1.3 Developing/Enhancing Staff Skills and Motivation

1.3.1 Enhancing staff training and development

Broadly, *training* is the planned process by which staff are equipped to carry out their existing tasks; and *development* is the means by which they are prepared for future roles, for increased or wider responsibilities, and to utilise their potential within the organisation.

Training and development are means towards ends, not ends in themselves. Training and development plans must stem from the needs of the business and be measured by the improved business performance which they achieve.

The context for change

Staff training and development is increasingly central to performance improvement strategies in the public service for the following reasons:

- the pace of organisational and technical change is accelerating, requiring staff to assimilate new skills and attitudes throughout their career in the public service;
- the reductions in staff numbers require individuals to be competent in a wider range of skills;
- public expectations of the public service are rising, requiring sharper technical skills and changed attitudes; and
- the continuing pressure for demonstrable efficiency improvements in the public service requires enhanced business planning and strategic change skills at all levels.

Reasons for caution

Training is neither a panacea nor an entitlement created by long service. Training is a potential solution to a business problem. Strategies for enhancing staff training and development which do not critically examine the assistance they will provide to meeting short and long-term business goals waste opportunities.

Disconnected training strategies perpetuate two notions in the public service which restrict its ability to change and respond to altered circumstances.

First, unless a clear link can be established between training inputs on the one hand, and service and strategic outputs on the other, training activities can be seen as “time off for good behaviour” – a period of relaxation away from the daily pressures of the service.

Second, and related, hard-pressed managers will consider training to be a distraction they can ill afford or an indignity they will not suffer.

Both notions highlight the risk of devaluing training activities, removing a significant item from the tool-kit available to a hard-pressed public service at a time of rapid change.
Achieving change

A sound staff training and development strategy has four elements:

1. The strategy embodies a clearly-stated commitment from senior management to develop all employees to achieve business objectives.
   - This frequently entails a written plan which identifies business goals and targets, and which assesses how employees can be developed to meet those targets.
   - It requires a clear sense of mission for the organisation, understood widely within the public service.

2. A staff training and development strategy focuses on the needs of new recruits.
   - Technical competence must be complemented by a detailed understanding of the organisation, its functioning, its objectives, and its culture.

3. The strategy requires the continuing regular review of the training and development needs of employees throughout their employment.
   - This requires detailed consideration of the business plan.
   - The identification of realistic training needs must be a core element within the performance appraisal system.

4. The strategy emphasises evaluation to assess achievements, and to improve future effectiveness.
   - The investment in training, the impact on the competence and commitment of employees, and the use made of skills learned, should be reviewed at all levels against business goals and targets.

Putting the training and development strategy into practice will require:

- On-the-job training, which will need:
  - development of institutional knowledge of the processes of the department or agency, and of the broader public service;
  - experience of related positions, including job rotation;
  - peer review and discussion; and
  - regular briefings by management.

- Formal training through external courses.

- Professional development, which will require:
  - access to information on courses;
  - arrangements for part-time study;
  - contributions towards fees; and
  - assistance and encouragement in joining professional associations.
Examples of change

A recent review of training and development policies and objectives in Canada recommended a shift in the role of the existing central body to one of co-ordination, with delegation of needs assessment, and training and development provision to departments. There has also been an emphasis on improved monitoring and evaluation of programmes, with the aim of improving the appropriateness and cost-effectiveness of the methods adopted.

In line with the emphasis on the creation of a Total Quality Management culture and the adoption of the “Client’s Charter”, training in Malaysia has been recognised as a vehicle for achieving the knowledge, skills, and necessary values to ensure that the Civil Service “is continuously staffed with highly-skilled and knowledgeable personnel to provide excellent public service”.

Recent legislation in New Zealand aimed at achieving efficiency in the Public Service has highlighted the need for effective management skills, developed through systematic programmes of management development. New Zealand has already adopted a strong policy of decentralisation of responsibility to departments, but is now recognising the need for a more co-ordinated strategic, service-wide approach to management development, based upon a set of core competencies for a “Public Service Senior Manager”. This has led to calls for improved central co-ordination of the process to complement departmental activity.

