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SEMINAR COMPLETION REPORT
TRAINING OF TRAINERS IN MANAGEMENT
GEORGETOWN, GUYANA

NOVEMBER 6 - DECEMBER 15, 1978
(Contract No. AID/SOD-it-c-0002)

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SECTION ONE

EXECUTIVE SUMMARY

A. INTRODUCTION

A seminar of Training of Trainee Management (TTM) was held in Georgetown, Guyana at the Public Service Ministry Training Institute. The seminar was conducted by Practical Concepts Incorporated (PCI) under terms of Contract # AID/SOD/IT-C-0002 with the Agency for International Development, Office of International Training.

The objectives of the contract were to conduct a TTM seminar in management principles, practices, and training. The TTM program was officially opened by the Deputy Prime Minister on November 6, 1978, and closed on December 15, 1978.

A two-day Executive Management Seminar (EMS) was held on for Permanent Secretaries and Directors of Public Corporations on November 6th and December 8th (see separate report on the EMS).

B. PARTICIPANTS

The TTM Seminar had 30 participants, 29 from Guyana and one from Barbados (see Appendices A and B). Twenty of the participants were male and ten (33%) were female. The participants represented a total of 12 organizations. The Training Institute of the Public Service Ministry (PSM) hosted the

seminar, and its ten participants were the largest contingent from any single organization. Virtually all participants work at the national level, and two-thirds of them are involved primarily in training activities.

A "Needs Assessment" questionnaire, administered to participants on the second day of the seminar, showed that they felt the greatest interest in learning the following:

- Identifying future development problems.
- Training program/project staff in their jobs.
- Writing reports and presenting findings to others.
- Evaluation of program performance.
- Defining program objectives and priorities.
- Monitoring programs.
- Planning costs and time schedules.

It also revealed that two-thirds had never attended a course in training of trainers and approximately two-thirds were expected to conduct project management courses upon completion of this TTM.

Curriculum adjustments were made to reflect these priorities as well as the priorities identified at the EMS. In particular, increased emphasis was given to:

- Training methods.
- Matrix management.
- Back-home projects.

C. ACHIEVEMENTS

All participants graduated from the seminar and were awarded two certificates on December 15, 1978:

- TTM Completion Certificates (from USAID).
- Competency Certificates in LogFrame Analysis and Related PMS Concepts (from PCI).

An analysis of the pre/post tests administered and the individual projects developed during the seminar showed significant improvements by all participants and extraordinary gains by some.

D. PARTICIPANT EVALUATION OF TTM SEMINAR

The participants were asked to evaluate the seminar on the last day of the seminar. The results of this evaluation are presented in Appendix C. In general, and with very few exceptions, the comments given were extremely positive on all aspects of the seminar.

The topics found most interesting were:

- Logical Framework (93%)
- Back-Home Projects (67%)

The topics considered most useful were:

- Logical Framework (80%)
- Creative Problem Solving (71%)

The topic considered least useful was Performance Networking (46%).

SECTION TWO

GUYANA PROGRAM CONFIGURATION

A. BACKGROUND

From the very beginning, the Guyana government had been extremely interested in this program. This was further amply demonstrated by the provision of excellent training facilities, working lunches for participants and support (financial and organizational) for various ceremonial activities, and the high degree of participation in the seminars and informal discussion. Both the Executive Management Seminars and the TTM were characterized by extraordinary degrees of frankness, cooperation and concern with the application of new management ideas. TTM participants and their superiors alike were concerned from the outset with working together to identify key management problems and adapt project management techniques to the solution of these problems. Throughout this process, there was an encouraging willingness by all involved to set aside organizational and status differences and work together. This attitude manifested itself in determined cooperation within the classroom and the growth of strong personal ties.

B. EXECUTIVE MANAGEMENT SEMINARS

Two day-long EMS sessions were held for top management of the public service and public corporations. The President of PCI, Leon Rosenberg, was present at both sessions.

The first session resulted in the identification by those present of three key management problems facing Guyana. These are:

- Climate
- Communications
- Responsible Delegation

It was also decided that matrix management, the integration of project management systems into traditional functional organizations, was a promising approach to addressing these problems. The EMS participants charged the TTM seminar with exploring these issues, with an emphasis on practical implementation possibilities, and reporting back to the subsequent EMS session five weeks hence.

The second EMS session was attended by most of those top managers who were present at the first session. Two TTM participants reported back to the group on "Applying PMS and Matrix Management in Guyana", and "The Role of Management Training in Managerial Improvement". Further discussion focussed on the details of applying Matrix Management in Guyana and a general agreement to take positive steps towards implementation.

