1. Charting A New Training Path

In many education and training institutions in the Central and South Eastern European Transition Countries, training is generally understood as a system of formal courses, not entirely different from education. To a lesser extent, training is based on the flexible training needs analysis based, training modules, courses workshops and seminars. It typically emphasizes teaching rather than learning. It is usually a one-shot exercise for an individual rather than an sequence in continuing, sometimes lifelong learning process and finally, it is understood as something done to trainees by an expert who is regarded as unquestionable authority – otherwise the training is considered irrelevant. The trainer or lecturer should not normally be strongly opposed in the classroom environment. Dialogues, student initiatives, lively classroom discussion with strong counter argumentation are still not dominant.

This somewhat narrow conception of training reduces the range of options believed available and potentially useful. Such a limited concept of training as a fundamental barrier to developing high-class indigenous professional and managerial capacities. Improvements in the training context and the development of training curricula will not, by themselves, be sufficient to bridge the management and professional gap in transition countries. A thorough reformulation of training methods is necessary, and requires a clear differentiation among the various approaches.

It is necessary to develop new training contents, approaches and methodologies based on new concepts of process management. New organization development techniques were mastered in the wake of the “New Public Managerialism”, such as Total Quality Management, Process Reengineering, Benchmarking, Activity Based Management or Priority Based Budgeting. Pretty soon these were drastically change the classroom or job environment in many transition countries. This paper discusses the various definitions of management education and training, and provides an overview of the four training methods: Formal, On-The-Job, Action and Process Training (see Table: “The Training Methods”).
2. Management and Professional Development within the Civil Service in Transition Countries

Recently, continuing education and training have gained acceptance in some of the best, usually newly established, institutions in transition countries. However, there is no universal acceptable definition for knowledge and skill development and basic elements of a training strategy, that is agreed on throughout the transition countries in the area, and this causes some confusion from theoretical as well as practical viewpoints. This could be important, because the intellectual ties between South Eastern transition countries are strong for a variety of reasons: history, proximity, organizational culture and the economic and political environment. Several different, competing perspectives have emerged in many transition countries, with those particular solutions standing out:

1. Training is based on standards that are determined outside the training organizations or civil service agencies requiring change. Standards are determined usually by the Ministry of Education or some other government agency;

2. Most graduate schools still use the formal training methods as the basic approach.

3. Management and professional development is viewed as an organizational function: that is, a set of interrelated, sequential organizational activities: initial training, career planning, in-service training, formal performance appraisal and coaching. All this in a hierarchical organization environment not conducive to the development of new initiatives related to the market environment and new management methods and techniques.

4. At some Western schools and successful companies, management and professional development is perceived as long-term process of growth and development for manager or a professional, throughout his or her career. It is a continuous process where managers and professionals are engaged in a wide variety of learning activities throughout their careers, not just within one specific organizational context. The training is person and process – not function-oriented.

It is the last, fourth perspective that provides the framework for this paper: training strategy at the level of civil servants should aim at developing the individual’s abilities and strengths to the full extent over a lifetime, transcending their specific organizational context. Once, in a managerial position, a civil servant moves from transactional to transformational leadership.

We strongly support the view that personal development is not a process aimed at making managers more efficient or effective in one particular organizational context; rather it is the long term process of developing public managers and professionals who are highly effective in larger
cultural context and environments, in arenas larger than a specific organization. The smaller the country, the more it needs generalists able to switch from one to another position. Besides, there are countries such as Great Britain in which the educational and sometimes even some elements of training for the civil service is organised on the basis of programs in the humanities, literature and history. The strategy is to combine general administrative theory with wide areas of human experience.

Within this broader conception of management and professional development, two types of activities become the primary developmental vehicles: education and training (see Table 1.)

**Management and professional development is a long-term, disjointed, but continuous learning process**, based on practice and participation in organised and regularly updated management education and training activities throughout one’s career.

