

Research on the Optimization of Hierarchical and Categorized Training Systems for Public Institution Personnel

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Abstract

Against the backdrop of rapid social development and continuous policy reforms, optimizing the training systems of public institutions holds significant importance for enhancing the comprehensive competencies of personnel and promoting high-quality institutional development. This study adopts a hierarchical and categorized perspective to analyze the importance and unique characteristics of personnel training, identifies existing issues in current training systems, and proposes optimization pathways across multiple dimensions, including training needs analysis, three-dimensional framework design, institutional barrier resolution, and training effectiveness evaluation. By exploring strategies to refine the training systems for public institution personnel, this research aims to provide theoretical and practical guidance for improving such systems.

Keywords

Public institutions; training systems; optimization strategies.

1. Introduction

With the advancement of national governance system reforms and institutional restructuring, the talent pool in public institutions has expanded significantly, necessitating enhanced training to improve personnel competencies and professional skills. Against the backdrop of organizational optimization, functional adjustments, and talent mobility, personnel training has become a critical factor in elevating institutional efficiency and management capabilities. In 2019, the Central Organization Department and the Ministry of Human Resources and Social Security issued the *Regulations on Training for Public Institution Staff*, highlighting the growing demand for specialized talent development in public institutions [1].

However, the current training system remains rooted in a "one-size-fits-all" model, characterized by fragmented approaches that yield suboptimal outcomes and fail to enhance job-specific competencies. Consequently, constructing a hierarchical and categorized training system has emerged as a pivotal strategy for cultivating specialized talent in public institutions.

2. Significance and Characteristics of Public Institution Training Systems

As key providers of public services, the professional competence and operational capabilities of public institution personnel directly influence the quality of public administration and social services. Training in public institutions thus serves as a core measure to enhance organizational effectiveness. Unlike corporate entities, public institution training systems exhibit distinct public management attributes, encompassing policy compliance, social responsibility, and service equity. These systems must align with governmental regulations, support professional development, and balance efficiency with the equitable delivery of public services.

2.1. Significance

2.1.1. Enhancing Job Competency and Efficiency

Public institution personnel undertake diverse responsibilities in social governance, public service delivery, scientific research, and education. In the face of complex societal demands, fragmented knowledge and experience are insufficient to ensure effective performance. Systematic training enables personnel to master updated policies, industry trends, and operational skills, thereby strengthening job competency and productivity [2].

2.1.2. Improving Service Quality and Social Satisfaction

The ultimate goal of public institutions is to deliver high-quality services, with personnel capabilities directly determining service outcomes. Regular training enhances understanding of public needs, communication skills, and service delivery. Targeted training for handling diverse populations and complex tasks improves operational accuracy, efficiency, and public satisfaction, fostering harmonious government-citizen relationships [3].

2.1.3. Adapting to Policy Reforms and Mitigating Risks

Evolving national policies and societal demands require personnel to continuously update their knowledge. Training equips them to navigate policy adjustments and industry transformations [4]. Additionally, during public emergencies such as pandemics or natural disasters, training in crisis management enhances preparedness, ensuring social stability.

2.2. Distinctive Features

2.2.1. Training Objectives

In general, corporate training aims to enhance market competitiveness, improve product or service quality, and increase profitability. The core focus is on strengthening employees' professional skills, sales capabilities, and overall contribution to economic performance. In contrast, public institutions primarily function to deliver public services in sectors such as education, healthcare, social security, and culture. Their training objectives are thus oriented toward better fulfilling governmental functions, improving administrative efficiency, and promoting the fairness and effectiveness of public service delivery.

2.2.2. Training Content

Corporate training typically emphasizes areas such as marketing strategies and technological innovation, often employing interactive methods like case studies and simulation exercises. These trainings rarely involve topics related to public services and instead prioritize enhancing economic benefits and market competitiveness. Conversely, the training content in public institutions not only focuses on the enhancement of professional knowledge and skills but also includes the interpretation of policies and regulations, the fulfillment of social responsibilities, and adherence to ethical standards. In terms of delivery, traditional methods such as centralized lectures and seminars are commonly adopted.

2.2.3. Funding Sources

One of the most significant differences between public institutions and enterprises lies in their sources of funding. As profit-oriented entities, enterprises have the autonomy to allocate training budgets and can flexibly adjust training priorities based on market dynamics. In contrast, public institutions primarily rely on government appropriations, and their training plans must undergo approval by higher-level administrative authorities. The content and direction of training are often required to align with national policy orientations.

3. Existing Issues in Public Institution Training Systems

3.1. Mismatch Between Training Content and Job Requirements

Many public institutions currently design training programs based on generic mandates from higher authorities or standardized plans, failing to tailor content to the specific needs of individual roles. Training courses often lack differentiation across positions or hierarchical levels, with personnel at varying tiers or functions receiving identical or overly similar content. This approach overlooks disparities in competency levels and developmental needs among employees, thereby failing to address personalized growth demands. Furthermore, the predominant reliance on classroom lectures exacerbates content homogenization, limiting the diversity and practicality of training methodologies [5].

3.2. Uneven Allocation of Training Resources

Training resources in public institutions are disproportionately concentrated in urban areas or large organizations, where opportunities and content are abundant. In contrast, grassroots units—particularly those in rural or township institutions—face severe resource shortages, resulting in significant gaps in policy comprehension and operational innovation among their staff. Beyond geographical disparities, inequities also exist across hierarchical levels and job categories. Senior managers frequently access high-level training programs, while frontline employees lack systematic career development training, further widening skill gaps.

3.3. Training Discontinuity Under the Dual-Track Employment System

Most public institutions operate under a dual-track system distinguishing permanent (tenured) and contract (non-tenured) personnel. While this system ensures stability and benefits for permanent staff, it creates a stark divide in training engagement. Permanent employees often exhibit complacency due to job security, leading to low motivation for skill enhancement. Conversely, contract staff face high turnover rates, resulting in short-term, fragmented training investments that yield unsustainable outcomes.

3.4. Inertia in Training Investment Under Fiscal Dependency

Reliant on government funding, public institutions frequently suffer from "budgetary soft constraints" in training expenditures. Despite allocating funds in annual budgets, actual utilization remains inefficient. Training content often misaligns with employee needs, fostering task-driven formalism where programs prioritize compliance over substantive impact. This disconnect undermines the practical value of training objectives.

3.5. Inadequate Evaluation and Feedback Mechanisms

Public institutions lack robust frameworks for assessing training effectiveness. Key shortcomings include:

1. **Simplistic Evaluation Metrics [6]:** Most units rely on procedural indicators (e.g., attendance rates, training hours) rather than outcome-based metrics (e.g., competency improvement), failing to capture the real-world impact of training.
2. **Absence of Long-Term Tracking:** Evaluations typically focus on immediate post-training outcomes, neglecting longitudinal analysis of behavioral changes or performance trends. This gap hinders the ability to adapt training systems to evolving needs and optimize them systematically.

These fragmented evaluation practices reduce training to a perfunctory exercise, stifling opportunities for iterative improvement.

4. Optimization Strategies for Hierarchical and Categorized Training Systems

4.1. Precise Training Needs Analysis

1. Dynamic Tracking of Demand Changes: As the operations of public institutions evolve and external environments shift, the training needs of personnel will correspondingly change. Public institutions must adopt a macro-level strategic perspective to deeply analyze organizational goals, clarify developmental pathways, and understand talent structure requirements, thereby strengthening holistic planning for training programs.

2. Establishing Multi-Dimensional Research Mechanisms: Comprehensive methods such as questionnaires, interviews, and job analyses should be employed to investigate the current status and needs of personnel across different positions and hierarchical levels in terms of knowledge, skills, and attitudes [7].

4.2. Scientific design of three-dimensional hierarchical classification training structure

To accurately meet the training needs of personnel in different positions in the institution, and to improve the relevance and effectiveness of training, it is particularly important to build a set of three-dimensional hierarchical classification model that includes vertical job hierarchy, horizontal job differentiation, and career stage progression [8].

4.2.1. Vertical Hierarchy

According to the different responsibilities and decision-making power in the organization, the job hierarchy is divided into decision-making level, management level and executive level, and each level sets a unique direction of competence training and corresponding implementation methods, as shown in Figure 1.



Figure 1. Vertical hierarchical training content

The decision-making level shoulders the key responsibility of grasping the direction and coordinating the overall situation in the development process of the organization, therefore, its training focus should be on the core competence cultivation of policy research and judgment, resource allocation, and risk prediction, which is related to the long-term development of the organization. As a bridge connecting the decision-making level and the executive level, the management level bears the important mission of transforming strategic goals into concrete action plans and effectively organizing and implementing them, therefore, the training of the management level should focus on strengthening the training of key abilities such as team building, process optimization and cost control. The executive level is the concrete implementer of the work of the enterprise, and its work quality and efficiency directly affect the overall operational effect of the unit, therefore, the training of the executive level should highlight the standardization of operations, emergency response and technology application and other basic capabilities.

4.2.2. Horizontal Role Differentiation

According to the nature of work and professional characteristics of the posts, the posts can be roughly divided into three categories, such as administrative management, professional technology and logistic support, and each category determines the direction of core competence cultivation corresponding to it as shown in Table 1.

Table 1. Training Content by Role Category

Role Category	Core Competencies	Key Training Content
Administrative	Public Service Innovation	Policy analysis, crisis management
Technical	Technical R&D Capabilities	Emerging technologies, innovation labs
Support	Smart Operations	Process automation, equipment training

4.2.3. Career Progression Stages

According to the career development history of employees in the organization, the career stage can be divided into three stages, namely, the induction period, ability enhancement and career transition, with each stage setting clear development goals and training priorities.

