

11. TRAINING - GENERAL AREAS

11.1

ADAIR JOHN

Training for Communication

MacDonald

London

(UK)

1973

pp.206

The author explores the deeper nature of communication and shows how the principles can be applied to situations of everyday working life. In addition, the elements of communication are outlined as a guide. The overall approach includes the potential role of a trainer who can adopt the volume as an introduction to the subject.

11.2

BOATENG GEORGE

Management Training and Development in Industry and Commerce in Ghana

Greenhill Journal of Administration

Achimota

(Ghana)

2(1)

1975

pp.29-41

The article gives summary and highlights of training policies and practices in Industry and Commerce in Ghana. Some weaknesses in the situation are brought out leading to the challenges facing management training of executives in Africa. It is suggested that the challenge is a question of creating an awareness of the importance of disciplined and creative thinking, of changing the attitudes of those in position of higher responsibilities, and the challenge of self-realization. It is necessary to recall these challenges because those concerned with training have the difficult task of enhancing the effectiveness of managerial personnel.

11.3

BOLTON MAC

Research and the Training Revolution

Personnel Management

London

(UK)

8(8)

August 1976

pp.22-25

The author outlines the emerging research work in the area of training and the need to make it accessible to practitioners. Various disciplines including psychology, sociology and social anthropology have been used to grapple with issues of management development. Some research is going on about the work of training managers and the need to increase their ability to operate as teams, while other workers are examining the area of learner-controlled training. There has been continuing interest in the evaluation of training, including validation of training. Evaluation is suggested as being

valuable if it provides feedback that will improve the training process. Yet one could blame training managers for not taking trouble to be aware of the potentially useful work that has been carried out. It is suggested that those concerned with training research could set themselves a learning objective that will lead to better application and dissemination.

11.4

BOYD BRADFORD B. Supervising Training Approaches & Methods

American Society for Training & Development

Madison,
Wisconsin

(USA)

1979

pp.172

The volume is a collection of articles in the areas of 'Knowing the Job of the Trainer and the Supervisor', 'Determining what Training the Superior Needs', 'Designing Training Approaches to Help Supervisors Grow', 'Examples of Training Approaches and Methods', and 'Evaluating Training to Improve its Effectiveness'.

11.5

**DEVELOPMENT
CENTRE O.E.C.D.**

Training and Research in Development

O.E.C.D.

Paris

(France)

1966

pp.207

Contains papers and proceedings of the Annual Meeting of Directors of Development Training and Research Institutes attended by 64 representatives of institutes in Africa, North America, Latin America, Asia and Europe. The coverage includes research and development, aspects of training institutes, functional interrelationships between institutes, economic development, training requirements and building of similar institutes in developing countries. Also included is a detailed research paper on the evaluation of economic development training programmes and the role of a trainer.

11.6

BROWN R.G.S.

The Administrative Process in Britain

Methuen

London

(UK)

1970

pp.349

The book reflects the latest style of studying public administration that of regarding government administration as the provision of social and economic services to the general public. It does not emphasise the traditional functions, such as law enforcement and revenue collection, and concentrates on the welfare functions, and more especially on the relationships between the government departments and the clients they serve. Includes sections on the history of the Civil Service in Britain, on organisation theory, and on administrative problems of government organisations.

11.7

CARR C.R.

SMITH T.B. &

WETTENHALL R.L.

Australian Report for Submission to Working Group on Curricular Guidelines and Content

IIAS Roundtable

Dubrovnik

(Yugoslavia)

May 1976

pp.16

The report discusses the curricular guidelines and content for training in government. It is noted that the subject matter of the courses operated by the training sections within government agencies tends to be practical and less concerned with theory and concepts than the courses offered by the tertiary education institutions. The concern of training in government should be primarily to equip people to give better service in the organisations in which they are employed.

11.8

CARSON J.J.

New Trends in Public Personnel Administration in Canada

Public Administration

Sydney

(Australia)

XXXI(3)

1972

pp.193-201

A range of issues facing the public personnel administration in Canada are listed. The problem of change in bureaucracies - among the slowest institutions in society - is well analysed. It is not merely employment but the issues include the responsibility for planned future development. It is suggested by implication that public personnel have to be made responsive to the new social trends as well and training may provide an answer.