**Table 1. Management and Professional Development in Civil Service**

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
<th>Also Known As</th>
</tr>
</thead>
<tbody>
<tr>
<td>Management and professional development</td>
<td>A long-term disjointed learning process that result from an individual participating in education and training activities throughout the career</td>
<td>Managerial learning, managerial and professional improvement</td>
</tr>
<tr>
<td>Education</td>
<td>Classroom-oriented instruction emphasising cognitive learning and knowledge acquisition not immediately linked to one’s specific organizational context</td>
<td>University training, university courses, university degree programs, overseas training.</td>
</tr>
<tr>
<td>Training</td>
<td>Job-specific and organizationally related learning activities aimed at increasing an individual’s job and process related knowledge</td>
<td>Managerial and knowledge improvement, professional managerial development, formal training, process management training courses, and skill development.</td>
</tr>
</tbody>
</table>
3. Management Education

Education activities are usually very broad in nature, encompassing a wide variety of functions, stretching and expanding the trainee’s perspective on government, management, career and self-education activities.

Management education activities are generally not designed to enhance precise functional or process related skills; rather they focus on mastering information and ideas that may not be immediately applicable, and are geared toward “lifelong” use of time-tested knowledge that belongs to the heritage of civilization merged with particular, indigenous culture and the immediate needs of the job. The importance of management education lies in increasing the overall potential for the trainee to see the progress of civilization in perspective. This is in fact in public service, about the struggle for knowledge: how to gain, expand, understand and use it responsibly, how to maintain informed self-confidence, and how to channel the efforts of the unit or agency to facilitate transformational, not transactional, achievement. It is also a long-term learning process for acquiring new knowledge not always directly linked to the success of one’s particular organization. The influence of management education on managerial and professional performance appears indirect, and long-term.

Education typically relies on classroom teaching, emphasizes cognitive learning (theories, concepts, analytical frameworks), and can often include sets of concepts and techniques that are taught in the “abstract form” and divorced from practice. It seldom teaches “action skills” (Denhardt, 1993), rather, it provides a general broadening of the vision through knowledge acquisition.

The impact of predominantly theoretical management education on performance in civil service is at best, questionable. Utilizing such criteria as “Promotability” (Luthans et al), “Salary Progress (AT&T), and “Leadership Task Completion (Fiedler), evidence indicates that individuals with schooling in management education perform no differently from individuals who have studied law, science, arts, engineering, or other non-management areas. The only significant predictor of managerial performance was "academic rank in graduating class independent of the course of the study"(Kakar, 1979).

The inclination of the academia and practitioners within a particular country to organise more general or specific, vocational training depends on the country’s administrative history and tradition, legal systems and government structure. There is no one “best model” for every country. What works in Australia or New Zealand may not work in Romania, Kyrgyzstan, or Montenegro. All depends on the country’s learning environment and traditions.
The vocational, technical orientation and training of civil servants in many countries is nonetheless very strong. In Germany, for instance, more than 70 per cent of all managers within the civil service are law school graduates. The system in France is similar. This is why the reorganization strategies in Central European countries are usually “legalistic”, and the whole system of training, as well as the reorganization activities, is basically oriented to the process of redrafting and implementing laws and regulations. This problem has been addressed by many experts (Verheijen, 1997, 1999; J. Jabes, 1998 etc.).

4. Management Training

Training is more job-specific and organization-process specific than education, and aims at improving one’s job performance. The objectives of training are to improve organizational productivity and the quality of services by increasing individual job-related motivation, knowledge and skills. Training ultimate goal is constant change. Training activities are designed to increase one’s abilities in perceiving and performing particular tasks up to the highest standards, whether individually or in group. It assumes a basic level of knowledge or education and focuses on increasing one’s ability to apply one’s skills in an individual project, a team project, or in a larger organizational setting. Training emphasises current organizational needs and the immediate application of new information, skills and attitudes. Whereas education is concerned with broader, longer-term objectives, training is concerned with short-term, specific, organization-, and process-related objectives.

It must be emphasized, however, that the differentiation of education from training does not always hold true in practice. The same learning activity, for example, can be training for one person and education for a second participant in the same workshop, depending on the developmental stage and learning objectives of the individual. However, it has to be kept in mind that training and educational strategies differ in many respects: objectives, target groups, methods and techniques.
5. Training Approaches for the South Eastern European Environment

The problem seems to be less one of inventing new training strategies, packages, modules and methods than one of expanding the awareness of the variety of the rich learning activities that are already available in many transition countries, yet typically overlooked. An enlarged framework provides a basis that will enable managers and professionals to understand new trends and technologies and improve their performance within their unique political-administrative and cultural context.

The basic construct for this analysis is the training method or “approach”. Training approaches are the general form and pattern of learning experiences to which the managers and professionals can be exposed. Training approaches typically utilize a unique set of training designs and methods to facilitate learning.