C. CURRICULUM ADAPTATIONS AND TOPIC EMPHASIS

The breakdown of time devoted to the various topic areas in the TTM seminar is shown in Table II-1.

As a result of the issues raised by the first EMS, and the areas identified in the TTM "Needs Assessment", certain curricular revisions were undertaken. These revisions resulted in greater emphasis being placed on:

- Training Methods
- Matrix Management
- Back-Home Projects

The module on training included plenaries on the following topics:

TABLE II-1

ALLOCATION OF
CLASSROOM TIME BY SUBJECT AREA

	hrs	%
1. Systems Approach to Management	6	3
2. PMS: Design	46	26
3. PMS: Feasibility	14	8
4. PMS: Implementation	20	11
5. PMS: Reporting & Monitoring	8	5
6. PMS: Evaluation	12	7
7. Training Concepts	10	6
8. Training Practice and Video Presentations	34	19
9. Organization, Management, and Individual Behavior	12	7
10. Back-Home Projects	15	8
	<hr/>	<hr/>
	SUB-TOTAL	177 100%
11. Seminar Logistics	8	
	TOTAL	<hr/>
	185 hrs	

Items 1-6 include approximately 2 hours of workshop time per hour of plenary time.

- The Andragogical Process
- Needs Analysis
- Formation of Learning Objectives
- Designing the Training Event
- Discussion Leading
- Evaluation/Item Analysis

The training practicum divided the seminar into six teams, each of which went through all of the above steps in designing and conducting a major training event for two of the other groups. In addition, one individual was responsible each day for reviewing and clarifying for the other participants selected points from the previous day's plenary presentations. In all cases PMS tools and approaches provided the subject matter for individual and team presentation.

D. BACK-HOME PROJECTS

A considerable amount of time, both in and out of class, was devoted to planning by participants of projects directly relevant to their actual work situations.

The project designs developed by the participants were unusual in both their quality and their realism. A list of the back-home projects developed in the TTM is presented as Appendix D.

The projects developed can be described as follows:

Projects that may have a national impact:

- Interdisciplinary diagnostic assessment and training within public sector.
- Establishing an association for management trainers.
- Conduct needs assessment of management needs within the ministries.
- Scholarship program and university student placement to increase skilled manpower within country.
- Revitalizing the honey industry.
- Job training program for prisoners.
- Health care project in rural areas.

Training projects:

- MBO/PMS
- Nurses and nursing supervisors training.
- Supervisor and management training.
- Supervisor and worker training in motivation.
- Projectizing training programs.

Internal agency programs:

- Upgrade accounting skills.
- Organizing meeting focusing on management problems.
- Reorganize professional library.
- Stock valuation in community shopping centers.
- Discuss use of PMS within organizations.

E. FOLLOW-UP

From the outset, the Guyana TTM seminar was focused on follow-up--i.e., on the application of PMS and matrix management tools to the improvement of management performance.

APPENDIX A: BREAKDOWN OF PARTICIPANTS BY SEX, COUNTRY, AND
ORGANIZATION FUNCTION

BREAKDOWN OF PARTICIPANTS BY SEX, COUNTRY AND ORGANIZATION FUNCTION

	<u>NUMBER</u>	<u>PERCENTAGE</u>
<u>SEX</u>		
● Male	20	
● Female	10	
<u>COUNTRY</u>		
● Guyana	29	97
● Barbados	1	3
<u>ORGANIZATION</u>		
● Public Service Ministry (Training)	10	33
● Public Service Ministry (Mgt. Services)	2	7
● Public Service Ministry (Administration)	1	3
● Ministry of Health	3	10
● Ministry of Home Affairs	2	7
● Ministry of Agriculture	1	3
● Ministry of Education	1	3
● Ministry of National Development	1	3
● Guystac Group (Training)	6	20
● National Insurance Scheme	1	3
● National Service	1	3
● Ministry of Finance (Barbados)	1	3
<u>FUNCTION</u>		
● Trainers	20	67
● Others	10	33

