

HONOR

High Objectives of National
Organizational Reform



Tempus

FRAMEWORK OF COMPETENCY FOR KYRGYZ CIVIL SERVICE

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- Within the framework of the HONOR project was a **map of competencies** of civil servants (WP1) was carried out by ENA, with the support of the consortium, in order to identify the training needs in Kyrgyz public sector focusing both targets.

FRAMEWORK OF COMPETENCY FOR KYRGYZ CIVIL SERVICE

- This map of competencies was carried out through a **questionnaire** that was sent to a sample of **300 public servants. 161 answers** were received and a report defining the map of competencies supported the training design that is currently taking part of the HONOR training catalogue

I. SUBJECT, GOALS AND SCOPE OF THE STUDY

- The mapping of competencies of the Kirghiz civil servants corresponds to the priorities of the Kirghiz civil service. One key aspect of the process of modernisation of a civil service relates to the development of leaders and managers across all level of the civil service who shall be responsible for leading and implementing strategies within the process of civil service transformation. It is thus critical that civil servants are equipped with the necessary skills and management competencies to support and maintain the civil service.
- A strong professional civil service largely hinges upon several aspects: the building of strong sustainable management capacities, the attraction of well qualified candidates to civil service positions, the retention of qualified civil servants and the ongoing delivery of capacity building and skills training for civil servants.

I. SUBJECT, GOALS AND SCOPE OF THE STUDY

- Individual countries have developed their own approach towards competencies development largely driven by their own culture, context and needs. Within the European Union, competencies have been defined both at supranational level – leadership and management competencies for European managers and leaders - as well as at the national level within each Member States.
- For this reason, the proposed framework of competency is unique to the Kirghiz context and will provide guidelines for the development and the assessment of technical and general competencies of Kirghiz civil servants in order to design a specific training program based on their real needs.

II. WHY A FRAMEWORK OF COMPETENCY FOR KIRGHIZ CIVIL SERVANTS

- There is a direct link between the work that an individual needs to perform and the skills s/he requires to perform at work. A competency profile consists of a set of competencies that link directly to the work performed by civil servants.
- Competencies are the skills, knowledge and attitudes or personal attributes that an individual demonstrates through positive/effective behaviour that contribute to the successful performance at work.

II. WHY A FRAMEWORK OF COMPETENCY FOR KIRGHIZ CIVIL SERVANTS

The specific objective is to assist the individual civil servant and the organization to assess competencies in performance.

For the individuals, it allows to:

- Identify gaps and prioritise training needs,
- Meet performance targets by providing supporting behavioural evidence of how they are met,
- Provide clarity in the competencies needed to complement key professional skills of jobs,
- Improve professional and career development planning,
- Make a significant contribution to continuous individual improvement.

II. WHY A FRAMEWORK OF COMPETENCY FOR KIRGHIZ CIVIL SERVANTS

For the organization, it allows to:

- To focus on workplace performance to the organization's vision and values,
- To align workplace behaviours with organization's objectives,
- To focus on learning strategies and to highlight team developmental needs,
- To establish a technical and behavioural database of competencies.

III. A TAILOR-MADE METHODOLOGY

- Phase 1: Defining working methods, organisation of meetings and working groups in order to collect all pertinent information
- The collection of all pertinent information, official documents, internal regulations about the Kirghiz current training system was an important step.


III. A TAILOR-MADE METHODOLOGY

During consultations we paid a particular attention to the following information:

- Analysis of current work of civil servants and desired competencies
- Gather information about current practices, difficulties and needs that managers face
- The organisation needs in terms of finalities, goals, outputs and professional achievements
- The existence of a training system and the existing curricula for top-level civil servants
- The duration, content and training objectives of the programme
- The training techniques used
- The frequency of organisation of trainings and profile of participants
- The existing training legislative framework

III. A TAILOR-MADE METHODOLOGY

- Phase 2: Assessing the needs of the top-level civil servants
 - What kind of adaptive qualities and behaviour are required to cope with changing work environment and technology?

