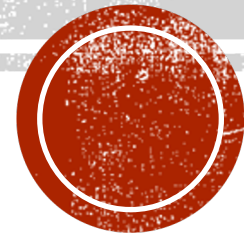




ENGLISH 2

*ADMINISTRATIVE SCIENCE
UNIVERSITY OF CAGLIARI*

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2.1 The organisation of the Civil Service

Today the Civil Service's official name is **Her Majesty's Home Civil Service**, also known as the **Home Civil Service**. It is the **permanent bureaucracy** that supports **Her Majesty's Government**, the government of the United Kingdom. This is composed of a **Cabinet of Ministers** chosen by the Prime Minister, as well as the devolved administrations in Wales (the Welsh Assembly Government) and Scotland (the Scottish Government).

Ministers lead ministerial departments politically and are known as **Secretaries of State**. They are accountable to the **Sovereign** and **Parliament** in administering the United Kingdom under the principle of responsible government. However, the implementation of their policy decisions is carried out by the Civil Service which is a neutral, permanent and non-political body. The majority of Civil Service departments are housed in London in the area called **Whitehall**.



SECTION I. THE CIVIL SERVICE TODAY

2.1 The organisation of the Civil Service

The **Head of the Home Civil Service** is responsible for providing professional and corporate leadership to the Civil Service. He/she is supported by the **Cabinet Secretary** who is the most **senior civil servant** in the UK and is head of the **Cabinet Office**. His/her main task is making sure the Civil Service is organised efficiently and has the capability in terms of skills, values and leadership to deliver the government's objectives. This also entails being the most senior adviser to the **Prime Minister**, the **Cabinet**, and the **Government** as a whole.

During the past 150 years, the Civil Service has undergone many changes and restructuring. Today it is considered a highly organised, professional body and it abides by the Civil Service code published in 2006. This underlines the **core** values of integrity, honesty, objectivity and impartiality which all civil servants must follow while carrying out their various duties.



Task 1. Skimming: Give a quick look at text 2.1 and answer the following questions. Discuss with a partner.

1. What is the text about?
2. What did you already know about the Civil Service in the UK before reading the text?
3. Is it similar to any public body in your country?



SECTION I. THE CIVIL SERVICE TODAY

Task 1. Skimming: Give a quick look at text 2.1 and answer the following questions. Discuss with a partner.

1. What is the text about?

It is about the organization of the Civil Service in the UK

2. What did you already know about the Civil Service in the UK before reading the text?

3. Is it similar to any public body in your country?



TASK 2. ANSWER THE FOLLOWING QUESTIONS ABOUT TEXT 2.1.

1. What is the Civil Service's official name?

2. What does it support?

3. What are the Head of the Home Civil Service and the Cabinet Secretary responsible for?

4. What core values does the Civil Service code set out?



TASK 2. ANSWER THE FOLLOWING QUESTIONS ABOUT TEXT 2.1.

1. What is the Civil Service's official name?

It is Her Majesty's Home Civil Service also known as the Home Civil Service.

2. What does it support?

It supports Her Majesty's Government, the government of the United Kingdom.

3. What are the Head of the Home Civil Service and the Cabinet Secretary responsible for?

The Head of the Home Civil Service, supported by the Cabinet Secretary, is responsible for providing professional and corporate leadership to the Civil Service. His/her main task is making sure the Civil Service is organised efficiently and has the capability in terms of skills, values and leadership to deliver the government's objectives. This also entails being the most senior adviser to the Prime Minister, the Cabinet, and the Government as a whole.

4. What core values does the Civil Service code set out?

The values of integrity, honesty, objectivity and impartiality which all civil servants must follow while carrying out their various duties.



TASK 3. PRONUNCIATION: HOW DO YOU PRONOUNCE THE FOLLOWING WORDS? SAY THEM ALOUD.

bureaucracy	'ɪm,pɑːrʃɪ'ælətɪ
core values	'ɑːbdʒek'tɪvətɪ
corporate	ɪn'teɡrətɪ
Her Majesty's Government	hɜː 'mædʒɪstɪz 'ɡʌvənmənt /'ɡʌvə-
Her Majesty's Home Civil Service	hɜː 'mædʒɪstɪz həʊm 'sɪvl 'sɜːrvɪs
honesty	'kɔːpərət
impartiality	kɔː 'væljʊːz
integrity	'ɪnɪstɪ
objectivity	bjʊə'rɒkrətɪ



TASK 3. PRONUNCIATION: HOW DO YOU PRONOUNCE THE FOLLOWING WORDS? SAY THEM ALOUD.

bureaucracy	bjʊə'ɹɒkrəsi
core values	kɔ: 'vælju:z
Corporate	'kɔ:pərət
Her Majesty's Government	hɜ: 'mædʒɪstɪz 'gʌvənmənt /'gʌvn-
Her Majesty's Home Civil Service	hɜ: 'mædʒɪstɪz həʊm 'sɪvl 'sɜ:vɪs
honesty	'ɒnɪstɪ
impartiality	'ɪm,pɑ:ʃɪ'ælətɪ
integrity	ɪn'tegrətɪ
objectivity	'ɒbdʒek'tɪvətɪ



2.2 Before the Northcote-Trevelyan reform

TASK 1. LISTEN TO THE TEXT AND FILL IN THE GAPS WITH THE WORDS BELOW.

backgrounds	economic changes	patronage
positions	unsuitable	recruit
reputation	selection	college

p. 51

In the United Kingdom **state offices** evolved gradually and, at the beginning, they were just **secretariats** for the leaders who held (1) _____ at court. In the 18th century, in response to the growth of the **British Empire** and (2) _____, institutions such as the **Office of Works** and the **Navy Board** developed. Each had its own structure and staff were appointed by purchase or (3) _____ with no objective (4) _____. By the 19th century, it was clear that the system was not working effectively.

