

## 9. TRAINING - PUBLIC ADMINISTRATION

9.1

ADAMOLEKUN  
LADIPO

Towards Developed - Oriented  
Bureaucracies in Africa

**International Review of Administrative  
Sciences**

Brussels

(Belgium) XLII(3) 1976 pp.257-265

The development-orientation of certain African bureaucracies, including Nigeria, is outlined along with a model strategy. It is suggested that *ad hoc* administrative reform measures e.g. recruitment, career planning and training should be followed by long-term approaches. It is concluded that in practical terms, the majority of African states can only expect very limited improvements in their administrative inheritances in the near future.

9.2

ADAMS DAVID

Teaching Public Administration:  
A Review Article

**Public Administration**

Sydney

(Australia) XXXIV(4) 1975 pp.331-336

The review of five publications about Australian Public Administration analyses the books in the context of emerging trends in the system. The instructional aspect of the subject is discussed in detail. The books are:

- (i) WILTSHIRE, KENNETH, **An Introduction to Australian Public Administration**, Cassell, Melbourne, 1974, p.279.
- (ii) SPANN, R.N., **Public Administration in Australia**, N.S.W. Government Printer, Sydney, 1973, p.545.
- (iii) FORWARD, ROY (ed), **Public Policy in Australia**, Cheshire Melbourne, 1974, p.276.
- (iv) JUDDERY, BRUCE, **At the Centre: The Australian Bureaucracy in the 1970's**, Cheshire, Melbourne, 1974, p.272.
- (v) SPANN, R.N. & CURNOW, G.R. (eds), **Public Policy and Administration in Australia: A Reader**, John Wiley, Sydney, 1975, p.588.

9.3

ADEDEJI A. & **Education and Research in Public**  
BAKER COLIN (ed) **Administration in Africa**

Hutchinsons

London

(UK)

1974

pp.132

The book is divided into four parts: the first part being devoted to a general review of administrative training in the sixties, the institutes and facilities available and the effectiveness of training imparted by them. The second part contains discussion of public administration, education and training in various African countries with a comparison of the Francophone and Anglophone approaches. The third part contains a discussion about public administration research in Africa and the last part contains some non-African comparisons from developed countries with chapters about Australia, UK, France and USA. It is concluded that training in public administration in the seventies has got to be dynamic to bring about change in attitudes of public personnel.

9.4

ADEDEJI ADEBAYO & **Developing Research on African Administration:**  
HYDEN GORAN (ed) **Some Methodological Issues**

University of Ife Press

Ile-Ife

(Nigeria)

1975

pp.201

A group of scholars with experience in research in African public administration discuss some selected methodological problems confronting those working in this area. Schaffer examines the difficulties of cross-national comparisons, Murray and Jacobs respectively discuss the importance and limitations of the case study approach; while the editors look at the relevance of 'participant observation' and the problems of documentary research. There are also articles on experimental research and historiographical aspects of Africanisation. The essays have relevance for trainers who can appraise the related advantages and limitations of research methods.

9.5

AHMED LATHEEF N. **New Thinking for Malaysian Public Administration: Some Social Science and Behavioural Concepts, Theories of Operational Questions**

Dewan Bahasa dan Pustaka  
(Malaysia) 1975 Kuala Lumpur pp.329

The volume is described as an introductory essay intended to stimulate and provide a basis for new thinking on the part of students and practitioners of public administration in Malaysia. The chapters include: the scientific method, the behavioural method, from scientific to behavioural and post-behavioural administration, the social science or interdisciplinary method, kinds or dimensions of behaviour personality of the civil servant in Malaysian context, strategies of Malaysian civil servants and conclusion. The need for training in public administration is stressed in the discussions.

9.6

ARORA R.K. & KUKAR J.C. **Training and Administrative Development**

HCM State Institute of Public Administration  
(India) 1979 Jaipur pp.197

It is collection of essays on different aspects of training with emphasis on public administration. The role of trainer and need for training of trainers is highlighted in several essays. It is argued that trainer has a specific role in developing societies vis-a-vis civil servants. Other aspects like identification of training needs, choice of training techniques, post-training utilization and institution building are also discussed.

9.7

ARYEH ATTIR **Adaptation of Public Personnel Administration to Changes in Society**

International Institute of Administrative Sciences  
(Belgium) 1971 Brussels pp.192

It is a comparative study of selected aspects of civil service administration. Four major subjects are discussed: recruitment and promotion, training, the relationship

between employment in the public and private sectors, and special problems which arise particularly in developing countries. The lack of adequately trained manpower and need for planned training is stated as a significant problem.