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- The questionnaire focused on job descriptions, on job specifications through self-assessment with questions covering:
 - - Academic level,
 - - Professional skills,
 - - Desired technical qualifications,
 - - Organization values
 - - Required competencies for career advancement,
 - - Areas where new competencies should be developed through training...

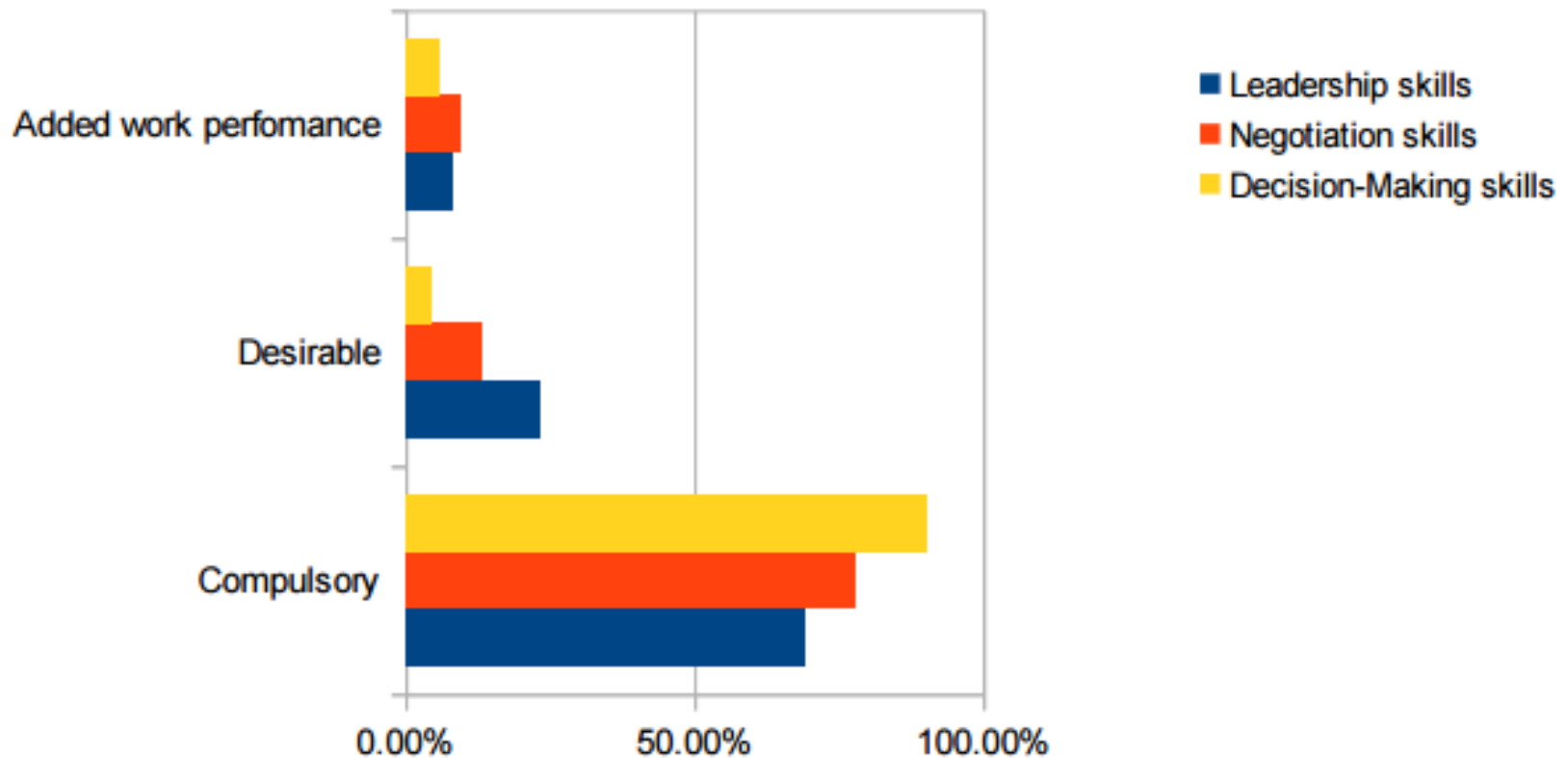
For this reason we proposed a framework that was centred around 3 competencies that are central for managers and top-level civil servants :

Those competencies are specific behaviours and skills that are generally relevant to all positions related to management in the civil service.



