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**FINAL REPORT  
ASIP — ASMDP  
OCTOBER 1977 TO JULY 1980**

**Public Administration Service**  
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## INTRODUCTION

From April to October 1977, the initial two ASIP Egypt staff acquired the additional skills and information to begin the implementation of the ASIP approach within the Ministry of Agriculture.

From October 1977 to July 1980, from successes identified and information obtained from experience on how to improve in the future, a follow-on project was agreed to by the Ministry of Agriculture and USAID Egypt. This report is based on that assumption.

The present Agricultural Sector Management Development Project (ASMDP) staff and consultants are to be congratulated on their acquisition of additional skills and information required and their dedication to the aims and principles of ASIP.

His Excellency, Engineer M. M. El Salhy, First Undersecretary and Chairman of the Projects Advisory Committee, is to be highly commended for his continued involvement with and support of the institutionalization of the ASIP approach.

The Projects Advisory Committee has been very productive in the institutionalization process over the past 34 months with their individual and collective support.

The role of the Project Supervisor allows for a person at a senior level within the Ministry of Agriculture to assume project institutionalization responsibilities at the policy level.

The focus of the report is to be useful for future ASMDP activities. Copies of and information on the major outputs of ASIP/ASMDP were given to USAID Egypt and PAS at the end of the contract. The list of items is attached as Annex A.

A. ASIP-ASMDP Aims

- I. To improve the welfare of individual members of farm families and those families who are dependent on working in agriculture for a livelihood.
- II. The "Hows" to reach this aim are:
  - a. Increase productivity of agriculture and net income of farmers.
  - b. Bridge the gap between planners and farmers.
  - c. Improve the effectiveness of organizations in reaching their aims through cooperation of individuals and organizations.

- d. Develop linkages/support of levels within organizations and between organizations in the agricultural sector.
- e. Improve the effectiveness of groups getting jobs done.
- f. Improve the effectiveness of individuals getting jobs done.

#### B. Institutionalization Concept

To continually improve agricultural/rural development with the resources presently available within the Ministry of Agriculture and the agricultural sector. Accomplish this through improvement of skills and the provision of useful knowledge to individuals. Through them, develop a system that uses the Egyptian experience by identification and effective use of successful practices and principles.

#### C. ASMDP Institutionalizational Premises

- Changes in individuals and organizations are slow.
- Leadership is essential for ASMDP as well as management.
- There is no benefit in developing more skills in people than they can use.
- A project is judged by the way it operates and its physical facilities.
- Decision makers relate support given to benefits received within their term of office (2-3 years).
- The Ministry of Agriculture has a limited budget.
- Staff with an organizational experience (Agricultural Sector) are better able to identify needs and supply them.
- To be the most effective, principles and practices must pass through the Egyptian screen.
- The fastest and most effective learning is obtained from participants in sequences of short learning activities followed by back-on-the-job experience.
- It is more effective towards improved agricultural development to have people with usable skills in getting jobs done than to have people with large reservoirs of information they can't use.

D. Definitions (Webster)

- **Leadership:** The office or position of a leader; the quality of a leader; capacity to lead.
- **Lead:** To guide on a way, especially by going in advance; to direct on a course or in a direction.
- **Management:** The act or art of managing; the conducting or supervising of something (as a business); judicious use of means to accomplish an end; capacity for managing; executive skill; the collective body of those who manage or direct an enterprise.
- **Manage:** To handle or direct with a degree of skill or address; to succeed in accomplishing.
- **Implement:** To carry out; to give practical effect to and ensure actual fulfillment by concrete measures; to provide instruments or means of expression.
- **Institutionalize:** To make into or give the character of an institution.
- **Institution:** An act of instituting; something that serves to instruct; a significant practice, relationship, or organization in a society or culture.
- **Skill:** The ability to use one's knowledge effectively and readily in execution or performance; dexterity or coordination, especially in the execution of learned physical tasks; a learned power of doing something competently; a developed aptitude or ability.
- **Knowledge:** The fact or condition of knowing something with familiarity gained through experience or association; the acquaintance with or understanding of a science, art, or technique; the fact or condition of being aware of something.
- **Train:** To coach in or accustom to some mode of behavior or performance; to make proficient with specialized instruction and practice. (American Heritage Dictionary)
- **Teach:** To cause to know a subject; to guide studies; to impart knowledge.

## II. INSTITUTIONALIZATION

Progress in institutionalization has been a composite of an extensive number of individual and inter-related components. The situation regarding pertinent program elements are grouped and listed below, along with recommendations or proposals on how the respective situations can be improved. These are in addition to the many successful activities contained in review notes of specific project activities over the past 34 months.

A. General

- Situation: ● A Project Advisory Committee was established for ASIP/ASMDP which was very beneficial.
- Recommendation: ● Continue with a Project Advisory Committee.
- As decentralization is a reality and the project is working more at the governorate levels, include people from governorates on the Advisory Committee.
- Situation: ● The future role of ASMDP is not entirely clear.
- Recommendation: ● A written statement on the future of ASMDP should come from the Minister of Agriculture which can be shared with all of those involved with ASMDP.
- Situation: ● Participant's undersecretaries, supervisors, peers, and subordinates have certain difficulties understanding ASMDP and their roles and responsibilities in making it productive, and the benefits to be derived from an involvement with ASMDP.
- Recommendation: ● Conduct courses for the senior managers in an organization first, then work down through lower levels in the organization.
- Take segments of the organization and train a major portion of the staff (establish a critical mass).
- Develop more ASMDP staff in organizations so they can conduct and support many of the project activities.
- Senior people on ASMDP staff must budget time to explain the project to organization decision makers.
- Short articles should be prepared on ASMDP and distributed.
- Examples of ASMDP benefits should be identified and shared with decision makers.

