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FROM - RIO DE JANEIRO

SUBJECT - Prof. William B. Rosevear- End-of-Tour Report

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1. During his assignment to Brazil under university of Southern California Contract No AIDc-1138, Prof. William B. Rosevear worked with members of the School of Public Administration of the Getúlio Vargas Foundation and the School of Public Service of the Administrative Department of Public Service; in addition to his regular duties, he assisted other institutions of the Brazilian Government.
2. Prof. Rosevear's report is a straight-forward account of his experiences, problems, and accomplishments in carrying out his portion of the project's objectives.
3. The problems and difficulties he mentions, all of which are related to the Brazilian academic environment, are common throughout the higher education system. It is because USAID has recognized the breadth of these problems and the limited amount that can be done about them by a contract group at a single institution, that the USAID emphasis has changed this past year from concentration on departmental development contracts to concentration on over-all planning and structural reform of the entire higher education system.
4. The recommendations as to things the Getúlio Vargas Foundation staff should do to improve the training of their own people will be conveyed to the proper people within the institution and will form the basis for a portion of USAID's follow-up activity.

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PAGE 1 OF 8 PAGES

DRAFTED BY <b>Howard E. Buckley:</b>	OFFICE <b>IRO</b>	PHONE NO. <b>260</b>	DATE <b>8/25/66</b>	APPROVED BY: <b>Rosson L. Cardwell, Chief IRO</b>
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AID AND OTHER CLEARANCES

~~XXXXXXXXXX~~ ADMG:M. F. DeAngelis

PAL EERizzo (in draft)

ADFC: IL Parks

**UNCLASSIFIED**  
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END-OF-TOUR REPORT OF  
Professor William H. Rosevear  
University of Southern California  
School of Public Administration  
From October 27, 1963 to July 30, 1965  
Project 512-11-660-263

General Objectives and Assignments

The USC Public Administration project in Brazil had been functioning a little over four years, when I joined the faculty on direct transfer from USC/Pakistan. Under contract to USAID, the general objective of these two projects was similarly to assist in the improvement of public administration by means of providing technical assistance to designated educational institutions. I was to serve as behavioral science advisor to the staff, with particular emphasis on training. As it turned out in Brazil, I found it necessary to place more emphasis on the role of educational advisor.

During the first six months of my tour, I was assigned, on a part-time basis, to the National Department of Administration School (DASP), where I consulted with the director, research-coordinator, and professors. At the Brazilian School of Public Administration (EBAP), I served as coordinator for teaching methods and for executive development. In this capacity I assisted professors to develop and use modern, participative methods and to prepare materials for both classroom and in-service training.

By June 1964, the project was well along in its phase-down stages. The USC faculty was reduced, necessitating reassignment of duties for those remaining. In addition to those duties above, I assumed the duties of leadman at EBAP, taking the place of Professor Mars. I attended faculty meetings, participated in special committees, consulted with the School's Director and staff, and reported on the various activities and developments at both DASP and EBAP for the project's periodic reports. As a member of the USC headquarters staff, I assisted in the acquisition of materials and the channeling of them to the schools participating in the contract. Finally, I assisted in the planning and conducting of various training programs in the respective institutions, as requested.

Problems and difficulties

In my opinion, those problems and difficulties I experienced stemmed largely from the uncertain conditions of a traditional society in transition. The social and educational system in present-day Brazil tends to preserve certain values and practices, while at the same time striving to modernize. Such a state of affairs sometimes led to conflicts and inconsistencies which were difficult to fully appreciate. In this class of problem might be the commonplace Brazilian tardiness and failures to get things done, even though apparent agreement on time and accomplishments had been reached. However, in all fairness, it must be said that I enjoyed cooperation and goodwill on the part of the administrators, selected professors, and service staff at EBAP. Nearly all of the most cooperative staff members were professors who had studied in the USC School of Public Administration or who had had similar U.S. experience.

