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**Master's Thesis of Public Administration**

**Public Sector Talent Management in  
Kyrgyzstan:**

**The Impact of Organizational Practices on Career  
Development Aspirations and the mediating role of  
Organizational Commitment**

**키르기스스탄 공공 부문 인재 관리:  
조직 관행이 경력 개발 포부에 미치는 영향과  
조직 공약의 중재 역할**

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**Public Sector Talent Management in  
Kyrgyzstan:  
The Impact of Organizational Practices on Career Development  
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## **Abstract**

# **Public Sector Talent Management in Kyrgyzstan: The Impact of Organizational Practices on Career Development Aspirations and the mediating role of the Organizational Commitment**

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This research focuses on Talent Management in public sector in the context of Kyrgyz Republic, to be more precise, talent development practice – training. Unit of analysis – are beneficiaries of the long-term training programs under development assistance agreements.

The Study aimed to explore whether organizational practices perception has an impact on career development aspirations of mentioned above public officials, and the mediating role of organizational commitment. Organizational practices has five components – job content, career development practices, organizational policies, social atmosphere and rewards. Research items are adopted from well established previous studies.

The major finding revealed that Organizational practices positively influence on Career development aspirations. Mediating role of Organizational commitment was tested, and was found insignificant, however it has positive direct effect with employee's career development aspirations. Career development aspirations are the same across the levels of gender, age, rank and other demographic variables. Only executive level of positions showed

negative relationship with career development aspirations.

**Keywords:** *talent management, organizational practices, organizational commitment, career development aspirations;*

**Student ID:** 2019 - 22545

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# **Chapter 1. Introduction**

## **1.1 Problem statement and rationale**

The quality of employees in public organizations is vital to government development and its effective operation. Qualified represents of the young generation constitute a big potential for the country's development. Therefore, it is significant to get creative, passionate and talented employees in public organizations. However, public sector often loses to private sector or other more developed countries over the employment of top talents. Government like any other organization needs to attract talents, motivate and retain them. Retention is significant as part of the integrated strategies and systems that ensure high performance by using people with the required skills and aptitudes to meet current and future needs. Therefore, it is imperative for managers/scholars to continue identifying motivating factors that consequently influence employees' intention to be a public servant. It is important to understand which factors or mechanisms lay in the aspiration of employee in building their careers in public organizations. By growing own talent and creating learning opportunities, government agencies send a clear message to their employees that they value them and want them to stay and grow. We assume that public organizations build trust by investing in their employees and making a sustained commitment to help them learn and grow, increase employee's aspiration. Thus, training programs are considered as one of the talent management procedures. Our aim is to research training programs beneficiary's aspirations in career development in public sector.

Several problems/questions arise when we think about talent management in public sector. One of the main questions is whether government is efficient in managing talent, and if the answer is negative, then what are the reasons behind it. Here are some suggested questions, which could help us to develop discussion further:

1. Suggestively, talent has low interest in building a career in public sector. If it is, correct, we can assume, that the roots of it are:

- government can't offer competitive salaries and low wages as an outcome;
- career objectives are not clear.

2. However, at the same time we cannot state that government organizations completely failed to attract talent, nevertheless how the retention is managed? To get some insights, we should operate with following data:

- turnover – ratio from public sector;
- withdrawal rate after the training program - how gaining skills and experience effect on aspirations to develop career in public sector;
- government's organizational practices might not be satisfactory;

3. Perhaps the cause could lie under some other individual level reasons as, using public sector as an opportunity to gain work experience and to boost their career.

Further, in the study we will try to discuss problems mentioned above, nonetheless we are not able to solve all of them. Research framework is limited to the organizational level.

The reforms carried out in the public administration system show that streamlining the functions of state bodies, changing their structure and mode of functioning, ensuring transparency in the activities of public authorities, and placing personnel on a competency-based approach are necessary to strengthen the potential of the state and increase the efficiency of public administration. Modernization and improvement of the public administration system contributes to the development. However, due to the low level of wages the potential of state civil and municipal employees remains weak. The system of continuous training of civil servants is not a consequence of assessing the performance of civil servants, there are no strict requirements for the experience of applicants for a number of political positions, therefore, the professionalism, competence and moral values of a certain part of civil servants remain low.

Despite the competitive selection for administrative positions, the system of attracting professionally advanced and motivated specialists to the civil service is ineffective. The current competitive selection system does not allow training and raising the necessary government officials. In the state and municipal service, there is a high turnover of personnel due to the lack of career opportunities. At the same time, the cost of maintaining the state apparatus grows from year to year. The lack of an approach focused on quality of public services in the activities of state bodies continues to lead to disorientation of ministries and departments - instead of results, the goal is functioning. At the same time, many of the functions required in management are not performed or are partially performed. Dealing with current tasks, many government bodies overlook promising issues, and do not always work out concrete measures to achieve priority goals in a timely manner. The absence of a career planning system, a high-quality training system and incentives characterizes a situation of low interest in achieving results, a lack of constructive and creative approaches to work. Low salaries lead to a high susceptibility to corruption, the search for personal material benefits in the performance of official duties, as well as to a decrease in the level of professional competence of civil servants. As a result, there is no consistency and continuity in the work of government agencies, decision-making processes are protracted and non-transparent, there is no coordination in the work of various departments, and the provision of public services is often accompanied by corruption and has low efficiency (Abdukarimova, 2019).

According to the National Statistical Committee of the Kyrgyz Republic average monthly salary in the private sector (not considering SME's) is 1,75 times higher than in the public sector, and it is lower than country's average as well (Figure 1). It also should be mentioned that, the salary of the public sector employee at entry level could consist less than 100 \$, which is not enough to cover leaving expenses (housing, food etc.).

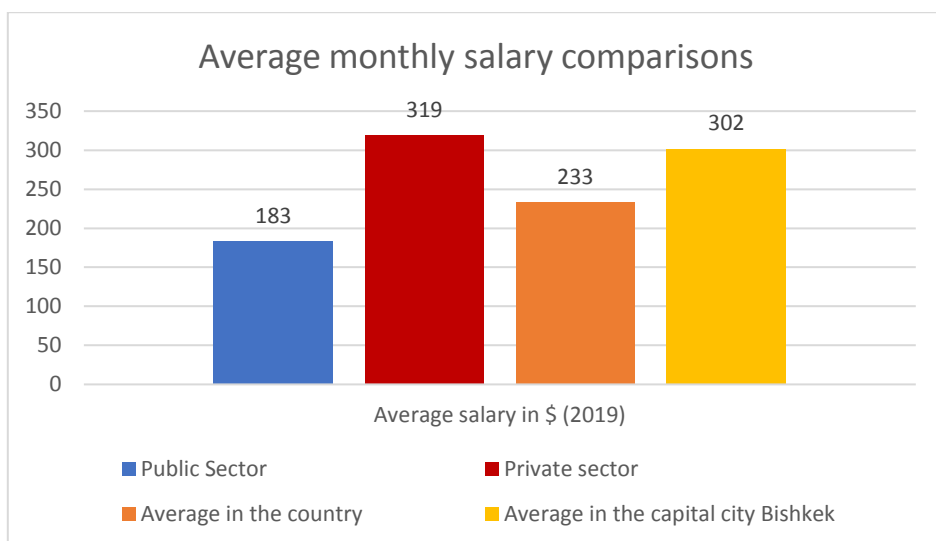


Figure 1. National Statistical Committee of the Kyrgyz Republic

According to State Personnel Service data (Figure 2) majority of employees has higher education, but here we have the problem of education system difference, which was modified according to international standards (Bologna system) in 2012. However statistics counts in the old system and there is no differentiation between Bachelor's and Master's degree (it is unclear where the second one was counted), which is important data when it comes to talent development – knowing the trends and the need of further actions.

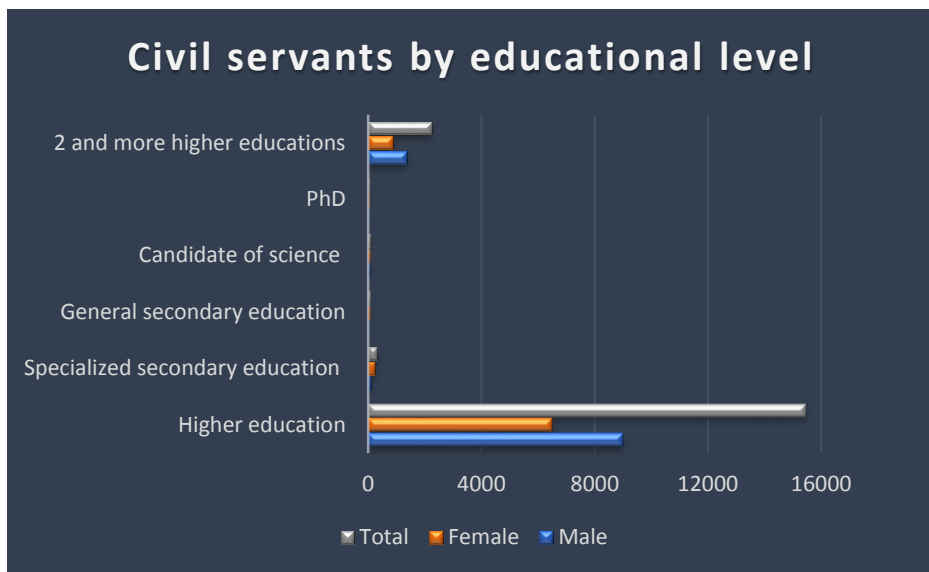


Figure 2. State Personnel Service Data

Figure 3 shows that the most of the public officials have been in the public service for 6-10 years, after the trend line is going down. There we observe a decline after 1-3 years in the public service enrollment.

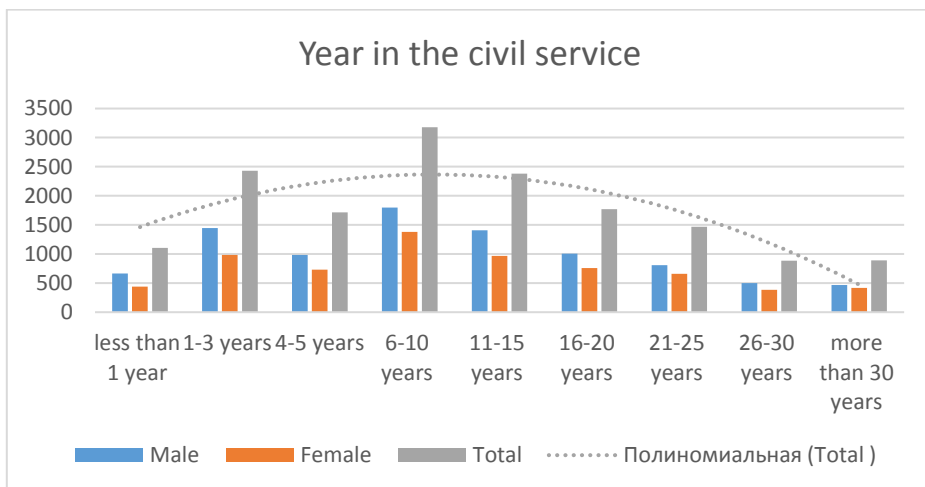


Figure 3. Statistics of State Personnel Service

We calculated turnover rate for the 2019 (Table 1), and data shows 10% for the administrative (central government) positions, that considered to be a healthy employee turnover rate. Turnover rate as an opportunity: if the bottom 10 percent of the employees underperform, then 10 percent may be an ideal

turnover rate for organizations – one that gives a room to keep improving public servants quality. However, the turnover rate of the talent should be tested. Perhaps government is retaining not the proper employees – quantity over quality. Level of employee turnover is not the only measure of success in retaining employees. If the best workers leave quickly and regularly, that is a problem situation for the organization.

*Table 1. Turnover rate in public sector for 2019*

*State Personnel Service Data*

Position level	Total number of employees	Number of separations	<b><i>Turnover rate</i></b>
Higher administrative	447	41	<b><i>9%</i></b>
Chief	2283	259	<b><i>11,3%</i></b>
Senior	6628	589	<b><i>8,9%</i></b>
Junior	6461	718	<b><i>11%</i></b>
<b>Total</b>	<b>15819</b>	<b>1607</b>	<b><i>10%</i></b>

In order to address the problems we discuss above, there is a need to conduct a study on the Talent management in the government organizations.

## **1.2 Overview of the Public Service Career Development in the Kyrgyzstan's system: Legislation, policies and historical background**

The Law of the Kyrgyz Republic “On State Civil Service and Municipal Service” and Code of Ethics for State and Municipal Employees of the Kyrgyz Republic are the main legislative reflections of government policy and the State Personnel Service of the Kyrgyz Republic is the main state body providing its policy on public servants.

The existing civil service management system was formed in the 2004, based on the adoption of the Law of the Kyrgyz Republic “On Public Service” (No. 114), and the creation of the Agency for Civil Service Affairs (the State Personnel Service of the Kyrgyz Republic). It was a starting point for the unified state personnel policy implementation in the field of the public service of the Kyrgyz Republic. In the transition to a parliamentary form of government in 2010, based on the principles of multiparty system and competition of political programs, the modernization of the institution of public civil service becomes a strategically important condition for ensuring socio-political stability (Sheripov, 2011). The adoption of the new Constitution of the Kyrgyz Republic, strengthening the role of the civil society in addressing national issues and the need of an adequate response to modern challenges facing the state, have determined the need for modernization. In 2011 the “Concept of modernization of the public service” was created. Modernization involved the creation of new approaches - building a public service based on the advanced management and information technologies, increasing the professionalism and efficiency of the state apparatus, eliminating bureaucratic costs and providing quality public services to the population. Formation of the ideology of a high mission of public service - serving the people of Kyrgyzstan, instead of practice of serving a separate state political elite, was emphasized (Concept., 2011).