- Situation: ● There have been four AID/W project supervisors, three AID/E project supervisors, three Egyptian project managers, and two contract company supervisors.
- Recommendation: ● Try to select people who can be associated with the project for the full term of the contract.
- Situation: ● Office space and equipment were not adequate. Major inputs were made at the end of the 34 months.
- Recommendation: ● Review space and equipment project needs and agree at the Fort-El Salhy level on what will be done, when and by whom.
- Situation: ● ASMDP/ASIP staff did not know about other programs in Agricultural/Rural Development so they could get or give information and coordinate efforts.
- Recommendation: ● Information should go by newsletter on all Agricultural/Rural Development programs from AID/E and Dr. Walli's committee.
- Project summary with names and addresses of staff should be sent to all (American and others) present projects and new projects as they start up.
- Situation: ● Several of the senior people in governorate organizations intimated they could benefit from learning activities related to the project, both in Egypt and in the United States.
- Recommendation: ● With decentralization, these people must become more involved.
- Situation: ● With limited staff, space and equipment (primarily cars with drivers) ASMDP was not able to reach many project expectations.
- Recommendation: ● The project must be able to do (model) what it is asking others to do, so the project activities and expectations must be curtailed drastically to match present inputs and allow for staff to demonstrate their skills, abilities, and knowledge.
- Situation: ● Trained and qualified ASMDP staff have taken other jobs.
- Recommendation: ● Salary and incentives must be relative to work done by staff which reflects MOA's determination on how important the project is to improved agricultural development.
- Train 30 percent more staff than needed for project activities to take care of this type of attrition.

Situation: ● Because of the type of the project (few hard goods, few trips to the United States, and low budget), the public image of ASMDP does not reflect its worth.

Recommendation: ● Establish a management development center.

● Have the Minister of Agriculture issue a statement on ASMDP's future.

● Furnish adequate office space and equipment and staff to project.

## B. Staff

### ASMDP Staff (Cairo and Governorate) Technical

Situation: ● Staff have shown their ability to develop additional skills needed and use them effectively to meet project goals without a specific background in training or management.

Recommendation: ● Staff should continue to be selected after their involvement in ASMDP learning activities that makes it possible to identify present skills of individuals.

Situation: ● English skills of staff were not all at a level to absorb all information available and thus develop all skills rapidly.

Recommendation: ● All staff, Cairo and governorate, should have their English reading, writing, and speaking skills developed to the correct level.

Situation: ● Staff has had experience that determines what other management skills and knowledge are needed.

Recommendation: ● Develop workshops and courses with organizations in Egypt, such as AUC and NMDI in Maadi, that support ASMDP institutionalization but don't control it.

Situation: ● Present staff have developed many of the particular skills needed for the ASIP approach.

Recommendation: ● These skills continually need to be improved in present staff and developed in new staff.

Situation: ● There are some areas, such as reference book compilation, staff development learning activities, needs assessment, and acquisition of baseline data, where additional inputs from present staff are needed.

- Recommendation: ● Conduct workshops in these areas and other areas that are requested by staff.
- Situation: ● There has been continual conflict in the use of staff's time for necessary project activities versus attending staff development learning activities.
- Recommendation: ● Enlarge staff so it can do both.
- Reduce project activities so enough staff development activities can be conducted.
- Situation: ● Participants identified during courses as having basic skills necessary for an ASMDP staff member were not transferred or assigned part-time to ASMDP on request in numbers needed or in a timely fashion.
- Recommendation: ● Explain benefits of ASMDP to Undersecretaries and supervisors of prospective staff.
- Clarify roles and benefits of ASMDP staff.
- Explain ASMDP responsibilities to prospective staff and their supervisors and Undersecretaries.
- Have the Minister of Agriculture clarify the future of ASMDP.
- Situation: ● Governorate staff and prospective staff were not able to attend all staff development learning activities or participate in all project activities in their organization as requested.
- Recommendation: ● Conduct learning activities closer to participants.
- Have more of the per diem budget in organizations allocated to ASMDP participants.
- Situation: ● Local transportation for ASMDP Cairo staff is not dependable.
- Many Egyptian organizations and businesses furnish transportation to employees for a minimum cost, so that staff working hours are longer and more definite.
- Recommendation: ● With adequate project transportation vehicles now available, a transportation system should be worked out between ASMDP and staff.
- Situation: ● Staff had to do the work of the support staff in order to complete project activities on time.

- Recommendation:
- Transfer staff who don't have necessary knowledge and skills.
  - Acquire staff who have necessary knowledge and skills. ( There is not enough time to train them).
  - Acquire enough qualified staff to get the work done on time.

#### Support Staff--ASMDP

Situation:

- It has been nearly impossible for MOA to furnish a bi-lingual secretary and administrative assistant to ASIP to meet project criteria.

- Recommendation:
- The American budget should furnish staff needed by the Americans.
  - The project should continue to train ASMCP staff until they meet criteria.

Situation:

- Staff did not understand USAID's accounting system and could not complete transactions to meet AID's schedule.

Recommendation:

- AID train staff and accept delays, or contract staff have full responsibility.

Situation:

- Egyptian accounting and filing has basic systems and techniques used in most government offices which are productive.

Recommendation:

- Outside inputs/requests should be aware of these successful principles and practices and use those that work and suggest improvements for the others.

Situation:

- The present workday of government staff is short, causing the output of one workday to be low.

- Recommendation:
- Staff should be qualified, large enough, and organized properly to keep up with technical staff needs.
  - Contract staff should not expect ASMDP staff to maintain American hours or work output with present MOA/ASMDP salary structure and incentive policy.

Situation:

- MOA Training Department job descriptions do not match needs of project activities.

