on governance in general and civil services reforms in particular. We welcome all comments and questions and invite readers to join the conversation on reform through our web-page and attached social media portals.

The proposals presented here are part of broader efforts to introduce reforms in the civil service training and development. The preliminary analysis includes an in-depth analysis of pre-service, in-service and abroad training. A work skill training program being initiated for civil servants of grade 17 to 22 has also been included in the booklet. A proposal to revamp civil service training structure is also part of the analysis. Similar proposals for these reforms will be duly published and circulated as and when they are finalized.

SIGNATURE

Dr. Syed Tahir Hijazi

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Draft A: Reforms in the Training function of civil service and public sector

A. Reforms in the Training function of civil service and public sector

Background

Rapid changes in technology, consumption, public policy, citizen reactions and climate are indicators of a world that is marked with uncertainty. This is evident that what is known today becomes obsolete in near future. Hence there is a dire need of developing public servants in such a way that they understand this reality and are prepared to take up the challenges.

India revised its Civil service training policy in 2012. Their focus is on increasing ethics, ethos, equity and efficiency. This can increase the effectiveness of public servants but implementing such abstract plan in third world countries has inherited difficulties. We, in Pakistan, need an indigenous model that is objective and implementation savvy¹.

The Vision 2025 seeks an efficient and transparent government that approaches all reform initiatives as Institutional, collaborative, Inclusive and citizen focused (ICIC). ICIC is a strategic framework that set considerations for the design and direction of reforms in Governance. The successful implementation of these reforms is subject to the development of a skilled, motivated, results focused, “high performance” civil service. To prepare such a workforce and develop a performance culture, reforms regarding Human Resource Function are underway in Public sector organizations including ministries, affiliate departments and civil service institutions.

Effectiveness of training in public sector remains somewhat tentative and is a matter that needs immediate focus. It is important to understand that the effectiveness of any training including civil service training depends upon

1. The way it is designed in terms of objectives, content, method of instruction and delivery
2. Training motivation of the trainee
3. Training transfer environment of organization where participants are going to work

Currently civil servants in Pakistan are exposed to four training outlets in their career progression from grade 17 to 22. In an average tenure of 30 years, after induction training, they are exposed to midcareer management course (MCMC), a senior management course (SMC) and national management course (NMC) that seems too little structured learning exposure to expect riches.

Furthermore, the motivation of participants in these programs also remains questionable. It is a widely held belief that trainings are perceived as more of recreational activity than a learning endeavour.

On the other hand, content of bulk of the trainings does not match with the work performed. This happens due to absence of a common training framework that result in unclear and imprecise learning objectives, poor design and improper evaluation of training effectiveness.

The recommendations in this draft are based on various interactions including “National Consultative Workshop 2015” and “Governance Forum 2014 &15” and number of meeting held with stakeholders at MoPDR. In these interactions, it was deliberated and resolved that

¹ In this regard a framework is proposed for approval in part B of this booklet i.e. “Training Framework for civil service.”

- ① To ensure the motivation and involvement of participants, each training should have a test of each module and obtained marks should be counted in the evaluation for promotion of the candidate.
- ② The identification of training needs is critical and needs to be aligned with the career development of employees.
- ③ Trainings should be made mandatory for all officers and the frequency of in-service training streams should be increased from three to five.
- ④ All public employees must attend 15 days mandatory refresher training every year.
- ⑤ Best in class facilitators should be appointed in training academy on a higher salary
- ⑥ Training performance should be augmented with the job performance appraisal to decide on promotion of the candidate.
- ⑦ Mandatory Trainings should be initiated for promotion in BS-18 and BS-22
- ⑧ Duration and curriculum of training program needs to be revisited aligned with the reform regime.
- ⑨ Mechanism for eligibility to foreign training needs to be upgraded.
- ⑩ Use of contemporary methods should be adopted in the design, delivery and evaluation of training.
- ⑪ Training on personal effectiveness should be imparted to all cadre members.
- ⑫ Training for grade 1-16 employees should be structured and organized.

Overview of Civil Service Training

Management training² for civil servants takes three main forms

- a) Pre Service Training
- b) In-Service Training
- c) Training Abroad

Pre Service Training

- i) Common Training Program (CTP) for CSS Probationers

The Civil Service Academy (CSA), Lahore provides pre-service training to Grade 17 officer appointed as probationers to the Central Superior Services.

- ii) Specialized training Program (STP)

The CSA also holds a 20 weeks specialized training program for DMG probationers. In addition, there are 10 other specialized training institutions providing training to the probationers selected for other central superior services.

In-Service Training

It is being offered for new entrants and in service officers through the following institutions:

- i) Secretariat Training Institute (STI):

In service Training for direct recruits and promoted officers

- ii) Pakistan Provincial Services Academy (PPSA):

Training for provincial service officers of the four provinces and for officers and staff of federal autonomous bodies.

Punjab & Sindh have now also made their own arrangements.

- iii) National Institute of Public Administration (NIPAs) now National Institute of Management (NIM):

² Source: Working paper for the 2nd meeting of the Steering committee, NCGR, 2006.

Two Advanced Management courses annually for federal and provincial government servants BS 18-19.

Successful completion required for promotion.

iv) Pakistan Academy for Rural Development (PARD), Peshawar:

In service 8 weeks training on selected issues for federal and provincial government officers.

v) National Defense College (NDC):

Also provides training to selected Civil Servants.

vi) Pakistan Administrative Staff College (PASC):

Arranges two courses annually for senior officers from all groups and services.

Training Abroad

Presently participation in foreign training courses funded by foreign governments/agencies or by GoP has no linkage with an officer's career advancement or progression.

