

NEW STRATEGIES TO DEVELOP HUMAN RESOURCES IN THE PUBLIC SECTOR: A FOCUS ON THE TRANSITION FROM THE COTI1 TO NHI2

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Abstract

This study attempts to answer questions pertaining to human resources development in the public sector based on general theories and perspectives about human resources development. It also examines the role training of public officials has played to meet the demands of key government policies over the past 60 years in Korea. Then, it looks at the rationale behind renaming COTI as the National Human Resources Development Institute. Last, it discusses a new paradigm for human resources development and what strategies are employed to achieve its goals.

Key words: *Human resources development, COTI, NHI, Korea, civil service.*

Introduction

Recent changes in the administrative environment are characterized by informatization, openness, globalization, regionalization, specialization and democratization (Kim, 1997; Ha, 1998). Fierce competition between countries, accelerated development of science and technology, as well as industrialisation and urbanisation have made public issues more complex. As a result, there is a growing demand for human expertise that could address such complex issues and to respond proactively in enhancing national competitiveness on many fronts; at the same time, increasing the competitiveness of the Administration.

One of the key elements that determine the competitiveness of public administration is discovering and developing excellent human resources. When public officials are provided with adequate training, they can strengthen their job capabilities and help the government become more competitive, which inevitably leads to a greater level of national competitiveness. Therefore, public officials training has to continuously go through experimentation, change and development. Everyone would agree that Korea's development has been closely correlated with the growth of education and training and that education and training have had a great influence over public officials. The Central Officials Training Institute (COTI), which was established as the leading institute for public officials training, has served as a pioneer for public officials training in the past 60 years.

During this period, Korea's public officials' education and training has advanced along with the transformation taking place in both the domestic and international environments. New government policies introduced and adapted good education systems of advanced countries (COTI, 2009). However, it is now time to establish a creative and practical education and training system and globalize our institutions and practices. Thus, there is a need to upgrade the education and training sectors. Recognising the urgency for the introduction of a better training system, COTI re-established itself in January 2016 with the goal of becoming a world-class institute for public officials training. Congruent with this change of course, COTI was also renamed as the "National Human Resource Development Institute (NHI)"

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This study examines the characteristics of the training programmes COTI has provided over the past 60 years and it presents a new paradigm for human resource development, in line with the evolving administrative environment. It also suggests new strategies to develop the education and training system in order to enhance the competitiveness of the civil service.

Methodology of the Study and Theoretical Background of Public Officials Training

Methodology

This study explores several issues. First, what role public officials' training has played in meeting the expectations and goals of key government policies over the past 60 years. Second, what is the rationale for renaming COTI as the National Human Resource Development Institute (NHI). Third, what is the new paradigm for human resources development and what the strategies need to be adopted to achieve its envisioned goals. Fourth, the study provides an analysis of the 60-year history of COTI, focusing on the role it may have played in establishing national development strategies. Fifth, the study presents the results of research on the current demand for the education and training of public officials. Last, it examines the current status of COTI and some still outstanding issues.

Significance of Public Officials Training

Training for public officials is regarded as one aspect of human resources development aiming at enabling public officials to acquire knowledge and expertise in their respective duties and develop a set of positive values and attitudes. This is congruent with the view that training is an activity to provide expert knowledge that is required for public officials to perform their respective roles (Kang, 2000: 160). However, the importance of training is growing, as it is increasingly viewed as a comprehensive set of activities not only to provide specific job knowledge but also to help public officials discover and realize their potential and develop positive attitudes and views (Ha, 1999: 132). Thus, training for public officials should focus on enhancing their capacity and capability to effectively identify and respond to changing administrative environments and to promoting positive values and leadership, as well as strengthening their ability to acquire, manage and use knowledge and information. In this context, the NHI should reflect these new trends in its human resources development policy and its capacity development training systems.

Effects of Public Officials Training

According to a number of studies, the effects of public officials' training on government effectiveness are the following²:

- *Improved efficiency and productivity of the government*

Training helps public officials develop abilities to perform their respective job duties and to realize their full potential. In this way, they get motivated to work, become more satisfied with what they do and thus improve their productivity, which ultimately leads to greater efficiency and productivity of the government.

- *Improved ability of the government to respond to changes*

Training provides sets of new knowledge and expertise that is necessary to respond effectively to the rapidly-changing administrative environments, at the same time, promoting positive attitudes and values. This, in turn, enhances the government's ability to

² Choi, 2000: 6; Kim, 2000: 85-86.

adapt to environmental changes.

