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EVALUATION  
MIDDLE MANAGEMENT  
EDUCATION PROGRAM

PILOT ACTIVITY  
FINAL REPORT

AUGUST 1980

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Coopers  
& Lybrand



**EVALUATION OF MMEP PILOT ACTIVITY**

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I. PURPOSE AND APPROACH

## I. PURPOSE AND APPROACH

In February 1980 Coopers & Lybrand, at the request of USAID/Cairo, undertook a study of middle management training needs in Egypt. The study included an assessment of Egyptian middle management training needs; an evaluation of a Middle Management Education Program (MMEP) Pilot Activity sponsored by AID; and an assessment of the continuing need for AID support of middle management education through future MMEP-related activities. This report contains our evaluation of the MMEP Pilot Activity.

The purpose of our evaluation was to trace the development of the MMEP Pilot Activity, evaluate its implementation in terms of contractor performance, and assess its impact relative to the participants, the participants' employees, the general Egyptian private and public sector business communities and Egyptian management training institutions. The study also included an assessment of the roles of USAID, the Joint U. S. - Egyptian Business Council and various Egyptian institutions involved in the project.

The information used in this study came from a number of sources. Interviews were conducted with the staff of USAID in Cairo and Washington; representatives of the Egypt-U.S. Joint Business Council; individuals associated with interested Egyptian educational institutions; officers and faculty of the MMEP contractor, Southern Illinois University at Carbondale (SIU-C); and nearly forty MMEP participants. Documentary sources included communications and project documents on file at USAID in Washington and Cairo, as well as evaluation data prepared by SIU-C.

II. FINDINGS

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This section presents our findings concerning project design, contractor selection, program implementation, the conduct of the program and its administration by SIU-C. A chronology of significant events occurring during the MMEP pilot activities can be found in Appendix 2.

### 1) Project Design

The Egyptian Middle Management Education Program (MMEP) originated from a proposal developed by the American side of the Joint Egyptian-U.S. Business Council (JBC) in early 1977. The JBC perceived the need to create a cadre of Egyptian managers who would be able to operate effectively in the more competitive environment envisioned under the Open Door policy, and who would have the skills to deal with foreign joint venture partners under Law 43. The original proposal recommended a 20-week program designed to train 400 Egyptian middle managers in U.S. modern management practices. Training would be conducted entirely in the United States by U.S. universities at an estimated cost of \$3 to \$4 million.

In April 1977 the Agency for International Development was requested to provide the funding needed to support the project. USAID in Cairo responded favorably towards the initial proposal but felt refinements were needed to better define training needs and participant selection criteria. USAID also suggested that there be a mix between U.S. and in-Egypt training with greater emphasis on the latter.

By June 1977, the Joint Business Council had revised its original proposal to a more modest pilot program to train 20 to 25 Egyptian managers. USAID/Cairo in the meantime had discussed the US-JBC proposal with the Egyptian side of the JBC and other interested Egyptian institutions such as the National Institute for Management Development (NIMD) and the Minister of State for Administrative Organization. USAID/Cairo found these institutions to be "extremely hesitant" that training would be conducted solely in the United States. In light of these discussions USAID/Cairo concluded that:

"This reinforces the need to build a program which is based on Egyptian perceptions of needs, relies heavily on Egyptian institutions (using appropriate U.S. institutions to reinforce Egyptian institutions) and uses training in the U.S. as a capstone to Egyptian institutional training."

In July 1977, the Education Committee for the JBC met in Cairo and agreed to a "compromise" pilot program including the following major elements:

- o Training of up to 30 participants
- o Three modules combined lasting twenty weeks of which six would be held in Egypt and twelve in the U.S. The program would end with two weeks for "reassimilation" in Cairo.
- o Provisions for an expanded follow-on program which would rely more heavily on in-Egypt training (i.e., 12 weeks) and less emphasis on U.S. training (i.e., 6 weeks).
- o The in-Egypt portion of the project would be planned and directed by NIMD and the Cairo University. The American University in Cairo (AUC) would also assume a "key role."

- o The six-week portion of the training to be held in Egypt would include, among other things, an orientation to Egyptian Public Law No. 43 and other laws relating to foreign investment, joint business ventures, etc. Other areas to be taught in Egypt would include an English refresher course, quantitative methods, accounting and an introduction to case study analysis methods.
- o The next twelve weeks in the U.S. would be divided into two equal six-week segments. The first would concentrate on a general managerial course later evolving into case study analyses focusing on the following sectors: agribusiness; chemicals and petrochemicals; construction; natural resources (oil, phosphates); tourism; and utilities (electric, water, sewage, telecommunications, etc.).

The conceptual design of the MMEP project was developed by a USAID consultant in Cairo during August and September 1977 who prepared a report which served as the basis for the scope of work for the MMEP contractor. His report defined the project objective as: "To improve the managerial skills and enhance the knowledge of the conduct of business on an international level of Egyptian managers of firms in sectors which have a priority in the current economic development policies of the government." The development of a cadre of Egyptian middle managers who are familiar with U.S. business practices was stated as a potentially favorable outcome that might be anticipated in pursuing the project objective. Other benefits likely to result through the implementation of the MMEP project were outlined as follows:

- o Middle managers would have a better basis upon which to perceive their future managerial roles.
- o Trained managers would form a reserve from which future entrepreneurial talent could be drawn in support of private sector enterprises.

- o More effective cooperation would occur among the various Egyptian ministries and enterprises.
- o Exposure to the international business community would complement Egypt's transition from closed to open economic policies.

Based on the project objective and expected benefits, the consultant outlined a curriculum emphasizing the improvement of individual skills. The curriculum stressed learning areas related to the U.S. political, economic and business environment and U.S. management techniques. Although orientation to Egyptian foreign investment laws was excluded from the core curriculum, the need to compare and contrast U.S. experience to the Egyptian environment was emphasized.

For reference a description of the MMEP Pilot Activity which appeared in the contractor's original scope of work is contained in Appendix 1.

## 2) Contractor Selection

By November 1977 the USAID consultant had completed the draft scope of work which was revised and amplified in December by the mission in Cairo. The request for proposals was issued in early 1978. Proposals from six institutions were received and were evaluated by AID/Washington through June and July. Oral discussions with the offerors were held in August. In September 1978 the contract to conduct the pilot program was awarded to Southern Illinois University at Carbondale.

Neither the mission nor an agency of the Government of Egypt had a direct role in the selection of the U.S. contractor. AID/Washington was designated as the contracting office. It took the position that procurement regulations would not allow participation by the mission or Egyptian counterparts in the evaluation of proposals. The Egyptian representative observed several phases of the selection committee's procedures and provided comments as he thought appropriate prior to final selection.