There is a great variety of training methods that could be grouped into clusters on the basis of many different criteria. However after careful examination, it seems that clustering all methods in four groups has these advantages:

1. easy understanding of the whole training process.
2. the training methods will be grouped in a way that is easy to compare
3. it covers most relevant methods.
4. it makes the training flexible and adaptable.

For convenience, we have decided to cluster training methodologies into four groups and these training approaches, already available for enhancing managerial talent and professional capacity in many transition countries are:

- formal training,
- on-the-job training, -action training and
- process (non-formal) training. (See Table 2.).

Although there were many applications of these training methods in the ex-USSR and other Warsaw Pact countries, the great majority of training exercises were undertaken as formal training. This implies that specialists or managers in the transition countries will be in the better position to understand formal training than other methods and will be inclined to use it more extensively. This is wrong in two counts.

First, the understanding of formal training in a market environment is not the same as in a command economy, and in transition countries many civil servants and some trainers have not thoroughly changed their mindsets, characterised by hierarchy, routine and lack of initiative.
Second, aware of the needs for change, they may reach, instead of for formal training, for more advanced methods: change-, not only knowledge-oriented training such as action or process (non-formal) training. (For Contents and Description See Table 3. “The Training Methods”).

Let’s examine some internationally recognised approaches. The International Union of Local Authorities (IULA) classifies all local government training activities in a framework similar, but not identical, to ours; it includes:

a) formal course classroom work
b) on-the-job training
c) action learning
d) organizational development.

According to IULA experience, training activities through in organizational development, plus the action learning methods, are, together with action training, the most useful in local environments. Recently the same organization has advocated the latest approaches in training methodology, to include process training.

The most advanced methods of training are still somewhat ignored by many training institutions in the transition countries, and their training-oriented research (if any) shows little interest in it. Yet, in our opinion, it could be highly effective, if used. Most Central and South Eastern European transition countries feature a high level of general education and they are rich in talent. These are basic ingredients for process-oriented training. This method is invaluable in the transition environment, as it enables students to discover and develop their unique framework for approaching, understanding and dealing with real-life problems.

A “blueprint” model for Romanian or, for any transition country in that matter, management and professional training should not be proposed. Rather, it is suggested that there should be a wide variety of training approaches including the latest action and process-oriented training methodologies. Recognizing, however, that there are four distinct, but basic, management and professional training methods accepted worldwide, a specific mix of the training programs suited to the particular, local needs should be prepared, preferably in close co-operation with international technical assistance organizations. This would provide a blend of world experience with training needs as assessed by the training specialists and the line manager within the country concerned. Western values, standards and skills should be balanced with indogenous culture and accommodated within specific economic and organizational environment. However, it must be emphasized that every training approach has its strength and weaknesses.
Most transition countries rely almost exclusively on the various formal training approaches to improve public management, perhaps more from habit and inertia than from careful research or explicit policy choices. Appropriate evaluations of the effectiveness of the training are either not available or are largely irrelevant. Therefore, it seems that new institutions with their training or co-teaching arrangements with appropriate specialists, with new training programs and curricula and new learning methods, are invaluable for the change process.

6. Preferred Training Methods

Most of the debates in the field of training clusters around methods, not approaches. The choice of appropriate methods has preoccupied the bulk of research on training. A comparative review of the most popular training methods indicates that there is no global consensus on preferred methods. Even the definitions of groups of methods are not agreed upon. In many countries, training methods have been variously called “training methodologies” (Iglesias et al. 1980), “educational methodologies” (Paul, 1983), “training techniques” (Stifel et al. 1977), and “pedagogical methods” (Bhya, 1980), “new learning strategies” (Fallop et al. 1994), etc. Four of the methods mentioned are, nevertheless, the most popular fundamental catalysts and stimulators used for learning.

We have found that training methods may be grouped generally according to the training approach in which they are predominantly used:

1. **Formal training methods**: lectures, case studies, simulations, audio and video presentations, films etc.
2. **On-the-job training methods**: include coaching, job rotation, mentoring, and secondment
3. **Action training methods**: often including job focused training methods such as needs-analysis methods: problem screening and solving, field analysis, etc.
4. **Process (non-formal) training methods**: include “last generation” method, Process Reengineering, PIP, Total Quality Management, Benchmarking, Priority Based Budgeting, etc.

