

# UNITED NATIONS ECONOMIC AND SOCIAL COUNCIL



Distr.  
LIMITED



E/CN.14/WP.6/6  
15 August 1966

Original: ENGLISH

ECONOMIC COMMISSION FOR AFRICA  
Working Party on Manpower and Training  
Addis Ababa, 26 September - 1 October 1966

## MANAGEMENT DEVELOPMENT IN AFRICA

(Prepared by the Secretariat  
and the ILO)

M66-1159

## TABLE OF CONTENTS

<u>Chapters</u>	<u>Paragraphs</u>
PREFACE	1 - 3
I. THE ROLE OF MANAGEMENT IN ECONOMIC DEVELOPMENT	4 - 9
II. MANAGEMENT DEVELOPMENT	10 - 14
III. THE DEVELOPMENT OF SMALL ENTREPRENEURS IN AFRICA	15 - 36
Managerial Functions of Small-scale Entrepreneurs	16 - 27
Teaching Methods	28 - 31
Institutional Arrangements	32 - 36
IV. MANAGEMENT TRAINING NEEDS AND FACILITIES IN AFRICA	37 - 68
A. General Considerations	43 - 44
B. Training Needs:	45 - 53
1. Senior and Top Management	45
2. Middle Management	46 - 49
3. The Supervisor	50 - 53
C. Some Factors affecting Management Development in the Countries Surveyed	54 - 68
V. OBJECTIVES AND REQUIREMENTS OF COMMON TRAINING COURSES FOR HIGHER MANAGEMENT AND EXECUTIVE PERSONNEL IN GOVERNMENT, PUBLIC ENTERPRISES AND PRIVATE BUSINESSES	69 - 97
Understanding between Managers	78 - 89
Common Management Training Courses	90 - 97
VI. CONCLUSIONS	98 - 102

MANAGEMENT DEVELOPMENT IN AFRICA<sup>1/</sup>

## PREFACE

1. With respect to management development in Africa the material available is unfortunately too scanty to allow a reliable evaluation to be made of existing management training facilities, a valid assessment of future requirements for management personnel or of management development requirements. These, in the last analysis, will have to be dealt with at subregional or country levels. However, in an attempt to study management training needs and facilities in the Continent, and at the request of the ILO Advisory Committee for Africa, a preliminary survey was conducted in some African countries in 1964. Copies of the survey are available.<sup>2/</sup>
2. A great deal has been written about the principles, theories and other aspects of management practices by institutes of education, the UN and the Specialized Agencies. However, as it is well-known, formal education alone is not sufficient to make a manager. We are not dealing here with the important aspect of management education (being education in the basic principles and practices of management, carried out in a school or a university as a part of formal education). Management education is usually designed to provide the student with a general knowledge of management as a basis with which to start or, in some cases, continue his career in industry or commerce. This paper is focussed rather on practical and operational actions which can be achieved through international co-operation with active ILO participation.
3. It is hoped that the discussions of the Working Party on Manpower and Training will make it possible for the African countries to lay the foundations for a systematic exchange of experience and to make the most effective use of the very limited technical co-operation resources available in this vital field.

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1/ Paper prepared by the ILO. Since an ILO Technical Meeting on Development of Managerial Resources in Africa is to be held in December 1966, this report will constitute part of the documents of that Meeting.

2/ ILO: Survey of Management Training Needs and Facilities in some African Countries, Management Development Series: No. 4, (Geneva, 1965) (Offset)

## CHAPTER I

### THE ROLE OF MANAGEMENT IN ECONOMIC DEVELOPMENT <sup>1/</sup>

4. The improvement of the conditions of life and employment of workers, and ensuring for them a fair share of the wealth which they participate in producing have been the concern of the International Labour Organization from its inception. However, if the productivity of an available set of resources - including human resources - is low, because of inefficient management, the wealth accrued will undoubtedly be reduced and, in consequence, the return to be distributed smaller and the standard of living lower.<sup>2/</sup>

5. On the other hand, in order that industrial development can promote social progress, countries must formulate and apply sound labour policies for developing and utilizing their human resources so that these in turn may accelerate the process of industrialization.<sup>3/</sup> Important in this process is a continuing rise, not only in the real value of goods and services produced in the economy, but also in the ability to increase sales. This expansion requires paying special attention to:

- (a) a reliable and valid assessment of demand, represented by real purchasing power, interpreted into the correct selection of product and the capacity to supply the internal market and to export;
- (b) an optimum allocation of the economy's resources among alternative activities;
- (c) the quality and quantity of the economic resources (natural resources, capital and the services of men devoted to productive activities); and
- (d) employing the most suitable technology.

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<sup>1/</sup> For a fuller discussion of the subject refer to ILO: Management Development Programme, G.B.164/O.P./D.3/1 (Geneva, 1966) on which this paper has drawn extensively.

<sup>2/</sup> ILO: Report of the Director-General, Report I, International Labour Conference, 32nd Session, Geneva, 1949 (Geneva, 1949), p. 34

<sup>3/</sup> ILO: Industrialisation and Labour, Report of the Director-General, Report I, (Part I), International Labour Conference, 50th Session, Geneva, 1966 (Geneva, 1966).

6. Undoubtedly, a very considerable degree of control over these aspects, and consequently over the development of the economy, is exercised by the managers of private as well as public enterprises. A suitable management organization is necessary if an enterprise is to be operated efficiently. It has two main functions: entrepreneurial, i.e. innovation and under-taking of the risks involved, and managerial. The latter may be classified under various categories, namely: planning, staffing, motivating, organizing, directing and controlling. In countries where all means of production are publicly owned, the government takes the major risks normally taken by a private enterprise.

7. In a very small enterprise, of course, these functions may all be performed by a single person, the owner-manager; in larger enterprises, there may be a division of functions amongst a complex hierarchy of positions. Ownership may be separated from management, and management may be subdivided into "top", "middle", and "lower" management, and "line" and "staff" management. Obviously the larger the enterprise the more complex the organization required. Management personnel includes owner-managers, managing directors and departmental managers, administrative staff, specialists in management techniques and certain categories of supervisors. The influence which this relatively small group has on the factors of economic growth is indeed disproportionate to its numbers.

8. The role of the managers, at various levels of the enterprise, was summarized by a group of experts who met at Bangalore in 1959 to discuss problems of productivity improvement in the following terms:<sup>1/</sup>

"Primary responsibility for achieving a high level of productivity and efficiency within the undertaking rests, however, with the management, especially the top management. The middle management - heads of departments and assistant heads - has the responsibility for initiating, carrying through and maintaining improvements in productivity, but it is the top management which decides major

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<sup>1/</sup> ILO: Raising Productivity, Conclusions of Three International Meetings of Experts (Geneva, 1959), p. 17.