Duration of Training in Civil Service Career:

Existing:

- The duration of the existing training program is approximately 6 to 9 months
- Specialized Training Program (STP) is a 6 to 10 months training program being conducted in almost 22 institutes
- Mid-Career Management Course (MCMC) is a 14 weeks training program which is mandatory for promotion in grade BPS-19
- Senior Management Course (SMC) is a 20 week training program which is mandatory for promotion in grade BPS-20
- For promotion in grade 21, NMC (National Management Course) is compulsory which is a 22 weeks training program
- Unstructured Executive Development Course (EDC) for grade 21 and above

Total Mandatory Training of 56 Weeks

Proposed:

- Common Training Program for 6 months
- Specialized Training Program for 6 months and 2 weeks professional training every year
- Operational Management Course for 6 weeks for promotion into grade 18
- MCMC (10 weeks)
- SMC (16 weeks)
- Structured NMC (16 weeks)
- Structured EDC (8 weeks)

Qualifying Training and Educational Benefit

Success Funnel:

- Common Training Program

- Specialized Training Program (90% qualify)
- Operational Management Course (OMC) (75% qualify)
- MCMC (75% qualify)
- SMC (75% qualify)
- NMC (75% qualify)
- EDC (75% qualify)

Degree Credit:

- 6 months Common Training Program and 6 months Specialized Training Program shall be converted into 30-36 credit to earn MS/ Master in civil services.
- 1 credit hour = 16 hours/16 weeks

Role of Training Programs in Promotion

- To move up in the career, all civil servants must qualify the requisite training.
- Evaluation for promotion to the next grade be based upon following criteria:
 - a. Past job performance (85%)
 - b. Training Performance (15%)

Foreign Trainings

Current Situation:

Presently, foreign trainings in Pakistan are funded by foreign governments, agencies or the government of Pakistan (Imtiaz, 2013). The public servants have to go for these training at various levels. Ironically, the present system of foreign trainings in Pakistan has no link with the officer's career advancement or promotion (ibid). Generally, individual ministries or divisions arrange trainings in foreign universities and institutes. From 2004 to 2009, BPS-17 to BPS 19 grade officers were sent abroad to attain master's degrees in relevant disciplines, while BPS-20 to BPS 21 grade officers attended Harvard University's Kennedy School of Government under the Executive Development Program. These foreign trainings were funded by the World Bank. The Economic Affairs Division (EAD) of Pakistan receives processes and coordinates various offers of trainings, scholarships and opportunities to participate in international seminars and conferences under the technical assistance programs. These facilities aim at capacity building, human resource development and enabling Pakistan to participate in international events and present its position. At the provincial level, the Planning and Development Department of the Province coordinates the nominations, finalizes the participant list and sends it to the Economic Affairs Division. According to Pakistan Institute of Development Economics survey, majority of the civil servants gave the answer that foreign training is superior to domestic training. The three major reasons for the

superiority of foreign training, according to respondents, include better methodology, richer content and better instructors. The problem lies in the fact that these foreign trainings are not properly advertised to civil services so that all employees can get an equal opportunity to participate in foreign training programs. Unfortunately, the selection methodology to send candidates on foreign trainings is not appropriate and do not offer an equal opportunity to civil servants. To overcome these challenges, following steps need to be taken.

Recommendations:

- ① Whenever, a foreign training program is introduced, it should be immediately placed on website for access to all prospective officers of different departments and ministries.
- ② The structure of foreign trainings should be revised and should be integrated with the TNA exercises of the organization. More importantly, it is very important to select the relevant officer for the foreign training program. For example, an officer whose prime job is related to accounts or management should not be sent on a foreign training course related to medicine or engineering.
- ③ Structured tests and interviews should be taken from the prospective officers and only qualified officers should be sent on foreign trainings.
- ④ Officers should be selected for foreign training based on their work performance and performance in domestic training programs.
- ⑤ Upon successful completion of a particular foreign training program, officers should be engaged in the delivery of learning to their peers and subordinates and should be rewarded upon completion of such trainings.

Comparison of Existing and Proposed Training for Civil Servants

| Induction Training | |
|---|-----------------------------------|
| Existing | Proposed |
| Duration : 52 weeks Approx. | |
| 100% Qualify | Duration : 52 weeks |
| a) Common Training Programme (CTP) (25 WEEKS duration) | 26 weeks Generalized Training |
| b) Specialized Training Programme (STP) (10 months duration) | 26 weeks of Specialized Training |
| | 90% Qualify |
| Operational Management Course (OMC) | |
| Existing | Proposed |
| None | Duration: 6 weeks |
| | For promotion from Grade 17 to 18 |
| | 3 weeks Generalized Training |
| | 3 weeks Specialized Training |
| | 75% Qualify |
| Mid-Career Management Course (MCMC) | |
| Existing | Proposed |
| For promotion from Grade 18 to 19 | Duration: 14 weeks |
| Duration: 14 weeks | For promotion from grade 18 to 19 |
| 100% Qualify | 7 weeks Generalized Training |
| | 7 weeks Specialized Training |
| | 75% Qualify |
| Senior Management Course (SMC) | |
| Existing | Proposed |
| For promotion from Grade 19 to 20 | Duration: 16 weeks |
| Duration: 20 weeks Generalized Training | For promotion from grade 19 to 20 |
| 100% Qualify | 8 weeks Generalized Training |
| | 8 weeks Specialized Training |
| | 75% Qualify |
| National Management Course (NMC) | |
| Existing | Proposed |
| For promotion from Grade 20 to 21 | Duration: 16 weeks |
| Duration: 22 weeks | For promotion from grade 20 to 21 |
| 100% Qualify | 8 weeks Generalized Training |
| | 8 weeks Specialized Training |
| | 75% Qualify |
| Executive Development Course (EDC)/ Senior Leadership Course (SLC) | |
| Existing | Proposed |
| Executive Development Course | Duration: 8 weeks |
| For Grade 21 and Above | For promotion from Grade 21 to 22 |
| | 4 weeks Generalized Training |
| | 4 weeks Specialized Training |
| | 75% Qualify |