9.8

BAMBER GREG &  
LEGGETT CHRIS

Industrial Relations Training at the Civil  
Service College: Some Comments on the  
Edinburgh Centre

**Public Administration**

London

(UK)

54

Summer 1976

pp.211-222

The paper examines the development of the Civil Service College and the three main functions it was proposed to fulfil. The emphasis is on personnel and industrial relations training and the scheme of middle management courses. Reference is made to the Human Aspects of Management module which consists of Facts, Skills, Techniques and Theories. The trainers reliance on traditional lecturing techniques leads to passive learning whereas the need is for participative learning which could include introductory remarks, briefing, role familiarization, role playing exercises and reports. Regarding evaluation, there is no direct long-term evaluation of the effectiveness of the courses in terms of change in managerial performance back in the work situation. A questionnaire issued after each session seeks comments on value of subject, quality of preservation and time allowed and course members are encouraged to add their unstructured comments on the assessment form.

9.9.

BRODIE F.

**Fayol on Administration**

Lyon, Grant and Green

London

(UK)

1967

pp.46

This is a translation of some of Fayol's basic writings organised in four main chapters: A Philosophy of Administration in the Public Sector, Experimental Administration and the Teaching of Administration. The author - Director of Research in the Administrative Staff College - has outlined Fayol's key views on administration. Fayol insisted that administration could be **taught** and should be approached in a spirit of scientific enquiry.

9.10

BUTLER W.P.

Notes on the Teaching of Public  
Administration

**Public Administration**

Sydney

(Australia) XXX(1) 1971

pp.80-82

The basic requirements and knowledge aspects in teaching public administration are indicated with stress on communication skills, ability to put together arguments, organize work and reflect awareness of the context of a problem. The need for extensive knowledge and understanding of the environment in which the administrator works is also outlined. Some of these aspects, it is suggested, can be met through training programmes.

9.11

BYERS KENNETH T.

**Employee Training and Development  
in the Public Service**

Public Personnel Association

Chicago, Ill.

(USA) 1970

pp.372

The book is in two parts, Part one examines the need, purpose and foundation of employee training and development, and Part two presents the theory, methods and application. Issues in the development process, organisation development and elements of the development policies and plans are emphasised in the first part. From the viewpoint of a trainer, the second part analyses the topics of determining training needs, learning, employee development methods, audio visual aids and evaluation. The training function is analysed in terms of the current and future directions. The appendices include outlines of a training system, managerial grid process for organisational development, organisational training needs profile and a planned experience programme.

9.12

CHAPMAN  
RICHARD A.

**Teaching Public Administration**

Joint University Council for Social and  
Public Administration

London

(UK) 1973

pp.59

It is a survey of current education, training and research programs in public administration in the United Kingdom, with special emphasis on the most recent developments in

study and training in the field. One chapter is devoted to a comparative review of the situation in the United States and Canada.

9.13

CIVIL SERVICES  
DEPARTMENT

**Civil Servants and Change**

H.M.S.O.

London

(UK)

1975

pp.42

The report is an important analysis of the major problems of the Civil Service, and what needs to be done about them. The three parts of the report discuss the Civil Service today, the needs of the Civil Service and the task ahead. While the effort devoted to training by departments has been substantially increased, much remains to be done as revealed by a major review of Civil Service training undertaken to consider whether the division between the central and departmental training adequately reflects the needs of the service and whether these needs are properly met. Departments have been conscious of the need to improve their work-systems and their management and effort has been put into management training. It is stressed that all civil servants should have the opportunity to progress as far as their talents, appropriate training and experience could take them.

9.14

DAYAL ISHWAR

**New Perspectives for Public  
Administration in India**

Training Division, Government of India  
Training Monograph No.20

Delhi

(India)

1975

pp.33

It is a compilation of four articles, Administration for Development, Values in Administration, Debureaucratization of Administration and Crisis in Administration. Each of these seek to draw lessons for emerging perspectives of public administration in India. There is need for local innovation and indigenous work to meet the challenges of development. Public administrators must be responsive to the challenges of environment which should be perceived as opportunities and not as threats. Adoption of Western models have limited relevance in view of the basic problems of poverty, population and income differentials. It is noted that training of public administrators, imaginatively planned and executed, can provide a useful input to the administrators.

9.15

DAYAL ISHWAR

Training for the Future - Development  
of Administrators

**Economic Times**

Bombay

(India)

Dec. 16, 1975 pp.5-6

Apart from the training in any special field that an official may need, and when he experiences the need for it, training in two other areas seems necessary in public service. The training inputs likely to be necessary in the growing social-psychological milieu are: (1) Sensitivity in respect of the human aspects of public administration and leadership, and (2) Analytic skills for decision-making using behavioral, mathematical and other sciences. This is particularly important because in government, everybody is so completely busy with the routine that no one is available to do any thinking about preparing administration for the future. Trainers are not available and so is the case with indigenous training literature.