Ours is not a mutually exclusive classification scheme, since some of these methods can be combined. (An attempt to compile a comprehensive list of methods suitable for professional or management training would be impractical). This classification scheme merely distinguishes approaches from methods, and highlights the more popular training methods in each management and professional training approach (see Table 2.)
Table 2. The Four Approaches to Management Training

<table>
<thead>
<tr>
<th>Formal education and Training</th>
<th>On-the-Job Training</th>
<th>Action training</th>
<th>Process Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examples of methods</td>
<td>Examples of methods</td>
<td>Examples of methods</td>
<td>Examples of methods</td>
</tr>
<tr>
<td>Lecture</td>
<td>Coaching</td>
<td>Process Observation</td>
<td>Teamwork</td>
</tr>
<tr>
<td>Case Study</td>
<td>Mentoring</td>
<td>Field Analysis</td>
<td>Process Reengineering</td>
</tr>
<tr>
<td>Simulation</td>
<td>Job Rotation</td>
<td>Problem Solving</td>
<td>Study Circles</td>
</tr>
</tbody>
</table>

6.1. Formal Training in the Transition Environment: Preliminary Definition of its Scope and Contents

As formal training is the most commonly utilized management and professional development approach, in the most transition countries, formal training activities become relatively sophisticated and vary widely, but, the emphasis is predominantly on training individuals in classroom settings.

In usual Central and South Eastern European setting, formal training relies heavily on the didactic, lecture-oriented method of learning, with a rather formal authority relationship between the trainer and participant. However, there has been an expanding utilization of newer participative methods, such as case studies, simulations and group discussions. With the increased availability of new communication technologies, such as CD ROM's, video cassettes, video discs, computer aided instructions, teleconferencing etc., a much wider variety of formal management and professional training becomes potentially available. The trainer’s authority in formal training, nonetheless, derives from his or her perceived expertise in a specific subject area. In addition to traditional classroom teaching with a set of lectures, Formal training could be divided as follows:

1. packaged programs
2. custom-tailored programs
3. modularization, and
4. distance learning programs

Each type of design has its distinct advantages and disadvantages. Distance learning designs are technology based, whereas packaged and custom-tailored designs are instructor-based. Modularised training programs are flexible and adjustable, yet each is similar in that they are discrete, subject
focused, time-bound training activities, utilizing substantive expert knowledge and skills or trainers who design the sequencing of activities and impart the knowledge to be acquired by participants.

**Basic Characteristics.** In the last decade, formal training in the many developing and in some transition countries has been predominantly oriented to discrete, time-bound, “packaged” teaching sessions with the length of each typically varying from three hours to four weeks, with some being three months to two years (graduate degree programs).

**Formal training focuses on individual development.** It is usually designed to efficiently transmit knowledge, information, and techniques through a variety of methods, and most often presupposes a model of ideal or desired managerial behavior. It is time-bound because it has a definite beginning and ending. It is packaged because the content is presented predominantly as fixed modules. An example is the Junior Executive Training – Supervisory Training for Effective Administrative Management (JET-STREAM) provided by the Philippine Civil Service Academy. The content of JET-STREAM includes three distinct knowledge packages or modules covered over three-week periods. It provides back-up for promotion.

**Formal Training Methods.** Much of the discussion and debate in international training typically focuses on the specific methods used in the formal training approach. Five formal training variations are most often utilized: lectures, discussion, case studies, videos/films, teleconferencing and distance learning and field visits.

The Lecture

As a classical teaching method, the lecture has proven to be simple, comprehensive, efficient in material delivery and relatively inexpensive. It has become the most economical method by which an expert can present in a personalized, sequential way the general framework for understanding the fundamentals of a particular topic, emphasising key concepts when necessary, in a manner that can actively engage the listeners in reflective thought. Its real strength is in the efficient transmission of substantive content in relation to a specific subject. It is less effective for the development of cognitive and analytical skills and less potent for developing or transforming personal values and attitudes.

Lecturing, as a formal method of training is universally used in transition countries. One survey of twenty training institutes, has shown that all the institutes use the lecture method and nearly one half of the respondents utilize lectures in combination with other methods such as case studies and group discussions; the remaining fifty percent use the lecture method almost exclusively. The success of
the lecture method is a function of many variables among them the lecturer, the learning objectives and the learner. The folk wisdom of communication specialists indicates that if you want someone to know something, you must say it three times. The first time one may not get it; the second time there may be a bit of understanding; the third time, they will understand. A common technique is to: 1) to tell them what you are going to tell; 2) tell them; 3) tell them what you told them. 4) verify what was understood. More important, however, available evidence indicates that lectures, to be effective, need to be combined with other methods such as group discussions and case studies.

**Discussion methods**

Discussions are the most widely used participative training method, and are widely used in regional and national training institutes. Discussions provide an opportunity for enhancement and clarification of material presented.

Discussion teaching is a highly interactive form of the lecture method and requires high quality skills in questioning, listening and responding by the trainer.

Panel discussions, also called colloquia and symposiums, consist of experts who present a series of short lectures to the group.

The conference method is basically a small group discussion of a specific problem or knowledge area. The training participants themselves exchange information and knowledge of the topic, while the trainer concentrates on providing guidance and feedback rather than instruction. The conference method will often include methods such as locally focused lectures, panels made of national specialists and variety of games. It is an effective way of getting participants to discuss common local problems and approaches without the hindrance of foreign concepts and approaches, when an indigenous, specific solution needs to be identified.

**Case Studies**

The case study is becoming the preferred formal training method and it moves participants from the passive mastery of ideas (via lecture and discussion) to an active stance of problem analysis. The rigorous analysis required, especially in longer and more complex cases, develops the skills of logical thinking, searching for relevant information, analyzing and evaluating facts and drawing conclusions that are needed for managerial or specialists decisions. This method is used to develop the analytical and problem-solving skills of participants and to help them to gain new
perspectives on issues and concepts. This method, however, has some limitations as some trainers have recognized such as:

- it has an analytical bias and tends to neglect conceptualization
- can encourage participants to react in a normative way, may not stimulate one’s actual “theory in action”.
- tendency to rely on the trainer to have the right answer, the expert trap.
- requires a lot of time

Although cases historically have been confined to a written format, video-filmed and audio-taped presentations of case situations have recently been utilised and have proved to be more engaging, interesting and productive for participants.

Video Movies/Films, Computer aided instructions

Films appear particularly effective in training for introducing new subject matter and stimulating discussions on problems of human relations. The information provided in the film or movie serves to supplement the trainer’s knowledge and provides a basis for further discussion.

There are two major advantages of film as an instructional medium. The first is the availability of films on almost any training topic. The second advantage and real draw of films is their ability to capture the attention of trainees and to be entertaining as well as informative.

The real benefit of films comes from their use in conjunction with other training methods, such as lectures and discussions used before or after the film. Discussions may also be incorporated into the film itself by stopping the film after the presentation of the problem situation in order for trainees to identify the likely causes of the problem or to suggest solutions to the problem. Computer aided instructions are increasingly popular, as it permits individualized work and adjustments to the speed of the perceptions of separate individuals.

Field Visits

Field visits are commonly used to provide variety in longer, formal training programs and to provide a better understanding of classroom-taught principles. As a complement to classroom training it is assumed that participating in field training allows participants to see the physical environment
where the principles are being practiced. The disadvantages of field training lie primarily in the large amount of staff work needed for field projects.

Field visits offer insights into similar situation and offer immediate experience to the learner.

Conclusion

The formal training approach is still the predominant approach for developing both managerial and specialist talent and knowledge. Research strongly indicates that the traditional methods utilized in formal training work best when sensitively integrated and mixed with other methods such as discussion, film/videos, movies and case studies. Selecting the appropriate mix of methods in formal management training is thus a crucial design decision and directly influences the training participant’s ability to retain information and later, to apply it.

New technological developments are creating new methods and designs for use in the formal training approach to management improvement, from Internet to the latest specialised video presentations.

Experience could be shared across continents: general review of the frequency of methods used in twenty major training institutions in Asia revealed the following:

<table>
<thead>
<tr>
<th>Formal Training Methods</th>
<th>Number of Institutions Utilizing the Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>20</td>
</tr>
<tr>
<td>Case Study</td>
<td>12</td>
</tr>
<tr>
<td>Field Study</td>
<td>11</td>
</tr>
<tr>
<td>Group Discussions</td>
<td>10</td>
</tr>
<tr>
<td>Syndicate Methods</td>
<td>8</td>
</tr>
<tr>
<td>Management Games</td>
<td>7</td>
</tr>
<tr>
<td>Films-videos</td>
<td>7</td>
</tr>
<tr>
<td>Seminars</td>
<td>7</td>
</tr>
<tr>
<td>Role Play</td>
<td>6</td>
</tr>
<tr>
<td>Sensitivity Training</td>
<td>2</td>
</tr>
<tr>
<td>“In” basket Exercise</td>
<td>1</td>
</tr>
</tbody>
</table>