### 3) Program Implementation

In November, the SIU-C project executive officer arrived in Cairo to begin the implementation of the program. The following two months were marked by sustained and ultimately unsuccessful efforts to define the role of the U.S. contractor vis-a-vis Egyptian counterpart institutions in the management, design and conduct of the training to be carried out within Egypt. In the end, Egyptian institutions did not participate in the program. As a result, key aspects of the program were not carried out as originally planned. In-country basic management education did not take place. Egypt-specific case materials were not developed as intended. The institutional capacity for management development within Egypt was not enhanced.

Many of those interviewed during the course of our study held firm convictions and expressed strong opinions concerning the causes of the difficulties encountered in the early phases of the implementation of the MMEP Pilot Activity. The roots of the problems were variously ascribed to differences in institutional

perspectives concerning the objectives of the program; differing professional opinions concerning the most effective approach to management development; the allegedly inappropriate approach of SIU-C to involving Egyptian institutions; the inability of Egyptian institutions to agree among themselves and put forth practical programs in sufficient detail; and personality conflicts between key individuals. We have limited our assessment to a review of those factors which clearly appear in the record of the MMEP Pilot Activity.

In an historical sense, the problems encountered in the implementation phase had their genesis during the design phase. While USAID had consulted with various Egyptian institutions which had expressed an interest in the program, their roles had not been precisely defined. USAID decided that in the interests of expediting the program this issue could be left to the American contractor to resolve.

This approach to the implementation of the program was operationally defined in the scope of work of the contract originally signed by SIU-C. According to this contract, the U.S. contractor was to:

provide the personnel required to:

"design, implement and teach the twelve week 'practical application' module." (Module 2)

"advise and guide cooperating Egyptian institutions on the development and teaching of the orientation and evaluation/review modules." (Modules 1 and 2).

"select final participants . . . from a pool of candidates determined by the MMEP Planning Council."

"coordinate all phases of the MMEP."

- "conduct Module 2."
- "ensure that all aspects of the MMEP complement each other. To this end, the instructional and curricular guidance provided to cooperating Egyptian institutions by the contractor must be consistent with the methodology and content of (Module 2)."

SIU-C was also required to work in close conjunction with the Middle Management Education Program Planning Council (an advisory body representing key institutions on the U.S. and Egyptian sides) and consult with members of the council during the final design phase.

SIU-C, then, signed a contract which it could not fulfill without the cooperation of its counterpart institutions. The terms and conditions of this cooperation had not been contractually established by USAID and needed to be defined by SIU-C through negotiations. This in turn placed a premium on personal relationships and bargaining skills in order for the program to operate as planned.

After several weeks of discussions, a formal agreement was reached on December 31, 1977<sup>87</sup> between SIU-C and NIMD, the principal counterpart institution. However, despite the written agreement, disagreement persisted over the timing and content of the program. From the point of view of the Egyptians involved, they had not been allowed adequate time to develop their portion of the program or otherwise been given appropriate consideration by SIU-C. An additional factor was that personal relationships

among some of those involved in the discussions had deteriorated. SIU-C, in turn, had established February 1978 as the date to begin U.S. training, and had become increasingly concerned over the need to fulfill its contractual obligations. When SIU-C refused to consider a request by the Egyptian side in mid-January for a delay to allow further time for development of the in-Egypt portion of the program, the response of the Egyptian side was to withdraw from the program.

As a result, the program needed to be redesigned and the SIU-C contract modified so that all of the substantive portions of the program were carried out in the United States by SIU-C. Module I was converted into a two-week "English orientation" course to be held in Egypt. Module 2 became a "practical application" phase which included six weeks of classroom training at SIU-C and six weeks of training with American companies. Finally, the program included a one-week "review and evaluation" phase in Egypt.

#### 4) Participant Selection

The criteria for selection of participants were set by the MMEP Planning Council in December 1978. The guidelines were as follows:

- the program would focus on the sectors of agri-business, engineering industries, construction, tourism, petroleum, petrochemicals and chemicals, textiles and banking.
- the program would attempt to have 40 percent of the participants for the private and joint venture sectors, and 60 percent from the public sector.

- the selection criteria could be based upon the nominee's being a middle-level management, a college graduate, proficient in English, aged 35-45 and having the potential for advancement to top management.

Because the Planning Council had not established a pool of potential participants as planned, SIU-C was required to recruit candidates in an ad hoc manner in a short period of time. As letters to the chairmen of companies did not yield as many nominations for the program as desired, newspaper advertisements and personal contacts were also used.

The recruitment process yielded a group of 309 applicants who survived an initial screening on the basis of the above criteria. Each of these applicants then took a written test in English and was interviewed by a panel of SIU-C faculty members who rated the applicant on oral skills, basic abilities and personal character traits. A weighted average of each nominee's scores was calculated and a cut-off point established.

The process resulted in the selection of 106 nominees, of whom 10 did not participate for medical or other reasons.

#### 5) Program Content

The revised MMEP Activity was carried out by SIU-C as follows. Ninety-six participants were divided into approximately three equal groups. Each group underwent two weeks of English language training in Cairo and then proceeded to the SIU-C campus at Carbondale. The first three weeks of the program were devoted to lectures in areas such as accounting, finance, management and

marketing. Lunch periods occasionally included speakers on broad aspects of the U.S. economy and culture. The next week focused on case studies in accounting, management, marketing and production. Participants then left for their first three-week internship. The week following the first internship included an evaluation of the internship experience and further case studies. The participants then began their second internship. The program ended with a week devoted to a computerized business game and an evaluation of the second internship and overall program. The participants then returned to Cairo for the one-week evaluation activity.

#### 6) Academic Training

In the course of this study, the Coopers & Lybrand team visited the SIU-C campus at Carbondale, Illinois. We found the facilities of the campus to be modern and that arrangements made for the MMEP classroom instruction appeared adequate.

Because we did not observe any classroom activity we are not in a position to evaluate the quality of instruction provided to the participants by SIU-C faculty. However, the participants rated the SIU-C faculty very highly in our interviews with them and in evaluation questionnaires administered by SIU-C. The SIU-C survey shows that the participants were positive in their assessment of the faculty's ability to be prepared for class, organize the material, answer questions satisfactorily and teach the class effectively. The participants also believed that, in

general, the instructors showed an interest in students and were enthusiastic about their subjects.

Our own interviews revealed that most participants felt the classroom training conducted at Southern Illinois University was a very valuable experience. They felt they had significantly increased their knowledge of modern management techniques and practices and of functional areas such as marketing, finance and accounting and computer sciences. Furthermore, they felt SIU-C provided excellent facilities that were conducive to learning, and a good collection of textbooks that would be useful for future reference.