Concept, discovered the following flaws in the public service:

- poor orientation of state bodies and their apparatuses in providing quality public services;
- the lack of a scientifically based, focused state personnel policy in the field of public service for the effective formation, professional development and rational use of the potential of public servants;
- persistent high levels of corruption, protectionism, regionalism and other negative phenomena in government bodies;
- a system of remuneration and social guarantees of public servants that does not correspond to modern conditions;
- low level of competence, professionalism and mastering by civil servants of



modern achievements of scientific and technological progress;

- low quality of the training in national universities, not conducive to the replenishment of the civil service by qualified specialists, which doesn't meet the urgent needs of the civil service with the level of training of civil servants.

According to the Development Strategy of the State Personnel Service of the Kyrgyz Republic (2013), during the formation of the public service system, a number of measures were taken to implement a unified policy in the field of public administration, among them:

- 1) the creation of organizational foundations of the civil service management system - mechanisms for regulating the state personnel policy, the coordinated activities of state bodies for its implementation;

- 2) an appropriate regulatory framework for public service has been introduced with defining principles for the construction and implementation of personnel policies;

- 5) in order to ensure the principle of openness and equal access to public service, a competitive selection rule has been introduced for filling vacant administrative posts in the civil service;

However, the weakness of the personnel potential of public administration and local government is still a big problem. Professionalism, competence and moral-value guidelines of a certain part of state and municipal employees do not fully meet the requirements. Low level of competence and professionalism of public servants due to a drop in the quality of training of specialists in higher educational institutions and an insufficiently effective system of advanced training and retraining of public and municipal employees. Municipal service condition is an even more difficult position than central public service, and there is a need for a radical improvement in this area. STRATEGY (2013) proposed:

- improvement of training programs in accordance with the needs of the development of state and municipal services and support for educational institutions and organizations that use effective methods of training employees;

- increasing the prestige of the state and municipal services and ensuring open competition by introducing a system for evaluating the performance of employees.

-

The Law “About the state civil service and municipal service” (2016) has following definitions on public officials development:

***retraining of employees*** - training carried out in order to acquire additional knowledge, skills, study individual disciplines necessary to perform a new type of professional activity, expand the qualifications of employees, ensure their adaptation to changing economic and social conditions;

***advanced training of employees*** - training carried out in order to update theoretical and practical knowledge, skills in the field of employees' activities for the effective fulfillment of their official duties, the development of additional professional educational programs, including taking into account international requirements and standards;

The State Personnel Service is the main provider of the government’s personnel agenda and it is responsible for: the training, retraining and advanced training of public servants; the establishment of a hierarchy of posts by forming a register of state and municipal posts; the establishment of qualification requirements for posts and the rules for admission to the service; approval of the procedure and procedures for promotion; the introduction of a system of motivation and responsibility of employees; determination of the procedure for dismissal from office.

***Career planning.*** Promotion of public servants should be based on career planning (Section 11 of the Law). The state body and local government are responsible for the development of measures aiming career growth of employees. The career planning process of employees in the state bodies is carried by the state secretary, and employees in local self-government bodies, respectively, by the head of staff or executive secretary of the local government body. Organization of career planning is ensured by the functioning of the

***qualified (skilled) personnel reserve*** of the state civil service and municipal service, compliance with the competitive selection procedure, rotation system, employee capacity building, employee performance assessment, material and non-material employee motivation. The personnel reserve of the state civil service and municipal service is a group of highly performing candidates for filling administrative posts. The personnel reserve consists of national and internal reserves.

***The procedure for sending to train abroad*** (The Regulation on the procedure for internships, retraining and advanced training of public servants of the Kyrgyz Republic abroad from July 15, 2002 No. 476). In the case of the study opportunities from foreign organizations, government bodies, the Ministry of Foreign Affairs of the Kyrgyz Republic should be notified. The MOFA analyzes and selects upcoming internships, seminars and conferences and within a week sends this information to the relevant government bodies in accordance with the profile of their activities and the proposed topics of training, except when the invitations are addressed (nominal) and are intended for the implementation of specific projects (programs) implemented by the relevant government authority.

The relevant state governing body based on training needs carries out the selection of civil servants for study abroad. When sending government employees to study abroad, the following conditions must be met:

- the duration of the work in this state body should be at least 3 years (but in practice it depends on the program);
- the specialty and functional responsibilities of the applicant must comply with the themes of programs and training courses, meet the goals and objectives of the state governing body;

The training of public servants abroad may be carried out: based on international treaties, within the framework of the state and special training programs for civil servants, based on the invitation of foreign governments, international

organizations, educational and scientific centers, non-governmental organizations etc.

The procedure of the salary preservation (to persons sent to study abroad with a separation from work), depends on the duration of the study: the average monthly salary is maintained when the training period does not exceed one month; the average monthly salary is maintained when the training period is up to 3 months, but not more than 20 minimum wages, and more than 3 months without saving wages.

After the study (for more than 3 months), civil servant should conduct a training seminar or information presentation, in order to transfer the acquired experience and knowledge to other employees. An agreement between employee and sending organization should be concluded, in order to define the rights and obligations of the parties.

The State Personnel Service reports every quarter to the Ministry of Foreign Affairs about the persons who have left for the training and internships. The MOFA quarterly informs the Office of the Prime Minister of the Kyrgyz Republic on the progress of training of civil servants abroad.

To sum up about talent development and public service improvement, there are different directions that trainings of the public officials are carried out:

- there are short-term programs for the advanced training of civil servants in various fields that are offered twice a year, by the state order, carried by The State Personnel Service;
- trainings provided within the cooperation programs with donor states and various international organizations, in the form of short-term and long-term programs
- by Academy of Public Administration under the President – Master’s programs by the state order. However, the quality of the program, graduates outcome is questionable. In the other side, the

aspiration to public service of graduates of foreign programs is also needed to be tested. Therefore, we still have a lot of problems to solve - how to develop human capacity in the public sector, how to raise talent and how to retain them.

### **1.3 Objectives of the research**

This research examines the Government talent management, the role of the talent in this research play the public officials of the Kyrgyzstan – beneficiaries of the long-term training programs under cooperation agreements on development assistance.

The fundamental aim of this research is to find individual perception on how organizational practices impact on employee's aspiration to develop career, and the mediating role of the organizational commitment, to check whether this aspirations belong to the public service.

In specific, the objectives of the research are as follows:

- (1) To build the conceptual framework of how career development aspirations are affected by the organizational practices in the Kyrgyzstan's government;
- (2) To indicate whether organizational commitment plays a mediating role between career development aspirations and organizational practices;
- (3) To examine the conceptual framework and to reach a conclusion on potential policy recommendations to enhance civil servant's aspirations in career development in the public sector;

### **1.4 Research contribution and significance of the study**

After extensive literature review, it is revealed that, no previous evidence regarding influence of Organizational Practices is found over Career

Development Aspirations. Mediating role of Organizational commitment them is also perceived to be important. The topic of Talent Management found to be underdeveloped in the context of Kyrgyz public sector. There was found no scientific works researching the government officials recipients of the long-term Scholarship Programs.

We overview the legislative basis of employee's training process, career development within the public service and related problems. With regard to everything we've discussed above, it seems to us essential for the carrying out an investigation. Managing organizational practices, could boost organizational commitment and aspirations for career development – for betterment of Kyrgyzstan. So thus, this topic requires the study on the mentioned variables, in order to understand which government practices can be improved to attract and retain talents in the public sector.

The practical relevance is the fact that organizations can get better insight in how to deal with talented people and investigate the effect of investment in Talent Management in terms of employee behavior.

## **1.5 Structure of the study**

The study is divided into five chapters.

Chapter 1 covers the overview of the research, including the rationale behind the study, the objective and the aim of the study, as well as its contribution to the current literature.

Chapter 2 presents a review of theoretical literature and precedent studies on the topic of the talent management, organizational practices, career development and organizational commitment.

Chapter 3 introduces the methodology of the research regarding the population and sampling, data collection techniques, data analysis methods and rationale

behind the choice of the research methodology.

Chapter 4 emphasizes the research findings along with discussion over the analyzed results.

Chapter 5 concludes the findings, provides The Republic of Korea's experience in public service development, introduces possible recommendations for improving the talent development in the public sector, and increase employee's aspirations to career development in the Kyrgyz Republic.

## Chapter 2. Literature Review

This chapter introduces literature review related to the topic of the research that is public servants training programs (under cooperation agreements) in couple with organizational level – perceived Organizational Practices (for central governments), and it's outcomes on employee's aspiration to Career Development. Mediating role of employee's Organizational Commitment also will be considered. This research concerns on talent development as part of talent management.

### 2.1 Talent Management

Talent Management (TM) as a scholar topic has emerged within Strategic Human Resources Management (SHRM) (Vaiman and Collings, 2014), however it as a differentiated activity with an associated differentiated Human Resources Management architecture (Collings and Mellahi, 2009). Despite the commonality between TM and SHRM, first has been gone beyond the scope of strategic HRM (King, 2017).

**Three dimensions:** Macro (MTM, sometimes involves Global Talent Management), micro (organizational), individual (employee response).

Vaiman and colleagues propose business-centric contingency cross-level Micro-macro approach. They argue that 3 predominant orientations, that constrain TM currently, exist: 1. Dominance of the micro-level perspective (organization's effectiveness in TM through lack of strategic consideration of the influence of the macro talent system in which it operates).

Each regional or national environment in which organizations operate represents a contextual-based macro talent management (MTM) system, shaped by national and regional economic, political, regulatory, cultural conditions (Khilji et al., 2015). MTM refers to the “activities that are



systematically developed by governmental and nongovernmental organizations expressly for the purpose of enhancing the quality and quantity of talent within and across countries and regions to facilitate innovation and competitiveness of their citizens and corporations” (Khilji et al., 2015).

### 2.1.1 Definition of the talent and approaches

Various scholars have defined ***Talent*** (Sharmaine Sakthi Ananthan, 2019) as illustrated in Figure 4. Based on provided definitions, we can come out with the understanding of the talent such as, employee with an appropriate set of skills and knowledge, willing and contributing to the organizational objectives fulfilment and development.

Researchers	Definition
Lewis and Heckman (2006)	Talent able to create different image of people
Tansley et al. (2011)	Talented employees have a significant impact on organizational productivity in the short or long term of working duration
Cheese et al. (2008)	There are main elements of talent consisting of attitudes, knowledge, working experience and abilities of people
Silzer and Dowell (2010)	Talent can be developed from employees interest in the organization
Bethke-Langenegger et al. (2011)	Talent can be seen obviously from people interest that helps to contribute to organizational performance
Capelli and Keller (2014)	Talent involves employees in the job description related with planning for organizational strategies
Sparrow and Makram (2015)	It is combination of work commitment and knowledge that contributes to people competitive advantage

Figure 4. Definition of talent

#### ***Approaches to the talent definition:*** Exclusive and Inclusive

In the exclusive philosophy of TM, some proportion of an organization’s employees are seen as organization’s talent and managed as a strategic recourse (Stahl et al., 2012). In contrast, inclusive philosophy whereby the full

workforce seen as organization's talent (Meyers and Woerkom, 2014). And there is attempt to adopt hybrid approach, which recognizes both exclusive and inclusive definitions of talent, where organization's full workforce is seen as organizational talent in complement to the differentiated identification of specific workforce segments and individuals who identified as having higher relative potential to contribute to organizational goals through active development, retention and deployment in strategic positions (King and Vaiman, 2019).

Organizational (micro) TM is embedded within (one or more) macro contexts which operate direct or indirect influence. Two systems are dynamic and interactive. The macro talent system is consist of three components (Khilji et al, 2015): MTM context and environment; processes and functions; the macro level outcomes. Conditions generated by the outcomes consequential to the organizations. *The micro talent system consist of eight components, based on talent practices: recruitment and selection; development and competence level; deployment and mobility; performance management; rewards and compensation; engagement and retention; management involvement; board reporting and governance.* Conditions in the macro context and environment interact with the *core processes and functions* and together generate macro *outcomes* (Khilji et al, 2015).

However, this research concerns on micro level exclusively, development and retention considered to be important parts of it.

## **2.2 Career development aspirations**

### **2.2.1 Career aspirations in public sector**

A career aspiration is a path that someone wants his or her career to follow. Organizations encourage people to participate in organizational missions by providing incentives such as *pay, social relationships, status and respect, a*

*sense of belonging, job satisfaction, and self-fulfillment* (Clark and Wilson, 1961). However, different individuals may have different preferences regarding these incentives. To be effective, organizations must develop incentive systems that are compatible with their members' preferences. Thus, the one more question in organizational analysis arises - what do people value most in the organizational environment?

*Table 2.2 Job satisfaction factors (Herzberg, 1976)*

<b><i>Hygiene Factors</i></b>	<b><i>Motivators</i></b>
Company policies	Achievements
Supervisions	Recognition
Interpersonal relations	Work itself
Work Conditions	Responsibility
Salary	Advancement
Status	Status growth
Job security	

Career goal-setting and decision-making has been explained by dominant career theories: various aspects of this decision process, including perceptions of fit between the person and environment (Holland, 1997); social cognitive mechanisms that contribute to interest formation (Lent, Brown, & Hackett, 1994); the circumscription of acceptable career choices based on social class standing and gender role socialization experiences (Gottfredson, 1981); and interactions of work motivation, gender role socialization, and the structure of opportunities in the prediction of expectations of career choice and work behavior (Astin, 1984).

