

RESULTS OF THE NEEDS ANALYSIS AND COURSE OPINION SURVEY CONDUCTED IN THE FRAMEWORK OF PROJECT PARD

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The article describes the environment and purpose of the needs analysis and course opinion survey, which were conducted in the framework of TEMPUS PHARE Institutional Building project “PARD”. It describes the outline of the questionnaires and makes an effort to present the results in readable form. Discussion of the results and recommendations for future development of the project are given.

1. Introduction

The Czech Republic currently undergoes wide scale transition process, which should result in joining the European Union. To facilitate this transition, public servants and regional governments' officers in pre-accession period should be prepared to understand European values, to improve their language and communication skills, management skills, to improve their knowledge about use of recent information technologies and Internet use.

With the accession to the EU, the need for prospective EU civil servants will arise. Because preparation of well-trained professionals is long term process, to prepare them on time, the need for their advance training exists already. The reform of the government administrative structure is also underway.

This change will need new well-prepared professionals in the public administration sector and it will also create need for re-qualification of the existing civil servants.

To provide for these necessities, European Union in the last round of the TEMPUS PHARE project devoted its resources to so-called Institutional Building type of projects. The role of these projects is transfer of the Euro-skills (acquis) from universities to public institutional bodies, where special attention is focused on the Public administration.

One of the few projects approved in the Czech republic by the European TEMPUS Office was project “PARD” with Faculty of Economics and Administration of the University of Pardubice as contractor and co-ordinator. To address the necessity of improvement of Czech Public Administration expertise and skills necessary for the European Integration, project consortium has been constituted. The EU partners are representing countries, which have either underwent transformation processes similar to those active now in the Czech Republic (e.g. Greece, Portugal, Spain) or those with long democratic tradition as United Kingdom, Germany and Ireland.

The EU Institutions range from specialised bodies for training public servants in regional and international context as CEMCI Granada to Universities and can provide comparative view on the pros and cons of practices employed across the EU countries.

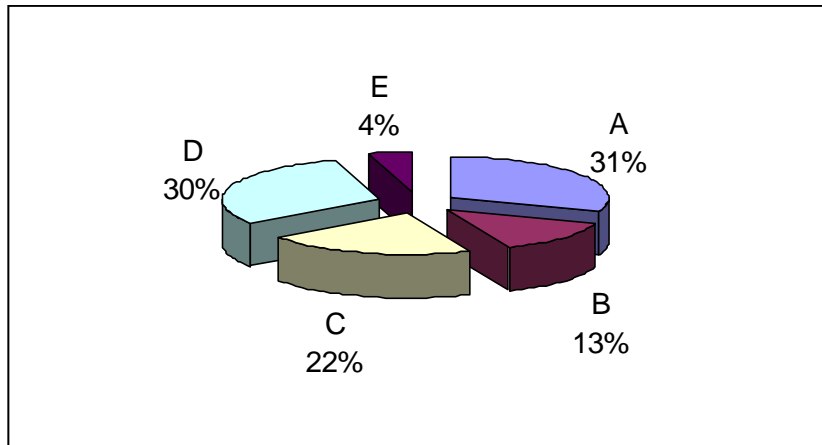
According to the results of the needs analysis, authors of curricula and trainers of future courses were selected, trained in the language and communication skills and sent to EU in order to collect relevant experience and materials. The content of the courses developed tries to balance the EU and Czech requirements. Wherever possible adoption of the EU materials has been used.

2. Needs analysis

As a part of the project, needs analysis had to be performed. This task has been included in the various projects focused on the public administration staff needs, but the results were too general to be applicable. It was therefore decided to conduct project's own analysis, which would help to focus future development of the courses to fit the needs of the envisaged target group. The results of the analysis are given bellow.

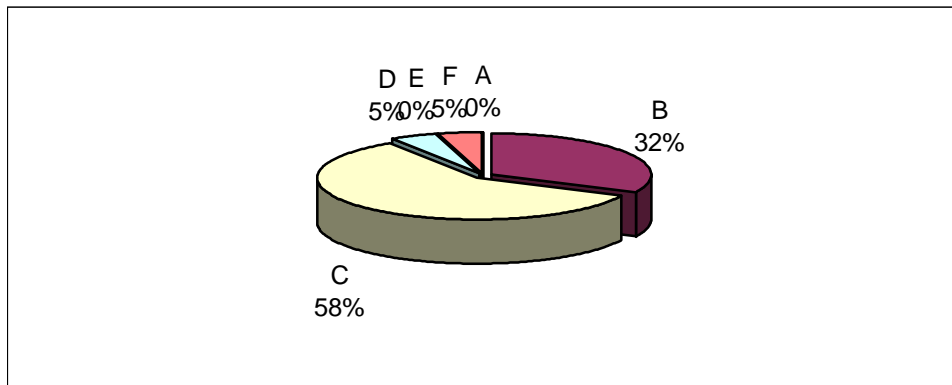
I)How long have you been at your job?