Other useful material (current as of 1996)


The Manager’s Deskbook, Treasury Board of Canada, Third Edition (CAN)

Treasury Board Manual, Human Resources volume (CAN)

Report of the Public Service 2000 Task Force on Staff Training and Development (CAN)

Training and Development Canada: Course Calendar (CAN)

Training and Development Canada: Systems Approach to Training (CAN)

The Civil Service of Malaysia – A Paradigm Shift. Chapter 13, pp 678-702, 1993 (MAL)


Training Directory, Wellington, 1993 (NZ)


1.3.2 Career Management

Career management strategies aim to provide a path for competent staff through the public service, enabling them to occupy positions which they will find satisfying and in which they will contribute significantly to meeting business objectives. In essence, successful career management combines personal satisfaction with succession planning for positions, ensuring that those positions will be filled by people able to deliver organisational results.

The context for change

Career management strategies provide a positive and rewarding path for competent staff at a time of significant change within the public service.

The conviction that probity and impartiality in the service are best maintained by guaranteeing secure, lifelong employment with progression determined significantly by seniority is fading. This traditional model assumed that promotion would be based on merit that is best assessed by neutral, centralised procedures. It also assumed that employees would spend their entire careers within the public service and that the range of career options and progression possibilities would be fully known at the outset.

This model was altered somewhat by the development of “high-flyer” training and promotion schemes in which particularly talented individuals would be placed on a fast track to more senior positions. The picture has altered more substantially with the introduction of open recruitment schemes which attract applicants from outside the public service for positions at all levels.

These developments, responding to the changes and less secure business circumstances of the public service, represent a major challenge to the career assumptions of many public servants. In this transition period, there is a particular need for strategies which combine opportunities for individual achievement and job satisfaction with an increased focus on meeting the business targets of the public service.

Reasons for caution

The development of career management strategies presupposed that there is the capacity for career planning within the public service; that flexible alternatives to lifelong permanent employment are available, including short-term contracts, secondments, and career breaks; and that expectations can be managed.

Few public or private sector organisations operate a fully developed, comprehensive career management strategy, but where aspects are in place, they rely on a strong culture of realism, and on explicit and well publicised policy statements on management support for career development.

Achieving change

Career management strategies are built on clear policy decisions concerning:

- the use of fixed-term contracts;
- secondments within the public service and to the private and NGO sectors;
- the possibility of career breaks;
the scope for open recruitment at senior level; and
the organisational investment to be made in the central personnel management office and, where
devolved, in the departmental units.

Realistically, career management strategies will target senior positions in the public service.
Stemming from those policy decisions, the career management strategy will have three components:

**Component 1: Development of the organisational capacity to plan and manage career paths**

In most settings this entails developing capacity within the central personnel management office or,
where devolved, in the departmental units to:

- identify senior positions which are key to service improvement;
- assess recruitment trends and likely skill shortages; and
- provide counselling to staff whose career paths could lead them towards key senior positions.

**Component 2: Establishment of mechanisms for developing staff in preparation for key senior
positions**

This requires a coherent policy of management training and an effective performance appraisal
procedure. Career counselling is again significant.

**Component 3: Improving systems for recruitment of senior staff**

Experience indicates that this entails:

- the appropriate use of open recruitment, balancing the need to attract skills from outside the
  public service with career opportunities for experienced and talented public servants;
- the development of appropriate reward frameworks for senior staff; and
- counselling for potential applicants.

At all stages, career management strategies require the organisational capacity to provide
confidential and credible counselling for staff. This is the key to:

- reviewing the options available for “plateaued managers” who are operating competently but are
  unlikely to be promoted and whose interest and motivation must be maintained; and
- breaking the “glass ceiling” for women and others whose careers may be unfairly restricted.

**Examples of change**

A Task Force on Management Improvement for the *Australian* Public Service reported in December
1992 that there was a “substantial commitment” to implementing “career planning” in agencies.
However, it drew attention to the contradiction between career planning in the sense of mapping out
career paths for individuals and the preferred Civil Service approach to promotion via open
competition for vacancies.

In the *UK*, a Career Management and Succession Planning Study was carried out by the Efficiency
Unit of the Office of Public Service and Science in 1993, which attempted to lay down (and
reaffirm) principles of career development for senior Civil Servants, in particular, the “Senior Open
Structure”. Amongst its recommendations were more explicit selection criteria, published policy
statements on career development, a review of “fast-stream” entry, schemes for interchange between the Civil Service and the private sector, selection for promotion more closely tied to achievement, increased emphasis on equal opportunities, and flexibility in contracts of employment.

Other useful material (current as of 1996)


Career Management and Succession Planning Study. Efficiency Unit, Cabinet Office. HMSO, London 1993 (UK)
1.3.3 Performance appraisal

*Performance appraisal* is a system by which an individual is guided towards making an effective contribution to the work of the public service.