- *Enhanced transparency and reliability of the government*

Training enables public officials to change their mindset and attitudes in a way that makes them more satisfied and productive in what they do. It also establishes ethical standards in public service, which leads to higher transparency and reliability of the government.

- *Enhanced ability of the government to manage organizations and human resources*

Surveys conducted, as part of training, provide an opportunity to identify issues in the management of organizations and their human resources, including such topics as job competency, attitudes of public officials, morale at work, communication with colleagues, leadership and job design. This information allows the government to manage organizations and human resources in a systematic and flexible manner.

The 60-Year History of COTI (1949~2010)

This section examines how public officials training has changed and what improvements have been made, focusing on COTI's role in particular. The first training institute for public officials, the National Officials Training Institute (NOTI), was established in 1949. In its early years, it provided basic on-the-job training to officials during the probationary service period. Training was limited to the most basic courses, as interest in training and capacity to provide it were limited at the time NOTI was established. However, by 1960, training was recognised as an important part of human resources management and development. Thus, through the Acts on Education and Training of Public Officials and on Establishment of the Central Officials Training Institute (COTI), public officials' training started to take shape.

COTI's Key Functions and Achievements in Training

COTI's key functions can be broadly categorised into moral education and on-the-job training programmes. The first category was to provide training on the Administration's principles and culture that public officials should adhere to. The military coup d'état in 1961 and the establishment of the 3rd Republic in 1963 gave rise to the necessity of ideological education. During the early days of the 3rd Republic, training focused on "*education emphasizing a revolutionary spirit and anti-communism.*" COTI became the provider of such education. Since then, COTI has provided moral and ideological education to public officials whenever a new administration took office.

The second category of training programmes aim at helping public officials develop greater expertise. They began to be delivered in the 1960s providing training on new administrative skills, including policy-planning skills and on modern methodologies of administration. In the 1990s, COTI provided more systematic job training for enhancing overall capabilities in policy response, so that public officials can improve their administrative skills in a comprehensive manner. From 2010 onwards, with the advent of the digital age, COTI introduced various training methods utilising ICT modalities.

COTI, from 1949 to date, has delivered 1,682 courses that have been reiterated 3,940 times reaching over 280,000 trainees³. However, only about 10 courses were conducted every year until the late 1970s. This number increased slightly during the mid-1980s, reaching approximately 20 courses delivered annually in the mid-1990s. Since then, the number has

³ COTI, Annual Reports 2015, 2007 and 1991.

risen sharply with around 70 courses offered in 2006 and 100 courses from 2011 onwards.

The increase in the number of courses in the early 1980s was a result of introducing new job training programmes for newly-appointed officials, the expansion of moral and ideological education and the addition of commissioned training courses and education programmes for foreign public officials (Lee, 2010: 35~40). In the 1990s, greater emphasis was given to specialized training and international training. In the late 1990s, specialized training comprised of common specialized training and optional specialized training. In the early 2000s, the curriculum encompassed general, common specialized, optional specialized, special and international training. In 2005, training courses on innovation were added and common specialized and optional specialized training were integrated back into one segment, as specialized training.

Developments in Government Policies and Public Officials Training

Public officials training in Korea has developed amid changes in the domestic and international environment, as well as subsequent changes in the Korean Government's policies. In fact, it has been enhanced as the role of the government has expanded and ensuing changes in government were reflected in the training programmes and their curricula.

Two aspects played a major role in the development of public officials training (COTI, 2009). First, whenever a new administration took office, an extensive range of training programmes were introduced in order to secure political legitimacy of the new government and present the direction the Administration wished to follow. For this reason, the number of officials receiving training increased sharply in the year when a new Government assumed office. For example, when the New Community Movement took office in 1973, a one week long "New Community Course" was included in all basic job training programmes. In 1975, an independent programme on the New Community Movement was also created. In 2006, the Roh Moo-Hyun Administration initiated courses on government innovation and as a result an extensive range of innovation training programmes were provided. During this period, the number of officials who received training witnessed a dramatic increase once again (COTI, 2009).