| Sr. no | | Comparison of Training Modules' Content | |
|--|---|---|--|
| Induction Training | | | |
| | Existing | | Proposed |
| 1 | Common Training Programme (CTP) Specialized Training Programme (STP) | | <ol style="list-style-type: none"> 1. Communication skills 2. Time Management 3. Information Technology Applications I, II, III 4. Economy of Pakistan-I (Current status of Economy) 5. Social Development 6. Essentials of Health & Safety at work and Work Environment 7. Customer Service (Internal and external) 8. Gender at work 9. Basics of Project Management 10. Existing filing and record system and electronic Filing system, 11. Rules of business I & II <p><u>10 MODULES FOR SPECIALIZED AREA TRAINING</u></p> |
| Operational Management Course (OMC) | | | |
| | Existing | | Proposed |
| 2 | None | | <ol style="list-style-type: none"> 1. Public Service Functions and Ethics 2. Economy of Pakistan -II 3. Macroeconomic Policies- Essentials of Monetary and Fiscal Policies 4. Management Theory & Practice 5. Conflict Resolution skills 6. Statistical Analysis 7. Physical Fitness <p><u>5 MODULES FOR SPECIALIZED AREA TRAINING</u></p> |
| Midcareer Management Course (MCMC) | | | |
| | Existing | | Proposed |

| | |
|--|---|
| <p>3</p> <ol style="list-style-type: none"> 1. BCL: Basic Computer Literacy- Concepts, Skills, Tools for Effective Management 2. ICT: Role of ICT in Evidence Based Decision Making for Effective Service Delivery 3. Institutional Framework of Public Management and Important National Issues 4. Administrative Structures and Governance Issues 5. Management Skills for Effective Public Service 6. Economic Development & Public Finance. 7. Research Methodology, Local Visits & Inland Study Tour | <ol style="list-style-type: none"> 1. Public Policy and Governance 2. Public Sector Economics 3. Leadership skills for Managers 4. Pakistan economy -2 5. Human Resource Management in the Public Sector 6. International Business Communications 7. Management theory and practice 8. Outline of Legal history 9. Introduction to Constitutional Law and Law of Contract 10. Physical Fitness <p><u>6 MODULES FOR SPECIALIZED AREA TRAINING</u></p> |
| Senior Management Course(SMC) | |
| <p>3</p> <p>Existing</p> | <p>Proposed</p> |
| <p>4</p> <ol style="list-style-type: none"> 1. National Environment: Issues Of Internal and External Dynamics 2. Diversity Of Pakistani State And Society: It's Impact on Administration & Service Delivery 3. Economic And Financial Management at Operational Level 4. Issues of Operational Effectiveness Within 5. Governance Framework 6. Research Methodology and Its Application 7. Study Tours: Field Research 8. Inland Study Tour Local Visits - Field Research 9. Information Technology Program | <ol style="list-style-type: none"> 1. Governance and Institutional Change 2. Legal system, civil & Criminal law 3. Strategic Management for decision making 4. Operational Efficiency through Financial Management 5. International Relations 6. Pakistan Economy - 3 7. National Environment: Issues Of Internal and External Dynamics political science 8. Public Relations 9. International Organizations (Donor agencies, Embassies) 10. International Trade and Payments 11. Organizational Behavior 12. Physical Fitness <p><u>5 MODULES FOR SPECIALIZED AREA TRAINING</u></p> |
| National Management Course (NMC) | |
| <p>Existing</p> | <p>Proposed</p> |

- 5
1. Statecraft & Public Policy (S&PP)
 2. Socio-Cultural Dynamics Of Pakistan; Human Development And Public Service Management (SDP-HD&PSM)
 3. Study Of Economics And Finance For Socio-Economic Development And Political Stability (E&F-SED&PS)
 4. Governance, Strategic Management And Leadership (GSM&L)
 5. Research Methodology & Research (RM&R)
 6. Study Tours Local Visit/Field Research (LV/FR)
 7. Computer Literacy and Apps. Development Program (CL&ADP)

1. Public Sector Strategy
 2. Leadership Models
 3. Financial Decision Making
 4. Computer Applications- Use of Management software
 5. Pakistan Economy - 4
 6. Organizational Management
 7. Essentials of Health & Safety Management
 8. Physical Fitness, Working Environment & Occupational Health
 9. Contemporary Strategic Management
 10. Role of Vocational Training in Economic Development
- 6 MODULES FOR SPECIALIZED AREA TRAINING**

Senior Leadership Course (SLC)

Existing

Proposed

- 6 None

1. Negotiation – International Relations
2. Diplomacy
3. People in Organizations
4. Management of Change
5. Pakistan Economy - 5
6. Jurisprudence
7. Foreign Policy Analysis
8. Public International Law – International Relations
9. Management Control
10. Physical Fitness

Training Structure

PreService/Induction Training

Existing

Currently induction training spans for one year and main emphasis is to train officers as rulers and administrators. There is limited emphasis on the development of management skills, leadership skills, and public relations etc.

- 100 percent pass the training
- No room for specialist
- Training of only about 150 officers selected through Civil Service Entry Exam.

Proposed

- 6 month training on Basic Economics of Pakistan, Human Resource Management, Gender sensitization, healthy work environment, Pakistan studies, government procedure and management
- 6 month specialized training in respective field
- Each training to be divided into 20 modules of 30 hours each
- Completion of module exam, Top 90 percent will qualify to join service
- Training of all cadres

Midcareer Management Course (MCMC):

Existing

1. BCL: Basic Computer Literacy- Concepts, Skills, Tools for Effective Management
2. ICT: Role of ICT in Evidence Based Decision Making for Effective Service Delivery
3. Institutional Framework of Public Management and Important National Issues
4. Administrative Structures and Governance Issues
5. Management Skills for Effective Public Service
6. Economic Development & Public Finance
7. Research Methodology local visits & Inland Study Tour
 - Almost all the Civil Servants participating in workshops
 - categorizes this training having
 - No relevance with real work performed
 - No specific skill given
 - High sounded titles with no organized course contents

Almost all the Civil Servants participating in workshops organized by the ministry of planning, development and reforms, perceived these training having

- No relevance with real work performed
- No specific skill given
- Modules include high sounded titles with no organized course contents.
- It is more of a social gathering exercise than an effective learning experience.