1. Adaptation period (0-2 years): The adaptation period is the key stage for new employees to integrate into the organization and understand the work of the post. During this period, the training focus should be on helping employees to establish a job awareness system, so that they can familiarize themselves with the work environment as soon as possible, master the basic work skills, and smoothly realize the transition from “campus people” to “workplace people”.
2. Ability enhancement period (3-10 years): After the accumulation of the adaptation period, employees enter the ability enhancement period, in which employees should focus on the development of core business skills, and continuously improve the depth and breadth of their own professional fields. In order to promote employees' continuous learning and ability enhancement, employees can be required to obtain job-related professional skill certificates and industry qualifications through training and learning.
3. Career transition period (more than 10 years): With the advancement of employees' career development, some employees may face the need for career transition. Therefore, at this stage, the training focus can be placed on cultivating employees' cross-border integration ability, thus helping them break professional barriers, broaden their horizons and realize cross-field development.

4.3. Promoting Balanced Allocation of Training Resources

To reduce disparities in training opportunities across regions, institutions, and even departments, public institutions should strengthen resource integration, promote interregional sharing of training resources, and innovate training methods to enhance flexibility and accessibility [9].

On one hand, a blended approach combining online and offline training should be adopted. By leveraging the advantages of both modes, more flexible and efficient training experiences can be delivered. Online platforms can expand access to high-quality courses for employees in remote areas through e-learning and remote training programs. These platforms also offer a wide range of learning materials across various fields and disciplines, allowing employees to arrange their learning schedules and pace independently through resources such as video lectures and e-books.

On the other hand, interdepartmental and interinstitutional cooperation in training should be encouraged. Training centers can be established in different regions to regularly organize centralized training and exchange activities, thereby enhancing interdepartmental collaboration. Joint training programs on policy interpretation, emergency response, and other relevant topics can facilitate experience sharing and resource complementarity across regions.

4.4. Addressing Institutional Barriers

Public institutions should reassess the limitations of the dual-track employment system and steadily promote integrated management of training for both on-staff and contract employees. In the implementation of training programs, the distinct needs of these two groups should be carefully considered. For contract employees, training plans should be designed to align with their career development paths, supporting skill enhancement and improved competitiveness. For on-staff personnel, more challenging and advanced courses should be offered to stimulate their enthusiasm and motivation for training.

At the same time, a flexible and diversified incentive mechanism should be established to encourage continuous learning and career development among on-staff employees, thus avoiding stagnation in professional growth. Regarding training investment, public institutions should establish dedicated budgets and evaluation mechanisms. On one hand, the efficiency and effectiveness of training expenditures should be clarified and linked to overall organizational performance. On the other hand, the budgeting process should be optimized to avoid inefficiencies often associated with public funding, thereby ensuring more effective use of financial resources.

In addition, external funding and social capital should be actively introduced to diversify sources of training investment, inject new momentum into the training system, and drive high-quality development of training initiatives.

4.5. Improving the Training Evaluation and Feedback System

In the training systems of public institutions, evaluation and feedback mechanisms are crucial for ensuring training quality, refining content, and enhancing employee competencies [10]. Without an effective evaluation system, training may become superficial and its effectiveness difficult to measure, resulting in wasted resources. A scientific and well-structured evaluation and feedback mechanism can facilitate multi-dimensional analysis and tracking, forming a closed loop for continuous improvement.

First, training outcome evaluation focuses on the knowledge and skills employees gain during training and serves as an immediate feedback tool. It can be conducted through written tests, practical assessments, and case studies to evaluate mastery of the content. For skill-based training, hands-on assessments should be arranged. After training, anonymous surveys or

interviews can be used to collect feedback on course satisfaction, enabling targeted improvements.

Second, job performance evaluation serves as a longer-term measure, assessing the impact of training on employees' daily work. Key performance indicators (KPIs) can be used to compare work efficiency, quality, and innovation before and after training. For technical or managerial training, impact can be directly assessed through case studies or project evaluations.

Third, routine feedback mechanisms should be institutionalized. Dedicated channels—such as online surveys, suggestion boxes, and regular discussion forums—should be established to ensure that participants can express their views openly and provide genuine feedback.

By improving the training evaluation and feedback system, public institutions can enhance the scientific rigor, effectiveness, and practicality of on-the-job training, ultimately achieving a win-win outcome in both talent development and organizational growth.

5. Conclusion

Optimizing the stratified and categorized training system for personnel in public institutions is a crucial measure to enhance the quality of human resources and improve service efficiency. By conducting precise training needs assessments, establishing a scientifically designed three-dimensional stratified and categorized structure, ensuring equitable distribution of training resources, removing institutional and systemic barriers, and implementing effective training evaluation mechanisms, a training system tailored to the characteristics of public institution posts and personnel development needs can be established.

Looking ahead, with the continuous advancement of society and the deepening of public institution reforms, the stratified and categorized training system must also evolve through innovation and adaptation to meet emerging challenges and new demands.

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