And, second, when major government policies were first introduced, relevant training programmes were also introduced and added to the existing ones. For example, in 1962, the Government launched its first five-year economic development plan and it created the Planning & Coordination Bureau. At the same time, such training programmes as the Planning Course and the Information Planning Course were introduced in order to help officials enhance their planning capabilities. Then, in 1967, when it was observed that many senior officials lacked analytical and policy decision-making capabilities for implementing the five-year economic development plan, seminar-based training courses were created in addition to existing lecture-based training modality in order to strengthen their analytical ability. As such, the training programmes enabled public officials to develop and enhance capabilities that are required to make and execute government policies successfully (Lee, 2010: 45~46).

From a macro perspective, as the role of the Korean government expanded while the Korean economy was growing, the number of public officials also increased. Public officials training also kept up with this trend and went through further changes and developments (COTI, 2009).

Changing Paradigm in Administration and the Growing Need for Education and Training

Changing Paradigm in Administration

We cannot adequately respond to changes in the administrative environment utilising the traditional paradigm that emphasizes "planning" and "control". Nowadays, a new paradigm is needed in organising and operating the Administration. The crucial elements of this paradigm may be summarized as follows⁴

– Democratic and Transparent Administration

There is a growing demand for democratic and transparent policy decision-making processes, open to public scrutiny. The practice of small elite groups – potentially dogmatic and closed-minded – making decisions without consultation entails a high risk for making political mistakes and errors. Thus, there is a need to include and enable civil groups and other relevant stakeholders to participate in the decision-making process and their voice and opinion must be taken into consideration before a policy is formulated. This is more imperative nowadays as policy issues are becoming more complex and there are increasing demands for social parity and achieving a high standard of quality of life. However, with the emergence of online communication and rapid exchange of information, the public has more opportunities to participate in the policy-making process. What is still needed is to encourage public officials to engage more actively with civil groups and the public at large in the policy-making process. Such practices will contribute to developing a more democratic process and to the reliability of government policies.

– Creative Problem-Solving

The growing complexity and diversity in the administrative space and environment has led to increased uncertainty and volatility in the policy-making process. Thus, the Administration needs to improve its crisis management capabilities and to acquire creative problem-solving skills. Administrative systems should be transformed from "control-based" system that is rigid and hierarchical, to a "support-based" systems that are flexible and responsive to changes.

– Administration Led by Specialists

Besides the growing complexity of issues dealt by the public sector, the emergence of the Internet has introduced changes in the way that public officials handle their work. Consequently, existing government and administration structures that are function-oriented, rigid and hierarchical need to be transformed into systems that emphasize efficiency and flexible working relationships resembling project teams or network organizations (OECD, 1997). Advances in science and technology have culminated to a knowledge-based society. Thus, there exists a growing demand for human resources that possess technical knowledge and specialised expertise. In this context, it is necessary to develop a human resources management strategy that focuses on collaboration, delegation of authority and merit-based evaluation. Therefore, in order to introduce this new paradigm in administration a transition from a human resources management system that focuses on "generalists" to a system that focuses on "specialists."

– Merit-Based Management of Human Resources

With competition intensifying both domestically and internationally, the principle of

⁴ Choi, 2000: 2.

competition, as it is used in the private sector, is being introduced to the public sector including the government administration (Kim, 2000: 85-87). Thus, the Korean Government is making a conscious effort to establish a human resources management system that provides rewards based on individuals' competencies and achievements, which entails "open recruitment systems", "contract-based recruitment" and "merit-based remuneration". It is also striving to adopt elements of flexibility and efficiency, as they are implemented in the private sector through "public-private exchange of human resources schemes" and by enhancing the learning capabilities of the public sector (OECD, 1997).

Current Status and Issues of COTI (2011~2015)

It has already been mentioned that COTI and its training programmes have undergone a constant transformation along with the changes that have taken place in the government and the administration for the past six decades. Thus, it seems appropriate to examine its current status, as well as assess its prospects for the next 60 years or so.

Current Status

Established in 1949 as the National Officials Training Institute and reorganised in 1961, assuming its current title COTI has made remarkable progress in providing training in various fields. It remains the leading institution for public officials training and it is the driving force behind the development of the country's administration. Together with its relocation to its new premises in Jincheon (Chungbuk Province), in 2016, COTI has embarked on a course to enhance education standards and infrastructure with an eye to the future. This includes a new organisation structure and the development of facilities aiming to lay the foundation for long-term growth, as well as the goal to remain a leading institution for training public sector human resources (COTI, 2015).