In 1806 the Honourable East India Company established a (5) _____, the East India Company College, near London, in order to train administrators with the aim of making the system more efficient. However, this did not prove a success as usually only people from wealthy (6) _____ were admitted.

Therefore, before the reforms in the 1850s, **Departments of State**, some of which were centuries old, had a poor (7) _____ and no unity of purpose since they continued to (8) _____ their staff through political or aristocratic patronage rather than by merit. This had the result that many people who were completely (9) _____ and who had no qualifications were able to hold a position in the Civil Service.



2.2 Before the Northcote-Trevelyan reform

TASK 1. LISTEN TO THE TEXT AND FILL IN THE GAPS WITH THE WORDS BELOW.

backgrounds	economic changes	patronage
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In the United Kingdom **state offices** evolved gradually and, at the beginning, they were just **secretariats** for the leaders who held **(1) positions** at court. In the 18th century, in response to the growth of the **British Empire** and **(2) economic changes**, institutions such as the **Office of Works** and the **Navy Board** developed. Each had its own structure and staff were appointed by purchase or **(3) patronage** with no objective **(4) selection**. By the 19th century, it was clear that the system was not working effectively.

In 1806 the Honourable East India Company established a **(5) college**, the East India Company College, near London, in order to train administrators with the aim of making the system more efficient. However, this did not prove a success as usually only people from wealthy **(6) backgrounds** were admitted.

Therefore, before the reforms in the 1850s, **Departments of State**, some of which were centuries old, had a poor **(7) reputation** and no unity of purpose since they continued to **(8) recruit** their staff through political or aristocratic patronage rather than by merit. This had the result that many people who were completely **(9) unsuitable** and who had no qualifications were able to hold a position in the Civil Service.



SECTION II. A BRIEF HISTORY OF THE CIVIL SERVICE. EARLY DEVELOPMENTS: 1800-1870

2.2 Before the Northcote-Trevelyan reform

Task 2. Answer the following questions about text 2.2.

1. What were the state offices at the beginning?

2. How were staff recruited for the Office of Works and the Navy Board?

3. Why did the Honourable East India Company establish a college?

4. Why wasn't the college a success?

5. What was the result of recruiting staff by patronage?



SECTION II. A BRIEF HISTORY OF THE CIVIL SERVICE. EARLY DEVELOPMENTS: 1800-1870

2.2 Before the Northcote-Trevelyan reform

Task 2. Answer the following questions about text 2.2.

1. What were the state offices at the beginning?

At the beginning, they were just secretariats for the leaders who held positions at court.

2. How were staff recruited for the Office of Works and the Navy Board?

In the 18th cent. staff were appointed by purchase or patronage with no objective selection.

3. Why did the Honourable East India Company establish a college?

The East India Company College, near London, was established to train administrators with the aim of making the system more efficient.

4. Why wasn't the college a success?

Because only people from wealthy backgrounds were usually admitted.

5. What was the result of recruiting staff by patronage?

The result was that many people who were completely unsuitable and who had no qualifications were able to hold a position in the Civil Service.



SECTION II. A BRIEF HISTORY OF THE CIVIL SERVICE. EARLY DEVELOPMENTS: 1800-1870

2.2 Before the Northcote-Trevelyan reform

Task 3. Give a definition in Italian of the following expressions.

	ITALIAN
Departments of State	
political or aristocratic patronage	
poor reputation	
unity of purpose	
unsuitable	



SECTION II. A BRIEF HISTORY OF THE CIVIL SERVICE. EARLY DEVELOPMENTS: 1800-1870

2.2 Before the Northcote-Trevelyan reform

Task 3. Give a definition in Italian of the following expressions.

	ITALIAN
Departments of State	Dipartimenti di Stato
political or aristocratic patronage	mecanatismo (clientelismo) politico o aristocratico
poor reputation	cattiva reputazione
unity of purpose	unità di intenti
unsuitable	inadatto, inadeguato



**TASK 4. COMPLETE THE TABLE WITH THE EXPRESSIONS BELOW.
SOME OF THE WORDS CAN BE USED TWICE.**

appointed	+	by
	+	to
	+	for
	+	of
	+	as
	+	out
	+	on

based	in response	abide	according	in order
able	implementation	chosen	accountable	appointed
known	on the basis	carried	responsible	composed



**TASK 4. COMPLETE THE TABLE WITH THE EXPRESSIONS BELOW.
SOME OF THE WORDS CAN BE USED TWICE.**

appointed	+	by
chosen		
known	+	to
able		
in response		
according		
in order		
abide		
accountable	+	for
responsible		
implementation	+	of
composed		
on the basis		
appointed	+	as
carried	+	out
based	+	on

based	in response	abide	according	in order
able	implementation	chosen	accountable	appointed
known	on the basis	carried	responsible	composed



TASK 5.

PRONUNCIATION: WHAT WORDS ARE REPRESENTED BY THESE PHONETIC TRANSCRIPTIONS?

