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HUMAN RESOURCE DEVELOPMENT TRAINING FOR THE NIGERIAN FOREIGN PUBLIC SERVICE

The University of Oklahoma PH.D. 1981

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THE UNIVERSITY OF OKLAHOMA

GRADUATE COLLEGE

HUMAN RESOURCE DEVELOPMENT TRAINING FOR THE NIGERIAN FOREIGN PUBLIC SERVICE

A DISSERTATION

SUBMITTED TO THE GRADUATE FACULTY

in partial fulfillment of the requirements for the

degree of

DOCTOR OF PHILOSOPHY

BY

PETER ODOK NDOMA-OGAR

Norman, Oklahoma

1981

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HUMAN RESOURCE DEVELOPMENT TRAINING

FOR THE NIGERIAN FOREIGN

PUBLIC SERVICE

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DEDICATION

This dissertation is dedicated to my late father, Ndoma Ogar Etta; to my mother, Paulina B. Emanghe; and to my sister, Catherine B. Ndoma.

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HUMAN RESOURCE DEVELOPMENT TRAINING FOR THE NIGERIAN FOREIGN PUBLIC SERVICE

CHAPTER I

THE PROBLEM

Introduction

The building of modern nations depends upon the development of people and the organization of human activity. Capital, natural resources, foreign aid, and international trade play important roles in economic growth, but none is more important than human capital.

Most nations today are development minded. The less developed countries like Nigeria which have been poor and stagnant for centuries are in a state of revolt against poverty, disease, ignorance, and dominance by stronger nations. No longer are the less developed countries disposed to entrust the future exclusively to the forces of the market, the whim of nature, and the judgment of colonial rulers. In order to defeat the fears of dominance by stronger nations, developing nations like Nigeria have concentrated attention toward human resource development.[1]

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[1] Eugene Standley, The Future of Underdeveloped Countries: Political Implications of Economic Development (New York: Praeger Publishing Company, 1961), p. 228.

Human resource development is the process of increasing the knowledge, skills and the capacities of all people in society. In economic terms, human resource development could be described as the accumulation of an economy.[1] In political terms, human resource development prepares people for adult participation in political processes, particularly as citizens in a democracy.[2] From social and cultural points of view, the development of human resources helps people to lead fuller and richer lives that are less bound by tradition.[3] In short, the processes of human resource development unlock the door to modernization.

Human resources in the public service are developed in many ways. One way is by formal education beginning with primary education, continuing with various forms of secondary education and then higher education, including the colleges, universities, and higher technical institutes.[4]

Human resources are also developed "on the job" through systematic or informal training programs in employing institutions,

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[1]Chester Wright, "The Continuing Education of Human Resource Development," Training and Development Journal (May 1980): 42-43.

[2]Leonard Nadler, Developing Human Resources (Houston, Tex.: Gulf Publishing Company, 1970), p. 21.

[3]James W. Walker, Human Resource Planning (New York: McGraw-Hill Book Company, 1980), p. 251.

[4]Fred Tickner, Training in Modern Society (New York: Public Affairs Monograph Series, 1966), pp. 21-33.

adult education programs, and membership in various political, social, religious, and cultural groups.[1]

Individuals seek to acquire greater knowledge, skills, and/or capacities by taking formal or correspondence courses, by reading or by learning from formal contacts. Motivation for self-development is directly related to the social values of the society which determines the foreign public service agency, and to the incentives for training and for entering one occupation as opposed to another.[2]

In order to determine or to plan an educational program, the need for the program must first be established. Therefore, the selection of a basic process model for a system approach to education is greatly needed. Kaufman states the basic six steps of a management process model as follows:

Step 1: Identify problems from documented needs.

Step 2: Determine solution requirements and solution alternatives.

Step 3: Select solution strategies from alternatives.

Step 4: Implement solution strategy(ies).

Step 5: Determine performance effectiveness.

Step 6: Revise system as required.[3]

Needs assessment must have at least three characteristics:

1. Data must represent the actual learners and must be related

---

[1]William R. Tracey, Designing Training and Development Systems (New York: American Management Association, Inc., 1971), p. 33.

[2]Bernard Taylor and Gordon L. Lippitt, Management Development and Training Handbook (New York: McGraw-Hill Book Company, 1975), pp. 169-171.

[3]R. A. Kaufman, Educational System Planning (Englewood Cliffs, N. J. : Prentice-Hall, 1972), pp. 13-23.

to people both as it exists now and as it will, could, and should exist in the future.

2. No needs determination is final and complete; it must be realized that any statement of needs is, in fact, tentative and should constantly question the validity of the needs statements. As past needs are fulfilled, future needs will be affected.[1]

3. Discrepancies should be identified in terms of products or actual behavior, not in terms of processes.[2]

Because developing nations, including Nigeria, are geared to developing human resources, needs assessment in both foreign and domestic training programs should precede development of human skills.[3] Therefore, this study was conducted to find data relevant to training needs, training procedures, and human resource development in the Nigerian Foreign Service to the United States of America.

Statement of Problem

This study was conducted to assess human resource development needs and training programs for the Nigerian Foreign Public Service. Specific questions for which answers were sought include:

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[1]Eli Ginzberg and Herbert A. Smith, Manpower Strategy for Developing Countries (London: Columbia University Press, 1976), p. 109.

[2]Paul S. Greenlaw and Robert D. Smith, Personnel Management: A Management Science Approach (Scranton, Penn.: International Textbook Company, 1970), p. 229.

[3]Thomas H. Patten, "Productivity of Human Resource in Government," Human Resource Management (Spring 1980): 10.

1. Are the employee skills consistent with the skills demanded by the Nigerian Foreign Service jobs?
2. Where do the Nigerian Foreign Public Service employees receive their training programs?
3. What international training and development programs are given to the Nigerian Foreign Public Service employees?
4. How often do the Nigerian Foreign Public Service employees receive "on-the-job" training?
5. What training and development methods are used for developing foreign national employees?
6. What training is still needed by Nigerian Foreign Service employees?
7. What skills still need to be improved by the Nigerian Foreign Service employees?

Significance of Study

This study should provide valuable information to help improve the administrative programs for the Nigerian Foreign Public Service to the United States. The information should help developing countries to define new goals and objectives of foreign public services. The lists of needs of the administrators and employees should help program planners to see the areas which need to be improved. When needs or goals and objectives of the Foreign Public Service are defined, the selection of the strategies and tools to improve them should be determined.

Sample

The population for this study was composed of four hundred employees of the two Nigerian embassies located in New York and Washington, D. C. The sample of two hundred was a stratified random sample: forty administrators were selected from a population of sixty administrators and 160 employees from a population of 340 employees in the two embassies.

Procedure for Collecting Data

Letters explaining the study and seeking permission to carry out the study were sent to the Permanent Secretary, Ministry of External Affairs in Lagos, Nigeria, to the Consulate General in New York, and to the Ambassador in Washington, D. C. Upon receipt of their permission, a list of employees and administrators in the two Nigerian embassies was obtained.

The questionnaire was the major data collection tool for the study. Questionnaires were divided into two parts. Part one dealt with employees' demographics. Part two dealt with skills, training, and development programs that the Nigerian Foreign Mission employees were given by the Federal Ministry of External Affairs.

Treatment of Data

The average scores of the "actual" and the "ideal" of each question in the employee and administrator skills of each set were calculated. The average of the scores of the "actual" and "ideal" in each subsection were calculated. The dissonance of the average scores of "actual" and the "ideal" in each subsection shows the degree of needs in the subsection. Higher dissonance was interpreted to mean higher needs. By using

this technique, the needs of the administrators and foreign public service employees were listed.

The dissonance of the average scores of the "actual" and "ideal" of each question shows the degree of need in each particular item.

The average of the scores of "actual" and "ideal" of each main skills area to be judged by each partner in employee skills was calculated. The average scores of "actual" and "ideal" and the discrepancies between the average scores of the "ideal" and the "actual" in each main skill area were judged by each partner. Each main skill area in each table was ranked according to the degree of the index of need, with a higher rank indicating a greater index of need. The index of need was divided into need categories called high, moderate and low.

The average of the score of the "actual" and the "ideal" of each question (skill area) to be judged by each partner (employee skills) and the index of need discrepancy between the "ideal" and the "actual" were calculated. The higher needs in skills area were tabulated.

Limitation of Study

The population of the study was limited to the personnel in the two Nigerian embassies, New York and Washington, D. C., because of the political circumstances which complicate obtaining data from other foreign embassies. Generalization of the results to other Nigerian foreign public service offices may be limited.

Definition of Terms

For the purposes of this study, the terms are defined as follows:

Human Resource Development: Organizational needs for manpower planning, and individual needs for learning, growth, satisfaction and self-actualization.

Needs Assessment: A process used to identify and quantify the the gaps or differences which exist between what is (present status) and what should be (future and desired status).

Consul: An official appointed by the Nigerian government to reside in a foreign city to represent Nigeria's administrative interests, and to give assistance to the Nigerian citizens residing in the foreign city.

Foreign Public Service: Employment in a Nigerian governmental system, especially within the civil service located abroad.

Actual: The degree to which the Nigerian foreign public service administrators think the Nigerian foreign public service employees actually do possess skills.

Ideal: The degree to which the Nigerian foreign public service administrators think their Nigerian foreign public service employees ideally should possess skills.

Administrator: The Nigerian Department Head whose duties are supervision of the Nigerian employees.

Organization of Report

The formal report of this research consists of five chapters, a bibliography, and appendices. The research problem is presented in Chapter I. The related literature is reviewed in Chapter II. A detailed description of the procedures employed in the study is discussed

in Chapter III. The results of the study are presented in Chapter IV. The summary, conclusions and recommendations of the research study are presented in Chapter V.

CHAPTER II

REVIEW OF LITERATURE

The principal reason for reviewing the literature was to bring together the existing research relevant to this investigation and to assess its significance.

The methods employed for searching the literature for information relative to this investigation centered primarily around electronic data processing and inquiry. Educational Resource Information Center (ERIC), Current Index of Journals in Education (CIJE), and Management and Political Science data base files were used. The searches isolated literature in related areas of human resource development for foreign service, training skills and programs.

The review of literature is divided into the following four sections: (1) concept of human resource development, (2) historical background of Nigerian Foreign Service, (3) training skills for employees and administrators in foreign service, and (4) job performance.

Concept of Human Resource Development

Human resource development is considered as a series of organized activities constructed within a specific time and designed to produce behavioral change. The concept of human resource development is traced through the history of adult education in the United States by Malcolm Knowles. Knowles stated that in order to produce behavioral change, human resource development must be specific and

organized in such a way that there are objectives, a process for learning and a provision for evaluation.[1] Harold Taylor stated that "adult education" paved the way for the development of human resources. Taylor generalized that no society can endure for any period of time in any form without some human resource development activities. Taylor further concluded that the pressures of the early years of World War II might be considered as the amplifier of the field of human resource development.[2] Leonard Nadler asserted that most common activities in human resource development are training, education, and development; and given the differences of duration and relationship, the three activities under human resource development require some orientation.[3]

The term "training" is given a wide definition. Fred Tickner defined training as,

> . . . the process of providing for and making available to an employee, and placing or enrolling such employee in a planned, prepared and coordinated program, course, curriculum, subject, system or routine of instruction, in scientific, professional, technical, mechanical, trade, clerical, fiscal, administrative or other fields which are or will directly relate to the performance by such employee of official duties for the government, in order to increase the knowledge, proficiency, ability, skill and qualification of such employee in the performance of duties.[4]

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[1]Malcolm S. Knowles, The Adult Education Movement in the United States (New York: Holt, Reinhart and Winston, 1952), p. 12.