Proposed

1. Public Policy and Governance
2. Public Sector Economics
3. Leadership skills for Managers
4. Pakistan economy -2, including SDGs
5. Human Resource Management in the Public Sector
6. International Business Communications
7. Management theory and practice

8. Outline of Legal history

9. Introduction to Constitutional Law and Law of Contract

10. Physical Fitness

- Training with exams of each module, marks to be counted for promotion
 - Focused with course contents, books, material on line
 - Relevant to the work with case studies
 - Development of specific skill like contact development, negotiations
 - Training in management, economy, fiscal policy, monetary policy, social issues, including SDGs

First two modules on computer literacy and use of ICT tools should be made part of the graded modules. Their importance should be brought at par with the rest.

Senior Management Course (SMC):

Existing

- Expected core competencies and scope are very broad and vague.
- In module 6 there should be clear objectives for the research; what is the purpose of the research.
- In the Simulation Exercises module, the scope only explains the core competencies on which the candidates will be trained. It does not explain which methodology will be used.

Proposed:

1. Each training should have a test of each module and obtained marks should be counted in the evaluation for promotion of the candidate.
2. Clear and precise learning objectives are missing from the training courses. The goal should be to write objectives on SMART principle i.e. Specific, Measureable, Achievable, Realistic and Time bound. Comprehensive training and learning needs assessments (TLNA) should be conducted and a yearly plan of training should be finalized.
3. The modules designed should be task- and skill-based, designed to help civil servants advance their abilities to perform civil service functions. They should be aimed at practicing or improving a technical or managerial skill.
4. Specialized training modules need to be prepared for specialized groups. Syllabi for training have to be streamlined according to the relevant profession. Hereunder, modules have been proposed for generalized training which is suggested to be imparted to all functional groups. Specifically, Modern IT, human resource management and need based technical training is strongly recommended.
5. Use of technology, on line materials, exercises relevant to the work and case study method should be incorporated in the delivery of trainings.
6. Development of specific skill like contact development, negotiations
7. Training in management, economy, fiscal policy, monetary policy, social issues, including SDGs
8. Training on time management and personal effectiveness should be imparted to all cadre members.

Proposed Course Design & Contents

Course Outline: Midcareer Management Course (MCMC)

Public Policy and Governance

- Policy Analysis

- Agenda Setting
- Policy Formulation
- Decision Making Models
- Implementation- Top Down and Bottom Up Approaches
- Policy Styles
- Policy Evaluation
- Good Governance, Transparency, Rule of Law, Responsiveness, Participation, Equity and Inclusiveness, Efficiency and Effectiveness

Public Sector Economics

- Economic Rationale of the Modern State
- Economic Analysis of Public Goods
- Social Choice
- Theoretical Determinants of Public Expenditure Growth
- Public Budget and Efficiency
- Public Expenditure and Income Distribution

Leadership skills for Managers

- Problem Solving and Decision Making
- Planning
- Delegation
- Internal Communications
- Meeting Management
- Managing Yourself
- Design of Management and Leadership Development Plans

Pakistan economy -2

- Employment
- Inflation
- Export
- Import
- Economy of Pakistan –II
- Macroeconomics, growth, development, national income

Human Resource Management in the Public Sector

- Personnel Management
- Strategic importance of Human Resource Management (HRM), planning and development in progressive public sector organizations
- The alignment of Human Resource (HR) policies and strategies with organizational policies and strategies
- Performance Management
- Identify effective approaches to HR planning and development
- Discuss performance management systems, compensation and benefits
- Manpower Planning Model
- Redeployment
- Discipline
- Termination

International Business Communications

- Team Building
- Cross Cultural Interactions
- Describing Data
- Smart Negotiations
- Strategic Speaking
- Essential Business Writing

- Etiquette and Netiquette

Management Theory and Practice

- Introduction to Management Practice
- The External Business Environment/Globalization
- Organizational Culture: The Internal Environment
- Social Responsibility and Ethics
- Leadership and Interpersonal Skills
- Communications & Decision Making
- Planning, Organizational Structure & Control
- Human Resource Management

Outline of Legal history

- Origins of the Common Law
- The Superior Courts of the Common Law
- The Forms of Action
- Contract – Covenants & Debt; Assumpsit & Deceit
- Contract
- Later Developments
- Quasi-Contract
- Property in Chattels Personal
- Negligence
- Defamation
- Persons – Status & Liberty
- Criminal Procedure
- Substantive Criminal Law

Introduction to Constitutional Law and Law of Contract

- Islamic Jurisprudence
- Constitutional law-ii
- Administrative law
- Company law
- Law of transfer of property
- Muslim personal law
- Public international law
- Constitutional history of Pakistan

Physical Fitness

Course Outline: Senior Management Course (SMC)

Governance and Institutional Change

- Participatory Governance and Institutional Change
- Participation in the governance of service delivery
- model for accountability in gender-responsive service delivery
- Social accountability
- Investment in Social Mobilizers

Legal system, civil & Criminal law

- Criminal Law
- Civil Law
- Standards of Proof

- S.A.Rehman Law Reform Commission 1958
- Justice Hamoodur Rehman Law Reform
- Commission Report 1967-70
- High Powered Law Reform Committee Report 1974
- Law Committee for Recommending Measures for
- Speedy Disposal of Civil Litigation 1978
- Establishment of Qazi Courts 1980
- Commission on Reform of Civil Law 1993
- Future Outlook
- Basic frame work of the Pakistan Criminal Justice System