The traditional role of the Brazilian professor might be characterized as that of a "benevolent autocrat" who is interested in his students and likes to think that he is developing a happy-family group. However, he insists he is the fount of all knowledge and authority, generally ~~relying~~ <sup>relying</sup> only on lecture methods, and requires little by way of participation or performance by his students. What he does demand is a kind dependence on himself. While there were some striking exceptions, many of the professors I worked with functioned somewhat in this manner. Some of the more successful efforts of the USC team, in my judgment were directed toward the modification of this pattern by introducing seminars which focused on teaching techniques and participative methods. The goal was more active and responsible learning. With few exceptions, those professors who were more willing and better able to modify their role and methods were those who had had previous experience with American theoretical literature and practice, or who had been influenced by those who had had such experience. These facts tend to highlight the necessity of assisting the returning bolsistas to reintegrate in new roles within their parent institutions, in order to take best advantage of their recent experience.

A number of conditions existed which created problems which were difficult to resolve. Among the more frustrating of these problems were the following: the unavailability of professors and students; shortage of time for comprehensive research; inadequate knowledge of and experience with a range of different methods for research, including statistics and experimental techniques; limited

acquaintance with the basic literature in social and behavioral sciences; shortage of literature in Portuguese on both substantive material and technical methods. Direct efforts were made to alleviate or overcome many of these difficulties, most notable of which was in connection with the last mentioned item above. To some extent many of these problems still remain. For example, largely for economic reasons, it is common practice among Brazilian professors to teach in two or more institutions, and for some, who are specialists in public administration, to consult with other agencies. Consequently, all but a few are away from the school except when they are teaching or for staff meetings. The result is often an over-extension of effort with consequent limitations in performance. A majority of students seem to follow the same pattern and are likewise not available. From the point of view of time schedules, special activities like consultations, special preparation and planning, and extra-curricular research were often less than satisfactory and were unduly spread out in time.

Finally, mention should be made of a particular area of potential difficulty which very likely has meaning for most foreign advisors. The development of a productive consulting relationship with the host institution's counterparts is a long-term process. Especially at first, the experience seems likely to produce many frustrations, misgivings, and misperceptions on both sides. For example, there is the likelihood that the American is viewed as someone who supplies needed ideas or materials without asking too much in return. Later on, this perception may become more negative from the Brazil view, since gradual experience with the American advisor often results in questionable changes and more work. Yet there seems to be no alternative to involvement and the initial supply-service role in an honest relationship seems to be as effective as any yet tried.

### Accomplishments

1. Teaching and training materials. Second in importance only to a competent teaching staff is the need for a supply of teaching and training materials locally available in Portuguese and suitable to the Brazilian situation. This category includes all kinds of visual aids, books and periodicals, and particularly various management problems, demonstrations of leadership skills, and techniques emphasizing special units of study, like problem solving and work-group dynamics. When this kind of material is available, instruction in its use is also necessary. In so far as visual aids

and literature were concerned, my work was largely advisory, usually regarding purchase and use. My work in this area consisted in the design (or adaptation), preparation, and demonstration of materials for use in regular classes or short training courses. Following are some examples: a semester-long course in social psychology for ~~the~~ second semester students, including selected reading references, especially focusing on concepts and their application in administration; the adaptation of a course on "Leadership principles and practices" previously used at UCLA, including detailed instructions for the study of group roles and processes for small group term projects; the design and application of a full week intensive training course for senior administrators on "Leadership, membership, and staff ~~and~~ methods"; and the preparation of several role-playing exercises, ~~and~~ management games, and assorted single units for special purposes. In conjunction with many of these materials discussion guides and questionnaires were provided. Some of the specific techniques were demonstrated to the professors to serve the three-fold purpose of classroom teaching, in-service training, or research procedures.