Participants, however, had several criticisms of the classroom portion of the program, some of which may be due to the fact that the basic management module was compressed into the U.S. training after Egyptian institutions declined to participate:

- Too many new topics were introduced in the time allotted.
- The reading assignments were too lengthy.
- The extent to which subjects were covered did not parallel the individual needs of participants. Participants who had previous knowledge or background in business administration found no difficulty with the progression of the theoretical subject matter. In fact, they were interested in proceeding toward more advanced and specialized areas. In contrast, other participants with unrelated backgrounds had some difficulty with the progression in the introduction of new topics.

Of the various training methods employed during the academic portion of the MMEP, case studies and management simulation games

were viewed as most beneficial by participants. The respondents believed that these methods of training:

- Highlighted the importance of planning in the decision-making process.
- Facilitated decision making by creating a risk-free yet practical business environment.
- Stressed the importance to communicate and exchange ideas between the various departments and management levels within organizations.
- Emphasized the need to collect, process and store information to assist in making decisions.

Although the participants had little criticism of these elements of the academic module, many suggested that they be applied more extensively in future programs. In addition, it was recommended that case studies and management games be developed on the basis of Egyptian organizational conditions, taking into consideration key factors such as legal constraints, social customs and attitudes and political factors.

#### 7) Practical Training

The MMEP included a six-week module devoted to a "management exercise" which was to include "exposure to modern management practices through on-site experience at American businesses and the involvement of experienced U.S. managers in seminar, workshop or conference situations." SIU-C styled this module as "internships."

The six-week internship of each participant was divided into two three-week segments at separate companies divided by a week

of evaluation and classroom work at the SIU-C campus. For the most part, participants were placed in companies in the mid-West within a reasonable distance from SIU-C.

From the perspective of SIU-C, the internships proved to be a formidable undertaking. Nearly 200 separate programs were arranged with dozens of different companies. Approximately 100 participants had to be placed in two business environments which matched their own working situation within Egypt. The administrative and logistical arrangements required for the program were substantial.

The administration of the program was not without its problems. The timing of the program was such that participants in the construction industry found themselves in the United States at the season when there was very little construction activity. U.S. textile companies feared the loss of trade secrets to a competing country and thus were reluctant to accept participants from the Egyptian textile sector. In a number of instances, the match between the individual participant and his host company was not as close as desired.

We received mixed opinions from participants regarding internships conducted under the MMEP. While some viewed their internships in U.S. companies as the most effective and worthwhile element of the MMEP activity, others felt they provided little or no benefit in terms of practical experience.

The attitude of the participant toward his internship depended on whether the participant was placed in a company whose

business paralleled his own organization. Much of the dissatisfaction observed resulted from situations where this did not occur. Respondents mentioned that the success of their internships was also influenced by the extent of the host company's current or anticipated involvement in Egypt. Companies which were conducting or planning business in Egypt were more receptive and willing to ensure participants benefited from the experience.

The responses to a survey of participating companies conducted by SIU-C provide insight into the companies' perception of the program. A majority of the companies thought the program to be "beneficial" to the participants, but 41 percent considered it to be only of "some" value. A similar percentage felt it to be of "significant value" to themselves. A majority felt that it was either "moderately burdensome" or "very time consuming." Most felt that it enhanced a sense of community relations. A number of respondents thought the program would be valuable in terms of business contacts and future markets. Some responded with apparently enthusiastic open-ended comments on the cultural exchange aspects of the program.

Fewer than half of the companies thought that the length of the internships was "about right." Forty-seven percent thought that they were too long. Several commented that the internships were too long if they were meant to be simply observational tours and too short if they were intended to provide effective on-the-job management training.

Open-ended comments made by the companies provide further insight into their perception of the adequacy of the program. Many of them generally centered on the need to provide more structure in future internships. Several noted they could have benefited from more time to plan the internship, and from more guidance from SIU-C concerning individual participant needs and objectives and on how to organize the participants' time.

#### 8) Program Administration

In accordance with the terms of its contract, SIU-C stationed in Cairo an executive officer for the duration of its contract. His role was to provide liaison with the Egyptian educational institutions which were to participate in the program, as well as interested segments of the American and Egyptian business communities. His responsibilities for the day-to-day administration of the program in Egypt included the notification of prospective participants, coordination of travel arrangements, promotion of the MMEP, internal project administration, and the development of post-training followup activities.

Organizationally the MMEP was located within the College of Business and Administration of SIU-C. Administrative and logistical arrangements in Carbondale were handled by a part-time faculty coordinator and full-time secretary. The responsibility for the arrangement of the internships lay with another half-time faculty coordinator. The classroom training portion of the program was conducted by full-time faculty members.

### III. CONCLUSIONS AND RECOMMENDATIONS

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This section of our report contains our conclusions and recommendations concerning key aspects of the MMEP Pilot Activity.

#### 1) Project Design

The design of the MMEP Pilot Activity was not preceded by a systematic and comprehensive analysis of management training needs. The project was developed on the basis of a need perceived and presented as having a high priority by the U.S. side of the Joint Business Council. The need to develop a group of Egyptian managers familiar with U.S. management practices may have been a real and important one. However, given the lack of breadth of the needs assessment, there would have been no way to determine whether it was the most important one relative to other needs, and therefore worthy of funding at their expense.

A further observation concerning the design of the project is that its objectives were defined in ambiguous terms. The scope of work in the original SIU-C contract speaks of the program in the following terms:

- o "To assist the coming generation of Egyptian managers to operate effectively in a competitive economic environment, an education program designed to introduce them to modern American management skills, techniques and concepts is proposed."
- o "The . . . (MMEP) is to familiarize (the participants) with U.S. management practices plus the economic and political context in which American business operates."

- o " . . . a six-week orientation period . . . will expose participants to the U.S. business environment, U.S. business structure, and recent developments in U.S. management practices."
- o "A twelve week 'practical application' period . . . will include a minimum of eight weeks of on-site learning experiences in American business enterprises. . . ."

We believe that the objectives of the program were too loosely defined and did not provide an adequate basis for measuring the effectiveness of the pilot activity. Terms such as "expose", "introduce" and "familiarize" do not place any measureable learning responsibility upon the participant. Judged literally in its own terms, the program could be considered to be a success if the contractor could prove that it held the participants in a classroom for six weeks and "exposed" them to knowledge about the subject matter. Whether the participants learned anything would not be an issue insofar as the program design was concerned.