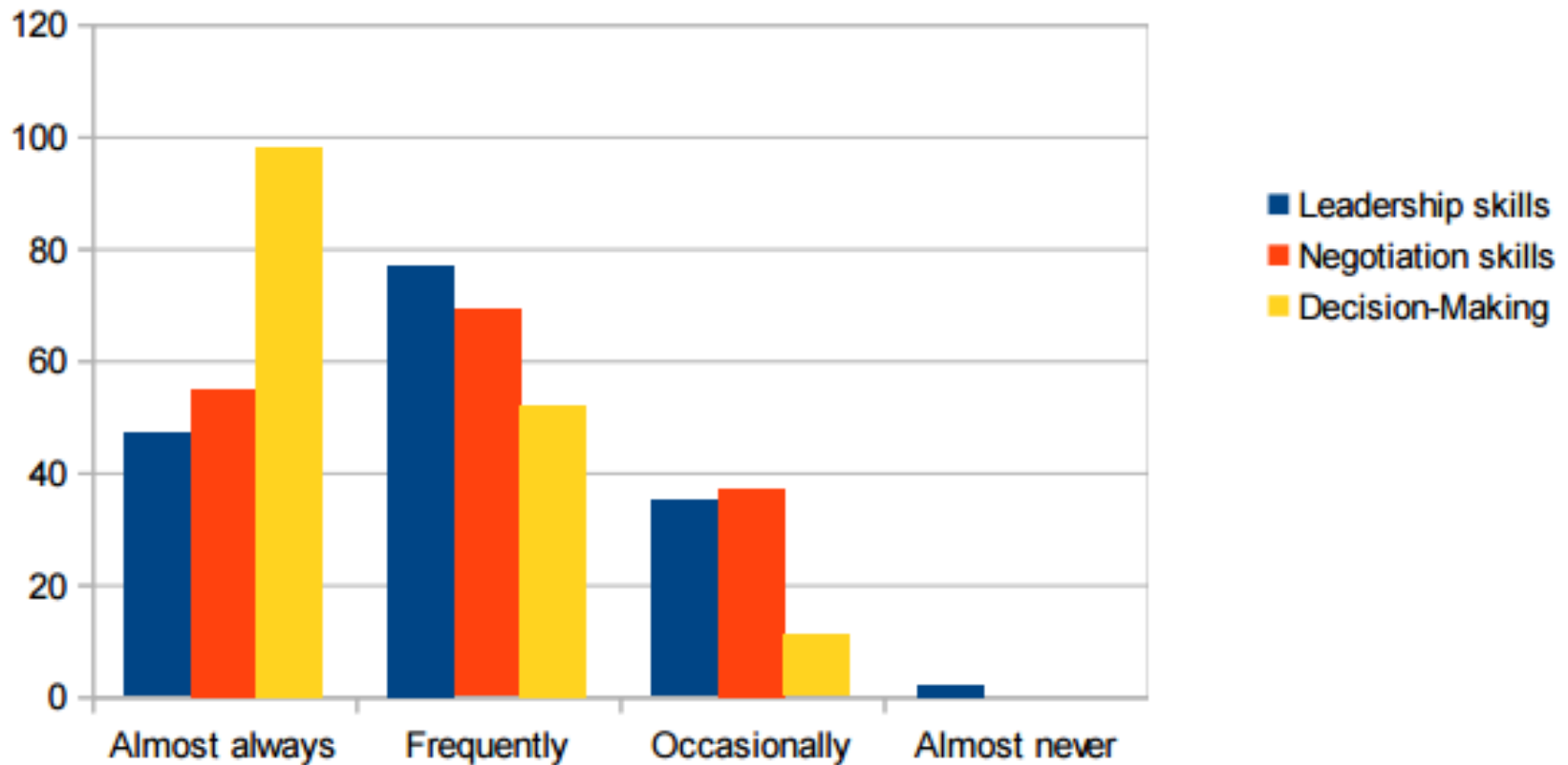
IV. DEVELOPMENT OF THE TRAINING OFFER

CHART OF ORGANISATIONAL VALUES



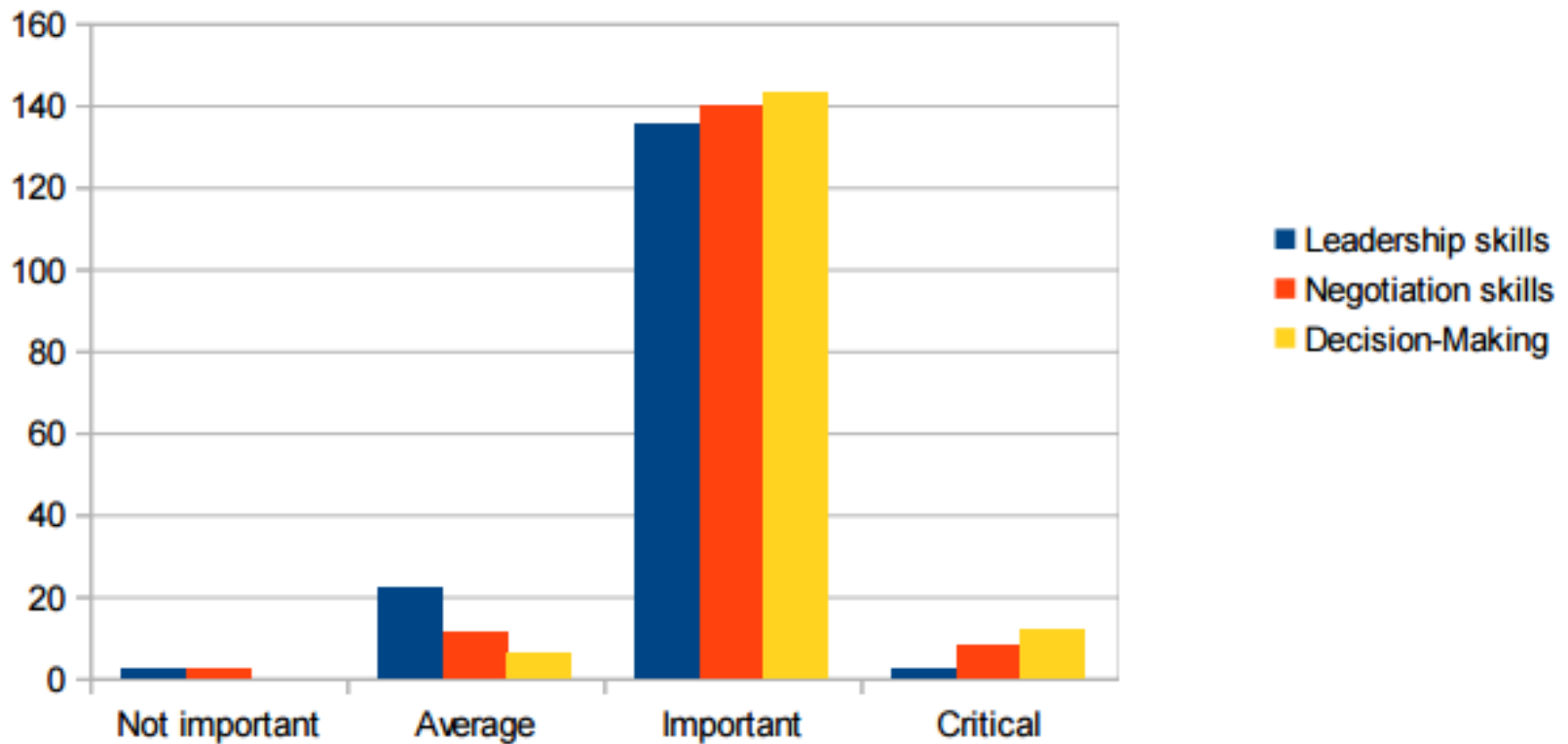
IV. DEVELOPMENT OF THE TRAINING OFFER

FREQUENCY OF USE OF GENERAL COMPETENCIES