2. Consultations with Brazilians. Frequent consultations with individual professors and students I considered as one of my prime duties, and it was through these face-to-face relationships, both formal and informal, that I was able to accomplish many of my goals. Despite language limitations and other frustrations, I feel these contacts were among the most rewarding and satisfying. Usually consultations consisted of exploring, planning, suggesting, instructing, or supporting activities. For instance, I often assisted professors plan the use of training materials and methods or helped train their student assistants. When the class was in progress, I sometimes assisted in a supporting capacity. Students sometimes made requests for bibliographic reference, clarification of concepts, or the use of special materials. Various suggestions were made to schools' administrators pertaining to such matters as ways and means of improving teaching, evaluation of performance, and research proposals. In recent months, I have had several occasions to assist some of the returned bolsistas re-integrate into their professorial roles, using American materials and methods.

3. Committee and staff work. Closely related to individual consultations were the activities of special committees and regular staff work. However, with the exception of a few occasions, ~~committee~~ committee work tended to increase frustrations as a result of difficulties in availability and commitment to the task. Among the more productive committee efforts were the following: the design and promotion of a model program for executive development; the revision of

x participants

entrance examination standards and constituent tests; and the ~~planning~~ planning and promotion of a series classroom methods seminars. The first of these was published as a formal proposal and submitted to the Ministry of Finance. Modifications of this program have been used successfully as intensive, in-service training courses with a number of managerial groups. Student selection tests and procedures have been markedly improved but more recently acquired information suggests that further revision and new policies may be necessary. The methods seminars were conducted on a voluntary-basis and ~~judging~~ judging by the faculty participation were both popular and useful. Regular staff work consisted of attending faculty meetings and school functions, reporting on major activities, facilitating inter-agency relations, and generally assisting in the accomplishment of the project's goals.

4. Research and training. One of the most satisfying accomplishments was with regard to the joint areas of training and research. Many of the exercises and procedures popularly used in training were adopted from original research designs, and, likewise, procedures used in training were adaptable for research purposes. I assisted by helping organize objectives and techniques, ideas and references, and overall designs. Typically, I prepared the necessary materials solicited interest, demonstrated, and enlisted cooperative effort in execution. A preliminary study of "The effect of individual opinion on group judgment" is an example of adapting a training simulation device for research purposes. This device was part of an intensive training course made available under the title "Leadership, membership, and staff methods".

In recent months I endeavored to promote the use of experimental methods for research in laboratory and field situations. In one case, I enlisted the assistance of two newly returned bolsistas, since they expressed an interest in further research training. Many profitable discussions were held concerning techniques, procedures, and interpretations. The result was a study on "The effect of scholastic aptitude, social atmosphere, and experience on group problem solving", which is to be published in Portuguese.

5. Promotion of psychology. Indirectly related to my responsibilities with the project was my effort to strengthen the profession of psychology as time and contacts permitted. In order to gain some understanding of the education and training required for Brazilian professional psychologists, I met several times with faculties, semi-formally, at two federal universities and one private

university. In addition, I interviewed representatives of the Ministry of Education, the agency which licenses psychologists, and spent considerable time with professionals discussing problems related to materials, standards, trainees, and issues encountered in the applied fields. In one instance, I was invited to meet with a faculty to assist with the problem of curriculum planning and development. A state agency for the education of exceptional children invited me to discuss a number of technical problems with the staff. On another occasion, a local association requested that I serve as a resource expert on the topic "The role of psychologists in the social development of Brazil". In engaging in these activities it became increasingly obvious that the need for and interest in improving professional competence is very great.

#### Cooperation with Brazilian and American Agencies

Official working relationships were confined to the administrators of the Getúlio Vargas Foundation, the administrators and faculties of the four participating schools, and a few USAID officials. Unofficial relationship included those mentioned above as well as with such other organizations as the Institute of Professional Selection and Orientation (ISOP), the Brazilian Institute of Municipal Administration (IBAM), the Institute of Public Service (ISP), and the Ford Foundation. Especially on an individual basis, the amount of understanding, support, and cooperation was generally good and was a source of considerable satisfaction.