	'empaiə		pʊə
	grəʊθ		'sɒvrɪn
	mə'dʒɒrəti		θru:



TASK 5.

PRONUNCIATION: WHAT WORDS ARE REPRESENTED BY THESE PHONETIC TRANSCRIPTIONS?

empire	'empaɪə	poor	pʊə
growth	grəʊθ	sovereign	'sɒvrɪn
majority	mə'dʒɒrəti	through	θru:



2.3 THE 1854 NORTHCOTE-TREVELYAN REPORT: THE ORIGINS OF THE MODERN CIVIL SERVICE

The biggest impact on the Civil Service came in 1853 when **Sir Stafford Northcote**, Private Secretary to Prime Minister Gladstone, and Treasury Permanent Secretary, **Charles Trevelyan**, were commissioned by Gladstone to look into the operation and organisation of the entire Civil Service. They made four recommendations:

1. **Recruitment** should be entirely on the basis of **merit** by **open, competitive examinations**.
2. Entrants should have a good **generalist** education and should be recruited to a unified Civil Service and not a specific department, to allow for **inter-departmental transfers**.
3. Recruits should be placed into a **hierarchical structure** of classes and grades.
4. Promotion should be on the basis of merit and not on the grounds of **preferment, patronage** and **purchase**.



2.3 THE 1854 NORTHCOTE-TREVELYAN REPORT: THE ORIGINS OF THE MODERN CIVIL SERVICE

In 1855 the independent **Civil Service Commissioners** were established, whose task was to ensure impartiality in recruitment. It was, however, not until 1870 that the main recommendations of the report were put in place and that success in competitive examinations became the primary means of entry to the Service.

The 1870s also saw civil servants organised into different **divisions** and **classes** according to the nature of the work they did. The lower division was made up of centrally recruited clerks who were able to serve in any department.

Although it was years before the **reforms** proposed were fully implemented, the **Northcote-Trevelyan Report** was the foundation of a permanent, neutral non-elected administrative body working for the elected government of the day.

The model remained stable for a hundred years and responded effectively to political change. It enabled the removal of corruption and the delivery of public services, even during the two World Wars.



TASK 6. ANSWER THE FOLLOWING QUESTIONS ABOUT TEXT 2.3

1. Who was Sir Stafford Northcote?
2. Who was Charles Trevelyan?
3. What did the Northcote-Trevelyan Report recommend concerning:
recruitment:
education:
structure:
promotion:
4. When were the Civil Service Commissioners established and what was their task?
5. What happened in 1870?
6. How long did the model remain stable?
7. What did it enable?



TASK 6. ANSWER THE FOLLOWING QUESTIONS ABOUT TEXT 2.3

1. Who was Sir Stafford Northcote?

Sir Stafford Northcote, Private Secretary to Prime Minister Gladstone, was one of the two men commissioned by Gladstone to look into the operation and organisation of the entire Civil Service.

2. Who was Charles Trevelyan?

The Treasury Permanent Secretary, Charles Trevelyan, was the other man commissioned by Gladstone to look into the operation and organisation of the entire Civil Service.

3. What did the Northcote-Trevelyan Report recommend concerning recruitment, education, structure, promotion?

It recommended recruitment to be entirely on the basis of merit by open, competitive examinations; that entrants had a good generalist education and were recruited to a unified Civil Service and not a specific department, to allow for inter-departmental transfers; that recruits were placed into a hierarchical structure of classes and grades; and that promotion was on the basis of merit and not on the grounds of preferment, patronage and purchase.



TASK 6. ANSWER THE FOLLOWING QUESTIONS ABOUT TEXT 2.3

4. When were the Civil Service Commissioners established and what was their task?

They were established in 1855, and their task was to ensure impartiality in recruitment.

5. What happened in 1870?

Only in 1870 the main recommendations of the report were put in place and success in competitive examinations became the primary means of entry to the Service.

6. How long did the model remain stable?

The model remained stable for a hundred years and responded effectively to political change.

7. What did it enable?

It enabled the removal of corruption and the delivery of public services, even during the two World Wars.



TASK 7. TRANSLATE THE FOLLOWING WORDS INTO ITALIAN. USE A BILINGUAL DICTIONARY TO FIND THE WORDS YOU DO NOT KNOW.

English word	Pronunciation	Meaning	Traduzione
abide	/ə'baɪd/		
entail	/ɪn'teɪl/		
preferment	/prɪ'fə:m(ə)nt/		
recruitment	/rɪ'kru:t(ə)nt/		



TASK 7. TRANSLATE THE FOLLOWING WORDS INTO ITALIAN. USE A BILINGUAL DICTIONARY TO FIND THE WORDS YOU DO NOT KNOW.

English word	Pronunciation	Synonyms	Traduzione
abide	/ə'baɪd/	obey/observe	Rispettare/obbedire/attenersi a
entail	/ɪn'teɪl/	involve/imply	comportare/implicare
preferment	/pɪ'fə:m(ə)nt/	promotion/advancement	promozione
recruitment	/rɪ'kru:tm(ə)nt/	appointment of new people	assunzione (di nuovo personale)



TASK 8. VOCABULARY: FIND SYNONYMS FOR THE FOLLOWING WORDS. USE A MONOLINGUAL DICTIONARY.