[2]Harold Taylor, Students Without Teacher (New York: McGraw-Hill, 1969), p. 194.

[3]Nadler, Developing Human Resources, p. 114.

[4]Fred Tickner, Training for Public Service (Albany, N.Y.: Williams Press, Inc., 1966), p. 10.

Training provides the skills needed to be useful in an activity of a sponsoring organization such as a foreign service, an industry or government. Training also provides the minimal skills needed to use a particular product or an experience related to helping the non-employee perform his activities for an organization. Glueck states that training could reduce waste, increase output, reduce equipment maintenance, and improve quality output. While training is not solely responsible for all of these improvements, it could make a contribution to both the efficiency and the effectiveness of goals. Training is sound psychology and it helps the employee to adjust fully to the working conditions.[1]

Education for employees or nonemployees has as its purpose the general growth of the individual toward a specific goal or direction. Education can be experiences which are beyond the present position of the employee but which will make him/her more eligible for a new position at a higher level in the service, industry, or government.[2]

Development of human resources contributes to the general growth of the individual in the direction in which his/her organization or society is going. The experience is directly occupational only to the degree that it contributes to the goal of individual growth and development.[3]

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[1]William A. Glueck, Personnel: A Diagnostic Approach (Dallas, Tex.: Business Publishing, Inc., 1974), p. 324.

[2]Nadler, Developing Human Resources, p. 114.

[3]Armin Gretler, Training of Adult Middle-Level Personnel (Geneva: United Nations Educational Scientific and Cultural Organization, 1972), pp. 75-121.

Human resource development in the early 1920's was considered only as training. Not until twenty years later was it broadened to "training" and "developing." Some recognition of a broader concept of human resource development was seen towards the end of the 1960's.[1]

Diejomoh, in an analytical study of Nigeria's human resources, considered human resources or manpower to be the totality of the energies, skills and knowledge available in a country.[2] The Directorate of Manpower of the government of India defined human resources as "the managerial, scientific, engineering, technical, craftsmen" and other skills which are employed (or could be employed) in creating, designing and developing organizations as well as managing and operating productive and service enterprises and economic institutions.[3] Harbison, however, observed that the energies, knowledge, and skills of people for purely economic purposes are but one dimension of human endowment which also embraces the thoughts, motives, beliefs, feelings, aspirations and the culture of human beings beyond and outside the world of work.[4]

During the colonial period, ending with the culmination of the American Revolution, human resource development was characterized as the on-the-job training variety. Indentured servants were common.

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[1]Ibid., p. 194.

[2]Victor P. Diejomaoh, Human Resources and African Development (New York: Praeger Publishers, 1978), p. 34.

[3]Paul E. Illman, Selecting and Developing Overseas Managers (New York: American Management Association, 1976), p. 27.

[4]Frederick H. Harbison, Human Resource as the World of Nations (New York: Oxford University Press, 1973), p. 34.

The objective of the indenture was to train the servant to assume a craftsman's role upon the completion of his/her term. Evidence is lacking to support these practices as contributing in any significant manner to the development of skilled persons.[1] Human resource development in any semblance of today's use of the term, probably existed in only rare cases. The most general pattern was that of the son watching the father, the servant observing the master, and the constant admonition of "do as I do."[2]

As the United States and other developing nations, including Nigeria, entered the 19th century, there was the beginning of the Industrial Revolution, the development of complicated machinery, and the increasing need of some kind of formal human resource development.[3] The early 1800's saw the development of the school's concern with mechanical arts.[3] In today's terms the mechanical arts schools are the vocational or technical schools that are extensions of existing school systems.

Although identifying in-house human resources development was still difficult, the necessity for some pre-job skills training had become more important.[4] As an outgrowth of a series of organizations,

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[1]Edwin F. Harris and Edwin A. Fleishman, "Human Relations Training and Stability of Leadership Patterns," Journal of Applied Psychology 39 (January 1955): 20-25.

[2]Alfred D. Chandler, Jr., "The Role of Business in the United States: Historical Survey," Daedalus (Winter, 1969): 26.

[3]Lloyd S. Steinmetz, "The Evolution of Training," Training and Development Handbook, ed. Robert Craig and Lester Bittel (New York: McGraw-Hill, 1967), p. 5.

[4]Ibid., p. 13.

American Management Association was established in 1923.[1] The Hawthorne Study of that period provided an impact still felt today.[2] Government concern for human resource development was reflected in various public works projects which frequently had job-training components. The Civilian Conservation Corps and the National Youth Administration involved the job training of students and young workers. The Bureau of Apprenticeship and training was established in 1934; and although it has gone through many reorganizations and name changes, it still is a part of the human resource development scene today.[3]

In accepting the modern trend toward the complexity in industry and government, the more sophisticated and more involved process of administration, and the increasingly larger units of organization and governments, Tickner states that employers or government must train the employee or the individual to play his/her part in the complicated working environment.[4] Employees are trained because employers are conscious of the tension and strains of the modern society.

As a function of human resource development, the British Education Act of 1944 is quite specific, placing the responsibility on parents, agencies and other functionaries to take advantage of the educational facilities prescribed in the Act:

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[1]Eli Ginzberg, The Development of Human Resources (New York: McGraw-Hill Book Company, 1966), p. 5.

[2]Ibid., p. 14.

[3]F. J. Roethlisbeger and J. Dickson, Management and the Worker (Cambridge: Harvard University Press, 1939), p. 20.

[4]Tickner, Training for Public Service, p. 13.

> It shall be the duty of the parent of every child of compulsory school age to cause him to receive efficient full-time education suitable to his age, ability and aptitude, either by regular attendance at school or otherwise.[1]

Further in 1962, in pursuance of human resource development objectives, the same British Government announced its intention to extend the interest of the government to industrial training. By Legislation:

> The Minister of Labor would be given statutory power to set up boards which would be responsible for all aspects of training in individual industries. Before setting up Boards, the Minister would be required to consult the organizations principally concerned on both sides of industry. . . .
>
> One of the principal functions proposed for the Boards was to establish policy for training as part of HRD in the industry, including such questions as admission to training, length of training, registration of trainees and a provision for appropriate attendance at college for further education.[2]

These proposals were given consideration by the Industrial Training Act of 1964, which has three main objectives: (1) to ensure an adequate supply of properly trained men and women at all levels in either industry, government or agency; (2) to secure an improvement in the quality and efficiency of both governmental and industrial training; and (3) to share the cost of training more evenly between functionaries.[3]

The United States Government took a similar initiative in the training of government employees. The Government Employees Training

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[1]United Kingdom, Statutes at Large, vols. 7 and 8, Geo. VI, C31, Sec. 36 (1944), "Education Act 1944."

[2]United Kingdom, Industrial Training: Government Proposals, (London: H. M. Stationery Office, 1962), p. 4.

[3]Ibid.

Act of 1958 placed the obligation on individuals to take full advantage of the facilities offered for his/her self-improvement.[1] In so large and varied an organization as the United States Federal Civil Service, it would be impossible to concentrate the training function of the Civil Service Commission. Hence, under federal law each department head has the fundamental responsibility for determining the training needs of the department and for providing whatever training programs may be appropriate and necessary.[2]

A notable feature of the human capital situation in Nigeria is that while some human capital resources are idle, there are many areas in which manpower resources are insufficient to meet demands. The disadvantages of manpower shortages can hardly be overemphasized, as it is generally agreed that shortages of manpower, particularly in key areas, retard the development process.[3] In Nigeria, it is now being generally accepted that shortage in human capital (in certain key areas like the foreign service) is the most serious constraint in the development process. The major reason for this is the rapid growth of the economy in the post-1970 period.[4] An analysis of employment trends, in both the foreign service and the federal civil service, shows that the

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[1]U. S. Congress, House, Government Employees Training Act, Pub. L. 507, 85th Cong., 2d sess., 1958, p. 1.

[2]Ibid.

[3]F. H. Harbison and C. A. Myers, Education, Manpower and Economic Growth (New York: McGraw-Hill, 1964), p. 90.

[4]V. P. Diejomaoh and B. Onimade, Human Resources Development and Utilization in Lagos State 1968-1985 (Ibadan, Nigeria: Planning Studies Program, University of Ibadan, 1976).

increase between 1962 and 1970 was only 20 percent, whereas between 1970 and 1974, the increase was almost 100 percent.[1]

A research survey conducted for Udoji Commission (April 1, 1973) for the public services throughout Nigeria showed that there was a vacancy rate of 33.40 percent for senior managerial and administrative staff, 32.90 percent for senior technical and professional staff, 42.10 percent for intermediate administrative and managerial staff, 26.60 percent for intermediate technical and professional staff and 16.24 percent for craftsmen and articians.[2] These findings are very closely linked to the nature and structure of Nigeria's human resource development efforts. The quality, structure, and productivity of the labor force depend on the human resource development programs to which labor has been exposed.

However to narrow the gap and set up the increase of human capital, the Federal Republic of Nigeria in 1976 introduced Universal Primary Education (UPE). Education for primary schools was made free.[3] Enrollment in this level of education rose from five million students in 1974 to 11.5 million in 1980.[4] The implication of the Universal

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[1]Ukandi G. Damachi and Victor P. Diejomaoh, Human Resources and African Development (New York: Praeger Publishers, 1978), p. 50.

[2]T. M. Yesufu, Victor P. Diejomaoh, and F. I. Oduah, "Manpower in Public Service: Report of Manpower Task Force to Udoji Comission," Mimeographed Lagos, Nigeria, September 1973, p. 10.

[3]Federal Republic of Nigeria, Central Planning Office, Federal Ministry of Economic Development, "Economic and Statistical Review," Chapter 10, Lagos, Nigeria, March 1977. (Mimeographed.)

[4]Ibid.

free primary education was the growth of secondary education, establishment of four new universities, polytechnics and colleges of technology.[1] The rebirth of human resource development in Nigeria did not end with internal structure but also spread overseas. In 1977 Nigeria signed an agreement for middle management and administrative training programs with the United States.[2] In September of 1977, five hundred Nigerian students arrived in the United States for two years' technical training.[3] The growing awareness of human resource development did not end with Nigerian-American training agreement but permeated into the federal public service. In September 1972, the then Federal Military Government of Nigeria established the Public Service Review Commission (PSRE) to examine the public service.[4] The terms of reference prescribed were:

> The Commission shall, having regard to the need to secure adequate development and optimum utilization of human capital and to increase the efficiency and effectiveness of the Public Service in meeting the challenges of a development-oriented society
> (1) examine the organization structure and management of the Public Service and recommend reform where desirable;
> (2) investigate and evaluate the methods of recruitment and conditions of employment and the staff development programs. . . and recommend such changes as may be necessary;

---

[1] Ibid.

[2] A. A. Ali, "New Nigerian Policy on Education," Federal Nigerian Journal 4 (July-August-September 1977): 10-12.

[3] "Nigerian National Manpower Board," Federal Nigeria, 20.

[4] Harry A. Green, "Administrative Capacity for Development: Proposal for Bureaucratic Reform in Nigeria," Philipine Journal of Public Administration (July 1976): 92.

> (3) inquire into and make recommendations on any other matter which. . . appear to be relevant.[1]

To achieve the goal of adequate development and optimum utilization of manpower and to increase efficiency and effectiveness of the Public Services in meeting the challenge of "development-oriented society," the Commission concluded that a "New Style Public Service" is required that will be guided by "result-oriented management."[2]

In the Commission's analysis of the "New Style Public Service," the PSRC stated:

> All this requires a Public Service staffed and led by professionals . . . who possess the requisite skills and knowledge and can function effectively in applying skills and knowledge to establish goals and achieve results. The professional civil servant is a specialist in a particular field. He joins professional associations, subscribes to journals, attends seminars, and adapts himself to the latest advances and techniques in his field of specialization.[3]

Aside from the Public Service Review Commission, which terminated its duties in 1974, the Federal Republic of Nigeria has a National Manpower Board which oversees the quality of education in Nigerian institutions.[4]

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[1] Ibid.

[2] Federal Republic of Nigeria, Public Service Review Commission, "Mann Report"(March 1974): 3.

[3] Ibid.

[4] B. A. Ogundimu, "Nigerian Universities Under the 1979 Constitution," Journal of Administration Overseas 19 (October 1980): 239-244.

Historical Background of Nigerian Foreign Service

The Foreign Service, an arm of the Ministry of External Affairs, includes the men and women who represent the Nigerian Government in their embassies and consulates to the governments of other nations all over the world.[1] Foreign Service Officers and their staffs keep the Secretary to the Government advised on conditions and situations in other nations and/or the plans and actions of their government. In turn they keep those governments informed of the Nigerian foreign policies.[2] Members of the Foreign Service advise and help Nigerian citizens living or traveling abroad.

The Foreign Service wing of the Nigerian Government traces its origin from the British Government. This is so because Nigeria remained a colony under the British Government until the attainment of independence in 1960. A few Nigerian diplomats who had served as foreign officers worked in the British High Commission in London as Counsellors.[3] The attainment of independence by Nigeria in 1960 witnessed a sudden proliferation of diplomatic mission. Foreign policy became a cog in international relations for Nigeria with other nations of the world.[4] In 1977, Nigeria created and expanded foreign service offices to the

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[1] Encyclopedia of Careers and Vocational Guidance, rev. ed., "The Foreign Service," by Melvin N. Blum.

[2] James S. Pacy, "Assessing Ambassadors and Ministers: The British Heads of Missions Report," World Affairs: A Quarterly Review of International Affairs 142 (Fall 1979): 118-134.

[3] "Nigerian National Manpower Board," Federal Nigeria, 7.

[4] Ibid.

United States of America, Germany, England, etc., to meet the great pressure of international affairs.[1]

Unlike the United States whose Foreign Service started in 1775, the Nigerian Foreign Service started gaining recognition in 1960 after her independence from the British Government.[2]

There are four categories of the Nigerian Foreign Service personnel: Chiefs of Mission, Foreign Service Officers, Foreign Service staff employees, and Foreign Service reserve officers. Foreign personnel employed at the Nigerian Missions abroad are known as Foreign Service "Locals."[3] The Nigerian Embassy in Washington is headed by an ambassador who is a personal representative of the President of Nigeria and is accorded the same respect and consideration due the President. Unlike the United States of America, most Nigerian Embassy and Consulate officials are appointed, not by rigorous screening examination, but by political affiliation.[4] Nigeria's Foreign Service "local posts" are dominated by Nigerian citizens studying in the mission's environment. The jobs that these students hold range from messengers, clerks, bookkeeping, or janitors, to translation and economic analysts. New York and Washington Embassies for which this study was conducted are good examples.

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[1]Arthur S. Banks, Political Handbook of the World: 1978 (New York: McGraw-Hill Book Company, 1978), pp. 325-328.

[2]Encyclopedia of Careers, p. 293.

[3]William I. Bacchus, "Foreign Affairs Officials: Professionale without Profession?" Public Administration Review (November/December 1977): 654.

[4]James W. Clark, "Foreign Affairs Personnel Management," Personnel for Foreign Affairs (September 1975): 222.

Each Foreign Officer posted to the Nigerian Consulate or Embassy has a title, which is determined by his/her assignment as well as his/her class. The title establishes his/her status at his/her post.[1] Among the more common diplomatic titles are: ambassador, minister, counselor; first, second, or third secretary and attaché.[2] Usual consular titles include consul general, consul, and vice-consul.

Attachés are officers assigned to a post to do a specialized job. Labor and commercial attachés are Nigerian Foreign Service Personnel.[3]

Training Skills for Employees and Administrators in Foreign Service

In the last decade, simulations have assumed an increasingly important role in training and assessing public administrators and employees.[4] The primary purpose is to develop or assess behavior in a problem-centered contest where foreign administrators and employees not only make decisions but also generate the alternatives from which a given decision must be made.[5]

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[1]William I. Bacchus, Foreign Policy and the Bureaucratic Process (Princeton, N.J.: Princeton University Press, 1974), pp. 229-230.

[2]Frederick C. Mosher, Democracy and the Public Service (New York: Oxford University Press, 1976), pp. 103-110.

[3]Ibid., p. 25.

[4]Michael Murry, "Education for Public Administrators," Public Personnel Management (July-August 1976): 239-249.

[5]David McClelland, "Operan Behavior: Testing for Competence Rather than Intelligence," American Psychology (January 1973): 1-14.

In the literature on training skills for Foreign Service, the most varied terms are employed in the most varying senses. The various types of training skills are classified according to their purpose as follows:

1. Specialized Training Skills: Administrators and employees are given training to consolidate, deepen and broaden their knowledge and skills acquired during basic training, bringing the employees and administrators level of skills up to the level of qualification required in embassy and consulate offices.[1]

2. Further Training Skills: The type of vocational training skills which immediately follows basic training, within the framework of training for a recognized qualification for Foreign Service.[2]

3. Upgrading Training Skills: Training for supplementary knowledge and skills in order for embassy and consulate administrators and employees to increase their versatility and occupational mobility.[3]

4. Updating Training Skills: Training to bring the knowledge and skills of embassy employees and administrators up to date with respect to new developments -- new materials, tools, processes, etc. -- in their occupation.[4]

5. Refresher Training Skills: Training to refresh knowledge and skills which may have been partly forgotten by embassy workers as a result of lengthy interruption in their occupational life.[5]

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[1]Frank E. Fisher, "Training," Handbook of Business Administration (New York: McGraw-Hill Book Co., 1970), p. 86.

[2]Bernard Taylor and Gordon L. Lippitt, Management Development and Training Handbook (New York: McGraw-Hill Book Co., 1975), p. 317.

[3]Ibid.

[4]Harold T. Smith, "Favor On-Job Supervisory Training," Administrative Management (August 1970): 53.

[5]Ibid.

6. Retraining Skills: Training for the acquisition of the knowledge and skills required by both employees and administrators of the embassy which may be used in other embassy's assignments.[1]

Chris Argyris states that the Foreign Service is oriented toward diplomacy in the sense of execution. By training Foreign Service workers, and by predilection, its best members are equipped for negotiation and for carrying out national policy abroad rather than the rough and tumble that characterizes the modern Nigerian foreign policy-making process in Lagos.[2] Paul Illman also asserts that formal training for a foreign mission is likely to be valued more highly; and the more technical and specific the nature of individual responsibilities, the higher the weight upon analysis and formal problem-solving approaches.[3] Training skills for the foreign public service has had a different history from training for commerce and industry and it has greater variations between one country and another.[4] In India, training skills are concentrated on senior administrators. The teaching in the Indian National Academy of Administration concentrates on encouraging the right attitude for the task of an administrator and on developing a good knowledge of the political and constitutional framework of India.[5]

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[1]Stephen Carroll, Jr., "The Relative Effectiveness of Alternative Training Methods for Various Training Objectives," Proceedings, Midwest Academy of Management (May 1970), pp. 298-310.

[2]Chris Argyris, "Some Causes of Organizational Ineffectiveness Within the Department of State," Center for International Systems Research, Occasional Paper (Washington, D. C.: U. S. Government Printing Office, 1967).

[3]Illman, Selecting and Developing Overseas Administrators, p. 27.

[4]Fred Tickner, Training in Modern Society, p. 13.

[5]Ibid.

In the United States, the Foreign Service employees and administrators are hired with basically no training skills; however the employees are required to have mastery in basic subjects such as geography, English, government, commerce, history, economics and management.[1] Candidates for Foreign Service undergo a vigorous screening entrance examination consisting of five parts: a written examination, an oral examination, a physical examination, a background investigation, and a final review. Foreign Service training skills are then given to the successful candidates in the Foreign Service Institute.[2] In Nigeria, employees of the foreign service are recruited from graduating students from the universities, high schools, and secondary through the Federal Public Service. Qualified candidates are given one to three months' induction training skills in the Federal Public Service Training Institute. Administrators of Senior Cadre posted to the foreign mission are expected to have at least two to three years of administrative experience.[3]

The Janus-like nature of current Foreign Service responsibilities causes uncertainty about skills and attributes needed for successful performance. This uncertainty raises questions about the most appropriate type of formal education and career experience needed as preparation for

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[1]Bacchus, "Foreign Affairs Officials," 26.

[2]Ibid.

[3]Bacchus, "Foreign Affairs Officials," 26.

senior responsibilities. Duties in the Foreign Mission offices are quite different from those performed in the home country--Nigeria, requiring quite different competencies. The question arises as to which "cluster" of skills should be emphasized in recruitment. Harr found, in a comprehensive survey, that Foreign Service officials strongly endorsed management, negotiating, and reporting as the central functions of the diplomatic profession with considerably less emphasis placed on policy development.[1]

William Macomber, Deputy Under Secretary of State for Management, emphasized not only the need for traditional diplomatic skills such as reporting, negotiating and persuading but also the need for one to have the ability to analyze problems objectively and to develop sound and creative policy choices. These skills are needed by all Foreign Service Officers independent of specialty.[2]

In 1976, a staff study of the U. S. Foreign Mission (conducted by several mid-rank Foreign Service Officers for a professional development group) attempted to isolate qualities and skills needed by the "ideal" foreign affairs executive (a group of senior administrators who were identified as successful and, therefore, good role models). The list emphasized management, operational skills, persuasiveness and negotiation, with less concern about expertise or analytical skills.[3]

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[1]John Ensor Harr, The Professional Diplomat (Princeton, N. J.: Princeton University Press, 1969), pp. 242-244.

[2]William B. Macomber, The Angel's Game: A Handbook of Modern Diplomacy (New York: Stein and Day, 1975), pp. 39-58.

[3]Professional Development Working Group, Department of State, Final Report and Action Recommendations, Tab 3, "Characteristics of the Senior Foreign Affairs Executive," unpublished, U. S. Department of State, 1976.

Jean Heller, in 1980, reported that the foreign mission employees and administrators should possess the ability to do their job, the skills to be able to initiate, organize, plan, direct and control the scope and nature of the foreign mission in all the multiple internal and external relationships--foreign mission administration includes all of this, as well as the added complexities of quite different cultures, economics, politics, and the levels of responsibility to fellow humans.[1] Ideally, as Heller stated, an administrator in the foreign mission should have the stamina of an Olympic runner, the mental agility of an Einstein, the conversational skills of a professor of languages, the detachment of a judge, the tact of a diplomat, and the perseverance of an Egyptian pyramid builder. . . And if the administrator is going to measure up to the demands of living and working in a foreign country, the administrator of the foreign mission should also have a feeling for culture; one's moral judgments should not be too rigid; one should be able to merge with the local environment with a chameleon-like ease; and one should show no signs of prejudice.[2] James S. Pacy stated that ambassadors and ministers of foreign missions should have specific skills such as flexible personality, with broad intellectual horizons, attitudinal values of cultural empathy, general friendliness, patience and prudence, impeccable educational and professional (or technical) credentials--

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[1]Jean E. Heller, "Criteria for Selecting International Administrators," Personnel (May-June 1980): 48-49.