#### Recommendations

My comments in regard to recommendations are influenced by the fact that I joined the USC team in Brazil during the terminal phases of the contract. This fact tended to limit the scope of my activities in some of the areas of my special interests and skills. As the time of project termination neared, more time was required for general project duties. However, two recommendations seem of special significance.

The first has to do with the continuing needs in the area of training methods and materials. Although the informal seminars on classroom methods and other efforts to train trainers have been relatively successful, there remains considerable room for improvement, especially in the training field. Furthermore, the need for

materials suitable for local conditions is also very great. Hence, I would recommend that the training area be expanded, systematized, and possibly formalized for maximal benefits. Such training might be provided regularly through weekly faculty seminars and should include regular and intensive classroom methods and techniques for in-service development, and, more especially, techniques and objectives for executive development. There are many principles and problems involved in the design and conduct of a training program, and those can be learned best by the actual development of a program under guided instruction.

The second recommendation is related to the first, and is based on the training principle of learning by doing. Certain professors are especially skilled in the use of certain methods and materials; other professors may need these skills. Hence, I would recommend that a plan be developed in which senior and/or experienced professors in a particular area undertake joint efforts of teaching, research, and writing in conjunction with younger and/or less experienced professors. As indicated earlier, I used this strategy in recent months with young, returned bolsistas. Similar counterpart plans have been in use throughout the project between USC professors and Brazilian students; now Brazilians must help Brazilians to develop.

#### Chief of Party's Comments

Professor Rosevear provided the faculty in Brazil with a different, and very helpful, point of view on administration. He developed effective interchange with Brazilian professors at each of the participating institutions and stimulated a number of innovations in methods of instruction and research.

E. J. Jones, Jr.  
Chief of Party  
USC Faculty in Brazil

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3. Undergraduate Education

The Government of Brazil, USAID, and the University of Southern California have played a major role in assisting the Faculty of Economic Sciences to carry out a development program. The Faculty of Economic Sciences has been asked to file for this Faculty to launch an undergraduate degree program in public administration. A proposal to launch an undergraduate degree program in public administration was proposed by the Faculty of Economic Sciences in April, 1963.

A SURVEY OF THE FACULTY OF ECONOMIC SCIENCES OF THE UNIVERSITY OF RIO GRANDE DO SUL HAS THE APPROVAL OF THE UNIVERSITY OF RIO GRANDE DO SUL IN PUBLIC ADMINISTRATION. THE FACULTY OF ECONOMIC SCIENCES OF THE UNIVERSITY OF RIO GRANDE DO SUL HAS TAKEN AN INTEREST IN LAUNCHING AN UNDERGRADUATE DEGREE PROGRAM IN PUBLIC ADMINISTRATION WITHIN THE FACULTY OF ECONOMIC SCIENCES OF THE UNIVERSITY OF RIO GRANDE DO SUL. HOWEVER THIS IS A GOAL UNDER CONSIDERATION OF THE ORGANIZED ECONOMISTS OF RIO GRANDE DO SUL. THE FACULTY OF ECONOMIC SCIENCES OF THE UNIVERSITY OF RIO GRANDE DO SUL HAS TAKEN AN INTEREST IN LAUNCHING AN UNDERGRADUATE DEGREE PROGRAM IN PUBLIC ADMINISTRATION WITHIN THE FACULTY OF ECONOMIC SCIENCES OF THE UNIVERSITY OF RIO GRANDE DO SUL.

To realistically appraise the problems of launching a public administration option within the Faculty of Economic Sciences requires the candid acknowledgment that an individual economist (or a group of individual economists) is not likely to be able to launch a public administration option. The Faculty of Economic Sciences of the University of Rio Grande do Sul is prepared to undertake every effort to advance the launching and professionalization of public administration. Historically, the economists have shared with the government of Rio Grande do Sul a government of Rio Grande do Sul. The Faculty of Economic Sciences of the University of Rio Grande do Sul is prepared to undertake every effort to advance the launching and professionalization of public administration. There can be no doubt that a major group of economists of Rio Grande do Sul is the major group of the professional public administration with every step at their disposal.