"questions of policy, establishes the organizational structure of the undertaking, allocates duties and responsibilities and is responsible in the enterprise for the over-all co-ordination of all activities. The top management is also primarily responsible for the quality of the relations between management and workers within the plant. Unless top management performs its functions efficiently, the best efforts of middle management, supervisors and workers are likely to be frustrated."

9. In the final analysis, the power and influence of the managers - especially the top managers - lies in the fact that they have the power of decision, a fact which should always be kept in mind when designing management development programmes.

## CHAPTER II

### MANAGEMENT DEVELOPMENT

10. Management development may be defined as the "activity directed towards the further development of the knowledge and skills of practising managerial personnel and the modification of their concepts, attitudes and practices. It covers all functions of management and all levels of managerial personnel up to and including top management. This latter group also includes any owner or employer who is engaged in managing his own enterprise. It may be considered to include consulting and advisory services designed to improve managerial performance".<sup>1/</sup>

11. The development of practising managers is comparatively new, even in the most highly industrialized countries. Today, it is becoming widely accepted that management is a profession with its own body of academic knowledge and that a manager, like any other professional man, should continue to improve his professional knowledge throughout his working life. In twenty years there has been an almost complete change from the attitude, formerly prevalent everywhere, that it was impossible to train managers through special programmes - they must learn by experience !

12. There are various reasons why management development has been recognized, in the last few years, as being of key importance to industrial development and to the success of individual enterprises. In the highly industrialized countries competition, in internal and export markets, has intensified; mergers have increased the size of most of the leading firms everywhere (although small firms continue to be born and to prosper), and the investment in capital equipment, following the great advances in technology, has grown enormously. There is yet another factor. The war gave rise to a number of mathematical and other scientific techniques which were used successfully for strategic, tactical and logistic purposes.

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1/ ILO: Social and Cultural Factors in Management Development, Management Development Series: No. 5 (Geneva, 1966) (offset), para. 9 of the Conclusions.

Many of these techniques, for example operational research, statistical quality control, linear programming and others - like the long-established but formerly not so widely practised technique of work study - have led to a proliferation of specialists.

13. On the other hand, the employment situation has changed radically in all the industrially advanced countries. The threat of dismissal can no longer be sufficient to maintain industrial discipline nor can it ever be a substitute for effective management practices. Today's management must know how to motivate workers and staff or lose them. Not only must better conditions of employment be offered; managers must also give active and intelligent leadership and develop their human resources. The growing body of comparative research on industrial performance has demonstrated management's key role.

14. Senior managers are becoming increasingly aware that they must know enough about new techniques and the role of the specialists to be able to use their services properly, to co-ordinate their activities and interpret the information which they provide. Meanwhile, they recognize the need of a continuous and increasing development of the specialists themselves to keep up-to-date with progress in their respective fields.

CHAPTER III

THE DEVELOPMENT OF SMALL ENTREPRENEURS IN AFRICA <sup>1/</sup>

15. The case for small-scale industry playing a leading role in the economic development of Africa is by now well established and documented.<sup>2/</sup> Governments are becoming increasingly aware of the need to design programmes and policies which will encourage the growth of small businesses. This present chapter will concentrate on just one aspect of these programmes, the training of indigenous small-scale entrepreneurs (both existing and prospective) in an African context. It is worth reiterating at the outset, however, that these will only be effective if small businesses in general operate in a favourable economic climate. This is largely conditioned by sound public policies, such as the provision of adequate credit facilities, equitable pricing and allocation of scarce raw materials, a fair share of licences for imported equipment, tariff protection for infant industries and a legal system which allows private economic decisions to be made and implemented and provides protection for the assets owned by an enterprise against appropriation by others.<sup>3/</sup>

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<sup>1/</sup> Chapter prepared by the ILO in relation to Item 7 (iii) of the Provisional Agenda.

<sup>2/</sup> See for example: H.W. Singer: Small-scale Industry in African economic Development in "International Development: Growth and Change", McGraw Hill, 1964.

Small Industry in East Africa, Economic Commission for Africa, October 1964.

ILO Activities relating to the Development of Small-Scale and Handicraft Industries in Africa, 1960-65, ILO Geneva, December 1965.

The Role of Small Enterprises in the Industrialisation of the Arab Countries, ILO, Geneva, January 1966.

<sup>3/</sup> On this last point see: B.F. Hoselitz, "The Entrepreneurial Element in Economic Development", UN Conference on the Application of Science and Technology for the Benefit of the Less Developed Areas, 1963.

Managerial Functions of Small-scale Entrepreneurs

16. Industrial entrepreneurship, usually involving investment in fixed assets, requires long term planning and anticipation of future possibilities, and not merely reacting to emergencies as they arise. The entrepreneur has to think ahead more than most people, and generally the larger a business grows the greater the importance that must be given to planning.
17. He must also organize the activities of other persons - a co-ordinating function. It is in this area of planning and co-ordination that the strictly managerial functions assume importance, and where managerial techniques and tools, which can be taught and acquired, should be combined with innate entrepreneurial characteristics, such as imagination, drive, initiative, inventiveness, risk acceptance, decisiveness in face of uncertainty, etc., to ensure business success.
18. All the labels which are given to specialized managerial techniques found in large organizations, industrial engineering, cost accounting, preventative maintenance, inventory control, market research, personnel management, etc., can also be applied to the activities of the owner/manager of a small firm. The difference between them is largely of sophistication, complexity and choice of appropriate managerial techniques. Most managerial techniques involve control - control of workers, materials, machinery, quality, money, etc. When large numbers of any of these things are involved then the controls over them must be formalized and "depersonalized". In this way decisions can be made on factual information which has not been collected or observed by the manager himself. Work routines and rules of behaviour (for time keeping, disputes, etc.) must be codified and instilled through formal media. This in turn requires techniques of selecting, collecting, recording, sifting, analysing and communicating these control information and instructions. Hence the specialized clerical, technical supervisory and managerial personnel which must be present in large organizations if they are to operate smoothly and the directors are to be fed with the data they need for long term planning. This explains why the economies of scale achieved in production in large firms may be offset by higher administrative overheads.

19. In very small firms, however, most of these techniques and personnel are unnecessary, because the numbers of workers, machines and products involved are small enough for the control to be exercised by one man, largely by personnel action or instructions based upon his observations, experience and memory, rather than on recorded data. Nevertheless the same basic functions are still required in both small and large firms. Take quality control for example. The success of both types of organizations depends, inter alia, upon maintaining a consistent quality of product to meet the standards demanded by their particular markets. The small-scale entrepreneur, like the managers of large firms, needs to know what is required of his product and how to reach this standard by the selection of materials and in the production process. But he can see or inspect a wide enough selection of customers, suppliers, materials, work in progress and finished goods, to be able to set these standards and control them himself. The very large organization, on the other hand, needs personnel familiar with probability theory for the sampling of markets and products, laboratory examination of materials, psychological and medical tests for the selection of inspectors, etc., i.e. systematic procedures to measure and record the characteristics of people and things in an objective way so that control can be maintained despite large numbers and remoteness from the point of activity or source of information on the part of management.

20. This distinction between managerial functions in small and large firms is an important one for those who have to draw up training syllabuses. It will be seen that the managerial tools required by small-scale entrepreneurs have a predominantly technological content. A course on quality control for small shoemakers, for example, would include instruction on how to cut leather, to take account of the lines of stretch and varying substances of each skin, to control the height of the back-parts of the shoes, etc. It would not cover such topics as statistical control of experiments, activity sampling and the correlation of the length of the working day with the reject rate of quality inspectors, all of which might feature in a course for quality control managers of large shoe factories.

These latter are generalized techniques which can be applied to a wide variety of products. The former, however, demands a detailed knowledge of the particular product in question, its materials and components and the manufacturing process used.

21. Of course common elements and principles can be found in the practice of management from one small business to another in different industries. Also as a business grows, less reliance can be placed on the owners observations and decision-making becomes more "ritualised", based upon assembled data or delegated authority. An enterprise employing only five workers can more easily be controlled by word of mouth decisions by the owner than one with 75 employees. And there are undoubtedly differences in this respect according to the technology used, e.g. between process and "one off" industries.

22. In general, however, it would seem that training courses for prospective African entrepreneurs, or for those already operating units with fewer than hundred workers, ought to be built around the particular technology of each trade. This means that the trainers should be familiar with specific industries, and the techniques appropriate to them, rather than be specialized in one or other of the managerial fields such as industrial engineering, marketing, accounting, etc.

23. On this point a distinction should be made between training courses and consultancy services. A good industrial engineering or marketing consultant, if given sufficient time in a clients factory, will be able to acquire enough technical knowledge of the particular product being manufactured to adapt his generalized management technique to the needs of the situation. A specialized industrial background is not an imperative in this kind of consultancy work. But this approach to development is very expensive and would mean that only a tiny fraction of firms could be covered in the small-scale industry sector. Classroom training, combined with short visits to teach entrepreneur by extension service staff allows knowledge to be disseminated more widely. Here, however, the instructors do not have the time to gain the necessary specialist knowledge of each trade from scratch. They must therefore bring it with them in the form of prior experience.

24. Even this, by itself, is insufficient. When foreign instructors are used they should not only have a specialized industrial background but, before embarking on a training course, they should be given an opportunity of discovering the undoubted differences which will exist between these industries in their own countries and the African country to which they are assigned. An awareness of these differences, and some understanding of the economic and social factors responsible, are prerequisites for well designed training curricula.<sup>1/</sup> A lot of time spent preaching the virtues of flow production lines and high division of labour which might be applicable in the expert's home country, will be wasted if the capital and managerial resources required to set up and control them are just not available locally.

25. The fact that successful technical co-operation programmes involve much more than a direct transfer of knowledge is being appreciated by both donors and recipients alike. Thus Professor Everett Hagen has said: "The American who feels that his technical method of doing a job, and of organizing an enterprise for its doing is the most efficient way, and that his job is to show the indigenous individual the efficient Western way has partly failed in his job before he starts. The adviser's job is to learn the context within which the indigenous individual operates and to be creative in adapting advanced techniques so that they will function within that relationship".<sup>2/</sup>

26. Similarly Mr. Macosso, the Congolese (Brazzaville) Government delegate to the 1966 ILO Conference expressed the hope that "experts will endeavour to acquaint themselves fully with the needs of the countries helped, to adapt their counsels to the needs expressed and not to seek through rigid introversion the adaptation of the latter to the former."<sup>3/</sup>

<sup>1/</sup> This point is stressed in the Conclusion of the Meeting of Experts on Social and Cultural Factors in Management Development, ILO Geneva 1965, which discusses training techniques for professional managers of large-scale industry.

<sup>2/</sup> From Professor Hagen's contribution to "Development of the Emerging Countries - an Agenda for Research"; The Brookings Institute 1962.

<sup>3/</sup> Provisional Record International Labour Conference, 13 June 1966.

27. These views apply particularly to anyone working in the area of small-scale industries, which operate at the grass roots level of economic and social life in each country. They are therefore a truer reflection of its characteristics than many large-scale organizations which exist in "foreign" enclaves of their own.

#### Teaching Methods

28. This leads us to a discussion of teaching methods. Most of the existing or prospective entrepreneurs in Africa will have had only a primary or technical secondary education. They will not be accustomed to thinking in abstracts or generalized terms. Even those managerial techniques which have universal application in small businesses (like some accounting methods which are required for external control purpose - taxation, etc.) still need to be described and illustrated by reference to the particular products and processes familiar to the trainees if they are to be grasped thoroughly. The owners of small factories should not be expected to relate general principles to their own specialized needs. It is far better to teach them in a technical language which has a direct interest to them.

29. In view of the shortage of teachers with an industrial background in Africa, a strong case can be made out for the use of teaching machines and programmed books. These should have been prepared by persons acquainted with the African situation. Material assembled for presentation in the West will generally be inadequate. A liberal use of pictorial images to convey ideas is called for in multi-lingual tribal societies, where the knowledge of the lingua-franca, English or French, may be rudimentary. These will also help the entrepreneurs to transmit their newly acquired knowledge to their own workers who will often be illiterate. Visual aids of all kinds, flannel boards, overhead projectors, flip charts and films, should be employed at every opportunity to explain and reinforce the written and spoken word.

30. In parenthesis, it is interesting to note that the recent developments in learning theory, upon which programmed instruction is based, have reinforced the arguments in favour of the "bridging" role that small firms can play in the transition from a backward to an advanced industrial economy. Just as the individual learns best if the knowledge is given to him in the form of small, graduated steps, at each of which he can check whether he has absorbed the information before proceeding to the next, so society as a whole can more readily gain the knowledge and experience to run a complex industrial structure if it has gone through the stages of operating small and medium businesses with relatively simple technologies and organizational problems. In other words, learning in all its forms, should be seen as a cumulative, progressive process.

31. Returning to training methods, case studies can be useful in stimulating a business problem, but these should preferably contain African characters and situations and refer to the particular industries from which the trainees are drawn. As far as possible, however, situations should be experienced or witnessed rather than simulated. In other words, on-the-job training, where the entrepreneur is helped to overcome real live problems as they arise, is better than desk study. Group visits to factories to see managerial techniques in action may be arranged. Full time residential courses for would-be entrepreneurs could have a small manufacturing unit attached, run on commercial lines, in which the trainees could be given responsibility for certain aspects of the day to day operation during this period.