Strategic Management for decision making

- Strategic Management Process
- Internal and External Assessments
- Vision, Mission and Objectives
- Strategic Planning Metrics
- Strategy Choices
- Strategy Implementation and Evaluation
- Levels of Decision Making
- Quantitative decision making tools, decision trees, payback analysis, simulations

Operational Efficiency through Financial Management

- Vendors and supplier payments
- Cash and Treasury Management
- Financial Technology
- Risk Management
- Financial Supply Chain
- Treasury service Providers
- Corporate Finance
- Investment

International Relations

- Foreign Affairs and Policy
- Thematic Issues of Pakistan Horizon

Pakistan Economy – 3

- History of Pakistan's Economy and Policy Regulations
- Future Outlook

National Environment: Issues Of Internal and External Dynamics political science

- Western Political Philosophy-I
- Muslim Political Philosophy-I
- Comparative and Developmental Politics-I
- Public Administration in Pakistan
- Political Systems (Developing) China, India & Turkey
- Pakistan Movement
- Constitutional Development in British India (1857-1947)
- Ideology and Political dynamics of Pakistan
- Political Parties and Elections in Pakistan

- Politics of federalism in Pakistan
- Politics of Human Rights
- Local Government in Pakistan

Public Relations

- Public Relations in Civil Service
- PR Tools and Techniques

International Organizations (Donor agencies, Embassies)

- Foreign Policy of Pakistan
- International Organizations
- International Relations in the New Millennium
- Contemporary issues in Global Politics

International Trade and Payments

- Current Account Balance
- Workers' Remittances
- Financial Account
- Foreign Exchange Reserves
- Exchange Rate
- Real Effective Exchange Rate
- Measures/steps taken by the government regarding exports and imports

Organizational Behavior

- Theories of Individual and Group Behavior
- Job-related attitudes and emotions
- Managerial roles
- Motivation
- Organizational culture
- Organizational citizenship behavior
- Personality
- Occupational stress
- Work-family Conflict and Facilitation
- Organization theory
- Organization structures and dynamics

Physical Fitness

Course Outline: National Management Course (NMC)

Public Sector Strategy

- Strategy for Improving the Public Sector Efficiency
- Quality leadership in the public sector- Challenges
- Strategies to address public sector leadership challenges
- Leadership and competencies
- Public sector strategic benchmarking
- Stakeholder Assessment
- Key Success Factors
- Change management
- Value Creation

Leadership Models

- Dyadic Role Making, attributions and follower ship

- Team Leadership
- LMX Theory
- Impression Management
- Power and Influence
- Contingency Theories of Effective Leadership
- Charismatic and Transformational Leadership
- Leading Change in Organizations
- Visionary Leadership
- Strategic Leadership by Executives

3Financial Decision Making

- Long-Term Financial Planning & Growth
- Financial Leverage and Capital Structure
- Investment Settings in Public Sector
- Financial Derivates & Portfolio Management
- Financial Risk Assessment and Management
- Issues and Controversies in Financial Reporting

Computer Applications- Use of Management software

Pakistan Economy – 4

Organizational Management

- Organizational Culture
- Ethics; Understanding Personal Values
- Motivation and Incentives
- Performance Evaluation; coaching
- Organization Structure
- Leading Change

Essentials of Health & Safety Management

- Hazard Communications
- Walking and working surface management
- Workplace violence
- Health and safety programs
- Workers Compensation

Physical Fitness, Working Environment & Occupational Health

- Personal Health and Safety
- OSH Power Dynamics
- Economics of OSH
- Personal Safety
- Accidents & Their Effect on Industry
- Theories of Accidents
- WHMIS Workplace Hazardous Material Information System
- Preparing for Emergencies
- Ergonomics and Safety
- Industrial Hygiene

Contemporary Strategic Management

- Analysis of Strategic Decisions
- Strategy, structure and culture
- Strategic Planning
- Strategy implementation
- Strategy Evaluation and Control

Role of Vocational Training in Economic Development

- Economic Impacts of Vocational Training
- Social Impacts of Vocational Training
- Domains of vocational Trainings with high economic value
- Challenges in the institutionalization of vocational training setups

Course Outline: Senior Leadership Course (SLC)

1. Negotiation – International Relations

- The Practice of diplomatic negotiations
- The Process of international negotiations
- Practical Negotiating Skills
- Influences on Negotiation: Domestic Politics and External Environments
- International Economic Negotiations
- Diplomacy as Personal Interaction

2. Diplomacy

- Origins of Modern Diplomacy
- Roles of diplomats (bilateral missions, multilateral institutions, headquarters)
- Consular diplomacy
- Economic/Development/S&T diplomacy
- Public Diplomacy (guest lecturer)
- Cross-cultural negotiation
- Whole-of-government operations
- Ethics in diplomacy

3. People in Organizations

- Personality and Perception
- Motivation and Performance Management
- Compensation, Benefits and Satisfaction
- HR Planning, Health and Safety, Employee Relations,
- Politics, Conflict & the Union Environment
- Developing leadership pipelines

4. Management of Change

- Change Situations
- Diagnosis for Change

5. Pakistan Economy – 5

6. Jurisprudence

- Jurisprudence, Legal Theory of Legal Philosophy
- Trends in Jurisprudence
- Natural Law
- Historical Jurisprudence

- Theories of contemporary law
- Law and Social Change

7. Foreign Policy Analysis

- Analytical Frameworks of Foreign Policy
- Rational Actor Theories of Foreign Policy
- System-level Theories of Foreign Policy
- Leadership Theories of Foreign Policy
- Government Factors and Foreign Policy
- Critical and Constructivist Approaches
- Analysis of Developing States and Rising Powers

8. Public International Law – International Relations

- Sovereignty Into Process: From 19th Century Theory to a Modern Procedural Regime
- International Institutions
- The Law of Peace
- International Economic Law
- General Principles, Equity and the Soft Law of Declarations and Resolutions

