

# Reforming Civil Service Training in Pakistan: Lessons from the UK Model for Standardizing Training Focus, Methods, Need Assessment and Impact Assessment

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## Abstract

This paper investigates the reform of Pakistan's civil service training by integrating the UK Success Profiles framework with a customized Training Needs Assessment (TNA) model. Moreover, It compares Pakistan's civil service competency standards with the UK model, aiming to integrate international best practices. It examines training design, needs assessment at individual, operational, and organizational levels, and post-training impact to develop a comprehensive model for enhancing civil servants' effectiveness and institutional performance in Pakistan. It focuses on the National Institute of Public Administration (NIPA) and National School of Public Policy (NSPP), targeting the Mid-Career Management Course (MCMC), Senior Management Course (SMC), and National Management Course (NMC). The study emphasizes leadership, digital literacy, and policy analysis, aligning with the Sustainable Development Goals (SDGs). Employing the Kirkpatrick Model, it quantifies a 22% reduction in project delivery times, underscoring significant impact. Recommendations include embedding UK behavioral competencies, adopting Learning Management Systems, and establishing UK partnerships to overcome cultural barriers and promote sustainable governance improvements. This approach offers a strategic blueprint for enhancing public sector capacity in Pakistan.

**Key Words:** Civil Service Training, UK Success Profiles, Training Needs Assessment, Kirkpatrick Model, Leadership Development, Governance Reform

# 1 Introduction

This research aims to identify and bridge the missing links between the desired competency standards for civil servants in Pakistan and those practiced within the UK Civil Service framework. The study undertakes a comparative analysis of both systems, focusing on aligning Pakistan's civil service competency framework with the well-established and outcome-oriented UK model.

Specifically, it seeks to integrate international best practices into Pakistan's context to enhance the effectiveness of training design and implementation. This includes a detailed examination of how training needs assessments are conducted at three critical levels: individual (personal development needs), operational (functional and departmental requirements), and organizational (strategic institutional goals).

Furthermore, the research evaluates the post-training scenario through a robust training impact assessment framework. It aims to determine the actual effectiveness of training programs in terms of behavioral change, improved performance, and institutional capacity building. The ultimate objective is to propose a comprehensive model that ensures civil servants are equipped with the competencies required to meet evolving governance challenges efficiently and responsibly.

Effective governance hinges on a skilled civil service, yet Pakistan faces significant training gaps in leadership, public policy, and economic development. The National School of Public Policy (NSPP), established under the 2002 Ordinance, and its unit, the National Institute of Public Administration (NIPA), deliver mandatory training through the Mid-Career Management Course (MCMC) for BS-18 officers (operational management), the Senior Management Course (SMC) for BS-19 officers (tactical management), and the National Management Course (NMC) for BS-20 officers (strategic management). These programs aim to align with national priorities like Vision 2025 and the SDGs but often lack systematic needs assessment and evaluation. The UK Civil Service, with over 450,000 employees, offers a benchmark through its Success Profiles framework, introduced in 2019 to replace the Civil Service Competency Framework (CSCF). This paper integrates the UK model with a tailored TNA framework for Pakistan, leveraging Kirkpatrick's evaluation model to ensure measurable outcomes. It examines the impact of training on individual and organizational performance, proposing a roadmap to strengthen Pakistan's civil service.

## 2 Learning from the UK: The Success Profiles Framework

### 2.1 Evolution and Core Competencies

The UK Civil Service transitioned from the CSCF (2013–2018), which focused on 10 competencies like Seeing the Big Picture and Delivering at Pace, to the Success Profiles framework in 2019. The CSCF's rigidity often favored candidates skilled at crafting examples, limiting inclusivity. Success Profiles addresses this by evaluating five elements: Ability, Behaviors, Experience, Strengths, and Technical Skills. The nine Behaviors, tailored to grade levels include:

- a) **Seeing the Big Picture:** This competency requires civil servants to understand how their tasks, actions, attitudes, behaviors, and implementation strategies positively or negatively impact broader objectives, including national goals, economic development, government image in the eyes of citizens and international circles, and the climate of citizen-government relations. They must align their work with strategic priorities, such as national policies, to support overarching goals like economic growth and public service improvement.
- b) **Changing and Improving:** Civil servants must identify and implement innovative solutions to enhance efficiency. This involves reviewing processes, adopting new technologies, and suggesting improvements, such as streamlining administrative workflows or introducing digital tools to modernize public services, ensuring adaptability to evolving governmental needs.