[2]Ibid., p. 32.

all topped off with immaculate health, creative resourcefulness and respect of his peers.[1]

Desirable Traits: Ideal to Actual

Almost every foreign mission administrator agrees that the foremost among the many traits a foreign mission officer must possess is the ability to do the job. As one study put it: "Resident American nationals will overlook qualities in a Nigerian they believe is abrasive--if he is efficient and knowledgeable and can get results from them."[2]

Cultural Empathy

All authorities agree that high on the list of desirable traits is what is called "cultural empathy"--an awareness of and a willingness to probe for the reasons people of another culture behave the way they do. Thomas Aitken pointed out that while sensitivity is accepted as an essential attribute of the foreign mission administrator, not everyone has it to the same degree and that, meantime, "awareness is an attitude and this can be assured even when sensitivity comes in short supply."[3]

Adaptability

Closely allied to awareness and sensitivity is adaptability--a key personality trait for foreign mission administrators. In a 1934 assessment report submitted to the Foreign Office in London, known as a Heads of Foreign Missions Report, adaptability--along with its twin,

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[1]Pacy, "Assessing Ambassadors and Ministers," 25.

[2]Damachi, et al., "Manpower in the Public Services," p. 34.

[3]Professional Development Working Group, Final Report, p. 33.

flexibility--was listed as the second most important criteria for embassy officials. The variable items dealt with included diplomatic aptitude, diplomatic and political issues, political learning, linguistic competence, educational background, career vs. noncareer (political) appointments, age, health, wealth, physical characteristics, spouse and family.[1] Specific types of adaptability and flexibility listed in the report were:

1. A high degree of ability to integrate with other people, with other cultures and with other types of administrative operations.
2. Adaptability to change: being able to sense developments in the host country; recognizing differences, being able to evaluate them, and being able to qualitatively and quantitatively express the factors affecting the foreign mission office with which the administrator is entrusted.
3. Ability to solve problems within different frameworks and from different perspectives.
4. Sensitivity to the fine point of differences in culture, politics, religion, and ethics, in addition to the technological differences.[2]

All of the above imply an administrator with great breadth. The foreign mission officer, head of mission, or commercial attaché of the embassy must not only know his/her job and his employees, he must know and understand the history, cultural background, economic achievements, and social and political life of the country he/she works in and of other countries as well. The administrator must be "geocentric" in his/her attitude, he/she must think in world terms and see differences as well as opportunities rather than constraints.[3]

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[1]Heller, "Criteria," 33.

[2]Ibid., 34.

[3]Lloyd S. Etheridge, "Personality and Foreign Policy," Psychology Today (March 1975): 32.

Language Skills

Language skills or capability are very significant in the foreign mission office. In the Head of Foreign Missions Report, Pacy stated that linguistic competence is not the matter of the English language alone but whether a foreign diplomat could speak French or other world languages, whether he/she could speak the host country's language, whether he/she is smooth in his/her own language and how his/her language is rated in the world diplomacy.[1]

Writing of a German minister in Lisbon, one Briton reported:

> He speaks French well and some English, but inclines to insist on speaking German in a way which suggests a patriotic wish to give his language the social respectability which it has always notably lacked.[2]

One American expatriate, with Univac Corporation, noted that:

> Language facility is a fundamental prerequisite. As is the case with missionaries, one just cannot sell religion unless he is able to talk the language of the local people. Nor can he sell successfully if he is unable to take the local pulse, if he remains a country boy amid a sophisticated technological environment.[3]

Language and Other Individual Skills

Foreign Mission employees and administrators as this study reveals, should be mature and creative, show independence and initiative, possess emotional stability, and have a high tolerance for frustration. Motivation is another vital aspect for embassy employee or administrator to

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[1]Ibid.

[2]Sir Claud Russell, Foreign Office, 371/19729/W3643/3643/36 (March 1935).

[3]Heller, "Criteria" 50.

succeed in his/her duties overseas. Unless there is a strong interest and a strong desire, the risk of failure overseas will escalate. As one U. S. foreign mission executive stated:

> Many of the failures overseas are of people who were shoved into something, rather than going into it on their initiative. . . In many foreign mission offices, the casualty list has been extremely large in the group where the home government said, 'go' as compared (with) the people who said, 'I want to go. I don't give a damn about living conditions or language problems. I'm technically qualified and I want that job.'[1]

Motivation is not enough in a psychological profile or a wish to go overseas reflect the ability to adapt to a foreign way of life but the ability to adjust is the key to the foreign mission service.

Job Performance

Performance improvement systems take many forms and use a variety of approaches. It ranges from simple organizational programs to complex administrative systems. The most common job performance improvement systems as stated by Peter G. Kirby, are program based--for example, management by objectives (MBO), management by results, performance appraisal, work planning and review, and productivity improvement systems.[2]

In British embassies, it had been the custom annually, in each capital city of the world with British diplomatic representation, for the British ambassador or minister to write a report assessing every other ambassador, minister, consul, or secretary assigned to that post.

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[1]Ibid., 34.

[2]Peter G. Kirby, "Performance Improvement the Audit Way," Personnel (November-December 1980): 35.

The report submitted to the Foreign Office in London was known as Heads of Missions Report.[1] Among the variables dealt with in their job performance are diplomatic aptitude, linguistic competence, educational background, career and noncareer political appointments and administrative competence. The essence of these assessments were, that if one wanted to know what a British ambassador or minister thought of his/her Swedish or French or Japanese or Mexican counterpart in Riga or Washington or Bogota or wherever, it would be possible, within the restriction of withholding documents for thirty years, to consult one of these reports.[2]

Campbell, testifying on President Carter's Civil Service Reform Bill, explained the importance of job performance appraisal to the total reform program and described the new evaluation procedures as follows:

> The new performance appraisal systems envisioned by this title will contribute on the goal of improving the quality of both employee and administrator performance by establishing that certain personnel actions must be based on performance appraisals assigned under appraisal systems tailored to the workforce and mission of an agency. This will be to the direct benefit of the vast majority of the foreign mission employees and administrators and federal civil service workers who do their jobs well and want to be judged on the basis of their performance. The increased emphasis on meaningful appraisals will impose additional responsibilities on administrators but it will also provide them with more effective and equitable means of administering or managing employees.[3]

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[1]Ibid., 25.

[2]Ibid.

[3]U. S. Senate, Committee on Government Affairs, Hearings, Civil Service Reform and Reorganization, April 6, 1978, p. 19.

Kearney stated that performance appraisal can improve work performance. Effective employee and administrator appraisal has its foundation in three necessary conditions: (1) a group of employees and administrators who are motivated to achieve organizational goals; (2) employees and administrators who have the ability or capacity, physical and mental, to perform; and (3) employees and administrators who clearly understand the demands of their jobs--what they are to do.[1] William Glueck pointed out in his studies that there are three principal reasons for developing formal job performance evaluation programs. The first is that, properly designed and implemented, a job performance evaluation system provides the occasion for review of an embassy employee's work-related behavior. The second reason for formal job performance evaluation is to provide better data for promotion decision, and the final reason for job performance evaluation is that the analysis can be used as an input when wage and salary increases are considered.[2] Burack and Smith emphasized that the success of job performance evaluation in any formal organization depended on motivation and role clarity.[3] Role clarity is the meticulous definition of activities and behavior required to perform a job satisfactorily: what to do and when it is to be done.[4] Zollitsch

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[1]William J. Kearney, "Improving Work Performance Through Appraisal," Human Resource Management (Summer 1978): 15.

[2]Glueck, Personnel: A Diagnostic Approach, p. 268.

[3]Elmer H. Burack and Robert D. Smith, Personnel Management: A Human Resource Approach (St. Paul: West Publishing Co., 1977), p. 235.

[4]Steer and Porter, Motivation and Work Behavior, p. 181.

and Langsner asserted that role clarity is achieved through job descriptions containing organized statements that identify the content of a job--typically, (1) job identification, (2) work performed, (3) working conditions, and (4) equipment used.[1]

Functions for Job Evaluation in Foreign Mission

Feedback: One very important use of job performance evaluation data is to provide feedback to embassy employees regarding their job performance. The more specific the feedback, the more valuable it will be in terms of improving performance.[2] Unless an embassy employee is aware of his/her specific shortcomings and strengths, the employee may not know how to improve his/her job performance.

Personnel Actions: Evaluation data should serve as the basis for administrative decisions regarding personnel actions such as promotion, salary adjustment, layoff, and dismissal.[3] A well developed and administered job performance appraisal system can provide valuable documentation for these decisions in the embassy, and can guard against unfairness in personnel action.[4]

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[1]Herbert G. Zollitsch and Adolf Langsner, Wage and Salary Administration (Cincinnati: Southwestern Publishing Co., 1970), pp. 291-299.

[2]William I. Sauser, Jr., "Evaluating Employee Performance: Needs, Problems and Possible Solutions," Public Personnel Management (January/February, 1970): 12.

[3]"Executive Agency Guidelines for Fairness in Personnel Action Decisions," Equal Employment Opportunity Commission, Civil Service Commission, Department of Labor. Adoption by four agencies of uniform guidelines on employees selection procedures (1978), Federal Register, 1978, 43, 38289-38315.

[4]P. C. Smith, "Behaviors, Results and Organizational Effectiveness: The Problem of Criteria," Handbook of Industrial and Organizational Psychology (Chicago: Rand McNally, 1976), p. 753.

Development: Performance evaluation data can help supervisors and administrators in the Nigerian embassies and personnel specialists identify particular training needs or special talents in their employees.[1] This information can guide the effective use of training and development programs in the new embassy employees.

Placement: Closely related to development is the process of placement. Given accurate information about embassy employees' specific strengths and weaknesses, attempts can be made to place employees in jobs that best fit their capabilities and limitations.[2]

Responsibility: Knowing that performance is to be formally evaluated periodically will keep both embassy employees and administrators "on their toes."[3] A fair job evaluation system will serve as a reminder to employees that they are being held accountable for their action on the job. Furthermore, it will increase administrators' feelings of responsibility towards their employees. These feelings on the part of administrators will be magnified if administrators are told that their subordinates' effectiveness is to be considered when their own performance is evaluated.

In summary, a properly constructed and maintained job performance appraisal system can contribute to employee effectiveness by providing feedback about specific strengths and weaknesses, documenting the

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[1] Ibid.

[2] E. J. McCormick, and J. Tiffin, Industrial Psychology 6th ed. (Englewood Cliffs, N.J.: Prentice-Hall, 1974), p. 195.