(Innayatullah, 1987)
A comparative review of the most often utilized training methods indicates that there is no global consensus on preferred methods. There is a general agreement, however, that there is no one best formal training method for all subjects and situations. A mix of methods and multidisciplinary approach appears to be most effective. Learning can be vastly enhanced for instance, by integrating the lecture method with a video presentation, and a case study can often teach more than any lecture.

New and Emerging Methods and Designs for the Future. Some formal training methods, like lectures, discussion, and the use of printed matter, have been utilized for centuries. Other formal training methods are barely a two decade old, and are already being widely used to enhance managerial and professional capacities in transition countries. Lectures combined with new methods, for instance process engineering, offer new possibilities, combining "the best of both worlds", old and new.

Technological Advances and New Media. Of great importance to managerial training methods and approaches in transition countries are new types of communication, distance training, videogames and application of information technologies, including availability of Internet to virtually every student. The training media that emerge from these technological advances are already a strong driving force in training activities. For centuries, training and education existed in a pre-technological state, where knowledge transmission depended totally on the knowledge and skills of the teacher. Technology tends to expand the capacities of the trainer, increasing the accessibility of formal training activities in developing and transition countries.

The increasing availability of media communications stretches the traditional concepts of training, and highlights the increasing potential for using a variety of training media and methods in transition countries, especially for training in provinces and districts, and in the less accessible, rural areas. The recent explosive growth in communications has expanded the potential training methods from merely face-to-face communication to indirect, media communications and virtual reality, stimulating the rapid growth of new learning technologies available for management training. The new training policies provide, typically, new training modalities. Most often used are video presentation on cassettes and discs, closed circuit television, teleconferencing and distance learning technology.

It is easy to argue that the more passive media (films, slides, transparencies) will be replaced by the more interactive media computer-based instructions (videos and teleconferencing). However, in some transition countries, this shift will probably be somewhat slower, due to initial costs - not because people lack ability.
6.2. On-the-Job Training

On-the-Job Training (OJT) is perhaps the oldest approach in history. It dates back to the old Chinese and Mongolian Empires - to Ghengis Khan. The training of senior officials in government has historically been the process of tutelage, in which the style, knowledge, techniques, wisdom, values and even ethics of experienced government officials were transmitted to their successors.

OJT ranges from the more informal, incidental, and often inadvertent schooling that usually occurs whenever a junior manager works with senior managers, to the more formal program of indoctrination and socialization historically used, for instance, in the British Civil Service to prepare younger administrators for higher administrative posts, or in the Civil Service in Japan after the Meiji Revolution of 1868.

OJT is the major managerial training approach for the civil services in Japan, China, and the United States. In the Second World countries, OJT has been an important approach in training managers to replace displaced "nomenclatura" members. However, this strategy has rarely been effective or systematic, since the few capable managers were not always willing to adopt the necessary managerial style that facilitated peer learning or succession schemes. Others argue that in Warszawa Pact countries, OJT was seldom organized or formalized, and the concept of the mentor was relatively unknown, as loyalty was to the Party and not the job.

OJT as a planned training approach is under-utilizes: few training organizations in the transition countries have established the requisite learning norms of giving and receiving help on-the-job; most have not incorporated the expanded role of the "manager as a trainer"; and a few managers and professionals have the necessary skills for effective OJT. The historical tradition of administrative tutelage, it appears, has eluded the grasp of present-day government’s administrators on developing countries.

Nevertheless, OJT still remains an important training approach available for developing indigenous managerial talent and professional knowledge. It is particularly suited to transition countries that have high-quality top management coupled with a scarcity of competent middle-level managers, because it keeps training closely relate to the job and utilizes the subtle teaching potency of the "role model". OJT method includes, for example, manager-shadowing, mentoring, coaching, guided delegation, attachments/counterpart training and job rotation.