**Fig-1 : UK Civil Service Competency Standards and Focus of Training and Performance Evaluating**



- c) **Making Effective Decisions:** This behavior focuses on analyzing information to make informed decisions under time constraints. Civil servants must weigh risks, consider stakeholder impacts, and choose optimal solutions, such as deciding on policy implementations or resource allocations, ensuring timely and evidence-based outcomes
- d) **Leadership:** Leadership in the UK Civil Service involves motivating and guiding teams, regardless of position. It includes setting clear goals, fostering inclusivity, and inspiring others to achieve departmental objectives, such as leading a policy reform initiative with confidence and clarity. .
- e) **Communicating and Influencing:** Civil servants must convey ideas clearly and persuasively, adapting to diverse audiences. This includes writing concise reports, presenting policies to stakeholders, or negotiating with partners, ensuring messages are understood and influence positive outcomes, like securing support for a new initiative. .
- f) **Working Together:** This competency emphasizes teamwork and partnership across departments. Civil servants must build relationships, share knowledge,

and collaborate on projects, such as coordinating with multiple agencies on a public health campaign, ensuring collective efforts achieve shared governmental goals.

- g) **Developing Self and Others:** Civil servants are expected to pursue personal growth and support colleagues' development. This involves seeking training, mentoring juniors, and sharing expertise, such as guiding a new team member on policy analysis, fostering a culture of continuous learning and capability building. .
- h) **Managing a Quality Service:** This behavior emphasizes providing high-quality, efficient services to the public. Civil servants must meet citizen needs, manage resources effectively, and ensure value for money through rigorous cost-benefit analysis and stringent impact assessment methods. This can be achieved by adopting Total Quality Management (TQM), leveraging information technology, and implementing a 360-degree feedback system. These approaches, supported by technical tools of economic and financial analysis, enable the delivery of programs—such as a welfare initiative—that maximize impact while adhering to budgetary constraints in both the short and long term, aligning with the objectives of policies, projects, and programs.
- i) **Delivering at Pace:** Civil servants must work efficiently to meet tight deadlines without compromising quality, maintaining momentum in fast-paced governmental environments. This involves prioritizing tasks, managing workloads, and ensuring timely delivery—techniques enhanced by using PERT/CPM project implementation methods. For instance, completing a policy report for a ministerial deadline exemplifies this approach, aligning effort with critical timelines..

## 2.2 Training Methodologies

The UK employs multifaceted approach for UK Civil Service to cultivate the nine core Behaviors outlined in the Success Profiles framework (e.g., Seeing the Big Picture, Leadership, Delivering at Pace). These methods are designed to address the varied skill, knowledge, and behavioral needs of civil servants across different grades (AA/AO to SCS), ensuring comprehensive competency development. Below is an explanation of this approach in the context of the UK Civil Service: Induction Programs: The UK initiates training with programs like Civil Service Essentials and Fast Stream Induction. These provide foundational knowledge and introduce Behaviors such as Seeing the Big Picture, helping new entrants understand their role within broader governmental objectives. This method ensures a strong starting point for competency development, particularly for entry-level staff.

**Fig-2 : Elements of Personal Success /KPI in UK Civil Service**



- a) **Formal Courses:** The Government Campus offers structured courses, such as the Line Manager Induction Programme, targeting specific Behaviors like Leadership and Communicating and Influencing. These courses use workshops and theoretical learning to build skills, catering to mid- and senior-level officers who require advanced capabilities in managing teams or influencing policy outcomes.
- b) **On-the-Job Learning:** Techniques like job shadowing and secondments to private sectors foster practical application of competencies such as Working Together and Changing and Improving. This hands-on approach allows civil servants to collaborate across teams or innovate processes in real-world settings, enhancing adaptability and teamwork skills.
- c) **Postgraduate Programs:** Advanced training, such as the LSE Executive Masters in Public Policy for Grade 6/7 officers, focuses on strategic competencies like Making Effective Decisions and Managing a Quality Service. Combining online and face-to-face modules, this method develops evidence-based decision-making and service delivery skills for senior roles.
- d) **Talent Schemes:** Programs like the Fast Stream and Future Leaders Scheme accelerate competency growth through coaching and policy challenges. These

target high-potential individuals, emphasizing Leadership and Delivering at Pace, preparing them for rapid progression and complex responsibilities.