[3] Ibid., p. 43.

fairness of administrative personnel decisions, providing information to guide employee training, development, and placement programs and enhancing feelings of responsibility on the jobs. Since the embassy on foreign mission effectiveness is strongly influenced by individual effectiveness, it is obvious that a good job performance appraisal system can improve the overall effectiveness of the Nigerian embassies.[1]

Summary

This chapter has dealt with (1) the concept of human resource development, (2) the historical background of the Nigerian Foreign Service, (3) training skills for employees and administrators in the foreign service, and (4) job performance. The literature review emphasized that of all the factors that make for the power of a nation, the quality of diplomacy is the most important. Ambassadors are supposedly the eyes and ears of nations. A country like Nigeria needs skilled spokespersons to articulate and to defend its policies abroad. This cannot be done in one session at a foreign ministry or by the presentation of one masterful note from one leader to another on assumption that such covered all that needed to be said. A country like Nigeria needs diplomats on the scene, who use a variety of diplomatic means, not the least of which is oral persuasion, to accomplish what the national interest requires. Thus it is that the literature of the diplomatic craft is rich with lists of qualities, virtues and talents a diplomat should possess and display. Among other qualities are patience, tact, calmness, intelligence, sound judgment, friendliness, dignity, wit, breeding, charm, noble appearance, truthfulness, accuracy,

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[1]Ibid., p. 45.

good temper, modesty, loyalty, knowledge, discernment, prudence, hospitality, industry, courage, steadiness and unflappability.

Above all, it would seem there is no substitute for the ambassador's unhurried perseverance in dutifully completing his/her task. Patience and time rule; they are the factors. So it is that while diplomacy has been variously described as an art, a science, a craft, a practice, a function, an institution, it is perhaps best described as a process, and a process takes time.[1]

The literature further reveals that Nigeria as a nation needs the men and women in personal contact with other men and women in transacting the business of their government.[2]

Sir Harold Nicholson, in his text, summarized that technological advances in communication skills and transportation have not essentially diminished the responsibility of an ambassador, or to any important extent altered the nature of his function.[3] Ambassadors write on sand and nations are judged by their representatives abroad.

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[1]Graham H. Struart, American Diplomat and Consular Practice, 2d ed. (New York: Appleton-Century Crofts, Inc., 1952), pp. 170-173.

[2]Charles W. Thayer, Diplomat (New York: Harper and Brothers Publishers, 1959), p. 262.

[3]Harold Nicholson, Evolution of Diplomacy (New York: Collier Books, 1966), p. 112.

CHAPTER III

METHODOLOGY

Introduction

The purpose of this chapter was to provide a procedural look at (1) selection of sample, (2) design of questionnaire, (3) data collection procedure, and (4) analysis of data. These divisions were identified by the investigator as necessary steps to be completed prior to the development and subsequent analysis of human resource development training for the Nigerian Foreign Service.

Selection of Sample

Permission to conduct the study was sought from the two Nigerian embassies which are based in New York and Washington, D.C. After permission was granted from the two embassies, the population was selected from the employees and administrators employed by the two embassies. A stratified random sample of 200 was selected--40 administrators were selected from a population of 60 administrators; 160 employees were selected from a population of 340 employees.

Design of Survey Questionnaire

Questionnaires were utilized in collecting the data for this study. The instrument was structured using Berdie and Anderson's method of ratings.[1] The Ohio State Department of Education need assessment questionnaire guidelines were also used in developing the instrument with which data were collected.[2] The questionnaire was structured by the investigator of the study. The instrument was edited and approved by the Director of Research, College of Education, University of Oklahoma, and the Director of the Division of Management, University of Oklahoma. Both professors are considered to be experts in the area of questionnaire design.

Questions in the instrument were structured in such a way that each subject answered questions according to the following directions: (1) the degree to which the Nigerian embassy employees actually do possess skills, and (2) the degree to which the Nigerian embassy employees ideally should possess skills.

The instrument was divided into two parts. Section I dealt with demographic information. Section II dealt with skills and training and development programs that the Nigerian foreign mission employees were provided by the Federal Ministry of External Affairs.

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[1]Douglas R. Berdie and John F. Anderson, Questionnaire: Design and Use (Metuchen, N.J.: Scarecrow Press, Inc., 1974), p. 130.

[2]Ohio State Department of Education, Need Assessment Guidelines (Columbus, Ohio: ERIC Document Reproduction Service No. ED 103-470, 1974).

Questions in the Section II (major skill areas of employees and administrators) were used to evaluate the perceived level of employees' and administrators' preparation in the following areas:

1. Employee Orientation
2. Cultural Change Needs
3. Administrative Organization
4. Embassy Administrative Skills.

Most of the questions in the Section II have two sets of answers. Each set has a five-point scale. The first set of answers were the "actual." Respondents rated each question as to how they perceived the present status. The second set of answers were the "ideal." Respondents rated each question as to how they perceived the ideal status should be. The discrepancy between the "actual" and the "ideal" showed the degree of dissonance of which is the most important aspect of determining needs.

The rest of the questions were open-ended. Open-ended questions were used because they provide a better indication of whether respondents have any information about an issue; whether they have a clearly formulated opinion about the issue and how strongly they feel about the issue. Open-ended questions are flexible and can be used when relevant dimensions are not known.[1]

The questionnaire technique was used in this study because it is generally the most efficient means of getting information from embassy employees. The questionnaire provides high quality information

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[1]Ibid.

at lower cost, gives opportunity of expression to respondents without fear of embarrassment, and yields data more easily summarized and reported than any other assessment technique.[1]

Data Collection Procedure

In order to collect data for the study, the investigator took the questicnnaires to the respondents of the embassies at New York and Washington, D. C. on April 24, 1981 and April 27, 1981. Because the sample was a stratified random sample, the respondents in the two offices met during their one-hour lunch period to respond to the instrument. In order to use a random numbers table, each employee and administrator was assigned a sequential number. Alien employees working in the embassies were excluded in the sample. These employees were identified through their name symbols and through telephone interview. This part of the interview was not reported because the subjects were not used in the study.

Data Presentation

The primary interest of the investigation was the nature and significance of the relationship between perceived "actual" and "ideal" skills relevant to and for embassy employees operating in the Nigerian Foreign Office in the U. S. A. Logically, this implies a study of the four major Main Skill Areas as a set in the questionnaire (see Appendix B). Based on this criterion, averages, rank order analysis, and discrepancy judgment were chosen. These statistics

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[1]Stephen V. Steadham, "Learning to Select a Needs Assessment Strategy," Training and Development Journal (January 1980): 56-61.

were chosen because they are the most effective and appropriate tools for analysis. This form of statistical method has been used by Marigold Linton and Philip S. Gallo, Jr.;[1] and by L. R. Sweigert and H. W. Beyer,[2] and have proved to yield valuable results. Most importantly, this statistical method fits the study because (1) the sample was randomly drawn from the population under consideration, (2) the variance in the population is homogeneous, and (3) the scores are normally distributed.

Two hundred questionnaires were prepared for forty administrators and 160 employees who were randomly selected. The data collected from the employees and administrators of the two embassies were punched in IBM cards and processed through the Merrick Computer Center on campus of the University of Oklahoma. Also, data were computed using the BMD01D program. The BMD01D program is a simple data description which is part of the Biomedical Computer (BMD) distributed by the Health Science Computing Facility, U. C. L. A.[3] The number of each questionnaire delivered to each employee and administrator and the percentage collected are shown in Chapter IV.

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[1]Marigold Linton and Philip S. Gallo, Jr., The Practical Statistician: Simplified Handbook of Statistics (Monterey, Calif.: Brooks/Cole Publishing Company, 1975), pp. 97-120.

[2]L. R. Sweigert, "The Discover of Needs in Education: Developing a Needs Inquiry System," Journal of Secondary Education 43 (Spring 1968): 345-347.

[3]W. J. Dixon, BMD: Biomedical Computer Programs (Berkeley: University of California Press, 1977), pp. 67-72.

Summary

The methodology used to select the sample, to design the survey questionnaire, to collect the data, and to present the data were discussed in this chapter. The background against which the findings and conclusions can be evaluated were presented in this chapter.

Chapter IV presents the results of the study.

CHAPTER IV

RESULTS

Analysis of Data

One hundred and forty-eight employees of the two Nigerian embassies located in New York and Washington, D.C. participated as subjects in the study. Twenty-six percent of the sample was reported absent. The investigator of the study endeavored to collect information from the embassy employees concerning the fifty-two absentees; however, embassy employees would not volunteer information about those who were absent.

The percentage of response to the questionnaire by employees and administrators is reflected in Table 1.

TABLE 1

Percentage of Response to Questionnaire by Employees and Administrators

Subject	Number of Questionnaires	Respondents	Percentage of Response
Administrators	40	38	95
Employees	160	110	69
Administrators and Employees	200	148	74

The discrepancy in judgments of embassy administrators in the main skill areas that embassy employees possess (actual) and should possess (ideal) is presented in Table 2. The discrepancy in judgments of embassy employees in the main skill areas that employees possess (actual) and should posess (ideal) is presented in Table 3.

The average of the scores of the "ideal" and the "actual" of each question in employees skills of each set was calculated. The average of the scores of the "ideal" and "actual" in each major section (such as employee orientation, cultural change needs, administrative organization, and embassy administrative skills) was calculated. The dissonance of the average scores of the "ideal" and the "actual" in each major section showed the degree of each need in the major sections. Higher dissonance was interpreted to mean higher needs. The average of the scores of the "ideal" and the "actual" of each major main skill area judged by administrators and by employees was calculated. (See Tables 2 and 3.) The average scores of the "ideal" and "actual" and the discrepancies (index of need) between the average scores of "ideal" and "actual" in each main skill area judged by administrators and by employees are shown in Tables 2 and 3.

The twenty highest discrepancies in the judgments of administrators in the skill areas that employees possess (actual) and should possess (ideal) are presented in Table 4. The twenty highest discrepancies in judgments of employees in the skill areas that administrators possess (actual) and should possess (ideal) are presented in Table 5. Each main skill area in each table was ranked according to the degree of the index of need, with a higher rank indicating a greater index of need. The

TABLE 2

Discrepancy in Judgments of Embassy Administrators in Main Skill Areas that Embassy Employees Possess (Actual) and Should Possess (Ideal)

Main Skills	Ideal - (Averages)	Actual = (Averages)	Discrepancy (Index of Need)	Rank	Need Category
Employee Orientation	49.50	34.60	14.90	2	High
Cultural Change Needs	38.94	26.05	12.89	3	Moderate
Administrative Organization	56.73	47.30	9.43	4	Low
Embassy Administrative Skills	74.71	55.65	19.06	1	High

(N = 38)

TABLE 3

Discrepancy in Judgments of Embassy Employees in Main Skill Areas that Employees Possess (Actual) and Should Possess (Ideal)

Main Skills	Ideal - (Averages)	Actual = (Averages)	Discrepancy (Index of Need)	Rank	Need Category
Employee Orientation	51.21	34.90	16.31	2	High
Cultural Change Needs	38.50	25.50	13.00	3	High
Administrative Organization	55.19	46.86	8.33	4	Low
Embassy Administrative Skills	74.42	55.80	18.62	1	High

(N = 110)

TABLE 4

Twenty Highest Discrepancies in Judgments of Administrators in Skill Areas that Employees Possess (Actual) and Should Possess (Ideal)

Skill Areas	Ideal (Average)	- Actual (Average)	= Discrepancy (Index of Need)	Rank
Employee Orientation				
Review employees public relation influence.	4.21	2.57	1.64	7.0
Explain quality of work.	3.76	2.36	1.40	9.0
Review employee jobs.	3.52	2.52	1.00	17.5
Explain performance review.	3.81	2.70	1.11	14.0
Explain embassy rules and regulations.	3.76	1.84	1.94	1.0
Cultural Change Needs				
Develop an ongoing training and development program for old/new employees.	3.71	2.63	1.08	16.0
Examine embassy service in the light of objectives.	3.94	2.28	1.66	6.0
Provide better recognition for employee achievement.	4.39	2.68	1.71	5.0
Develop a process of employee evaluation based on performance.	3.97	2.07	1.90	2.0
Strengthen internal communications.	4.10	2.76	1.34	11.0
Administrative Organization				
In the embassy we set very high standards for performance.	4.02	2.92	1.10	15.0
The philosophy of our administration emphasizes the human factor, how people feel, etc.	4.52	2.71	1.81	4.0
In this embassy people don't seem to take much pride in their performance.	3.76	3.07	.69	20.0
Embassy administrators have skill in situation analysis, organization and staff.	3.78	2.50	1.28	12.0
There is not enough reward and recognition given in this embassy for doing good work.	3.94	2.97	1.00	17.5
Embassy Administrative Skills				
The head of mission in this embassy has outstanding skills in conducting relations with foreign nations and international organizations, protecting and advancing political, economic and commercial interest overseas.	4.47	2.60	1.87	3.0
Both employees and administrators of this embassy have skills in handling interpersonal relations.	3.89	2.50	1.39	10.0
All employees in this embassy received some form of formal on-the-job, off-the-job and vestibule training.	4.44	2.94	1.50	8.0
Commercial attache' officer in this embassy has the skills of analyzing basic economic data trends and developments in the host country to Nigeria.	4.31	3.05	1.26	13.0
Consular officer duties in this embassy include issuance of passport and visas to foreigners wishing to enter Nigeria, offering of material services and assistance on benefit programs to Nigeria and eligible foreigners.	4.15	3.44	.71	19.0

(N = 38)

TABLE 4

Twenty Highest Discrepancies in Judgments of Administrators in Skill Areas that Employees Possess (Actual) and Should Possess (Ideal)

Areas	Ideal (Average)	- Actual (Average)	= Discrepancy (Index of Need)	Rank	Need Category
Orientation					
w employees public relation influence.	4.21	2.57	1.64	7.0	High
in quality of work.	3.76	2.36	1.40	9.0	High
w employee jobs.	3.52	2.52	1.00	17.5	Moderate
in performance review.	3.81	2.70	1.11	14.0	Moderate
in embassy rules and regulations.	3.76	1.84	1.94	1.0	High
Change Needs					
op an ongoing training and development program ld/new employees.	3.71	2.63	1.08	16.0	Moderate
ne embassy service in the light of objectives.	3.94	2.28	1.66	6.0	Moderate
de better recognition for employee achievement.	4.39	2.68	1.71	5.0	High
op a process of employee evaluation based rformance.	3.97	2.07	1.90	2.0	High
gthen internal communications.	4.10	2.76	1.34	11.0	High
rative Organization					
e embassy we set very high standards for rmance.	4.02	2.92	1.10	15.0	Moderate
hilosophy of our administration emphasizes uman factor, how people feel, etc.	4.52	2.71	1.81	4.0	High
is embassy people don't seem to take much in their performance.	3.76	3.07	.69	20.0	Low
sy administrators have skill in situation sis, organization and staff.	3.78	2.50	1.28	12.0	High
is not enough reward and recognition given is embassy for doing good work.	3.94	2.97	1.00	17.5	Moderate
Administrative Skills					
ead of mission in this embassy has outstanding s in conducting relations with foreign nations nternational organizations, protecting and cing political, economic and commercial interest eas.	4.47	2.60	1.87	3.0	High
employees and administrators of this embassy skills in handling interpersonal relations.	3.89	2.50	1.39	10.0	High
mployees in this embassy received some form rmal on-the-job, off-the-job and vestibule ing.	4.44	2.94	1.50	8.0	High
rcial attache' officer in this embassy has the s of analyzing basic economic data trends and lopments in the host country to Nigeria.	4.31	3.05	1.26	13.0	High
lar officer duties in this embassy include nce of passport and visas to foreigners ng to enter Nigeria, offering of material ces and assistance on benefit programs to ria and eligible foreigners.	4.15	3.44	.71	19.0	Low

TABLE 5

Twenty Highest Discrepancies in Judgments of Employees in Skill Areas that Administrators Possess (Actual) and Should Possess (Ideal)

Skill Areas	Ideal (Average)	- Actual (Average)	= Discrepancy (Index of Need)	Rank
Employee Orientation				
Review employees public relation influence.	4.30	2.70	1.64	2.0
Explain quality of work.	3.80	2.31	1.49	4.0
Review employee jobs.	3.58	2.52	1.06	13.5
Explain performance review.	3.93	2.48	1.01	15.0
Explain embassy rules and regulations.	4.05	2.92	1.13	12.0
Cultural Change Needs				
Develop an ongoing training and development program for old/new employees.	3.32	2.42	.90	17.0
Examine embassy services in the light of objectives.	3.84	2.49	1.35	9.5
Provide better recognition for employee achievement.	4.21	2.80	1.41	7.5
Develop a process of employee evaluation based on performance.	4.10	2.41	1.69	1.0
Strengthen internal communications.	4.06	2.55	1.51	3.0
Administrative Organizations				
In the embassy we set very high standards for performance.	3.80	2.39	1.41	7.5
The philosophy of our administration emphasizes the human factor, how people feel, etc.	4.00	2.65	1.35	9.5
In this embassy people don't seem to take much pride in their performance.	3.80	2.84	.96	16.0
Embassy administrators have skill in situation analysis, organization and staff.	3.43	2.75	.68	20.0
There is not enough reward and recognition given in this embassy for doing good work.	3.72	2.91	.81	19.0
Embassy Administrative Skills				
The head of mission in this embassy has outstanding skills in conducting relations with foreign nations and international organizations, protecting and advancing political, economic and commercial interest overseas.	4.36	3.50	.86	18.0
Both employees and administrators of this embassy have skills in handling interpersonal relations.	3.90	2.48	1.42	6.0
All employees in this embassy received some form of formal on-the-job, off-the-job and vestibule training.	3.90	2.71	1.19	10.0
Commercial attache' officer in this embassy has the skills of analyzing basic economic data trends and developments in the host country to Nigeria.	4.47	2.99	1.48	5.0
Consular officer duties in this embassy include issuance of passport and visas to foreigners wishing to enter Nigeria, offering of material services and assistance on benefit programs to Nigeria and eligible foreigners.	4.19	3.13	1.06	13.5

TABLE 5

Twenty Highest Discrepancies in Judgments of Employees in Skill Areas that Administrators Possess (Actual) and Should Possess (Ideal)

Areas	Ideal (Average)	- Actual (Average)	= Discrepancy (Index of Need)	Rank	Need Category
Orientation					
w employees public relation influence.	4.30	2.70	1.64	2.0	High
in quality of work.	3.80	2.31	1.49	4.0	High
w employee jobs.	3.58	2.52	1.06	13.5	Moderate
in performance review.	3.93	2.48	1.01	15.0	Moderate
in embassy rules and regulations.	4.05	2.92	1.13	12.0	Moderate
Change Needs					
op an ongoing training and development program ld/new employees.	3.32	2.42	.90	17.0	Low
ne embassy services in the light of objectives.	3.84	2.49	1.35	9.5	High
de better recognition for employee achievement.	4.21	2.80	1.41	7.5	High
op a process of employee evaluation based rformance.	4.10	2.41	1.69	1.0	High
gthen internal communications.	4.06	2.55	1.51	3.0	High
rative Organizations					
ne embassy we set very high standards for rmance.	3.80	2.39	1.41	7.5	High
philosophy of our administration emphasizes human factor, how people feel, etc.	4.00	2.65	1.35	9.5	High
his embassy people don't seem to take much e in their performance.	3.80	2.84	.96	16.0	Low
ssy administrators have skill in situation ysis, organization and staff.	3.43	2.75	.68	20.0	Low
e is not enough reward and recognition given his embassy for doing good work.	3.72	2.91	.81	19.0	Low
Administrative Skills					
head of mission in this embassy has outstanding ls in conducting relations with foreign nations international organizations, protecting and ncing political, economic and commercial interest seas.	4.36	3.50	.86	18.0	Low
employees and administrators of this embassy skills in handling interpersonal relations.	3.90	2.48	1.42	6.0	High
employees in this embassy received some form formal on-the-job, off-the-job and vestibule ining.	3.90	2.71	1.19	10.0	Moderate
mercial attache' officer in this embassy has the lls of analyzing basic economic data trends and elopments in the host country to Nigeria.	4.47	2.99	1.48	5.0	High
sular officer duties in this embassy include uance of passport and visas to foreigners hing to enter Nigeria, offering of material vices and assistance on benefit programs to eria and eligible foreigners.	4.19	3.13	1.06	13.5	Moderate

TABLE 6

Rank Order of Needs in Skills by Embassy Employees and Embassy Administrators

Skill Areas	Rank (Employees)	Rank (Adminis
Employee Orientation		
Review employee public relation influence.	2.0	7.(
Explain quality of work.	4.0	9.(
Review employee jobs.	13.5	17.5
Explain performance review.	15.0	14.(
Explain embassy rules and regulations.	12.0	1.(
Cultural Change Needs		
Develop ongoing training and development program for new/old employees.	17.0	16.(
Examine embassy services in the light of objectives.	9.5	6.(
Provide better recognition for employee achievement.	7.5	5.(
Develop a process of employee evaluation based on performance.	1.0	2.
Strengthen internal communications.	3.0	11.
Administrative Organization		
In the embassy we set very high standards for performance.	7.5	15.
The philosophy of our administration emphasizes the human factor, how people feel, etc.	9.5	4.
In this embassy people don't seem to take much pride in their performance.	16.0	20.
Embassy administrators have skill in situation analysis, organization and staff.	20.0	12.
There is not enough reward and recognition given in this embassy for doing good work.	19.0	17.
Embassy Administrative Skills		
The head of mission in this embassy has outstanding skills in conducting relations with foreign nations and protecting and advancing political economic and commercial interest overseas.	18.0	3.
All employees in this embassy received some form of formal, on-the-job, off-the-job and vestibule training.	10.0	8.
Commercial attache' officer in this embassy has the skills of analyzing basic economic data trends and developments in the host country to Nigeria.	5.0	13.
Consular officer duties in this embassy include issuance of passport and visas to foreigners wishing to enter Nigeria, offering of material services and assistance on benefit programs to Nigeria and eligible foreigners.	13.5	19.