English word	Pronunciation	Synonyms	Traduzione
appoint	/ə'pɔɪnt/		
foundation	/faʊn'deɪʃ(ə)n/		
impact	/'ɪmpakt/ (n) /ɪm'pakt/ (v)		
purpose	/'pə:pəs/		
recruit	/rɪ'kru:t/		
reputation	/rɛpjʊ'teɪʃ(ə)n/		
train (v.)	/treɪn/		



TASK 8. VOCABULARY: FIND SYNONYMS FOR THE FOLLOWING WORDS. USE A MONOLINGUAL DICTIONARY.

English word	Pronunciation	Synonyms	Traduzione
appoint	/ə'pɔɪnt/	Nominate, designate, select	
foundation	/faʊn'deɪʃ(ə)n/	Ground, keystone, backbone	
impact	/'ɪmpakt/ (n) /ɪm'pakt/ (v)	Effect, footprint (n) Affect, influence, strike (v)	
purpose	/'pə:pəs/	Intention, motivation	
recruit	/rɪ'kru:t/	Enroll, engage, enlist	
reputation	/rɛpjʊ'teɪʃ(ə)n/	Standing, esteem, fame	
train (v.)	/treɪn/	Instruct, teach, educate	



TASK 9. PRONUNCIATION: HOW DO YOU PRONOUNCE THESE WORDS? SAY THEM ALOUD.

Spelling	Pronunciation	Spelling	Pronunciation
accountable	ə'kaʊntəbl	abide	ə'baɪd
commission	kə'mɪʃn	entail	ɪn'teɪl
competitive	kəm'petətɪv	purchase	'pɜ:tʃɪs
hierarchical	haɪə'rɑ:kɪk(l)	recruit	rɪ'kru:t
honourable	'ɒnərəbl /'ɒn-	success	sək'ses
patronage	'peɪtrənɪdʒ /'pæt-	unified	'ju:nɪfaɪd
preferment	pri'fɜ:mənt	unsuitable	ʌn'su:təbl
secretariat	sekərə'terɪət /-'teə-	wealthy	'welθɪ



**TASK 11. DECIDE IF THE STATEMENTS BELOW ARE TRUE OR FALSE.
CORRECT THE FALSE ONES.**

		T	F
1.	The Civil Service is not a permanent bureaucracy.	<input type="checkbox"/>	<input type="checkbox"/>
2.	Civil servants change when there is a general election.	<input type="checkbox"/>	<input type="checkbox"/>
3.	The Honourable East India College was a success.	<input type="checkbox"/>	<input type="checkbox"/>
4.	The State Departments had a good reputation.	<input type="checkbox"/>	<input type="checkbox"/>
5.	Before the Northcote-Trevelyan Report staff were recruited by patronage and not merit.	<input type="checkbox"/>	<input type="checkbox"/>
6.	The Northcote-Trevelyan Report was not the foundation of a permanent, neutral administrative body.	<input type="checkbox"/>	<input type="checkbox"/>
7.	The Northcote-Trevelyan Report recommended recruitment by merit through open competitive examinations.	<input type="checkbox"/>	<input type="checkbox"/>
8.	Promotion after the Report was not on the basis of merit.	<input type="checkbox"/>	<input type="checkbox"/>
9.	The recommendations remained stable for over one hundred years.	<input type="checkbox"/>	<input type="checkbox"/>
10.	The 1870s saw civil servants divided into divisions and classes.	<input type="checkbox"/>	<input type="checkbox"/>
11.	The Report was changed during the two World Wars.	<input type="checkbox"/>	<input type="checkbox"/>
12.	The Northcote-Trevelyan model did not enable the removal of corruption and the delivery of services.	<input type="checkbox"/>	<input type="checkbox"/>



**TASK 11. DECIDE IF THE STATEMENTS BELOW ARE TRUE OR FALSE.
CORRECT THE FALSE ONES.**

		T	F
1.	The Civil Service is not a permanent bureaucracy.	<input type="checkbox"/>	<input type="checkbox"/>
2.	Civil servants change when there is a general election.	<input type="checkbox"/>	<input type="checkbox"/>
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7.	The Northcote-Trevelyan Report recommended recruitment by merit through open competitive examinations.	<input type="checkbox"/>	<input type="checkbox"/>
8.	Promotion after the Report was not on the basis of merit.	<input type="checkbox"/>	<input type="checkbox"/>
9.	The recommendations remained stable for over one hundred years.	<input type="checkbox"/>	<input type="checkbox"/>
10.	The 1870s saw civil servants divided into divisions and classes.	<input type="checkbox"/>	<input type="checkbox"/>
11.	The Report was changed during the two World Wars.	<input type="checkbox"/>	<input type="checkbox"/>
12.	The Northcote-Trevelyan model did not enable the removal of corruption and the delivery of services.	<input type="checkbox"/>	<input type="checkbox"/>



SECTION III. FURTHER DEVELOPMENTS: 1900S-1930S

2.5 The role of women: 1920s-1950s

p. 63

Dame Evelyn Sharp was the first female executive head of a Civil Service department or **Permanent Secretary**. She started her career in 1926 at the Board of Trade as an administrative trainee in a **Fast Stream** grade which is a programme consisting of intensive job training designed to prepare people for managerial jobs. In doing so, she entered into what was undoubtedly a male dominated environment. Many women worked in junior levels of the Civil Service but did not hold executive positions and until 1947 they were expected to resign if they married.