Performance appraisal systems achieve one or more of the following:

- relate individual performance to organisational goals;
- test competence; and
- contribute towards a climate of open discussion within the public service.

**The context for change**

At a time of rapid change within the public service, there is an urgent need to ensure that public servants are working effectively as well as efficiently – that they are doing the right things and doing those things well.

This concern is addressed by ensuring that employees understand how their work contributes to the achievement of organisational goals, by ensuring that employees have the skills to make that contribution and, above all, by developing a climate of open discussion in which performance, achievements, and difficulties can be approached openly and supportively.

The traditional annual confidential report system in operation in many Commonwealth countries is inadequate for this purpose. It is subjective, unrelated to corporate objectives, and poorly regarded by employees at all levels and their appraising officers. As it is a closed system, appraisees are provided with feedback on their performance only when it is negative, providing little encouragement or motivation.

Open performance appraisal systems:

- relate individual performance to organisational goals by:
  - identifying personal targets for employees;
  - clarifying the linkages between those targets, the key tasks for the unit or department, and the broader objectives for the service; and
  - providing examples of appropriate behaviours which will assist in meeting those personal targets.
- test competence by:
  - identifying the obstacles faced by the employee in meeting targets;
  - identifying areas where training and other inputs can assist in overcoming those obstacles;
- contribute towards a climate of open discussion within the public service by:
  - providing a closed and safe meeting environment in which the appraisee and the appraising officer can discuss achievements and difficulties openly; and
  - providing an opportunity for managers to receive feedback concerning the systems and procedures in operation in a format which they will not perceive as threatening or undermining.
Reasons for caution

Of the three objectives of performance appraisal, the establishment of a climate of open discussion within the public service is the most significant. Establishing appraisal systems with a narrower emphasis on relating individual performance to organisational goals, and testing competence, run two risks.

First, it can allow a negative perception of the system to develop, with employees reacting suspiciously to a proposal that they feel carries little benefit for themselves.

Second, it may encourage the establishment of further systems for driving improved performance on an inadequately tested base. Performance-related pay, or automatic linkages between appraisal and promotion, are possible strategies to be introduced over time. Both are contentious and require a sound and well-tested system of appraisal, which attracts widespread support across the public service. Hasty moves in this direction, neglecting the overriding goal of establishing a climate of open discussion, can result in the construction of unpopular and managerially time-consuming systems, on the basis of an appraisal methodology which will be the subject of continuing and demoralising methodological dispute.

Achieving change

The development of a performance appraisal system within the public service must be signalled by an unambiguous commitment from senior management to introduce a mechanism which:

- ensures that the work programme of each employee reflects the goals of the unit or division and the overall goals of the Ministry or department;
- ensures that supervisors and employees have a common understanding of the job requirements;
- reviews individual performance against mutually-agreed standards, some of which are specific to that individual, and some general to the level or position;
- provides feedback on performance to employees and identifies training and skill development needs;
- develops a more open and participative environment through improved communication between supervisors and employees; and
- encourages improvement and recognises good performance.

This commitment provides the basis on which the performance appraisal system will be evaluated and owned across the public service.

Most performance appraisal systems require a four-stage annual cycle, as follows:

Stage 1 – Developing the work plan

At this point, the key tasks for the individual are agreed. The individual performance standards for the employee are set out against those key tasks, providing a clear statement of expectations. The key tasks and individual performance standards should as far as possible be agreed by the appraisee and appraising officer.

The identification of the key tasks is facilitated if the unit or department have a clear business plan identifying its broader objectives for the year.
The work plan also includes general performance standards which provide guidance on appropriate behaviours for all employees in the public service or in a particular occupational group.

Stage 2 – Progress review

Although discussions on the employee’s performance should be continuous throughout the year, a formal progress review meeting serves to focus minds and to provide an early warning of any emerging difficulties.

Stage 3 – Annual performance review

This provides the opportunity to assess achievements in meeting the individual performance targets, and in meeting the general performance standards. In well-established performance appraisal systems, it is regarded as a sign of failure if an appraisee first learns of management concern about his or her performance at a formal review meeting.

The performance review includes a recognition of any particular contributions made by the employee during the year, recommendations for training and development, and might include some assessment of the employee’s career potential.