APPENDIX B: LIST OF PARTICIPANTS

SEMINAR: TRAINING OF TRAINERS IN MANAGEMENT SEMINAR

COUNTRY: GUYANA, NOVEMBER 6 - DECEMBER 15, 1978

PARTICIPANT NAME	AGE	SEX	JOB DESCRIPTION	ARRIVAL DATE	BIO-DATA RECEIVED?	PIO/P #
ADAMS, Paul		M	Co-ordinator of Guyana National Service Publishing Centre and Education Division			
ALLEYNE, ROLF		M	Ministry of Finance			
ANGEL, Ashton			Training Officer			
BRUCE, Lileth			Tutor, Ministry of Health			
BRUCE, Mervyn			Training Officer, Public Service Ministry			
CHARLES, Mulford			Chief Officer, Ministry of Home Affairs			
DOSRAMOS, Pamela			Librarian, PSM			
DRAKES, George			Industrial Relations & Training Officer			
DUNCAN, Clement			Chief Training Officer, Guyana Electricity Corporation			
EDWARDS, Desiree			Management Services Officer			
FIELDS, Burnell			Senior Training Officer, Public Service Ministry			
FRANK, Derick			Training Officer, Public Service Ministry			
FRASER, Neil			Training Co-ordinator, Guyana Management Development and Training Centre			
GAFOOR, Abdul			Training Officer, Public Service Ministry			

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SEMINAR: TRAINING OF TRAINERS IN MANAGEMENT SEMINAR

COUNTRY: GUYANA, NOVEMBER 6 - DECEMBER 15, 1978

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PARTICIPANT NAME	AGE	SEX	JOB DESCRIPTION	ARRIVAL DATE	BIO-DATA RECEIVED?	PIC/P #
GRAHAM, Esme			Senior Administrative Assistant (Training Co-ordinator)			
HABIBULLA, Azamudeen			Training Officer, Public Service Ministry			
HALL, Yvonne			Training Officer, National Insurance Scheme			
LEWIS, Winston			Training Officer, Public Service Ministry			
LUCKIRAM, Ramess			Management Services Officer, Public Service Ministry			
MADHO, Vivekanand			Administrative Assistant (Education & Training)			
MC INTOSH, Sabina			Health Education Officer, Ministry of Health			
ROBERTS, Hubert			Training Officer, Public Service Ministry			
SANDY, Valerie			Senior Nursing Tutor, Ministry of Health			
SINGH, Albert			Training Officer, Asst. Personnel Industrial Relations Officer			
SMALL, Frank			Senior Training Officer, Public Service Ministry			
SYDNEY, John			Training Officer, Papaya Training Centre			

SEMINAR: TRAINING OF TRAINERS IN MANAGEMENT SEMINARS

COUNTRY: GUYANA, NOVEMBER 6 - DECEMBER 15, 1978

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PARTICIPANT NAME	AGE	SEX	JOB DESCRIPTION	ARRIVAL DATE	BIO-DATA RECEIVED?	PIO/P #
THOMAS, Sandra			Training Officer, Public Service Ministry			
TUCKER, Alfred			Sub-Officer, Ministry of Home Affairs			
YAW, Sherlock			Agriculture Officer, Ministry of Agriculture			
YHAP, Maureen			Training Officer, Public Service Ministry			
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APPENDIX C.: PARTICIPANTS' EVALUATION RESPONSES

PARTICIPANTS' EVALUATION RESPONSES

Answers of 28 participants of the 30 participants:

Question 1: The readings (articles/books) were:

0	very difficult
1	quite difficult
22	not too difficult
5	not difficult at all

Question 2: The written handouts were:

0	too many
11	quite a lot
16	not too many
1	not many at all

Question 3: The workshop cases (Sineestan, etc.) were:

0	very difficult
5	quite difficult
19	not too difficult
4	not difficult at all

Question 4: The pace/speed of instruction was:

0	too fast
12	quite fast
16	not too fast
0	not fast at all

Question 5: The staff as trainers were:

13	very good
15	quite good
0	not so good
0	not good at all

Question 6: The training facilities were:

7	very good
20	quite good
1	not so good
0	not good at all

Question 7: The concepts of TTM were:

0	very difficult to understand
2	quite difficult
26	not too difficult
0	not difficult at all

Question 8: The TTM technical vocabulary:

0	very difficult to understand
0	quite difficult
21	not too difficult
7	not difficult at all

Question 9: The staff's foreign language accents were:

0	very difficult to follow
0	quite difficult
2	not too difficult
26	not difficult at all

Question 10: The total amount of work required was:

2	too much work
15	quite a lot
11	not too much
0	not much at all

Question 11: The number of TTM topics covered was:

1	too many topics
15	quite a lot
12	not too many
0	not many at all

Question 12: The training technique of practical workshops was:

15	very good
13	quite good
0	not very good
0	not good at all

Question 13: The use of PMS tools for your back-home projects was:

25 very helpful
3 quite helpful
0 not too helpful
0 not helpful at all

Question 14: The final week's review of TTM topics helped me understand:

6 all topics better
20 some topics better
1 not many topics
1 none at all

Question 15: As a reinforcement of learning, the practice teaching sessions were:

23 very helpful
4 quite helpful
1 not too helpful
0 not helpful at all

Questions 16, 17, 18 and 19:

<u>Topics</u>	<u>Most Interesting</u>	<u>Least Interesting</u>	<u>Most Useful</u>	<u>Least Useful</u>
Creative Problem Solving	15	1	20	0
Logical Framework	26	0	22	2
Performance Networking	18	8	6	13
Evaluation/Monitoring	18	1	18	2
Communication	11	2	12	2
Back-Home Project	19	1	14	0
Practical Training	12	1	17	1
Management Theory	11	3	14	2
Human Factors	12	2	13	2

APPENDIX D: PARTICIPANTS' BACK-HOME PROJECTS

PARTICIPANTS' BACK-HOME PROJECTS

<u>PARTICIPANT</u>	<u>PROJECT</u>
Paul Adams	Introduction of National Book Production Unit
Ashton Angel	Increasing Productivity Through Changes in Union Policies (Guymine)
Rolph Alleyne	Development of Revaluation Rolls for Land Valuation
Meryn Bruce and Winston Lewis	Improving Selection Scheme for Government Scholarship Candidates
Lileth Bruce and Valerie Sandy	Improvement and Integration of Supervisor and Nurse Training
Mulford Charles	Introduction of Program to Train Prisoners in Employable Agricultural Skills
Pamela Dos Ramos and Maureen Yhap	Development of a National Library System
George Drakes	Increase Worker Productivity at Guynec
Clement Duncan	Rationalizing GEC Manpower and Training Policy
Desiree Edwards, Neil Fraser and Ramees Luckiram	Planning a Strategy for Introducing Matrix Management Using Interministerial Teams of TTM Graduates; Form National Association of Management Trainers (TTM Graduates)
Burnell Fields, Hubert Roberts and Frank Small	Rationalizing Policy and Program for External Manpower Training
Derick Frank and Abdul Ghafoor	Upgrading Accounting Skills in the Public Service
Esme Graham	Constructing Fish Ponds
Azamudeen Habibulla and Sandra Thomas	Improvement of Technical Training Schemes
Yvonne Hall	Improving Administration of National Social Security System
Vivekerand Madho	Training Guysuco Managers in Techniques of Worker Training (beginning with one pilot estate)
Sabine McIntosh	Introducing Pilot Community Health Scheme for Scabies Eradication
Albert Singh	Introduction of New Systems of Stock Control for Small Retail Outlets
John Sydney	Introduction of New Scheme for Hinterland Settlement
Alfred Tucker	Provision of Essential Fire Prevention Service to Residents on West Demerara Coast
Sherlock Yaw	Development of Honey Production Schemes Using Killer Bee Hives

APPENDIX E: FIRST STEPS IN ORGANIZATIONAL IMPROVEMENT

FIRST STEPS IN ORGANIZATIONAL IMPROVEMENT

Paul Adams	Call a meeting of Directorate of National Service to address management improvement needs and possibilities.
Ashton Angel	Implement back-home project planning in TTM.
Rolphe Alleyne	Form one multi-disciplinary team to try matrix management on a pilot basis.
Meryn Bruce	Projectize scholarship services.
Lil'eth Bruce	Do needs assessment for nurse/supervisors and implement back-home project planned in TTM.
Mulford Charles	Implement back-home project planned in TTM.
Pamela Dos Ramos	Reorganize PSM library to meet user needs.
George Drakes	Evaluate completed project using PMS concepts; use new techniques for training supervisors.
Clement Duncan	Form inter-disciplinary team, including Guystac and Public Service personnel, to diagnose needed managerial change and conduct necessary training based on PMS, MBO, and ZBB approaches.
Desiree Edwards	Apply LogFrame analysis to selected management services organization projects.
Burnell Fields	Conduct training needs assessment for PSM and ministries at large; training supervisors in needs analysis, training methodology and PMS.
Neil Fraser	Implement back-home project planned in TTM.
Abdul Ghafoor	Implement back-home project planned in TTM; conduct seminar in PMS for public servants.
Esme Graham	Use LogFrame as tool in planning projects in education; projectize ideological education program.
Azamudeer Habibulla	Teach PMS tools to others.
Yvonne Hall	Implement back-home project planned in TTM.
Winston Lewis	Determine ways of using PMS to organize in-house training for Public Service Ministry; teaching PMS; projectizing scholarship selection program.