To launch a public administration degree program in the Faculty of Economic Sciences of the University of Rio Grande do Sul will be a difficult struggle. It probably cannot be accomplished without utilizing every available source of pressure. Any other conception is unrealistic in terms of the well-known opposition policies of the organized economists.

#### 4. Research and Consulting

State and local government is seriously impeded by the absence of reliable and objective info which is required for the decision making process, both at the legislative and executive levels. Because of this and every group that is interested in influencing the governmental decision making process is vigorously engaged in the development of "research data" to support its own positions. The clash that results from this activity tends to increase the conflict and suspicion between groups and between the public and the government.

Every effort of the professors of public administration to engage in consulting is frustrated by the absence of a juridical entity which is empowered to contract to undertake consulting activities and to receive and disburse funds. From a strictly legal point of view the Institute of Administration is apparently competent to engage in research and consulting activities which will produce fees but practically it is not because of the complex bureaucracy in which the University is engulfed.

From my point of view there is a compelling need for the organization of a political independent "Governmental Research Bureau" which would be endowed with the competence to produce reliable research reports on a broad variety of controversial problems of public services.

#### IV. What can (or should) be done to facilitate the USAID investment in the University?

The refusal of the congregation of the Faculty of Economic Sciences to approve a proposed curriculum in public administration is tantamount to repudiating a commitment to effectively utilize the resources which have been jointly developed by the Government of Brazil and the United States. In determining what, if anything, should be done to remedy this willful obstruction it seems important to first bring into focus the following factors. The proposal to launch a curriculum which would lead to the award of a "bacharel" degree in public administration had the support of (1) the Rector of the University; (2) the Dean of the Faculty of Economic Sciences; (3) a special commission charged with the responsibility of formulating future programs. The Congregation of the Faculty of Economic

loosely, undergraduate

Sciences offered no valid substantive reasons for placing this proposal in the "deep freeze" except that after considering the matter for six years they found that such an undertaking would be "inconvenient" because it would divert too much time and attention from the "regular" program of the Faculty.

It is my considered opinion that a similar undertaking would be and appropriate for the IUPERJ to direct one of its special missions to the office of Science, taking notice of the culture of the Faculty of Economic Sciences, to achieve effective use of the "resources" which had been partially developed by the IUPERJ in cooperation with the collaboration of the Faculty of Sciences of London. I would suggest that such a mission can be a valuable one because the possibility of collecting effective resources available in the immediate future and avoiding the possible threat of the Faculty's "continued failure to utilize effectively available resources in question could jeopardize allocation of future financial assistance from USAID".

I suggest a very light supervision, but which will leave plenty of room for the IUPERJ to maneuver, but which will nevertheless crowd the Congregation of the Faculty of Economic Sciences into reversing their present position which is essentially capricious and irresponsible in the sense that it squanders six years of joint effort for reasons of "convenience".

V. What have we learned from this undertaking which can have value for future activities which might utilize some of the same component elements?

1. The advancement of the teaching and professionalization of public administration can best be achieved within the confines of the Brazilian universities. However, the role of the various specialties of public administration should continue to be exercised in order to provide diversification in the development of the disciplines, and to provide a theoretical research and research-based research activities and a coordinated and articulated national organizations which are dedicated to the advancement of the teaching and professionalization of public administration.