TABLE 6

Rank Order of Needs in Skills by Embassy
... Employees and Embassy Administrators

ll Areas	Rank (Employees)	Rank (Administrators)
ee Orientation		
iew employee public relation influence.	2.0	7.0
lain quality of work.	4.0	9.0
iew employee jobs.	13.5	17.5
lain performance review.	15.0	14.0
lain embassy rules and regulations.	12.0	1.0
al Change Needs		
elop ongoing training and development program for new/old employees.	17.0	16.0
mine embassy services in the light of objectives.	9.5	6.0
vide better recognition for employee achievement.	7.5	5.0
elop a process of employee evaluation based on performance.	1.0	2.0
engthen internal communications.	3.0	11.0
strative Organization		
the embassy we set very high standards for performance.	7.5	15.0
philosophy of our administration emphasizes the human factor, how people feel, etc.	9.5	4.0
this embassy people don't seem to take much pride in their performance.	16.0	20.0
assy administrators have skill in situation analysis, organization and staff.	20.0	12.0
re is not enough reward and recognition given in this embassy for doing good k.	19.0	17.5
y Administrative Skills		
head of mission in this embassy has outstanding skills in conducting relations th foreign nations and protecting and advancing political economic and commercial terest overseas.	18.0	3.0
l employees in this embassy received some form of formal on-the-job, off-the-job d vestibule training.	10.0	8.0
mmercial attache' officer in this embassy has the skills of analyzing basic onomic data trends and developments in the host country to Nigeria.	5.0	13.0
nsular officer duties in this embassy include issuance of passport and visas to reigners wishing to enter Nigeria, offering of material services and assistance benefit programs to Nigeria and eligible foreigners.	13.5	19.0

indices of need are divided into need categories called high (1.20 and above), moderate (1.00 to 1.19), and low (.99 and below).

The rank order of the needs in skills by embassy administrators and embassy employees is presented in Table 6. The rank order of needs and need category in main skill areas by embassy administrators and employees is presented in Table 7.

The comparison of the needs of employees and administrators in each skill area is shown in Table 6. The results presented in Table 7 show that all employees and administrators judged embassy administrative skills as the most important need. Embassy administrative skills, employee orientation, and cultural change needs, the three main skills areas that should be considered for improvement, are also shown in Table 7.

All participants tended to give a high rating to the "ideal" main skill areas. There were tendencies for administrators to rate each of the employees' skill areas lower. The employees in turn tended to rate administrators' skills lower. Administrators conceived that employees should improve their abilities in major skill areas. There were more variations in terms of the perceptions of the "actual" state of skill areas as possessed by administrators and employees. Much of the discrepancies noted in the analysis seemed to stem from the variability of "actual" perceptions.

Administrators tended to give lower ratings to the abilities of the employees than did the employees when they rated themselves. The administrators also perceived a high need for improvement in most skill areas. (See the average scores in the "actual" column in Table 4). It could be concluded that employees were not satisfied with the abilities of the administrators in the main skill areas.

As shown in Table 5, the figures in the "index of need column" show small discrepancies between the average scores of the "actual" and the "ideal" which indicated that the administrators had confidence in their own abilities. The highest needs in skills areas are also shown in Tables 4 and 5.

The age distribution of the sample is presented in Table 8. The educational distribution of the sample is presented in Table 9.

Eleven percent or four administrators fell within the age range of 20 to 34 years; 60 percent or thirty-four administrators fell within the age range of 35 to 45 years; 20 percent or nine administrators fell within the age range of 46 to 54 years; and 5 percent or two administrators fell within the 55+ age range. Employees showed 87 percent or seventy-five respondents within the age range of 20 to 34 years; 47 percent or twenty-two respondents within the age range of 35 to 45 years; 12 percent or three respondents within the age range of 46 to 54 years; and zero percent within the 55+ age range.

Table 8 indicates that most of the administrators are in the age range of 35 to 45 years; most of the employees are in the 20 to 34 years age range. Thus, the administrator ranks are populated by an older segment of the Nigerian population. It is assumed, given the extremes of the age ranges, that at least a generation separates the administrators from the employees. Therefore, it might be surmised that differences in perceptions are functions of generation gaps.

Sixty-one percent of the embassy employees were trained in Nigeria; 24 percent were trained in the United Kingdom; and only 7 percent were

TABLE 7

Rank Order of Needs and Need Category in Main Skill Areas by Embassy Employees and Administrators

Main Skill Areas	Administrators		Employees	
	Rank	Need Category	Rank	Need Category
Employee Orientation	2	High	2	High
Cultural Change Needs	3	Moderate	3	High
Administrative Organization	4	Low	4	Low
Embassy Administrative Skills	1	High	1	High

TABLE 8

Age Distribution of Sample

Age Range	Administrators		Employees		Total	
	Frequency	Percent	Frequency	Percent	No.	Percent
20-34	4	11	83	75	87	59
35-45	23	60	24	22	47	32
46-54	9	24	3	3	12	8
55+	2	5	0	0	2	1
Total	38	100	110	100	148	100

trained in the United States. (See Table 9.) The investigator of the study did not dwell extensively on the age and the educational demographic information because employment and posting decisions to the foreign embassies have political implications which are not related to the study. However, information on duration of service in the embassy and periodic training helped the investigator to formulate recommendations.

TABLE 9

Educational Distribution of Sample

Educational Training	Administrators		Employees		Total	
	No.	Percent	No.	Percent	No.	Percent
Nigeria	19	50	71	65	90	61
United Kingdom	16	42	20	18	36	24
United States	1	3	10	9	11	7
Others	2	5	9	8	11	7
Total	38	100	110	100	148	100

Summary

In summary, the anlysis of data showed that: (1) Some of the basic skills that embassy employees possess are consistent with the skills demanded by the job; (2) Most Nigerian embassy employees are trained in Nigeria and the United Kingdom; (3) The Federal Ministry of External Affairs which is responsible for recruiting and posting foreign mission employees has not established international training programs for the foreign mission employees; (4) The Nigerian embassies in the United States have on-the-job training programs; and (5) Embassy administrative skills, employee orientation and cultural change needs were the first three skill areas that need great improvement.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this chapter is to give a summary of the study. This chapter also presents the conclusions and recommendations for further research. The conclusions were drawn from the data collected from a total of thirty-eight administrators and 110 employees who participated in the study. No attempt is made to make generalizations beyond the limitations of this study, specifically, the personnel of the two Nigerian embassies, located in New York and Washington, D.C.

Summary

This study was conducted to assess human resource development needs and training programs for the Nigerian Foreign Service. A total of thirty-eight administrators and 110 employees participated in the study. Two sets of questionnaires were designed. The first set of questionnaires dealt with personal or demographic information. The second set dealt with embassy employee skills.

There were seven questions investigated in this study. Answers were sought for the following questions:

1. Are the employee skills consistent with the skills demanded by the Nigerian Foreign Service jobs?
2. Where do the Nigerian Foreign Service employees receive their training programs?

3. What international training and development programs are given to the Nigerian Foreign Service employees?
4. How often do the Nigerian Foreign Service employees receive "on-the-job" training?
5. What training and development methods are used for developing foreign national employees?
6. What training is still needed by Nigerian Foreign Service employees?
7. What skills still need to be improved by the Nigerian Foreign Service employees?

The results of the study showed that:

1. Some of the basic skills that Nigerian Foreign Service employees possess are consistent with the skills demanded by the job.
2. Most Nigerian Foreign Service employees are trained in Nigeria and the United Kingdom.
3. International training and development programs are not provided to the Nigerian Foreign Service employees. The Nigerian Federal Ministry of External Affairs, the department responsible for recruiting and posting foreign mission employees, has not yet established international training programs for the foreign mission employees.
4. Nigerian Foreign Service employees receive "on-the-job" training only when a new employee is posted to the embassy.
5. Nigerian Foreign Service employees failed to answer the question, "What training and development methods are used for developing foreign national employees"?

6. Training for Nigerian Foreign Service employees is still needed in the areas of embassy administrative skills, employee orientation, and cultural change needs.
7. Public relations, internal office communication, job performance evaluation, employee job orientation, and quality of work skills need to be improved by the Nigerian Foreign Service employees.

Conclusions

Human resource development for the Nigerian Foreign Service has been one of the least developed areas of the Nigerian administrative personnel management programs. Human resource development programs have been inadequately used in the past two decades since Nigeria has been independent despite the increasing available technology. This study revealed that there are less skills developed by embassy personnel in public relations, job performance evaluation, and formal administrative training. Embassy personnel are characterized by traditional indifference. This situation is either due to lack of skills on the part of the employees or lack of confidence in the Nigerian Foreign Service. The Nigerian Federal Ministry of External Affairs needs a model for human resource development planning that emphasizes human resource administrative goals and objectives, as well as appropriate procedures for the development of much needed training programs for embassy personnel.

The emerged lack of good social, cultural, technological, and administrative features from the study signaled a considerable change

from the traditional personnel administrative management approach. The signal necessitates increased use of human resource development centers and an application of Henri Fayol's scientific administrative approach.

The rising concern over quality of work performance also calls for management by objectives (MBO) and an application of Frederic Taylor's functional and system approach. The adoption of the concept of Taylor and Fayol would minimize the bureaucratic red tape in the embassy.

Finally, this study was only an introduction to a more elaborate research which would help produce results that would necessitate changes for a better productive, efficient, and working organizational climate.

Recommendations

The results of this study and the questions that arose during the investigation of the study led to the following suggestions:

1. The questionnaire designed by the researcher of this study should be utilized to determine need patterns of employees in other Nigerian embassies.
2. This study should be replicated utilizing subjects in other types of organizational institutions such as the Nigerian Domestic Public Service.
3. The Nigerian Foreign Service should consider programs of activity for improving skills of administrators and employees in projected new administrative areas.
4. The Nigerian Foreign Service should consider periodic seminars on international administrative management for employees.

5. The Nigerian Federal Ministry of Affairs, responsible for recruiting, training, and posting foreign mission employees, should introduce standard screening examinations for middle-management administrators and for employees posted to the Nigerian Foreign Embassies.

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APPENDIX A

LETTER REQUESTING PERMISSION

LETTERS OF PERMISSION

COVER LETTER

310 Wadsack Drive
Norman, OK 73069

March 12, 1981

The Permanent Secretary
Ministry of External Affairs
Lagos, Nigeria

Sir:

Permission to carry out a research study.

I am Peter Odok Ndoma-Ogar from Ikom in the Cross River State of Nigeria and being sponsored by my State Government. I have completed all but the last step of my Ph.D. program. The step remaining to be completed is the conducting of research and writing the dissertation. The topic I have chosen for research is one which I feel will be of benefit to those persons who work in the foreign service of Nigeria. The topic of my research is Human Resource Development Training for the Nigerian Foreign Service.

In order to conduct this research, I need your permission to survey a random sample of your employees in the New York and Washington embassies regarding their training, their needs, and the items which they would like to improve on in terms of present and future work in the foreign service of Nigeria.

All materials will be kept in the strictest of confidence and a copy of the research report will be made available to you when it is completed.

It is important that I start as soon as possible collecting the information, therefore, it would be of service to me and the topic, "Human Resource Development," to have your letter of permission to survey a random sample of your employees.

I look forward to receiving your letter which would grant permission for me to collect the data I need in order to complete my dissertation.

The Permanent Secretary
Page 2
March 12, 1981

I will mail the questionnaires to your offices in New York and Washington, D. C. where they would be distributed to the random sample. Your decision and efforts are very much appreciated.

Attached is a copy of a reply letter from your New York office. May you please treat this as urgent, for this will enhance my research. Also, please find enclosed a self-addressed stamped envelope.

Sincerely,

Peter O. Ndoma-Ogar

cc: His Excellency Olujimi Jalaosi
Embassy of the Federal Republic of Nigeria
2201 "M" Street, NW
Washington, D. C. 20037

Acting Consul General
575 Lexington Avenue
New York, NY 10022

MINISTRY OF EXTERNAL AFFAIRS

INSPECTORATE UNIT DEPARTMENT

~~LAGOS~~

P.M.B. No. 12600

Telegrams External

Telephone 662503

Ref. No. 3/As.307/7

Date 2nd April, 1981

Peter O. Ndoma-Ogar, Esq.,
310 Wadsack Drive #C,
Norman, OK 73069,
U.S.A.