Issues

It appears that the training programmes COTI offers reflect quite accurately human resources development needs and trends, at least on the surface. This is demonstrated by the high rate of satisfaction provided by registered participants in training courses⁵. However, it seems that selection of training courses offered can be further improved. For this to happen, the following issues should be urgently addressed (COTI, 2014).

- Inadequacy of training on public service values;

The values public servants hold affect their overall work performance as they are correlated to effective work practices and development of trust by the public. COTI's training programmes on public service values have been enhanced in line with the government's commitment to establishing discipline in the public sector. However, the proportion of training on public service values is still low at the basic training programmes level. It only represents 5% approximately of all training programmes, even though the number varies by course (COTI, 2014). Furthermore, the cramming style of teaching, based on a standardised education system is criticised as inadequate for the purpose of instilling the appropriate values to civil servants entering the civil service (Choi, 2000).

- Surveys fail to reflect the needs of trainees

For training to achieve its intended purpose, the needs of the trainees should be accurately

⁵ For instance, the average satisfaction rate of 2014 Director Candidate Program was 92.8

identified. However, current practices employed fail to identify specific training needs of potential trainees. The process of devising training plans and selecting the appropriate trainees is handled unilaterally and it does not reflect the views and opinions of public officials, who are the "consumers" of training. As a result, the training needs of government officials are not properly reflected in the content of training programmes introduced, nor the most appropriate trainees are selected for specific training. Understandably, this leads to inadequacy in training courses provided and a waste of the budget designated for training.

- One-size-fits-all programs centred on common knowledge

Since curricula are formed based on feedback received from ineffective training needs surveys, a long list of training courses exists that public officials are forced to take without having the option to select the courses they are most interested in. Such one-size-fits-all curricula focus on the provision of common knowledge instead of providing further education and training courses tailored to the specific needs individual public servants may have.

- Insufficient training for developing senior officials' managerial skills

Managerial capabilities and capacity building training courses are more important at the director's level rather than specific knowledge and skills ones related to their respective roles. However, current senior-level training programmes do not provide sufficient training on developing managerial skills and expertise. Moreover, current programmes do not cover such courses as on conflict management, arbitration techniques and negotiation skills, or on decision-making processes, policy analysis and problem-solving skills. Hence, training courses on developing the managerial capabilities of senior officials should be offered (Ha *et al*, 2004: 198-199).

- Lecture-based, cramming-style in-class training

In order to maximise the effects of training, the training methods and content selected should be the most appropriate considering its scope and purpose. Furthermore, training participants should be nominated through the use of set of solid selection criteria, so that they represent the target group of public officials, which need to undergo training. Thus, the current practice of lecture-based training may not be as suitable in training programmes targeting management-level officials, as it does not encourage such an important element as trainees' engagement in the training process. The proportion of such training programmes is increasing; however, most training programmes are still lecture-based.

- Lack of modern education infrastructure

Infrastructure, training facilities and equipment constitute the physical resources that support effective delivery of training programmes. They are a key element affecting the effectiveness of training. This is an issue that persists in the area of public officials' training (Park, 2012: 268). However, despite COTI's continuous efforts to improve the physical resources through which its training programmes are delivered, it still uses outdated equipment that does not function properly and its classrooms and facilities are not conducive to interactive training methods and techniques. In sum, public training institutions physical resources compare poorly to their private counterparts.

- Absence of World-Class International Leadership Programmes

COTI has created training programmes targeting foreign officials aiming to share Korea's experience in national development policy formulation and implementation and its

administrative public management techniques. These training programmes also provide examples of policies in various fields aiming to support the development efforts of the participants' countries. Last, but not least, such activities help Korea to establish mutually beneficial relationships in seeking to devise strategies for co-growth. The first of these training programmes was delivered to Malaysian officials in 1984. To date, more than 4,000 officials from 120 countries have completed such training (COTI, 2015). Furthermore, COTI has been cooperating with other nations, i.e. China, France, Japan, Kazakhstan, Russia, Singapore, USA and Vietnam in delivering training programmes, since 2008. More recently, COTI has engaged in discussions with Chile, Germany, Turkey and the UAE to jointly develop similar training activities. However, simply sharing Korea's experience and transferring knowledge is no longer sufficient. It is now time to improve the capabilities and competencies of Korean public officials in order to increase their competitiveness at the global level. There is an urgent need to develop and introduce world-class leadership programmes that will help public officials to enhance their global competitiveness dramatically and thus be able to respond proactively to challenges at the global level.