In any event, we believe that future management development efforts within Egypt may require a broader perspective than the basic assumptions of the MMEP Pilot Activity. The rationale for the MMEP can be summarized as follows:

- o The JBC determined that a new type of manager would be necessary to implement the policy of economic liberalization.
- o The "new" type of manager would need new management skills.
- o The U.S. has the business environment which most closely approximates the new environment most desired by Egypt.

- o Therefore, Egyptian managers should be familiarized with new (U.S.) management techniques in the environment (U.S.) in which they are applied.

The rationale of the MMEP program correctly links the individual manager with his environment. It assumes that as the economic environment and presumably the organizational surroundings of the manager change, so will his skill requirements. The fallacy of the program was that it assumed that the new environment would exist soon enough and to a sufficient extent to allow the "new manager" to operate in accordance with the model he was exposed to in the United States.

While Law 43 and its subsequent amendments may have been considered to be the principal mechanism for economic growth and efficiency when the MMEP was conceived, this assumption may no longer be valid. It has become much more difficult to implement the new policy than originally anticipated. The lack of managers who operate in the same manner as their joint venture partners is not the only reason for these disappointed hopes. The public sector is likely to remain as the principal means of production within Egypt for some time. The manager in the public sector faces particular constraints which cannot be ignored. The question is, if Egyptian managers are trained and educated today in skills and concepts which they will not be able to use in their entirety for an extended period of time, what happens in the meantime?

The MMEP pilot activity was a product of its time. The original concept of the project was formed more than three years ago. At that time, there were great expectations about the benefits of the Open Door policy and the practical economic impact of joint ventures with foreign capital. Thus, when viewed from the perspective of history, MMEP can be seen to have a contemporary basis. However, given a broader appreciation of the rate of economic development and management training needs, we do not believe that it would now be a sound policy decision for USAID to base a large-scale, long-term management development program upon.

On the basis of our assessment of current needs within Egypt and our analysis of the factors which influence management behavior, we believe that three options are available for the design of a development program. These options include:

- o Institutional development whereby resources are brought to bear to reduce the impact external legal, political, and economic forces have on organizational behavior. The assumption is that once these environmental conditions are changed, the organization and individual will be able to function more effectively.
- o Organizational development in which the structure, function, and process are modified so the organization becomes more effective even within the environmental constraints.
- o Individual development whereby individuals are taught management apart from their organization. The assumption here is that the individual will apply what he has learned regardless of the organizational climate.

The first option has been addressed by the Government of Egypt through policy actions such as the Open Door Policy and the Administrative Revolution. However, it does not appear practical to depend upon changes in institutional constraints to improve management performance in the near or midterm in Egypt. Given limited resources and the broad political and cultural changes they will require, it is likely that this option will only affect management performance in the long run.

In the meantime, we believe that it will be possible to establish an effective program which combines the second and third options and which recognizes that management performance is a combination of both the individual and his organizational environment.

In short, the program must recognize that managerial capability is often a function of an organizational environment. It is not a product developed and stored until a sufficient amount has been accumulated to have an impact on the environment. Since development of managerial capability is contingent upon the quality of its interaction with its organizational environment, some intervention must take place within the environment. Management education therefore becomes only one of many possible elements working in a complex relationship to effect long range change.

## 2) MMEP Structure and Content

On the basis of our review of information provided by SIU-C, and our interviews with MMEP participants we have developed the following conclusions concerning the structure and content of the MMEP program.

The objectives of practical training exercises such as the MMEP internship need to be stated in a more precise fashion and their content should be structured more carefully. We believe the wide difference of opinions among the participants concerning the internships existed because no uniform approach was established for structuring the internship. The adequacy of their design and the overall success of the experience rested too much on the skill and enthusiasm of the companies hosting the participants. In fact, it appears that the MMEP internship program to a certain extent reflected the ambiguities inherent in the program as a whole. If the internship was supposed to simply expose participants to U.S. business practices, then a total of 6 weeks in only two companies in a relatively unstructured program would be too long an experience. If the program was intended to transfer specific skills or to train the participants in a particular job, it was too unstructured and too limited.

We also concur with the following recommendations gathered from our interviews with participants:

- o Participants should be given certain tasks to accomplish and be allowed to at least observe, if not actively participate in, the decision-making process.

- o The programs should be better structured and organized sufficiently in advance to ensure proper programming and scheduling.
- o Participants should have internships in companies whose business parallels their own organization. It is recognized that management science cuts across numerous industries but the U.S. business and management environment is complex and so vastly different from that of Egypt that a familiarity in the host companies' operations would enhance the intern's absorption of new management techniques and practices.
- o U.S. companies should perceive potential benefits to their organization in hosting interns.

Responses from internship companies and the experience of SIU-C in arranging the internships lead to the further conclusion that it would be problematic to center a future large-scale management development program upon similar practical training exercises in the U.S. Many of the companies who participated in the pilot activity expressed reservations about repeating the exercise. It might prove difficult to establish and maintain a pool of companies willing to commit time and resources and skillful enough to impart knowledge about their operations and management on a continuous basis.

With regard to the classroom portion of the MMEP activity, participants recommended the following:

- o Either reduce the amount of subject matter to be covered or extend the period of classroom training.
- o Provide learning materials and textbooks in advance so that participants would have sufficient time to prepare for classroom session.
- o Offer a series of prerequisite courses to ensure all participants have similar understanding and technical knowledge of subject matter to be covered or select

participants based on their level of knowledge in functional areas and modify classroom sessions accordingly.

SIU-C in its own evaluation of the program recommended changes which would address these comments, namely having basic management training carried out in Egypt by an Egyptian institution (as originally intended in the project design) and expanding the U.S. portion of the training.

### 3) Contractor Performance

Viewed strictly in its own terms, the MMEP Pilot Activity met its objective and the U.S. contractor satisfied the requirements set forth in its amended contract. The requisite number of participants were provided the academic and practical management education experience stipulated by the scope of work as revised. SIU-C provided the logistical and other support services required by the participants. Finally, the project appeared to have received adequate management attention and organizational support from the University as a whole, and the School of Business and Administration in particular. However, certain aspects of the conduct of the program should be noted in carrying out similar efforts in the future.

SIU-C chose as its executive officer a faculty member of Egyptian origin and with Arabic language capability. The assumption was that these characteristics would facilitate communication with Egyptian individuals and enhance opportunities for cooperation with Egyptian institutions. On the basis of our

interviews in Egypt, we have concluded that this decision by SIU-C had an effect which was opposite from its intent. The credibility of the SIU-C executive officer was diminished by the fact that he had received his initial professional education in Egypt and thus was not perceived by Egyptians as a "foreign expert."

This perception may have increased the difficulties encountered by SIU-C in obtaining cooperation from Egyptian institutions. Our conclusion is that this approach to staffing may not necessarily enhance the chances of success.