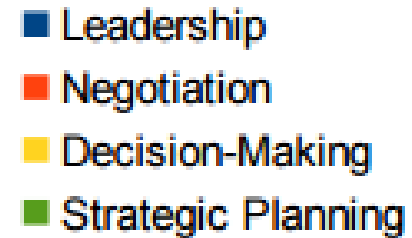
IV. DEVELOPMENT OF THE TRAINING OFFER

IMPORTANCE OF BEHAVIOUR IN THE CURRENT JOB

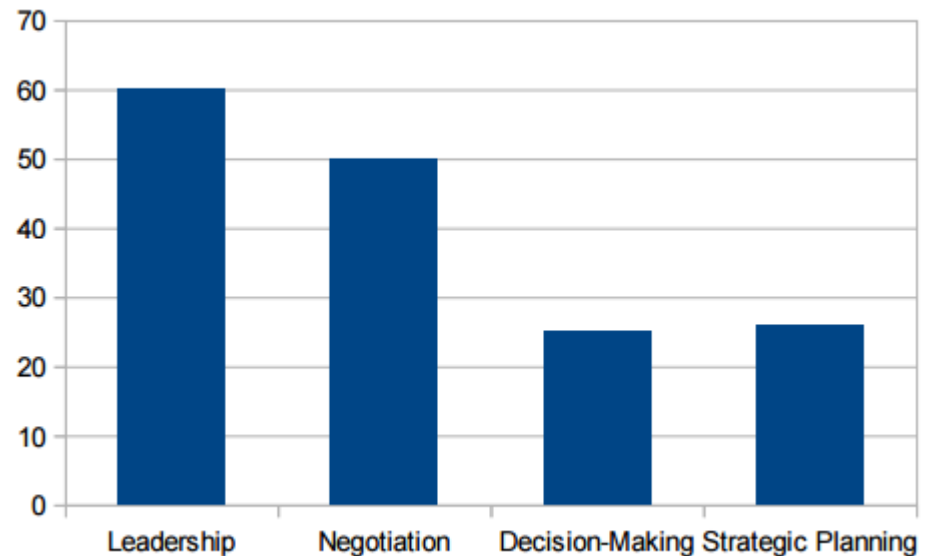
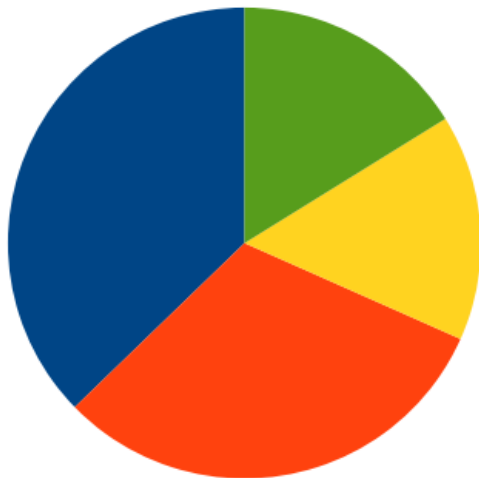


IV. DEVELOPMENT OF THE TRAINING OFFER

- 1 – Leadership (37,27 % of participants)
- 2 – Negotiation skills (31,06% of participants)
- 3 – Strategic Planning (16,15 % of participants)
- 4 – Decision-making (15,53% of participants)



PRIORITY LEARNING TOPICS



**THANK YOU
FOR YOUR ATTENTION!**