Perry and Wise's (1990) theory of public service motivation, and later, Perry's measurement tool of PSM created a new stream of research in public management in the 1990s, resulting in public service motivation (PSM) being now recognized as a significant theory explaining why those working for the public sector have higher levels of motivation than their counterparts in other

sectors. They described PSM as “an individual’s predisposition to respond to motives grounded primarily or uniquely in public institutions and organizations” (Perry and Wise, 1990). PSM argues that individuals’ motivators are complex and include not only prestige and economic self-maximization, but also social aspirations. It has four premises: sociohistorical context – education, socialization and other life events; motivational context – institutional values, beliefs, ideology, job characteristics, organizational incentives, work environment; individual characteristics – abilities, competences, self-concept; behavior – rational choice, rule-governed behavior, and obligation.

The attraction–selection–attrition (ASA) model postulated by Schneider and person–environment fit (P–E fit) explains that if individuals’ psychological dispositions and environmental characteristics match, then individuals tend to stay in a job. Taking into account this notion, individuals charged with the spirit of serving public interest opt for public sector careers (Schott, Steen, and Van Kleef). While a number of studies indicate a positive relation between public sector employment and PSM, Kjeldsen and Jacobsen found, however, that PSM is irrelevant for attraction to public sector and sector choice; rather, PSM tends to be severely impinged after entry to the public sector. Similarly, Yung came to the conclusion that PSM is not the major reason for individuals’ joining the public sector, rather individuals are motivated by self-interest, such as job security and fringe benefits in the public sector. This phenomenon has been better explained by rational choice theory and public choice theory, which postulate that like other human beings, public sector officials and bureaucrats could be motivated by the self-interest of maximizing their own benefit, and may have the intention of gaining power and prestige instead of serving citizens and the nation (Sajjad Haider and et al., 2019).

### **2.2.2. Career Development**

Super (1990) defined the term “career” as a combination and series of roles that individuals perform during their lifespan. Individuals in their earlier

professional life segment look forward for career development opportunities and prefer to stay in those organizations, where they found high opportunity for career progression (Coupland, 2004). However, due to the changing demand of work, employees are more responsible to develop their own career and to some extent, the organizational support is also involved in the activities of employee's career development (Chen, 2010). Career Development is a "continuous lifelong process of developmental experiences that focuses on seeking, obtaining and processing information about self, occupational and educational alternatives, life styles and role options" (Hansen, 1976). "Career commitment refers to one's behavior towards one's profession or vocation, where it involves one's personal attachment or identification with one's career, one's persistent willingness to maintain one's career, as well as, one's exert continuous effort in support of one's career development and goals." (Blau, 1985).

Several researchers have identified barriers on the way to career advancement. Three potential barriers to career advancement are excluded informal networks, deficit in cultural fit, and low mentoring. To get progression in professional life, employees use several informal and formal modes of behaviour to develop their career. Previous researches determined several factors such as organizational, social, and personality traits that directly or indirectly influences on an employee's career development. However, the perception of one employee may be different from the perception of other employee while comprehending the influential factors impact on their career development. Therefore, the need arises to identify influential factors pertaining to organizational, social, and personality traits which play an integral role in the career progression of employees (Albrecht, 2010; Briggs, Jaramillo, & Weeks, 2011).

## **2.3 Organizational practices**

Organizations that ensure a favorable work environment for their employees are able to achieve a higher level of professionalism than others. Literature

also reveals that a diverse workforce has advantages of more dynamic knowledge, variety of experiences from different backgrounds and multicultural pool of human capital that help create an improved organizational climate through better work involvement, supervisory support, innovation & flexibility, clarity of goals and welfare. Organizations that ensure a favorable work environment for their employees are able to achieve a higher level of professionalism than others. Literature also reveals that a diverse workforce has advantages of more dynamic knowledge, variety of experiences from different backgrounds and multicultural pool of human capital that help create an improved organizational climate through better work involvement, supervisory support, innovation & flexibility, clarity of goals and welfare (Iqbal, 2016).

Organizational factors are the major contributors in the development of employee's career in an organization. For the career advancement, informal and formal methods are used by employees. Leader Member Exchange (LMX) relationship affects career development, it involves providing useful advices and guides, mentoring facility, and act as a role model to their subordinates for career exploration. Employees' preferences vary towards selecting the challenging task and their accomplishment of those challenging task. Employee's training and career management systems boost an employee's career and enhance organizational commitment (Bambacas, 2010; Maher, 2009; Sekiguchi, 2010; Tansky & Cohen, 2001;). Likewise, quality relationship (LMX) and trust with colleagues also influence the career advancement of the employees (Han, 2010).

Employee's perceptions affect the quality of work life and their career decision either positively or negatively in an organization. To devise career development strategies, support, flexibility for career development, career planning, and autonomy in job design effect employee's perceptions about quality of work life. Therefore, high perceived organizational support, increases the chance for career advancement (Ebunu, 2010; Nabi, 2001;).

Talent Management practices can be seen as signals toward talented employees which provide information that the organization wants to invest in them. A signal is considered to be a characteristic of the organization that influences the attitudes and behavior of the employee (degree of psychological contract fulfilment). Talent Management practices provide clear information and signals towards the talented employees within an organization. Every practice that is added provides additional information regarding the obligations of the employee and the organization (Sonnenberg, 2006). The use of Talent Management practices leads to a better fulfilment of the psychological contract since the more specific signals the talented employees get from the organization, the clearer it is for talents what they can expect and whether or not the organization has lived up to its promises (Gussenhoven, 2009).

## **2.5 Organizational Commitment**

Talent Management is a popular and growing field in the literature and is on the top of the corporate agenda (Cheese et al., 2008). Instead of focusing on how to get more talent, having the best talent is worth little if they are not motivated or aligned with the organizational goals (Cheese et al., 2008). The importance of employee preferences is often overlooked (Erickson & Gratton, 2007). A strategy to retain talented employees is to look at their commitment with the organization. Organizational commitment describes the strength of an individual's identification with and attachment to an organization. This construct is of importance for organizations, because it leads to an attitudinal consequence, willing to remain with the organization (Meyer & Allen, 1991). Furthermore, strengthening organizational commitment is a key challenge for organizations today.

The psychological contract is seen as an important framework for understanding the employment relationship. Rousseau (1990) defined it as: "an individual's belief, shaped by the organization, regarding reciprocal obligations". The psychological contract will be fulfilled when the employer or

organization is perceived of keeping its contract terms (Rousseau & Tijoriwala, 1998). Psychological contract is seen as a relevant construct to explain certain employee attitudes, such as organizational commitment (Conway & Briner, 2002; Lester, Turnley, Bloodgood & Bolino, 2002; Turnley & Feldman, 2000). Organizational commitment is considered to be a psychological state of emotions which deals with the relationship of worker with its employer where the worker decides whether to work or not for company in future. Commitment is categorized into three parts: affective, normative and continuance. Affective is known to be most important as it has strong impact on turnover and performance of employees. The employees, who have high level of affective commitment, just only work for organization because of their commitment with the institute. Employees with strong normative commitment keep on working for their organization because of individual norms and values that does not allow them to leave organization for their material benefits. Those employees, who show continuance commitment on high side, just continue to work for it meanwhile searching for a better opportunity, as they get it they would leave the organization. On the basis of various constraints and limitations, organizational commitment has been categorized into three categories as explained below (Johnson, 1999; Meyer & Allen, 1991; Meyer et al., 2002).

There have been numerous studies and researches on organizational practices, organizational commitment, career development and on the effect one to another. Recently, there has been an increase interest on talent development topics. However, there haven't been previous studies regarding the impact of organizational practices on career development aspirations in the Kyrgyzstan's context.



## Chapter 3. Methodology

This chapter focuses on the methods used in the study, including the description of the research framework, population and sample selection, data selection and analysis procedures.

### 3.1 Research Framework

General question is “Are government organizations practices effective in the talent development?” To address this question, analysis of the casual relationship between following variables will be provided:

*Q 1.1 What is the impact of Organizational practices perception on Organizational commitment;*

*Q 1.2 What is the impact of Organizational commitment on Career development aspirations;*

*Q 1.3 What is the impact of Organizational practices perception on Career development aspirations;*

***Thus, our research question is – “What is the impact of the perceived organizational practices on career development aspirations in public sector and the mediating role of the organizational commitment”.***

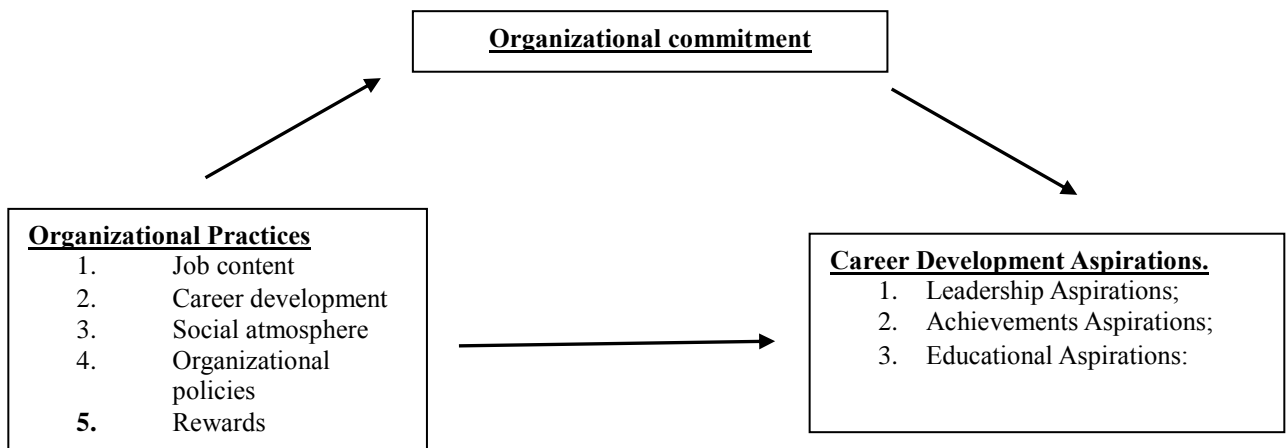
**Unit of analysis:** The primary units of analysis of this study are individual public service employees - beneficiaries of the long-term scholarship programs under development cooperation agreements and their perception on organizational practices and career development aspirations.

**The method is** - quantitative survey research. Online survey on individual’s opinion about their perception of organizational practices, organizational commitment and career development aspirations was conducted in Russian language via Google Forms.

After careful study of previous researches, we selected five factors to measure organizational practices perception and three factors for career development aspirations. Organizational practices are consisted of the Job

content, Career development practices, Social atmosphere, Organizational policies and Rewards. Career Development Aspirations has three subcategories – Leadership Aspirations, Achievement Aspirations, Educational Aspirations. Figure 3.1 presented the general conceptual framework of the study in more details.

**Figure 3.1 Conceptual Framework of the Study**



The interdependence of following variables will be researched:

*Independent Variable* – “organizational practices perception”;

*Dependent Variable* – “career development aspirations”;

*Moderate Variable* – “organizational commitment and future vision on public sector employment”;

*Control Variables* - Socio-demographic characteristics (age and gender); employee’s education level, years in government and position.

Organizational practices, Organizational commitment and Career development aspirations were measured in a format of five-point Likert scale from strongly

agree to strongly disagree. Additionally organizational commitment block has three questions on future vision of respondent's career development.

**Table 3.1 Measuring instruments**

<b><i>Variable</i></b>	<b><i>Source</i></b>	<b><i>Items</i></b>
<u>Organizational practices perception</u>  a. Job content; b. Career development; c. Social atmosphere; d. Organizational policies; e. Rewards;	Employer obligations of the psychological contract scale (Freese, forthcoming) (revised);	22
<u>Career Development Aspiration</u>  a. Leadership Aspirations; b. Achievements Aspirations; c. Educational Aspirations:	Career Development Aspiration Scale (Gregor & O'Brien, 2015)	12
<u>Organizational commitment</u>	Affective organizational commitment scale – (the scale of revised Tilburg Psychological Contract Questionnaire (TPCQ, Freese, forthcoming) + Questions on the future vision on employment sector	5 + 3 Q

Scale of revised Tilburg Psychological Contract Questionnaire (TPCQ, Freese, forthcoming) based on Freese (2007). In this research, measuring the fulfilment of the psychological contract is only based on the perceived employer obligations.

To measure affective organizational commitment, this research uses the scale of revised Tilburg Psychological Contract Questionnaire (TPCQ, Freese, forthcoming). Revised scale consists of 5 items (Appendix). Responses are on a 5 - point Likert scale. Factor analysis showed that all items belong to the same scale, with a Cronbach's Alpha of 0.81 (Gussenhoven, 2009).

### 3.2 Hypotheses

Two interrelationship models between our variables are possible.

#### **Model 1 statement:**

Organizational practices perception has impact on Organizational commitment, which for its part has impact on Career development aspirations, in other words, organizational commitment plays mediating role between independent and dependent variables;

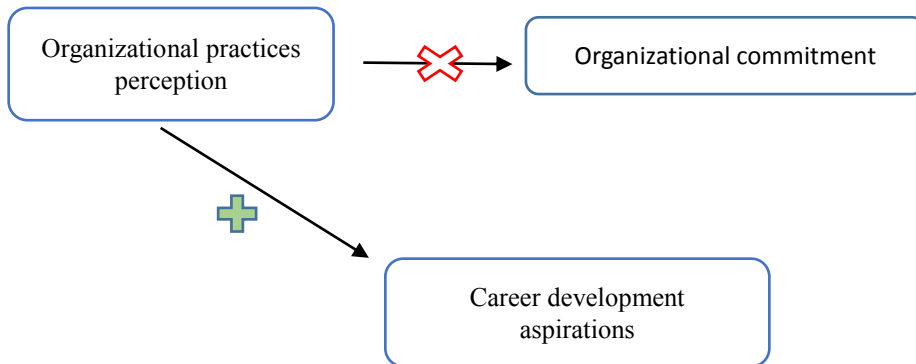
*Figure 3.2.1 Hypothesis Model 1*



#### **Model 2 statement:**

Organizational practices perception has direct impact on Career development aspirations and Organizational Commitment has no mediating role.

Figure 3.2.2 Hypothesis Model 2



In this case, there is a risk that respondents have no affective commitment to public sector and could leave to private sector for better conditions.

This research assumes that Model 1 is the true model, and further hypothesis are build based on this assumption. We believe that good organizational practices lead to organizational commitment, which in turn boosts career development aspirations.

**Hypothesis 1:** Organizational practices perception has positive effect on the Career Development Aspirations.

**Hypothesis 1a:** Job contents has positive effect on the Career development aspirations.

**Hypothesis 1b:** Career development practices has positive effect on the Career development aspirations.

**Hypothesis 1c:** Social atmosphere has positive effect on the Career development aspirations.

**Hypothesis 1d:** Organizational policies has positive effect on the Career development aspirations.

**Hypothesis 1e:** Rewards system has positive effect on the Career development aspirations.

Organizations are responsible to design the career development programs for

every employee in the organization (Ballout, 2007; Renee Barnett & Bradley, 2007). On the other hand, informal investments conducted by all the interested parties around the employees in order to develop their career. It also represents unique and special career growth opportunities for few favorite employees (Greenhaus & Parasuraman, 1993).

Job content is the broader term, used to describe all work related factors that employees perform in an organization to develop their career. Job content also influences on the employee perception for their career progression. Better-trained employees tend to accept more challenging tasks as they received incentives such as career investment and promotion for progression. If employees find their nature of job neither interesting nor attractive for future growth, this leads to turnover attention. In general, employees excited for performing challenging work, as they perceived that nature of job leads to career development (Adams, 2007). Manager's evaluation may base on the challenging experiences held by their subordinates in order to gain career development opportunity. A positive and significant relationship was found between challenging assignment and career development (Iqbal, 2016). According to Uren and Samuel (2007), Talent Management can ensure the right environment for individuals to remain committed to the organization.

**Hypothesis 2:** Organizational commitment plays mediating role between organizational practices and career development aspirations

**Hypothesis 2a:** Organizational commitment has positive influence on employees' career development aspirations;

Guest (1999) found a positive link between the adaption of a greater number of HR practices and outcomes at the individual level such as organizational commitment. Emotional attachment, recognition, and high level of involvement are shown by individuals having affective commitment with their organization (Allen & Meyer, 1990). The growing career opportunities are significantly related with organizational commitment ( Nasurdin, Hemdi, & Guat, 2008). To

manage the career of the employee's, commitment forecast the good opportunities for individual's development within organizations (Sturges, Guest, Conway, & Davey, 2002) and commitment positively influenced on the career outcome (Blackhurst, Brandt, & Kalinkowski, 1998). Career development opportunities are provided by organization based on employee's values and level of their attachment to organization. The negative association with organizational commitment was found when employees perceived barriers for career advancement within organization (Bozionelos, 2001).

### **3.3 Data collection and Data Analysis**

#### **3.3.1 Data collection**

This is a quantitative research, which is done with the help of primary data through self-administrated online surveys (Google forms). The data used is collected at a single point of time; hence, this research has a cross-sectional design. Literature review provides support for the hypothesis of this study. For the purpose of this study, recipients of scholarship programs were defined as an element of talent development. In this study, career development aspirations was measured and analyzed in a recipients of scholarship programs. Linkert scale and questions were used in a structured questionnaire to measure independent, dependent and mediator variables.

#### **3.3.2 Population and sample**

The method of selecting the sample of this study using Proportionate Stratified Random Sampling is this technique is used when the population has members who are not homogeneous and stratified proportionally.

According to the data from the State Personnel Service about long-term training programs conducted by the State Personnel Service of the Kyrgyz Republic in

cooperation with international partners (within the framework of donor assistance), 5 programs are implemented, through which 267 public officials passed (state civil service ) in total. Of these, for each program, respectively:

- JDS (Japan) - 210 officials;
- KOICA SP - 38;
- The Academy of Public Administration under the President of the Republic of Kazakhstan - 10;
- Young Leaders Program (Japan) - 7;
- Youth of Excellence Scheme Of China (YES China) - 2;

The population will be the total number of long-term training (Master's or higher) programs recipients – civil servants. Sample size with a margin of error plus / minus 5% (population N = 267) is 158. The sampling method to be used will be a stratified sampling technique. Data will be collected through online surveys using Google forms platform.

However only 102 responses were received, and 85 were used for the main study, as other 17 respondents are not currently engaged to the public service.

### **3.3.3 Data Analysis**

After the process of data collection, the data was checked, edited and coded and analysis was conducted with the help of Microsoft Excel and SAS University Edition software programs. SAS played a critical role in data analysis – statistical tasks (correlation, multiple regression and others). The results that are produced from this analysis will be the answer for the research question.



## Chapter 4. Data Analysis Results

Questionnaire has two sections for those who are currently employed in public sector and for those who quit from public sector after scholarship program completion (this identifies % of employees that government fails to retain and explore reasons and organizational practices behind it). This chapter emphasizes on analyzing the data collected by quantitative method. The results are used to answer the research question – the main objective of the research.

### 4.1 Study findings

#### 4.1.1 Demographic characteristics of respondents

Table 4.1.1 shows the summary of the demographic characteristics of the all participants of this research, namely, *gender, age, the total years in public service, scholarship program, education level, current employment in public service.*

**Table 4.1.1 Demographic profiles of the participants**

<b>Demographic</b>	<b>Category</b>	<b>Frequencies</b>	<b>Percentage</b>
<i>Gender</i>	<i>Male</i>	<i>45</i>	<i>44.11%</i>
	<i>Female</i>	<i>57</i>	<i>55.89%</i>
<i>Age</i>	<i>20 - 30</i>	<i>38</i>	<i>37.25%</i>
	<i>31 - 40</i>	<i>51</i>	<i>50%</i>
	<i>41 - 50</i>	<i>12</i>	<i>11.76%</i>
	<i>51 - 63</i>	<i>1</i>	<i>0.98%</i>
<i>The total years in public service</i>	<i>0 - 5</i>	<i>30</i>	<i>29.4%</i>
	<i>6 - 11</i>	<i>49</i>	<i>48%</i>
	<i>12 - 17</i>	<i>20</i>	<i>19.6%</i>

	<i>18 - 23</i>	<i>2</i>	<i>1.9%</i>
	<i>24 and more</i>	<i>1</i>	<i>0.9%</i>
<i>Scholarship program</i>	<i>KOICA SP</i>	<i>45</i>	<i>44.1%</i>
	<i>JDS</i>	<i>47</i>	<i>46%</i>
	<i>Young Leaders Program (Japan)</i>	<i>6</i>	<i>5.8%</i>
	<i>“Youth of Excellence Scheme Of China</i>	<i>2</i>	<i>1.9%</i>
	<i>Academy of Public Administration under the President of the Republic of Kazakhstan</i>	<i>1</i>	<i>0.9%</i>
	<i>POSCO TJ Park Foundation</i>	<i>1</i>	<i>0.9%</i>
<i>Education level</i>	<i>Bachelor’s</i>	<i>13</i>	<i>12.7%</i>
	<i>Master’s</i>	<i>87</i>	<i>85.2%</i>
	<i>PhD</i>	<i>2</i>	<i>1.9%</i>

Out of 102 responses, only 85 are currently employed in public service.

#### **4.1.2. Respondents who left the public service**

Characteristics of the respondents who withdraw from public service after the scholarship program completion: 12 of them are females and 5 males. By age group 12 of them are between 20 and 30 years old, and 4 between 30 – 41, only one’s age is above 51. Most of them have 0 to 5 years of experience in public sector (9), others have following attributes 6-12y. - 6; 12-17y. - 1; 18-23y. - 1; Reasons for quitting the job provided as follows:

Low salary was mentioned 9 times; migration – 4 times; no career development

opportunities and perspectives – 4 times; family and work schedule – 2 times; injustice – 1;

Respondents expressed following opinion regarding future return to public service: 9 – not sure; 5 – no; yes – 3. Turnover rate shows 15%, which is higher but not so far from the general public service turnover rate (10%).

### ***4.1.3 Main study findings on public officials currently employed in public sector***

Table shows the main demographic characteristics of the incumbent public servants (n=85).

*Table 4.1.2 Incumbent's demographics*

<b><i>Demographic</i></b>	<b><i>Category</i></b>	<b><i>Frequencies</i></b>	<b><i>Percentage</i></b>
<i>Gender</i>	<i>Male</i>	<i>40</i>	<i>47,2%</i>
	<i>Female</i>	<i>45</i>	<i>52,8%</i>
<i>Age</i>	<i>20 - 30</i>	<i>26</i>	<i>30.5%</i>
	<i>31 - 40</i>	<i>47</i>	<i>55.2%</i>
	<i>41 - 50</i>	<i>12</i>	<i>14.1%</i>
	<i>51 - 63</i>	<i>0</i>	<i>0</i>
<i>The total years in public service</i>	<i>0 - 5</i>	<i>21</i>	<i>24.7%</i>
	<i>6 - 11</i>	<i>43</i>	<i>50.5%</i>
	<i>12 - 17</i>	<i>19</i>	<i>22.3%</i>
	<i>18 - 23</i>	<i>1</i>	<i>1.1%</i>
	<i>24 u more</i>	<i>1</i>	<i>1.1%</i>
<i>Education level</i>	<i>Bachelor's</i>	<i>9</i>	<i>10.5%</i>
	<i>Master's</i>	<i>74</i>	<i>87%</i>
	<i>PhD</i>	<i>2</i>	<i>2.3%</i>

<i>Rank</i>	<i>Highest position</i>	3	3.5%
	<i>Main position</i>	21	24.7%
	<i>Senior position</i>	39	45.8%
	<i>Junior position</i>	22	25.8%
<i>Position</i>	<i>Executive</i>	26	30.5%
	<i>Non-executive</i>	59	69.4%

Out of respondents (for the main study n=85), 52,8% were female employees, and 47,2% were male employees, who were working on permanent basis in their organizations. Likewise, 30.5% were at the age of 20-30, 55.2% respondents were in the range of 31-40 years of age, 14.1% were lying in the range of 41 to 50 years of age category. Most of the respondents have been in the public sector between 6 to 11 years – 50,5%. 10,5% of the respondents have Bachelor's degree, which can be explained by that, some of respondents currently engaged in the SP, and haven't completed their studies. Most of the respondents are from non-executive positions, and have senior position ranks.

## 4.2 Statistics

### Descriptive statistics

The whole questionnaire consist of 39 Linkert-scale questions. Results of responses for items from 85 public officials are presented in the tables below:

*Table 4.2.1 Organizational practices perception*

*(SD-strongly disagree; D-disagree; N-neither; A-agree; SA-strongly agree)*

<b>Question</b>	<b>Mea n</b>	<b>STD</b>	<b>Percentage</b>				
			SD	D	N	A	SA
<i>I find my work challenging</i>	3.7	1,012	3,5	5,9	23,5	38,8	25,9

<i>I find my work interesting</i>	4.2	0,923	3,5	1,2	9,4	43,5	42,4
<i>I have enough autonomy during the process of my work</i>	3.4	0,993	1,2	17,6	32,9	32,9	15,3
<i>My job provides me opportunity to fully utilize knowledge and skills I have</i>	3.4	1,097	2,4	20	25,9	31,8	20
<i>My organization provides enough career opportunities</i>	3.3	1,185	5,9	21,2	29,4	23,5	20
<i>My organization provides enough training and education opportunities</i>	3.7	1.114	3,5	10,6	24,7	30,6	30,6
<i>My organization encourages coaching on the job</i>	3.2	1,204	11,8	10,6	35,3	25,9	16,5
<i>My organization provides me enough opportunities to develop professionally</i>	3.4	1,027	3,5	16,5	27,1	40	12,9
<i>There is good working atmosphere in my organization</i>	3.6	0,880	0	11,8	25,9	47,1	15,3
<i>I receive enough support from my colleagues</i>	3.5	0,920	2,4	9,4	36,5	38,8	12,9
<i>I feel recognized for the work I do</i>	3.6	0,990	2,4	10,6	30,6	37,6	18,8