9. Management Control

- The concept of control
- Strategy, strategic planning and Control
- Organizational Structure and Control – Responsibility Centers
- Control and Decision-Making
- Cost volume profit analysis
- Pricing
- Investment Decisions and Management Control
- Transfer Pricing
- Budgeting
- Balanced Scorecard
- Performance measurement and evaluation
- High Performance work systems

10. Physical Fitness

**Draft B: Designing and Implementing a Work Skills
Training Programme for Senior Government
Officers (Grade 17-22)**

B. Designing and Implementing a Work Skills Training Programme for Senior Government Officers (Grade 17-22)

Outline of a 6-day Training Programme

Effective training is critical to the service delivery and overall employee performance. Career growth and development of employees largely bank on imparting technical and managerial training throughout the career. This ensures that employees are well equipped with the modern challenges of public service to cater the emerging needs of better public service delivery. To fulfill this purpose, a six days training program for 1000 Grade 17-22 is designed with following objectives.

Objectives



To Share the Vision 2025 and expectations from public servants



To Achieve higher productivity through using 5-Stage Reform cycle



To Learn techniques of leadership for better supervision and applications of effective communication.



To Align the everyday work successfully with job and department goals.



To Understand contemporary HR functions and its application in current job.



To motivate participants on the use of technology.



To understand and use results-based log frames and other planning and monitoring matrices.



Eliminate time waste, and get rid of procrastination.

Schedule & Outline of Training Program

| | |
|--------------------------|--|
| DAY 1 | Governance in the 21st Century |
| Expected outcomes | By the end of this module participants will understand how societies have changed in terms of education, democracy, globalization, employment and technological advancement, and how they can respond better to the new demands on governance that such social evolution creates |
| Session contents | Concepts of governance, gender and governance, good governance |
| DAY 1 and 2 | Results-Based Performance Management |
| Expected | By the end of this module participants will understand RBM and will be able to use |

| | |
|--------------------------|---|
| outcomes | its main tools such as results-based log frames and other planning and monitoring matrices. They will also be familiar with Performance Contracting initiatives in Pakistan, their link to Vision 2025, and how they can be used to monitor organizational and individual performance. |
| Session contents | Vision 2025, 5 Step Reform Implementation Cycle; KPIs, Monitoring, Evaluation, Performance Contracting in government including Pakistan. |
| DAY 3 | Leadership |
| Expected outcomes | By the end of this module participants will be exposed to different models of leadership and will be able to apply them to their own work |
| Session contents | Motivation, Team Building, group dynamics, rules, norms, effective teams, Emergency response, supervisory skills, Goal Setting, managing stress |
| DAY 3 | Leading and Managing Change |
| Expected outcomes | By the end of this module participants will understand the concept of change management and addressing challenges in implementation of change programs across their organizations |
| Session contents | Role of change leaders, change agents, recipients of change, change plan/programme (development strategies, implementation, resistance and sustainability) |
| DAY 4 | Human Resource Management |
| Expected outcomes | EXPECTED OUTCOMES: By the end of this module participants will understand how to manage under-performance, how to promote teamwork, motivation, performance management and measurement and grievance redressal in the government. |
| Session contents | Emerging roles of HR, Motivation, Job Analysis and description, grievance redressal, Knowing others and developing others, TNA, Organization of internal training, performance evaluation and reporting. |
| DAY 3 | Communication Skills |
| Expected outcomes | By the end of this module participants will gain the tools and skills to improve a range of communications from interpersonal communication to presentation skills |
| Session contents | Communication challenges, internal communication, official structure, informal networking, unofficial lines of power, communication, formal contacts, the communication process; communication barriers, communication climate, effective written and verbal skills, non verbal communication, impact of communication on work performance. |
| DAY 5 | Time Management |
| Expected outcomes | By the end of this module participants will be able to use tools to manage their workload, manage meetings, prioritise tasks. |
| Session contents | Planning a work day, quarter and year, work plan, Managing meetings productively, reporting, workload management |

| | |
|--------------------------|--|
| Day 6 | ICT Skills |
| Expected outcomes | By the end of this module participants will know how to use databases and IT based management tools as well as an introduction, how Ministries' websites can be made dynamic interfaces between citizens and the state, and an introduction to social media as a communications platform. The module will draw on examples of IT based innovations in Pakistan that have helped improve public service delivery such the Punjab Citizens' Feedback Model, the KPK Public Service Performance Dashboard and e-filing at the Establishment Division. |
| Session contents | Basic Excel, Word, Social Media, IT and e-governance |

Draft C: Training Framework for Civil Service

C. Training Framework for Civil Services:

Inception of PACE Regime

Background:

The Ministry of Planning, Development & Reform (MoPDR) in collaboration with UNDP has been engaged in project titled “Reforms & Innovation in Government for High Performance” to improve the Governance structure of Pakistan. The Vision 2025 seeks an efficient and transparent government that approach all reform initiatives as Institutional, collaborative, Inclusive and citizen focused (ICIC). ICIC is a strategic framework that set considerations for the design and direction of reforms in Governance. The successful implementation of these reforms is subject to the development of a skilled, motivated, results focused, “high performance” civil service. To prepare such a workforce and develop a performance culture, reforms regarding Human Resource Function are underway in Public sector organizations including ministries, affiliate departments and civil service institutions. It was identified in various interactions including “National Consultative Workshop 2015” and “Governance Forum 2015” that training function needs to be upgraded and an operational framework based on strategic ICIC is required.

Effective training is critical to the service delivery and overall employee performance. Career growth and development of employees largely bank on imparting technical and managerial training throughout the career. This ensures that employees are well equipped with the modern challenges of public service to cater the emerging needs of better public service delivery.

This is also high time to introduce an operational framework for the training function in civil service, because interventions regarding recruitment & selection, and performance management are underway. Aligning the training function with these reforms is imperative and shall improve the effectiveness of these initiatives.

Trainings given to civil servants had been structured long time ago. Though the up gradation and changes in the curriculum and delivery of training has been a routine task at civil service academies but these institutions need to align the training function to the changes taking place in the reform regime.

Moreover, structured training need analysis (TNA) also remain a grey area in the design, delivery and evaluation of training. Conducting a TNA will help the public sector organizations to identify skills, knowledge and attitude deficiencies in the employees and will also lead to the design of effective training programs. These gaps in the system demand immediate reforms in the existing system for training and evaluation of public servants.

Why we need an operational framework?

A great deal of effort is required to make sure that the skill development system for employees is delivering both the technical and managerial training needs of employees.

For the past many years, Pakistan has been facing Governance challenges. In the search of explanations for this unacceptable state of affairs, questions have also been raised about the quality of education and the training institutions. One of the reasons for low quality of public service delivery is the lack of quality training institutions, despite the fact that training had always been part of the system. Flexibility and agility are vital to ensure that the training institutions are able to respond to the evolving challenges. Training institutions must have the capacity to periodically adapt new curriculums and update trainers' skills to the changing needs of the time. Most importantly, presence of a focused training framework and methodology is an essential ingredient which also serves as a guideline for training institutions to train the employees.

To achieve high performance and best value from investing in training of employees, training need analysis (TNA) is a must component. However, it is not practiced in the public sector for identifying real training needs of employees. Procedure for identification of participants in a training program is also abstract and largely based upon qualitative needs that are identified in a non-structured way and does not serve the purpose. The absence of a common framework to base all training decisions is the reason for these gaps in the effectiveness of training function in civil service. Ideally, the civil service needs a framework that is comprehensive yet simple and easy to implement to fulfill the existing gaps in the training system and may serve a baseline to make major HR decisions.

Development of an operational framework based on strategic ICIC for Civil Service

The efforts to identify an operational framework based upon the parameters and directions of ICIC and guidelines mentioned above started 6 months back when a two days "National Consultative Workshop" was held in September, 2015 at PC Bhurban. Stakeholders from cabinet division and officials from six federal ministries participated in this workshop and shared their opinion regarding the reform agenda. In this workshop, a work group on training theme "Capacity Development" deliberated on the capacity deficiency in government despite an elaborate training program deployed by NSPP and other government training providers. It was identified that generic and specialized training programs for different services need to be structured with a balance of leadership and technical skills. It was further identified that the next level civil servants must possess the service mindset and must be proactive in their approach towards identifying and resolving problems. The workshop not only triggered the need for identifying a new framework for the training of forthcoming civil servants but also laid the foundation of a possible framework for further deliberations.

It was reinforced that a national vision of public sector training is lacking in the existing system that could link the design and development of training with its objectives and outcomes for all employees.

The concept of promotion of an employee is not linked with his/her performance in the training. Moreover, the training programs are conducted on random basis and there is no relevancy of a particular training for an employee as there is no system of TNA. Quality of public sector training leaves much to be desired as it does not teach the art and science of public policy formulation. Most of the learning that takes place in public service is experiential and training does not develop ‘domain’ and ‘functional’ expertise of trainees. As a result trainings are suboptimal and the tendency of dealing with complex issues with a generalist approach is deeply entrenched among civil servants who are groomed in a system where experience and standardization are valued more than evidence and creativity and the emphasis is on taking ‘safe’ decisions instead of ‘right’ decisions as there is no premium on ingenuity.

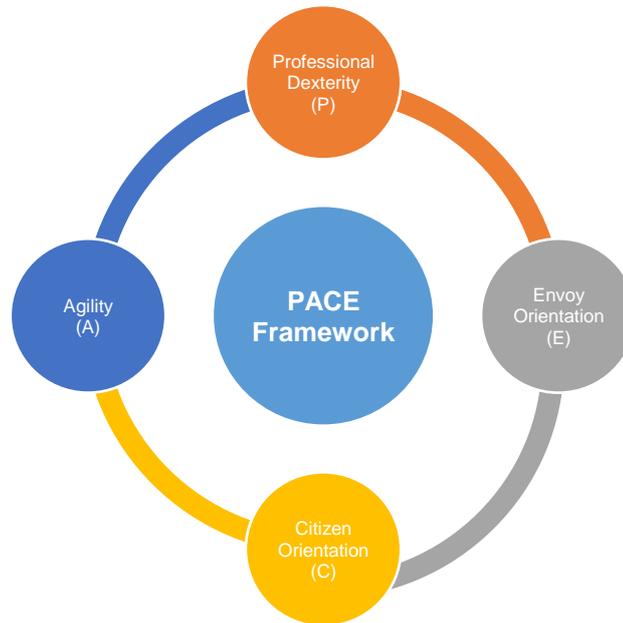
There is no linear relationship between the trainings given to employees and their outcomes. Trainees are evaluated on their physical participation, presentation and behavioral skills. There is no mechanism to evaluate whether adoption of learning in real life has taken place. Lack of assessment of impact of training on policy formulation and service delivery renders it quite ineffective. The challenge is to ‘formally’ train civil servants in the discipline of evidence-based policy formulation as lack of such training is one of the reasons for poor outcomes. All these issues are there because the existing system lacks a proper framework for the training and evaluation of civil services. Thus, the need of the hour is to develop an appropriate framework for training to address such issues.

A major event “Governance Forum 2015” was also held in which stakeholders from both the private and public sector participated and shared their views and recommendations on the Civil Services Reform agenda. In addition to this, a number of meetings with stakeholders from private and public sector have been held at MoPDR. These events and meetings were very fruitful as they facilitated in formulating new policies for the civil services. A number of meetings were also held with the officials of training institutes to develop an effective framework for the training of civil services. Efforts have also been made for formulating a framework to training and develop employees belonging to non-cadre positions. Training of public servants from BPS 1 to BPS 16 is very important to develop a high performance public organization. But unfortunately, there is no proper system or institute which is present for the training of these non-cadre positions.