#### Institutional Arrangements

32. Finally, we come to the question of the appropriate institutional framework for these training programmes. A formula which is frequently encountered is the multi-purpose small industry institute sited in a major city, but with extension arms aimed at providing services to smaller units in the provinces. Experience has shown that this is not an ideal answer. Some of the reasons do not concern us now, but of relevance are the following factors:

- (a) small entrepreneurs living more than a few miles away from the Institute cannot afford the time or expense to attend courses. Their business would collapse if they left them for several days on end.
- (b) It is very difficult to find qualified extension personnel willing to travel around giving advice to the entrepreneur in situ. Government pay scales and travel expenses are often not attractive enough. Their families live in the capital city where amenities are very much better. Hotel accommodation in the villages and small towns is frequently primitive.
- (c) An institute designed to serve small firms per se, in whatever industries they may be found, usually finds itself staffed with generalists or administrators and lacks the technical experience in depth to contribute very much to specialized needs of each industry.
- (d) The attitude of the small-scale entrepreneurs towards these government sponsored organizations may be, at best, one of apathy because they feel that they have little to learn from "theoreticians" and because they have no financial stake in their operation, and at worst, a suspicion of government prying into their own affairs.

33. If these points have any validity, a new approach is suggested. One of the major arguments for small-scale industry playing a leading role in African industrialization is the fact that small units can be viable in the smaller towns, and that the geographical scattering of industry will induce more balanced economic and social development between urban and rural areas. Training programmes could assist in this process if they too were decentralized, by bringing them to the entrepreneurs rather than vice-versa. The physical facilities probably exist already in the provinces in the form of classrooms and equipment in the technical schools under the educational ministries. If not, any meeting room can be improvised and existing small factories used as demonstration units.

34. What is more important is that the local government authorities and the businessmen themselves should participate in the planning, financing and execution of these programmes, so that they are designed around local needs and personal involvement in their successful operation is ensured. Evening classes after normal working hours could be organized, with the instructors drawn from industry itself, the teaching staff of technical schools and accountants in private practice. Regional associations of manufacturers in each major trade could be formed and assume responsibility for, inter alia, training programmes for their members. Full time courses of six months or a year for prospective entrepreneurs might be fitted into the curricula of these technical schools or adult educational colleges.

35. This dispersal of training facilities might result in a lowering of quality compared with the level which could be attained in a central institute. This can be justified if it results in "multiplying the islands of development in Africa", to use Singer's words<sup>1/</sup>, rather than in deepening the existing islands. At the moment there is a tendency to make invidious international comparisons about training facilities and the calibre of staff employed. These are irrelevant and dangerous. The best international standards could only be achieved in most African countries by putting all their training eggs in to one basket. What is likely to be more conducive for harmonious and sustained growth is the widespread improvement in managerial methods in small-scale industry, compared with the present level in each country. It is better to keep an eye on these internal indicators of progress than to set too high an initial standard, which would inevitably result in failure, disappointment and undue concentration of resources.

36. On this question, let us leave the last word to an African spokesman, Mr. Morah, the Nigerian Government delegate to the 1966 ILO Conference. In the following extract from his speech to the plenary session, Mr. Morah refers specifically to the International Centre for Advanced Technical and Vocational Training at Turin, but his words apply equally to training facilities, techniques and institutions in Africa itself.

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<sup>1/</sup> Singer, op.cit.

"There is no doubt that in our epoch training techniques have already reached amazing heights in some countries, producing results which are breathtaking when compared with the past.

Naturally, my Government favours the view that it is only proper that both the techniques and the equipment in use in Turin should approximate as far as possible to the best which have been tried elsewhere and proved effective. It is in this way that the world as a whole would serve as a research laboratory and make the fruits of its labour available at the Centre.

Nevertheless, my Government wishes to sound a note of caution in this context. The use of these modern developments must not be made in utter disregard of conditions which obtain in countries from which students are drawn for training. In general, these are the developing nations which do not have the means to equip themselves with the most modern machines which call for extremely refined and complex skills in the men who use them. If students leave Turin for their homes and fail to find opportunities to apply what they have learnt, they will most likely be exposed to frustration, and their countries will not reap the full benefits of their training.

For these reasons, the Institute should always strive to achieve the difficult dynamic balance between its methods, its equipment and the conditions broadly existing in countries from which the students are drawn."

#### CHAPTER IV

#### MANAGEMENT TRAINING NEEDS AND FACILITIES IN AFRICA

37. African presents special problems because of the very limited numbers of qualified people in most of the countries. There are two areas for action in the management field: the first is the training of African managerial staff to replace expatriates in the larger private companies and in the public sector enterprises, the second is the development of entrepreneurs for the small enterprises.

38. In the course of the Second Session of the ILO Advisory Committee for Africa, held in Tananarive in April 1962, a discussion took place on methods and principles of wage determination in different African countries. The Committee examined, in particular, a report whose principal theme suggested that "rapid economic development in all sectors is the principal means of achieving substantial increases in wages". In discussion it was generally agreed that if wage increases were not to limit expansion of employment and production they must as far as possible be accomplished by an increase in productivity.<sup>1/</sup>

39. On this point it was recognized that, in order to achieve a general increase in productivity, it was not enough to raise the output of workers, but that it was equally necessary to achieve improvement in the productivity of all the other factors of production - primarily a management's responsibility.

40. In undertaking the preliminary studies of management training needs in thirteen African countries, attempts were made to establish what management training facilities were available in each country, if any, both publicly and within companies, and to identify areas, where the need for improved training facilities was greatest.<sup>2/</sup> It is hoped that a complementary survey would be undertaken to cover the rest of the continent.

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1/ ILO: Report of the African Advisory Committee, Second Session, Tananarive, 3 - 13 April 1962 (Geneva, 1962) (mimeographed) (AF. A.C./II/7), paragraph 102 (d).

2/ ILO: Survey of Management Training Needs and Facilities in some African Countries, op. cit.

41. Since it cannot be expected that all the facts relating to such a vast area and wide range of conditions would be revealed by a preliminary survey, many of the points discussed here, which are based on its findings, must be treated as more or less the consensus of the most informed opinion available. While the greatest care has been taken to check the accuracy of all information, some generalizations are necessarily more closely applicable to some countries or regions than to others.

42. The survey has shown that while the importance of sound management training is being increasingly recognized, the means are too often lacking.

A. General Considerations

43. In all the countries covered by the survey, practically all the bigger undertakings are still effectively managed by expatriate staff. This is largely so whether the undertaking is state-owned or in private or semi-public sectors. There are, of course, noteworthy exceptions such as the Nigerian Ports Authority and the State enterprises in Ghana where African management predominates.

44. The immensity of the task of introducing adequate management training provision into Africa to meet the development requirements is partly a function of the size of the continent and of some of the existing differences even in the one country. Such differences, so varied and at times intense, point to the dangers of considering the extension of management training as susceptible of common solutions. Regional training centres covering groups of neighbouring countries of common official language may have big advantages of economy and efficient use of resources. Such an arrangement, however, should be carefully studied and due account must be taken of probable obstacles. Experience everywhere else in the world shows that basic training is best carried out country by country so that the training can be adapted to meet individual conditions and needs and, in particular, proper arrangements can be made for practical work. Meanwhile, adequate planning, even by stages, should be made to ensure successful implementation.

B. Training Needs

1. Senior and Top Management

45. As yet Africans in senior management positions in industry in the countries surveyed are rare except, to a still limited extent, in Nigeria and Ghana. Again, men with the requisite attainments and experience are still attracted to, and held by the civil service. A few are to be found in publicly-owned enterprises. A few men of stature and reputation in other walks of life have been appointed to the boards of large industrial and commercial concerns in the private sector, but it is at top and senior management levels that the process of effective handing-over must inevitably be slowest. The African middle managers of today need longer experience on-the-job before they are ready to fill effectively the highest positions. Some forms of external development aid may speed the process a little. Senior management seminars of a few days' duration are often well attended, but mostly by managers from the more enlightened companies. Travel and study tours in the industrial countries can be useful if the time can be spared. The day is approaching when residential administrative staff colleges for East and West Africa will fulfil a valuable function. However, it is not sure if an adequate supply of students of sufficient calibre and numbers could attend. Meanwhile, many large expatriate-owned companies are successfully developing African executives, though on a limited scale, in their internal training schemes at home and abroad.

2. Middle Management

46. At the level of middle management the position of chief of personnel or industrial relations is one of the first to be entrusted to nationals of the countries surveyed. There is a widely held view among expatriate employers that an African personnel officer, adequately trained, will be better equipped to understand and resolve many social and labour problems arising from workers belonging to different communities, ethnic groups or tribes. While this practice has frequently met with success, there have been cases where an African personnel officer failed to gain the confidence of his fellow employees from the same tribe or community because he was not able to handle local problems efficiently, due to lack

of expertise in his job, based on sound training and experience. At present the most able personnel officers are those who have been sent abroad for part of their training. Training in the personnel function is increasingly available in a number of more developed countries but the need for more and improved courses in human relations and personnel techniques is growing and will continue to grow as more Africans are appointed to personnel positions.<sup>1/</sup> In Nigeria, for example, the new Personnel Management Advisory Service of the Federal Ministry of Labour is likely to accelerate the setting up of personnel departments in many undertakings around the country.

47. Effective training facilities in the functions of financial management and accounting, in production management and industrial engineering, and, to a lesser extent, in marketing and sales management are increasingly proving quite inadequate to meet the needs of most countries.

48. To insure appropriate management succession in the larger expatriate-controlled enterprises, the training of middle managers is done on-the-job and by internal training schemes in Africa or abroad. But by no means are all Africans with middle management potential employed in the big expatriate companies; and it is for those outside this perimeter in particular that adequate external training facilities are urgently needed. In one company in Central Africa, the management decided to promote an excellent African head storekeeper to a higher position but were thwarted by being unable to find a reliable successor at the store-keeping level.

49. The problem of finding men of appropriate educational attainment for middle management trainee appointments is acute throughout tropical Africa. Many factors militate against an adequate supply of suitable candidates. In the first place the young African student at university or higher school certificate level usually first seeks an appointment in

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<sup>1/</sup> For a fuller discussion see ILO: Industrial Relations in Certain African Countries - Documentation and Summary of Proceeding of a Seminar on Industrial Relations, Abidjan, 15-26 October 1963, Labour Management Relations Series: No. 23 (Geneva, 1964) (Mimeographed).

government service for reasons of prestige and security . Industrial management rarely appears to him as a possible alternative, such is the image of industrial and even commercial employment in many countries. In this attitude he is, perhaps, unfortunately, encouraged by government, universities and secondary schools which exercise strong pressure and sometimes compulsion to steer him into the civil service. In some countries with a longer history of secondary and higher education, the staffing needs of the civil service are approaching fulfilment, and it is to be hoped that thereafter promising young men will be encouraged to turn increasingly to occupations for progressive employment and training in industry. In a large concern in West Africa a number of excellent management trainees have been recruited from among the ranks of students who have failed to gain their degree at universities abroad and so lack the required qualifications for entry to the civil service at higher levels.

### 3. The supervisor

50. Supervisors, being usually the most numerous group in a management hierarchy, generally provide the greatest source of management succession by promotion. This is particularly the case in many African countries where the need for training supervisors is becoming increasingly acute.

51. As a matter of fact, in most of the countries visited a good start has been made in this area by in-plant training schemes and by courses organized by training centres, management associations, employers' organizations, chambers of commerce, technical colleges, university extra-mural departments and the like. But the need remains great and the supply of good facilities still quite inadequate. Moreover, the quality of some of the courses observed is uneven and there is a great need for experiment and research in the training methods employed and their adaptation to African needs.

52. As elsewhere, the base of training must rest on a foundation of literacy and adequate use of language. If this is lacking, it must be provided before specific supervisory training can effectively begin. Far too much potential supervisory talent is being wasted and frustrated

around Africa today because of lack of adequate functional literacy. Much progress is now being made in making good this lack for the benefit of the next generations of workers, but one is left with the problem of very large numbers of men in the working age group who are denied well-merited promotion through inadequate or total want of basic schooling. This is probably the greatest single retarding factor in the process of Africanization.

53. The level of supervisory performance ranges from the sophisticated and competent in some of the larger manufacturing concerns to the seemingly feudal on some plantations. Most plantations suffer from a near absence of middle-management levels with nothing between the overworked plantation manager and his one or two immediate assistants and the head foreman level, the latter with little or no education or training for his post. As a result, communication between management and labour in both directions usually breaks down, unsound practices abound among supervisors and good morale becomes impossible of achievement.

C. Some Factors Affecting Management Development in the Countries Surveyed

54. The consensus of informed opinion indicates that the intelligent African, in the countries surveyed, intellectually equipped and with sufficient education to assume management responsibility, has an immense desire and respect for knowledge which will aid his advancement. He is usually an assiduous student. Tutors on residential courses report that informal discussions groups and study of the documentation continue after class hours.