In terms of best practices across the Commonwealth, many public service organisations have moved from the traditional hierarchical model of performance appraisal where staff are assessed by their immediate supervisors to the more comprehensive 360 degree Developmental Feedback Model. This model is used to provide staff and management with broader input on an individual’s performance. Staff members at all levels of the organisation conduct a self-assessment of their performance and receive performance feedback from those they interact with in performing their duties including their peers, clients, subordinates, and superiors. This model of the performance appraisal process is designed to give staff a more balanced perspective of performance for follow-up decision making and for identifying areas for improvement and development.

Hierarchical vs. Developmental Feedback Model

Traditional Hierarchical Feedback Model

```
   BOSS
    |
    v
  Subordinate

The Developmental (360%) Feedback Model

   INDIVIDUAL
    |
  Self-Assessment
    |
Internal clients
    |
Direct Subordinates
    |
Indirect Subordinates
    |
Colleagues/Peers
    |
External clients
    |
Direct Supervisors
    |
Indirect (Grandparent) Supervision
    |
Specialist Standards
```
Stage 4 – Decisions

The appraising officer, based on review recommendations which are, as far as possible, agreed with the employee, and in discussion with other managers, must decide on appropriate action.

This may include:

- recognition of good performance and the acknowledgement of a job well done, nomination for special training or other career development opportunities, acting up possibilities, and entry into public service award schemes; and
- responding to unsatisfactory performance, with continuous discussion and mentoring and, in more extreme situations, the development of an individually-tailored performance improvement plan, in collaboration with personnel management staff.

Documentation must be clear, simple, and readily understood.

Examples of change

The Public Services in Lesotho and Zimbabwe have developed comprehensive performance appraisal procedures and arrangements to train all public servants in their operation.

The Mauritius Public Service has introduced a performance appraisal system reflecting the four stages given above.

In Zambia, the Annual Performance Appraisal System is being introduced in parallel with the review and restructuring of all Ministries, ensuring that newly-clarified organisational goals are translated into clear performance targets for individual employees.

Other useful material (current as of 1996)


Managing People’s Performance. Public Service Commission, Canberra (AUS)


Scott, G., Bushnell, P. and Sallee, N., 1990, Treasury, Wellington (NZ)


1.3.4 Relating awards to performance

Awards for excellent performance are increasingly employed within the public service. These may or may not have a financial value. Performance-related pay can be the most contentious of the approaches, but has been widely adopted. Public servants, like all other employees, require recognition of their achievements to maintain their motivation in a demanding and fast-changing environment.

The context for change

The use of performance awards has a long history, especially in manufacturing operations, marketing, and, to some extent, top executive remuneration. However, because of increased competitive pressure and the need to tie individual performance more closely to corporate objectives and strategy, their application has spread to other areas, including public sector employment. Although performance awards can take a variety of forms, the most noticeable recent development has been the increasing introduction of performance-related pay.

Performance awards have become a tool in the move away from the static, reactive notion of salary administration towards a more dynamic, strategic approach to rewards management. Bureaucratic payment systems, where people doing the same work are paid the same, are being replaced by more flexible and personalised reward structures which specifically set out to reward an individual’s contribution.

Reasons for caution

Performance awards are intentionally divisive in that they single out well-performing individuals. The systems employed to identify individuals for particular recognition must be robust and well respected if they are to have credibility across the public service.

Performance-related pay raises some particular risks:

- **Short-termism.** There is little evidence that extra payments do improve overall performance. Most motivational theories stress intrinsic motivation (i.e. the job itself) rather than extrinsic motivation (money and benefits). Performance-related pay schemes must avoid the risk that employers’ long-term targets will be replaced by short-term responses which trigger the rewards.

- **Inappropriate targets.** In setting explicit and well-defined targets, units and departments must avoid the risk of squeezing out broad public interest considerations which are less amenable to target-setting.

- **Weak methodologies.** Performance-related pay can be a contentious development and may be subject to some resistance within the public service. If it is to be credible and sustainable, it must avoid any risk of serious challenge to the performance appraisal methodology which underpins it.

Achieving change

Non-financial performance awards honour and reward public servants who have shown a willingness to make an extra effort in carrying out their duties or who have distinguished themselves in serving the public.
Introducing such awards requires a clear policy statement indicating the intention to recognise particularly meritorious contributions, the range of awards to be provided, and the means by which outstanding contributions are to be identified, including the development of performance appraisal systems.

Non-financial awards may be at departmental level or service-wide, and can cover groups or individuals only. The key to their credibility is that they are associated with recognition from the highest levels of the public service.

Strategies for introducing financial awards, including performance-related pay, require:

- a determination to challenge the perceived right to automatic annual pay increases, irrespective of performance;
- a comprehensive dialogue with staff associations and other representative bodies;
- a full explanation to all affected staff; and
- a sound, tested and credible system for performance appraisal.