Recommendation:

- Use job descriptions now in files and continually improve both job descriptions and staff skills.

ASIP Staff

- Situation: ● Did not have the time to transfer all of the necessary skills and information.
- Recommendation: ● Have a larger contract staff and ASMDP staff.
- Have an understanding on output expectations that are possible with inputs available.
- Situation: ● As with the ASMDP staff, the budgeting of time between the areas of leading, managing, supervising, training, supporting, and evaluating is difficult.
- Recommendation: ● As even a small project has to be involved in basic activities, provide a large enough staff, especially at the beginning of the project, or use more consultants.
- Situation: ● GAI saw ASIP needing staff with skills in conducting learning and support activities, identifying and using successful practices and principles from experience, conducting staff development in all of these activities, and in the basic skills of a change agent. Consultants would fill other needs. Many Egyptians saw ASIP needing staff with a Ph.D. in management with the ability to give theoretical lectures in the many aspects of management.
- Recommendation: ● That the agreed to project aims be reviewed by MOA and AID with a view as to how they will be reached. From this, identify skills, knowledge, and experience needed by staff.

C. Consultants

- Situation: ● Outside consultants were not provided to meet project needs, although money was available in the extension budget.
- Recommendation: ● Contract/agreement should identify specific areas of consultant inputs.
- Contract/agreement should have a penalty clause if consultants are not provided according to contract/agreement.
- Situation: ● Consultant routine was disrupted in some cases because of a change in status.

- Recommendation: ● Any change of policy on the use of consultants by AID or MOA should promptly be made known to all project managers.
- A list of Egyptian consultants acceptable to AID and MOA as to rate of pay in relation to their expertise and availability should be compiled and made available to all project managers.

#### D. Participants

- Situation: ● More participants attended initial courses than could be supported back at the job with workshops, individual consultancy, or advanced courses.
- Recommendation: ● Balance courses, support activities, and staff. (It would be best to enlarge staff.)
- Situation: ● Participants wanted more contact with ASMDP after courses.
- Recommendation: ● Same as above.
- Situation: ● Participants wanted new information on management and information on general activities in other governorates.
- Recommendation: ● Continue to send out short articles on management.
- Put general government news in newsletter.
- Put successful practices in newsletters.
- Situation: ● ASMDP learning and support activities have been beneficial to project staff in the Credit Bank.
- Recommendation: ● That persons to be involved in AID projects be involved in ASMDP learning and support activities.
- Situation: ● Participants in governorates want access to an English learning facility such as those in Cairo have at AUC.
- Recommendation: ● Help identify/establish English learning opportunities in governorates.
- Situation: ● The present system does not reward participants for spending extra time on ASMDP activities.

- Recommendation: ● Identify to participants benefits now possible for extra work until system can change.
- Situation: ● Participants are able to give examples of their use of skills developed and information acquired from ASMDP activities that have helped them in getting jobs done at work.
- Recommendation: ● Continue to collect such examples and share them with participants' supervisors and undersecretaries.

#### E. Learning Activities

- Situation: ● Participants and prospective staff often could not attend learning activities because of a low per diem rate in the governorate Agricultural Directorate's or Organization's budget for per diem and training.
- Recommendation: ● Continue to find ways of conducting learning activities close to the source of participants in order to eliminate per diem. (Hold courses and workshops in governorates or markazes.)
- Increase amount allocated to per diem and training in organization budgets.
- Solve this one way or another so that adequate planning and scheduling of learning activities can be done.
- Situation: ● Advanced courses were conducted only for prospective ASMDP staff.
- Recommendation: ● Enlarge and develop staff so more advanced courses can be conducted.
- Identify participants for advanced courses involving various levels and relationships during participant interviews, courses, and evaluations.
- Situation: ● Only one course was conducted for senior level participants.
- Recommendation: ● Become involved only with those organizations where there is a previous agreement to the policy that courses/support will start with the senior staff of the organization and work down. (Courses normally do not involve more than three levels within an organization.)

- Next courses should be conducted in the combination of English-Arabic as required by participants and conducting staff.

**Situation:**

- The ASIP/ASMDP approach not only accepts the responsibility of changing participant behavior in a controlled learning atmosphere, in becoming more effective in getting jobs done, in working with people, and in identifying and using successful practices, but also in maintaining this productive behavior pattern in an uncontrolled learning atmosphere back at work and continually improving individual and organization effectiveness. Senior people in business have responded to a similar approach. See NILE project report in ASMDP files.

**Recommendation:**

- Continue to build on past successes with an improved system of workshops, consultancy, needs assessment, baseline information, and evaluation.

**Situation:**

- Many people in Egypt judge the program on the number of people trained, not on all aspects of the ASIP/ASMDP approach.

**Recommendation:**

- Through needs assessment and evaluation, identify benefits of ASIP/ASMDP as a whole, in comparison to effectiveness of training only.
- Maintain a continuing education program using benefits identified.

**Situation:**

- Learning activities and support activities have just gotten to the place where they can be used with participants in a limited geographic area and a specific wedge of an organization and so be able to relate specific improved organizational/agricultural outputs to specific ASMDP inputs.

**Recommendation:**

- ASMDP involvement with Desouk Markaz Agricultural Section should continue.
- Baseline data gathering should be completed.
- Courses, workshops and individual consultancy can continue to focus on specific problems as identified by the Markaz inspector and his staff in last course at Kafr El Sheich.
- A junior level course should be conducted to be tied in with the new method of extension that has been proven so effective in India.

**Situation:** ● Staff development workshops conducted as retreats have been more productive than those held in Cairo. (Similar to the ones conducted by AID staff in Agamy).