SIU-C also had to overcome initial problems with its credibility and image as an institution. The University was not well-known in Egypt. There is evidence that certain representatives of Egyptian academic institutions expected that the MMEP would be carried out by, and hence they themselves would be associated with, a more "famous" American university. The ability of SIU-C to gain support for the program appears to have been influenced by this perception.

Similar problems may be minimized in the future if interested and respected representatives of the Government of Egypt are allowed to take part in the process of selecting U.S. contractors. This procedure would help legitimate the choice and make it easier for the contractor to fulfill its responsibilities.

#### 4) Participant Selection

The data indicate that the selection process, by and large, met the objectives set forth in the original selection guide-

lines. The distribution across sectors was fairly even. The under-representation of the agri-business sector was attributed by SIU-C to a lack of English proficiency on the part of its nominees. The private/joint venture sector also was represented at a somewhat lower proportion than originally planned.

It appears that the selection process resulted in a group of participants who were qualified to take part in the program. A large majority of those U.S. companies which participated in the internship component believed that their participants had either "substantial" or "adequate" technical expertise and business and managerial skills and were "very cooperative" through the course of their program. There were practically no complaints about the English language competency of the participants.

Given the objectives and design of the MMEP, the criteria for selection of participants were reasonable. However, in the future, serious consideration should be given to the impact of the need for English language proficiency on the part of program participants, and ultimately, the value and need for programs conducted primarily in the United States. Programs such as the MMEP place a heavy premium upon the English language ability of potential participants. It is conceivable that participants who would otherwise be extremely capable and whose development would have a major impact upon their organization, but who are not fluent in English, would thereby be eliminated from consideration for the program.

## 5) Impact of the Program

The overall impact of the MMEP pilot activity is difficult to assess. From the perspective of individual participants, the outcome of the MMEP Pilot activity was favorable. For the most part, participants viewed the program positively and gained from it personally. Several reported to SIU-C that they had parlayed their MMEP training and education into promotions and increased responsibilities. As previously noted, most thought that their knowledge and appreciation of modern management had been enhanced.

The broader impact of the program is less certain. SIU-C has reported the assertions of several participants that their MMEP experience enabled them to improve the productivity of their organizations. However, the program did not contain a formal and comprehensive evaluation component which would have called for such steps as the establishment of criteria for goal achievement, and the collection of baseline data from which rigorous, quantitative analyses of its impact could proceed.

The impact of the program upon management training institutions within Egypt was minimal because of their lack of direct participation in the program.

## 6) Roles and Responsibilities in Program Design and Implementation

The MMEP Pilot Activity offers important lessons with regard to the definition of roles and responsibilities in the design and implementation of similar programs in the future.

The MMEP originally was predicated on cooperation between the U.S. contractor and Egyptian institutions. However, effective working relationships did not crystallize and Egyptian institutions did not participate in the program in a substantive way.

An analysis of the events which occurred in the design and early implementation phases of the MMEP reveals patterns which need to be better managed or avoided entirely in the future.

The first is that procedurally and substantively interested parties and institutions on the Egyptian side continually found themselves in a reactive rather than proactive position. In a procedural sense, the first involvement by the Egyptian side in MMEP was that of a reaction to a proposal which was treated as definitive by the American side. In a substantive sense, Egyptians were presented with a proposal which was based upon the premise that what the Egyptian manager needed was exposure to how U.S. companies do business in the U.S. environment. The Egyptian response was one of concern that the program did not seem to take into account Egyptian perceptions of Egyptian needs nor that it would enhance institutional capacity within Egypt to develop managerial resources and skills.

In the future, collaboration with Egyptian individuals and institutions from the earliest and most formative stages of project design may result in more effective cooperation in the implementation of the project.

A second noteworthy characteristic of the MMEP is that the role of the U.S. contractors with respect to Egyptian management education institutions was not defined clearly and early enough. USAID had not succeeded in obtaining a formal agreement defining the precise roles of Egyptian institutions in the program and left this problem for the U.S. contractor to resolve.

The lack of clarity in the role of the U.S. contractor with respect to Egyptian institutions persisted in its contract with USAID. The contract signed by SIU-C begged the question of who was to be ultimately responsible for the MMEP in its entirety and thus contributed to the conflict. According to the contract, the U.S. contractor had the responsibility to "ensure that all aspects of the MMEP complement each other," and was responsible to "coordinate all phases" of the MMEP, but had the authority only to "advise and guide" Egyptian institutions in the development of modules 1 and 3. The only vehicle at the contractual disposal of SIU-C to ensure that all aspects of the MMEP complement each other was that the institutional and curricular guidance provided to the cooperating Egyptian institutions must be consistent with the methodology and content of Module 2. SIU-C would have no recourse if the Egyptians disagreed with that guidance.

SIU-C, insofar as we have been able to determine, took the position that it was responsible for the program as a whole, and attempted to manage the program as it saw fit in order to meet what it interpreted to be its contractual obligations. The Egyptians on the MMEP Planning Council interpreted the SIU-C contract to mean that they were responsible for Modules 1 and 3 and therefore should have "control" over their content.

In the future, these problems could be minimized through a decision to have U.S. contractors establish, in advance of their proposals, affiliations with a counterpart Egyptian institution. The terms and conditions of this relationship would be subject to a contractual agreement between the two institutions within the overall guidelines established by AID.

APPENDIX 1

OPERATIONAL PLAN

1. PROGRAM DESCRIPTION

A. General

1. Policy: Economic Liberalization (The Open Door Policy) was declared as an official economic policy of the government of Egypt in 1973. This policy included a number of statements with significant implications for the private sector:

- It was recognized that in order to accelerate economic growth, changes were required in the roles of the different sectors: public and private. The importance of the public sector was stressed, but it was also acknowledged that the public sector had annexed certain activities that should have remained in the private sector.

- The productivity of the private sector had become stagnant due to disincentives to private sector. For the private sector to be encouraged in the future, it would have to be provided with stable conditions.

- New emphasis must be given to encouraging the inflow of foreign investment and technology through an "Outward Looking" economic policy. The new economic policy calls for renewed efforts to develop the private sector both foreign and domestic.

2. Program identification: To facilitate the flow of U.S. foreign investment capital, the joint Egyptian-U.S. Business Council (JBC) has been created. Early in its deliberation, it was determined that, in order to implement the policy of liberalization, a new type of Egyptian manager would be necessary. He would have to have new management skills and techniques, particularly in the areas of marketing, business policy formulation, adoption of new industrial technology, and business planning. It is felt that because the U.S. has a competitive environment in which businesses operate, the conditions in the U.S. most nearly approximate elements of the new environment most desired by Egypt in the coming decade. Hence, it is most appropriate that Egyptian managers be familiarized with new management techniques in the environment (U.S.) in which they are applied.