A Team at MoPDR further nurtured the ideas based on findings of consultations mentioned above and integrated it with Quaid-I Azam’s speech to civil servants, PML (N) manifesto, and Iqbal’s ideology to define a framework that may serve as a guideline not only for training but also for framing the recruitment & selection, compensation and performance management practice in civil service.

Proposed Framework:

To reform the existing system of training and evaluation for public servants, a new framework is proposed. In line with this framework, employees will be trained and evaluated on four dimensions:



- ① **Professional Dexterity:** It refers to all the general and specific competencies that are necessary for an employee to fulfill the requirements of a job.
- ② **Agility:** Individual's ability to anticipate and seize new opportunities that are aligned with the strategic goals of the organization. The employees proactively identify the opportunities/problems and exert continuous energy on it until it is resolved and demonstrate flexibility when plans or situations change unexpectedly.
- ③ **Citizen Orientation:** Refers to behaviors whereby an individual is excited about opportunities to help others and choose what's best for the citizens and the government in the long run and shows respect for others. Appreciating others by empathizing, valuing their time and contributions, being available and responsive to their needs.
- ④ **Envoy Orientation:** Refers to behaviors whereby an individual serves as a true representative, negotiator, spokesman and effective liaison in all internal and external interactions for effective governance. As an ambassador of public service to the general public.

The proposed framework will facilitate in fulfilling the gaps in the existing training system of public sector. The employees will be trained and evaluated on these four characteristics and their performance in the training programs will be linked to their promotion. PACE framework will also

help in formulating a strategy through which employees belonging to non-cadre positions and cadre positions will be trained and evaluated. Training need analysis will be conducted before any training session as it will determine that which particular training is needed for a particular employee. Training will be divided into soft skills and technical skills. Soft skills training will be mandatory for each employee whereas technical skills training will be given to employees on the basis of their job relevancy. Trainings will not be given on random basis and each training program will have its long term and short term goals and objectives. Employees will be trained on how to think critically and creatively to come up with various alternatives to solve a problem or issue at hand.

The framework will also facilitate in developing modern tools for training and evaluation of civil services. Training methodologies like; case studies, role playing exercise, critical thinking, etc. will replace the traditional ways of training through lectures only. Through these techniques, employees will play a more participative role in the training sessions and the effectiveness of training sessions will enhance. The four parameters (professional dexterity, agility, envoy orientation and citizen orientation) will help the evaluator in evaluating the performance of an employee in the training program effectively. PACE will also contribute in designing a structured curriculum for trainings at each level of employment.

Modern training practices like; case study method, conference, in-basket method, cross cultural training, role playing exercises, cross functional training, creativity thinking, diversity training,

Table 1: Training Programs and PACE framework competencies

| Parameter ³ | Level 1 Pre-Service | Level2 OMC | Level 3 MCMC | Level 4 SMC | Level 5 NMC | Level 6 EMC/SLC |
|---------------------------------|--|--|--|--|---------------------------------------|-----------------------|
| Agility | Resilience/ Persistence | Target Fulfillments Time Management | Managing the development of others | Technology Management | Risk Management | Unwavering Resolve |
| Customer Orientation | Truthfulness/Honesty | Integrity | Service Mindset | Trust Building | Service Mindset | Personal Humility |
| Envoy Orientation | Continual learning mindset/Achievement orientation | Negotiation Acumen Teamwork | Ownership Efficacy | Managing Control System & innovation | Managing Continuous Improvement | Unwavering Resolve |

refresher training, and safety training, shall be included in the new training system for civil services.

Table 1 highlights the managerial competencies needed at different levels of the career progression.

How to onboard all stakeholders on the new framework?

To implement the PACE framework, all the stakeholders belonging from both private and public sector will be taken on board through consultative workshops. These workshops will be intended to explain the gaps in the existing training system for civil services and how PACE framework will

³ Professional dexterity related competencies shall be based on the technical requirements of each job.

facilitate in fulfilling these gaps. Details of PACE framework will also be elaborated in these workshops to the stakeholders. Recommendations from the stakeholders will also be considered in regard to reforming the training policy for civil services. These consultative workshops will be held in MoPDR and at the location of training institutes and other stakeholders will be invited to participate and share their opinions in these workshops.

Objectives:

These interactions are expected to reap fulfillment of following objectives

- Mass awareness of PACE framework with the training institutions of civil service
- Further refinement of PACE framework
- Identification of course objective at each level of the public service i.e. scale 17-22
- Design of courses with regard to PACE framework
- To identify a mechanism to align PACE with career progression of an employee.
- Initiation of curriculum development based on PACE framework

Making it Happen: Implementation Plan

The campaign for the introduction of PACE framework shall be launched in four phases. The expected time of completion is June 2017.

Phase 1: OnBoarding

In this phase Team of MoPDR shall visit the civil service training institutes in Lahore, Karachi and Islamabad with following activities and outcomes.

- ① Identification and analysis of training design and delivery capacity of these institutions and challenges faced in the development of civil servants.
- ② Exposure and input on PACE framework.
- ③ Identification of possible interventions regarding implementing the PACE framework.
- ④ Signing off plan of activities with responsibility and time lines.

Phase 2:

A two days' workshop will be conducted with representatives of civil service training institutes, civil servants, academicians and opinion leaders. An updated view of PACE framework will be presented. This workshop will focus on the current system of training in the public sector and how PACE framework can facilitate in making a new and effective system of training and evaluation. This workshop shall set forth the specific activities needed to adopt the PACE framework.

Phase 3

In this phase representative of civil service institutions shall be invited to MoPDR to deliberate on the revised level 1 pre-service trainee program and delivery methodology for civil servants in the presence of all stakeholders.

Phase 4

Curriculums for all levels shall be prepared and implementation mechanisms will be finalized.

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