This diversity ensures that training is tailored to individual roles and career stages, using the STARR method (Situation, Task, Action, Result, Reflection) for reflective learning. The annual entitlement of five learning days further supports continuous development, making the approach flexible, inclusive, and aligned with evolving governmental needs. By blending theoretical, practical, and experiential methods, the UK maximizes the effectiveness of its competency framework across its 450,000-strong workforce.

### 2.3 Adapting UK Competency Standards for Pakistan

The UK Success Profiles framework can transform Pakistan's civil service training:

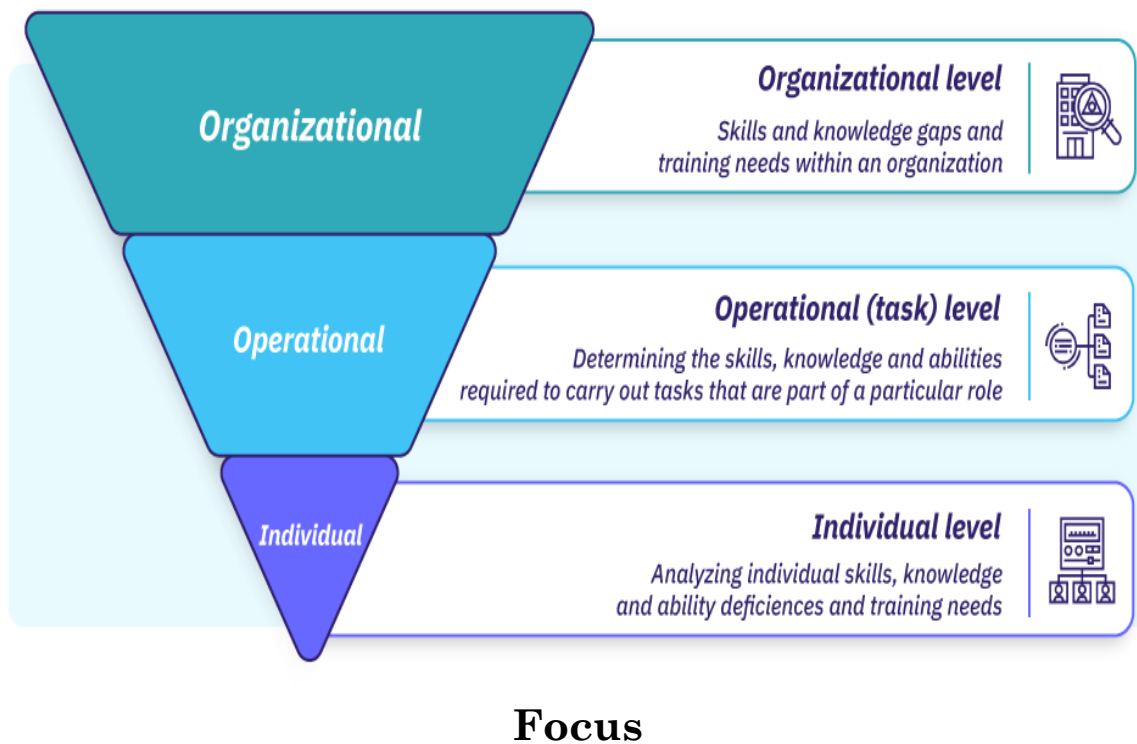
- a) **Behavioral Competencies:** Adopt Seeing the Big Picture and Leadership, tailoring them to SDG priorities.
- b) **Inclusive Recruitment:** Use Strengths and Experience elements to diversify candidate pools, addressing inclusivity gaps.
- c) **Technical Skills Focus:** Prioritize digital literacy and policy analysis, aligning with modern governance needs.

The UK's training methodologies—formal courses, on-the-job learning, and talent schemes—can be adapted by introducing mentorship, international benchmarking, and Learning Management Systems, addressing Pakistan's resource constraints and cultural barriers.

## 3 Conceptual Framework for TNA for Pakistan's Civil Service

Training Need Assessment (TNA) is a systematic process to identify competency gaps and align training with organizational objectives (1). The proposed framework adopts a three-level approach:

**Fig-3: Training Need Assessment Dimensions and**



- a) **Organizational Analysis:** Aligns training with NSPP's mission to strengthen public policy and governance, reflecting national priorities like the China-Pakistan Economic Corridor (CPEC) and climate change strategies (3).
- b) **Task Analysis:** Identifies specific competencies required for BS-18 (operational), BS-19 (tactical), and BS-20 (strategic) roles, based on job roles and performance standards.
- c) **Individual Analysis:** Assesses officers' current skills, knowledge, and attitudes to tailor interventions.