**Recommendation:** ● That a certain number of these be held each year even if more expensive than those held in Cairo or Barrage Training Centers.

**Situation:** ● Several useful learning modules have been developed.

**Recommendation:** ● Additional learning modules should be developed.

● The modules developed for the USAID/Jamaica project should be made available to the staff for adaption and use. (It is faster to modify than to construct from scratch.)

**Situation:** ● Credit Bank wanted a special course in feasibility studies.

**Recommendation:** ● Identify specific needs of organizations

● Enlarge staff and train to do this type of training or find other sources for filling need.

#### F. Support Activities

**Situation:** ● Successful practices are developed primarily from participant workshops and individual consultancy.

**Recommendation:** ● Budget enough staff time to these activities so that the Egyptian Reference Book can be enlarged quickly.

**Situation:** ● The English Research Library has not been used as a source of successful practices developed in Egypt.

**Recommendation:** ● Train staff members to identify successful practices and principles and re-write them to meet ASMDP format standards.

● Budget enough staff time to do this (at least one full time).

**Situation:** ● Publications/reports in Arabic and English in Egypt have not been collected to extract successful practices and principles.

- Recommendation:**
- Train staff member to do (or consultant such as Sabry Katamish).
  - Provide per diem and transportation.
  - Budget adequate time.
- Situation:**
- Participants have wanted Worldwide Reference Book translated into Arabic so it can be used by more managers.
- Recommendation:**
- Finish translating and bind English and Arabic together in sections as proposed in major project outputs.
  - Have staff member review Arabic translation in order to clarify, by writing in a language more understandable to target population, and eliminate anything not applicable to Egyptian conditions.
- Situation:**
- Egyptian Reference Book has not progressed as planned.
- Recommendation:**
- Enlarge staff and train some to focus on the development.
  - Budget staff time to work on this as a priority.
  - Supply adequate support to those working on it.
- Situation:**
- Many course participants have not attended a workshop or had individual consultancy at their job sites.
- Recommendation:**
- Enlarge and train staff or reduce the number of courses.
  - Furnish adequate per diem and cars with drivers (support).
- Situation:**
- Participants complain they do not have enough contact with and support from ASMDP after the initial course.
- Recommendation:**
- Publish newsletter monthly containing successful practices/principles until first edition of the Egyptian Reference Book and be published.
  - Enlarge and train Cairo and governorate staff.
  - Improve system of self-organizing workshops.
  - Reduce number of courses.

- Situation:** ● Communication between cooperating organizations, participants, governorate staff, and ASMDP is very difficult.
- Recommendation:** ● One person with ASMDP should be given the responsibility of making adequate personal contact with necessary entities until other methods of communication can be arranged that are satisfactory.
- Situation:** ● Participants have appreciated short articles in the various areas of management printed in both Arabic and English.
- Recommendation:** ● Continue to identify suitable articles, translate if necessary, print and mail to participants with the newsletter.
- Situation:** ● Participant supervisors and undersecretaries often don't understand ASMDP and the benefits to their organization of having their staff participate in ASMDP activities.
- Recommendation:** ● Continue to identify positive benefits to the individuals and to their organization from involvement with ASMDP and relate these to participant supervisors and undersecretaries.
- Situation:** ● The last workshop at Desouk Markaz was able to continue to develop skills and use formerly developed skills in better accomplishing on-going agricultural activities in the Markaz. This was possible because there were enough participants in the Markaz to conduct a workshop, and the Markaz Inspector had been a participant in a course.
- Recommendation:** ● Continue to use Desouk Markaz as a pilot project so the successes can be duplicated in other segments of organizations in the agricultural sector.

G. Successful Practices

Situation: ● Successful practices (SPs) identified in project activity reviews are often not used afterwards.

Recommendation: ● List important ones in specific areas.  
● Maintain a file for review.

Situation: ● Egyptian Reference Book is not as far along as anticipated because of a limited number of SPs.

Recommendation: ● Allocate trained staff and support to this activity.

Situation: ● There have been many SPs identified in the courses on how people get jobs done quickly when working with other people.

Recommendation: ● These SPs should be listed for use by coaches and course directors.

Situation: ● Participants have given and have expressed an interest in obtaining SPs in the areas of crop and animal production, etc. (technical areas).

Recommendation: ● These technical SPs should be reviewed to see if they are beneficial enough to disseminate through the newsletter or otherwise.

H. Egyptian Reference Book

**Situation:**

- Systems and the development of individual skills to identify and write successful practices through workshops and individual consultancy came late in the project.

**Recommendation:**

- Enlarge present base.
- Allocate adequate time and staff to ERB development.
- Train staff in necessary skills.

**Situation:**

- An adequate number of successful practices have not been identified, clarified, and approved to start the compilation of an Egyptian Reference Book.

**Recommendation:**

- Staff should be identified and trained to obtain successful practices.
- Adequate time and support should be allocated to the person responsible for compiling the ERB.
- All approved successful practices be given to this person for use in the ERB.

**Situation:**

- No feedback has been received from participants as to the clarity and usefulness of the initially approved successful practices.

**Recommendation:**

- Send out request for suggestions for improvement with next newsletter.

### I. Baseline Information

**Situation:** ● A lot of information collected from courses, workshops, interviews, and individual consultancy has not been organized so it can be used properly.

**Recommendation:** ● Review all information in ASMDP files.

● Determine what is useful to project activities and reorganize.

● Eliminate all that is not useful.

● Improve system for collecting, filing, analyzing, and using information.

**Situation:** ● A start was made on collecting baseline data on Desouk Markaz.

**Recommendation:** ● This should be completed.

● On completion, a review should be made in order to refine and improve.