Permission to carry out a research study

With reference to your letter dated March 12, 1981, I am directed to inform you that this Ministry has no objection to the proposed research study provided whatever interviews you wish to conduct are with the knowledge and consent of our Ambassador in Washington and the Consul General in New York.

A. Ilemia (Ms)
for Permanent Secretary.

EMBASSY OF THE
FEDERAL REPUBLIC OF NIGERIA
WASHINGTON, D. C. 20037

CHANCERY
2201 M STREET, N. W.
TELEPHONE: 202-223-9300
CABLE ADDRESS NIGERIAN WASHINGTON

Ref. No. WHA/CRS/198/130

10th April 1981

Mr. Peter O. Ndoma-Ogar,
310 Wadsack Drive #C
Norman, OK 73069

Dear Mr. Ndoma-Ogar,

I am directed by His Excellency Mr. Olujimi Jolaoso, Ambassador of Nigeria to the United States of America, to acknowledge the receipt of your letter dated February 17, 1981, in which you have made a request of him for permission to be given to you so that you can make a random survey of Nigerian Embassy's Staff in Washington, D.C. as well as the Staff of the Consulate-General of Nigeria in New York, regarding their training, their needs, and other areas, as the latter helps the workings of Nigeria's foreign service, I am pleased to inform you that permission is granted for the proposed study.

Yours faithfully,

(M. Dan-Hamïdu)
For: Ambassador

310 Wadsack Drive
Norman, Oklahoma 73069

April 16, 1981

Dear Fellow Nigerians:

I am conducting a research study to determine training needs, training procedures, and human resource development in the Nigerian Foreign Service. The purpose of this study is (1) to assess the skills of the employees and administrators who work in the New York and Washington, D. C., Nigerian Embassies; and (2) to assess what additional training is needed by both employees and administrators.

Information derived from this study should be helpful to the administrators of the Nigerian embassies as well as to administrators of other developing countries to define new goals and objectives of the foreign service. The data of the study will be used for my doctoral dissertation.

Information collected in this study will be held in the strictest confidence.

Your cooperation will be greatly appreciated.

Yours truly,

Peter Odok Ndoma-Ogar

APPENDIX B

QUESTIONNAIRE

SKILLS ASSESSMENT QUESTIONNAIRE

Please complete this questionnaire by circling the alternative for each item which best reflects your opinion or judgment.

Information you give will be used for my doctoral dissertation and may be used for planning and improving foreign service employee training programs. All information will be held confidential.

SECTION I: DEMOGRAPHIC DATA

1. Subject's number_____

2. Age: (Circle correct group) 20-34, 35-45, 46-54, 55+

3. Formal education completed: (Circle correct group)
   Form four; West African School Certificate; Teachers' Grade II Certificate; High School Certificate; University of London G.C.E. O'Level; University of London A'Level; Bachelor's degree; Graduate degree.

4. Where did you receive your education?

5. How long have you been in this embassy?

6. Number of Short Courses or Seminars attended on-the-job (indicate by giving course title).

_____

_____

_____

SECTION II: SKILLS

Please rate each item in terms of its ACTUAL and IDEAL

ACTUAL - The degree to which the Nigerian Embassy employees actually do possess skills.
IDEAL - The degree to which the Nigerian Embassy employees ideally should possess skills.

Degree of Possession

1. No appreciable degree
2. Low degree
3. Moderate degree
4. High degree
5. Very high degree

Degree of Possession

1. No appreciable degree
2. Low degree
3. Moderate degree
4. High degree
5. Very high degree

EMPLOYEE ORIENTATION: Embassy administrators have the skills to:

ACTUAL			IDEAL
1 2 3 4 5	(1)	review employee jobs	1 2 3 4 5
1 2 3 4 5	(2)	discuss attendance requirement and records	1 2 3 4 5
1 2 3 4 5	(3)	explain induction quiz	1 2 3 4 5
1 2 3 4 5	(4)	introduce work place	1 2 3 4 5
1 2 3 4 5	(5)	discuss work instruction	1 2 3 4 5
1 2 3 4 5	(6)	explain learning aids	1 2 3 4 5
1 2 3 4 5	(7)	explain performance review	1 2 3 4 5
1 2 3 4 5	(8)	explain quality of work	1 2 3 4 5
1 2 3 4 5	(9)	explain telephone technique	1 2 3 4 5
1 2 3 4 5	(10)	explain embassy rules and regulations	1 2 3 4 5
1 2 3 4 5	(11)	explain employee association	1 2 3 4 5
1 2 3 4 5	(12)	explain embassy education programs	1 2 3 4 5
1 2 3 4 5	(13)	review employees public relation influence	1 2 3 4 5
1 2 3 4 5	(14)	describe vacation plan	1 2 3 4 5

List the item number of the three most important skills in order of importance to you:

First_____Second_____Third_____

CULTURAL CHANGE NEEDS: Embassy administrators have the skills to:

ACTUAL			IDEAL
1 2 3 4 5	(15)	develop an ongoing training and development program for old/new employees	1 2 3 4 5
1 2 3 4 5	(16)	develop a process of employee evaluation based on performance	1 2 3 4 5
1 2 3 4 5	(17)	improve embassy staff/administrator relationships	1 2 3 4 5
1 2 3 4 5	(18)	improve personnel system	1 2 3 4 5
1 2 3 4 5	(19)	examine embassy services in the light of objectives	1 2 3 4 5
1 2 3 4 5	(20)	lower the decision making level	1 2 3 4 5
1 2 3 4 5	(21)	strengthen internal communications	1 2 3 4 5
1 2 3 4 5	(22)	provide in-house training, cross training, safety training and job rotation	1 2 3 4 5
1 2 3 4 5	(23)	provide better recognition for employee achievement	1 2 3 4 5
1 2 3 4 5	(24)	provide team building activities	1 2 3 4 5

List the item number of the three most important skills in order of importance to you:

First_____ Second_____ Third_____

ADMINISTRATIVE ORGANIZATION

ACTUAL			IDEAL
1 2 3 4 5	(25)	Embassy administrators have skills in situation analysis, organization and staff.	1 2 3 4 5
1 2 3 4 5	(26)	The jobs in the embassy office are clearly defined and logically structured.	1 2 3 4 5
1 2 3 4 5	(27)	Excessive rules, administrative details and red-tape make it difficult for new ideas to receive consideration in the embassy.	1 2 3 4 5
1 2 3 4 5	(28)	Red-tape is kept to a minimum in this embassy.	1 2 3 4 5
1 2 3 4 5	(29)	Our embassy isn't so concerned about formal administration and authority, but concentrates instead on getting the right people together to do the job.	1 2 3 4 5
1 2 3 4 5	(30)	We don't rely too heavily on individual judgment in this embassy, almost everything is double-checked.	1 2 3 4 5
1 2 3 4 5	(31)	One of the problems in this embassy is that individuals won't take responsibility.	1 2 3 4 5
1 2 3 4 5	(32)	In this embassy people are rewarded in proportion to the excellence of their job performance.	1 2 3 4 5
1 2 3 4 5	(33)	There is a great deal of criticism in this embassy.	1 2 3 4 5
1 2 3 4 5	(34)	There is not enough reward and recognition given in this embassy for doing good work.	1 2 3 4 5
1 2 3 4 5	(35)	Decision making in this embassy is too cautious for maximum effectiveness.	1 2 3 4 5

ACTUAL			IDEAL
1 2 3 4 5	(36)	This embassy is characterized by a relaxed, easy-going working atmosphere.	1 2 3 4 5
1 2 3 4 5	(37)	People in this embassy tend to be cool and aloof towards each other.	1 2 3 4 5
1 2 3 4 5	(38)	The philosophy of our administration emphasizes the human factor, how people feel, etc.	1 2 3 4 5
1 2 3 4 5	(39)	In this embassy people don't seem to take much pride in their performance.	1 2 3 4 5
1 2 3 4 5	(40)	In this embassy we set very high standards for performance.	1 2 3 4 5

List the item number of the three most important skills in order of importance to you:

First_____Second_____Third_____

EMBASSY ADMINISTRATIVE SKILLS

ACTUAL			IDEAL
1 2 3 4 5	(41)	To speak and write English fluently is a prerequisite to work in this embassy.	1 2 3 4 5
1 2 3 4 5	(42)	Embassy's interpreter could speak Hausa, English and Spanish very fluently.	1 2 3 4 5
1 2 3 4 5	(43)	Embassy's interpreter has the ability to help people of different cultures overcome language barriers by translating what has been said by one person into a language that can be understood by others.	1 2 3 4 5
1 2 3 4 5	(44)	The foreign officer in this embassy has the skills to manage and administer diplomatic post.	1 2 3 4 5

ACTUAL			IDEAL
1 2 3 4 5	(45)	Commercial attache officer in this embassy has the skills of analyzing basic economic data, trends and developments in the host country to Nigeria.	1 2 3 4 5
1 2 3 4 5	(46)	The head of mission in this embassy speaks several languages.	1 2 3 4 5
1 2 3 4 5	(47)	The head of mission has good relationships with his head of government and/or chief of state.	1 2 3 4 5
1 2 3 4 5	(48)	All employees in this embassy received some form of formal, on-the-job, off-the-job and vestibule training.	1 2 3 4 5
1 2 3 4 5	(49)	The clerk-typist in this embassy can type 120 words per minute.	1 2 3 4 5
1 2 3 4 5	(50)	The embassy accountant has skills in problem solving.	1 2 3 4 5
1 2 3 4 5	(51)	Administrators in this embassy have skills in delegating authority and responsibility to subordinates.	1 2 3 4 5
1 2 3 4 5	(52)	Head of mission has skills in bargaining, negotiating and other consensus-seeking techniques.	1 2 3 4 5
1 2 3 4 5	(53)	Both employees and administrators of this embassy have skills in handling interpersonal relations.	1 2 3 4 5
1 2 3 4 5	(54)	Administrators in this embassy have audience-oriented communication, i. e., speaking effectively.	1 2 3 4 5
1 2 3 4 5	(55)	Public relations officer in embassy has skills in organizing and writing news report.	1 2 3 4 5
1 2 3 4 5	(56)	The radio and television announcers in this embassy have excellent skills in presenting news, sense of time, correct English usage and knowledge of drama.	1 2 3 4 5

ACTUAL			IDEAL
1 2 3 4 5	(57)	The head of mission in this embassy has outstanding skills in conducting relations with foreign nations and international organizations, protecting and advancing political, economic and commercial interest overseas.	1 2 3 4 5
1 2 3 4 5	(58)	Consular officer duties in this embassy include issuance of passport and visas to foreigners wishing to enter Nigeria, offering of notarial services and assistance on benefit programs to Nigeria and eligible foreigners.	1 2 3 4 5
1 2 3 4 5	(59)	The administrative clerk in this embassy has the ability to transcribe dictated materials, operate computer terminal and compile data to produce technical reports.	1 2 3 4 5

List the item number of the three most important skills in order of importance to you:

First_____ Second_____ Third_____

List other areas of skills that you feel are important in the embassy that both employees and administrators could be trained in.

List the eight most important skill areas (including any areas you may want to add) according to their importance.

MOST IMPORTANT 1.

2.

3.

4.

5.

6.

7.

8.

COMMENTS AND SUGGESTIONS: