

Improve Quality of Professionally-Oriented Undergraduate Students with Majors in Public Administration by Developing a Clinical Book for Practice

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Abstract: Background: The product of Public Administration department at faculty of Economic and Administration is the practice of department's graduates by efficient and effective way. To keep and improve this product, it is very important to prepare public administration students by providing them with the opportunity to gain practical, first-hand knowledge in broad occupational clusters or industry sectors through a structured training experience. This training is designed to give students an opportunity to integrate occupational and applied academic learning and to apply knowledge and skills learned in a classroom to actual work situations not generally available through paid employment. **Aim:** This study aimed to develop clinical book to improve clinical skills of professionally-oriented undergraduate students with majors in Public Administration. **Settings:** The study was carried out in public administration department, Faculty of Economic and Administration, King Abdul-Aziz University, Jeddah, Saudi Arabia. **Subjects:** subjects under study divided into three categories named; All available academic staff working and teaching in Public Administration department (males and females) (n=32), all available managers working in the King Abdul-Aziz University from three managerial categories (n=31), and all available enrolled baccalaureate public administration students studying training and research subject at the time of the study 2012-2013 (regular and affiliation) (n=328). **Methods:** Four tools were used for data collection namely; general instructions questionnaire, training activities questionnaire, an observation sheet and opinionnaire sheet **Results:** the study findings explored that the proposed training book for undergraduate public administration students at faculty of economic and administration at King Abdul-Aziz University is valid. **Recommendations:** it is recommended that Dissemination of the developed training book on all those involved in the training process of undergraduate public administration students.

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1. Introduction:

The student is the focus of the educational process, for this, the advanced world spent billions for establishing schools, universities and institutes in order to find trained young hands with excellent professional preparation in multiple areas. Nowadays the world is rapidly changes especially in working life, society and information technology. Process of learning will be more effective when the students are being exposed to the real working condition by practically applying their knowledge and also the skills that they had learned (Zakaria *et al.*, 2010).

The challenge to prepare public administration students for the new workplace environment is obvious. Opinion polls, politicians, and talk shows denigrate the performance of public administrators; the post office seeks a profit; government buildings contract for maintenance services; healthcare and corrections services are sliding toward private delivery. Unless public managers can provide services efficiently and effectively, the private

sector will take over these functions (Cunningham, 1994).

A degree in public administration prepares students for leadership positions in fields such as state and local government, health care administration, non-profit management and human resources management. Bachelor's and master's degree programs are available for those interested in a career in public administration. Public administration students learn how to set public policy, communicate effectively, create budgets and understand financial reports. Organizing people and assets, mediating conflicts and designing programs are also covered in bachelor's and master's degree programs. Health care administrators, urban planners and city managers are all examples of public administration positions. Other possible careers include non-profit management, court administration and community organization (Education Portal, 2013).

The process for designing training guidelines and training manuals is known as the instructional

design process. It is a method for ensuring that materials are designed in a way that provides the most learning opportunities. It involves analyzing training needs, determining the outcome, creating activities and designing evaluation methods to gauge whether learning has taken place. This process works for simple and short training sessions to highly complex educational materials (Redman, 2013).

A manager's job is varied and complex. Managers need certain skills to perform the duties and activities associated with being a manager. What type of skills does a manager need? Research by Robert L. Katz found that managers needed three essential skills. These are technical skills, human skills and conceptual skills. Technical skills include knowledge of and proficiency in a certain specialized field, such as engineering, computers, financial and managerial accounting, or manufacturing. These skills are more important at lower levels of management since these managers are dealing directly with employees doing the organization's work. Human skills involve the ability to work well with other people both individually and in a group. Because managers deal directly with people, this skill is crucial! Managers with good human skills are able to get the best out of their people. They know how to communicate, motivate, lead, and inspire enthusiasm and trust. These skills are equally important at all levels of management. Finally conceptual skills are the skills managers must have to think and conceptualize about abstract and complex situations. Using these skills managers must be able to see the organization as a whole, understand the relationship among various subunits, and visualize how the organization fits into its broader environment. These skills are most important at top level management (Javed, 2009).

On the job Training (OJT) are part of a college curriculum that aims to train and orient students about the work and their future career. OJT is very important not only to teach students their chosen career but to show students the reality about working. On the Job Training is very important and should not be taken for granted because OJT is very important when applying a job, help student to work in the same training facility after graduation or take recommendation to work in other facility, and also provide students with the skills and knowledge which are important in their work after graduation (Orser, 2001).

On-the-Job Training (OJT), often referred to as the cooperative method of instruction, provides an opportunity for students to gain meaningful paid or unpaid supervised work-based learning experiences in a public administration or industry setting. The OJT program/course is most often used to supplement classroom instruction in a specific career and technical education program, in order to

give students the chance to apply the knowledge and skills acquired in school in a job that correlates to their instructional program (Miracola, 2009).

For the on-job-training component, the following is required for each student: a training plan, signed by the student, teacher, and employer, which includes instructional objectives and a list of On-the-job and in-school learning experiences; a work station that reflects equipment, skills, and tasks that are relevant to the occupation which the student has chosen as a career goal. The student must receive compensation for work performed. The teacher/coordinator must visit each job site a minimum of once during each grading period for the purpose of evaluating the student's progress in attaining the competencies listed in the training plan (Miracola, 2009).

The public administrative student must have training in all administrative levels to be able to apply all theoretical studies into practical performance. The top level management consists of the Board of Directors (BOD) and the Chief Executive Officer (CEO). The Chief Executive Officer is also called General Manager (GM) or Managing Director (MD) or President. The Board of Directors are the representatives of the Shareholders, i.e. they are selected by the Shareholders of the company. Similarly, the Chief Executive Officer is selected by the Board of Directors of an organization. The responsibility of the top level manager exist to cover all organization. The middle level management consists of the Departmental Heads (HOD), Branch Managers, and the Junior Executives. The Departmental heads are Finance Managers, Purchase Managers, etc. The Branch Managers are the head of a branch or local unit. The Junior Executives are Assistant Finance Managers, Assistant Purchase Managers, etc. The middle level management is selected by the top level management. While, The lower level management consists of the Foremen and the Supervisors. They are selected by the middle level management. It is also called Operative / Supervisory level or First Line of Management (Akrani, 2011).

As one examines the delivery of public administration education and training, it becomes immediately evident that there is no single typical system, and certainly no system that is recognized as a model one; but rather there are many different variations upon a few commonly used approaches. Variation in national size, wealth and diversity all play significant roles in producing differences among country approaches to public administration education and training. Another key point in understanding national approaches to public administration education and training is the reality that in many, if not most, of the countries of the world, there are many different ways to both enter

the public service and to advance through it (Kolishchenko, 2008-2010).

There are certainly some countries, such as France, where there tends to be a relatively clear and straight-forward path to the entering of the public service – especially the highest levels of the public service, where attendance and graduation from the Ecole Nationale d'Administration (ENA) has almost been a prerequisite to moving into a senior government position. The extreme opposite end of the continuum (at least as far as highly economically developed countries are concerned) can be found in the United States. In that country, there is no single route into the public service. Some people enter it with a specialized degree in public administration (but they are a minority); many people enter with degrees in virtually every other academic discipline; and, of course, some people enter the public service without a university degree (Kolishchenko, 2008-2010).

Significant of The Study:

This is an innovative study which has too important objectives to both undergraduate students to prepare them to practice in governmental facilities after graduation and to employees already working in different positions because it provide them with the basic duties and responsibilities which can be used as a base to form their job descriptions. This training book is important for student for the following causes:

- 1- Provide undergraduate students with majors in Public Administration with elements of training relevant to the preparation of qualified persons for public service in contemporary society.
- 2- Prepare students for career in public service by providing professional orientation regarding public administration positions.
- 3- Provide sufficient flexible training program to meet the needs of students without fixed career objectives and the needs of employees in the public service who wish to enhance their skills or be prepared for different roles.
- 4- Provide basic skills for the following vital topics: understanding of economic, legal, political, and governmental institutions, systems and processes; development of analytical/quantitative abilities and skills for defining and solving problems; development of communications abilities and skills – written, oral and electronic; understanding of human behaviors and development of abilities and skills for analyzing and coping with behavioral situations; and understanding of administrative/ management systems and skills.

Aim of the Study:

This study aimed to develop clinical book to improve clinical skills of professionally-oriented

undergraduate students with majors in Public Administration.

2.Subjects and Methods:

Research Design:

A cross-sectional analytic design was used in carrying out this study

Setting:

The study was carried out in public administration department, Faculty of Economic and Administration, King Abdul-Aziz University, Saudi Arabia. Faculty of Economic and Administration follow accredit hour's policy. Public administration department accept students to study through many programs which include; Centra, e-learning, affiliation and regular studying. Public administration department teaching many courses to prepare student -after graduation- to have administrative job in any governmental facility. In All previous programs, the students should pass 128 credit hours for graduation.

2.Subjects:

Three categories of study subjects were included in the study;

- 1- All available academic staff teaching in public administration department (males and females) (n=32)
- 2- All available managers working in the king Abdul-Aziz University. They divided into three categories; the first one was the top management (n=3), middle management (n=9), and the first-line management (n=19).
- 3- All available enrolled baccalaureate public administration students studying training and research subject at the time of the study 2012/2013 (regular and affiliation) (n=328).

Jury Group:

Two jury groups included in the study to confirm the developed clinical book components for improving clinical skills of public administration students. Jury groups include; 15 managers from first, middle and top managers from the King Abdul-Aziz University, and 12 academic staff teaching in public administration department.

Tools:

Four tools were used for data collection namely; general instructions questionnaire, training activities questionnaire, an observation sheet (activity analysis) and opinionnaire sheet. All tools developed by the researchers based on Education Portal, (2013).

General Instructions Questionnaire:

This questionnaire aimed to define the regulations of training and the criteria to follow and measure student performance during training. It includes (32 items) divided into; personal student data (4 items), credit hours for training (5 items), credit hours requirement for starting the training (4 items), training distribution on different areas (4 items), line of authority (6 items), student behavior

(6 items), weighting score for each part of training (3 items). Responses were measured by choosing the most answer that reflects the perception of respondents to questions.

Training Activities Questionnaire:

Training activities questionnaire aims to determine the duties and responsibilities for all administration categories (first, middle and top management) that student perform it in the training area. This tool developed by the researcher based on the previous tool and reading of the previous studies (Hales, 2005; Lisoski, 2005; & Robbins, & Decenzo, 2013). It is divided into three modules, all modules are purposed to train student on performing functions, roles and skills of the first, middle and top managers. Each module divided into four parts:

Part (1): This part must includes basic data such as student name (instead of employee name), student ID number (instead of employee number), facility name, Job title, job code, starting and ending date in training area. (NOTE: In the second module added department name and in the third module added unit name). It included (9 items). Respondents select one answer from a five-point likert rating scale that ranged from (strongly agree=5 points) to (strongly disagree=1) which correspond to their perception.

Part (2): The basic duties and responsibilities for first (24 items), middle (19 items) and top managers (23 items) as models for student. It consisted of brief description of the different activities including areas and skill levels of such activity. The areas of activities were administrative functions (planning, organizing, staffing, directing and controlling), administrative roles (interpersonal role, decision maker role, information role) and managerial skills (e.g., communication skills as; reporting, recording, dealing with information technology and computer skills, language skills)

Responses were measured on a five-point Likert rating scale that ranged from (strongly agree= 5 points) to (strongly disagree=1).

Part (3): It includes training log which aimed to record and list all activities were performed by student daily in the training area according to the three categories under study. It includes three items which is the type of activity, time of performance and frequency of performance. It measured according to the importance of each item by using two answers yes or no.

Part (4): This part aims to document the work done by student and evaluate the student performance. This part includes sign of student, clinical area instructor signature and score, academic staff supervisor signature and final scores. It included (4 items) which are measured according to the importance of each item by using two answers yes or no.

An Observation Sheet (activity analysis):

It is used to record and analyze managers' activities performed by each of 31 managers from three different categories guided with work sampling technique adopted from the record developed by Darbyshire (1969). It includes a brief description of the different activities including areas of activities. The areas of activities were administrative functions, administrative roles, administrative skills and idle centered activities.

Opinionnaire Sheet:

It is developed by the researchers to examine the face validity which is intuitive type of validity in which jury group are asked to read the developed training guideline and agree on its content in terms of whether it appears to reflect the concept the researchers intended or not. It consisted of 29 items as follows: 4 items to assess the general content of the proposed training guideline, 8 items to assess the general instructions of the training guideline, 2 items to assess the basic contents of modules, 9 items to assess the contents of the duties and responsibilities of the proposed training guideline in three managerial levels (three items for each level), 3 items to assess the training log contents and 3 items to assess the documentation of student performance. The responses for statements were to agree or disagree and a space was proposed to write any suggestions.

Methods of Data Collection:

- 1- Official permission to conduct the study was obtained from the Dean and the vice dean of Faculty of Economic and Administration at King Abdul-Aziz University
- 2- The researchers met all managers and asking them to list all duties and responsibilities they perform in their jobs.
- 3- The researchers observe managers in the three categories by using time log to document all activities done by them and the time spent in each activity. It is guided with work sampling technique adopted from the record developed by Darbyshire [13]. It was consumed three months starting in September 2012.
- 4- Data was collected from the previous list and literature review and observation checklist to consist the basic duties and responsibilities must be performing by managers in all categories.
- 5- Internal consistency reliability of the general instructions questionnaire and the training activities questionnaire were assessed using coefficient alpha. It was 89, 91 respectively.
- 6- Pilot study was carried out on one top manager, three middle managers, four first line managers to check and ensure the clarity and completely of the duties and responsibilities of the managers in different categories.
- 7- Pilot study was done to the all training guideline on 20 students. Minute modifications was done based on results.

- 8- Tools were developed and tested for its content validity and relevance by 4 faculty members in public administration department and 5 managers from different administration categories.
- 9- The training guideline was reviewed by jury group to examine its content validity through opinionnaire sheet.

Ethical Considerations:

Purposes and procedures of the study are explained to all participants. Obtain the approval from all participants. Any participant has the right to withdraw from the study at any time. And, confidentiality is considered.

Statistical Analysis:

The data were collected, analyzed and tabulated by number and percent for categorical variables and mean and standard deviation for numerical variables. Data were presented using descriptive statistics in the form of frequencies and percentages for qualitative variables and mean and standard deviation for quantitative variables. Comparison of means was done using t-test for independent samples. For comparative purpose, score are presented as absolute values and as percentages from the maximum score of each topic. This maximum score depends on the number of items of each topic. The ANOVA (F test) was used to compare the significant difference of the means for the items. The threshold of statistical significance was p -value <0.05 .

3. Results:

Table (1) illustrates the demographic characteristics of the academic staff and managers under study. According the table, the highest percent (37.50% and 38.70%) of academic staff and managers respectively at age group ranged between 40 and less than 50 years old, while lowest percent of them (06.25% and 12.90% respectively) goes to age group ranged from 20 to 30 years old. Regarding education qualification, the higher percent (65.62%) of academic staff have master degree while the lowest percent of them (09.37%) have baccalaureate degree while the highest percent (45.16%) of managers have baccalaureate with associate degree and the lowest percent of them have Doctorate degree. As regard, the highest percent of academic staff and managers (71.87% and 41.93% respectively) have from 10 to less than 20 years of experience while the lowest percent of them (03.12 and 16.12% respectively) over than 30 years of experience.

Table (2) demonstrates participants' perception regarding the general instructions in a training book. In the table, there was no statistically significant difference between all participants regarding items of personal student data except mobile number $p=0.033$. academic staff and managers perceived the important of personal

student data by 100% while students preferred of present of mobile number with the lowest percent 66.76%. regarding credit hours for training, almost all of the items had not statistically significant difference between participants except 10 credit hours with statistically significant difference 0.021. the highest percent of students 29.26% preferred 80 credit hours for training while academic staff and managers 34.37% and 38.70% preferred 40 credit hours for training. As well, there was a statistically significant difference in the between study groups upon starting of training after 100 credit hours in teaching $p=0.002$. The almost all of students 92.98% and the highest percent of academic staff 46.87% and managers 64.52% preferred starting the training after 128 credit hours in teaching and before graduation. Regarding training distribution on different areas, there was a statistically significant difference between study groups $p=0.047$ and the highest percent 54.18%, 84.37% and 77.41% of students, academic staff and managers respectively preferred training distribution on three levels equally. In the table, the highest percent 32.31%, 71.87% and 51.61% of students, academic staff and managers respectively preferred line of authority according to the area of training plus academic supervisor. As regard, 100% of study groups encouraged good dealing with customers, good relationship with peers and follow work ethics and the lowest percent of students 85.67% preferred working in team. According the table, there were statistically significant difference between study groups regarding weighting score for each part of training $p <0.05$. Also, the highest percent of students 42.07 and managers 45.16 preferred the training without score only pass with excellent report for discussion while academic staff preferred to give students 30 scores for each training level and 10 scores for report.

Table (3) shows participants' perception regarding the basic data in each module. From the table, there was no statistically significant difference in total mean of basic data score between study groups $p =0.271$. Regarding items, there was no statistically significant difference in all items of basic data in each module except student name instead of employee name, there was a statistically significant difference $p =0.043$. according the table, the highest mean of students perception 4.97 goes to write student name instead of employee name and the lowest mean 4.22 goes to job code. Full mean score 5 for starting date and ending date was the highest mean score as academic staff perceived while the lowest mean score 3.99 was student ID number instead of employee ID number. As well, the highest mean score was 4.93 goes to department name and the lowest mean score 3.27 goes to job code as perceived by managers.

Table (4) demonstrates respondents' perception of academic staff and managers under study of the basic duties and responsibilities of the top managers. According to the table and in general, there was no statistically significant difference between academic staff and managers' perception of basic duties and responsibilities of the top managers except mobilizes available resources, ability to develop working methods, develop organization structure, ability to train other workers and ability to develop strategic planning, there was a statistically significant difference $p < 0.05$. As regard, the highest mean score 5 of academic staff perceived the top managers must apply foundations of security and occupational safety and shared the same mean score with managers perception of keep interpersonal relationship. The lowest mean score 4.03 of academic staff perception went to knowledge of work system and procedures followed by ability to identify the requirements of the job done with mean score 4.26. While, the lowest mean score 3.01 and 3.11 of managers perception went to develop organizational structure followed by ability to develop working methods respectively.

Table (5) illustrates jury's perception of the basic duties and responsibilities of the middle managers. In the table, there was no statistically significant difference between academic staff and managers perception regarding almost all basic duties and responsibilities of middle managers except ability to make middle decisions, ability to implement policies and the possibility of caring higher responsibilities, there was a statistically significant difference $p < 0.05$. accordingly, nearly half of basic duties and responsibilities items of middle managers was full mean score (5) as perceived by academic staff and managers. The lowest mean score 4.47 followed by 4.72 of academic staff perception went to prepare short-term plans of their departments and ability to implement policies respectively. Also, the managers perceived the middle managers' ability to implement policies and provide ideal and proposal with the lowest mean score 3.79 and 4.07 respectively.

Table (6) illustrates jury' perception of the basic duties and responsibilities of the first-line managers. Regarding the table and in general, there was no statistically significant difference between academic staff and managers perception in almost all the basic duties and responsibilities of the first-line managers except ability to make decisions related to their units and provide ideas and proposal, there was a statistically significant difference $p < 0.05$. In the table, the academic staff and managers perceived these basic duties and responsibilities for first-line managers with full mean score 5. The lowest mean score 4.19 followed by 4.68 of academic staff perception went

to provide ideas and proposal and the possibility of caring higher responsibilities. While, the lowest mean score 4.11 and 4.21 of managers perception went to ability to make decisions related to their units and follow-up to the developments in the field of work respectively.

Table (7) shows participants' perception regarding the contents of training log. From the table, there was a statistically significant difference between study groups in their perception of frequency of performance $p = 0.030$. the highest percent of students 97.256% perceived the training log must include frequency of performance. Although the students perceived including time of performance in the training log with the lowest percentage 80.792%, the academic staff perceived it with highest percent 96.875%. Also, managers perceived the type of activity must include in the training log with the highest percent 96.774% while the lowest percent 77.419% of their perception went to frequency of performance.

Table (8) explores participants' perception on the assessment documentation. According to the table, although the highest percent 66.67%, 100% and 87.09% of students, academic staff and managers respectively preferred the assessment documentation must include signature of student plus signature of practice area instructor with score and stamp plus signature of academic supervisor for final score, there was a statistically significant difference between study groups regarding this item $p = 0.038$.

Table (9) Number and percent of observations in different areas of activities performed by each manager in all levels in the assessment study positions in King Abdul-Aziz University. In general, there was a statistically significant differences between the three management levels regarding administrative functions and roles ($p < 0.05$). According to the table, the highest percent (52.81%, 49.33% and 48.07%) of observation for all managers in the first, middle and top lines respectively went to administrative skills. Also, the lowest percent 8.99%, 21.33% of first and middle lines managers observations respectively went to administrative roles while the lowest percent of top lines managers observations 15.38% went to administrative functions.

Table (10) illustrates Agreement of jury group about developing a training book for undergraduate public administration students at economic and administration faculty – King Abdul-Aziz University. The face validity of all contents was 90.12%. In the table, almost all of jury group agreed upon almost all contents of training book for undergraduate public administration students with face validity 100%. The lowest percent of face validity 81.84% followed by 88.88% of jury group agreement went to administrative roles of first-line and middle-line managers respectively.

Table (1): The demographic characteristics of the academic staff and managers under study

Demographic Characteristics	Academic staff (n=32)		Managers (n=31)	
	No.	%	No.	%
Age:				
20 -	2	06.25	4	12.90
30 -	8	25.00	7	22.58
40 -	12	37.50	12	38.70
>50	10	31.25	8	25.80
Education qualification:				
Baccalaureate degree	3	09.37	8	25.80
Baccalaureate with associate degree (Diploma)	--	--	14	45.16
Master degree	21	65.62	6	19.35
Doctorate degree	8	25.00	3	09.67
Experience years:				
<10	2	06.25	6	19.35
10 -	23	71.87	13	41.93
20 -	6	18.75	7	22.58
>30	1	03.12	5	16.12

Table (2): Participants' perception of regarding the general instructions in a proposed training book

items	Students (n= 328)		Academic staff (n=32)		Managers (n= 31)		F	P
	No.	%	No.	%	No.	%		
Personal student data:								
Student name	322	98.17	32	100	31	100	3.832	0.841
Student ID	328	100	32	100	31	100	0.000	1.000
Mobile number	219	66.76	32	100	31	100	9.854	0.033*
E.mail	314	95.73	32	100	31	100	8.993	0.932
**Credit hours for fulfilling training:								
10 credit hours	94	28.65	7	21.87	1	03.22	10.493	0.021*
20 credit hours	27	08.23	3	09.37	2	06.45	9.299	0.849
30 credit hours	33	10.06	6	18.75	5	16.13	8.728	0.638
40 credit hours	78	23.78	11	34.37	12	38.70	7.392	0.096
80 credit hours (one semester)	96	29.26	5	15.62	11	35.48	12.384	0.203
Credit hours requirement for starting the training:								
Any time after preparatory year	---	---	---	---	---	---	---	---
After 90 credit hours in teaching	18	05.48	3	09.37	6	19.35	5.245	0.832
After 100 credit hours in teaching	15	04.57	14	43.75	5	16.13	9.664	0.002*
After 128 credit hours in teaching and before graduation	305	92.98	15	46.87	20	64.52	10.382	0.011
Training distribution on different areas:								
Top management	21	06.40	---	---	2	06.45	3.485 [^]	0.991
Middle management	37	11.28	---	---	1	03.22	0.073 [^]	0.394
First-level management	63	19.20	5	15.62	4	12.90	5.832	0.498
Distribution on the three levels equally	207	54.18	27	84.37	24	77.41	8.621	0.047*
Line of authority								
The top manager	19	05.79	---	---	---	---	---	---
The middle manager	33	10.06	---	---	---	---	---	---
The first line manager	29	08.84	---	---	---	---	---	---
Top management	96	29.26	4	12.5	12	38.70	5.547	0.743
According to the area of training	45	13.72	5	15.62	3	09.67	3.646	0.085
According to the area of training plus academic supervisor	106	32.31	23	71.87	16	51.61	3.934	0.059
Student behavior:								
Working in team	281	85.67	32	100	31	100	10.387	0.075
Response for job instructions	311	94.81	32	100	31	100	8.391	0.632
Good dealing with customers	328	100	32	100	31	100	0.000	1.000
Good relationship with peers	328	100	32	100	31	100	0.000	1.000
Communicate verbal, written and electronic	302	92.07	29	90.62	30	96.77	3.191	0.482
Follow work ethics	328	100	32	100	31	100	0.000	1.000
Weighing score for each part of training:								
Without score only pass with excellent report for discussion	138	42.07	5	15.62	14	45.16	3.837	0.030*
30 scores for each training level and 10 scores for report	114	34.75	24	75.00	9	29.03	6.379	0.011*
20 scores for top level, 30 scores for middle level 40 scores for first-line and 10 scores for report	76	23.17	3	09.37	8	25.80	3.766	0.042*

* significant at $p < 0.05$, **Each credit hour=six normal hours, [^]=t-test.

Table (3): Participants' perception regarding the basic data in each module in a proposed training book

items	Student (n = 328)	Academic staff (n = 32)	Managers (n = 31)	F	P
	M ± SD	M ± SD	M ± SD		
Employee (student) name	4.97±0.01	4.31±0.41	4.26±1.19	1.397	0.043*
Employee (student) ID number	4.88±0.74	3.99±1.16	3.76±1.74	0.998	0.387
Facility name	4.91±2.13	4.52±1.22	4.78±1.11	0.748	0.808
Job title	4.82±1.57	4.30±1.01	4.49±1.18	1.631	0.224
Job code	4.22±3.21	4.67±1.72	3.27±2.16	2.134	0.061
Starting date	4.73±2.22	5.00±0.00	4.92±0.07	0.199	0.091
Ending date	4.82±1.38	5.00±0.00	4.89±0.81	1.031	0.607
Department name	4.86±0.96	4.99±0.06	4.93±0.98	0.439	0.211
Unit name	4.93±1.21	4.78±0.82	4.91±0.71	1.058	0.874
Total mean of basic data score	43.48±6.48	41.75±3.02	40.29±3.85	1.030	0.271

*Significant at $p < 0.05$ **Table (4): Jury' perception regarding basic duties and responsibilities of the top managers.**

Basic Duties and Responsibilities	Academic staff (n=32)	Managers (n=31)	t	P
	M±SD	M±SD		
-Mobilizes (assemble and bring together) available resources.	4.91±1.662	4.27±1.965	3.889	0.011*
- Ability to develop working methods	4.87±1.733	3.11±1.398	5.291	0.019*
- Develop organization structure	4.91±0.051	3.01±2.734	5.078	0.001*
- Provide resources for all organization	4.96±0.388	4.53±1.426	3.377	0.079
- Ability to train other workers	4.74±0.935	3.64±1.452	3.803	0.042*
- Ability to identify the requirements of the job done	4.26±2.866	4.95±0.741	4.937	0.096
- Have skill in execution	4.91±0.051	4.87±0.937	2.750	0.822
- Ability to develop strategic planning	4.97±0.031	4.12±0.701	5.010	0.037*
- Ability to make strategic decisions	4.91±0.641	4.96±0.613	3.643	0.918
- Ability to develop general policies	4.96±0.373	4.23±1.308	5.278	0.082
- Ability to identify action plan and timetable	4.95±0.318	4.83±0.909	5.190	0.113
- Preservation of the working time	4.93±0.916	4.98±0.358	3.593	0.849
- Develop strategic goals	4.97±0.062	4.22±0.918	3.869	0.063
- Knowledge of foundations and technical concepts relating to work	4.91±0.670	4.35±1.336	1.698	0.091
- Knowledge of work system and procedures	4.03±1.445	4.93±0.004	3.304	0.281
- Follow-up to the developments in the field of work	4.97±0.046	4.89±0.332	3.865	0.547
- Active participation in meetings	4.94±0.377	4.99±0.104	1.968	0.927
- Establish effective working contacts with others	4.96±0.030	4.87±0.921	5.012	0.423
- The possibility of caring higher responsibilities	4.96±0.278	4.89±0.311	4.377	0.399
- Provide ideas and proposal	4.86±3.181	4.91±1.395	2.587	0.988
- Estimate the overall organizational budget	4.96±2.538	4.69±1.463	2.037	1.000
- Apply foundations of security and occupational safety	5.00±0.000	4.96±0.302	3.216	0.903
- Keep interpersonal relationships	5.00±0.000	5.00±0.000	0.000	1.000