55. It seems to be a commonly held opinion that most Africans believe that, given the requisite knowledge and skills, they can do almost any job. Their dictum is "Train us in how to manage and we shall be good managers". However, there seems to be a misconception (to be widely found also outside Africa), in the existence of "trick" methods for the rapid solution of management problems which are being deliberately withheld by the teachers. This attitude is all too familiar to teachers

of management almost everywhere in the early stages of management training programmes. To avoid being drawn into giving the "right" solutions demanded by trainees is a problem every management teacher has to face.

56. Because of inadequate formal education it should be expected that trainees may be very quick to grasp concrete ideas and to assimilate techniques, but have difficulty in grasping abstract concepts. This is an important consideration when developing course material and methods of presentation.

57. The basic education of many who may be called upon to become supervisors and even managers has often been sketchy, even in such subjects as simple calculation and the use of the written and spoken word. Any shortcomings in these basic subjects must be remedied before management training can begin to be effective.

58. With regard to course content and presentation, it must first of all be remembered that to the vast majority of Africans coming for management training, French and/or English are not their mother tongues; they are foreign languages which require formal instruction especially in technical usage. This is a problem which arises in many parts of the world where the use of a foreign language is involved. Special attention should be paid to the use of language when preparing and giving courses, including very clear enunciation.

59. The characteristics common to people everywhere that visual recollection is superior to aural recollection may be, if anything, even stronger in Africa. Hence the extensive use of visual aids to retain attention and encourage recall is of vital importance. Care should be taken to ensure that these are in a familiar visual idiom.

60. However, the average African has not been brought up on picture books, mechanical toys, and assembly kits. Nor is he likely to have been raised in a family circle where at least one and usually more of his close relatives are in industry or commerce and where the terminology of business life is common coinage of mealtime conversation. In his family circle

there is not likely to be anyone to whom he can turn to for elucidation of the mysteries of an industrializing society. These may be factors of importance in the design of training models.

61. Perhaps for climatic and sometimes for nutritional reasons, trainees in Africa find the exercise of sustained effort and attention on courses quite difficult. This is an important point to bear in mind in designing course timetables and teaching methods.

62. Diplomas, certificates and awards for successful achievements represent a powerful incentive to maintain attendance at courses. This, again, is common in most other parts of the world and is quite understandable in regions where a high level of education is not something that can be taken for granted and where proof of attainment may be demanded by prospective employers or when promotion is in question. Despite this, and particularly at supervisory level, a common feature is a fear of assuming personal responsibility for decisions, people, materials or cash. This calls for careful on-the-job training and constant follow-up.

63. Because industry is still comparatively rare in most African countries, the educated young man may be subjected to strong family, social and official pressures to convince him that employment in industry or commerce is something inferior and that he must strive to achieve employment in the government service. He will thus become a person of importance, will win the respect of his community and be able to look forward to a life of relative security. This outlook was common in other parts of the world up to a few years ago; the growth of industry, and particularly of large enterprises, and the high salaries offered, usually higher than those in government at an equivalent age, is rapidly changing it. The same may be expected to happen in Africa as industrialization proceeds.

64. As in many parts of the world, too often successful completion of a technical or artisan training course is regarded as the door to escape from manual or physical work or from the workshop. Equipped with it, the prized white-collar job, the desk and the administrative position of prestige come within reach. On the other hand, the attitude of some educated Africans who are willing to get their hands dirty is a stimulation for others to develop industrial practice.

65. At the higher level the attainment of a degree or higher diploma may be regarded as the direct passport to full management status and financial benefits without the necessity for spending any substantial time learning how to apply the theoretical knowledge to the special requirements and conditions of the new occupation. This attitude is, of course, by no means unknown among graduates in industrially advanced countries.

66. It is important to remember that, whatever position an African manager or supervisor may occupy in the hierarchy of the organization employing him, he also has a position in his tribe and local community which exercises a strong influence on his daily life, and relationships, and which may conflict with his work status. This factor may render management selection and promotion more difficult, since the appointment to a managerial post of someone not enjoying tribal status as high as some of those over whom he has managerial authority can cause a breakdown of this authority.<sup>1/</sup> In some countries, party political affiliations are also growing in importance.

67. In common with many peoples all over the world, the extended family, the community and, in the case of most African countries, the tribe are the objects of responsibility of the individual and he usually contributes handsomely to their support. This is normal in all countries where, until recently or even at the present time, state-operated systems of social security are non-existent and the welfare and even the survival of the individual depends upon his being supported by members of his family if he falls upon hard times.

68. Many of these observations illustrate the near futility of assuming that management practices can be transplanted into Africa with any hope of success unless they are skillfully adapted. On the other hand, there is a great deal to learn from the experience of other countries provided that due account is given to the needs and characteristics of the country concerned.

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<sup>1/</sup> ILO: Social and Cultural Factors in Management Development, op.cit.

## CHAPTER V

### OBJECTIVES AND REQUIREMENTS OF COMMON TRAINING COURSES FOR HIGHER MANAGEMENT AND EXECUTIVE PERSONNEL IN GOVERNMENT, PUBLIC ENTERPRISES AND PRIVATE BUSINESSES<sup>1/</sup>

69. Throughout the world there has been for decades a general tendency for governments to become more and more involved in the running of enterprises of a type which were formerly exploited exclusively by private enterprises. In some cases, such enterprises are run directly by Ministries, in others, they are run by corporations whose capital comes wholly or partly from public funds. Even when the enterprises are left in private hands, governments often feel it necessary for economic, financial or social reasons to regulate and control industrial and commercial activities.

70. In African countries, in order to stimulate the rapid exploitation of the countries' resources, governments often find it necessary to undertake new industrial and commercial tasks. In fact, in many African countries the public sector share of the total expansion investment in development plans is at least 50 per cent.

71. In these circumstances, the knowledge, skills, training and experience required by those in managerial positions in public corporations and in large private undertakings are in many cases identical and in others very comparable. Similarly, the development of those in controlling positions in Ministries and Government Departments must include knowledge, skills, training and experience which enable them to understand fully the requirements, operational necessities and problems of the industrial and commercial undertakings which they are responsible for regulating and controlling. Full mutual understanding and confidence can only be achieved by a common background and training. Up till now, force of circumstances has sometimes achieved this end: senior civil servants

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<sup>1/</sup> Chapter prepared by the Secretariat.

have been transferred to managerial positions in public corporations, and in some cases have been attracted to managerial jobs in private enterprise. In many cases they have been supplemented, and their training and development speeded and expanded, by the presence of foreign experts whose services have been obtained or retained by the government or the enterprise concerned. A combination of the two adds the indispensable knowledge of the environment to the necessary skills of management and makes a good provisional arrangement, but this cannot be considered a satisfactory long-term solution to the problems of indigenous management development. The only way of resolving this problem is to give local training in management to entrepreneurs and managerial personnel in government as well as in public and private enterprises, so that qualified Africans can undertake the responsibilities of management and control of development projects. It is therefore highly desirable that common training courses should be established to cater for higher management and executive personnel in government, public corporations and private enterprise.

