INFORMATION TO USERS

8129418

NDOMA-OGAR, PETER ODOK

HUMAN RESOURCE DEVELOPMENT TRAINING FOR THE NIGERIAN
FOREIGN PUBLIC SERVICE

The University of Oklahoma   PH.D. 1981

University
Microfilms
International 300 N. Zeeb Road, Ann Arbor, MI 48106

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

HUMAN RESOURCE DEVELOPMENT TRAINING

FOR THE NIGERIAN FOREIGN

PUBLIC SERVICE

APPROVED BY:

DISSERTATION COMMITTEE

ACKNOWLEDGEMENTS

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.

TABLE OF CONTENTS

TABLE OF CONTENTS--<u>Continued</u>

LIST OF TABLES

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 re-

sources, 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 dom-

inance 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 develop-

ment.[1]

---

[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,

[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 selec-

tion 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:

---

[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 deter-
mined.

Sample

The population for this study was composed of four hundred em-
ployees 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 em-
ployees' 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 subsec-
tion. 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 cal-
culated. The average scores of "actual" and "ideal" and the discrep-
ancies 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 organ-

ized 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 behav-

ioral 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]

---

[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]

---

[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 insti-
tutions.[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.

---

[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 devel-
opment 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,

---

[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 com-

ponents. The Civilian Conservation Corps and the National Youth Ad-

ministration 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:

---

[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

---

[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 advan-

tage 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 depart-

ment head has the fundamental responsibility for determining the train-

ing 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 dis-

advantages 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

---

[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 per-

cent 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 capi-

tal, 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

---

[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, estab-

lishment 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 pro-
>   grams. . . 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]

---

[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 indepen-

dence 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

---

[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 per-

sonnel: Chiefs of Mission, Foreign Service Officers, Foreign Service

staff employees, and Foreign Service reserve officers. Foreign person-

nel 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 environ-

ment. 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.

---

[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]

<div align="center">

Training Skills for Employees and
Administrators in
Foreign Service

</div>

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]

---

[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]

---

[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]

---

[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 Re-
search, 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 can-

didates 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 exper-

ience.[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

---

[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]

---

[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 cul-

tures, 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 pro-

fessor 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 judg-

ments 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—

---

[1]Jean E. Heller, "Criteria for Selecting International Admin-
istrators," 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 fore-

most 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 every-

one 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,

---

[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 tech-
   nological differences.[2]

All of the above imply an administrator with great breadth. The for-

eign 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 differ-

ences as well as opportunities rather than constraints.[3]

---

[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. Motiva-

tion is another vital aspect for embassy employee or administrator to

---

[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.

---

[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]

---

[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

---

[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]

---

[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 adminis-

trators "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

---

[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 sys-

tem 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 Ser-

vice, (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 presen-

tation 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,

---

[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 ambas-

sador'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.

---

[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 com-
pleted 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.

[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

---

[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

---

[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 im-

portantly, 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.

---

[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 in-

vestigator of the study endeavored to collect information from the em-

bassy 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 1d/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					
lead of mission in this embassy has outstanding s in conducting relations with foreign nations nternational organizations, protecting and icing 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 ing 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					
e 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
nercial 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.!
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
ere is not enough reward and recognition given in this embassy for doing good rk.	19.0	17.5
sy Administrative Skills		
e 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 em-

ployees 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 administra-

tive 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 dis-

crepancies 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 administra-
tors 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 seg-
ment 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 demo-
graphic 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 recommenda-
tions.

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 pro-
   vided to the Nigerian Foreign Service employees. The Nigerian
   Federal Ministry of External Affairs, the department respon-
   sible 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" train-
   ing 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, em-
   ployee orientation, and cultural change needs.

7. Public relations, internal office communication, job perfor-
   mance 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 per-
sonnel in public relations, job performance evaluation, and formal
administrative training. Embassy personnel are characterized by tradi-
tional 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 semi-

   nars 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.

BIBLIOGRAPHY

Books

Bacchus, William I. Foreign Policy and the Bureaucratic Process.
    Princeton, N. J.: Princeton University Press, 1974.