 Formal Training Versus On-the-Job Training. There is no consensus regarding relative superiority of formal training or on-the-job training; both focus on individual development, although
OJT has received less attention than formal training in developing specific skills. Rackham, as well as Bass and Vaughn, argue that formal training is too artificial for experienced managers, and that there is insufficient time in formal training programs to allow the repeated practice required for learning a new skill. On the other hand, formal training is more successful and economical than OJT in imparting knowledge, and can maintain some degree of uniformity in the substance being learned but should be combined with other training methods (see UNDESA 1975, Kondrasuk 1979, 1980; Kainen et al. 1983; Fallop, 1994). Empirical data, however, indicate that OJT is the core of any successful management development effort and provides the background for adequate personnel policy, particularly promotion (Illman 1976; Verheijen, 1998, Jabes and Connaughton, 1998). And when it follows after formal training program, OJT reinforces the learning acquired during formal training and significantly enhances its usefulness (Rackham 1979).

OJT is important in the Performance Improvements in Public Service Delivery (Barker and Rubusz, 1996). Senior officials meeting at a Commonwealth Secretariat Conference agreed that "OJT is the core of management training" (Commonwealth Secretariat 1979). OJT has some implicit strength: the core learning of the managerial skill takes place on-the-job, not in an abstract environment comfortably distant from the workplace; it is effective in changing attitudes; it provides managerial training in the day-to-day milieu amidst the dynamic relationship that the manager will experience daily; the transfer of learning is significantly increased, and OJT can be conducted whilst productive work continues.

6.3. Action Training

Action Training (AT) is a relatively recently developed approach to managerial and professional training. It integrates formal training sessions and informal coaching with on-the-job group problem solving. AT emphasizes maximum participation in the learning process by the manager and professionals from the agency undergoing training, typically through some form of group or teaming process; it involves learning while involved in actual organizational problem solving, and problem solving while learning. The action training strategy can be more fully understood provided it is viewed as an organizational development intervention, aimed at solving managerial deficiency and increasing internal managerial capacities. Essentially, the learner takes action on a problem, changing the existing situation, not just thinking about it and analyzing it as in formal training.
Until the 1960s, formal and on-the-job training were the only strategies considered for management training. After spinning off the organization development strategies for improving organizational health, by the mid-1970s action training had become a recognized strategy for improving managerial and professional capacities. AT strategies emerged in various forms under a variety of names, such as “Action Training and Research” (Gardner 1973), “Action Learning” (Revans 1972; McNulty 1977; Harris 1981), “Action Training” (Soloman et al. 1977), the “Performance Approach” (Kettering 1981), and “Capacity Building” (Honadle and Hannah 1982, UN/DTCD, 1985). An advanced form of action training close to the process training is the Process Consultation. (Len Joy, T. Palmund, S. Glowinski, K. Newels, 1994).

The Action Training Approach is based on an expanded conceptualization of training: that management and professional development involves more than attending courses, seminars, and workshops, and requires more than the one-to-one interaction of OJT. In action training, participants are deeply involved in actions instead of being passive recipients of someone else’s wisdom and knowledge. This approach focuses primarily on teamwork group tasks, business games etc., while concentrating on actual organizational performance problems experienced on the job by the change management team. There are many variations and characteristics of action training, with the following being the most common:

1. *Working in teams:* AT focuses on work teams or organizational units within the target organization, rather than on isolated, unrelated individuals.

2. *Learning by doing:* members of the Team learn technical and managerial skills by ‘doing’ within the organizational context in which they are to be applied (Ingle 1985).

3. *Results oriented:* the training should lead directly to observable improvements in organizational performance; training focuses on a specific, tangible project, not on an anticipated, future event.

4. *Situation related:* the concepts and skills learned are those directly related to the real need or problem identified by the working group or team; the specific content of the training intervention is determined by the immediate functions and emerging needs of the managerial group; training occurs during the implementation of a particular project and is related to specific here-and-now problems.

5. *Systemic:* action training is more commonly used in a long-term effort of performance improvement and organizational change, and is generally part of a larger effort of management,
professional and organizational development; its primary focus is on improvement of a system’s performance, not just on an individual’s skill development.

6. **Capacity-Building Orientation:** action-training processes implicitly aim at enhancing the internal managerial problem-solving capacities, and at eliminating the trainer-trainee dependency relationship.

7. **Integration of Training, Research and Consulting:** the action training process integrates the typically separate activities of training, research and consulting.

8. **Flexible and adjustable:** the AT program, contents, curricula methods and tools used can be easily adjusted to specific organizational needs and requirements.

Action training is flexible in design, can be adapted to numerous topics and work teams, and is most appropriate in developing managerial skills in project management.

**Action Training Methods.** As for instance, one a development project related to administrative reform unfolds; the changing conditions of the project inevitably result in the emergence of new training needs for the project team. Utilizing the AT approach, these new needs provide the content of the next training intervention. Thus, a cycle is established:

![Diagram of Action Training Cycle]

To assess the changes in the reform project conditions, action training uses a variety of data collection and analysis methods. Analysis methods include, for example: brainstorming, problem census, risk identification technique, force field analysis, process observation and instrumentation. After the project needs are analyzed, new, requisite skills are identified for the team members, and appropriate training interventions designed. These interventions, much like custom-tailored formal training, utilize a mixture of training methods to develop and nurture the requisite skills. Such methods as lectures, films, coaching, behavior-modeling and small-group discussions, for example, are “custom-
tailored” to the specific, immediate, on-the-job needs of the project team. Various organization development (OD) methods, such as team building, are similarly borrowed, and are employed to enhance group leadership and group membership skills.

6.4. Process Training

The process and forms of process (non-formal) training (NFT) provide the fourth most promising general training approach for enhancing public administration capacity. It was already used in Central Asia. Although it has gone relatively unnoticed as a management training approach in the CIS it is being increasingly utilized globally in administrative reform and reorganization processes and in adult education programs, and has much potential for significantly improving managerial and professional talent.

Its potency as a learning approach has not yet been fully recognized, although it is the underlying model for the wide scope of the learning process, from systems thinking in policy development to the semi-guided efforts in selfdevelopment that occur at monthly professional luncheons and professional association meetings, as well as in less structured support groups and learning networks. This training method is therefore all-encompassing, and offers the greatest flexibility. In some US circles, process (non-formal) training is called “contemporization”, deliberately avoiding the term “training”, and reflecting the substantial amount of learning that occurs among peers and "contemporaries”.

Process or non-formal training can generally be described as a learning situation where a group of managers comes together on the basis of common interests and unique learning needs. They meet to share resources and skills in the hope of finding ways to deal more easily with their managerial roles, and to solve particular work problems that their peers may have also experienced. This may take place in organized forms, from highly structured associations or clubs to loosely structured networks or support groups. It may also take place on the periphery of organized meetings. It is essentially informal peer learning. It is mutual learning among a group of peers who share other experiences, exchange practical ideas, and inform each other of emerging trends, issues or theories.

Process training supports the activities of:

1. Redesigning agencies and organizations to secure improved work processes through training needs analysis.
2. Applying system thinking and design for policy development.
3. Focusing on sustainable human development activities within organization.
5. Linking agency missions and mandates to National Training Strategy.
6. Integrating National Policy Strategy with National Training Strategy across ministries/sectors as well as between levels of government, with a coherent hierarchy of objectives to guide policy implementation.
7. Clarifying what processes need to be strengthened to accomplish policy objectives, determining which agencies will do the tasks necessary to provide the desired outcomes.
8. Determining the new performance criteria.
9. Structuring the agency’s activities to secure the best results.
10. Facilitating co-operation, partnership and ownership of the final result. Teaching methods of facultative and transformational leadership.
11. Training needs analysis addresses not only actual jobs, but potentially, new and emerging needs within an environment of constant change and adaptation.
12. All processes within an organization are studied and the training is based on dynamic, flexible needs that grow with changed goals, public requests or new mandates.

Process training is typically neglected as a viable management development strategy in many transition countries, due to the following reasons:

1. The historically narrow conception of training characterized by teaching knowledge in formal classroom settings, which emphasises dependency on experts and ignores peer learning.
2. The patterns of incentives and rewards in many transition countries reinforce formal schooling and certification, with recruitment patterns in the civil service stressing the possession of an academic education, credential or certificate.
3. It does not fit into most donor funding patterns and aid packages.
4. Recent attention to non-formal education for adults in the Central Asian environment for instance, has typically ignored its potential use for management training; the remedial focus of non-formal education activities has overshadowed its utility for managerial development and renewal.

Process or non-formal training focuses on individual development through information exchange. Two particular thrusts are commonly pursued: (1) gaining up-to-date information relevant to one’s management responsibilities, such as changes in national or provincial laws that may have an
impact on an organization, or current financial assessments of the economy as it pertains to an organization’s goals; and, (2) stimulating the cross-fertilization of ideas, insights and techniques.