Women in the Civil Service did not receive the same pay as men until the 1950s, but an exception was made when Evelyn Sharp became the **Deputy Secretary** in the Ministry of Housing and Local Government. She received equal pay ten years before other women in the Civil Service and became the Ministry's Permanent Secretary in October 1955. She is acknowledged as being one of the most formidable and outstanding civil servants of her day committed to achieving results and positive action.



TASK 5. ANSWER THE FOLLOWING QUESTIONS ABOUT TEXT 2.5.

1. Why was Dame Evelyn Sharp an important figure?

2. Explain what the Fast Stream grade means.

3. Where did many women work and what was their pay like?

4. When did women start to receive the same pay as men?



TASK 5. ANSWER THE FOLLOWING QUESTIONS ABOUT TEXT 2.5.

1. Why was Dame Evelyn Sharp an important figure?

She was the first female executive head of a Civil Service department or Permanent Secretary.

2. Explain what the Fast Stream grade means.

It is a programme consisting of intensive job training designed to prepare people for managerial jobs.

3. Where did many women work and what was their pay like?

Many women worked in junior levels of the Civil Service, but did not hold executive positions and did not receive the same pay as men until the 1950s.

4. When did women start to receive the same pay as men?

Only in the 1960s did women in the Civil Service start to be paid like men.



TASK 8. MATCH THE WORDS WITH THE RIGHT DEFINITION.

	WORD		SYNONYM
1	acknowledge	a	excellent, brilliant, prominent, notable
2	branch	b	supervise, manage, inspect
3	career	c	restate the meaning, specify again
4	committed	d	obtain, attain, perform, accomplish
5	network	e	leader, supervisor, director
6	outstanding	f	affiliate, local office
7	oversee	g	a person who is training, apprentice
8	redefine	h	recognise, admit
9	resign	i	certainly, without doubt
10	head	j	obligated, dedicated, devoted
11	trainee	k	leave an office or position, give up
12	undoubtedly	l	group or system of interconnected things or people
13	achieve	m	profession, job



TASK 8. MATCH THE WORDS WITH THE RIGHT DEFINITION.

	WORD		SYNONYM
1	acknowledge	h	recognise, admit
2	branch	f	affiliate, local office
3	career	m	profession, job
4	committed	j	obligated, dedicated, devoted
5	network	l	group or system of interconnected things or people
6	outstanding	a	excellent, brilliant, prominent, notable
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8	redefine	c	restate the meaning, specify again
9	resign	k	leave an office or position, give up
10	head	e	leader, supervisor, director
11	trainee	g	a person who is training, apprentice
12	undoubtedly	i	certainly, without doubt
13	achieve	d	obtain, attain, perform, accomplish



TASK 9. PRONUNCIATION. HOW DO YOU PRONOUNCE THESE WORDS? SAY THEM ALOUD.

advisory	əd'vaɪzəri
environment	ɪn'vaɪərənmənt
introduction	ˌɪnrə'dʌkʃn
major	'meɪdʒə(r)
managerial	'mænədʒɪriəl /-'dʒɪəriəl
regulatory	'regjələtəri /-jʊl-



SECTION V.

RESTRUCTURING OF THE CIVIL SERVICE: 1970S TO MODERN DAY TIMES

2.8 Mrs. Thatcher's cuts: late 1970s-1990

Margaret Thatcher came to power in 1979 and she immediately reduced the size of the Civil Service, cutting numbers from 732,000 to 594,000 during her first seven years in office. She felt senior civil servants should concentrate on efficiency and **management** more than on **policy advice**. One of first moves in an effort to create efficiency was to abolish the Civil Service Department created in 1968 and replace it with the **Cabinet Office**.

In 1988 the report *Improving Management in Government: The Next Steps* was published by the government and this underlined that the Civil Service should have clear targets and emphasised the importance of personal responsibility or **accountability**. Agencies with **framework** documents setting out objectives were created which had a more commercial approach to delivering services. Their Chief Executives were accountable for performance and meeting objectives in person and in some cases had to answer to Parliament. A **performance-related** pay scheme was also established which still exists today.



TASK 1. SKIMMING: GIVE A QUICK LOOK AT TEXT 2.8 AND ANSWER THE FOLLOWING QUESTIONS. DISCUSS WITH A PARTNER.

1) What is the text about?

2) What did you know about Mrs. Thatcher before reading the text?



TASK 5. ANSWER THE FOLLOWING QUESTIONS ABOUT TEXT 2.5.

1. What did Margaret Thatcher do immediately?

2. What did she feel senior civil servants should concentrate on?

3. What did *Improving Management in Government: The Next Steps* underline?

4. What kind of agencies were created?

5. What kind of approach did the agencies have?

6. What kind of pay scheme was introduced?



TASK 5. ANSWER THE FOLLOWING QUESTIONS ABOUT TEXT 2.5.

1. What did Margaret Thatcher do immediately?

She immediately reduced the size of the Civil Service, cutting numbers from 732,000 to 594,000 during her first seven years in office.

2. What did she feel senior civil servants should concentrate on?

She felt senior civil servants should concentrate on efficiency and management more than on policy advice.

3. What did *Improving Management in Government: The Next Steps* underline?

It underlined that the Civil Service should have had clear targets and emphasised the importance of personal responsibility or accountability.

4. What kind of agencies were created?

Agencies with framework documents setting out objectives.