11.9

CHAPMAN
RICHARD A. &
DUNSHIRE A. (eds)

**Style in Administration Readings in
British Public Administration**

Allen & Unwin

London

(UK)

1971

pp.280

The thirty-three selected readings are grouped into three parts: the style of British administration, assumptions in machinery of government, and British administrative style in perspective. The extracts are chosen to illustrate what is distinctively British in the field of public administration, with an historical emphasis. Trainers in administration will find the descriptive tests useful for planning training in government.

11.10

CHAPMAN
RICHARD A.

The Higher Civil Service in Britain

Constable

London

(UK)

1970

pp.194

The book traces the origins and development of the higher civil service in Britain. It concentrates on how some of the most significant decision-makers in the country are recruited and what training they receive. The administrative processes and the relations between civil service classes are discussed.

11.11

CHATURVEDI T.N.

Institution-Building for Training

in B.C. MATHUR **et al** (eds)
Management in Government

Publication Division, Government
of India

New Delhi

(India)

1979

pp.433

Some strategic elements including institutional goals, contents of training, staff selection, location, organisation structure, training and research and evaluation are discussed. It is suggested that trainers should be a mix of academics and practitioners since their initial selection, orientation and training will determine institutional success. Trainers should be active in training as well as research with a selective and qualitative approach to training.

11.12

COLLINS
RICHARDS C.

Training and Education: Trends,
Differences and Issues

Public Administration Review

Washington, D.C.

(USA)

33(6)

1973

pp.508-516

It has been argued that more thought should be given to the implications of training and education in terms of the government's changing role and function in training. In view of the sufficient size and demand that have been created, a point has been reached where it is necessary to improve quality, evaluate effectiveness, and clarify purposes and objectives in training and education. Today there is shift of gravity from political science to social psychology and psychology as the core disciplines within public administration. Operationally at the same time, there is need to justify the increasing expenditures on training. Those selected for government training often reflect this same fear and sense of guilt if the experience is not seen as useful for their organisation in a functional way rather immediately.

11.13

DAVIS G.A. &
SCOTT J.A. (eds)

Training Creative Thinking

Holt, Rinehart & Winston

New York

(USA)

1971

pp.302

The results of applied training programs are noted along with guidelines for building a training program. The training-material resources are discussed in depth to provide a trainer solid guidelines for lesson plans and course content. The authors stress that by conscious concern and planning, it is possible to design viable training leading to development of creative thinking.

11.14

FELDMAN LIONEL
D. & McINNIS
PETER G.

Continuing Education and Training
Programs for Municipal Administration:
A Case Study in Selected Provinces

Canadian Public Administration

Toronto

(Canada)

16(4)

1973

pp.613-626

This paper presents the results of interviews carried out in twenty urban centres on the matter of education/training programs for municipal administration. A composite profile of the respondents is described. The

training survey results are analysed under four separate items: the need and its dimensions; awareness of and attitudes toward existing programs; anticipated attitudes of civil servants; and factors to be considered in designing and initiating programs for senior and middle management personnel. The training needs survey suggests that trial programs should be mounted to assist in evaluation.

11.15

FOO MENG LIANG Some Post-Fulton Developments in
Personnel Management

Management Development

Management Services Department/Civil
Service Staff Development Institute Singapore

(Singapore) 10 December 1975 pp.6-15

The implications of the Fulton report for personnel management are recounted. The changes reflect a greater recognition given to personnel management in the Civil Service. It is suggested in conclusion that the British experience could be taken into consideration for enhancing the status and responsibilities of the Civil Service in Singapore.

11.16

GOVERNMENT OF **Training Report for the Year 1973-74**
BARBADOS

Government Printing Press Bridgetown

(Barbados) 1974 pp.46

The activities of the Government Training Unit headed by the Chief Training Officer are outlined. These include training support-level and junior-level civil servants in the Barbados civil service. In-service training in the form of short refresher courses for middle-level civil servants is also provided by the government.