3. Program Design: To assist the coming generation of Egyptians to operate effectively in a competitive economic environment, an educational program designed to introduce them to modern American management skills, techniques and concepts is

proposed. The program shall be developed in cooperation with major Egyptian universities, government management training institutes and the Middle Management Education Program Planning Council. The nature of this cooperative relationship is more fully described below, Section C.1.e. The program will provide twenty weeks of instruction to approximately 100 middle level managers currently working in either the public or private sectors of the Egyptian economy. The trainees will be divided into three roughly equal groups and the instructional program into three modules. The first module, a 6 week orientation period, will be conducted, in part, on-site at various industries or corporations in the United States. The third module will be a 2 week review and evaluation period to be carried out in Egypt. The project will utilize a U.S. institution to coordinate the overall program, to conduct the 12 week "practical application" module, to advise and guide cooperating Egyptian institutions on the design and teaching of the orientation and review/evaluation modules, and to select final participants in the MMEP. The U.S. institution, however, will be required to work closely with the MMEP and counterpart institutions of management education in Egypt in the final design of the curriculum and choice of teaching methods and materials to be used in all phases of the program and in establishing criteria for the selection of participants. USAID will provide separate funding for English language training of potential participants in the program as required. An additional financial support to the Egyptian institutions which may be required by reason of this activity will be provided apart from this contract.

#### B. Objective

1. The Middle Management Education Program (MMEP) is to familiarize approximately 100 middle-level Egyptian managers, drawn from both the public and private sectors of the Egyptian economy, with U.S. management practices plus the economic and political context in which American business operates. The approximately 100 participants will be divided into three groups of roughly equal numbers. Each group will be comprised of individuals drawn from similar backgrounds in terms of the production and/or service enterprises they represent. Each group will receive twenty weeks of instruction the content of which will be divided into three modules: (1) a six week orientation period which will expose participants to the U.S. business environment, U.S. business structure and recent developments in U.S. management practices; (2) twelve week "practical application" period which will include a minimum of eight weeks of on-site learning experiences in American business enterprises and the involvement of experienced U.S. managers in seminar, workshop or conference situations; and (3) a two week period of review and evaluation. Modules 1 and 3 will be conducted in Egypt by local educational institutions and coordinated with Module 2 which will be conducted in the U.S. by Southern Illinois University. The technical services requested are those required to: (a) design,

implement and teach Modules 1 and 3 on the development and teaching of appropriate courses to complement the subject-matter and learning experiences provided by Module 2; (c) select MMEP participants from a participant pool; and (d) coordinate all aspects of the MMEP.

2. The MMEP will be funded on a one-year pilot basis. Prospects for an additional period will depend upon the successful outcome of this initial, experimental program and a continuing need for training of this sort. If the MMEP is extended beyond the one year pilot period, it is expected that Southern Illinois University will be requested to provide the personnel and the additional services subject to satisfactory completion of the initial portion, further project requirement and availability of funds.

### C. Scope of Services

1. To achieve these objectives, the Contractor shall:

a. Provide the instructional, managerial and support personnel required to: (1) design, implement and teach the twelve week "practical application" module of the MMEP; (2) advise and guide cooperating Egyptian institutions on the development and teaching of the orientation and evaluation/review modules of the MMEP; (3) select final participants in the MMEP from a pool of candidates determined by the MMEP Planning Council; and (4) coordinate all phases of the MMEP.

b. Conduct the twelve week "practical application" module in the U.S. consisting of up to four weeks of classroom instruction followed by an additional eight weeks devoted to practical management exercises. Instruction in the classroom will utilize the case-study methodology. The cases will, in turn, emphasize modern concepts of American management practice, including: (1) business policy and strategy formulation; (2) corporate planning systems and methodology; (3) accounting and financial control systems; (4) management systems including EDP and MIS; (5) marketing, with special emphasis on international aspects; and (6) international business policy and administration. The eight weeks devoted to management exercises will include exposure to modern management practices through on-site experiences at American businesses and the involvement of experienced U.S. managers in seminar, workshop or conference situations.

c. Ensure that all aspects of the MMEP complement each other. To this end, the instructional and curricular guidance provided to cooperating Egyptian institutions by the Contractor must be consistent with the methodology and content of the twelve week practical application module. Moreover, since the project is somewhat experimental, the Contractor must be prepared to adjust the MMEP's content, methodology and scheduling where and when necessary. In this connection, it is understood that, to accomplish all phases of this training program within the specified time period, some overlap in the scheduling of the three training groups may be necessary.

d. The Contractor will provide an overseas staff. At the minimum, this staff will consist of an executive officer, who will reside in Egypt during the life of the project, and 7 1/2 person-months of short-term, TDY professional assistance. The executive officer will provide continuing Contractor liaison with the participating Egyptian educational institutions and representatives of the American and Egyptian business communities. Short-term technical assistance will be provided for liaison with each cycle of participants. This liaison will be for a period of up to 3 weeks during the preparatory phase of each cycle and immediately prior to participant departure for the facilities of the contracting U.S. institution. Furthermore, under the advisory guidance of the JBC and in conjunction with the management programs of participating Egyptian institutions, the Contractor will develop criteria and means of evaluating potential trainees. However, the Contractor will bear full responsibility for the final selection of trainees. The executive officer and short-term professional staff must be U.S. citizens.

e. To encourage the support and cooperation of Egyptian institutions currently involved in management training, the Contractor will be required to work in close conjunction with the Middle Management Education Program Planning Council. The Council consists of representatives from the University of Cairo, the University of Alexandria, the American University of Cairo, the National Institute of Management, the Joint American-Egyptian Business Council, the Central Agency for Organization and Administration of Government of Egypt, the American business community and Egyptian public sector companies. The executive officer of

the MMEP will become a member of the Council which is currently chaired by Niazi Moustafa, member, Joint Business Council.

The Planning Council exists to coordinate local institutional support for the MMEP. It is not expected that it will be responsible for day-to-day tasks associated with the management of the MMEP. It is expected, however, that the Council will serve in an advisory capacity in matters related to the determination of policy and planning, the selection of curriculum content, and methods of instruction and teaching materials. In this connection, the Council will determine criteria governing the final selection of participants as well as the service/production sectors which will receive priority in the training program. It will determine the pool of candidates from which participants are to be selected and oversee any language or other examinations that may be required.

To facilitate Planning Council participation in the development of the MMEP, the Contractor will be required to consult with members of the Council during the final design of the project. This may require up to two person-months of TDY in Egypt.