Significant at $p < 0.05$ **Table (5): Jury' perception regarding basic duties and responsibilities of the middle managers.**

Basic Duties and Responsibilities	Academic staff (n=32)	Managers (n=31)	t	P
	M±SD	M±SD		
- Ability to identify the requirements of the job done	4.83±0.655	4.98±0.833	0.756	0.517
- Have skill in execution	4.96±0.431	4.86±1.061	0.598	0.113
-Distribute resources among departments	5.00±0.000	4.98±0.042	1.756	0.639
-Ability to implement plans which developed by top level management.	4.89±0.638	4.45±1.027	0.574	0.093
-Ability to make middle decisions(at the level of departments)	4.97±0.899	4.11±1.695	2.202	0.036*
-Ability to implement policies	4.72±0.535	3.79±2.473	2.574	0.011*
-Ability to identify action plan and timetable	4.81±0.795	4.98±0.184	1.756	0.279
-Preservation of the working time	5.00±0.000	5.00±0.000	0.000	1.000
-Spend more time in co-ordination and communication.	5.00±0.000	5.00±0.000	0.000	1.000
-Knowledge of foundations and technical concepts relating to work	4.96±0.131	5.00±0.000	2.991	0.981
-Knowledge of work system and procedures	4.98±0.082	5.00±0.000	1.584	0.997
-Follow-up to the developments in the field of work	5.00±0.000	4.88±1.97	0.861	0.831
-Active participation in meetings	5.00±0.000	4.92±0.435	0.944	0.711
-Establish effective working contacts with others	5.00±0.000	5.00±0.000	0.000	1.000
-The possibility of caring higher responsibilities	5.00±0.000	4.72±0.745	0.462	0.049*
-Provide ideas and proposal	4.82±0.640	4.07±1.020	2.843	0.073
-prepare short-term plans of their departments	4.47±1.212	4.89±0.877	1.389	0.401
-Apply foundations of security and occupational safety	4.98±0.113	5.00±0.000	2.641	0.988
-Keep interpersonal relationships	5.00±0.000	5.00±0.000	0.000	1.000

Significant at $p < 0.05$

Table (6): Jury' perception regarding the basic duties and responsibilities of the first-line managers

Basic Duties and Responsibilities	Academic staff (n=32)	Managers (n=31)	t	P
	M±SD	M±SD		
- Ability to identify the requirements of the job done	5.00±0.000	5.00±0.000	0.000	1.000
- Have skill in execution	5.00±0.000	5.00±0.000	0.000	1.000
-Distribute resources among units	5.00±0.000	5.00±0.000	0.000	1.000
-Ability to implement short-term plan	4.78±1.322	4.98±0.970	1.201	0.099
-Ability to make decisions related to their units	5.00±0.000	4.11±0.936	0.382	0.034*
-Ability to implement policies	4.83±0.873	4.61±1.031	0.930	0.097
-Ability to identify action plan and timetable	4.92±0.450	5.00±0.000	1.032	0.431
-Preservation of the working time	4.98±0.021	5.00±0.000	1.283	0.836
-implement unit goals	5.00±0.000	4.91±0.641	0.017	0.325
-Knowledge of foundations and technical concepts relating to work	5.00±0.000	5.00±0.000	0.000	1.000
-Knowledge of work system and procedures	5.00±0.000	5.00±0.000	0.000	1.000
-Follow-up to the developments in the field of work	4.98±0.322	4.21±1.253	0.355	0.041
-Active participation in meetings	4.87±0.835	4.98±0.102	1.864	0.662
-Establish effective working contacts with others	5.00±0.000	5.00±0.000	0.000	1.000
-The possibility of caring higher responsibilities	4.68±1.070	4.91±0.640	2.486	0.457
-Provide ideas and proposal	4.19±1.392	4.82±0.839	1.635	0.021*
-Direct the workers/employees.	5.00±0.000	5.00±0.000	0.000	1.000
-Apply foundations of security and occupational safety	4.98±0.132	5.00±0.000	0.928	0.911
-Keep interpersonal relationships	5.00±0.000	5.00±0.000	0.000	1.000
-Making work schedules	5.00±0.000	5.00±0.000	0.000	1.000
-Distribute work assignments	5.00±0.000	5.00±0.000	0.000	1.000
-Appraise performance of subordinates	5.00±0.000	4.94±0.688	0.478	0.733
-Give direction and instruction of subordinates	5.00±0.000	4.92±0.659	1.012	0.904
-Solving daily problems and resolving work conflicts	5.00±0.000	4.82±0.565	1.843	0.851

Significant at $p < 0.05$ **Table (7): Participants' perception regarding the contents of training log**

Training log contents	Students (n=328)		Academic staff (n=32)		Managers (n=31)		F	P
	No.	%	No.	%	No.	%		
Type of activity	309	94.207	29	90.625	30	96.774	1.641	0.088
Time of performance	265	80.792	31	96.875	27	87.096	3.674	0.061
Frequency of performance	319	97.256	29	90.625	24	77.419	1.996	0.030*

Significant at $p < 0.05$ **Table (8): Participants' perception on the assessment documentation in the proposed training book**

Assessment documentation	Students (n=328)		Academic staff (n=32)		Managers (n=31)		P
	No.	%	No.	%	No.	%	
Signature of student only	3	0.91	---	---	---	---	---
Signature of practice area instructor with score and stamp only	87	26.52	---	---	4	12.9 [^]	0.091
Signature of academic supervisor and final score only	19	5.79	---	---	---	---	---
Signature of student plus signature of practice area instructor with score and stamp plus signature of academic supervisor for final score	219	66.76	32	100	27	87.09	0.038*

Significant at $p < 0.05$, [^] = t-test.**Table (9): Number and percent of observations in different areas of activities performed by each manager in all levels in the assessment study positions in King Abdul-Aziz University (n=31)**

Areas of activities [source of information]	Observation per each first-line manager (n = 19)		Observation per each middle-line manager (n = 9)		Observation per each top-line manager (n = 3)		F	P
	No	%	No	%	No	%		
Administrative functions [1,2,3,4]	34	38.20	22	29.33	8	15.38	2.937	0.026*
Administrative roles [1,2,3,4]	8	8.99	16	21.33	19	36.53	1.131	0.046*
Administrative skills [1,2,3,4]	47	52.81	37	49.33	25	48.07	1.778	0.532
Total number of activities	89	100	75	100	52	100	----	----

*Significant at $p < 0.05$

Source of information = [1] interview managers, [2] observe managers, [3] interview employees, [4] observe inference.