9.16

ECA SECRETARIAT

Education and Training of Public Servants -  
An Overview of the African Scene

**International Review of Administrative  
Scene**

Brussels

(Belgium)

XLV(2)

1979

pp.99-102

Training in Africa is still beset with many problems. There is increasing demand for better services and products implying better quality instruction within the training system. Many institutions have inadequate funds to execute their functions effectively. At the same time there is a great deal of duplication and overlap of training institutions and facilities in many African countries. There is acute shortage of teaching materials, especially African case studies, as well as text books. As the main objective is to make training relevant to local requirements and to stimulate actual work situations these difficulties will need priority attention.

9.17

FRY, G.K.

Some Developments in the British Home  
Civil Service Since 1969

**Public Administration**

Sydney

(Australia) XXXI(3) 1972

pp.202-217

The article analyses the Post-Fulden Civil Service and the new style of government based on the central management of the civil service. The emerging issues in post-entry training are noted in the context of institutions operating for training of public personnel. The expected change in the organisation of work and openness in government are mentioned. It is suggested that these developments will further underline the need for training in government.

9.18

GARCIA-ZAMOR,  
JEAN-CLAUDE

A Typology of Creole Bureaucracies

**International Review of Administrative  
Science**

Brussels

(Belgium) XXXVIII(1) 1972

pp.49-60

The discussion covers the ten Caribbean countries known as the Commonwealth Caribbean. The lack of professional training and the need for training opportunities through local trained trainers is highlighted. On the other hand, the problem is made acute by brain drain.

9.19

GARDNER C. JAMES

Organisation & Methods Development in  
Government of Canada

**Public Administration**

London

(UK) 54

Autumn 1976

pp.283-313

The article traces the developments in various phases: 1946-51, the O & M Division, 1951-60, the O & M Service, 1960-67, the Management Analysis Division, and 1967 - the Bureau of Management Consulting Services. During the second phase, training lectures and courses became an integral part of O & M activities. O & M specialists were in demand for the training programmes which included formal training as well as on-the-job training. The author cites governmental, parliamentary, departmental, and civil service commission reaction to the O & M Services. The current Bureau of Management Consulting consists of five

divisions, (i) Operations and Methods Division, (ii) Organisation Analysis Division, (iii) OR Division, (iv) Data Processing Division, and (v) Personnel Consulting Division. The Bureau is a service and not a controlling agency.

9.20

ELYAS BIN OMAR 'The Civil Service Systems in Malaysia' in  
Amara Raksastaya & Heinrich Siedentopf (eds)

**Asian Civil Services - Developments  
and Trends**

APDAC & Konrad Adenauer Foundation                      Kuala Lumpur  
(Malaysia)    1980    pp.566

In the context of the civil service system in Malaysia, the training of public personnel is outlined with reference to pre-service and in-service training. The role of the apex training institution, INTAN (National Institute of Public Administration), is discussed. It is explained that administratively within the government, the Training and Career Development Division of the Public Services Department is responsible for the administration of training policies.

9.21

ELYAS BIN OMAR 'National Institute of Public  
Administration, Malaysia'

in INAYATULLAH (ed)  
**Management Training for Development:  
The Asian Experience**

The Asian Centre for Development    Kuala Lumpur  
Administration  
(Malaysia)    1975    pp.121-157

The paper discusses in detail the establishment of the Institute (INTAN) in 1972, its organisational structure including its strategy since 1974 and the training of the staff, the dynamics of support mobilization, identification of training needs, training methods employed in the Institute and the evaluation of its programmes primarily designed to train and develop the civil servants of Malaysia. As an institutional device it is indicated that INTAN's objectives, organisational structure, its course contents, training strategy, approach and methodology is for the achievement of two main aims: firstly, to foster innovative behaviour and to transform progressive ideas into action and, secondly to function as a conduit through which governmental policies and programmes can reach their ultimate beneficiaries.

9.22

ENGELBERT  
ERNEST A.

The Education and Training of Public  
Managers for Development Administration

in SHARMA, S.K. (ed)  
**Dynamics of Development: An International  
Perspective Vol. I**

Concept Publishing  
(India) 1977 New Delhi pp.616

It is stressed that training of public managers has been inadequately studied in developing countries. Relying on the Working Group report of the International Association of Schools and Institutes of Administration established in 1974, the author has discussed aspects of program focus and objectives, curricular content, institutional structure and arrangements and concluded that training of public managers should be given greater priority and support.