- 2. Public administration should be located in that part of the University where maximum advantages can be derived from other offerings of the Social Sciences. Inter-disciplinary collaboration with engineering, architecture and business administration will usually be desirable.
- 3. There is little advantage to be derived from attempting to develop the teaching of public administration by the area faculty or through a separate organizational unit. Any advantages are in terms of "convenience" and probably would be offset by the cost of this unit including overhead.
- 4. Generally speaking, available resources at Rio Grande are not likely to provide a satisfactory environment which is conducive to the development of a superior curriculum in public administration. However, the University of Rio Grande do Sul may be able to provide a suitable location for this program.
- 5. Because technical assistance which is concerned with advancing the teaching and professionalization of public administration is necessarily encouraged or retarded by delusion and necessity, administrative political considerations, and the degree of assumption of political risk, various kinds of ventures are launched. Frequently there is a need to identify critical project goals to which all parties subscribe. It is particularly important to establish target dates for the achievement of critical project goals. In the case of a public administration project at the University of Rio Grande do Sul it would appear to have been determined and agreed upon to establish a "target date" for the beginning of the program in public administration, which would be one year after why this target date should not be a longer time for the conclusion of the course or the beginning of the joint venture with the stipulation that instruction in this curriculum would begin one year later.

6. Failure of a host institution to achieve a critical project goal on/or before a stipulated target date should be reason for immediate re-appraisal of the joint venture.
7. Culturally induced barriers, which impede communication and distort previously arrived at understandings relating to project goals will always be present in these kinds of joint ventures. These problems will be far more difficult to overcome than the actual diffusion of technical knowledge.

#### Chief of Party's Comments

Professor Swanson makes an accurate evaluation of the present situation at the University of Rio Grande do Sul. I assume that the barriers encountered will be taken into full consideration as other proposals for assistance to that University are evaluated. Despite the disappointments, and there were many, Professor Swanson and I retain our basic optimism about the future of public administration education in the State of Rio Grande do Sul.

In face of obstacles and frustrations that would have defeated a less dedicated man, Swanson continued an energetic effort to secure maximum results under the contract. He has shown great personal courage in saying things that needed to be said. In spite of this forthright stance, or possibly because of it, he has many strong supporters among the faculty and administration at the School. One of these supporters was the Reitor of the University who called upon him regularly for advice and counsel.

  
E. J. Jones, Jr.  
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USC Faculty in Brazil

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a clear degree of hostility was expressed. Perhaps I was seen as another ~~unwelcome~~ <sup>unwelcome</sup> rather than a professor and so my presence was not inhibiting. There is nothing unique in this semi-vague hostility toward academicians. I have observed it frequently in a near lifetime in government service. We can all see it very clearly at this very moment at the national level during the discussions of foreign policy. There is no great importance to my observation and USAID can properly and with justice point to the numerous university contracts in the program, so be it. But we are not loved.

### Recommendations

As an administrator, I would recommend that a project such as ours be started with less professors and those with an entrepreneur spirit. Our project was organized a little too slowly and we had too many on hand for the immediate work. There was much more need for 8 professors during the final two years of the project and the present 5 could have done the complete job during the first two years. The tasks of organizing and getting underway a program such as ours is somewhat different from the development and fleshing out of a maturing project. There should be some carryover in the two year terms and the professors coming down should have a reasonably good start in Portuguese or convertible Spanish. As I look back on the 18 different professors who served two or more years in Brazil, I'm struck by the fact that all performed well and that there was true harmony and collaboration within the group. It was a real USC team, though a number of the professors came from other institutions.

A second recommendation relates to the future. There should be a follow-up annually from campus in the form of a four-week visit to each participating Institution by a former member of the USC-Brazil team. The purpose of this visit would be to put on a series of brushup graduate seminars for the Brazilian professors, assist in the research projects, and review and assist with curriculum and course plans for the coming year. The visit would also treat of other matters, library, bolsas, publications, as well as administrative problems.

