Minitrack on Electronic Government Education, Training and Professionalization

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Abstract

This paper introduces the objectives and content of the minitrack on Electronic Government Education, Training and Professionalization, organized as part of the Electronic Government Track at the 46th Hawaii International Conference on System Sciences, 7-10 January 2013, Hawaii, USA. After explaining the rationale, scope and topics of the minitrack, the paper presents the summaries of all accepted papers.

1. Introduction

Over the past two decades, the objectives of the public sector investment into Information Technology (IT) and e-Government (EGOV) have evolved from increasing the quality and efficiency of internal government operations, through delivering better public services and making them available across traditional and electronic channels, to facilitating administrative and institutional reform, engaging citizens in policy- and decision-making processes, and more recently, directly supporting policy and development goals within and across the health, education, economy, security and other sectors.

To respond to such objectives, contributions are required from a range of actors including political and government leaders, public managers, agency staff at the management, technical and service levels, for-profit and non-for-profit partners and citizens. The actors should understand their roles, possess competences (knowledge, skills and attitudes) required to fulfill the responsibilities associated with such roles, and be able to work together and across different roles.

The Electronic Government Education, Training and Professionalization minitrack focuses on the acquisition, utilization and continued development of the competences required from various actors and roles involved in planning, development and usage of public sector IT and EGOV.

2. Scope

Of interest to this minitrack are research and cases related to actors, responsibilities and roles; competency requirements for different roles; competency-building approaches – academic and professional education, apprenticeship, training and capacity building; body of knowledge, competency frameworks and curriculum development; pedagogical approaches, innovation and gaming; and assessment, certification and licensing. Also of interest are: continued and institutionalized learning; competency-based personnel management; professional societies and associations; accreditation; and internationalization and competency transfer.

3. Topics

The topics related to the minitrack include:

- EGOV stakeholders and competency needs
- EGOV knowledge requirements
- EGOV literacy and skills
- EGOV competency frameworks and architectures
- EGOV body of knowledge
- EGOV curriculum design and maintenance
- EGOV training and education design and planning
- EGOV learning methods, innovation and pedagogy
- IT, gaming and simulation in EGOV learning
- professional and continued EGOV education
- development of the EGOV profession
- professional and career development in EGOV
- EGOV competency-based management
- retraining government practitioners for EGOV
- EGOV education policy and leadership
- accreditation and licensing for EGOV
- Government Chief Information Officer profession
- theoretical foundations for EGOV education
- benchmark and case studies in EGOV education
- foresight studies and the future of EGOV education
4. Papers

The Minitrack accepted three papers which address: EGOV competency requirements, national EGOV training strategy, and government Chief Information Officer (including EGOV) education. The details of these papers are included below.

The first paper is “Competency Requirements for Transformational E-Government” [1]. The paper motivates the importance of EGOV competency requirements for public managers to obtain expected benefits from public investment in EGOV. Based on this motivation, the paper derives the initial set of EGOV competencies based on the literature review of the main EGOV conference series; presents and discusses the outcomes of a survey of 83 EGOV experts from Bulgaria, Germany, Greece and Romania about EGOV competency needs; validates the outcomes through focused group workshops with 67 experts; and proposes a comprehensive EGOV competency framework. The framework includes four groups of generic government competencies: change competencies, government competencies, social competencies and personal competencies; and four groups of the core EGOV competencies: EGOV design competencies, EGOV management competencies, e-policy competencies and e-competencies. Finally, the paper makes a prediction about EGOV competencies required in the future.

The second paper is “Exit the E-Government Ivory Tower: A Training Strategy, A Case Study from Austria” [2]. The paper argues that EGOV training should be part of any national EGOV strategy; presents the aim, objectives and structure – target group, content and teaching modalities – of the national EGOV curriculum in Austria; and introduces the main body responsible for implementing this curriculum – the EGOV Academy. The aim of the paper is to determine whether the implementation of the EGOV curriculum by the EGOV Academy fulfills its stated objectives, pursued through case study research relying on expert interviews and documentary analysis. Following the rationale, aim and methodology, the paper introduces the case study – its focus, set of hypotheses representing various objectives of the curriculum, and evidences and experiences with its implementation. Next, the paper introduces the results of the case study including participation in different kinds of trainings; curriculum content; cooperation between levels of government in implementing the curriculum; as well as information management and quality standards. Finally, the paper discusses the lessons learnt, success factors and other findings.

The third paper is “Landscaping Government Chief Information Officer Education” [3]. The paper reviews the nature, role and responsibilities of Government Chief Information Officer (GCIO) positions including public management duties, traditional CIO duties and GCIO-specific duties; and undertakes a survey of GCIO-related education programs to determine to what extent they build GCIO-related competencies. The survey covers 78 certificate, master and executive master programs in 8 program groups: CIO, EGOV, Technology Management, Public Administration, Leadership, Development, ICT for Development, and Sustainable Development. The programs are compared across 6 dimensions: target student group (who), professional roles the students aspire to play in the future (why), what competencies they needed to play such roles (what), what kind of education programs are used to build such competencies (how), where such programs are hosted (where) and what prerequisites exist for entering such programs (when). The paper presents related work, methodology, a conceptual model and a survey instrument built upon this model; describes data gathering and data analysis using this instrument; and offers some findings.

References