**Situation:** ● Other sources of baseline information have not been used.

**Recommendation:** ● Review information needs with management division at AUC, with NMDI, etc.

**Situation:** ● Staff did not receive much training in this area or have much experience in gathering baseline information.

**Recommendation:** ● ASMDP staff needs to continue developing skills in this area.

### J. Needs Assessment

**Situation:** ● Participants in initial courses were from several governorates, as one of the major criteria for selection was English language capability. Courses responded to needs of participants, but were at a fairly general level. At the end of 36 months, in the second half of the course, specific needs were responded to (course conducted at Kafr El Sheikh; workshop conducted at Desouk).

Recommendation: ● In Arabic, continue to arrange learning and support activities so they focus on specific as well as general needs. Pertinent information should be widely disseminated within organizations. Needs assessment showed agreement with 90 percent of the skills and information initially requested by course participants. The initial portion of the course should remain the same. Modifications in structuring the second half of the course should provide learning activities on using skills that more closely resemble activities back at work.

Situation: ● The needs assessment instrument for use before and after the course has proven to be successful.

Recommendation: ● Continue to review and improve.

● Use the same instrument or modify for use after workshops and individual consultancy.

● These instruments should be used to make sure participants are using their improved skills and information effectively at their jobs.

Situation: ● A course for junior level managers has not been conducted.

Recommendation: ● The needs assessment instrument should be given to 30-40 junior level managers in order to see what their needs are, and the benefits of conducting junior level courses and support activities.

## Annex A

## PROJECT OUTPUT

Section A: Information--Evaluation--Needs

## Part I. General

Aims  
General Organization Information Form  
Format for Evaluation-Information Review

## Part II. Pre-course Information

Aims for Pre-course Interview Form  
Pre-course Interview Form  
Pre-course Interview Successful Practices  
Pre-course Interview Review Form  
A Pre-course Questionnaire

## Part III. Course Information

Successful Practices for Information Gathering/  
Evaluation During Courses  
How Participants Can Use Things Learned in  
ASMDP Activities at Their Jobs  
Back at Work Module  
Sample Tasks from Courses That Generate  
Useful Information  
End of Course Information Form  
End of MLM Course Evaluation Questionnaire  
End of English Refresher Course Evaluation Questionnaire  
Course Review Form  
Introductory Course Report Outline (Course Report)

## Part IV. Card Information Gathering System

Aims  
Procedures  
Questions  
Key to Questions  
Results of Last English Course  
Results of First Arabic Course  
Original Questionnaire Form  
Summary of Results from Cards

## Part V. Individual Follow-up (Consultancy)

Individual Consultancy Review Form  
Successful Practices Report Form  
Consultancy Follow-up Interview Form  
Follow-up Action-Review-Report for Back at Work Plan  
At the Job Post-course Review Form

Part VI. Workshops and Seminars  
Information Form Used by Letter  
Sample Tasks from Trained Manager Workshops  
Which Generate Useful Information  
Trained Manager Workshop Report Outline  
Trained Manager Workshop Review Form  
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Successful Practices for Conducting  
Trained Manager Workshops

Part VII. Advanced Courses  
Advanced Course Report Outline  
Course Review Form  
Sample Tasks from Advanced Course Which  
Generate Useful Information  
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Needs Profile for Advanced Course  
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Section B: Learning and Follow-up Activities

Part I. Middle-level Management Courses--General  
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Joining Instructions  
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Reviews of Learning During and at the End of the Course

Part II. Task Design--Task Examples (MLM)  
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Shakedown Tasks for New Groups  
Interactive Tasks  
Discussion Tasks  
Survey Tasks  
High Risk Tasks  
"Create" Tasks  
Special Purpose Tasks  
Standard Tasks

Part III. Course Schedules (MLM)  
Residential Course Conducted in English  
Residential Course Conducted in Arabic  
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Part IV. Course Handouts (MLM)

Part V. Senior Level Course

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Joining Instructions

Schedule

Course Learning Reviews--During and at the End

Part VI. Junior-level Course

Aims

Part VII. Advanced Course

Aims

Joining Instructions

Schedule

Task

Part VIII. Special Courses

Aims

Credit Bank Schedule

Kafr El Sheikh/Desouk Schedule

Part IX. "A" Group

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Schedules

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Part X. Trained Manager Workshops

Aims

Pre-workshop Questionnaire

General Format for Two Day Workshop

Tasks Used in Workshops

Modules Used in Workshops

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Successful Practice

Back at Work

Time Management

Goal Analysis

SWOT

PERT

Decision Making

Successful Practices in Conducting Workshops

Motivation-Feedback Questionnaire

Examples of SWOT and Back at Work Modules

as Given at a Workshop

Part XI. Staff Development Workshops

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General System

Tasks Used in Workshops--Successful Practice

with Systematic Approach

Part XII. Individual Consultancy

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Back at Work Plan

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List of Magazines

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Volume II--Project Preparation and Management

Chapter 1. The Stocktaking and Diagnostic Survey

Chapter 2. Projects

Chapter 3. Monitoring, Reporting, and Control

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Annex A. Project Work Scheduling and Review

Annex B. Terms of Reference for Stocktaking  
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Volume III--Organization for Planned Agricultural Development

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## Annex B

SUPPLEMENTARY OBSERVATIONS AND COMMENTS  
ON THE INITIAL ASIP PROJECT

The following information has been obtained from the experience of the ASIP/ASMDP Project to date:

ASMDP Staff (Technical)

- As staff have to both do the actual work needed for project activities and have time to attend staff development workshops and seminars, obtain additional knowledge through reading, and improve their English skills, a larger staff is needed.
- People working in the Agricultural Sector have been identified through courses as having the basic skills to become qualified staff. These people have been trained and have become qualified, productive staff to the extent of their training and the management-training needs identified and serviced.
- While staff have not had a "management," "training," or "consultancy" education, their training in the project has supplied them with skills, knowledge, and attitudes that continue to keep them ahead of on-going project needs. (There is no need to have a large supply of knowledge and skills that are not usable in the project at the present time. Those persons with total desirable skills and experience are not available in numbers needed or at a salary level MOA can afford.)
- Staff, when conducting learning activities, have worked long hours under pressure on eight-hour course days.
- Staff have been selected whose English speaking, reading, and writing skills have been below 70 on the AUC test.
- Staff have been trained but are not available to support the continued development of ASMDP.
- The indefinite future of ASMDP has created problems in attracting and keeping staff with the necessary skills, knowledge, attitudes, and experience.