Three overall models can be identified across the Commonwealth.

**Model 1: Performance-related pay for senior staff**

Supported by a performance appraisal system, which recognises the particular responsibility on senior staff to play a leadership role in the public service, performance-related bonuses can be allocated subject to an overall distribution curve which ensures service-wide equity and consistency.

**Model 2: Performance-related pay across the public service**

Such broad-based systems require a reconsideration of the generally fragmented and over-elaborate grading structures existing within the public service.

Rationalising and reducing schemes of service, and classifying them into fewer broad service classifications, provides an opportunity to:

- emphasise talent, experience and expertise in place of academic qualifications;
- incorporate assessed performance as the key to annual salary progression; and
- develop a performance appraisal methodology which relates to each of the broad service classifications.

**Model 3: Devolved performance-related pay**

In such systems, departments or agencies are given authority to negotiate pay and pay-related conditions of service and develop locally-appropriate performance-related pay frameworks.

Such delegation requires continuing central control of the total pay bill. Departments and agencies cannot negotiate the total beyond an agreed control total. Delegation also requires a clearly established negotiating remit, agreed between the department and the Ministry of Finance at the outset, which defines the limits of the department’s negotiating authority.
Examples of change

In 1990, the Australian Government was considering introducing performance-related pay into the Senior Executive Service. However, a Senate Standing Committee concluded “[we] are far from convinced that it is desirable to introduce performance-based pay at all” and suggested a thorough cost-benefit analysis, piloting of various appraisal systems, and ascertaining staff acceptance of performance-related pay prior to implementation.

In 1992, the New Remuneration System was introduced into the Malaysian Civil Service in order to overhaul its total reward management system. It formed part of a comprehensive package of reforms and rationalisations and intended to base annual salary progressions on individual performance rather than seniority.

Performance-related pay has been introduced for the top three levels of the Maltese Civil Service, linking this to the notion of a three-year “Performance Contract”. It is based on the assumptions of fairness and consistency, pay for performance, linking of individual and organisational objectives, participative leadership, and openness.

A Flexible Wage System was introduced into the whole Singapore economy in 1986 to attempt to overcome the contradictory pressures of the need for flexibility versus the need for security/stability of earnings. This was extended into the public sector in 1988 whereby variable payments could be made to Civil Servants depending on the performance in the economy. Additionally, the Flexible Wage System sets a guideline maximum of 20 per cent for the variable component of reward.

In the UK, the 1994 White Paper, Continuity and Change, proposed an extension to existing delegated pay and grading arrangements in order to establish a clear link between pay and performance. By 1996, responsibility for all staff below senior levels was passed to individual departments and agencies. All pay increases are now made through performance-related pay systems.

Other useful material (current as of 1996)


The Manager’s Deskbook. Treasury Board of Canada, Third Edition (CAN)

Treasury Board Manual. Human Resources Volume, Chapters 1-6 (CAN)

Improvements and Development in the Public Service 1992, Chapter 9, pp 461-464 (MAL)

Development Administration Circular No. 3, 1991 entitled “Public Service Innovation Awards”, 1 April 1991 (MAL)

Development Administration Circular No. 2, 1993 entitled “Guidelines for the Award of the Public Service Excellent Service Awards”, 27 January 1991 (MAL)
1.3.5 Developing a public service code of conduct

A public service code of conduct provides guidance on required behaviour within the service and prescribes required standards of integrity and professional conduct. Such codes relate directly to conditions of employment and legally enforceable regulations.

They differ from codes of ethics, found in many professional organisations, which have an emphasis on self-regulation rather than externally imposed rules of behaviour.

The context for change

At a time of rapid change, when organisational goals are increasingly emphasised and flexibility of process encouraged, codes of conduct are assuming a particular significance. Corruption and disloyalty have always been present to some degree within the public service, but the increasing emphasis on flexibility and entrepreunersim may need some balancing with a clear statement of appropriate conduct.

There is increasing recognition that:

- codes of conduct should be dynamic and not static, reflecting the changing environment and circumstances in which public services work; and
- they should focus on the positive as well as the more negative aspects of conduct, on values and ideals of service which public officers can aspire to, as well as on the bottom line of acceptable conduct, and on discipline and penalties for transgression.