A New Paradigm and Strategies for the National Human Resource Development Institute (NHI)

Need to Change the HRD Paradigm

It is imperative to articulate a new public officials' training system in order to satisfy the changing needs for further education and training rising from a paradigm shift in public management and administration. Such training systems will facilitate the transition from simply "Training" to "Human Resources Development". The perception that humans are passive beings is diminishing, as nowadays humans are increasingly viewed as active beings – partners that grow together with organisations. Thus, there is a need to move away from a passive concept of "training" to an active, future oriented concept, that of "human resources development".

In this context, NHI should establish a human resources development paradigm that will:

- Strengthen the values of the civil service in these complex and diversified administrative environments, to satisfy the need for enhancement and reinforcement of public trust, an important element in pluralistic societies with omnipotent diverse interests.
- Put in place a pre-emptive national human resources framework to cope effectively in this era of endless competition at the global level⁶. Public administration needs to enhance its global competitiveness skills in order to support Korean companies to compete effectively at the global level and be able to respond actively to strong requests for opening up domestic markets.

Suggestions for Redesigning Public Officials Training System for the NHI

The new training systems should consider the following:

- Systematic Training on Public Service Values

It has already been mentioned that COTI's training courses on public service values are not provided systematically. They are simply a part of broader training programmes and such

⁶ Although, Korea is a global leader ranking 11th in the world in terms of GDP, its competitiveness ranking still stands at the 28th position (IMD, 2015).

courses are delivered intermittently. However, as values and attitudes of public officials are one of the most important elements influencing national competitiveness, training programmes should be overhauled. In doing this, there is a need for: [i] political support and a legal basis for public service values training courses to be firmly established; [ii] all relevant documents to be revised and updated in order to reflect environmental changes that have taken place, i.e. Code of Ethics, Code of Conduct and Ethics rules, Ethics Charter for Public Officials (1980), Code of Practice for Ethics Charter for Public Officials (1982); and [iii] creation of an organisation dedicated to training on public service values, which will plan, coordinate and evaluate all relevant training programmes and develop standard curricula on public service values, standard diagnostic tools and standard textbooks.

- Diversification of training methods and utilization of Information and Communication Technologies (ICT)

A major drawback of current training programmes is that they are lecture-based and they use a cramming-style training system. Therefore, there is a need to develop and utilise alternative training methods and expand training programmes that encourage trainees' active engagement and participation, e.g. seminars, case studies, group discussions and project-based training. There is also a need to expand training programmes delivered jointly with the private sector, so that public officials can better understand real-world issues, develop a business mindset, learn more about business innovation and acquire knowledge on the latest management techniques. Moreover, there is a need to make the transition from "face-to-face, in-class training" to "online, individual training" by taking advantage of ICT. In this regard, a most effective way would be to introduce various training programmes that are provided through the internet. Training effectiveness may also be maximised by further improving current virtual training programmes, cyber education methods and content and distance learning modalities.

- Expansion of training programmes that can be applied to the work environment

Public officials training should focus on allowing them to apply what they have learned during training at their work place to achieve more in what they do. Senior Executive Programmes aimed at nurturing top senior-level officials can provide forums with world-renowned scholars, private-sector CEOs and political and economic leaders to enhance policy-decision making and management capabilities (Ha *et al*, 2004: 198). In addition, case studies of specific policies would be more effective than lecture-based training in order to develop practical skills for policy management.

- Evaluation of training programmes

A weak link in public officials training in Korea is that there is no evaluation system in place to assess effectiveness of training. For most training programmes, a satisfaction survey is conducted among the trainees at the completion point of a programme. However, there is a need to conduct effectiveness analysis and feasibility studies on training programmes effectiveness on a regular basis, as well as to establish an evaluation system that would assess the impact of training programmes following their delivery. For this purpose, a research and development-oriented organisation should be established to monitor and assess the training system as a whole, as well as specific training programmes⁷.

⁷ Since COTI already operates, unofficially, an organization titled "Research & Development Centre", it would be a good idea to make it official and expand its functions and staff further in order to assume this monitoring and assessment role (COTI, 2014).