5. What kind of approach did the agencies have?

They had a more commercial approach to delivering services.

6. What kind of pay scheme was introduced?

A performance-related pay scheme was established.



TASK 3. GIVE THE ITALIAN EQUIVALENT FOR THESE WORDS. USE A BILINGUAL DICTIONARY TO FIND THE WORDS YOU DO NOT KNOW.

accountability	/ə,kaʊntə'bilɪti/	
chief executive	/,tʃi:fɪg'zek.jʊ.tɪv/	
cut	/kʌt/	
framework	/'freɪm.wɜ:k/	
management	/'mænɪdʒm(ə)nt/	
move	/mu:v/	
objective	/əb'dʒektɪv/	
performance-related	/pə'fɔ:.məns.rɪ,leɪ.tɪd/	
scheme	/ski:m/	
target	/'tɑ:ɡɪt/	



TASK 3. GIVE THE ITALIAN EQUIVALENT FOR THESE WORDS. USE A BILINGUAL DICTIONARY TO FIND THE WORDS YOU DO NOT KNOW.

accountability	/əˌkaʊntəˈbɪlɪti/	Responsibility, liability
chief executive	/ˌtʃiːf ɪgˈzɛk.jʊ.tɪv/	the highest-ranking executive
cut	/kʌt/	Divide, separate, slice, chop
framework	/ˈfreɪm.wɜːk/	A supporting structure, a system of rules used to build something
management	/ˈmænɪdʒm(ə)nt/	Administration, executive
move	/muːv/	Dislocate, displace, relocate, reposition
objective	/əbˈdʒɛktɪv/	Aim, intention, goal, purpose, target, intent
performance-related	/pəˈfɔː.məns.rɪˌleɪ.tɪd/	Dependent on performance/application/practice
scheme	/skiːm/	Plan, project, strategy
target	/ˈtɑːɡɪt/	Anything to reach, hit, obtain



TASK 4. PRONUNCIATION: WHAT WORDS ARE REPRESENTED BY THESE PHONETIC TRANSCRIPTIONS?

WORD	PRONUNCIATION	TRANSLATION IN ITALIAN
	əd'vaɪs	
	kə'mɜːfl	
	'eksɪkjʊ:tɪv	
	pər'fɔːrməns /pə'fɔː	
	,pʌblɪ'keɪʃn	
	skɪ:m	



TASK 4. PRONUNCIATION: WHAT WORDS ARE REPRESENTED BY THESE PHONETIC TRANSCRIPTIONS?

WORD	PRONUNCIATION	TRANSLATION IN ITALIAN
advise	əd'vaɪs	
commercial	kə'mɜ:ʃl	
executive	'eksɪkjʊ:tɪv	
performance	pər'fɔ:məns /pə'fɔ:	
publication	,pʌblɪ'keɪʃn	
scheme	ski:m	



TASK 5. MATCH THE ADVERBS WITH THEIR MEANINGS.

1.	crucially	a.	totally, completely, absolutely
2.	efficiently	b.	forever, lastingly, perpetually
3.	entirely	c.	critically, with far reaching consequences
4.	immediately	d.	in a sensible way, in a serious manner
5.	permanently	e.	in a successful manner, prosperously, victoriously
6.	responsibly	f.	in an efficient manner, without waste of time or resources
7.	successfully	g.	right away, shortly, at once, without delay



TASK 5. MATCH THE ADVERBS WITH THEIR MEANINGS.

1.	crucially	c.	critically, with far reaching consequences
2.	efficiently	f.	in an efficient manner, without waste of time or resources
3.	entirely	a.	totally, completely, absolutely
4.	immediately	g.	right away, shortly, at once, without delay
5.	permanently	b.	forever, lastingly, perpetually
6.	responsibly	d.	in a sensible way, in a serious manner
7.	successfully	e.	in a successful manner, prosperously, victoriously



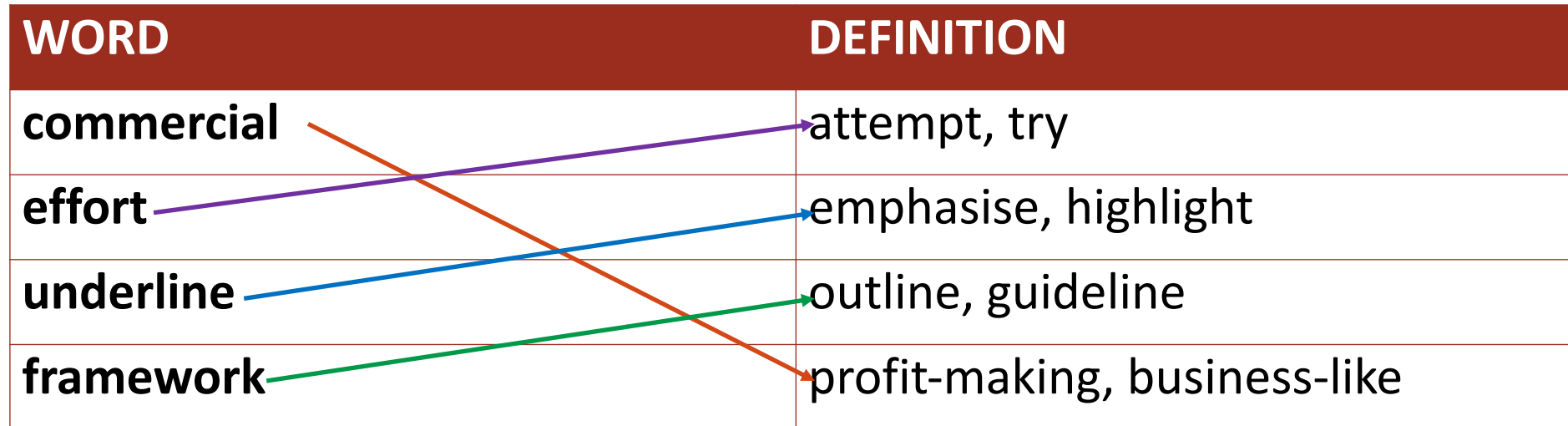
TASK 6. MATCH THE WORDS WITH THE RIGHT DEFINITION.