Table (10): Jury group agreement and validation the developing training book for undergraduate public administration students at economic and administration faculty – King Abdul-Aziz University

	Jury group (n =27)	
	Number	%
General content		
Proposal submitted looks like a training book.	27	100
Proposal training book has complete elements	26	96.29
Proposal submitted represents a training book of baccalaureate public administration students in faculty of economic and administration	27	100
Date of revised training book is important	26	96.29
General instructions clarify		
Clarify total general instructions	25	92.59
Personal student data is enough	27	100
Credit hours for training is suitable	26	96.29
Credit requirement for starting the training is suitable	27	100
Training distribution on different areas is suitable	27	100
Line of authority is suitable	27	100
Student behavior elements are enough	25	92.59
Weighing score for each part in the training is suitable	25	92.59
Basic contents of modules		
The basic contents of each module is suitable	26	96.29
The basic contents of each module is enough	24	88.88
Duties and responsibilities of students as a first-line manager		
Administrative functions	23	85.18
Administrative roles	22	81.48
Administrative skills	26	96.29
Duties and responsibilities of students as a middle manager		
Administrative functions	25	92.59
Administrative roles	24	88.88
Administrative skills	26	96.29
Duties and responsibilities of students as a top manager		
Administrative functions	26	96.29
Administrative roles	26	96.29
Administrative skills	27	100
Training log contents		
Type of activity performed by student item is important	27	100
Recording time of doing activities item is important	27	100
Recording the frequency of doing activities item is important	27	100
Documentation of student performance		
Signature of student is important	27	100
Signature of instructor with stamp is important	27	100
Signature of academic supervisor is important	26	96.29

Content validity index= 90.12

4. Discussion:

Organizations today are looking for better ways to describe the capabilities public administration graduates must have to do the variety of knowledge work associated with the information age. Old forms of job descriptions that focused on tasks and routine work are not good enough. Many of today's most critical work requirements relate to making judgments, taking creative action, and handling exceptions. Thus descriptions of roles and jobs must focus more on the qualities that enable public administration graduates to handle job uncertainties and exceptions (McLagan, 2008).

The importance of developing professional skills as a focus of professional training programs has been widely acknowledged (Denhardt, 1999 & Straussman, 2008). Public sector administrators not only need to acquire knowledge about the field, but also need to develop professional skills that will enable them to carry out their task more effectively (Denhardt, 2001). However, analysis of professional skills in introductory public

administration and management courses and trainings by Wu and He (2009). showed that insufficient attention has been paid to this area. So, the aim of the present study was to develop clinical book to improve clinical skills of professionally-oriented undergraduate students with majors in Public Administration.

The results of the present study explored that no statistically significant differences between students, academic staff and managers' perception regarding almost all general instructions in the proposed training book. It is obvious that the general instructions in any guideline is essential to explore the basic information for each student to know what to do and they need to know how to do it right. There can be a lot of penalties of not following instructions like if students didn't follow instructions with training, they could get many mistakes in their training which affect the reputation of public administration graduates. General instructions work as a plan which must be congruent with students' needs and their fulfilling of training program. In this respect, Ray (2013)

mentioned that starting a project without clear objectives, specific directions and a prepared plan of action is like starting out on a road trip with no idea where you're going or how to get there. You will waste gas, time and effort. Likewise, your business suffers when you try to implement a plan without clarity and forethought. While you certainly may not be able to predict the final outcome of the project, you can define the scope of the technical and organizational components of the project, how many resources you're willing to allocate to the entire project, establish clear deadlines and the expected results.

There was a statistically significant difference between participants' perception regarding some items of the general instructions include presence of student' mobile number in personal student data, finishing 10 credit hours for fulfilling training, starting the training after 100 credit hours of teaching in the economic and administration faculty, areas of training distribution in three management levels equally and distribution of weighing score for each part of training. Students affiliated in public administration having different cultures and characteristics which affect on their perspective, for that, some of them believed the phone number is of privacy of stuff that shouldn't be undertaken by any persons even it was the student' training supervisor. Also, from many years students accustomed to the training 60 hours which is equivalent to 10 credit hours, so they gave their opinions based on the old system which is also what they believes for approved teaching hours before the start of training. In addition, public administration students preferred to train on all administrative levels equally to prepare themselves for the labor market in the future. This results congruent with Ho *et al.* (2003) who pointed out that different cultures have different norms, values and expectations, and these cultural differences have a strong influence on educational practices and students decisions about their training process. Furthermore, James (2005) mentioned that managers view themselves as facilitators of learning. The manager sees each interaction with a student as a learning opportunity. Managers are aware they serve as powerful role models for student learning. They helps to demonstrate desired performance, behavior, and skills to students and set tone, pace, work habits, and behavior.

The present findings demonstrated that there was no statistically significant difference between students, academic staff and managers perception of the basic data of each module in the proposed training book except putting student name instead of employee name. This may be due to some managers haven't trust in trainers students to complete the job or activity and dealing with them from this point of view. However, the overall participants believed with the importance of almost

all basic data involved in each module in the proposed training book.

In the present study and in general, there was no statistically significant difference between academic staff and managers' perception of basic duties and responsibilities of the top managers. although academic staff and managers believed that the most top managers must do almost all of their duties and responsibilities mentioned in this study, there was a statistically significant difference between their perception regarding some duties and responsibilities the top managers must performing it. Frequently and in the most situations, academic staff can decided the roles of different categories from theoretical perspective and from their reading and writing in their research, while managers' view exist from their experiences in their work and from real situations, managers believed some limitations may hindering them such as; lack of resources, not enough budgets, no time to train others or develop working methods, have not enough authority to structure their organization or develop their strategic planning. This result respected by Wu and He (2009) who mentioned that the public administration training course should introduce the various organizational structures, including organizational hierarchy, that are found in public sector organizations. Alternative forms of organizational structure, such as functional structure and matrix structure, In addition, students should be made aware of structural characteristics of the external environment in which public sector organizations operate. They added that the traditional approach to public administration has focused on resource allocation within organizations, assuming resource availability, whereas the public value paradigm pays significant attention to the uncertainty of obtaining various resources from the environment.

According to findings of the present study there was no statistically significant difference between academic staff and managers in almost all basic duties and responsibilities of the middle managers. It is uncertainty on the importance on the liaison role of the middle managers between higher and lower levels of administration. They are responsible to spend more time in co-ordination and communication, establish effective working contacts with others, implement plan developed by top managers and keep interpersonal relationships. This role interprets the convergence of study respondents' views on duties and responsibilities necessary for middle-line managers. In developing an understanding of middle management's role of the strategic process, sense can be made of how they translate it into tasks and responsibilities and ultimately the role they play in unfolding strategic plans in the implementation process, Nel (2010) found that middle management has a broad understanding of the organization's strategy and

that the roles of middle management within the organization as connectors, knowledge conveyors and sense-makers in the execution of the organization's strategy are vital in successful strategy implementation. Furthermore, Bryant *et al.* (2012) mentioned that it is important for middle managers to have interpersonal relationships with their staff in order to motivate them, understand their needs and expectations and mediate conflict. They added that the middle managers also reframe work through integrating the mission and activities of the organization into existing work, designing new processes that induce adoption of new work patterns, clarifying and structuring new tasks around organizational goals and setting performance standards and monitoring goal achievement.

As regard to the perception of academic staff and managers at King Abdul-Aziz University regarding basic duties and responsibilities of the first-line managers, the results of the present study revealed that there was no statistically significant difference between their perception in almost all basic duties and responsibilities except first-line managers ability to make decisions related to their units and their ability to provide ideas and proposal. This finding may be due to the basic functions, roles and skills of the first-line managers are stable in almost public sectors. Furthermore, although the right of the first-line managers in making decisions at units level, they are often affiliated to the decisions of the Supreme and subjected to centralized power and the implementation of the decisions of the Supreme administrations. This authority hindering their abilities to provide ideas and proposal. Pederson (2010) respected this point of view.

Regarding contents of training log, findings of the present study revealed that there was a statistically significant difference between students, academic staff and managers of frequency of performance. Almost all of study respondents perceived the importance of documented type of activity, time and frequency of performance. Also, nearly quarter of managers believed the necessary of students training on various activities without needing for repetition. In this point of view, Duvivier *et al.* (2011) emphasized that specific tasks are invented to overcome weaknesses and performance is carefully monitored to provide cues for ways to achieve further improvement. They added that deliberate practice is not mere mindless repetition of a certain task, but a focused approach to training aimed at reaching a well defined goal.

The results of the present study illustrated the highest percent of respondents perceived assessment documentation of students' performance with signature of student plus signature of practice area instructor with score and stamp plus signature of academic supervisor for final score. It is

knowledgeable to all working in Public Administration department-Economic and Administration Faculty-at King Abdul-Aziz university that the assessment describes any processes that appraise an students' knowledge, understanding, abilities or skills, promote students learning by providing the students with feedback, normally to help improve their performance, providing a mark or grade that enables a students' performance to be established. The mark or grade may also be used to make progress decisions enabling the public (including employers), and higher education providers, to know that a student has attained an appropriate level of achievement that reflects the academic standards set by the awarding institution and agreed University norms, including the frameworks for higher education qualifications. This may include demonstrating fitness to practice or meeting other professional requirements. This is congruent with QAA (2006) which emphasized that the way in which students are assessed fundamentally affects their learning. Good assessment practice is designed to ensure that, in order to pass the module or program, students have to demonstrate they have achieved the intended learning outcomes.

Accordingly, the findings of the present study explored deep similarities between middle and first line managers' duties and responsibilities. This result is respected by Hales (2005) who concluded with the observation that while some tried to distinguish between the role of a supervisor and a first-line manager, the efforts have a piecemeal and compromised that in practice there is little to no distinction.

Regarding the findings, the majority of jury group members agreed on the content and face validity of a proposed training book for undergraduate public administration students at economic and administration faculty at King Abdul-Aziz University. Their agreement was represented a higher percentage of face validity. This could be contributed to the wording and language of the training book are clear and findings point to the importance that this training book must generalized in baccalaureate public administration training program to enhance training outcomes. In addition, developing a training book is necessary in designing a formal training program. A formal training book ensures consistency in the presentation of the training program. Another major advantage is that all the training information on skills, processes, and other information necessary to perform the tasks is together in one place. So, training books should support the training objectives. It is confirmed in WIKIBOOKS (2012).

7. Conclusion and Recommendations:

In conclusion the proposed training book was validated and approved to be used for professionally-oriented undergraduate students with majors in Public Administration to improve their clinical skills.

Based on the findings study, the following recommendations were developed;

- 1- Dissemination of the developed training book on all those involved in the training process of undergraduate public administration students.
- 2- Revision and updating the developed training book periodically to meet the contemporary students' needs in public administration fields.
- 3- Using this developed training book as a base to develop many training books serving in training process in different areas and various governmental facilities.
- 4- Helping administrative development committee which responsible on developing job descriptions to all managerial categories in King Abdul-Aziz University.

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