- A- 1 year and less B- 1 to3 years C- 3 to 5 years
- D- 6 to10 years E- 11 and more years



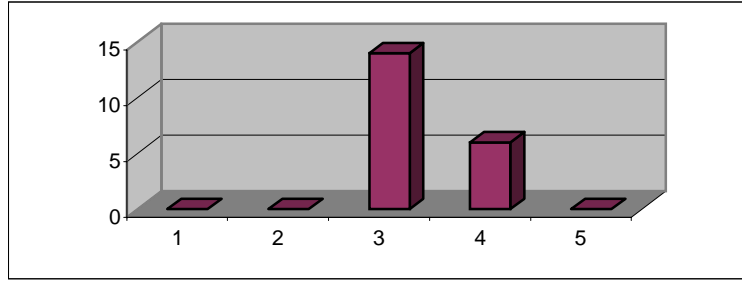
II) How good are existing training programmes at preparing you for your job?

- A- Meet all of my training needs B- Meet most of my training needs
- C- Meet some of my training needs D- Meet a few of my training needs
- E- Do not meet any of my training needs



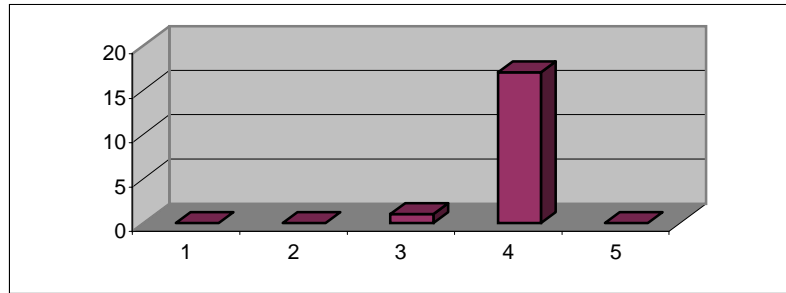
III) On a scale 1 to 5, how well did you like existing training programmes?

- 5-Like them very much 4- 3- 2 - 1 – Do not like them at all



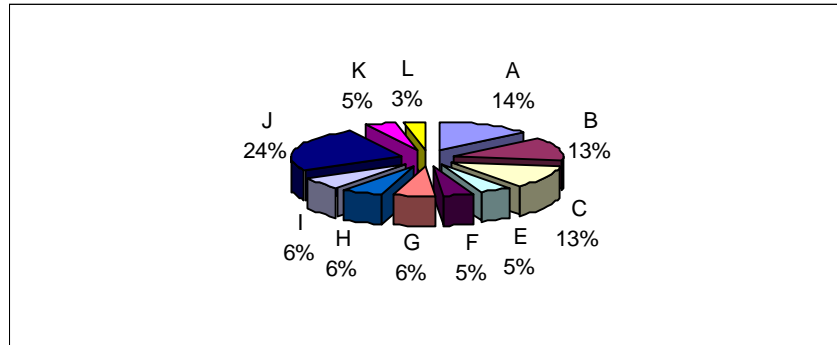
IV) How confident are you in your knowledge and ability to do your job?

5- Very confident 4- 3- 2- 1- Not confident at all

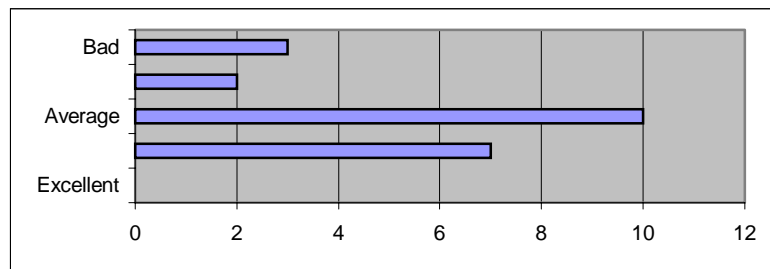


V) Which of the following forms of education help you learn best?