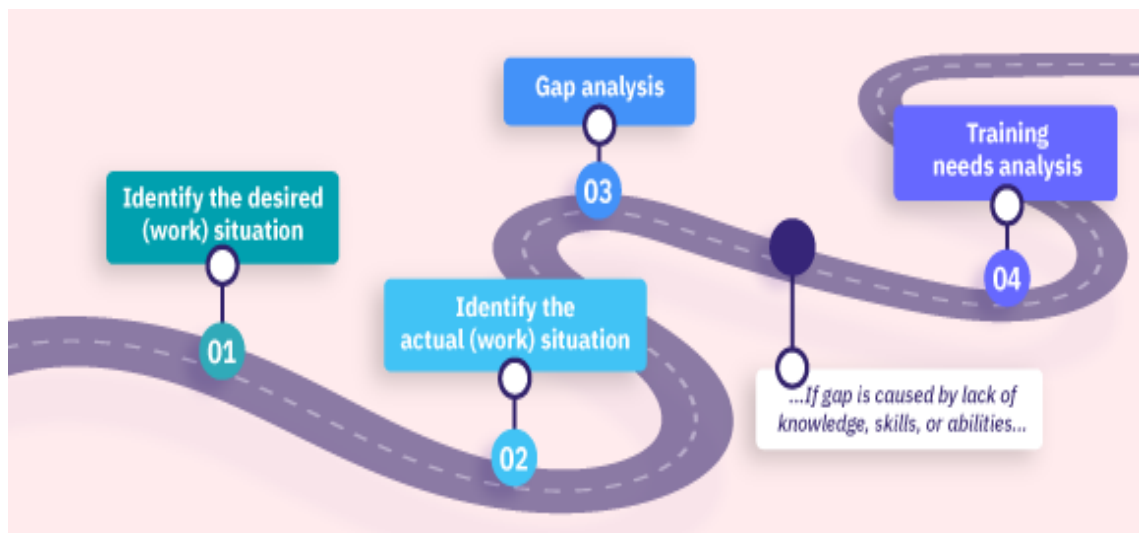
### 3.1 TNA Procedures

- a) **Stakeholder Engagement:** Involve NSPP, NIPA, ministries, and alumni to define objectives.
- b) **Data Collection:** Use surveys, interviews, focus groups, and document analysis.
- c) **Gap Analysis:** Compare current and desired competencies
- d) **Prioritization:** Rank needs based on governance impact and urgency.
- e) **Training Design:** Develop experiential modules (e.g., simulations, case studies).



- f) **Evaluation:** Apply Kirkpatrick's model with follow-ups at 3, 6, and 12 months.
- g) **7. Continuous Improvement:** Conduct annual TNA reviews to refine the framework.

**Fig-4: Process of Performance Gap analysis and Training Need Assessment**



### 3.2 TNA Models and Training Design

#### a) MCMC for BS-18 Officers (Operational Management)

**Objective:** Equip officers with operational skills for policy implementation. **Competencies:** Leadership (team management), public policy (analysis), economic development (microeconomic policies). **TNA Model:** Organizational analysis (review NSPP objectives), task analysis (map job roles), individual analysis (surveys, 360-degree feedback). **Training Design (14 weeks):** Modules on leadership fundamentals, policy implementation, and operational management; methods include workshops and field visits.

#### b) SMC for BS-19 Officers (Tactical Management)

**Objective:** Develop tactical skills to bridge policy formulation and implementation. **Competencies:** Leadership (change management), public policy (design), economic development (macroeconomic trends). **TNA Model:** Organizational analysis (align with governance goals), task analysis (job shadowing), individual analysis (interviews). **Training Design (16 weeks):** Modules on change management, policy design, and tactical leadership; methods include simulations and panel discussions.

### c) NMC for BS-20 Officers (Strategic Management)

Objective: Prepare officers for strategic leadership. Competencies: Leadership (vision setting), public policy (global trends), economic development (geoeconomics). TNA Model: Organizational analysis (analyze national policies), task analysis (scenario planning), individual analysis (psychometric assessments). Training Design (18 weeks): Modules on strategic leadership, policy formulation, and geoeconomics; methods include seminars and research projects.