Banks, Author S. Political Handbook of the World: 1978. New York:
    McGraw-Hill Book Company, 1978.

Berdie, Douglas R., and Anderson, John F. Questionnaire: Design
    and Use. Metuchen, N. J.: Scarecrow Press, Inc., 1974.

Burack, Elmer H., and Smith, Robert D. Personnel Management: A
    Human Resource Approach. St. Paul: West Publishing Co., 1977.

Damachi, Ukandi G., and Diejomaoh, Victor P. Human Resources and
    African Development. New York: Praeger Publishers, 1978.

Diejomaoh, Victor P., and Onimade, B. Human Resources Development
    and Utilization in Lagos State 1968-1985. Ibadan, Nigeria:
    Planning Studies Program, University of Ibadan, 1976.

Dixon, W. J. BMD: Biomedical Computer Programs. Berkeley:
    University of California Press, 1977.

Fisher, Frank E. "Training." Handbook of Business Administration.
    New York: McGraw-Hill Book Company, 1970.

Ginzberg, Eli. The Development of Human Resources. New York:
    McGraw-Hill Book Company, 1966.

Ginzberg, Eli, and Smith, Herbert, A. Manpower Strategy for Developing
    Countries. London: Columbia University Press, 1976.

Glueck, William A. Personnel: A Diagnostic Approach. Dallas, Tex.:
    Business Publishing, Inc., 1974.

Greenlaw, Paul S., and Smith, Robert D. Personnel Management: A
    Management Science Approach. Scranton, Penn.: International
    Textbook Company, 1970.

Gretler, Armin. Training of Adult Middle-Level Personnel. Geneva:
    United Nations Educational, Scientific and Cultural Organization,
    1972.

Harbison, Frederick H. Human Resource as the World of Nations.
    New York: Oxford University Press, 1973.

Harbison, Frederick H., and Myers, C. A. Education, Manpower and
    Economic Growth. New York: McGraw-Hill Book Company, 1964.

Harr, John Ensor. The Professional Diplomat. Princeton, N. J.:
    Princeton University Press, 1969.

Illman, Paul E. Selecting and Developing Overseas Managers. New
    York: American Management Association, 1976.

Kaufman, R. A. Educational System Planning. Englewood Cliffs, N. J.:
    Prentice-Hall, 1972.

King, David. Training within Organization. New York: Barnes and
    Noble, 1968.

Knowles, Malcolm S. The Adult Education Movement in the United States.
    New York: Holt, Reinhart and Winston, 1952.

Koehler, Jerry W.; Anatol, W. E.; Applebaum, Ronald. Organizational
    Communication: Behavioral Perspective. New York: Holt, Rinehart
    and Winston, 1976.

Linton, Marigold, and Gallo, Philip S., Jr. Practical Statistician:
    Simplified Handbook of Statistics. Montery, Calif.: Brooks/
    Cole Publishing Company, 1975.

McCormick, E. J., and Tiffin, J. Industrial Psychology. 6th ed.
    Englewood Cliffs, N. J.: Prentice-Hall, 1974.

Macomber, William B. The Angel's Game: A Handbook of Modern Diplomacy.
    New York: Stein and Day, 1975.

Mosher, Frederick C. Democracy and the Public Service. New York:
    Oxford University Press, 1976.

Nadler, Leonard. Developing Human Resources. Houston, Tex.: Gulf
    Publishing Company, 1970.

Nicholson, Harold. Evolution of Diplomacy. New York: Collier Books,
    1966.

Roethlisbeger, F. J., and Dickson, J. Management and the Worker.
    Cambridge: Harvard University Press, 1939.

Smith, P. C. "Behaviors, Results and Organizational Effectiveness:
    The Problem of Criteria." Handbook of Industrial and Organiza-
    tional Psychology. Chicago: Rand McNally, 1976.

Standley, Eugene. The Future of Underdeveloped Countries: Political Implication of Economic Development. New York: Praeger Publishing Company, 1961.