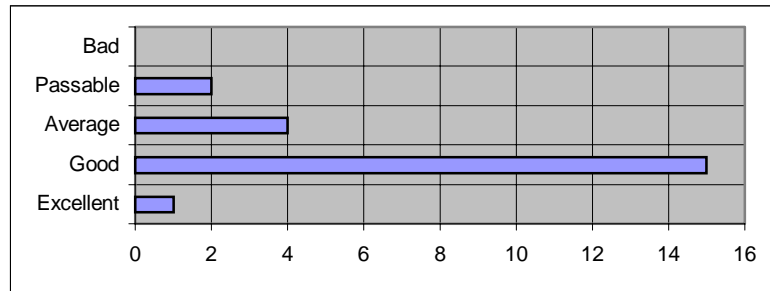
- A- Instructor led Classroom B- On-the-Job Training C- Field Trips
- D – Video Tapes E- Workbooks F- Job Aids
- G- Internet-based Training H- Independent Study I- Study Groups
- J- Observing Others K- Simulations L- Others



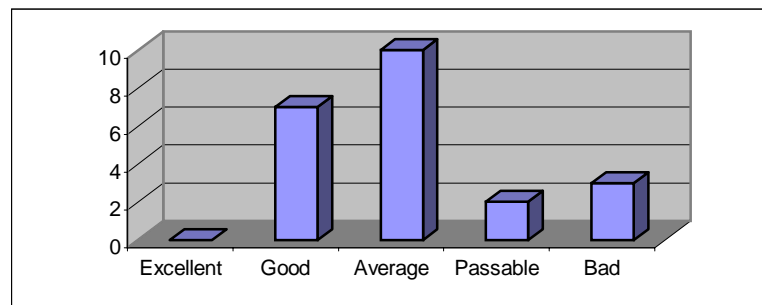
VI) How would you rate your job?



V) How do you evaluate your ability to use the computer in your job?



VI) How do you evaluate your ability to use Internet/Intranet in your job?



VII) What kind of knowledge would improve your performance in your job?

- A. Knowledge in the field of ICT
- B. Communication skills
- C. Legal minimum

3. Course opinion survey

In the framework of the project there were 10 new courses developed, some of them were offered to the audience participating in the requalification workshops, which were held in October in the towns of Pardubice and in Ostrava. The lecturers for the courses were chosen from employees of the project partners' institutions and from other co-operating institutions.

Among the courses offered were:

- A) Introduction to Public Administration
- B) Public Finance
- C) Personal Management
- D) European Integration Process and its Institutions
- E) Management in the Public Administration
- F) Project Management
- G) Internet Communication
- H) Data Security and Electronic Subscription.

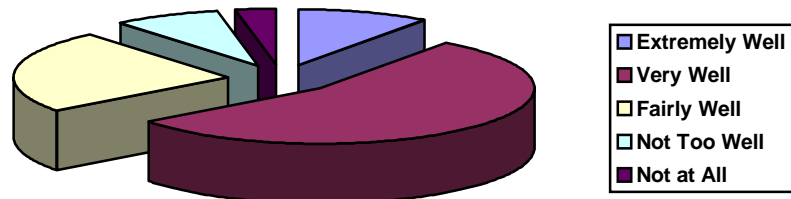
Due to the lack of interest, courses on GIS technologies and Sustainable Development were not given. Courses on Business Communication, developed in co-operation with Economic University of Prague were not given, because the presenters could not attend for personal reasons the workshops, which caused some disappointment among the participants. There seems to be big

demand for this type of courses, which could help the public administration staff to communicate better among themselves and also with their “customers”, the general public.

The course participants filled in the questionnaires during or after each course. There were 105 responses, 6 of which were not valid. The overall results of the evaluation are given below.

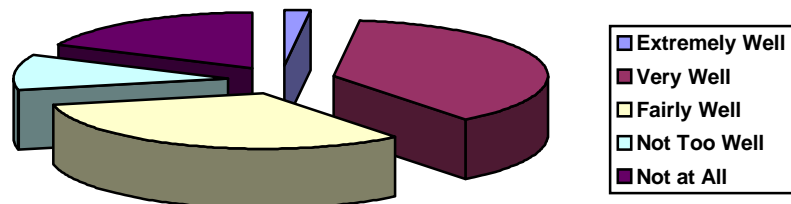
A: How well did you like the course?

| Extremely Well | Very Well | Fairly well | Not Too Well | Not at All |
|----------------|-----------|-------------|--------------|------------|
| 10% | 55% | 24% | 8% | 3% |



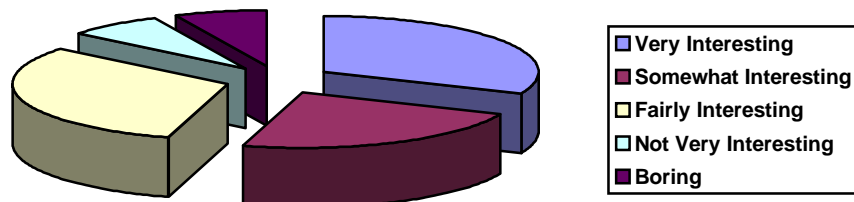
B: How well did the course prepare you for job tasks taught in the course?

| Extremely Well | Very Well | Fairly well | Not Too Well | Not at All |
|----------------|-----------|-------------|--------------|------------|
| 2% | 37% | 32% | 10% | 18% |



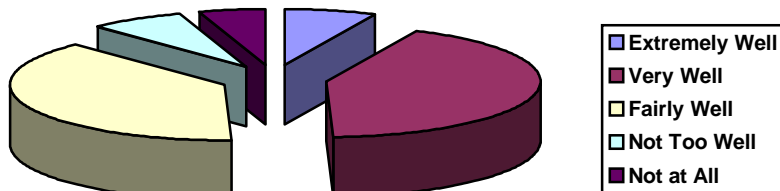
C: Contents of the Course :

| Very Interesting | Somewhat Interesting | Fairly Interesting | Not Very Interesting | Boring |
|------------------|----------------------|--------------------|----------------------|--------|
| 31% | 23% | 31% | 7% | 7% |



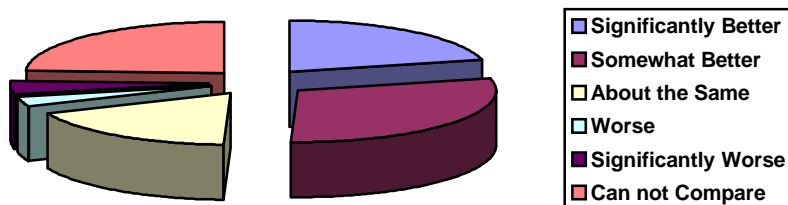
D: How well was the course divided into segments of instruction?

| | | | | |
|----------------|-----------|-------------|--------------|------------|
| Extremely Well | Very Well | Fairly well | Not Too Well | Not at All |
| 7% | 42% | 38% | 7% | 5% |



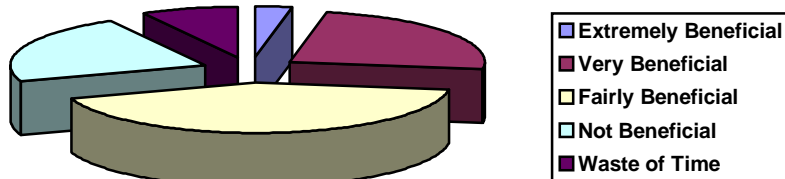
E: How does this course compare to other training you have used?

| | | | | | |
|----------------------|-----------------|----------------|-------|---------------------|-----------------|
| Significantly Better | Somewhat Better | About the Same | Worse | Significantly Worse | Can not compare |
| 21% | 29% | 18% | 3% | 4% | 24% |



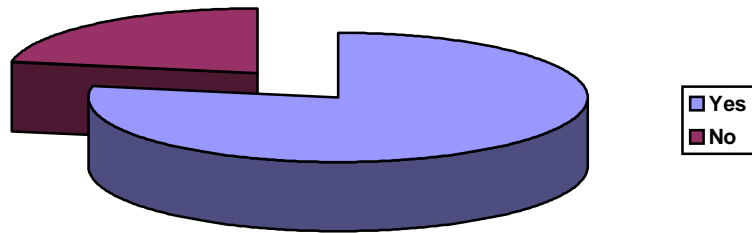
F: How beneficial was this course for you personally?

| | | | | |
|----------------------|-----------------|-------------------|----------------|---------------|
| Extremely Beneficial | Very Beneficial | Fairly Beneficial | Not Beneficial | Waste of Time |
| 3% | 24% | 42% | 22% | 8% |



G: Would you recommend the course to someone else?

| | |
|-----|-----|
| Yes | No |
| 77% | 22% |



4. Conclusions

The needs analysis and the courses' assessment brought much data, which would still have to be analysed. From the first evaluations it is clear, that the contents of the courses was well developed, well segmented and in most cases satisfied the demands of the audience. However, in several cases the participants were dissatisfied, mostly in cases, where they were not able to choose themselves. Much dissatisfaction was caused also by cancellation of the business communication skills course, which as the last question of the needs analysis shows is in very high demand. Although most of the participants evaluate their computer skills as good and above average, they put their interest in pursuing further training and education in the Information and Communication skills in the first place. Especially important for the future Information Society and its public servants is the ability to use Internet/Intranet, and many participants described their abilities as bellow average. The derived knowledge provides for the project participants new challenge to improve the existing courses and curricula and to prepare better for the next project year.

References

Fabián, P., Čapek, J: Recent Initiative in the EU TEMPUS PHARE Programme- Institution Building, In Insypa Workshop Proceedings, Huddersfield, 1999, ISBN 80-7194-203-0

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