WORD	DEFINITION
commercial	attempt, try
effort	emphasise, highlight
underline	outline, guideline
framework	profit-making, business-like



TASK 6. MATCH THE WORDS WITH THE RIGHT DEFINITION.

WORD	DEFINITION
commercial	attempt, try
effort	emphasise, highlight
underline	outline, guideline
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2.9 Mr. Major and the break-up of the unified Civil Service: 1990s

Task 7. Listen to text 2.9 and fill in the gaps with the words below.

accountable	hastened	election	tackle
market	Charters	devolved	empower
local	breaking-up	positions	abolished

After the (1) _____ of John Major as Prime Minister the 1990s saw the continuation of the restructuring and (2) _____ of the old unified Civil Service. After 1994 this was (3) _____ when much of government work was (4) _____ from departments to smaller agencies which were more (5) _____ units based on the organisation to be found in the private sector. By 1996, 125 government agencies had been established and these provided services to the public throughout the UK.

A new programme for (6) _____ **testing** central government services was also established. Three or five yearly policy and finance reviews of all agencies and public bodies were carried out and the first question asked was if the agency could be (7) _____ or privatised. **Contracting out** to private companies began and became steadily more common.



2.9 Mr. Major and the break-up of the unified Civil Service: 1990s

Task 7. Listen to text 2.9 and fill in the gaps with the words below.

accountable	hastened	election	tackle
market	Charters	devolved	empower
local	breaking-up	positions	abolished

During this period, other changes were made in an attempt to **(8)** _____ the increasing discontent about the quality of public services in the form of a **Citizen's Charter** programme. This tried to **(9)** _____ the service user, by setting out standards in each service area, together with the possibility for compensation when these were not met.

Forty-two **(10)** _____ had been published by 1998, and they included services such as the health service and the railways. The programme was also expanded to apply to other organisations such as **(11)** _____ government, through a scheme of the **Chartermark** award. This had an impact on local authorities who now understood what standards to aim for.

Although the reforms in the 1980s and 1990s changed the face of the Civil Service the principles of Northcote-Trevelyan were not forgotten: open competition for posts and promotions continued and the recruitment of external candidates was strongly encouraged, particularly to fill senior **(12)** _____.



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After the (1) **ELECTION** of John Major as Prime Minister the 1990s saw the continuation of the restructuring and (2) **BREAKING-UP** of the old unified Civil Service. After 1994 this was (3) **HASTENED** when much of government work was (4) **DEVOLVED** from departments to smaller agencies which were more (5) **ACCOUNTABLE** units based on the organisation to be found in the private sector. By 1996, 125 government agencies had been established and these provided services to the public throughout the UK.

A new programme for (6) **MARKET testing** central government services was also established. Three or five yearly policy and finance reviews of all agencies and public bodies were carried out and the first question asked was if the agency could be (7) **ABOLISHED** or privatised. **Contracting out** to private companies began and became steadily more common.



2.9 Mr. Major and the break-up of the unified Civil Service: 1990s

Task 7. Listen to text 2.9 and fill in the gaps with the words below.

accountable	hastened	election	tackle
market	Charters	devolved	empower
local	breaking-up	positions	abolished

During this period, other changes were made in an attempt to (8) **TACKLE** the increasing discontent about the quality of public services in the form of a **Citizen's Charter** programme. This tried to (9) **EMPOWER** the service user, by setting out standards in each service area, together with the possibility for compensation when these were not met.

Forty-two (10) **CHARTERS** had been published by 1998, and they included services such as the health service and the railways. The programme was also expanded to apply to other organisations such as (11) **LOCAL** government, through a scheme of the **Chartermark** award. This had an impact on local authorities who now understood what standards to aim for.

Although the reforms in the 1980s and 1990s changed the face of the Civil Service the principles of Northcote-Trevelyan were not forgotten: open competition for posts and promotions continued and the recruitment of external candidates was strongly encouraged, particularly to fill senior (12) **POSITIONS**.



1. Margaret Thatcher _____.

- A increased the number of civil servants
- B reduced the number of civil servants
- C did nothing to the number of civil servants

2. The late 1970s and 1980s saw an emphasis being placed on the Civil Service to be more _____.

- A managerial
- B more advisory
- C more inefficient

3. Improving Management in Government: the Next Steps emphasised that _____.

- A framework documents should not be created
- B the Civil Service should increase in size
- C Chief Executives' accountability was important

4. When was a performance-related pay scheme introduced?

- A During Mr. Major's term of office
- B During Mr. Wilson's term of office
- C During Mrs. Thatcher's term of office

5. During the 1990s much of the executive work of the government was given to _____.

- A Citizen's Charters
- B agencies
- C special advisers

6. The Charter Programme tried to _____.

- A empower the service user by setting out standards
- B increase the number of special advisers
- C give more bonuses to Chief Executives



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TASK 8. ANSWER THE FOLLOWING QUESTIONS ABOUT TEXT 2.9.