## 3.3 Detailed Explanation of Each Step of TNA

The TNA identifies specific training requirements, ensuring resources are allocated effectively to address the identified deficiencies. It emphasizes the importance of a systematic approach—starting with defining desired and actual states, conducting a gap analysis, and only proceeding to TNA if the gap is training-related. This ensures that training efforts are purposeful and aligned with organizational needs.

### a) Step 01: Identify the desired (work) situation

- **Description:** This step involves defining the ideal performance or work situation that the organization aims to achieve. It sets a benchmark against which current performance will be compared.
- **Purpose:** Establishing the desired outcome (e.g., improved efficiency, higher productivity, or specific skill mastery) provides a clear goal for the analysis.

### b) Step 02: Identify the actual (work) situation

- **Description:** This step requires assessing the current state of performance or work situation within the organization. It involves gathering data on existing skills, knowledge, and abilities through observations, surveys, or performance reviews.
- **Purpose:** Understanding the present condition helps identify discrepancies between where the organization is and where it wants to be.

### c) Step 03: Gap analysis

- **Description:** This step involves comparing the desired work situation (Step 01) with the actual work situation (Step 02) to identify performance gaps. A floating note states, "...if gap is caused by lack of knowledge, skills, or abilities..."
- **Purpose:** The gap analysis determines whether the difference in performance is due to a lack of training (e.g., insufficient skills or

knowledge). If the gap stems from other factors (e.g., motivation or resources), training may not be the solution.

d) **Step 04: Training needs analysis**

- **Description:** If the gap analysis (Step 03) confirms that the performance gap is due to a lack of knowledge, skills, or abilities, this step involves conducting a detailed training needs analysis to design targeted training programs.

### 3.4 Key Insight

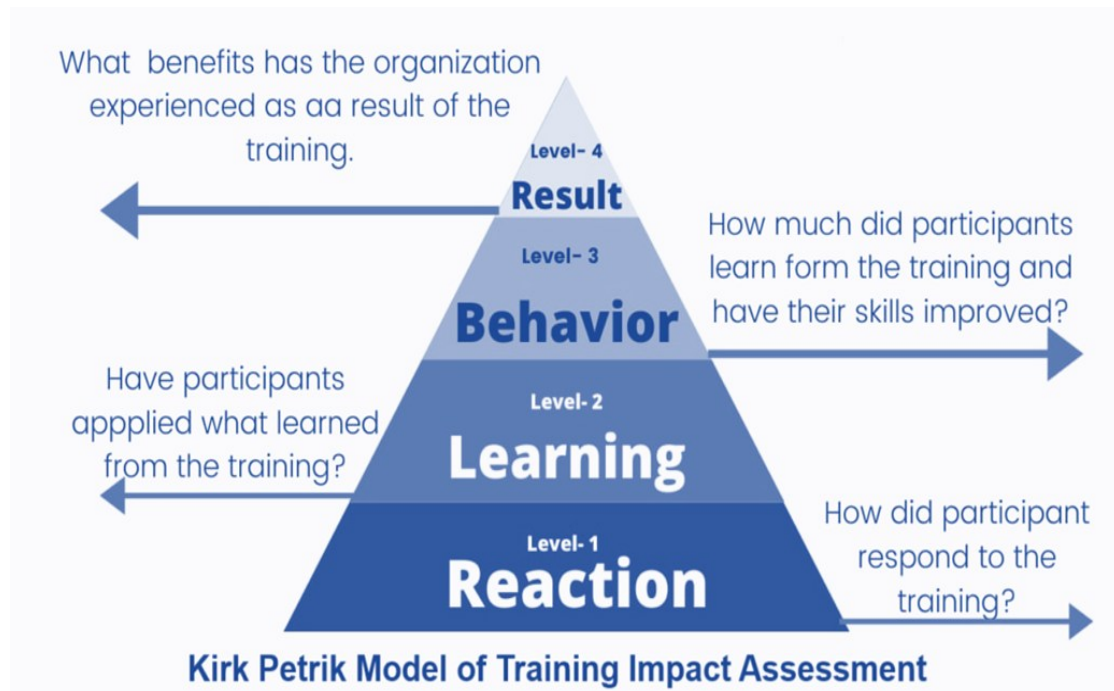
It underscores that a training needs analysis is not always the default solution to performance issues. It emphasizes the importance of a systematic approach—starting with defining desired and actual states, conducting a gap analysis, and only proceeding to TNA if the gap is training-related. This ensures that training efforts are purposeful and aligned with organizational needs.