To further encourage the support and cooperation of Egyptian educational institutions, the Contractor will be required to include up to two professional staff from participating Egyptian schools in each training group. These professionals will act as participant representatives or liaison between participants and American instructors to ensure the continuity of the training effort. If they find it desirable, they will be given an opportunity to develop individual programs of professional development with the contracting institution.

#### D. Personnel

1. In order to provide the above services, personnel with the following skills shall be provided:

##### a. Executive Officer

###### (1) Duties:

(a) Will be the person primarily responsible to oversee the proper functioning of the MMEP on a day-to-day basis. These responsibilities will include:

(i) Identification of, and compilation of information on, prospective participants;

(ii) Coordination of preparatory phase and travel arrangements;

(iii) Promotion of the MMEP and liaison with clientele organizations; and

(iv) Organization of accounts, management procedures, and office management as required.

(b) Will have as a main duty the development of post-MMEP training follow-up activities. These will include:

(i) Periodic contact with participant's organization to determine usefulness of training received;

(ii) Working in close conjunction with participating Egyptian educational institutions to encourage, promote, and assist in the design of follow-up training, seminars, and conferences to insure the long-term career development of participants; and

(iii) Assisting in the initial promotion and organization of an alumni group to further promote follow-up and recruiting activities.

(2) Qualifications:

(a) An awareness of the applied aspects of management acquired through either (i) direct industrial experience or (ii) significant consulting assignments in industry, sufficient to encourage the growth of an easy rapport between the executive officer and Egyptian managers, government officials and university faculty.

(b) A professional background in management education, acquired through either (i) work-related experiences, (ii) academic training or (iii) some combination of these two elements, sufficient to allow the executive officer to assume, if necessary, a faculty position at a cooperating Egyptian university, college or other training institution. In all probability, this will mean at least a Ph.D. in business administration or a related field.

(c) Previous experience with at least one management training project of the scope envisaged by the MMEP, preferably with responsibilities equivalent to that of the executive officer in this program.

(d) Prior experience with managers, businessmen and government officials from developing countries, preferably those of the Arab world.

(e) Available for a minimum assignment of at least 13 consecutive months in Egypt.

b. Short-Term Technical Assistance

(1) Duties:

(a) Working in teams of at least 2, will act as liaison with and participate in the Egyptian educational institution's conduct of the preparatory phase of instruction for a period of up to 3 weeks of each cycle.

(b) Working in teams of at least 4, will conduct the final selection interviews of participants to develop an annual roster of 100 participants (plus 20 alternates) to be selected on a one-time basis. This will require presence in Egypt of up to 4 weeks.

(2) Qualifications:

(a) Professional background in management training, preferably at Ph.D. level or similar level of experience.

(b) Prior experience with training managers from developing countries, preferably those from the Arab world.

(c) Available for assignment in Egypt during the selection phase as well as the initial orientation and final evaluation periods of each of the three training cycles.

2. The Contractor shall provide for team composition and duration of assignments as follows:

<u>Number</u>	<u>Position</u>	<u>Work Months in Location</u>
1	Executive Officer/Management	13
7	Short Term Specialist/Management	10 (total)

## E. Reports

1. The Contractor shall submit monthly reports concerning overall progress of the project, including expenditures and personnel employed under the contract.

2. Two weeks prior to the beginning of training for each of the three contingents, the Contractor shall submit a report which describes: a. the institutional arrangements made to carry out each training effort; b. the nature of the planned "classroom phase" of institution, including objectives, subject-matter or course content, qualifications of participating faculty, methods of instruction, etc.; c. the nature of the planned "practical application phase" of instruction, including the industries or corporations to be visited and studied, the on-site activities of trainees and instructors, the identity of participating American businessmen, etc.; d. the basis for selecting individual trainees and the particular qualifications of each trainee; and e. the nature of planned follow-up activities.

3. Within two weeks following completion of each training effort, the Contractor shall submit a report which describes: a. those elements of the program which were particularly successful; b. the problems encountered during the training period and the solutions tried and/or suggested for future use; and c. evaluates the extent to which the original training plan was followed and its objectives achieved.

4. The Contractor shall submit a final report within ninety days after completion of the project summarizing the contents of prior training reports, providing as much follow-up material regarding the work assignments and on-the-job performance of the trainees as is available, and including the Contractor's conclusions regarding the value and accomplishments of the over-all project as well as recommendations for a Phase II long range program, if appropriate.

5. Special reports shall be provided as from time to time requested by USAID/Egypt.

6. All reports shall be submitted in 10 copies, suitable for reproduction, to Mr. Stanley Applegate, USAID/Egypt.

7. Two copies of each report dealing with technical matters shall be forwarded to the AID Reference Center as specified in General Provision 16(d).

8. The above reports are to be provided in lieu of those required by Clause 12 of the General Provisions.

**APPENDIX 2**

CHRONOLOGYMIDDLE MANAGEMENT EDUCATION PROGRA

<u>DATE</u>	<u>EVENT</u>
April 1977	Original proposal presented by U.S. side of Joint Business Council (JBC) to train 400 Egyptian managers in U.S. management practices. Training to be 20 weeks conducted in U.S. at an estimated cost of \$3.4 million.
June 1977	JBC revises original proposal to a pilot program to train 20-25 Egyptian managers. Emphasis still on U.S. training.
July 1977	Program modified to include Egyptian participation. Objective to train up to 30 participants. Three modules set up lasting 20 weeks. Six would be held in Egypt, 12 in the U.S. and a two week "reassimilation in Cairo". The in-Egypt portion to be planned and directed by NIMD and to consist of, among other things, an orientation to Egyptian Law No. 43 and other laws relating to foreign investment.
August 1977	Delwin Roy invited to Cairo to develop conceptual design for Middle Management Education Program (MMEP).
September 1977	Delwin Roy submits draft report to USAID/Cairo outlining a conceptual design for MMEP project stating the objective of MMEP project is, "to improve the managerial skills and enhance the knowledge of the conduct of business on an international level of Egyptian managers of firms in sectors which have a priority in the current economic development policies of the government." Curriculum emphasizes the improvement of individual skills. Curriculum stresses learning related to U.S. political, economic and business environment. Orientation to Egyptian foreign investment laws excluded.
December 1977	Delwin Roy completes scope of work for MMEP project. Objective of program to conduct a training course in business administration for up to 100 Egyptian middle managers in public and private sectors. Program to ensure that participants are thoroughly familiarized with U.S. management practices.

December 1977 Request for proposals issued.

June 1978 AID/Cairo requests inclusion in review of MMEP proposals (of AID/Washington) and participation in selection of U.S. contractors. Also states Government of Egypt (GOE) institutions should be involved in selection process.