1. What continued in the 1990s?

2. What hastened the break-up of the Civil Service?

3. What did market testing carry out?

4. What became more common?

5. What was the Charter programme set up by John Major?

6. How many Charters were published and what areas did they cover?

7. What was the Chartermark award system aimed at?



TASK 8. ANSWER THE FOLLOWING QUESTIONS ABOUT TEXT 2.9.

1. What continued in the 1990s?

The restructuring and breaking-up of the old unified Civil Service continued.

2. What hastened the break-up of the Civil Service?

The devolution of much of government work from departments to smaller agencies.

3. What did market testing carry out?

It carried out three or five yearly policy and finance reviews of all agencies and public bodies.

4. What became more common?

Contracting out to private companies became steadily more common.

5. What was the Charter programme set up by John Major?

The Citizen's Charter programme was intended to empower the service user by setting out standards in each service area, together with the possibility for compensation when these were not met.

6. How many Charters were published and what areas did they cover?

Forty-two Charters had been published by 1998, and they included services such as the health service and the railways.

7. What was the Chartermark award system aimed at?

It was intended to understand what standards to aim for.

2.10 MR. BLAIR AND MR. CAMERON: LATE 1990S-MODERN DAY TIMES

Tony Blair was elected Prime Minister in 1997 and called for Civil Service reform. He wanted a Civil Service that could adapt, deliver and innovate. The report *The Civil Service Reform: Delivery and Values*, published in 2004, developed this idea and urged for the modernisation of the Civil Service while maintaining the same core values.

During his term of office, Blair made great use of special advisers from outside the Civil Service in an attempt to run the Civil Service in a business-like way. He appointed twenty **special advisers** compared to eight when John Major was in power. He also believed in rewarding civil servants for their good performance as a way of encouraging productivity. As a result, three quarters of all senior civil servants were given large **bonuses** every year.



2.10 MR. BLAIR AND MR. CAMERON: LATE 1990S-MODERN DAY TIMES

With the election of David Cameron in 2010, this policy was reversed and he vowed to cut down on the 'crazy bonuses' paid to civil servants. Only employees who performed exceptionally well would receive them and, in turn, all civil servants' salaries were frozen.

The coalition government also stated it was committed to the principles of transparency and accountability in all government departments. In order to enhance these two principles a **Public Bodies Reform Bill** was published reducing non-departmental public bodies because it was thought that many were unnecessary and not cost-effective. The Cabinet Office also published details of civil servants earning more than £150,000 a year in a further drive to be as transparent as possible.



TASK 12. ANSWER THE FOLLOWING QUESTIONS ABOUT TEXT 2.10.

1. What did Mr. Blair want the Civil Service to be like?

1. What was the aim of the report called The Civil Service Reform: Delivery and Values?

3. What did Mr. Blair believe in?

4. What did Mr. Cameron want to cut down on?

5. What principles did the government say it was committed to?

6. What did Mr. Cameron want to reduce?

7. What information was published?

TASK 12. ANSWER THE FOLLOWING QUESTIONS ABOUT TEXT 2.10.

1. What did Mr. Blair want the Civil Service to be like?

He wanted a Civil Service that could adapt, deliver and innovate.

1. What was the aim of the report called The Civil Service Reform: Delivery and Values?

It urged for the modernisation of the Civil Service while maintaining the same core values.

3. What did Mr. Blair believe in?

He believed in rewarding civil servants for their good performance as a way of encouraging productivity.

4. What did Mr. Cameron want to cut down on?

He decided to cut down on what he called the 'crazy bonuses' paid to civil servants.

5. What principles did the government say it was committed to?

It was committed to the principles of transparency and accountability in all government departments.

6. What did Mr. Cameron want to reduce?

He wanted to reduce non-departmental public bodies, they were thought unnecessary and not cost-effective.

7. What information was published?

Details of civil servants earning more than £150,000 a year.

TASK 15. FILL IN THE FOLLOWING TABLE.

VERB	NOUN
allow	
commit	
deliver	
designate	
earn	
employ	
propose	
recommend	
recruit	
rectify	



TASK 15. FILL IN THE FOLLOWING TABLE.

VERB	NOUN
allow	allowance
commit	commitment
deliver	delivery
designate	designation
earn	earnings
employ	employment, employee, employer
propose	proposal
recommend	recommendation
recruit	recruitment
rectify	rectification



TASK 17. MATCH THE WORDS WITH THE RIGHT DEFINITIONS.

	WORD		DEFINITION
1.	accountability	a.	swear, give a solemn promise to do something
2.	compensation	b.	increase, improve the quality of something
3.	empower	c.	undertake, make a determined effort to resolve a problem
4.	enhance	d.	endorse, support, promote, strongly recommend
5.	handle	e.	damages settlement, money awarded for loss, suffering or injury
6.	performance	f.	liability, responsibility for one's own actions
7.	tackle	g.	achievement, accomplishment, give one's productivity
8.	urge	h.	manage, deal with, run, direct
10.	vow	i.	give power or authority to someone



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