

Available online at [www.sciencedirect.com](http://www.sciencedirect.com)**SciVerse ScienceDirect**

Procedia - Social and Behavioral Sciences 81 (2013) 355 – 358

**Procedia**  
Social and Behavioral Sciences1<sup>st</sup> World Congress of Administrative & Political Sciences (ADPOL-2012)

## Deontology and Protocol in Public Administration - Applications for the Public Officer's Training

Oana Iucu <sup>a</sup>\*, Magdalena Platis <sup>b</sup><sup>a</sup>University of Bucharest, 36-46 Mihail Kogalniceanu, sect. 5, Bucharest, Romania<sup>b</sup>University of Bucharest, 36-46 Mihail Kogalniceanu, sect. 5, Bucharest, Romania

---

### Abstract

Training professional skills in the field of deontology and protocol in public administration is one of the missions of the public institutions able to design and provide their officers with both formal and informal training seminars, in keeping with a certain competency profile identified and presented in this precise study. This paper aims to analyze the various relations and determining factors between deontology and protocol within the public administration framework and deploys an interactive approach and regards the analysis of the training needs for specific category of public officers from the institutional in-service training point of view.

© 2013 The Authors. Published by Elsevier Ltd. Open access under [CC BY-NC-ND license](http://creativecommons.org/licenses/by-nc-nd/4.0/).  
Selection and peer review under the responsibility of Prof. Dr. Andreea Iluzia Iacob.

*Keywords:* Deontology, Public Administration, Public Servant, Protocol In The Public Administration, Etiquette, Administrative Law, Effective Social Service;

---

### 1. Issue statement

Formal and informal meetings with the public servants have highlighted the needs for upgraded training in the institutional protocol field, namely the need to increase the professional performance of the public servant employed in different institutions. On the other hand, the general public has indicated to the same extent that deontological skills and even some relationship skills deriving from the principles of institutional protocol are important to boost the quality of the services provided by public officers. For this purpose, our survey aims to identify their main training needs while taking into account the institutional protocol face to the deontological context of public administration.

The Code of Conduct of the Romanian public servants (since the target population is the Romanian one), complying with the provisions of the European Code of the Good Administrative Behaviour, also enacts the conduct/protocol norms public officers must observe, besides the principles of professional deontology specific for this field.

---

\* Corresponding author: Oana Iucu.  
E-mail address: [oanaiucu@yahoo.com](mailto:oanaiucu@yahoo.com)

## 2. Purpose of the study

This study aims to analyze the various relations and determining factors between deontology and protocol within the public administration framework. The study deploys an interactive approach and regards the analysis of the training needs for the categories of officers employed in the public administration, in the sense that the social mission of the survey may highlight the rich, polyvalent, and even necessary features of some variables of the status and professional role of the public officers from the institutional protocol point of view. Structuring this range of information is, to us, one of the most interesting and necessary analyses able to increase the effectiveness of the administrative activity carried out for the benefit of the public.

The conclusions of our survey are a useful tool for making decisions on the way resources are assigned for the training of public servants. Let's not forget that resource assignment is a core part of the organization- or community-level planning, therefore this survey aimed to provide the bases necessary to draft or improve a training programme for public servants and / or for setting criteria for contracting various services of human resources training and development, coming from either the private or the public environment.

## 3. Methods

Variables of the inquiry: training needs for the public officers from the point of view of deontology and institutional protocol: the basics of the public servant behavior: dress code, greeting formulas, politeness titles, introductions, gender relations; protocol in administration – organizing specific conferences, meetings, and seminars; informal activities protocol: the regime of invitations, introducing the guests, the way of welcoming the guests, the conversations during the meal, offering presents.

Research strategy: questionnaire-based inquiry - the tool used, the TNA (Training Needs Analysis) questionnaire. The variables previously indicated as potential training needs for public servants have been thoroughly analyzed, while taking into account the risk that although we are aware of our needs (since most of the times one can only identify their needs by common sense, by intuition or improvisation), one do not necessarily know what one's priorities are and what training decisions one needs to make in order to build their career (Farla, T., Ciolan, L., Iucu, R., *TNA Ghid pentru pregătirea, implementarea și interpretarea datelor analizei nevoilor de formare în școli*, (Training Needs Analysis – Guide for preparing, implementation and interpretation of training needs datas in schools), Editura Atelier Didactic, Bucuresti, 2007)

To make this analysis more effective, we sought for the guarantees of the fact that: it is focused on the results which must be obtained instead of the means used to obtain those results; it is an objective basis for making decisions to improve the public servants training system; it has tried to get involved as many stakeholders (both individuals and institutions) as possible in the priority-setting process. Moreover, efforts have been made to ensure a cyclical process integrated in the broader approach of strategic planning of the organizations or of the community of public servants.

The methodological process was designed to include three stages: the pre-evaluation, the main evaluation, and the post-evaluation.

*The pre-evaluation* is seen as an inquiry stage, aiming to identify what data are already known within the population under analysis as regards the training needs in terms of protocol in the public administration system. The main issues, scope of concern, and data type, have been identified for this stage, as well as the way to obtain relevant information on those issues. We have selected those institutions within contacts have been established to carry out the inquiry.

*The main evaluation* focused on the public servants' training needs. In the first version of the questionnaire, we have tried to set the priorities based on which training programmes can be organized in this field: the basics of the public servant behavior: dress code, greeting formulas, politeness titles, introductions, gender relations; protocol in administration – organizing specific conferences, meetings, and seminars; informal activities protocol: the regime of invitations, introducing the guests, the way of welcoming the guests, the conversations during the meal, offering presents.

The *post-evaluation* aimed to establish the final hierarchy of priorities, while also proposing the structure for a training programme in the field of institutional protocol applicable as an alternative solution to meet institutional needs.

Table 1. Stages of needs assessment., Lucian Ciolan, Farla, T., Ciolan, L., Iucu, R., *TNA Ghid pentru pregatirea, implementarea si interpretarea datelor analizei nevoilor de formare in scoli*, Editura Atelier Didactic, Bucuresti, 2007

Stage 1 Pre-evaluation (inquiry)	Stage 2 Evaluation (data collection)	Stage 3 Post-evaluation (use)
Define the general purposes of evaluation	Gather data regarding the needs	Set priorities
Identify the major needs / the concern areas – public officers	Set preliminary priorities from the beneficiaries point of view	Draft alternative solutions for curricula designing – In-service training modules
Identify the information available on the field of protocol	Identify causes and additional explanations	Develop action plans - training program for institutional protocol
Establish data collection methods and the sources of information TNA	Data analysis and synthesis – main ideas related with the focused topic	Communicate the findings – disseminate the main conclusion through an articles published as soon as possible

#### 4. Findings and results

This study aimed to list, after the tool has been applied to a 120 -people sampling (public officers) their main training needs from the institutional protocol perspective, a set of competencies which can be subject to operations and hierarchies through various activities of continual training and professional development – in-service.

This survey started from the idea of exploiting the data obtained in a very flexible way, while focusing not on increasing the generality rate of the information which can be adapted to different administrative and organizational environments, but mainly on analyzing the development trends and perspectives.

- a. The basics of the public servant behaviour:
  - dress code,
  - greeting formulas,
  - politeness titles,
  - introductions,
  - gender relations;
- b. Protocol in administration –
  - organizing specific events: conferences, meetings, and seminars;
- c. Informal activities protocol:
  - the regime of invitations, introducing the guests, the way of welcoming the guests, the conversations during the meal, offering presents.
- d. Dress code for professionals:
  - protocol customs
  - accessories
- e. Manners in international business contexts:
  - Prepare visits abroad; receive foreign delegations; linguistic customs; translations and the interpreters; specific behavioural features during visits abroad.

Given that the design, creation, and implementation of a coherent system for the staff to develop their professional career will be taken into account at the level of the central and local public administration, it will be absolutely necessary to draft a curriculum which must not ignore the topics specific for the institutional protocol. More than 90 % of the respondents said they wanted at least one of those topics included in a training programme. Besides the previous hierarchy, one may notice an increased professional interest in protocol-related topics, especially in those believed to develop one's professional performance and (according to the survey findings) to improve professional

relationships and interactions with one's customer and even with one's colleagues. Topics with a highly dense normative and deontological content are less retained by trainees, because the explanations are simple and related to the formalism and the rigidity of their learning process.

## 5. Conclusions and recommendations

Training professional skills in the field of deontology and protocol in public administration is one of the missions of the public institutions able to design and provide their officers with both formal and informal training seminars, in keeping with a certain competency profile identified and presented in this precise study.

This survey helps setting common goals and action paths at the level of the professional community of the public institutions, by proposing specific methods to achieve professional enhancement for the public servants in administration:

Periodical training seminars based on professional standards scheduled at cyclical periods of time or in relation to a certain number of credits accumulated

Permanent training seminars (established by the employer in relation to the needs analyses carried out).

One significant point we need to take into account is that a professional career in administration can only be build by accumulating specific knowledge, by exploiting the skills concerning protocol and deontology. It is recommended that the training seminars are organized using an open curriculum – the offspring of an offer including seminars adapted to the profile and the professional standards indicated in the materials used as resource. (Also see Oana Iucu's work *Asistența managerială în sistemul administrației locale. Aplicații pentru formarea și dezvoltarea profesională*, Sibiu, Analele Institutului de Științe Administrative din România, Paul Negulescu, sesiunea anuala 2008, Sibiu, Romania)

## References

- Farla, T., Ciolan, L., Iucu, R., TNA *Ghid pentru pregătirea, implementarea și interpretarea datelor analizei nevoilor de formare în școli*, Editura Atelier Didactic, București, 2007
- Hickey, Robert, *Honor & Respect*, The Protocol School of Washington, South Carolina, 2008
- Iucu, Oana, *Asistența managerială în sistemul administrației locale. Aplicații pentru formarea și dezvoltarea profesională*, Sibiu, Analele Institutului de Științe Administrative din România, Paul Negulescu, sesiunea anuala 2008, Sibiu, Romania
- Le Mediateur europeen, *Le code europeen de bonne conduite administrative*, La Rezolution de la Parlement Europeen, Septembre, 2001
- McCaffree Mary Jane, Innis Pauline, Sand M. Richard, Protocol: *The complete Handbook of Diplomatic, Official and Social Usage*, 25Th anniversary edition
- Post Emily&Post Peter, *The etiquette Advantage in Bussiness: Personal Skills for Professional Succes*, second edition, Harpers Collins Publishers, 1997
- Serres,Jean, *Manuele pratique de protocoles*, Edition de la Bievre, Lourbevoie, 2005