Ranees Luckiram	Implement back-home project planned in TTM.
Viveherand Madho	Implement back-home project planned in TTM; adopt andragogical training techniques.
Sabine McIntosh	Implement back-home project planned in TTM.
Hubert Roberts	Conduct training needs analysis for PSM and ministries at large; train supervisors in needs assessment, training methodology and PMS.
Valerie Sandy	Implement back-home project planned in TTM.
Albert Singh	Implement back-home project planned in TTM.
Frank Small	Projectize PSM training program into a series of projects.
John Sydney	Introduce 10 groups into GNS; teach objective setting.
Sandra Thomas	Projectize preparation of students for training.
• Alfred Tucker	Explain PMS to senior officials of fire service; projectize training activities of fire service.
Sherlock Yaw	Implement back-home project planned in TTM.
Maureen Yhap	Discuss with chief training officer use of PMS to organize Public Service Ministry training activities.

APPENDIX F: LOGFRAME OF BACK-HOME PROJECT FOR TTM FOLLOW-UP

NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	ASSUMPTIONS
<p><u>GOAL:</u></p> <p>Improve Management in Organisations (selected) to demonstrate the use of Matrix Management</p>	<p>29 trainers engaged in Project by March 1979</p>		
<p><u>PURPOSE:</u></p> <p>Introduction of Matrix Management and use of PMS tools into selected Ministries and Training Needs Analysis in Corporations</p>	<p>Matrix Management and PMS tools being used in selected Ministries and Corporations by August/September 1979</p>		<p>That Heads of Departments in the Public Sector are willing to utilise the resources of the Training Association</p> <ul style="list-style-type: none"> • That the Association continues to function
<p><u>OUTPUTS</u></p> <ol style="list-style-type: none"> 1. Diagnosis of needs completed. 2. Curriculum developed 3. Association of Trainers formed 4. Workshop conducted 5. Pilot Project completed 6. Trainers trained 7. Workshop conducted 	<ol style="list-style-type: none"> 1. 6 Ministries by January '79 2. Plan showing various stages of the Programme. 3. 29 (TM) members registered 4. 2 - 2 day seminars - Workshop in Matrix Management 1 held early February 1979 the other at the end of February '79 5. 2 teams of 3 working on selected Project. 6. 6 members trained in Training Needs Analysis 7. 2 wks. seminar (full time) for those Corps. not represented on Training Course (TM). 		<ul style="list-style-type: none"> • That the Pilot Project is successful. • That Heads of Departments (selected Ministries) are willing to utilise the resources of the Training Association.

8. Progress assessed	8. 2 teams examine progress in selected Ministries by May 1979			
<p>INPUTS:</p> <ol style="list-style-type: none"> 1. (a) Select team (T.M.) group (b) Diagnose needs. 2. (a) Diagnosis analysed (b) Design Curriculum 3. (a) Discuss with FCI personnel and T.T.M. group (b) Select steering Committee (c) Discussion with Senior personnel in Guyana and Public Service Ministry 4. (a) Seek permission to hold Workshop (b) Inform personnel (selected Ministry) (c) Select trainers from T.T.M. group (d) Plan, design & print Workshop material (e) Arrange venue (f) Select participants (g) Conduct Workshops. 5. (a) Identify Project from among B/Home Projects (b) Test Pilot Project (c) Discuss plan for implementation with participants. 6. (a) Discuss with FCI re making personnel available (b) Select counterparts (T.T.M.) group 	MANPOWER	MAN WEEKS	BUDGET	<ul style="list-style-type: none"> - That Department Heads will be willing to release T.M. members to participate in Workshops and Pilot Projects - That donor agencies and Government will be willing to fund Project - That T.T.M. participants would make themselves available to participate in workshops and Training Needs Analysis - Training Course. - That the group will be willing to be members of the Association. - P.C.I.'s continued interest and involvement in Association. - There was follow-up on the part of the P.S.'s in terms of discussing the concept of Matrix Management with Staff.

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<p>7. (a) Seek permission to hold Workshop. (b) Inform personnel - Corporations. (c) Select trainers from T.T.M. group (d) Plan, design & print Workshop material (e) Arrange venue. (f) Select participants. (g) Conduct Workshops.</p> <p>8. (a) Visit Ministries (b) Discuss Progress (c) Advise where necessary</p> <p>9. Participants discuss entire Programme with Supervisors and Department Heads</p>					

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APPENDIX G: TTM EVALUATION INSTRUMENTS

TTM EVALUATION INSTRUMENTS

Several different forms are administered during the seminar to evaluate participant performance. The Bio-Data, Needs Assessment Questionnaire and TTM Questionnaire provide an understanding of the entrance level needs and specific knowledge levels of each participant. These evaluation instruments comprise the "Pre-Course" tools.

The "Post-Course" evaluation instruments include the Post-TTM Evaluation Questionnaire, TTM Seminar Participant Evaluation and individual project package completion.