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FROM - AID DE JABOJIB

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APPROVED BY:

Howard E. Buckley: III

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Roscoe L. Gardwell, Chief PRO

AID AND OTHER CLEARANCES

ADMG:M. F. DeAngelis

PAE. EERizzo (in draft)

ADFC: ILP

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Finally, mention should be made of a particular area of potential difficulty which very likely has meaning for most foreign advisors. The development of a productive consulting relationship with the host institution's counterparts is a long-term process, especially at first, and experience seems likely to produce many frustrations, misgivings, and misperceptions on both sides. For example, there is the likelihood that the American is viewed as someone who supplies needed ideas or materials without asking too much in return. Later on, this perception may become more negative from the Brazil view, since gradual experience with the American advisor often results in questionable changes and more work. Yet there seems to be no alternative to involvement and the initial supply-service role in an honest relationship seems to be as effective as any yet tried.

### Accomplishments

1. Teaching and training materials. Second in importance only to a competent teaching staff is the need for a supply of teaching and training materials locally available in Portuguese and suitable to the Brazilian situation. This category includes all kinds of visual aids, books and periodicals, and particularly various management problems, demonstrations of leadership skills, and techniques emphasizing special units of study, like problem solving and work-group dynamics. When this kind of material is available, instruction in its use is also necessary. In so far as visual aids

and literature were concerned, my work was largely advisory, usually regarding purchase and use. My work in this area consisted in the design (or adaptation), preparation, and demonstration of materials for use in regular classes or short training courses. Following are some examples: a semester-long course in social psychology for ~~the~~ second semester students, including selected reading references, especially focusing on concepts and their application in administration; the adaptation of a course on "Leadership principles and practices" previously used at UCLA, including detailed instructions for the study of group roles and processes for small group term projects; the design and application of a full week intensive training course for senior administrators on "Leadership, membership, and staff ~~and~~ methods"; and the preparation of several role-playing exercises, ~~and~~ management games, and assorted single units for special purposes. In conjunction with many of these materials discussion guides and questionnaires were provided. Some of the specific techniques were demonstrated to the professors to serve the three-fold purpose of classroom teaching, in-service training, or research procedures.

2. Consultations with Brazilians. Frequent consultations with individual professors and students I considered as one of my prime duties, and it was through these face-to-face relationships, both formal and informal, that I was able to accomplish many of my goals. Despite language limitations and other frustrations, I feel these contacts were among the most rewarding and satisfying. Usually consultations consisted of exploring, planning, suggesting, instructing, or supporting activities. For instance, I often assisted professors plan the use of training materials and methods or helped train their student assistants. When the class was in progress, I sometimes assisted in a supporting capacity. Students sometimes made requests for bibliographic reference, clarification of concepts, or the use of special materials. Various suggestions were made to schools' administrators pertaining to such matters as ways and means of improving teaching, evaluation of performance, and research proposals. In recent months, I have had several occasions to assist some of the returned bolsistas re-integrate into their professorial roles, using American materials and methods.

3. Committee and staff work. Closely related to individual consultations were the activities of special committees and regular staff work. However, with the exception of a few occasions, ~~committee~~ committee work tended to increase frustrations as a result of difficulties in availability and commitment to the task. Among the more productive committee efforts were the following: the design and promotion of a model program for executive development; the revision of

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entrance examination standards and constituent tests; and the ~~planning~~ planning and promotion of a series classroom methods seminars. The first of these was published as a formal proposal and submitted to the Ministry of Finance. Modifications of this program have been used successfully as intensive, in-service training courses with a number of managerial groups. Student selection tests and procedures have been markedly improved but more recently acquired information suggests that further revision and new policies may be necessary. The methods seminars were conducted on a voluntary basis and ~~judging~~ judging by the faculty participation were both popular and useful. Regular staff work consisted of attending faculty meetings and school functions, reporting on major activities, facilitating inter-agency relations, and generally assisting in the accomplishment of the project's goals.