11.17

KEELING DESMOND **Management in Government**

George Allen & Unwin for RIPA London

(UK) 1972 pp.210

The book includes chapters on management, administration and policy; definitions, boundaries and assumptions; criteria for management decisions; a systems approach to

the public service; administration, management and diplomatic systems; assessment of performance in management in government, change in the public service; management in government and business; British experience and prospects. A range of issues in training and developing public personnel are indicated in the discussions.

11.18

KERNAGHAN
KENNETH (ed)

**Public Administration in Canada,
Selected Readings**

Methuen (third edn) Toronto
(Canada) 1977 pp.372

The main purpose of the book is to provide a description and analysis of the institutions, processes, and problems of Canadian administration. Thirty-three readings, several of which have been specially written for the volume, are arranged in seven chapters concerning formal structure of Canadian public administration and organisation theory, the environment and administration, problems of management, planning and finance, public personnel administration in Canada, politics and public servants, and administrative responsibility. The need for training of public servants is noted in several chapters.

11.19

KENYA

Committee on Training May 1971

**International Review of Administrative
Sciences**

Brussels
(Belgium) XXXVIII(2) 1972 pp.220-221

The terms of reference of the committee included examination of the Government's existing training policy, objectives and programmes in the light of current and future training priorities, staffing of training institutions, selection of trainees and evaluation of training. The committee made a wide range of recommendations. It stressed that as part of the future philosophy of training, wherever possible the training should take place in Kenya and be conducted by Kenyan trainers. It also recommended that there should be professional Training Officers in every Ministry and Personnel headquarters.

11.20

KOOPERMAN
LEONARD &
ROSENBERG STEPHEN

The British Administrative Legacy in
Kenya and Ghana

**International Review of Administrative
Sciences**

Brussels

(Belgium) XLIII(3) 1977

pp.267-272

The contribution of the British in imparting some of its civil service values such as political neutrality and impartiality is noted. These values are part of the civil service ethic and have worked to maintain stability and order. However, the highly centralised and aloof patterns of administration established by the colonial regimes contributed not only to an ineffective local government administration but to role behaviours characterised by authoritarianism which has impeded response.

11.21

MILLS G.E.

The Environment of Commonwealth
Caribbean Bureaucracies

**International Review of Administrative
Sciences**

Brussels

(Belgium) XXXIX(1) 1973

pp.14-24

The ecological influences on administrative systems as well as the conflicts and tensions between administrative and technical personnel are identified. It will be necessary for a trainer to understand the bureaucratic environment before designing any training in administration in the region.

11.22

MURRAY D.J. (ed) **Studies in Nigerian Administration**

Hutchinson Educational Ltd.

London

(UK) 1970

pp.324

The comparative analysis of Nigerian field administration is followed by chapters on Nigerian public service commissions, role of the higher public servants and comparison of work and motivation among government agricultural extension workers and those employed by a private company. A chapter on the executive class presents a description and problems of the class. The coverage in the book will provide relevant basis for those concerned with devising training for public personnel in Nigeria.

11.23

O.E.C.D.

Recurrent Education: A Strategy for Lifelong Learning

O.E.C.D.

Paris

(France)

1973

pp.91

The essence of the recurrent education proposition as it is understood in this report is the distribution of education over the life span of the individual in a recurring way. The concept of 'recurrent education' intends to propose a concrete framework within which a great part of the individual's lifelong learning can take place. The report is in two parts: One refers to concept, main features and objectives and Second discusses its social and educational, including learning, implications.

11.24

PERROW CHARLES

Complex Organisations: A Critical Essay

Foreman & Company

London

(UK)

1972

pp.224

The author feels that the extensive preoccupation with reforming, humanising, and decentralising bureaucrats, while salutary, has served to obscure from organisational theorists the true nature of bureaucracy and has diverted us from assessing its impact upon society. This is incalculably more important than the impact upon the members of a particular organisation. The advantage of bureaucracy as an organisational model in preference to other models are stated and the analysis is refined by including discussions about the role and structural determinants of conflict and the influence of technology.