Facilities--Services

- Courses have been conducted at Mariyout Training Center, Barrage Training Center, and at a syndicate. Permanent headquarters offices have been with ATB offices and in the Agrarian Reform Annex. The learning atmosphere for ASMDP courses is substantially different than that normally available in Egypt. The image presented by the available office space has not been representative of the product desired by ASIP/ASMDP, even by Egyptian standards.
- Participant support has been constrained due to a lack of operating vehicles.
- Some services and facilities needed only during the initial phase of the program but critical to the adaption of the ASIP approach were unavailable or difficult to come by.

Participants

- Course participants always request that their bosses take the course.
- A few trained managers in a large organization are isolated and therefore slow to obtain easily identified or far reaching improvements.
- Workshops have not been composed of persons in the same division/section, and so have had lower outputs.
- Involvement by ASIP/ASMDP has been scattered in several governorates and organizations; vertical linkage and concentration have not been possible.
- To obtain and train staff, more participants have been given the two-week course than can be adequately supported at their jobs with workshops, individual consultancy, and newsletters.
- Office support staff has not been in sufficient number or qualification.
- Participants and their supervisors have requested additional knowledge and skills in:
  - Technical areas
  - Farm Management
  - Management
  - English

- Enlarging ASMDP staff is now primarily dependent on ASMDP staff. Staff development depends on the learning activities.

### Learning Activities

- Courses--Mid-level Management
  - 90 hours of course time have been adequate when courses were conducted at Mariyout or Barrage.
  - Eight-hour course days necessitate twelve-hour staff days.
  - All participants relate positively to inductive type training.
  - Course inputs are such that each participant can develop skills useful in his particular job.
  - The need to give courses in English limited participant selection, communication, specificity, concentration (critical mass), and vertical involvement.
- Courses--Senior Level
  - One senior course was conducted after being requested for many months.
  - Primary criteria for selection of participants was English ability.
  - Participants reported the course successful.
  - Participants came from all over Egypt.
- Courses--Junior Level
  - No course has been conducted because of language problem and small ASMDP staff.
- Workshops--(Participant)
  - Participants want new inputs continually.
  - Participants want printed information in management and technical areas.
  - Scattering of participants within organizations and (geographically) in governorates has reduced effectiveness of workshops.
  - Have not been conducted on a timely basis as requested by participants.
  - Have developed useful information for ASMDP and skills and knowledge for participants.
  - Have generated noticeable benefits for the organization's participants, but have not been measurable to date for organizations.

Consultancy

- Consultancy was/is delayed because of the limited number of trained Egyptian staff.
- Consultancy in English has been limited because of difficulty in communication and in obtaining specificity.
- Lack of vehicles has been a constraint.

Newsletter

- Has been slow to provide new information, share successful practices, and to give general news of participants and the Agricultural Sector.
- Maintains contact with participants when workshops and consultancy are not possible.
- Small staff has caused irregular mailings.

Egyptian Reference Book

- Successful practices have originated primarily from participant workshops and consultancy.
- The Reference Book has had to take lower priority in order to conduct courses to identify and develop ASMDP staff.
- Participant skills developed in courses have had to be further developed in staff development and participant workshops in order to write successful practices.
- So far, no staff member has had skills or been available to obtain successful practices in the reference library's publications on Egypt.
- Some practices have been shared in the newsletter with participants.

Learning Activities

- Seminars
  - One seminar for senior officials in Kafr El Sheikh was held to acquaint them with the aims and benefits of ASIP/ASMDP. Too many persons were in attendance. Those attending had too little general information on "management" to relate adequately to the inputs.

- Workshops--(Staff Development)
  - Scheduling: Staff and prospective staff availability has not allowed for needed sequential training (first learning a management module, then learning to give this management module, then giving it, and finally, training others to do the same.
  - The project had no learning visits for Egyptians to the United States in its original budget and was criticized for this by Egyptians when ASIP was compared to other AID projects and their scheduled learning visits to the U.S.
  
- On the Job Training
  - Takes a lot of ASIP staff time to develop and maintain transfer of skills and supervision.

#### ASIP Approach

- The basic principles of the ASIP approach, based on the five years of research of GAI combined with the twenty years experience of Coverdale, has proven successful in its trials in Egypt to date.
- Lack of understanding by decision makers of the inductive behavioral management training, built on successful practices, as well as the process of identifying and using successful practices in agricultural and rural development, has created problems in project focus and sequence.
- Approach deals in practical skills and knowledge that is usable in getting jobs done and problems solved by participants in their organizations.

#### Miscellaneous

- There has been little linkage/coordination between/among management activities in Egypt, in or out of AID/E.
- Personal relations among several persons in MOA were negated because of differing positions on Egyptianizing the ASIP approach relating to basic principles of inductive training, successful practices, and participative learning.