72. By "higher management" is meant not the Workshop or Departmental levels, but the third and fourth line personnel, i.e., in the Civil Service: Permanent Secretaries, Principal Assistant Secretaries, Senior Assistant and Assistant Secretaries, and in Private Enterprise: Managing Directors, Board Members, Heads of Divisions, General and Assistant Managers.

73. The concept of common training courses for government and private enterprise senior personnel has been developed in the establishment of Staff Colleges in certain countries, and in certain higher management development projects sponsored by the ILO. Even in countries where this has been done, however, no action has usually been taken to rationalize the training for higher management as a whole and to integrate or co-ordinate the activities of all training institutions responsible for higher management development. In the larger and more highly developed countries of Africa it may be necessary or desirable to have a number of different management development institutions specializing in different fields, but even in such cases, consideration needs be given to the role

of each such institution and to the co-ordination of their activities, as well as cross-fertilization between them. In the smaller and less developed countries, scarcity of finance, expertise and other resources will in almost all cases point strongly to the need to integrate such training in one institution. In such circumstances, the proliferation of institutions such as Institutes of Public Administration, Institutes of Management, Productivity Centers and Staff Colleges can only result in the waste or uneconomic use of scarce resources. In some cases, it would probably be desirable for a number of countries to establish one such institution to serve them on an area or sub-regional basis, such as has been done in the case of the East African Staff College.

74. Whilst careful consideration should be given to the necessity for, or advisability of establishing a separate institution for management development, and an examination made of the possibility of incorporating this facility in a suitable existing institution, if one exists, there is no doubt that only benefits can accrue from the opportunities, however created, for the training of senior level staff in the techniques and disciplines of the science of management.

75. Such an institution, whether national or multi-national, and however constituted should be given responsibility for:

- (a) conducting courses and seminars for both public and private sectors;
- (b) inculcating managerial principles and techniques in senior officers from all professions;
- (c) promoting improvements in management techniques;
- (d) providing advice on urgent management problems to governments and business;
- (e) providing a forum for the exchange of experience and ideas in management.

76. It is not intended that the instruction given in the institution should in any way attempt to replace the knowledge gained by the practical training given on-the-job in industry. It is impossible to simulate in an institution the actual conditions existing in the world of business and

industry, but conversely it is not possible, outside the atmosphere created by institutional instruction and free interchange of ideas, to effect the understanding and cross-fertilization so necessary to be engendered if the endeavours of government, public corporations and private enterprise are to be welded into an instrument for national advancement.

77. At the level of participants anticipated, formal instruction will be only a fraction of the training activities. Round Table discussion, case studies, visits to industrial and business undertakings and above all, free interchange of ideas must be the rule. Where instruction is given, it should be imparted by persons who have long experience in industrial and government practices, who are down to earth and have a pragmatic approach.

78. One of the major aims of these recommendations is to initiate, during the training periods, a better understanding between those who exercise responsibilities in the economic and social development of their countries in Ministries, and in public and private corporations.

79. Understanding between managers should include three principal fields:

- (a) political understanding;
- (b) technical understanding;
- (c) sociological understanding.

#### Political Understanding

80. With regard to the present situation discussed above, it can be said that expatriate managers are generally fully conscious of the interests of their company shareholders and are accustomed to follow the policy lines fixed by their boards of directors, while public servants in Ministries and public corporations are conscious of the public interest and respectful of the general policy of their governments.

81. Possible conflicts and reasonable convergence between the interests of private foreign investors, financial aid given by foreign states, and the prior interests of the economic and social programme of African states should be the first ground of understanding between managers at a higher level. The assumption that no possible economic development

can be achieved in developing countries without public intervention and control,<sup>1/</sup> and that, on the other hand, private economic activities will in the medium and long run benefit from economic and social changes and progress, will transform managers in both sectors into implementors of common projects and bring them to a better understanding.

82. It should be stressed that African managers of private undertakings should be associated in any attempt to promote a better understanding between those who exercise leadership in national economic development, as many of them will surely take the place of foreign managers, and even of African managers in public undertakings, in the foreseeable future.

#### Technical Understanding

83. In some of the old industrial countries, public enterprises were established with techniques and procedures similar to those in the Ministries, the reason being that the State must retain a firm control over them, particularly in respect of general policy, financial control and audit, personnel administration and recruitment. It is only rather recently that public enterprises, in these countries, have been allowed to take advantage of managerial procedures and methods found to be effective in private firms.

84. African countries do not have such an heritage, even though the colonial administration left them with administrative habits of some weight. Public corporations in Africa, under colonial rule, were principally devoted to trade activities concerning the purchasing, storing

<sup>1/</sup> A.H. HANSON, Social Sciences Department, University of Leeds, writes (French) in Revue Internationale des Sciences Administratives - Vo.. XXXI 1965 No. 2 "L'Organisation des entreprises d'Etat": "On estime généralement à juste titre que les principaux services d'utilité publique ont bien plus besoin d'être assujettis à des directives politiques et à une surveillance constante que des entreprises manufacturières ordinaires, telles que les usines de textile ou les cimenteries. C'est particulièrement le cas lorsqu'il existe un élément de monopole et que la quantité, la qualité et le prix de l'article produit ou du service fourni exercent une grande influence sur le fonctionnement et le rythme de développement des autres secteurs économiques."

and export of agricultural products. Now African governments are facing the new problem of having public enterprises operating banking activities, industries and public utilities.

85. The introduction of new managerial techniques in African public enterprises would not rouse as much opposition as has been the case in some of the old industrial countries, as prejudices and routine habits have not yet had time to develop.

86. Foreign managers in private companies could play an important part in the explanation of new managerial techniques to public managers, thus ensuring a better understanding between them on a practical field of co-operation. On the other hand, public managers should be able to explain to private managers the reasons why the State has to exercise certain financial and administrative controls on public enterprises to make sure that their actions are within the limits of government economic policy and the broad framework of administrative rules.

87. Bringing together in such a way public and private managers, in the presence of high officials concerned with economic policy-making and execution, would result in more initiative on one side and more comprehending co-operation on the other.

#### Sociological understanding

88. The accelerated evolution of techniques, the increasing complexity of political, economic and social problems, urge continuous adaptation of both administrative and private activities to the transformation of society. Management, as a human science or practice, is concerned not only with the training and improvement of the managers, but also with influencing human environment. In this latter field, public managers and ministerial officials will certainly know a good deal more than foreign private managers, and will be able to communicate their experience to them. Nevertheless, both groups must endeavour to adapt their actions to an evolving society, and to increase their sense of responsibility and their aptitude for leadership.