<i>My opinion is considered in the process of making important decisions</i>	3.7	1,121	2,4	12,9	28,2	24,7	31,8
<i>Supervision process in my organization is fair</i>	3.3	1,068	3,5	16,5	36,5	25,9	17,6
<i>I receive detailed feedback on my performance</i>	3.3	1,058	4,7	16,5	27,1	38,8	12,9
<i>My organization has clear and fair rules</i>	3.6	0,974	2,4	10,6	25,9	43,5	17,6
<i>I can freely express my opinion related to the job contents</i>	3.6	1,109	3,5	12,9	24,7	32,9	25,9
<i>My organization has clear goal setting</i>	3.6	1,048	2,4	10,6	29,4	31,8	25,9
We have proper worker's abilities and organizational goal alignment	3.4	1,028	2,4	17,6	29,4	35,3	15,3
<i>I can't be fired if there is no serious reason behind it</i>	3.9	1,063	2,4	7,1	21,2	28,2	41,2
<i>I receive appropriate salary for the work I do</i>	2.7	1,301	22,4	21,2	28,2	16,5	11,8
<i>I get rewarded for exceptional performance</i>	2.7	1,357	27,1	15,3	27,1	18,8	11,8
<i>My organization provides good benefits package</i>	2.7	1,317	21,2	25,9	21,2	20	11,8

Table 4.2.2 Organizational commitment

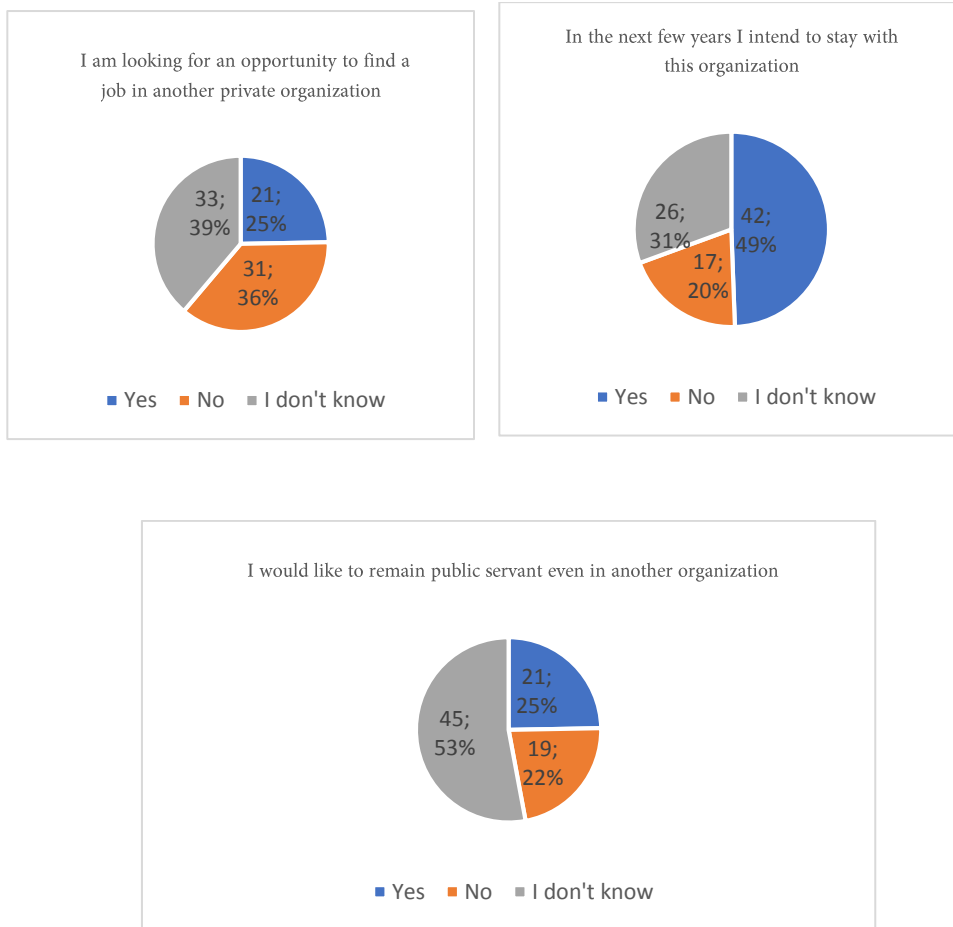
Question	Mean	STD	Percentage				
			SD	D	N	A	SD
I really care about the fate of this organization	4.2	0,964	1,2	7,1	9,4	34,1	48,2
I find that my values and the organization's values are very similar	3.7	0,927	1,2	7,1	27,1	41,2	23,5
For me this is the best of all possible organizations to work for	3.2	1.106	7,1	18,8	30,6	31,8	11,8
I feel very little loyalty to this organization	3.1	1.252	15,3	27,1	30,6	12,9	14,1
I don't feel part of this organization	3.9	1,075	35,3	34,1	20	7,1	3,5

### Employee's future vision (on public service)

(Answer options: Yes; No; I do not know ;)

1. I am looking for an opportunity to find a job in another private organization.
2. In the next few years I intend to stay with this organization
3. I would like to remain public servant even in another organization

*Figures 4.2 Future vision on employment sector*



According to the “*Future vision on employment sector*” questions results we can say that respondents mostly show commitment towards public sector, as 49% intend to remain at their current organization for the next few years, and 53% of the respondents would like to remain in public sector even in another organization. However, some risks are present as 25% of public servants are looking for the job in private sector, and 36% are uncertain about it.

*Table 4.2.3 Career Development Aspirations*

Question	Mean	STD	Percentage				
			SD	D	N	A	SA
I hope to become a leader in my career	4.6	0,536	0	0	2,4	34,1	63,5



field							
I want to have responsibility for the future direction of my organization	4.2	1,029	1,2	7,1	16,5	22,4	52,9
I plan to rise to the top leadership position in my career	4.4	0,717	0	2.4	5,9	32,9	58,8
When I am established in my career, I would like to manage other employees	4.2	0,937	2,4	3,5	9,4	36,5	48,2
I want to be among the very best in my field	4.7	0,594	0	0	7,1	15,3	77,6
I want my work to have a lasting impact on my field	4.6	0,516	0	0	2,4	27,1	70,6
I aspire to have my contributions at work recognized by my employer	4.6	0,601	0	0	5,9	28,2	65,9
Being outstanding at what I do at work is very important to me	4.5	0,700	0	0	11.8	25,9	62.4
I plan to reach the highest level of education in my field	4.6	0,654	0	1.2	5,9	22,4	70,6
I will pursue additional training in my occupational area of interest	4.5	0.809	1,2	1.2	9,4	17,6	70,6
I know I will work to remain knowledgeable about	4.6	0,546	0	0	3,5	27,1	69,4

recent advances in my field							
Even if not required, I would take continuing education courses to become more knowledgeable	4.4	0,780	0	3,5	7,1	28,2	61,2

The mean of the individual item of the questionnaire ranged from the 2,7 (Q “I receive appropriate salary for the work I do”; “I get rewarded for exceptional performance”; “My organization provides good benefits package’;) to 4,7 (“I want to be among the very best in my field”). The results indicated that respondents mostly “Agree” with the statements, apart from the questions regarding Rewards (as mean for the other questions are higher than 3.0).

The mean for the independent variable “Organizational practices perception” showed - 3.47 (STD – 0,704), with sub categories results respectively: Job content - 3.72; Career development - 3.42; Social atmosphere - 3.58; Organizational policies - 3.55; Rewards - 3.05. The mean for the moderator “Organizational commitment” is – 3.65 (STD – 0.642). The mean of dependent variable “Career development aspirations” is 4.52 (STD – 0.444) and for the sub categories are as follows - Leadership aspirations 4.38; Achievement aspirations 4.62; Educational aspirations 4.57).

## Pearson’s Correlation

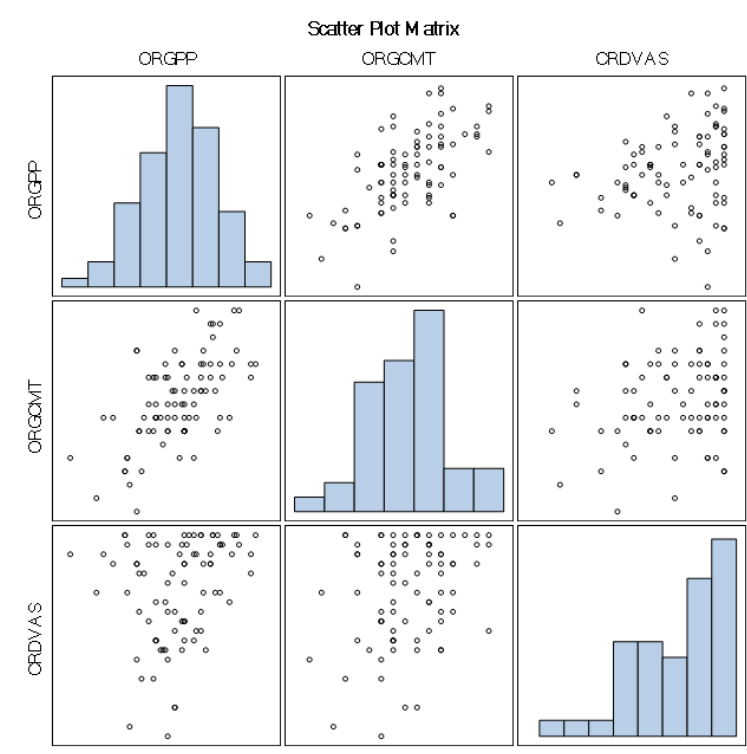
Table 4.3 and Figure 4.3 shows correlation results between IV, DV and moderator.

*(Note: ORGPP-organizational practices perception; ORGCMT-organizational commitment; CRDVAS-career development aspirations)*

**Table 4.3 Pearson's correlation**

<b>Pearson Correlation Coefficients, N = 85</b> <b>Prob &gt;  r  under H0: Rho=0</b>			
	<b>ORGPP</b>	<b>ORGCMT</b>	<b>CRDVAS</b>
<b>ORGPP</b>	1.00000	0.60828 <.0001	0.22425 0.0391
<b>ORGCMT</b>	0.60828 <.0001	1.00000	0.28519 0.0082
<b>CRDVAS</b>	0.22425 0.0391	0.28519 0.0082	1.00000

**Figure 4.3 Pearson's correlation**



There was found no statistical evidence for correlation between the organizational practices and career development aspirations variables. In these

results, the Pearson correlation between organizational practices and organizational commitment is about 0.6, which indicates that there is a moderate positive relationship between the variables.

The strength of any relationship naturally depends on the specific pair of variables. Some research questions involve weaker relationships than other subject areas. Case in point, humans are hard to predict. Studies that assess relationships involving human behavior tend to have correlation coefficients weaker than  $\pm 0.6$ . A low Pearson correlation coefficient does not mean that no relationship exists between the variables. The variables may have a nonlinear relationship. To check for nonlinear relationships use of regression is needed.

## Reliability test – Cronbach’ alpha

Cronbach’ alpha test is important measurement of internal reliability of the scale. With the help of SAS software Cronbach’ alpha for the three contracts was checked. Results showed high reliability for IV – organizational practices and DV – career development aspirations.

*Table 4.4 Cronbach’ alpha for variables*

<b>Variable</b>	<b>Cronbach Coefficient Alpha</b>
Organizational practices	0.933771
Career development aspirations	0.852498
Organizational commitment scale	0.553887

For organizational commitment scale, Cronbach Coefficient Alpha Coefficient is 0.553887, which is considered to be mild. To overcome this issue more respondents or adding more questions should be considered. According to the previous researches organizational commitment scale was reliable with Cronbach’ alpha 0,81 (Gussenhoven, 2009).

## Group comparison

Thorough view on the factors that influence dependent variable is provided below. In order to identify control variable's effect on career development aspirations, comparison of control variables by simple statistical tests is presented (Table 4.4.1).

*Table 4.4.1 Control variables comparison*

<b>Control variable</b>	<b>N</b>	<b>Mean</b>	<b>Standard Deviation</b>
<b><i>Gender</i></b>	Female (45)	4.44	0.469
	Male (40)	4.62	0.398
<b><i>Age</i></b>	20 -30 (26)	4.35	0.487
	31 - 40 (47)	4.62	0.404
	41-50 (12)	4.52	0.408
<b><i>Years in public service</i></b>	0-5 years (21)	4.43	0.527
	6-11 years (43)	4.53	0.445
	12-17 years (19)	4.64	0.329
	18-23 years (1)	4.50	-
	24 and more (1)	4	-
<b><i>Position rank</i></b>	Highest (22)	4.44	0.530
	Main (39)	4.44	0.394
	Senior (21)	4.72	0.398
	Junior (3)	4.77	0.315
<b><i>Position level</i></b>	Executive (26)	4.57	0.443
	Non-executive (59)	4.50	0.446

The first control variable to be considered is gender. Correlation test between gender and career development aspirations appeared to be insignificant

( 0.19946 with p-value 0.0672). Correlation between age (0.18375; p-value 0.0923) and years in public service (0, 8, p-value 0.457) with career development aspirations are not significant as well.

There was found no huge differences between the mean scores between groups within control variables, as well as no significant correlation between control variables and career development aspirations is observed. Thereby we may conclude that none of the control variables significantly influenced the studies' dependent variable – career development aspirations.

### **4.3 Hypotheses testing**

This sector provides the results of hypotheses testing. Two hypotheses with sub hypotheses were presented and tested, to find whether there is a relationship between independent variable (Organizational practices) with it's components and the dependent variable (Career development aspirations), and to identify if there is mediating role of Organizational commitment between them. Furthermore, the effect of control variables (gender, age, years in government, position category, position) was also examined.

The first step is linear regression, to see the direct effect between *organizational practices perception* and *career development aspirations*, *organizational practices perception* and *organizational commitment*, *organizational commitment* and *career development aspirations*. This first step will answer hypothesis 1 and 2a.

Furthermore, after observing the direct effect, the second step is carried with multiple regression, by adding control variables. This step is taken to observe whether the relationship of career development aspirations with other variables will be changed or not due to the availability of control variables. Last but not the least, to answer hypothesis 2 on moderating effect of organizational commitment between *organizational practices perception* and *career*

*development aspirations*, another multiple regression is also being carried out (confidence level 95%).

Multiple regression was run with the help of SAS software, first to check **Hypothesis 1** “*Organizational practices perception has positive effect on the Career Development Aspirations*”.

R-square is equivalent to 0.305354, which is considered to be high indicator. P-value is 0.0024 with parameter estimate of 0.257785421. The *Organizational practices perception* is statistically significant affecting *Career Development Aspirations*. Every 1 unit increase of organizational practices, will increase 0.25 career development aspirations of the respondents.

Further, control variables were tested, and result are shown below (Table 4.4.2):

*Table 4.4.2 Control variables regression results*

Parameter	Estimate	Standard Error	t Value	Pr >  t
<b>Intercept</b>	3.620777216	0.62364380	5.81	<.0001
<b>Organizational practices</b>	0.257785421	0.08168964	3.16	0.0024
<b>Female</b>	-0.165931849	0.10137303	-1.64	0.1062
<b>Male</b>	0.000000000	.	.	.
<b>AGE 20-30</b>	-0.168437456	0.21773077	-0.77	0.4418
<b>AGE 31-40</b>	0.073843436	0.17853433	0.41	0.6804
<b>AGE 41-50</b>	0.000000000	.	.	.
<b>Bachelor's</b>	-0.102193133	0.41566755	-0.25	0.8065
<b>Master's</b>	-0.036805548	0.37072977	-0.10	0.9212

Parameter	Estimate	Standard Error	t Value	Pr >  t
<b>PhD</b>	0.000000000	.	.	.
<b>Years in government 0-5</b>	0.322877032	0.48885648	0.66	0.5111
<b>Years in government 6-11</b>	0.335601153	0.45667187	0.73	0.4649
<b>Years in government 12-17</b>	0.474400579	0.44821310	1.06	0.2935
<b>Years in government 18-23</b>	0.141601470	0.59237913	0.24	0.8118
<b>Years in government 24 and more</b>	0.000000000	.	.	.
<b>Highest</b>	-0.120268198	0.31947572	-0.38	0.7077
<b>Main</b>	-0.249983676	0.28829498	-0.87	0.3888
<b>Senior</b>	0.169759644	0.29251372	0.58	0.5635
<b>Junior</b>	0.000000000	.	.	.
<b>Position executive</b>	-0.330847730	0.14676678	-2.25	0.0273
<b>Position non-executive</b>	0.000000000	.	.	.

\*\* significant at <.0001, \* significant at <0.05

R-square is equivalent to 0.28. All control variables were found insignificant, except the Executive positions with p-value of 0,0273 with negative effect,



which could mean that one unit change in executive position will lead to minus 0,33 change in career aspirations.

**Hypothesis 1a:** Job contents has positive effect on the Career development aspirations. Statistically significant with p-value – 0,0273.

**Hypothesis 1b:** Career development practices has positive effect on the Career development aspirations. Statistically insignificant with p-value – 0.5657 greater than  $\alpha$ .

**Hypothesis 1c:** Social atmosphere has positive effect on the Career development aspirations. Statistically significant with p-value – 0.0014 and parameter estimate 0,202.

**Hypothesis 1d:** Organizational policies has positive effect on the Career development aspirations. Statistically significant with p-value – 0.0015 and parameter estimate 0,222.

**Hypothesis 1e:** Rewards system has positive effect on the Career development aspirations. Statistically insignificant with p-value of 0.1796.

## Model testing

**Hypothesis 2:** *“Organizational commitment plays mediating role between organizational practices and career development aspirations”.*

Table 4.4.3 Regression results for the research model

Summary of Effects						
	Estimate	Standard Error	Wald 95% Confidence Limits		Z	Pr >  Z
<b>Total Effect</b>	0.1371	0.07249	-0.00502	0.2791	1.89	0.0587
<b>Controlled Direct Effect (CDE)</b>	0.03818	0.08834	-0.1350	0.2113	0.43	0.6656
<b>Natural Direct Effect (NDE)</b>	0.03818	0.08834	-0.1350	0.2113	0.43	0.6656

Summary of Effects						
	Estimate	Standard Error	Wald 95% Confidence Limits		Z	Pr >  Z
<b>Natural Indirect Effect (NIE)</b>	0.09887	0.05450	-0.00796	0.2057	1.81	0.0697
<b>Percentage Mediated</b>	72.1383	53.6267	-32.9681	177.24	1.35	0.1786
<b>Percentage Due to Interaction</b>	0	.	.	.	.	.
<b>Percentage Eliminated</b>	72.1383	53.6267	-32.9681	177.24	1.35	0.1786

R-square is equivalent to 0.29. According to the regression results, organizational commitment has no mediating role between organizational practices and career development aspirations. However, the results could be also explained due to the low reliability of the organizational commitment scale.

**Hypothesis 2a.** Organizational commitment has positive influence on employees' career development;

R-square is equivalent to 0.30. P-value is 0.003 with parameter estimate of 0.244204359. The Organizational practices perception is statistically significant affecting Career Development Aspirations. Every 1 unit increase of organizational practices, will increase 0.25 career development aspirations of the respondents.

Table 4.4.3 Hypothesis 2a

Parameter	Estimate	Standard Error	t Value	Pr >  t
<b>Intercept</b>	3.497160431	0.64552909	5.42	<.0001
<b>Organizational commitment</b>	0.244204359	0.07944498	3.07	0.0030
<b>Position executive</b>	-0.278621831	0.14248331	-1.96	0.0545
<b>Position non-executive</b>	0.000000000	.	.	.

All control variables were found insignificant, except the Executive positions with p-value – 0.0545, with negative effect – one unit change in executive position will lead to minus 0,27 change in career aspirations.

Table 4.3.2 Summary of Hypotheses Testing

Hypotheses	Result
<b>Hypothesis 1:</b> <i>“Organizational practices perception has positive effect on the Career Development Aspirations”</i>	Accepted
<b>Hypothesis 1a:</b> Job contents has positive effect on the Career development aspirations.	Accepted
<b>Hypothesis 1b:</b> Career development practices has positive effect on the Career development aspirations.	Rejected
<b>Hypothesis 1c:</b> Social atmosphere has positive effect on the Career development aspirations.	Accepted

<b>Hypothesis 1d:</b> Organizational policies has positive effect on the Career development aspirations.	Accepted
<b>Hypothesis 1e:</b> Rewards system has positive effect on the Career development aspirations.	Rejected
<b>Hypothesis 2:</b> Organizational commitment plays mediating role between organizational practices and career development aspirations.	Rejected
<b>Hypothesis 2a.</b> Organizational commitment has positive influence on employees' career development;	Accepted

To provide more deep understanding on the research topic and causes open question “*Do you have any suggestions on how public sector organizations can improve their practices on developing talented and promising cadres?*” was asked from both former public officials and incumbents (in order to provide both perspectives), table below has the summary of received recommendations.

*Table 4.6 Summary of responses on open question*

<b>Respondent</b>	<b>Variables and Contributing factors</b>
<b><i>Former public officials</i></b>	<ul style="list-style-type: none"> <li>- <i>Most mentioned variable – “increase the salary”;</i></li> <li>- <i>Create favorable and attractive working conditions;</i></li> <li>- <i>Provide various opportunities for both professional and personal growth of personnel”;</i></li> <li>- <i>Attractive package of benefits;</i></li> <li>- <i>Motivation and involvement;</i></li> <li>- <i>Knowledge transfer. Create a central bank of ideas – perspective plans and policies</i></li> </ul>

	<p><i>database and database of talent employees.</i></p> <ul style="list-style-type: none"> <li>- <i>Career development opportunities;</i></li> <li>- <i>Anti-corruption;</i></li> <li>- <i>Employer' transparency and fairness;</i></li> <li>- <i>Appoint young and experienced ministers, who in turn should reduce the number of civil servants and hire new ones with a high salary;</i></li> </ul>
<b><i>Incumbents</i></b>	<ul style="list-style-type: none"> <li>- <i>Salary;</i></li> <li>- <i>Merit base;</i></li> <li>- <i>consider employees voice;</i></li> <li>- <i>training programs and contracts with organization;</i></li> <li>- <i>develop and strengthen national training programs;</i></li> <li>- <i>attestation and examination of public servants on "quality";</i></li> <li>- <i>teamwork;</i></li> <li>- <i>talent attraction and management;</i></li> <li>- <i>appropriate performance evaluation;</i></li> <li>- <i>Financial and non-financial incentives;</i></li> <li>- <i>Career development;</i></li> <li>- <i>Talent retention and stimulus, talent support;</i></li> <li>- <i>create a network of talent - platforms where they can share their experience both among themselves and with other government officials who have not been trained abroad.</i></li> <li>- <i>attract young talent from private sector;</i></li> <li>- <i>improve efficacy and transparency of the performance evaluation.</i></li> <li>- <i>toughen attestation of public servants;</i></li> <li>- <i>Give employees a chance to participate in solving important issues;</i></li> <li>- <i>make training abroad selection procedures more</i></li> </ul>

	<i>transparent – targeting right personnel;</i> <i>- couching;</i> <i>- education and policy transfer from developed countries;</i>
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Both perspectives has similarities in recommendations, particularly the role of the material incentives (salary, benefits package etc.) was emphasized. Also, respondents suggested transparency, efficiency and fairness improvement and betterment of organizational practices.

## 4.4 Summary

This chapter demonstrated the findings of the statistical analysis of the study. To answer the research question and to test the hypotheses the quantitative method through survey to 102 respondents from Kyrgyzstan was employed.

The main objective of the study was to test the impact of organizational practices on career development aspirations, and the mediating role of the organizational commitment. This relationships were tested with the effect of the control variables. The results confirmed direct impact of organizational practices on career development aspirations. The effects of the sub categories of the independent variable was also tested – *job content, social atmosphere, organizational policies* were found to have a positive effect on career development aspirations. On the other hand, effect of sub categories – *career development practices and rewards* was not statistically supported. Therefore, targeting improvement of the organizational practices, namely job content, social atmosphere, organizational policies to boost career development aspirations is strongly recommended. In addition, regression showed, that control variable - position level, has an effect on relationship between IV and DV. Executive level showed negative effect, meaning that achieving the higher position leads to a career development aspirations decrease, hence targeting non-executive level public servants is recommended. Other control variables (gender, age, rank and years in public service) has shown no significant effect. The assumption about mediating role of the organizational commitment

between IV and DV was rejected, however the direct effect of the organizational commitment on career development aspirations was found. Thereby, increasing organizational commitment could also lead to increase in public official's career development aspirations.

## **Chapter 5. Recommendations and Conclusion**

This chapter presents the conclusion of the study. Key findings are summarized and possible solutions are developed. Additionally, here we provide Korean experience on public service development, in order to develop more precise and strong recommendations.

### **5.1 Discussion of main findings and proposed solutions**

This research focuses on talent development in public sector in the context of Kyrgyz Republic. Long-term abroad training programs were chosen as talent development practice. Hence, unit of analysis of this research – are beneficiaries of the long-term training programs under development assistance agreements.

The Study aimed to explore whether organizational practices perception has an impact on career development aspirations of mentioned above public officials, and to test the mediating role of organizational commitment. Organizational practices has five components – job content, career development practices, organizational policies, social atmosphere, rewards.

The major finding revealed that Organizational practices positively influence on the Career Development aspirations, however mediating role of the organizational commitment was not proven, thus the model of this research in the context of Kyrgyz public officials appeared not to be true, which could present some risks, that employees could leave public sector for better conditions and incentives. Nonetheless, positive direct effect of organizational commitment with employee's career development aspirations was found.

Career development aspirations are the same across the levels of Gender Age, Rank and other demographic variables. Only executive level of positions



showed negative relationship with career development aspirations, meaning non-executive position employees have higher level of career development aspirations. Rewards was found to be important in the context of talent development in the Kyrgyzstan.

To enhance aspirations to career development in public sector, following solutions were proposed:

1. to develop and implement an adequate system of remuneration, corresponding to modern needs and social guarantees of public servants;
2. legislatively regulate the powers of state secretaries of state bodies, allowing them to fully ensure the stable functioning of the apparatus of state bodies, the professional development of public servants, their protection from political and other undue pressure;
3. restructure the system of professional development of civil servants (retraining, advanced training, internship), bring it into the line with the needs of the civil service and align with government goals. Development of national training processes and their quality is needed ;

In order to motivate civil servants to work efficiently and reduce the outflow of qualified specialists from the civil service decent pay for their labor should be provided. An additional innovative mechanism for stimulating promising civil servants should be the activities of the Fund for the Support of Civil Servants of the Kyrgyz Republic (hereinafter referred to as the Fund), financing their training, participation in the development and subsequent implementation of projects to modernize the activities of relevant government bodies.

One of the main conditions for the successful modernization of public service is the formation of a new generation of qualified managers.

For these purposes, it is necessary to develop and legislatively regulate follow mechanisms:

- guaranteeing professional and conscientious stability of career opportunities;

- competitive selection of candidates for public service in transparent and objective way, which would allow attracting specialists with the necessary intellectual, business and professional qualities, focused on honest and efficient work;
- demotion or dismissal in the event of repeated receipt by a public servant of a low rating for the results of professional activity;
- expanding the possibilities of training specialists abroad with the condition of compulsory work in the field of public service of the Kyrgyz Republic for 3-5 years after graduation.

An important incentive for entering public service for a lot of public servants is the prospect of self-realization and social recognition. Based on this, it is necessary to create a system of consistent, adequate encouragement and rewarding of civil servants for exceptional performance. The process of passing and promoting a public servant in the public service should be systematic, socially fair and open, based on the professional achievements and merits of the public servant.

Internal and national personnel reserves are underdeveloped, and has rather formal character, then the real implementation tool for an effective promotion of public servants mechanism. Supposedly, the process of promotion should be replenished from among the most qualified and talented specialists. Civil servants who are members of the National Personnel Reserve, who have shown the best professional and leadership qualities, high labor rates and received a positive public rating, can be also recommended for promotion to political positions.

In order to increase the competence of civil servants, development of practical skills that provide a high-quality solution to the tasks, is necessary.

The modern system of training involves:

- Organization of a system of regular targeted training, retraining and advanced training of civil servants;

- Development and adoption of a training strategy for civil servants, governing the organizational and legal forms of professional training of civil servants, the order, frequency, terms, conditions of vocational training and other issues;
- Definition of priority areas and plans for additional professional education of civil servants, based on the long-term goals and objectives of state bodies;
- Creation of a common database on the professional development of civil servants, integrated into the developed human resources management information system: the formation of a state order for training public servants; competitive selection of educational programs; the introduction of innovative models of education and new forms of the educational process using advanced information and communication technologies, including distance learning technologies, conducting online training sessions, etc. ;
- Creation electronic system on for remote corporate training and self-training of civil servants;
- assessment and management of the quality of training of civil servants.

In the interests of ensuring the professionalization of civil servants, close interaction is required between the authorized state civil service body, state bodies, the Academy of Public Administration under the President of the Kyrgyz Republic and other educational institutions providing educational services. At the same time, the Academy is becoming the main base for retraining and advanced training of civil servants, functioning according to the programs determined by the authorized state body of public service in conjunction with state bodies.

In order to ensure quality control of the preparation of graduates in state and municipal programs, it is necessary to involve independent experts included in the database of the Ministry of Education and Science of the Kyrgyz Republic in the work of the State Certification Commission. One of the priorities for improving the system of training civil servants should be the development of cooperation with leading foreign educational and scientific-methodological centers specializing in the field of public service. Regular professional development should become a legally mandatory part of the service by each

employee of the state body throughout his career, taken into account when evaluating and stimulating his activities.

Also regarding the long-term training programs, the State Personnel Service should create an electronic database and track those who left the service prior the contract end, and those who still in the public service, providing them career development opportunities.

## **5.2 The Republic of Korea's experience on public sector service development**

The Republic of Korea presents an unique case, within one generation, it had transformed itself from a poor agrarian society to a modern industrial nation. Unlocking the secrets behind Korea's rapid and broad-based development, can offer invaluable insights, lessons and knowledge that can be shared and used in development of other countries. Majority agrees on that competent and dedicated public servants were the forces behind Korea's rapid social and economic development in the aftermath of the war (Lee, S. & Lee, S 2014). Overiewing some major reforms in the public personnel system could reveal the secret behind the Korea's successes. Korean government recognizes the importance and invests in the quality of the public service and public officials, by recruiting competent public servants and improving the public personnel system. The overall training system for government officials is structured to reflect government policy needs.

Historically, several factors contributed to making civil service positions highly competitive. Firstly, a civil servant was guaranteed lifetime employment and stable income, as well as various benefits (medical insurance and national pension). In addition, high-ranking bureaucrats in government enjoyed enormous power with political authority, enjoying tremendous prestige and social status (Lee, S. & Lee, S 2014). Thereby, traditionally in Korean culture civil service exam filter the best and the brightest candidates, attracting young and talented people to seek for a career in public service.

During the Chun Doo-hwan government (1980 – 88) and the Roh Tae-woo government (1988 - 93) in order to enhance the professionalism and efficiency of public servants, existing service five-grade-level was revised to nine-grade system with no subdivisions. Accordingly, new civil service exams were introduced, for the each entrance grade - for the fifth, the seventh, and for the ninth levels, which are the main current recruitment tools of the civil service in Korea. Financial crisis in the late 90s, pushed public personnel administration to the new public management reform with more market oriented approaches. In the 1995 Korean government introduced informal pay-for-performance system, providing once a year 50 to 100% of their salary to the top 10% public officials. During the President Kim Dae-jung's government Central Civil Service Commission (CSC) was established, policy formulation and public personnel administration was break between two agencies: the CSC and Department of Public Administration and Autonomy. Which allowed the full-scale study of public personnel systems and reforms introduction. Policies on local talents recruitment were developed during the President Roh government (2003 - 08), in order to increase representativeness of local officials talented people from various regions – talented graduates of the local universities who were recommended were hired based on the open-competitive civil service. For high-level political appointees by the National Assembly, Confirmation hearings was implemented in 2000 (expanded to all ministers of the central government in 2005), examining nominee's competence and background. In addition, his government introduced a new benefit system, which allowed employees to form their package of the benefits based on their own preferences, allowing at the same time to utilize government funds more effectively. In 2009, the age limit for the civil service was abolished, meaning that recruitment is based on competencies, not age (everyone over the age of 18 can take the civil service exam). To fix this problem, the government eliminated the education requirement, enabling anyone to take the exams (Lee, S. & Lee, S 2014).

### ***Civil Service Exam***

Transition to an information society lead to the need of the Civil Service Exam improvement (2002), precisely evaluation of the real practical capabilities, such as measurement of creativity, ability to react instead of rote learning abilities measurement. Moreover, exam consisted from too many subjects, without linking the education background and civil service exam. In order to overcome this issues PSAT (public service aptitude test) was introduced (for the fifth-grade level), the tool to evaluate varied skills. At the same time, more important role was given to the in-depth interview, to cover blind spots that written test can't measure, and specialty subjects (Kwon, 2003).

In addition, more importance was accorded to the interview, and in-depth interviews were conducted in order to evaluate abilities and potential that cannot be evaluated in written test. The traditional subjects for the civil service exam were also replaced with specialty subjects, and the number of subjects was reduced. In addition, the civil service exam has been improved in such a way that its results reflect capacities of the test takers that are relevant to public service, which in turn enables the government to select competent and able candidates that contribute to the professionalism of the bureaucracy. Second, the Korean government has opened the public service to everyone. Recruitment into the civil service occurs via two tracts: the annual open-competitive civil service exams and irregular special recruitment processes (e.g., career-competitive civil service recruitment in Korea) (Kim, 2010).

*Relative Evaluation System in the Senior Executive Service (2009).* Originally, senior executive service had five-scale evaluation system (i.e., very poor, poor, average, good, very good), which found to be inefficient and indulgent. In order to solve it, a relative evaluation component as part of the performance evaluation of the senior executive service was implemented. In addition, performance-based management was strengthened, motivating public servants. Promotion opportunities and pay-for-performance are given based on the

evaluation results, abolishing a seniority-based salary system.

In general, there was a perception that public servants in Korea are less paid than their private-sector counterparts, but about the wage gap between the two sectors is not as significant when one considers the total compensation package of public servants, including pay, prestige, and job security. In particular, a variety of allowances help to narrow the gap between public and private wages. Public officials' pension, which is a form of deferred compensation, also improves the compensation system of public employees (Lee, S. & Lee, S 2014). Therefore, summarizing the Korean reforms on public service system, in order to strengthen openness and competition on the public service following policies were adopted:

- Increased employment of outstanding talent and experts from both the private and public sector by the Open Position System and the Job Posting System;
- Promotion Diversity: recruitment examination (grade 5) for those with developed career; diversification on recruiting channels; improvement of test methods; strengthened affirmative action (note: Internship program for local talents – recommended by local universities – appointed as G7/G9 civil servants).
- Improvement of test methods – measuring logical/analytical thinking power and competency required for the job performance: PSAT (for grade 5<) (since 2004) – language ability; data analysis abilities; situation judgment section (problem solving, decision making skills); Strengthened interview assessing job performance competency;
- Recent reforms in the Korean public service system includes – occupational re-categorization (2013), flexible working arrangements (2014), self-paced working hour system (2014), creation of professional positions (2015), innovation of work style (2016), work-family balance (2016) and others (MOIS, 2018).

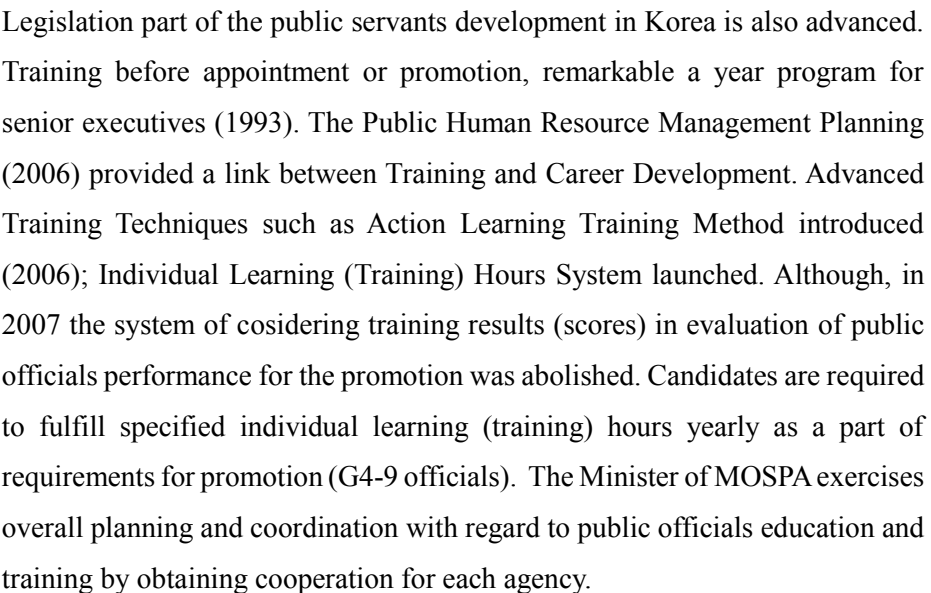
## **Korea's Public service education and training**

The initialization and system of the public official's development in Korea are well established:

- 1949 National officials training institute – The Present Central Officials Training Institute (COTI) was established;
- In the 1961 - Education and Training Division and The Public Service Education and Training Act promulgated.
- In the 1977 - Overseas Training Programs launched: Long-term and short-term programs. As well as Professional and Technical Training Institutes under Central Government Agencies and Local Government Training Institutes were founded.
- Besides, the government established the Education and Training Department within the Ministry of General Affairs (MOGA) in order to take charge of capacity building for government officials from a central government perspective. Accordingly, while the Education and Training Department was responsible for establishing an annual plan for government officials training, COTI was in charge of providing training programs. When the government later allowed central government ministries and provincial governments to establish their own training centers for the teaching of specialized functions, COTI's responsibilities expanded to include supervision of these centers' training activities (K-developedia). Central government ministries controlled the training of government officials. Specifically, COTI (for central government officials) was under the supervision of MOGA and the Local Administration Training Institute (LATI) for local government officials was under the purview of the Ministry of Home Affairs (MOHA). Individual ministries ran their own training institutions specialized in the designated functional areas and provincial governments also operated training centers. (K-developedia).



Source: <https://www.kdeopedia.org/>



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programs to upgrade skills and knowledge; training is a joint responsibility of the employees and the supervisors in the form of Individual Development Plan and Performance Agreement. Trainings should meet needs of individuals and be aligned with the organization's goals and objectives (Park, 2014).

### **Bridging the Policy Needs of Government in Training Programs**

The training system in Korea is aligned with country's economic development policies. MOGA develops and delivers every year training plans to the government bodies, they are also considered during the major policy decisions of the Cabinet. The Planning Program is designed to provide skills and techniques to policy-makers in the central government bodies. One of the other examples is the new managerial and statistical courses for the mid-level officials, which includes handy subjects on development policies (K-developedia).

Below, in the tables 5.2 (domestic training programs) and 5.3 (overseas) Korean training system of public officials is provided.

Table 5.2 Domestic training programs (Park, 2014)

<b>Type</b>	<b>Content</b>	<b>Providers</b>
Basic training	In order to foster professional ethics and enhance competency	Public officials training institutes: grade based (before appointment); OJT (on-the-job training) or commissioned training.
Specialized training	For acquisition of specialized knowledge and skills needed in the line of the duty	OJT; Public officials training institutes; domestic commissioned training.
Other	Training on government policy, national agenda, and civil service ethics.	Individual learning; OJT; Public officials training institutes; domestic

		commissioned training.
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Table 5.3 Overseas training programs (Park, 2014)

Training course	Contents	Target
<i>Short-term</i>		
Individual training (<6 month)	Research on foreign policies related to each agency	G9 and higher
Customized training for respective agencies (<2 month)	Research on urgent issues of each agency	
Team training within the agency (2 weeks)	Team research on common issues	
Foreign training institutes (2 weeks)	Specialized training institutes (Japan, Europe and others)	G4 to G7
<i>Long-term</i>		
Professional training (1–1.5 years)	Foreign government agencies, International organizations.	SCS; Director-level;
General course (2-2.5 years)	Internship, academic course-work;	G4 to G7;
1+1 (KDI domestic + overseas training)	International policy, economy, etc.	

### ***Korea's e-government on public service***

In contemporary world the demand of innovations and technological progress of public service is very high. Korean e-Government system is globally recognized and helps to enhance the productivity and efficiency of the government. “e-Saram” (e-HRMS) is an electronic human resource management system, which helps to manage public officials in efficient, fair and transparent way. The functional specter of the system is wide and covers variety of the tasks, such as remuneration, appointment, performance evaluation, education and training, work conduct. The system was established

as a part of Eight Major Tasks of Human Recourse Reform, which was announced in early 2000's, and since digitalization of the government's HRM tasks reliability of personnel data was improved significantly, inputting to the betterment of decision-making processes on personnel. In 2018 automatic maintenance model was designed for the e-Saram, based on intelligent information technologies, new platform also analyses big data on the government personnel (MOIS, 2018).

National Human Resources Database (NHRDB) was established in 1999, it is a national system for managing information on possible candidates for government positions, allowing to appoint the best possible employees in the objective and transparent manner. Government organizations can directly access the database and recruit desired candidates. In 2018 "Public Referrals on Recruitment" program was added, encouraging citizens to recommend candidates on government positions. Furthermore, system allows to people outside the government to upload personal information (MOIS, 2018).

Government 3.0 is a new governance paradigm of the Korean government to promote active collaboration among government ministries. With the emergence of the fourth industrial revolution, there is a call for a strong government that is small but powerfully efficient and greatly influential in the public sector. ICT-based digital innovation and citizen-centric public services integration, was a response to the challenges above (Seo, Kim & Choi, 2018). The history of civil service reforms and current practices in Korea has important implications for other developing countries, including the cases when country lacks in natural resources. Over everything, the system is merit-based and emphasizes a lot on the knowledge, skills and performance, because human resource in government is a critical part in national development, and high level of experience and expertise of civil servants are needed to develop and implement a good policies. Civil service exam is very competitive and helps to recruit talented public officials, with a strong knowledge on public administration, policymaking and economics. In Korea's case most of the

reforms targeted the recruitment of talented competent candidates, along with the training and career development reforms.

## **5.2 Conclusion**

Improving the talent developing practice of the government seems crucial to us. To insure the development of the country, quality of the public officials should be improved. Furthermore, the attraction and retention of the talent, depends on government policies and practices. This research attempted to input in development of the topic and betterment of the practices, through understanding which government practices should be developed. In order to understand what is important for talent, the impact of organizational practices was studied. Positive effect of organizational practices perception on career development aspirations was found. Thus, we can state that in order to develop talents, improvement of the government organization's practices is needed.

Kyrgyz government should consider investing more in capacity building and strengthen various incentives programs. Additionally, unfair personnel practices are still exist (recruitment, evaluation and promotion processes are full for the subjectivity and corruption). However, we admit that the process of civil service improvement in Kyrgyzstan has a long-term character, as it requires the change in the bureaucratic culture and system.

Based on quantitative data, that was collected, Kyrgyzstan's public service system overview and The Republic of Korea's experience on public service development case, recommendations on Kyrgyzstan's public servants development and state organizational practices improvement were created.

### **Recommendations:**

#### **(1) Public officials training system modernization.**

In order to increase efficiency and to get better outcomes there should be programs aligning government agenda and organizational needs with

training objectives. Targeted trainings, per position and content, are also a good way to achieve the goals (grade based in Korea, providing domestic and overseas training opportunities); There is need to get trained before appraisal/promotion or appointment to the new job. Although, contents of the domestic trainings should provide analytical skills and other modern and competitive knowledge to the public servants;

**(2) Level (grade) based development structure raising quality managers and policymakers.**

Separate career development, education and training programs for the executive level officials and policymakers providing necessary skills and knowledge;

**(3) Public service exam reform.**

Currently the first step test has only content on legislation, regardless the job content. Link between work and public service specifics and the test is needed. Additionally, the second and third steps of the exam are vulnerable for the committee subjective discretion and corruption. Improvement of the interview transparency and creation of objective tools for an interview are needed.

**(4) Incentives and benefits package improvement.**

Provide benefits package based on the employee's preferences and lessen the salary gap between public and private sectors.

**(5) Improve transparency and the fairness of appointment, appraisal and evaluation processes.**

The e-Saram case presents a good example on comprehensive digital database on all promotion/appointments, performance assessment, compensation, education and training and work conduct from various government organizations. Kyrgyz government should consider implementation of the analogical system on its public service, despite the financial barrier, the steps towards it need to be done. Digital platform also could offer an opportunities on self-education or the space where the knowledge and skills could be shared.

**(6) Development of the national database on the human recourses.**

Kyrgyz public service has National Reserve of the cadres (consist from exceptional performers or those who passed exam excellently), however the system doesn't have so much real world implications. The implementation tools and programs are needed, and the system could be further digitalized and developed, turning into the main source on making decisions regarding the recruitment, appointment, appraisal etc in public sector, ensuring the best candidates on the position. (Example Korean NHRDB).

### **5.3 Limitations and challenges**

Though the study is completed, it is far from perfection. There are few considerations regarding the study which also could be referred to by fellow researchers in conducting similar research. By referring to this sub-chapter, the validity of the future research may be improved to a better state.

The first limitation is the response rate of the respondents. Since data gathering is done via online measures, while also considering crisis situation (in time of COVID-19 pandemic and political instability in Kyrgyzstan, such as protests) and physical absence of the researcher in the country (from Republic of Korea to the Kyrgyz Republic), it wasn't able to reach the determined target. Out of respondents, only 102 responses were collected. This caused the margin of error of this study to increase to 8%. Some respondents also concentrated more in KOICA SP rather than other programs. For the JDS program, responses rate was low.

Since the data is not complete, the generalizability of this research could possibly be affected.

Improvement of the organizational commitment scale, and consideration of it as an independent variable seems to be needed. For more deep knowledge, mixture of qualitative approaches is also recommended to improve talent development in the public sector.

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CONCEPT of modernization of the public service of the Kyrgyz Republic Approved by Decree of the President of the Kyrgyz Republic, June 20, 2011, N 146 // <https://www.mkk.gov.kg/contents/view/id/218/pid/208>

STRATEGY of development of the State personnel service of the Kyrgyz Republic Approved by Decree of the President of the Kyrgyz Republic, September 30, 2013 N 198 // <https://www.mkk.gov.kg/contents/view/id/219/pid/208>

The Regulation on the procedure for sending internships, retraining and advanced training of public servants of the Kyrgyz Republic abroad from July 15, 2002 No. 476.

## Appendix

Dear Respondent,

Thank you very much for your willingness to participate in this research.

My name is Erkinbaeva Sonun, State Commissions on Religious Affairs employee and graduate student from the Graduate School of Public Administration of Seoul National University. I'm conducting a study on the impact of perception organizational practices on organizational commitment and career development aspiration in Kyrgyz Republic, as my thesis dissertation for the said degree.

The survey takes approximately 10 minutes. Your responses will be highly appreciated and strictly confidential. All results will be used in generalized form.

If you have any comments, clarifications or you would like to receive finalized results of this research, please feel free to contact me:

sonun2019@snu.ac.kr

sonunerkinbaeva@gmail.com

Thank you for your cooperation!

### I. Socio-demographics:

- 1.1 Sex (F; M;)
- 1.2 Age (20-30; 31-40; 41-50; 51-63)
- 1.3 Total years in public service (0-5; 6-11; 12-17; 18-23; 24 and more)
- 1.4 A graduate program that you participated in: KOICA SP; JDS; Young Leaders Program (Japan); "Youth of Excellence Scheme Of China (YES China)"; Academy of Public Administration under the President of the Republic of Kazakhstan; Other \_\_\_\_\_
- 1.5 Completed level of education: Bachelor's; Master's; PhD;
- 1.6 Are you currently employed in public sector? Yes; No;

***\*Here depending on answer survey divides on 2 parts.***

***If answer is "No":***

1N. Which public organization were you employed (the latest one)?

2N. Please provide the reason why you quit from public sector?

3N. Please evaluate organizational practices in your previous public employment:

4N. Do you have plans to come back to public service in the future? Yes;  
No; I don't know

5N. Do you have any suggestions on how public sector organizations can improve their practices on developing talented and promising cadres? Please write down.

**If the answer on Q 1.6 (Are you currently employed in public sector?) is “Yes” :**

- 1.7 Which organization are you from? \_\_\_\_\_
- 1.8 Your rank?
- 1.9 Position? Non-executive; Senior or executive-level

## **II. Perceived organizational practices scale**

In the space next to the statements below, please choose a number from “1” (strongly disagree) to “5” (strongly agree). Please be completely honest. Your answers are entirely confidential and will be useful only if they accurately describe you.

### **2.1 Job content**

- 2.1.1 *I find my work challenging*
- 2.1.2 *I find my work interesting*
- 2.1.3 *I have enough autonomy during the process of my work*
- 2.1.4 *My job provides me opportunity to fully utilize knowledge and skills I have*

#### **2.2 Career development**

- 2.2.1 *My organization provides enough career opportunities*
- 2.2.2 *My organization provides enough training and education opportunities*
- 2.2.3 *My organization encourages coaching on the job*
- 2.2.4 *My organization provides me enough opportunities to develop professionally*

#### **2.3 Social atmosphere**

- 2.3.1 *There is good working atmosphere in my organization*
- 2.3.2 *I receive enough support from my colleagues*
- 2.3.3 *I feel recognized for the work I do*

#### **2.4 Organizational policies**

- 2.4.1 *My opinion is considered in the process of making important decisions*
- 2.4.2 *Supervision process in my organization is fair*
- 2.4.3 *I receive detailed feedback on my performance*
- 2.4.4 *My organization has clear and fair rules*
- 2.4.5 *I can freely express my opinion related to the job contents*
- 2.4.6 *My organization has clear goal setting*
- 2.4.7 *We have proper worker's abilities and organizational goal alignment*

## **2.5        Rewards**

2.5.1 *I can't be fired if there is no serious reason behind it*

2.5.2 *I receive appropriate salary for the work I do*

2.5.3 *I get rewarded for exceptional performance*

2.5.4. *My organization provides good benefits package*

## **III. Organizational commitment scale**

In the space next to the statements below, please choose a number from “1” (strongly disagree) to “5” (strongly agree). Please be completely honest. Your answers are entirely confidential and will be useful only if they accurately describe you.

3.1        I really care about the fate of this organization

0 1 2 3 4

3.2        I find that my values and the organization's values are very similar    0 1 2 3 4

3.3        For me this is the best of all possible organizations to work for  
0 1 2 3 4

3.4        I feel very little loyalty to this organization  
0 1 2 3 4

3.5        I don't feel part of this organization  
0 1 2 3 4

Employee's future vision (on public service)

*(Answer options: Yes; No; I do not know ;)*

3.6        I am looking for an opportunity to find a job in another private organization.

3.7        In the next few years I intend to stay with this organization

3.8        I would like to remain public servant even in another organization

## **IV. Career development aspiration scale**

In the space next to the statements below, please choose a number from “1” (strongly disagree) to “5” (strongly agree). Please be completely honest. Your answers are entirely confidential and will be useful only if they accurately describe you.

### **4.1        Leadership aspiration scale**

I hope to become a leader in my career field. 0 1 2 3 4

I want to have responsibility for the future direction of my organization 0 1  
2 3 4



I plan to rise to the top leadership position in my career 0 1 2 3 4

When I am established in my career, I would like to manage other employees  
0 1 2 3 4

#### 4.2      **Achievement aspiration**

I want to be among the very best in my field. 0 1 2 3 4

I want my work to have a lasting impact on my field. 0 1 2 3 4

I aspire to have my contributions at work recognized by my employer. 0 1 2  
3 4

Being outstanding at what I do at work is very important to me. 0 1 2 3 4

#### 4.3      **Educational aspiration**

I plan to reach the highest level of education in my field. 0 1 2 3 4

I will pursue additional training in my occupational area of interest. 0 1 2  
3 4

I know I will work to remain knowledgeable about recent advances in my  
field. 0 1 2 3 4

Even if not required, I would take continuing education courses to  
become more knowledgeable. 0 1 2 3 4

***5. Do you have any suggestions on how public sector organizations can  
improve their practices on developing talented and promising cadres?  
Please write down.***

# 키르기스스탄 공공 부문 인재 관리:

조직 관행이 경력 개발 포부에 미치는 영향과

조직 공약의 중재 역할

Erkinbaeva Sonun

서울대학교 행정대학원

글로벌행정전공

본 연구는 키르기스 공화국의 공공 부문 인재 관리 즉, 인재육성의 관행과 훈련에 초점을 두었다. 개발 지원 계약에 따른 장기 훈련 프로그램의 수혜자를 대상으로 분석하였다.

본 연구는 조직 관행 인식이 공직자들의 경력 개발 포부 및 조직 공약의 중재 역할에 미치는 영향을 탐구하는 것을 목표로 한다. 조직 관행은 업무 내용, 경력 개발 관행, 조직 정책, 사회적 분위기, 보상 등 다섯 가지 요소로 구성된다. 연구 항목은 선행 연구에서 채택하였다.

연구 결과, 조직 관행이 경력 개발 포부에 긍정적인 영향을 미치는 것으로 나타났다. 조직 공약의 중재 역할은 유의미하지 않았으나 경력 개발 포부와 함께 직접적으로 긍정적인 영향이 있었다. 경력 개발 포부는 성별, 연령, 직위 등 인구통계학적 변수에 걸쳐 동일했다. 임원급 직급에서만 경력 개발 포부와 부정적인 관계가 나타났다.

주제어: 인재 관리, 조직 관행, 조직 공약, 경력 개발 포부

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