## Annex C

## CRITICAL SUGGESTIONS PERTINENT TO FOLLOW-ON PROJECT

From the experience of the ASIP/ASMDP to date, the following proposals are made for the follow-on project:

ASMDP Staff

- That the English capabilities be developed in the staff so they can pass the AUC test with a score of 70 or above before becoming actively involved with the ASMDP.
- That procedures, roles, and benefits be established for ASMDP staff, both in Cairo and in organizations out of Cairo. That these are agreed to by the prospective staff member, his immediate supervisor and his undersecretary before any involvement in staff development activities by the project.
- That incentives comparable to extra work done by ASMDP staff be received by the staff, or that the work done per day by staff be reduced to the norms of MOA and the staff increased so that the expected project outputs can be maintained.
- That in the future the number of courses conducted are limited to the extent that adequate follow-up activities are accomplished and staff development workshops conducted.
- That on-going and future projects and staff needs be continually identified to allow for staff development workshops that would maintain an adequate link between staff skills, knowledge, and ability and the participant-organization needs.
- These workshops to be conducted by ASIP/ASMDP staff or outside consultants, but done in a timely fashion.
- That a staff size of 50 percent over a normal staff be maintained to allow for staff development activities; that an additional 50 percent overage be maintained to allow for attrition.

Facilities--Services

- That a management development center be established at the Barrage Training Center in order to:
  - Establish and maintain a learning atmosphere supportive of ASMDP and useful as a model for other training centers.

- Have a training facility within the Ministry of Agriculture that is equipped to train senior level managers at a reasonable cost.
  - Have a learning atmosphere where staff development workshops are the most effective and productive.
  - Create and maintain a proper image of ASMDP.
  - Adequately develop staff who then can conduct effective courses and workshops under conditions from available facilities and resources in governorates and markazes.
- Have transportation available when needed; a type of transportation that presents a proper image (not taxis).
  - Have MOE and AID inputs agreed to by those at the policy level which includes the responsibility to provide them. At the implementation level, it is difficult to work with a carrot in one hand and a stick in the other.
  - Facilities and services necessary to accomplish start-up activities or one-time inputs should be furnished by AID/contractor.
  - It is difficult to have equipment moved to governorates and Barrage.

### Strategy

- Senior courses are essential for the most effective impact of the ASIP approach. The basic principles of projects need to be understood by both sides, with the problems of their implementation (involving changes from the norm on the Egyptian side) supported during the change.
- Lack of concentration of participants in one organization or portions of one--same as above.
- To obtain expected results from follow-up participant workshops, the group should consist of those who can solve organizational problems with team action; this is more easily accomplished when courses are given in Arabic.
- With courses being given in Arabic, persons can be selected from within an organization or section to end up with trained managers. They can then support each other vertically and horizontally.
- Participants trained to date should be organized and supported with follow-up activities before additional courses are conducted. (Participant workshops are the main source of successful practices.)

- When the quality and number of support staff are not available technical staff has to do this work. The project should be supported with an adequate number of secretaries, bookkeepers, administrative assistants, drivers, equipment operators (duplicating, offset, and mimeograph), and office helpers.
- Much improvement in agricultural production can be accomplished by furnishing participants (and their fellow workers in their organizations) with technical knowledge. The project has started small libraries in three governorates.

### Learning Activities

- MLM Courses
  - Courses conducted at Mariyout or Barrage with participants from several governorates have used tasks that would generally fit all participants attending the course. 90-95 hours has been adequate. As courses can be given in governorates or markazes, courses can be extended as needed by increased course specificity. Courses in governorates and markazes can also be from 9-2 and non-residential, eliminating the per diem expense to the governorates. (Eight-hour courses have been necessary in the past to reduce consultant expense and per diem.)
  - Length of initial course should be restricted to what participants are able to learn and translate back at their jobs. (Too much at one time is lost.) Initial learning can be built on later through workshops, individual consultancy, advanced courses, and the newsletter.
  - If there is to be another cycle of ASMDP staff development through the medium of English, a source of English speaking participants should be found without the shotgun effect (maybe Egyptian staff on other AID projects). English capabilities of potential ASMDP staff could be brought up to at least a score of 70 at AUC before being accepted by ASMDP.
- Senior Level Courses
  - Segments of organizations need to be identified where senior staff can receive the training first, followed by enough MLM courses to saturate that level, then an adequate number of junior level courses to reach the farmers.

- Senior course inputs need to have the same basic inputs, but focused on aims and standards in the first week and at their level of work in the second week. Facilities and services need to be appropriate to the level (not Barrage).
- Junior Level Courses
  - A junior level course should be conducted promptly to determine if any changes are needed in senior and middle level courses and any influence on overall implementation strategy (total number who should receive training and support).
- Participant Workshops
  - These workshops need to be continually adapted to meet on-going needs of participants from the agricultural sector.
  - Workshops need to maintain a focus on:
    - Developing additional skills
    - Providing useful information
    - Overcoming common problems through team effort
  - Workshops, to be effective, must be conducted on a schedule that meets the needs of each group.
  - More work needs to be done to develop a self-organizing system of workshops.
  - Workshop participants should be selected so that mutual/common problems can be solved.
  - Workshops are the most appropriate vehicles for producing benefits resulting from individual participation in ASMDP
- Seminars
  - As the staff has come to ASMDP with little or no background in management (courses, books, and magazines available to staff), seminars are an important input to staff development--to broaden their knowledge base in management and increase their credibility and confidence. The number that attend each seminar can be increased.

Consultancy

- The system of consultancy should be further refined to better achieve aims and expanded primarily with the use of government staff.
- Consultancy skills should be tied to organizational development skills so ASIP/ASMDP can better produce needed benefits to organizations.

Newsletter

- The newsletter helps tie the trained managers together, maintains a contact with ASMDP, is a source of new information, and shares successful practices during interim printings of the Egyptian Reference Book. ASMDP should have a large enough staff to publish it monthly.