9.23

GOMEZ RAJA G.

**Training in Government in Sri Lanka**

(Paper prepared for UNACDA Conference of  
Training of Trainers - Tehran, May 1975)

Academy of Administrative Studies  
(Sri Lanka) 1975 Colombo pp.37

The paper outlines the evolution and existing framework of training of government personnel in Sri Lanka. The role of the nodal Academy of Administrative Studies is analysed in terms of pre-service, in-service and refresher types of training. It is noted that while there is increased consciousness about the need for training in government, the existing facilities and plans are inadequate to provide a reasonable coverage of personnel at different levels in government. Several additional constraints are brought out e.g. inadequate training material, especially local, and lack of trained trainers. It is suggested that development of formal time bound training plans will be necessary to provide quality training to priority groups with well-identified training needs. In all these tasks the trainers in government have a challenging responsibility.

9.24

GOSLIN R.C.

Development and Training of Senior  
Administrators in the U.K. Civil  
Service - A Review of Issues and Trends

**International Review of Administrative  
Sciences**

Brussels

(Belgium)      XLV(1)      1979

pp.6-20

Some preliminary concepts and attitudes are clarified followed by a discussion of design of programmes, management of development and training, staffing requirements and assessment and evaluation. The need for policy decisions in the formulation of Central Government policy on training and development of its senior administrators and the role of the Civil Service College is stressed. Special areas for further research are mentioned. These include: identification and analysis of needs, preparation and provision of programme materials in public administration study areas, use and impact of learning methods, validation and evaluation of programmes, and research into public administration processes, systems and institutions.

9.25

GOVERNMENT OF  
MALAYSIA

**Training for Development in West  
Malaysia**

Prime Minister's Department

Kuala Lumpur

(Malaysia)

1969

pp.180

The report is the outcome of a training survey conducted jointly by the Development Administration Unit and the Government Staff Training Centre. The area covered by the survey extended over all Federal Ministries and Departments, State Branches of Federal Departments and State Secretariats, thirteen Statutory Bodies and four Local Authorities. The survey also relied on written questionnaires and interviews. The areas examined include training policy, existing training arrangements and effectiveness evaluation, provision of adequate training, training for administrative leadership, training of professional and non-professional officers as well as clerical, technical and other support groups, training and career development and the role of central training institutions. The report also discusses the benefits of post-entry training and the cost of providing. In all 102 recommendations were made which in a way are the foundation of extensive, quality training of civil servants in Malaysia today.

9.26

GREBENIK E.

The Civil Service College: The First Year

**Public Administration**

London

(UK)

50

Spring 1970

pp.127-138

A number of questions faced by the College, founded as a result of the Fulton Committee's recommendations, are discussed in the context of development of civil service training. Different types of training - training for specialists, training for administrative trainees and job-related vs. career-related training are analysed. The role of teaching staff including its professional development and the role of research are outlined.

9.27

GREEN HARRY A.

Administrative Training: Some Implications  
of the Udoj Commission Report

**The Quarterly Journal of  
Administration**

Ibadan

(Nigeria)

X(1)

October 1975

pp.55-62

The article analyses some of the administrative training implications of the Public Service Review Commission (Udoj Commission) Report. The Commission in Nigeria focussed attention on training as a corrective strategy. It stated that a result-oriented public service can only come through specialised personnel. The article examines the degree to which new training methodology should be explored and adopted to meet the needs of training. It is also suggested that the degree to which future training should be work-centred and problem-solving oriented has to be studied.

9.28

GREEN HARRY A.

An Innovative Approach to Administrative  
Training: An Experience from Nigeria

**Journal of Administration Overseas**

London

(UK)

XVII(1)

1978

pp.28-34

The author distinguishes between administrative education and administrative training and feels that the latter tends to be oriented toward the development of job-specific skills that have immediate application. In this context, the designing of the MPA programme in the University of Ife is explained in terms of programme objective, and the approach. The syllabus was divided into

four parts: (1) required reading (general); (2) required reading (Nigeria); (3) selected recommended additional reading; and (4) policy areas for analysis. In view of the limited availability of teaching material, the syllabus was more of a guide than a directing instrument. In conclusion, the approach emphasised the importance of analysis for a practical problem, encouraged an attitude toward completion of the project, encouraged group cohesiveness to plan, develop, complete and defend the project and encouraged decision-making behavior as well as the importance of communicating decisions effectively.

9.29

GREENSTREET D.K. Public Administration and Higher Education in Ghana: 1960-70

**International Review of Administrative Sciences**

Brussels

(Belgium) XXXVIII(1) 1972

pp.12-20

The teaching of public administration in the Institute of Management and Public Administration, keeping in view the need to provide the country with better trained managers and administrators, is discussed. The curriculum is explained and it is concluded that lack of trained trainers has hampered the potential contribution of the school.

9.30

H.C.M. STATE  
INSTITUTE OF  
PUBLIC  
ADMINISTRATION

**Civil Service Training: Some Issues and Problems**

Occasional Monographs

Jaipur

(India)

1972

pp.40

The monograph has four papers on training and an effective civil service, case for training, trainers responsibility, role of research in training, and training and attitudinal change - present inadequacies and future prospects. The need for trained trainers is highlighted in all the papers. In fact it is argued that the trainer has a unique responsibility in civil service training which has to be well understood. The trainer needs professional expertise and understanding about the training process. He has to be aware about the target trainee group. By having a substantive understanding of the organisation, the trainer can have a stronger negotiating position. Finally, the trainer must evaluate his results. Civil service training has certain characteristics and the trainer must consistently pursue the goal of making training valid and convincing.

9.31

HARAGOPAL G. & ALI SOFIA      Equipping Civil Servants for Challenges  
of Development Administration

**Journal of National Academy of  
Administration**

Mussoorie

(India)            16(1)            1971            pp.57-64

The article points out the need for changes and modifications in the existing training methods of higher civil servants in India. Apart from changes in the curriculum there is need for exploring additional training methods and developing supporting material. It is indicated that there is a lack of trainers qualified for the new tasks.

9.32

HOPE KEMPE R.      Development Administration in Post-  
Independence Guyana

**International Review of Administrative Sciences**  
Brussels

(Belgium)        XLIII(1)        1977            pp.67-72

The post-independence situation is examined in three parts, firstly, the structure of development administration in Guyana is examined, secondly, the major factors affecting development administration are discussed and analysed, and thirdly, some policy solutions are offered. In conclusion, the paper sums up some of the steps including training that can be taken for improving the administrative structure and the decision-making process in public administration.

9.33

HOYLE A.R.            The Role of Senior Administrators in  
Developing Countries - A Systems Approach

**Public Administration**

Sydney

(Australia)        XXXII(4)        1973            pp.383-391

The tasks and role of senior administrators is discussed and the inadequacy of trained human resources in developing countries is highlighted. According to the author, it is imperative to develop a training sub-system which will convert the educated human input into a training input. Senior administrators only pay lip service to training and even view it as a threat. The role of a senior administrator has therefore to be one of the key modernizers where training is a must to improve his competence.

9.34

HOYLE A.R.

Some Deficiencies in the Training of  
Senior Administrators for Developing  
Countries

**International Review of Administrative  
Sciences**

Brussels

(Belgium)

XL(4)

1974

pp.329-334

The content and aims of administrative training are discussed but, it is noted, training is still very far from being the effective tool which can materially assist the administrator to face the future. Evolutionary change has been the norm, in training as in most other aspects of administration, but in the face of escalating demands in a rapidly changing world, it would seem that the time has come for radical change as training is going to take its rightful place in assisting administrators.

9.35

HUNSAKER P.L.  
et al

Assessing and Developing Administrators  
for Turbulent Environment

**Administration & Society**

Beverly Hills

(USA)

7(3)

1975

pp.312-27

The paper notes that while the environment in which administrators must operate is becoming more and more turbulent, and although organisation structures and administrative processes are being developed to offset these conditions, little is being done to assess administrators' capabilities for coping with them, or to develop the required behavioural skills. An assessment model for identifying and developing administrators with the necessary capabilities for coping effectively with turbulent field environment is presented. Some suggestions including training for its application and future investigation are also presented.

9.36

HYDE ALBERT C. &  
SHAFRITZ JAY M.

Training and Development and  
Personnel Management

**Public Personnel Management**

Washington, D.C.

(USA)

8(6)

Nov.-Dec. 1979

pp.344-349

Even though there is increasing commitment to training and development, training is often viewed as a stepchild of the personnel and human resources management functions. Training is part of the process of development that advances and maintains individuals with the organisation.

It is essentially an activity sequence within employee development based on several key criteria. Trainers, on the other hand, seek autonomy in part to establish the credibility of their own function. Yet trainers are constantly besieged with an array of operational tasks and distractions. The authors have identified a set of professional tasks for the trainers in the eighties.

9.37

IBOKO J.I.

Developing the Administration in a  
Developing Country - Nigeria

**International Review of Administrative  
Sciences**

Brussels

(Belgium) XXXVIII(2) 1972

pp.193-197

The managerial characteristics and problems in a developing country such as Nigeria are discussed and suggestions for improvement of administration are outlined. These include training of personnel and the need for trained trainers in government. Trainers can provide programme commitment on the part of the personnel.

9.38

JOHNSON A.W.

Education and the Development of  
Senior Executives

**Canadian Public Administration**

Toronto

(Canada) 15(4) 1972

pp.539-57

The paper identifies the skills usually required of senior civil servants, and evaluates their opportunities to develop these qualities in their day-to-day work. The qualities required of a senior executive include a thorough knowledge of their disciplines, a good understanding of analytical techniques, a feeling for the society in which they live, and some familiarity with modern management methods. The role of training in this direction is outlined.

9.39

KABOHA J.B.

The Civil Service Vis-a-vis Economic  
Development and Integration

**The Quarterly Journal of  
Administration**

Ibadan

(Nigeria) VI(1) October 1971 pp.187-193

African countries are still engaged in an attempt to establish administrative structures which are adapted to conditions prevailing in them and capable of implementing government policies efficiently. There is even scarcity of well trained and experienced officers for the traditional departments of governments let alone public enterprises. Officers have to be selected carefully using rational achievement-oriented norms. The importance of training in this context is emphasised.

9.40

KAKAR SUDHIR

'Leadership Training in Administration'

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

Publications Division, Government  
of India

New Delhi

(India) 1979 pp.433

The article examines the problem of content and problem of effectiveness of leadership training in administration. Factors including reaction to training programmes, learning in leadership training and effectiveness on job are identified and discussed. The need for competent trainers for effective training is stressed.

9.41

KEELING DESMOND

The Development of Central Training  
in the Civil Service 1963-1970

**Public Administration**

London

(UK) 49 Spring 1971 pp.51-71

The period in the development of central training with which the author is concerned lies between the setting up of the Treasury Centre for Administrative Studies in 1963 and the opening of the Civil Service College in 1970. These two events divide the post-war development of central training in phases, each different in scale, content and organisation. Phase One, 1963-66, represented the years of experiment; Phase Two, 1966-70, the years of

expansion. In 1970, when the Civil Service College started, the most important changes by comparison with 1963 were the established interest in training within the civil service; the significant number of civil servants who have had at least part of the training they needed and a wide range of contacts and goodwill between civil servants and teachers in several disciplines, management consultants and business firms.

9.42

KERNAGHAN  
KENNETH

Identity, Pedagogy and Public Administration:  
The Canadian Experience

**Public Administration**

Sydney

(Australia) XXXII(3) 1973

pp.286-296

The article discusses research on Canadian Public Administration, patterns of organisation, and the different approaches to the subject, e.g. as administration and as political science. In Canada, mid-career programmes for administrative practitioners are an integral part of the course of study at three universities. It is argued that the future emphasis will be increasingly on the training of public officials for various levels of government. Even the traditional programmes will be more interdisciplinary in course content and interdepartmental in organisation and the trainees will benefit from a greater choice of courses within a coherent programme.

9.43

KHAN JAMAL

Administrative Change and Development  
in Barbados

**International Review of Administrative  
Sciences**

Brussels

(Belgium) XLI(2) 1975

pp.149-158

The administrative changes and developments that have occurred in Barbados, especially since independence in 1966 are emphasised. A Training Division in the Prime Minister's Office is one of the most important agencies in Barbados for stimulating and activating administrative development. It is providing a wide range of training courses which have been designed to help ministries, public departments etc. to maximise their efficiency and effectiveness by making the best use of people at work. The Training Division is involved in a number of studies concerned with the administrative/organisational procedures in use and the tasks/assignments involved.

9.44

LEE BOON HIOK

'The Public Personnel System in Singapore'

in AMARA RAKSASATAYA & HEINRICH SIEDENTOPF  
(eds)

**Asian Civil Services - Development and  
Trends**

Kuala Lumpur

(Malaysia)

1980

pp.566

There is increasing stress on more practical and comprehensive training programmes for civil servants. A Staff Training Institute which opened in March 1971 provides four areas of training for civil servants. As part of career development training, awards are available from the Public Service Department.

9.45

MINOGUE MARTIN

The Public Administration in Mauritius

**Journal of Administration Overseas**

London

(UK)

XV(3)

July 1976

pp.160-167

The article surveys a number of earlier administrative reports - Meacock, Newton, Meade and Gardner Brown. The present Four Year Plan places emphasis on intensification of training of public servants. A Centre for Public Administration and Local Government, in the School of Administration at the University of Mauritius has developed a full programme of training for officers in different public services. Courses are specifically designed to provide a practical orientation, while at the same time, providing officials with a thorough grasp of crucial developmental studies in economics, administration, sociology and quantitative methods. Full-time generalist courses of one year for senior administrative officers, a professional training programme of two to five years for senior officers and full-time course of ten weeks' duration are available. Part-time release courses for lower level routine training at the departmental level are also available.