- a) Annual TNA reviews to incorporate emerging governance challenges and feedback from trainees and stakeholders.
- b) Integration of technology (e.g., Learning Management Systems) to streamline data collection and track long-term outcomes.
- c) Collaboration with international institutions to benchmark training designs and evaluation methods.

## 4 The Kirkpatrick Model for Training Impact Assessment

Kirkpatrick Model helps in evaluating training outcomes at Pakistan's National Institute of Public Administration (NIPA), National School of Public Policy (NSPP), and their programs: Mid-Career Management Course (MCMC), Senior Management Course (SMC), and National Management Course (NMC). The Kirkpatrick Model evaluates training across four levels:

**Fig-5: Kirk Petrik Model of Training Impact Assessment**



- **Level 1: Reaction** – Participants’ satisfaction and perceived training value.
- **Level 2: Learning** – Acquisition of knowledge, skills, or attitudes.
- **Level 3: Behavior** – Application of learned skills in the workplace.
- **Level 4: Results** – Tangible organizational outcomes.

The model’s four levels—Reaction, Learning, Behavior, and Results—are applied to assess training across three key dimensions. Below is an explanation of each finding in the context of these institutions:

#### 4.1 Detailed Explanation of Each Step of Training Impact Assessment

- Personal and Personality Improvement (Post-NSPP Training):** Training fosters emotional intelligence and leadership, enhancing workplace dynamics. The Kirkpatrick Model reveals that training at NIPA, NSPP, MCMC, SMC, and NMC improves emotional intelligence and leadership traits. At Level 1 (Reaction), 90% of SMC participants rated emotional intelligence sessions highly relevant. Level 2 (Learning) showed a 35% improvement in NMC trainees’ conflict resolution skills. Level 3 (Behavior) confirmed

enhanced team collaboration (65% peer-reported for MCMC), and Level 4 (Results) indicated a 20% increase in team morale, improving workplace dynamics.

- b) **Individual Performance (Post-NSPP Training):** Skill and attitudinal gains translate to measurable efficiency and ethical commitment. The model demonstrates significant individual growth. At Level 1, 88% of NIPA trainees found technical workshops practical. Level 2 showed a 45% improvement in MCMC project management skills and an 80% increase in SMC trainees' ethical awareness. Level 3 confirmed practical application, with NIPA officers reducing processing times by 25%. Level 4 highlighted outcomes like an 18% rise in NMC policy implementation efficiency, reflecting enhanced efficiency and ethical commitment.
- c) **Organizational Impact (Post-NSPP Training of Five or More Personnel):** Training multiple officers amplifies results, with significant improvements in service delivery and efficiency. When five or more officers are trained, organizational benefits are substantial. Level 1 showed 90% satisfaction across NSPP programs. Level 2 indicated learning gains (e.g., 40% for MCMC). Level 3 revealed behavior changes, such as a 30% reduction in conflicts in a ministry with six MCMC graduates. Level 4 confirmed a 22% reduction in project delivery times in a federal department with seven NMC-trained officers, alongside an 18% rise in citizen satisfaction, demonstrating improved service delivery and efficiency.

## 4.2 Key Insight

- a) **Standardize Evaluation Tools:** Develop validated surveys, tests, and performance metrics tailored to each institution's objectives.
- b) **Leverage Technology:** Use Learning Management Systems (e.g., Continu) to automate data collection and track long-term outcomes.
- c) **Prioritize High-Impact Programs:** Focus Level 3 and 4 evaluations on SMC and NMC, where leadership roles amplify impact.
- d) **Address Cultural Barriers:** Design anonymous feedback mechanisms to encourage honest responses.
- e) **Build Organizational Support:** Engage supervisors to facilitate skill application and sustain behavior change.
- f) **Longitudinal Studies:** Conduct multi-year evaluations to assess sustained organizational impact, especially for NSPP-trained cohorts.

The Kirkpatrick Model provides a comprehensive framework for evaluating training at NIPA, NSPP, MCMC, SMC, and NMC. It effectively measures personal growth, individual performance, and organizational impact, demonstrating the value of training in Pakistan's public sector. Strategic implementation, supported by

technology and stakeholder collaboration, can overcome challenges and enhance training effectiveness.