The public services of many Commonwealth countries have recently revised or re-written their codes of conduct, or are in the process of doing so, in order to:

- provide a reference point to which all stakeholders and other interested parties can turn;
- offer assurances to the public that the public service is subject to specified standards;
- provide Civil Servants with clear statements of the standards of behaviour below which they are not expected to fail;
- maintain safeguards within the service at a time of increasing devolution and commercialisation;
- inculcate a sense of discipline, responsibility and integrity in public servants;
- form the basis for effective human resource and management development within the service; and
- provide support for heads of departments in the management of their department, and in their responsibility for the development of their staff.

Reasons for caution

A code of conduct may be necessary, but not sufficient, as a mechanism for maintaining professional standards. One single code cannot cover all aspects of conduct for all groups within the service, and there are a number of cautions to be considered:

- Codes of conduct should not be regarded as "being written in stone". Although some aspects will remain permanent and universal, others will need to be reviewed and amended to meet changing circumstances and relationships.
• Codes of conduct should avoid focusing excessively on negative aspects of behaviour. A clear framework of disciplinary rules and regulations, with appropriate sanctions is important, but does not of itself inculcate positive values.
• A code of conduct must be seen to apply to all levels of the public service.
• A code of conduct for the core public service may require bolstering from consistent and compatible codes of conduct for Ministers and elected representatives, on the one hand, and parastatals, boards and other organisations, on the other.

Achieving change

Recent revisions to codes of conduct for the public service in Commonwealth countries show a concern to develop codes which cover the process of appointment to the service, and the accountability of a public servant while in office, and immediately following dismissal, resignation, or retirement.

Accountability is a very broad term encompassing the duty of a public servant to manage public funds properly, and to discharge duties effectively, in response to government priorities and national needs.

In relation both to the process of appointment and to the subsequent accountability of appointed public servants, codes of conduct generally refer to the need for political neutrality, the duty of public servants to make their best efforts on behalf of the service, and the necessity of avoiding bringing the government or the public service, into disrepute.

More than any other instrument of the public service, codes of conduct are specific to the setting and to the time at which they are introduced. Developing or revising a code of conduct requires three broad policy decisions:

• The legislative or regulatory framework for the code.
  - How is it to be enforced?
  - Is it to be voluntary, enshrined in public service regulations, or placed on a statutory basis?
• The impact on conduct in the public service of political pressures, and of standards of conduct and discipline in other public sector bodies.
  - Is there a need for a code of conduct for Ministers?
  - How should conduct be reviewed in parastatals, boards and other organisations?
• The breadth of the public service code of conduct.

In this latter area the policy decision might be that the code should cover any or all of the areas given in the table overleaf.
<table>
<thead>
<tr>
<th>Issues which might be covered</th>
<th>Appointments to the service</th>
<th>Accountability in the service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Neutrality</td>
<td>Example: strict emphasis on skills for the job.</td>
<td>Examples: avoidance of political activity and not allowing a perception of political influence; compliance with existing laws; the need to alert senior staff to undue pressure (whistleblowing).</td>
</tr>
<tr>
<td>Best efforts</td>
<td>Examples: need to achieve a representative workforce through recruitment efforts; need to declare any personal interest.</td>
<td>Examples: management of public funds and use of government resources, including vehicles; a concern for service to the public at all times; provision of sound advice to Ministers regardless of personal political affiliations.</td>
</tr>
<tr>
<td>Avoiding disrepute</td>
<td>Example: no direct or indirect incentives to appoint unfairly.</td>
<td>Examples: avoidance of negligence/irresponsibility; appropriate dress; confidentiality of government business</td>
</tr>
</tbody>
</table>

**Examples of change**

The *Malaysian* Government undertook a comprehensive review of the codes of conduct and discipline for Civil Servants in 1991.

A revised Code of Conduct is being developed for the Public Service of *Mauritius* covering: the values and principles of the Civil Service; the obligations of public servants to Government; the need for political neutrality; the importance of service to the public; the need for leadership; the avoidance of conflicts of interest; avoiding bringing the Government into disrepute; the use of Government resources; and the relationships with colleagues.

The *Kenyan* Government has recently revised its Code of Regulations for Civil Servants and is currently working on a new Code of Ethics.

In the *UK*, the Nolan Committee has emphasised the need for a strong code of conduct for Civil Servants compatible with the Code for Ministers.

In *Malta*, on 31 October 1994, a Code of Conduct was released by the Prime Minister replacing previous instructions in the Staff Management Guidelines (ESTACODE).
Other useful material (current as of 1996)


Martin, J. Public Service and the Public Servant. New Zealand State Services Commission, Auckland, 1991 (NZ)