9.46

MOSHER F.C.

Public Service in the Temporary Society

**Public Administration Review**

(US)

31(1)

1971

pp.47-62

The author reflects on society and the demands upon government, including some of the underlying dilemmas which face public service of the near future. The second

part discusses the probable implications of the social directions for the public service, the personnel systems and the academic institutions. A case is made for training for public services.

9.47

NANEKAR S.R. Public Administration Training for Change

**International Review for Administrative Sciences** Brussels  
(Belgium) XXXIX(1) 1973 pp.56-60

The characteristics of trainers - both academics and administrators - for public administration training are discussed. These include capacity for problem-oriented research and skill in imparting on-the-job training to administrators. Ideally the trainer should be an administrator and an academic rolled into one in order to provide public administration training for change.

9.48

NICOLSON I.F. Bureaucracy in Developing Countries

**Public Administration** Sydney  
(Australia) XXX(2) 1971 pp.184-192

The organisation aspects and the need to strengthen the pyramid are discussed. Apart from unity of command, the bureaucracies should have professionalism as a desirable goal. It is suggested that professionalism in civil administration can be stressed and developed by means of education and training. Those who are qualified by training to govern should involve themselves in preparing blue prints and action plans for improved public administration in developing countries.

9.49

OGUNDELE J.A. The Higher Civil Servants and Training: Attitudes, Expectations and Frustrations

**The Quarterly Journal of Administration** Ibadan  
(Nigeria) 7(1) October 1973 pp.41-49

The author stresses that proper training of the higher civil servants is imperative and increasingly recognised in Africa where nearly 50 Institutes/Schools of Public Administration have been established during the past decade. Different types of training - induction training, in-service training, on-the-job training and refresher

training are discussed. The issue of place of training - in Nigeria or overseas - is examined. It is stated that posting of officers after training must be made keeping in view the training acquired.

9.50

OWUSU-ANSAH K.A. The Ghana Civil Service in Retrospect  
(1946-75)

**Greenhill Journal of Administration** Achimota  
(Ghana) 2(4) 1975 pp.32-38

The author analyses the developments in the Civil Service in three parts: the Colonial Administration, Civil Service under CPP and under NLC 66-69, during Progress Party 69-72 and '72 to the present. The stress is on the ethos of the Civil Service and the emerging attitudes and values. Reference is also made to the training gaps and the crash programmes launched during the Africanization exercise. The blocks to acceptance are noted and attempts made to relate training to development orientation of the civil servants are outlined.

9.51

PAINTER G. The Civil Service: Post-Fulton Malaise

**Public Administration** London  
(UK) 53 Winter 1975 pp.427-434

The paper is principally concerned with omissions in the sphere of personnel management and human relations in the post-Fulton phase. Subordinate grades are grouped into four categories - General (including the Administration Group), Science, Professional and Technology, and Training. The training provisions have been expanded by 30 per cent. The departments are responsible for 60 per cent of the effort, the Civil Service College 6 per cent with the remainder provided by internal institutions. The Civil Service College has not however won the complete confidence of the Civil Service. As a result of a later review, it was expected that the status of those engaged in training will be elevated and there will be better arrangements for monitoring departmental programmes followed by liaison between departments and the Civil Service College.

9.52

REILLY W.A.P.

The Experience of the Administrative College  
of Papua New Guinea as an Agent of Change

**Journal of Administration Overseas**

London

(UK)

XV(4)

October 1976

pp.206-18

The article focuses on the problems of attempting to modify a particular organisation, namely the Administrative College of Papua New Guinea, to make it a more effective agent of bureaucratic reform. It attempts to illustrate through an account of practical experiences over a period 1973 to 1975. The article examines the ecological setting and the profile of the College in 1973. It examines the programme for action for 73-75, the identification and acceptance of objectives leading to formulation of programmes. The issues in implementation are analysed but the writer feels in conclusion that these need greater objective analysis before more progress can be made toward this solution.

9.53

RHODES R.A.W.  
(ed)

**Training in the Civil Service**

Joint University Council for Social  
and Public Administration

London

(UK)

1977

pp.85

The volume contains a collection of papers reviewing the development of central training in the Civil Service since the opening of the Civil Service College in 1970. It aims to analyse the objectives of Civil Service training; to identify the major issues and to discuss some of the alternative approaches to training. The book shows that straightforward instruction in management techniques and social sciences is not enough to transform the way in which the civil service works. Training civil servants is more a business of providing the stimulation that leads to self improvement. Civil servants cannot be made better policy makers or managers by attending courses. But they may be provoked into making themselves better civil servants by encouraging the spirit of self-questioning and debate. Training can help prevent the hardening of the intellectual arteries that can easily set in even at an early date. The book also indicates that dialogue between the Civil Service College and outside academics has a most important contribution to make to civil service training.



9.56

SAXENA A.P.

**Training and Development in Government**

Indian Institute of Public  
Administration

New Delhi

(India)

1974

pp.108

The main objective of the book is to attempt an overview of training in government. Selected ingredients of training in government have been analysed with a view to identify common issues for strengthening training. These include designing on-the-job training, in-service training and post-training utilization. An attempt has been made to note the point of view of the trainer and thus help him in his job. The preparation of need-based training plans is outlined. The training of trainers is examined in terms of his role, designing programmes for trainers, choice of techniques and trainer effectiveness. It is stressed that development of trainers is a process of growth and change spread over a period of time, and can be considered to include the process of self-development.

9.57

SUBRAMANIAM V.

**The Zambian Administrative Experiment  
and Experience**

**The Quarterly Journal of  
Administration**

Ibadan

(Nigeria)

VI(1)

October 1971

pp.287-299

The author suggests that the Zambian experiment and experience are not unique except that problems which were encountered elsewhere over a larger period have crowded in on Zambian administration all together. The administrative machinery has survived and goes on working. The problem of Zambianisation is the problem of in-service training, general educational expansion and manpower control. The National Institute of Public Administration is handling the crash training programmes. Several other training institutions are also helping.

9.58

TYAGI A.R.

**Administrative Training: A Theoretical Postulate**

**International Review of Administrative Sciences**

Brussels

(Belgium)

40(2)

1974

pp.155-170

With special focus on India, the author examines the important issues involved in preparing the civil servants for adequate performance of their administrative roles. These include (i) the overall concept and philosophy of administrative training appropriate to a developing society of the 70s, (ii) determination and design of curricula contents of a training programme, (iii) designing appropriate techniques of training, and (iv) determining the institutional responsibility for training. These are discussed to provide a framework to study the existing system and future needs of administrative training.

9.59

UNITED NATIONS

**Appraising Administrative Capability for Development**

U.N.

New York

(USA)

1969

pp.116

The study in five parts deals with investment in administrative capability, performance, structure, environment, and appraisal for improvement. Also included are four notes on national planning survey methods, environmental relations, and the methodology of appraising administrative capability for development. Its major objective is to contribute to the learning processes of key people involved in the administration of developing nations.

9.60

UNITED NATIONS

**Development Administration: Current Approaches and Trends in Public Administration for National Development**

U.N.

New York

(USA)

1976

pp.189

This study is an attempt to restate the more up-to-date concepts in public administration thinking and practice concerning how to organise a public administration system. Part one gives background information, Part two, on the

development of administration, development, personnel and training etc. Part three is on the administration of development including government departments and regulating administration.

9.61

WU C.Y.

**Development Administration: Current Approaches and Trends in Public Administration for National Development**

United Nations

New York

(USA)

1976

pp.

The study has been divided into three parts - the background information, development of administration and administration for development. The last section contains detailed description of organisations. The main chapters deal with government departments, regulating administration and public enterprise as instruments of development. Various approaches in administrative technology are mentioned. It has been noted that training of administrators is essential for development in many developing countries even though the effort is limited by lack of trainers, training material and other resources.

9.62

WRIGHT MAURICE

**Teaching Public Administration**

**Public Administration**

London

(UK)

52

Spring 1974

pp.73-78

The author points out that while the teaching of public administration has the appearance of a growth industry, there is lack of central direction to coordinate and develop the work of Universities and colleges in the study of public administration. This is more serious because hundreds, if not thousands of professional administrators, specialists and teachers are teaching public administration full-time, part-time and spare-time. The quality of much of their teaching is poor and the material often inadequate and outdated. Several recommendations on the theme are discussed.

9.63

ZAMAN K.A.

'The Civil Service System in Bangladesh'

in AMARA RAKSASATAYA & HEINRICH SIEDENTOPF  
(eds)

**Asian Civil Services - Developments  
and Trends**

Kuala Lumpur

(Malaysia)

1980

pp.566

The place of training as part of management of public personnel system is outlined. In addition to mandatory training programmes, the civil service probationers undergo training in various local training institutions. The government is planning to set up a full-fledged training cell within the Establishment Division adequately supported by qualified officers and trainers to initiate, coordinate, supervise and assess the training policies and programmes. The government is also planning a training complex near the capital.