Egyptian Reference Book

- A large enough ASMDP staff should be made available so that the staff members can be trained in the necessary skills and have time to use them to:
  - Generate successful practices by:
    - Conducting participant workshops
    - Doing individual consultancy
    - Reviewing publications in the ASMDP library
  - Review, clarify, and assemble successful practices in a reference book.

Staff Development

- Staff development workshops should be tailored to meet staff, participant, and organizational needs. Training staff need to have their skills, knowledge, and attitudes at a level that is beyond participant and organizational need. Most of this training is achieved through the help of consultants. New staff continually must be trained by the more experienced staff and consultants. In addition to the training necessary to develop a qualified and effective ASMDP staff to meet Egyptian needs in the immediate future, learning visits to the United States should be scheduled as deemed appropriate.

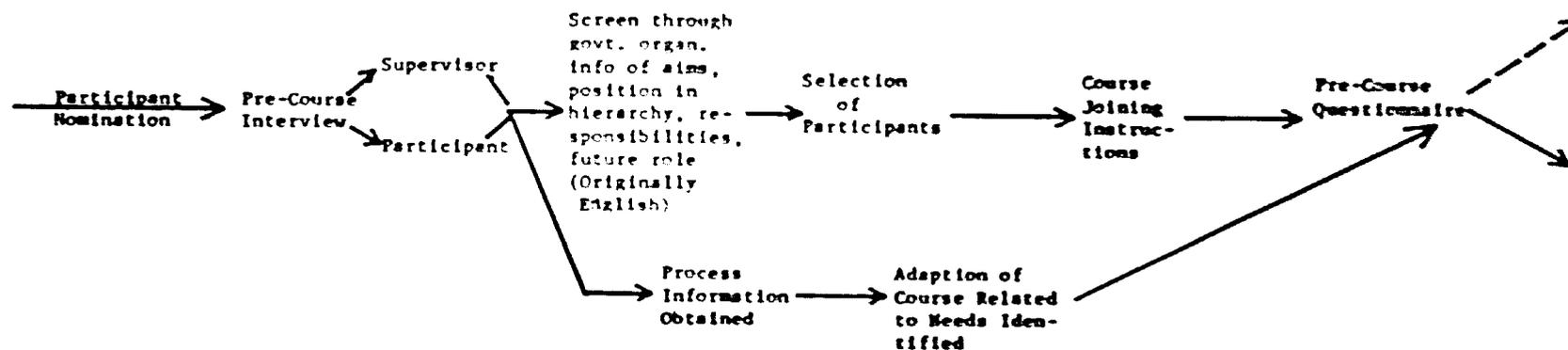
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 ACTIVITY CHART  
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SOURCES OF CANDIDATES:

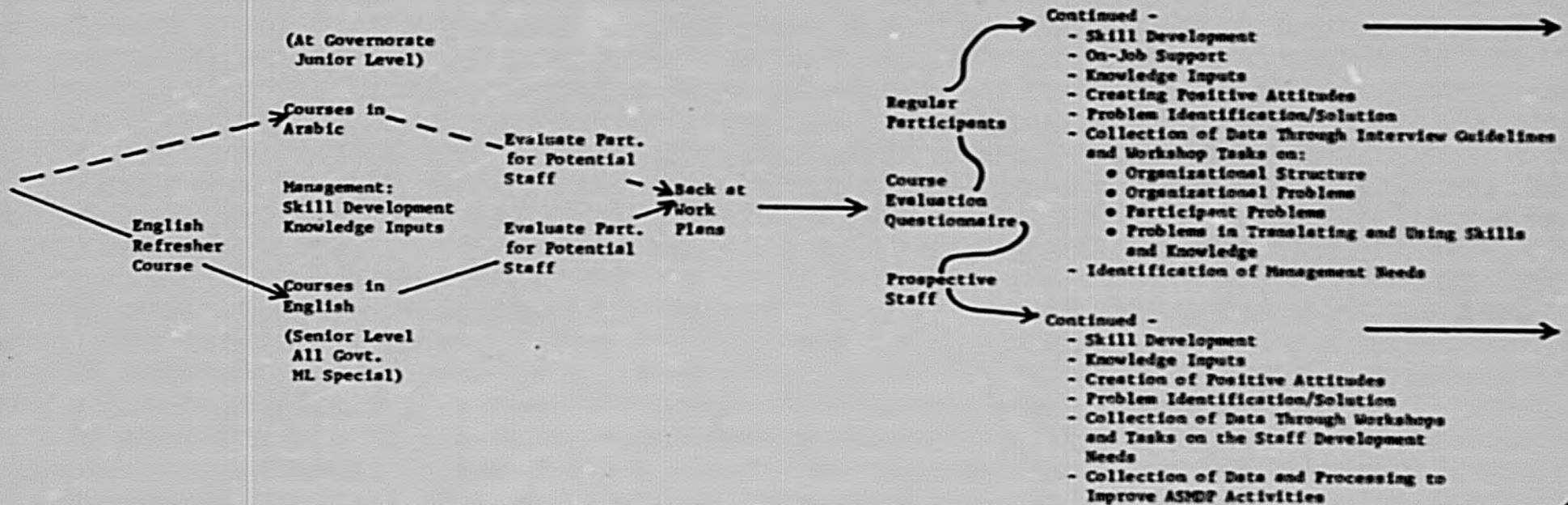
Governorate Organizations within the Agricultural Sector

- Agr. Directorates
- Cooperatives
- Credit Banks
- Ministry of Irrigation
- Agrarian Reform
- Fisheries
- Veterinarian
- Companies
- Ministry of Land Reclamation



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AGRICULTURAL MANAGEMENT DEVELOPMENT PROGRAM  
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