89. It does not seem that there are two separate ways of doing this: government officials and senior representatives of private companies now find that they are both involved and interested in social and economic development and that their respective leadership is of a complementary nature, requiring the same subordination to common interest. Thus nothing should prevent managers, coming from different environments but confronted with the same problems of a transforming society, from co-operating in an understanding and progressive effort.

#### Common Management Training Courses

90. Luther Gulick has said: "Some may think our greatest need in the cities is water, or sewers, or wide streets, or more schools, or housing. Fundamentally, they are wrong. The real things we need are brains, character, drive, organization and leadership".<sup>1/</sup> Higher Management in African countries up till now, has not fulfilled those requirements, and does not yet assume leadership in economic and social development.

91. Taking into account the views expressed above, and aiming at higher management in both public and private sectors, training courses should make a comparative study of the aims, organization, techniques and methods of public and private enterprises and a thorough examination of the evolving African environment; and they should also concentrate on the teaching of situation analysis, decision-making, the sense of responsibility, and leadership of human beings. In the constantly changing circumstances of the newly emergent African nations there is also need for both public and private management to have a thorough understanding of motivational factors affecting employees and the public. There is need, therefore, to include in management development an element of sociology and psychology so that there is a constant awareness in top management levels of the importance of social factors and changing needs to the success of their efforts in the economic sphere.

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<sup>1/</sup> Quoted by David Mars, Associate Professor, University of Southern California Faculty in Brazil, in "Power, Responsibility, and Public Administration" - International Review of Administrative Sciences - Vol. XXXI - 1965, No. 1.

92. Management development, at the higher level, should be considered as a continuing process, so that new techniques should always be available to managers, and social and economic changes should always constitute a study basis for their action.

93. Management development and training course programmes should include:

- (i) Short Courses in General Management Theory and Techniques  
(2 or 3 weeks) for:
  - (a) Senior Managers from Government and Business who are employed in general administration;
  - (b) Professional Management, i.e. Engineering; Agriculture; Medicine; Accounting; Local Government (City Managers, Town Clerks, etc.); Senior Civil Servants;
  - (c) Orientation Courses in Senior Management for selected Intermediate-level Managers who are eligible for promotion to more senior managerial posts.
- (ii) Longer Courses - Management Development.  
(2 or 3 months) for candidates selected from junior managerial personnel.
- (iii) Training in Advanced Management Techniques  
(2 months) - (Courses should be restricted to a reasonably small number of participants).
- (iv) Regional and Sub-Regional Seminars (2 or 3 weeks)

94. The programme of common training for higher management should include, on the above premises, courses in political, technical and sociological fields. The broad lines of these courses are given below.

- (i) Economic and social government planning:
  - (a) aims;
  - (b) timing;
  - (c) controls: administrative; parliamentary;
  - (d) execution and revision.

- (ii) The place of the private sector in planning:
  - (a) importance;
  - (b) methods of consultation.
- (iii) The comparative study of organization in Public and Private enterprises:
  - (a) The private enterprises: the shareholders; powers of general Meetings; the Board of Directors; structural organization.
  - (b) The public enterprises: different types; government controls; structural organization.
- (iv) The inter-dependence of political, economic and social problems:
  - (a) in the national field;
  - (b) in the international field.
- (v) The administration of development plans in both public and private enterprises:

Technical courses:

- (i) Public and private budgeting;
- (ii) Finance, banking and credit;
- (iii) Personnel management;
- (iv) Inspecting and controlling techniques;
- (v) Work simplification techniques;
- (vi) Purchasing and supply management;
- (vii) Forms management;
- (viii) Special management problems of Health, Social Welfare, Housing Agriculture, Engineering, etc.

95. These courses should make references to the existing differences between public and private management with a view to reducing them by showing that in modern times the best management techniques are applicable and of benefit to both sectors.

Sociological courses:

- (i) The changes in the motivations of African developing societies and resistances to changes;
- (ii) the constraints of environment and organization; individual and organizational conflicts;
- (iii) the restructuring of behaviours and attitudes; public relations;
- (iv) leadership in mass and hierarchical groups;
- (v) communication and decision-making skills;
- (vi) psycho-sociological study of interaction between individuals and between groups.

96. National economic and social development requires more and more understanding and adhesion of the whole population. This cannot be achieved without the constitution of a managerial class conscious of its responsibilities to the people and of its leading role in relation to government policy. Division between a private and a public managerial class can only reinforce the belief that private and public interests are antinomous and antagonistic. Research leading to new techniques now shows that development is a general task to be undertaken by all groups in the Nation.

97. Higher managerial training should acknowledge these facts and aim at a better understanding of the ways to face them.

## CHAPTER VI

### CONCLUSIONS

98. As indicated in the preface there is not sufficient research material to make an assessment of management development needs or evaluate related programmes in Africa. Operational activities have on the whole been based on identifying the most pressing needs in certain countries and designing the most suitable programmes to meet them. There undoubtedly is a great need for systematic research which will permit long-term action for the development of managerial personnel in the Continent. Implicated in this is the need for close international co-operation to make the optimum use of the very limited resources available.

99. Management development, while it should be the concern of managers in the first instance, requires joint effort on the behalf of the government authorities, education institutions, employers' and workers' organizations. Training of practising and would-be managers, while introducing basic management principles, should follow, at least at the early stages, a pragmatic problem-solving approach. It is not only directed towards improving management's knowledge but also their skills and ability to make and implement decisions and discharge, through people, their functions efficiently.

100. While the larger enterprises, whether in the public or private sectors, may be able to develop some of their own managers abroad, there is limit to what they can do. Training is a rather costly investment and there is no assurance that a person so trained would continue employment in the same enterprise indefinitely. As a matter of fact, interfirm management mobility should be encouraged. In the long run it pays its dividend to the individual, the enterprise, and the country as a whole. This means that the cost of training should be shared by all those concerned and that larger enterprises should also receive the help of national institutions established to further management development.

101. These training institutions whether in the form of productivity and management development centres, management institutions, schools of business administration, if available in the one country should co-ordinate their efforts so that duplication may be brought down to the bare minimum. However, there is always a need for a management training programme geared to the needs of practising managers in industry (including public sector) and commerce to help them better solve their problems. This requires the development of teaching aids, courses, cases, manuals, etc. based on a deep appreciation of the local problems. In this respect there is a long way to go in adapting educational material to render management development programmes in Africa more effective.

102. The most pressing matter at present may be in establishing a systematic exchange of experience in areas related to management development between African countries.

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