11.25

PETTMAN BARRIE O. **Government Involvement in Training**
(ed)

MCB Publication

Bradford

(UK)

1978

pp.196

This is a collection of readings from two of the MCB serial publications, 'International Journal of Social Economics' and 'Journal of European Industrial Training'. Important theoretical and practical aspects of training in four industrialised countries - UK, Canada, USA and West Germany - are covered. The potential role of a trainer is outlined and discussed in the context of government training.

11.29

SILVERN L.C.

Systems Engineering Applied to Training

Gulf Publishing

Houston

(USA)

1971

pp.170

The author stressed on four key aspects of training - analysis, synthesis, modelling and simulation. Through the detailed development of the model, the general application of systems planning to complex training problems is illustrated. The model is at two levels - the first level identifies the essential elements in the improvement of human performance through training and the second level expands both the depth and breadth of the model.

11.30

SMITH THOMAS B.

The New Zealand Bureaucrat

Cheshire

Wellington

(New Zealand)

1974

pp.162

This is a survey of the background, attitudes and behaviour of middle level New Zealand public servants based on fairly long interviews with a sample of executive class officers. The author remarks that the country has had one the least-educated public services, though this pattern is now changing rapidly. The general level of satisfaction was high even though there were increasing difficulties in recruiting qualified staff.

11.31

SCOTT E.N.

Localization in Kenya

Public Administration

Sydney

(Australia)

XXXII(4)

1973

pp.366-382

The article covers the area of indigenous civil service training with special reference to Kenya Institute of Administration, the Management Training and Advisory Centre, the East African Staff College, Clerical and Technical Training Institutions and local government training. The above training facilities are supplemented by overseas courses in Oxford and Cambridge. References to training requirements are also made about Uganda and Zambia.

11.32

SHAHARI MOHD.

Training Challenges of 1980's

Bulletin Intan

Kuala Lumpur

(Malaysia) 3(1)

March 1979

pp.1-18

The paper intends to ask some questions about the future orientation of training activity with a view to stimulating discussion among those involved in developing human resources. The author outlines the present stage of training, the philosophy of training and steps to improve training. Training is as much a problem of the trainer as it is of the trainee. Training that takes place in more traditional forms of training situations tends always to assume that the trainer knows everything. Effective training for developing human resources exists only when the barrier between those who provide knowledge and those who receive knowledge is broken down. For it is only when the barrier is broken down that a training programme is able to foster innovative behaviour and to transform progressive ideas into desirable action.

11.33

SUBAMANIAM V.

**Social Background of India's Administrators:
A Social Economic Study of Higher Civil
Services of India**

Ministry of Information & Broadcasting

New Delhi

(India)

1971

pp.180

This is an analysis of the social backgrounds of the bulk of the recruits to the higher Indian civil service between 1947 and 1963. The study includes some consideration of the unsuccessful and a small sampling of attitudes among younger and older civil servants. The data is from official records and comprises a questionnaire study based on a number of socio-economic variables. The study introduces the concept of representative bureaucracy and the difficulty of the problem in both its definition and its utilization as a standard of judgment.

11.34

TAN JOHN

Review of Activities of Staff
Training Institute

Management Development

Management Services Department/Civil
Service Staff Development Institute Singapore

(Singapore) 1 September 1973

The Staff Training Institute which opened in March 1971 provides training for civil servants in several areas: (1) induction training, (2) management training, (3) specialised and vocational training, (4) languages training, and (5) leadership training. The effort is to develop the administrative service entrants through a two-year cadetship. The constraint of trained trainers is indicated.

11.35

WELLMAN D.D.

O & M Thoughts on Training

O & M Bulletin

London

(UK)

27(4)

1972

pp.189-95

The purpose of training is to change in some ways the behaviour of the participant even though the change may be shortlived. Unless there is an opportunity to practice what a participant has learned or experienced during training, the subsequent day-to-day pressures are likely to overwhelm him to the extent that what occurred in the course may be totally obscured. There is very little evidence to suggest that a participant's feelings about a course are of much value in determining whether a course has met its objective since this test can only come when knowledge needs to be applied, and only when it is successfully applied can it be demonstrated that learning has taken place. All effective training needs to include some practice in the use of the newly acquired knowledge and skills, with guidance and some assessment of performance before the course is included.