4. Research and training. One of the most satisfying accomplishments was with regard to the joint areas of training and research. Many of the exercises and procedures previously used in training were adopted from original research work and, likewise, procedures used in training were adaptable for research purposes. I assisted by helping organize objectives and techniques, ideas and references, and overall designs. Typically, I prepared the necessary materials solicited interest, demonstrated, and enlisted cooperative effort in execution. A preliminary study of "The effect of individual opinion on group judgment" is an example of adapting training simulation device for research purposes. This device was part of an intensive training course made available under the title "Leadership, membership, and staff methods".

In recent months I endeavored to promote the use of experimental methods for research in laboratory and field situations. In one case, I enlisted the assistance of two newly returned Brazilian students since they expressed an interest in further research training. Many profitable discussions were held concerning techniques, procedures, and interpretations. The result was a study on "The effect of scholastic aptitude, social atmosphere, and experience on group problem solving", which is to be published in Portuguese.

5. Promotion of psychology. Indirectly related to my responsibilities with the project was my effort to strengthen the profession of psychology as time and contacts permitted. In order to gain some understanding of the education and training required for Brazilian professional psychologists, I met several times with faculties, semi-faculties, of the federal universities and one private

university. In addition, I interviewed representatives of the Ministry of Education, the agency which licenses psychologists, and spent considerable time with professionals discussing problems related to materials, standards, trainees, and issues encountered in the applied fields. In one instance, I was invited to meet with a faculty to assist with the problem of curriculum planning and development. A state agency for the education of exceptional children invited me to discuss a number of technical problems with the staff. On another occasion, a local association requested that I serve as a resource expert on the topic "The role of psychologists in the social development of Brazil". In engaging in these activities it became increasingly obvious that the need for and interest in improving professional competence is very great.

#### Cooperation with Brazilian and American Agencies

Official working relationships were confined to the administrators of the Atílio Vargas Foundation, the administrators and faculties of the four participating schools, and a few BRID officials. Unofficial relationships included those mentioned above as well as with such other organizations as the Institute of Professional Selection and Orientation (ISOP), the Brazilian Institute of Municipal Administration (IBAM), the Institute of Public Service (ISP), and the Ford Foundation. Especially on an individual basis, the amount of understanding, support, and cooperation has generally been good and was a source of considerable satisfaction.

#### Recommendations

My comments in regard to recommendations are influenced by the fact that I joined the BRID team in Brazil during the terminal phases of the contract. This fact tended to limit the scope of my activities in some of the areas of my special interests and skills. As the time of project termination neared, more time was required for general project duties. However, two recommendations seem of special significance.

The first has to do with the continuing needs in the area of training methods and materials. Although the informal seminars on classroom methods and other efforts to train trainers have been relatively successful, there remains considerable room for improvement, especially in the training field. Furthermore, the need for ~~improvement~~ in-

materials suitable for local conditions is also very great. Hence, I would recommend that the training area be expanded, systematized, and possibly formalized for maximal benefits. Such training might be provided regularly through weekly faculty seminars and should include regular and intensive classroom methods and techniques for in-service development, and, more especially, techniques and objectives for executive development. There are many principles and problems involved in the design and conduct of a training program, and those can be learned best by the actual development of a program under guided instruction.

The second recommendation is related to the first, and is based on the training principle of learning by doing. Certain professors are especially skilled in the use of certain methods and materials; other professors may need these skills. Hence, I would recommend that a plan be developed in which senior and/or experienced professors in a particular area undertake joint efforts of teaching, research, and writing in conjunction with younger and/or less experienced professors. As indicated earlier, I used this strategy in recent months with young, returned bolsistas. Similar counterpart plans have been in use throughout the project between USC professors and Brazilian students; now Brazilians must help Brazilians to develop.

#### Chief of Party's Comments

Professor Rossow provided the faculty in Brazil with a different, and very helpful, point of view on administration. He developed effective interchange with Brazilian professors at each of the participating institutions and stimulated a number of innovations in methods of instruction and research.

E. J. Jones, Jr.  
Chief of Party  
USC Faculty in Brazil

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