– Recruitment of World-Class trainers

COTI / NHI currently engages five to six full-time professors. Thus, it relies mostly on externally invited trainers to deliver most of the training programmes. Although it is good to utilize a pool of external trainers, there is also a need to engage full-time professors trained in various disciplines to provide professional and specialized training. Each full-time professor, will be in charge of a particular competency area and should possess expert and up-to-date knowledge through continuous research, so that they can actively respond to changes, if and when they take place in the training realm. In particular, the NHI needs to recruit professors, who possess global competencies and foreign language skills in order to deliver such global training programmes as the Global Leadership Program – to be introduced in the near future. To attract high quality professors, the NHI needs to improve the financial and other incentives it offers and other elements, e.g. tenure guarantee, etc.

– Establishment of a modern education infrastructure

Most of NHI's training programmes are delivered in classical style classrooms nowadays. Thus, there is a need to acquire new facilities and modern equipment that can support various types of training including policy case studies, forums, seminars, exercise-based training, action learning and simulations. Many private companies with a global presence have a dedicated training organization along with state-of-the-art facilities such as videoconference systems, interactive cyber training and data search systems.

- Development of a world-class Global Leadership Programme

In order for the Korean civil service to successfully adapt to globalisation and follow closely the rapid changes taking place in the international arena, it is imperative to develop their skills and competencies in order to understand international norms and handle international affairs effectively. By developing public human resources that can handle global competitiveness issues, the competency of the government and the administration will also be upgraded at the global level in such areas as national defence, economic affairs, welfare policies, cultural policy, science, technology, etc. Furthermore, competencies needed to deal with affairs related to diplomacy, commerce, trade, cultural exchange, health and sports at the international level should also be enhanced. To achieve the above-mentioned goals, the NHI should develop a world-class Leadership Programme that will include the Korean-style leadership norms, as well as examples concerned with national and social integration. In this endeavour, it also needs to attract public officials from other advanced countries and CEOs of private companies to deliver training courses, so that Korean public officials can engage and collaborate with such individuals and thus enhance their global competitiveness.

Conclusions

Although Korea is already responding actively to informatization and to the advent of the knowledge-based society, some concerns are raised concerning the fact that Korea is at risk losing its national competitiveness due to fierce competition among countries and increasing volatility and uncertainty in both the domestic and international environments. Such concerns are not groundless. Korea is currently experiencing an economic slowdown and numerous evaluations conducted on national competitiveness have yielded negative results for the country. Therefore, it should be a priority to enhance national competitiveness in order for Korea to continue on the path of sustainable development. In this context, it is

imperative that the competitiveness of the public sector should also be improved, particularly that of the Administration. Particular attention should be given to education and training of public officials with the aim to discover and develop exceptional human resources, as they are key elements in enhancing government competitiveness.

It is already known that public officials training played a critical role in national development during the era of economic expansion. However, the traditional education system has shown that it has many limitations, and as a result can no longer be effective in today's world, in which informatization, private sector competitiveness, the increasing complexity of administrative functions and diversification point towards a new set of training needs to be satisfied. In order to facilitate national development, public officials training should be as high-quality as possible, at the level of training that is provided by globally competitive private entities to their employees. However, it seems that the current system of public officials training is still old-fashioned, lecture-based training, with ineffective training programmes delivered and inadequate evaluation systems to measure their impact.

A multi-pronged strategy should be deployed. First, enhance training on public service values in order for public officials to develop positive values and attitudes. Second, conduct training assessment needs surveys among public officials in order to accurately identify their specific training needs and thus design training programmes that truly cater for such needs. In addition, these training programmes should be delivered by utilising a variety of training methodologies and techniques, as well as ICT. For this to materialise, the government needs to invest resources and, at the same time, actively support the achievement of such goals. Third, expand training programmes in such a way that can be practically administered at the actual work place. Fourth, conduct periodic cost-effectiveness analyses and feasibility studies of training programmes and establish a system to evaluate their effectiveness following implementation. Fifth, recruit world-class trainers and develop world-class global leadership training programmes. Sixth, upgrade the physical resources by introducing state-of-the-art training facilities and equipment.

If such strategies are implemented, they will contribute to the new Institution becoming a world-class leading training institution, but it will also enable Korean officials to enhance their global competitiveness in constant interaction with public officials from other advanced countries and private sector executives.

Successful establishment of the NHI can only be possible if all stakeholders involved provide their comprehensive and continuous support and cooperation to achieve this goal.

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