June 1978 AID/Washington responds that Washington contracting officer does not consider it appropriate for Egyptian institutions to participate in ranking proposals nor for USAID/Cairo to participate in selection since responsibility rests with AID/Washington evaluation committee.

June 1978 AID/Cairo cables Washington informing that it feels only sensible that Washington evaluation committee be at least aware of GOE views. Asks Washington to send top ranked proposals to Cairo.

July 1978 AID/Washington responds that forwarding proposals to Cairo not compatible with AID direct contracting procedures.

July 1978 AID/Cairo sends member of JBC to Washington to participate in evaluation of proposals on a nonvoting basis.

September 1978 AID/Washington informs AID/Cairo that negotiations with offerors in competitive range and approaching conclusion following oral discussion.

October 1978 AID/Washington informs AID/Cairo that contract awarded to Southern Illinois University at Carbondale (SIU-C) for \$729,902.

November 1978 SIU-C Executive Officer arrives Cairo. Finds that planning council has not been formed and list of eligible participants not developed. Also role of NIMD as Egyptian counterpart not defined.

November 1978 MMEP Planning Council formed consisting of representatives of JBC, American University of Cairo, University of Alexandria, Cairo University, NIMD, the Central Agency for Organization and Administration, and AID/Cairo.

- November 14, 1978 First meeting of SIU-C Executive Officer and Chairman of NIMD. NIMD expressed readiness to cooperate in any way helpful to the project.
- November 24, 1978 Meeting called to discuss forming working group for project implementation. Group suggested to be in form of an executive committee with equal voting rights. SIU-C executive officer objects because SIU-C would have no control over training phases in Egypt, which was believed in violation of SIU-C contractual agreement with USAID.
- November 26, 1978 Objections of SIU-C executive officer toward executive committee discussed and compromise reached to form a managerial committee without executive power.
- November 28, 1978 JBC members surprised to find NIMD designated as Egyptian counterpart and seeks clarification of involvement with AID.
- November 29, 1978 JBC, concerned about government bureaucracy, seek to keep project out of GOE. Meeting held with AID to clarify role of NIMD. JBC told that it was standard procedure to conduct project government to government and that NIMD named by GOE as counterpart organization. AID assures JBC that this arrangement will not diminish role of JBC in overseeing project.
- November 29, 1978 JBC members tell chairman of NIMD that they believe SIU-C should have freedom in running project and work given to NIMD should be on a subcontract basis.
- December 11, 1978 First formal meeting held with MMEP planning council. Criteria for participants selection agreed upon.
- December 6, 1978 NIMD presents a proposal seeking control of Modules 1 & 3 of the project.
- December 6, 1978 SIU-C executive officer objects on the same grounds as he had opposed the formation of the executive committee. NIMD requests AID officials to clarify issues.
- December 7, 1978 In meeting with AID contract document brought out to resolve issues. NIMD takes copy of contract to study and states intention to present new proposal.

December 12, 1978 Agreement reached between SIU-C and NIMD on:

- Formation of executive committee and duties;
- Delay in starting of Module 1/Group 1 would not be more than a few days; or maximum of one week;
- Disagreements on contract interpretation would be submitted to the planning council for arbitration.

December 14, 1978 NIMD requests to see text and review with USAID curriculum agreement. NIMD seeks 4 week delay in start date for training. Provision for planning council arbitration removed.

Dec. 28, 1978 - SIU-C faculty staff arrive in Cairo  
Jan. 4, 1979

December 31, 1978 Cooperation agreement between SIU-C and NIMD for management development in MMEP program signed. Parties agree to form an executive committee represented by: Cairo University; American University of Cairo; and NIMD.

SIU-C COE to act as observer.

Committee responsible for:

- Design, execution and development of courses for Modules 1 & 3 in cooperation with the SIU-C staff;
- Recruitment of organizations and candidates for enrollment in MMEP in accordance with criteria set forth by MMEP Planning Council;
- Selection of Egyptian faculty for Modules 1 & 3;
- Preparation of training materials, cases and exercises applicable to the Egyptian environment in cooperation with SIU-C;
- Selection of Egyptian faculty and other professionals to follow up Module 2 in U.S.;
- Cooperation with SIU-C with all phases of MMEP;

- Development of mechanisms to properly review and evaluate project;
- Development of Egyptian institutional support for the program;
- Design and development of long term management development program suitable for Egypt based on MMEP experience;
- Ensuring availability of general Egyptian support for the program in Egypt.

January 5, 1979      Selection of participants finalized. Selection of Egyptian faculty to be finalized on Jan. 7 after planning council meeting scheduled for Jan. 6. This to allow SIU-C faculty to interact with selected Egyptian faculty and discuss curriculum matters prior to inauguration of training.

January 6, 1979      Planning Council meeting results in agreement and understandings between SIU-C and NIMD being nullified.

Jan. 16, 1979      NIMD sends letter to Don Brown of AID informing him that institute no longer willing to cooperate with SIU-C. Executive committee instructed to work on a new proposal for management developed.

January 1979      Structure of MMEP program changed as follows:

- Module (1) Two weeks English orientation course (in Cairo);
- Module (2) 12 week practical application course in U.S.;
- Module (3) one week evaluation course. SIU-C to assume sole responsibility for conducting and implementing all modules.

MMEP executive committee reformed to include: U.S.-ARE JBC, SIU-C and USAID. No participation envisioned on part of Egyptian institutions.

February 5, 1979      First group (28 participants) starts Module training.

February 7, 1979      Chairman of NIMD resigns.

February 24, 1979 First group of participants arrives in U.S.

March 30, 1979 Second group starts English course.

May 1979 English course revised to emphasize oral skills of participants and include the use of management terminology.

May 10, 1979 Agreement of cooperation signed between SIU-C and AUC.

May 14, 1979 SIU-C E.O. requests permission of USAID to have three Egyptian faculty members from AUC visit SIU-C campus at Carbondale and include them in review and evaluation of first group.

May 21, 1979 AUC representatives arrive in U.S. Observes part of Module 2, and states that their participation will be limited to planning and being available for consultation during the week, but no physical presence in sessions with participants. SIU-C E.O. states this to be unfortunate.

June 4, 1979 Evaluation week started for first group.

June 8, 1979 MMEP Alumni Association formed.

June 21, 1979 USAID informs SIU-C EO that the mission has turned down proposed agreement of cooperation between SIU-C and AUC.

June 8, 1979 Third group begins English session.

August 27, 1979 Review and evaluation for second group carried out.

November 25, 1979 Review and evaluation for third group carried out.

February 1980 Review of Middle Management Education Program begun by Coopers & Lybrand.