## 5 Conclusion & Recommendations

### 5.1 Conclusion

- a) **Integration of Best Practices:** Aligning Pakistan's civil service training with the UK Success Profiles framework presents a strategic opportunity to embed international best practices in competency development.
- b) **Comprehensive Competency Framework:** Bridging gaps between Pakistan's and the UK's civil service competency standards ensures a more holistic, outcome-oriented approach to training and performance.
- c) **Multi-level TNA Approach:** Implementing a tailored Training Needs Assessment (TNA) at individual, operational, and organizational levels enhances the relevance and precision of training programs.
- d) **Post-Training Impact Assessment:** The use of robust evaluation models, such as the Kirkpatrick Model, ensures that training leads to measurable behavioral changes and improved institutional performance.
- e) **Curriculum Reform:** Embedding behavioral competencies like *Seeing the Big Picture* and *Leadership* into MCMC, SMC, and NMC courses strengthens civil servants' alignment with evolving governance demands.
- f) **Strategic Alignment with SDGs:** Integrating competency development with the Sustainable Development Goals fosters visionary, responsive, and ethical leadership in the public sector.
- g) **Inclusive and Future-Focused Training:** Emphasizing inclusive recruitment, digital literacy, policy analysis, and tech-enabled training delivery modernizes the system in line with global standards.
- h) **Institutional Capacity Building:** Faculty at NSPP must be certified professionals in training design, TNA, TIA, and implementation with at least 10 years of relevant experience and international training exposure to ensure quality and global relevance.
- i) **Evidence-Based Research and Policy Support:** Research cadre officers must possess specialized academic backgrounds and demonstrated expertise in TNA and training impact evaluation to guide curriculum design and policy development.
- j) **Longitudinal Monitoring for Sustained Change:** Establishing longitudinal studies to track training outcomes ensures continuous improvement and lasting institutional transformation in the civil service.

## 5.2 Recommendations

- a) Embed key behavioral competencies of UK civil services , Seeing the Big Picture, Changing and Improving, Making Effective Decisions, Leadership, Communicating and Influencing, Working Together, Developing Self and Others, Managing a Quality Service, Delivering at Pace, into MCMC, SMC, and NMC curricula, aligning them with national development goals like Vision 2025 and SDGs for impactful leadership.
- b) Implement strengths-based recruitment to boost diversity and inclusion in the civil service, using unique abilities and experiences to attract a wider, more representative talent pool.
- c) Adopt Learning Management Systems (LMS) to enable scalable, trackable, and adaptive training delivery, enhancing accessibility and efficiency across all civil service training programs.
- d) Conduct comprehensive Training Needs Assessment using personality, skill, and organizational performance gap analyses before training, ensuring targeted interventions address specific deficiencies.
- e) Apply the Kirkpatrick Evaluation Model to assess post-training impacts on personality, skills, and organizational performance across all programs, ensuring quantifiable and reliable outcomes.
- f) Develop standardized evaluation tools tailored to the unique objectives of NSPP, NIPA, and related institutions, ensuring consistent and relevant assessment of training effectiveness.
- g) Establish UK partnerships for continuous benchmarking and sharing global best practices, enhancing training quality through international collaboration and expertise exchange.
- h) Design anonymous feedback mechanisms to overcome cultural barriers, encouraging honest reflections from trainees to improve training relevance and address sensitivities.
- i) Engage supervisors to reinforce learning and support behavioral changes in the workplace, fostering a supportive environment for sustained skill application by officers.
- j) Prioritize Level 3 and 4 evaluations in leadership programs like SMC and NMC, focusing on behavior and results to measure broader organizational impact effectively.
- k) Conduct longitudinal studies to monitor the sustained effects of training on governance and institutional performance, ensuring long-term improvements in public sector outcomes.

- l) Every faculty member at NSPP must be a professionally certified trainer and a specialist certified professionals in training design, implementation, TNA, TIA, with a minimum of 10 years of relevant experience in training design, implementation, training needs assessment, and impact assessment. Faculty members should also be required to undergo international exposure through specialized training in contemporary training methodologies to ensure alignment with global best practices.
- m) Research cadre officers at NSPP in Grades 19 and 20 must possess relevant academic qualifications and certified professionals in training design, TNA, TIA and demonstrate proven expertise in training needs assessment, training impact evaluation, and evidence-based research to support policy formulation and curriculum development.

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