Steer, Jean H., and Porter, William. Motivation and Work Behavior. New York: McGraw-Hill Book Co., 1975.

Steinmetz, Lloyd S. "The Evolution of Training." Training and Development, p. 5. Ed. by Robert Craig and Lester Bittel. New York: McGraw-Hill Book Company, 1967.

Straurt, Graham H. American Diplomat and Consular Practice. 2d ed. New York: Appleton-Century Crofts, Inc., 1952.

Taylor, Bernard., and Lippitt, Gordon L. Management Development and Training Handbook. New York: McGraw-Hill Book Company, 1975.

Taylor, Harold. Students without Teacher. New York: McGraw-Hill, 1969.

Thayer, Charles W. Diplomat. New York: Harper and Brothers Publishers, 1959.

Tickner, Fred. Training for Public Service. Albany, New York: Williams Press, Inc., 1966.

_____. Training in Modern Society. Albany, New York: Public Affairs Monograph Series, 1966.

Tracey, William R. Designing Training and Development Systems. New York: American Management Association, Inc., 1971

Walker, James W. Human Resource Planning. New York: McGraw-Hill Book Company, 1980.

Zollitsch, Herbert G., and Langsner, Adolf. Wage and Salary Administration. Cincinnatti: Southwestern Publishing Company, 1970.

Proceedings Published

Carroll, Stephen, Jr. "The Relative Effectiveness of Alternative Training Methods for Various Training Objectives," Proceedings, Midwest Academy of Management. (May 1970), pp. 297-310.

"Executive Agency Guideline for Fairness in Personnel Action Decisions." Equal Employment Opportunity Commission, Civil Service Commission, Department of Labor. Federal Register, 1978, 43, 38289-38315.

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

United Kingdom. Industrial Training: Government Proposals. London:
    His Majesty Stationery Office, 1962.

United Kingdom. Statutes at Large, vols. 7 and 8, Geo. VI, C 31,
    Sec. 36, 1944, "Education Act 1944."

U. S. Congress. Government Employees Training Act. Pub. L. 507,
    85th Congress, 2d sess., 1958.

Periodicals

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

Argyris, Chris. "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).

Bacchus, William. "Foreign Affairs Officials: Professionals Without
    Profession?" Public Administration Review (November/December
    1977): 654.

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

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

Etheridge, Lloyd S. "Personality and Foreign Policy." Psychology
    Today (March 1976): 32.

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

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

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

Kearney, William J. "Improving Work Performance through Appraisal."
    Human Resource Management (Summer 1978): 15.

Kirby, Peter G. "Performance Improvement the Adult Way," Personnel
    (November/December 1980): 35.

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

Murray, Michael. "Education for Public Administrator," Public
      Personnel Management (July/August 1976): 239-249.

"Nigerian Manpower Board." Federal Nigeria (March 1977).

"Nigerian National Manpower Board." Federal Nigeria (July-August-
      September 1977): 7.

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

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

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

Russell, Sir Claud. Foreign Office, 317/19729/W3643/3644/36.
      (March 1935).

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

Smith, Harold T. "Favor On-the-Job Supervisory Training." Administra-
      tive Management (August 1970): 53.

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

Sweigert, L. R. "The Discovery of Needs in Education: Developing a
      Needs Inquiring System." Journal of Secondary Education
      43 (Spring 1968): 345-347.

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

                          Enclyclopedias

Encyclopedia of Careers and Vocational Guidance, rev. ed. S. v.
      "The Foreign Service," by Melvin N. Blum.

                       Microform Reproductions

Ohio State Department of Education. Need Assessment Guideline.
      Columbus, Ohio: 1974 ERIC Document Reproduction Service, No.
      ED 103-470, 1974.

Unpublished Materials

Damachi, Ukandi G., Diejomaoh, Victor P., and Oduah, F. I. "Manpower in the Public Service: Report of Manpower Task Force to Udoji Commission." Lagos, Nigeria, September 1973. (Mimeographed.)

Federal Republic of Nigeria, Central Planning Office. "Federal Ministry of Economic and Statistical Review," March 1977. (Mimeographed.)

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

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.

Yesufu, T. M.; Diejomaoh, Victor P.; and Oduah, F. I., "Manpower in Public Service: Report of Manpower Task Force to Udoji Commission." Lagos, Nigeria, 1973. (Mimeographed.)

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 informa-
tion, 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,
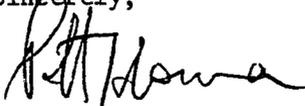
Peter O. Ndoma-Ogar

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.
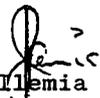
A. Ilemia (Ms)
for Permanent Secretary.

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-Hamidu)
                                        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 administra-
tors 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 confi-
dence.

Your cooperation will be greatly appreciated.

Yours truly,
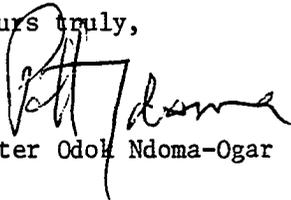
Peter Odok Ndoma-Ogar

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   1 2 3 4 5
                      and records

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   1 2 3 4 5
                      regulations

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   1 2 3 4 5
                      influence

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   1 2 3 4 5
                        development program for old/new
                        employees

1 2 3 4 5   (16)   develop a process of employee   1 2 3 4 5
                        evaluation based on performance

1 2 3 4 5   (17)   improve embassy staff/administrator   1 2 3 4 5
                        relationships

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   1 2 3 4 5
                        light of objectives

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   1 2 3 4 5
                        training, safety training and job
                        rotation

1 2 3 4 5   (23)   provide better recognition for   1 2 3 4 5
                        employee achievement

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   1 2 3 4 5
                       embassy has the skills of analyzing
                       basic economic data, trends and
                       developments in the host country to
                       Nigeria.

1 2 3 4 5   (46) The head of mission in this embassy   1 2 3 4 5
                       speaks several languages.

1 2 3 4 5   (47) The head of mission has good rela-   1 2 3 4 5
                       tionships with his head of govern-
                       ment and/or chief of state.

1 2 3 4 5   (48) All employees in this embassy   1 2 3 4 5
                       received some form of formal, on-
                       the-job, off-the-job and vestibule
                       training.

1 2 3 4 5   (49) The clerk-typist in this embassy   1 2 3 4 5
                       can type 120 words per minute.

1 2 3 4 5   (50) The embassy accountant has skills   1 2 3 4 5
                       in problem solving.

1 2 3 4 5   (51) Administrators in this embassy   1 2 3 4 5
                       have skills in delegating authority
                       and responsibility to subordinates.

1 2 3 4 5   (52) Head of mission has skills in   1 2 3 4 5
                       bargaining, negotiating and other
                       consensus-seeking techniques.

1 2 3 4 5   (53) Both employees and administrators   1 2 3 4 5
                       of this embassy have skills in
                       handling interpersonal relations.

1 2 3 4 5   (54) Administrators in this embassy have   1 2 3 4 5
                       audience-oriented communication,
                       i. e., speaking effectively.

1 2 3 4 5   (55) Public relations officer in embassy   1 2 3 4 5
                       has skills in organizing and writing
                       news report.

1 2 3 4 5   (56) The radio and television announcers   1 2 3 4 5
                       in this embassy have excellent skills
                       in presenting news, sense of time,
                       correct English usage and knowledge
                       of drama.

ACTUAL   IDEAL

1 2 3 4 5   (57)   The head of mission in this embassy   1 2 3 4 5
                        has outstanding skills in conducting
                        relations with foreign nations and
                        international organizations, pro-
                        tecting and advancing political,
                        economic and commercial interest
                        overseas.

1 2 3 4 5   (58)   Consular officer duties in this   1 2 3 4 5
                        embassy include issuance of pass-
                        port 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   (59)   The administrative clerk in this   1 2 3 4 5
                        embassy has the ability to tran-
                        scribe dictated materials, operate
                        computer terminal and compile data
                        to produce technical reports.

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: