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UNITED STATES INTERNATIONAL DEVELOPMENT COOPERATION AGENCY
AGENCY FOR INTERNATIONAL DEVELOPMENT
Washington, D.C. 20523

CARIBBEAN REGIONAL

PROJECT PAPER

REGIONAL MANAGEMENT TRAINING PILOT

AID/LAC/P-299

Project Number:538-0148

UNCLASSIFIED

AGENCY FOR INTERNATIONAL DEVELOPMENT				1. TRANSACTION CODE <input type="checkbox"/> A = Add <input type="checkbox"/> C = Change <input type="checkbox"/> D = Delete		Amendment Number _____		DOCUMENT CODE 3		
PROJECT DATA SHEET				3. PROJECT NUMBER 538-0148		5. PROJECT TITLE (maximum 40 characters) Regional Management Training Pilot Project				
2. COUNTRY/ENTITY Caribbean Regional				4. BUREAU/OFFICE Latin America/Caribbean (LAC)		05				
5. PROJECT ASSISTANCE COMPLETION DATE (PACD) MM DD YY 01 31 89				7. ESTIMATED DATE OF OBLIGATION (Under "B." below, enter 1, 2, 3, or 4) A. Initial FY 86 B. Quarter 4 C. Final FY 87						
8. COSTS (\$000 OR EQUIVALENT \$1 =)										
A. FUNDING SOURCE			FIRST FY 86			LIFE OF PROJECT				
			B. FX	C. L/C	D. Total	E. FX	F. L/C	G. Total		
AID Appropriated Total										
(Grant)			(540)	(460)	(1,000)	(1,459)	(1,241)	(2,700)		
(Loan)			()	()	()	()	()	()		
Other U.S.	1.									
	2.									
Host Country (UWI)			16	74	90	40	193	233		
Other Donor(s)										
TOTALS			556	534	1,090	1,499	1,434	2,933		
9. SCHEDULE OF AID FUNDING (\$000)										
A. APPROPRIATION	B. PRIMARY PURPOSE CODE	C. PRIMARY TECH CODE		D. OBLIGATIONS TO DATE		E. AMOUNT APPROVED THIS ACTION		F. LIFE OF PROJECT		
		1. Grant	2. Loan	1. Grant	2. Loan	1. Grant	2. Loan	1. Grant	2. Loan	
(1) EHRD	622	631				1,000		2,700		
(2)										
(3)										
(4)										
TOTALS										
10. SECONDARY TECHNICAL CODES (maximum 6 codes of 3 positions each)							11. SECONDARY PURPOSE CODE 662			
12. SPECIAL CONCERNS CODES (maximum 7 codes of 4 positions each)										
A. Code										
B. Amount										
13. PROJECT PURPOSE (maximum 480 characters)										
<p>To conduct a series of management education and development interventions in order to determine their relative effectiveness in improving management skills in upper and middle managers and business owners in the Eastern Caribbean.</p>										
14. SCHEDULED EVALUATIONS					15. SOURCE/ORIGIN OF GOODS AND SERVICES					
Interim		MM	YY	MM	YY	Final	MM	YY		
							<input checked="" type="checkbox"/> 000	<input type="checkbox"/> 941	<input checked="" type="checkbox"/> Local	<input type="checkbox"/> Other (Specify) _____
16. AMENDMENTS/NATURE OF CHANGE PROPOSED (This is page 1 of a _____ page FP Amendment.)										
17. APPROVED BY		Signature: <i>James S. Holtaway</i>					18. DATE DOCUMENT RECEIVED IN AID/W, OR FOR AID/W DOCUMENTS, DATE OF DISTRIBUTION			
		Title: JAMES S. HOLTAWAY DIRECTOR					Date Signed			
							MM DD YY 07 21 86			
							MM DD YY 09 23 86			

PROJECT AUTHORIZATION

Name of Country: Caribbean Regional
Name of Project: Regional Management Training Pilot
Number of Project: 538-0148

1. Pursuant to Section 531 of the Foreign Assistance Act of 1961, as amended, I hereby authorize the Regional Management Training Pilot Project for the participating countries of the Commonwealth Caribbean, including Belize, involving planned obligations of not to exceed Two Million Seven Hundred Thousand United States Dollars (US\$2,700,000) in grant funds ("Grant") over a one year period from the date of authorization, subject to the availability of funds in accordance with the A.I.D. OYB/allotment process, to help in financing foreign exchange and local currency costs for the project. The planned life of the project is thirty months from the date of initial obligation.

2. The Project ("Project") will assist the Cave Hill Campus of the University of West Indies (UWI) to conduct a series of management education and development "interventions" focused mainly on the private sector in order to determine their relative effectiveness in improving management skills of upper and middle managers and business owners in the participating member countries of the Commonwealth Caribbean, including Belize. The Project will also enhance the delivery capabilities of regional institutions currently involved in management education.

3. The Project Agreement which may be negotiated and executed by the officer to whom such authority is delegated in accordance with A.I.D. regulations and Delegations of Authority, shall be subject to the following essential terms, covenants and major conditions, together with such other terms and conditions as A.I.D. may deem appropriate:

A. Source and Origin of Goods and Services

Goods and services, except for ocean shipping, financed by A.I.D. under the Grant shall have their source and origin in A.I.D. Geographic Code 000 (United States), and the following member countries of UWI: Anguilla, Antigua and Barbuda, the Bahamas, Barbados, Belize, the British Virgin Islands, Dominica, Grenada, Jamaica, Montserrat, St. Kitts and Nevis, St. Lucia, St. Vincent and the Grenadines, and Trinidad and Tobago, except as A.I.D. may otherwise agree in writing. Ocean shipping financed by A.I.D. under the Grant shall be financed only on flag vessels of the United States, except as A.I.D. may otherwise agree in writing.

B. Conditions Precedent to Disbursement

1. First Disbursement

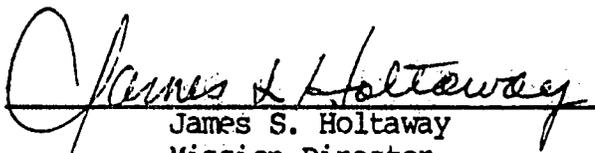
Prior to the first disbursement under the Grant, or to the issuance by A.I.D. of documentation pursuant to which disbursement will be made, the Grantee will, except as A.I.D. may otherwise agree in writing, furnish to A.I.D., in form and substance satisfactory to A.I.D.

- (a) A statement of the name of the person holding or acting in the office of the Grantee, and of any additional representatives, together with a specimen signature of each person specified in such statement

2. Disbursement for Project Activities Other than Technical Assistance

Prior to the disbursement of funds for project activities other than technical assistance, the Grantee shall, except as A.I.D. may otherwise agree in writing, furnish to A.I.D., in form and substance satisfactory to A.I.D.:

- (a) Evidence that a Project Manager mutually acceptable to both AID and Grantee, has been designated with appropriate delegations of authority and a supporting staff to effectively implement the Project;
- (b) A detailed implementation plan for the first year of Project activities which will be periodically updated; and,
- (c) An evaluation plan which describes the scope and methodology for continuous evaluation and end-of-project evaluation.


James S. Holtaway
Mission Director
Regional Development Office/Caribbean

July 24, 1986
Date

REGIONAL MANAGEMENT TRAINING PILOT PROJECT
No. 538-0148

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ANNEX G	<u>An Assessment of the Need for Management Training and Development in the English-speaking Caribbean.</u> Caribbean Association for Industry and Commerce, August 1985, 162 pages (on file in RDO/C).
ANNEX H	<u>Report of the Committee to Prepare a Proposal for the Establishment of a School of Business Administration.</u> Keith Hunte, Pro-Vice-Chancellor, University of the West Indies, December 1985, 34 pages (on file in RDO/C).
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LIST OF ABBREVIATIONS/ACRONYMS

AID/W	Agency for International Development in Washington
BIMAP	Barbados Institute of Management and Productivity
BSc	Bachelor of Science
CAIC	Caribbean Association of Industry and Commerce
CARICAD	Caribbean Centre for Development Administration
DAEC	Development Assistance Executive Committee
E.C.	Eastern Caribbean
EHRD	Education Human Resources Development
EOPS	End of Project Status
GDP	Gross Domestic Product
GNP	Gross National Product
HPE	Health, Population and Education
IQC	Indefinite Quantity Contract
MBA	Master's in Business Administration
NCC	National Coordinating Committee
OECD	Organization for European Cooperation and Development
OECS	Organization of Eastern Caribbean States
PACD	Project Assistance Completion Date
PID	Project Identification Document
PIU	Project Implementation Unit
PP	Project Paper

RDO/C	Regional Development Office for the Caribbean
RFTP	Request for Technical Proposals
SEPM	Senior Education Project Manager
TA	Technical Assistance
UNESCO	United Nations Educational, Scientific, and Cultural Organization
USAID	United States Agency for International Development
UWI	University of the West Indies
UWI/CH	University of the West Indies, Cave Hill
UWIDITE	University of West Indies Distance Teaching Experiment

I. SUMMARY AND RECOMMENDATIONS

A. Recommendations

1. Funding

RDO/C recommends that an EHRD grant of \$2.7 million be authorized, of which \$1.0 million is proposed for obligation in FY 86, for the Regional Management Training Pilot Project which will be headquartered at the Cave Hill campus of the University of West Indies (UWI) and will serve Barbados and the member countries of the Organization of Eastern Caribbean States (OECS) - Antigua and Barbuda, Dominica, Grenada, Montserrat, St. Kitts-Nevis, St. Lucia, and St. Vincent and the Grenadines. In view of the long-term, broader objectives of this pilot project, participants from the other UWI member countries of Anguilla, the Bahamas, Belize, the British Virgin Islands, Cayman Islands, Jamaica, and Trinidad and Tobago may also be permitted. The Project Assistance Completion Date (PACD) will be January 31, 1989.

2. Geographic Code

The Project Authorization will specify that, except as A.I.D. may otherwise agree in writing, goods and services financed by A.I.D. under this Project shall have their source and origin in the United States and the following member countries of the University of West Indies: Anguilla, Antigua and Barbuda, the Bahamas, Barbados, Belize, the British Virgin Islands, Cayman Islands, Dominica, Grenada, Jamaica, Montserrat, St. Kitts and Nevis, St. Lucia, St. Vincent and the Grenadines, and Trinidad and Tobago.

B. Summary Project Description

The Regional Management Training Pilot Project is designed to experiment intensively over a limited span of time with a number of management education and development "interventions" focused mainly on the private sector in order to identify those which would have the greatest impact on economic growth in the Eastern Caribbean. As a secondary purpose, the project aims to enhance the training capabilities of the regional institutions currently involved in management education activities. The objective of this experimentation and institutional strengthening is to determine whether a long-term project of selected training programs would be feasible and, if so, what its nature and content would be. The target groups are private enterprise owners, senior and middle level managers of large enterprises, and owners of medium to small enterprises in the OECS countries and Barbados. In addition, there

will be included an appropriate number of parastatal, government and labor officials whose responsibilities cause them to be concerned with industrial growth, productivity and efficiency.

There are a number of project components proposed to be carried out on an experimental, intensively evaluated basis. They include:

1. Pilot Management Training Activities
 - (a) Four three-day high level symposia on management policy and technology, each one for 25 of the region's highest level top managers and owners, using the case method with cases prepared in the Caribbean about Caribbean problems and other methodological approaches.
 - (b) Five one-week seminars on management techniques, each for 20 selected senior managers and owners, again using tailor-made Caribbean cases and other methodological approaches.
 - (c) Development and testing of Caribbean cases and related teaching materials for the above courses.
2. Strengthening Existing Management Training Institutions
 - (a) Two regional conferences on management education in the Eastern Caribbean. Each for twenty-five participants from education, industry and government; the first early in the test period, the second at the end.
 - (b) An institutional and curricular assessment of UWI/Cave Hill's Department of Management Studies, including a review and evaluation of the existing curriculum and teaching materials and methods. Assistance will also be provided to help UWI develop its post-graduate diploma program.
 - (c) Similar but less comprehensive technical assistance to other management training institutions in the Eastern Caribbean.
 - (d) Case development methodology workshops for instructors in existing management training institutions.

- (e) Teaching methods workshops based on the case and related methods for instructors in existing institutions.
- (f) Publications based on, but not limited to the materials prepared for the symposia, seminars, conferences, and workshops.

3. Evaluation and Review

- (a) Evaluation of each project component on an ongoing basis.
- (b) Two joint reviews of the UWI/Cave Hill and the UWI/Mona projects being financed by RDO/C and USAID/Jamaica respectively.

C. Summary Project Findings

This Project is ready for implementation and is considered socially, financially, and economically sound, and technically and administratively feasible.

D. DAEC Concerns and Design Guidelines

The concerns and issues raised at the DAEC review of the Project Identification Document (PID) are included in full in Annex A, and summarized below as follows:

1. Demand. The PP should include an analysis that describes in detail both the magnitude and character of management training needs in the Eastern Caribbean. As part of the actual pilot project, an analysis should be undertaken to provide a profile of the private sector, the structure of effective demand by firm size, and the ability/willingness of the firms to pay for such training services.

A description of the magnitude and character of management training needs is contained in the Summary Technical and Economic Analyses (Sections VI A & C). The CAIC Assessment study defines need as the total educational gap which must eventually be bridged, while demand measures the number of trained managers or the amount of management training which the labor market can absorb at the present time given the present economic structure. The study estimated the prime target group in need of management training - that is people who are working as managers who have not received any management training

to be between 13,000 and 23,000 people in the English-speaking Caribbean countries, while annual demand for executives throughout the Caribbean is estimated to be 3,600.

The study concluded that senior managers and business owners of the major companies in each country must be the initial target of this management development endeavour. Areas most frequently identified for senior management training were: industry and competitive analysis, strategic planning, human resources management, marketing, and the role of computers in business.

As discussed in the Evaluation section (Section VIII), a profile of the private sector will be developed by the Evaluation Team in collaboration with the Project Implementation Unit and RDO/C's Private Sector Evaluation Contract. This combined with the information provided by the evaluation instruments will serve as the basis for analyzing the structure of effective demand for training services by firm size, and the ability/willingness of the firms to pay for such services. Considered an essential element of this pilot project, this analysis will assist in determining the short and long term management training needs and cost estimates.

2. Institutional. The pilot activities should be focussed on only one institution, i.e. the UWI. However, the PP should assess other institutions that have a noteworthy role in management training in the region (e.g. BIMAP and CARICAD), describe their relationship to project activities and objectives and consult with them periodically as the project moves forward.

The University of the West Indies has been selected as the grantee for this pilot project. A discussion of the institution and the basis for its selection can be found in the Summary Institutional Analysis (Section VI.D). This section also describes the three other principal management education and training institutions in the Eastern Caribbean. While UWI will be the focus of project activities, other institutions such as BIMAP and CARICAD will be invited to participate in the project's activities, especially those relating to the strengthening of existing management training institutions. The pilot project also provides for institutional and curricular assessments of BIMAP and CARICAD as well as UWI.

Conceived originally as a project for the entire Caribbean, which is why the CAIC Needs Assessment covers more than the Eastern Caribbean in its analysis, the pilot project has attempted to maintain the integrity of this approach by (1) selecting UWI as the logical home for the project given its three

campuses throughout the region, (2) promoting the coordination of project activities with the management training project being developed by USAID/Jamaica as discussed below, (3) providing funds for the contracting of local and regional short-term technical assistance to assist the Project Implementation Unit with various project activities, and (4) permitting the participation of persons from all UWI members countries and not just the Eastern Caribbean. This approach appears to be sound given the need in the long run to develop a self-financing program.

In addition to taking into consideration the local and regional institutions, the project design makes provision for periodic consultations with the local institutions through the Regional Consortium for Management Education Institutions and with UWI/Jamaica through joint reviews. Further details may be found in the sections on Project Organization and Management and on Evaluation and Review (Section II.C&D).

3. Level of Effort. The PP should give more emphasis to activities designed to have an immediate impact (i.e. seminars for mid and upper level managers) and less to investment in institutional development at this stage. The frequency of seminars should be increased. In addition to the case method, seminars should introduce and test other proven materials and methodologies. Financing for library equipment, materials, staff and office expenses for UWI and other training institutions should not be included in this project. The proposed observation and study tours should not be included in the project. Some cost estimates, particularly for case study development, seemed high and should be scrutinized during PP preparation. The PP team should reconsider the proposed 18 month life of project.

The pilot activities - the seminars and symposia - and the evaluation serve as the raison d'etre for this pilot project aimed at testing the effective demand for management training in the Eastern Caribbean. The other component of this project, the strengthening of management education, must nevertheless be considered in light of these pilot activities since they serve to reinforce and enhance the symposia and seminars. While the institutional and curricular assessments of UWI and to a lesser extent, BIMAP and CARICAD, will provide a more extensive analysis of the capability of existing management education and training than that contained in the CAIC assessment and will serve as the necessary foundation for any follow-on assistance that may be considered, the conferences, case development and teaching workshops, and publications are important byproducts of the pilot

activities. These linkages provide the rationale for combining the immediate impact activities with longer-term institutional development.

Following DAEC guidance, the number of symposia and seminars has been increased from 3 to 4 and 4 to 5 respectively. In the spirit of this pilot project, other proven management training materials and methodologies in addition to the case method will be tested. Financing for library equipment, materials, staff and office expenses for UWI and other training institutions have not been included in this project. Only those materials and equipment directly relevant to the pilot project activities will be financed. The cost estimates were modified to comply with DAEC guidance and a line item for contingency (10%) which had previously not been included in the budget was added. The cost estimates for the development of case studies have been brought in line with the American Management Association's figure of \$10,000 per case. The net effect was a modest reduction in the overall project cost. The proposed observation and study tours have also not been included. In line with the DAEC recommendations, the life of project has been increased to 30 months.

4. Coordination with USAID/Jamaica. Both RDO/C and Jamaica Missions have now designed projects to be carried out by UWI, focus on strengthening undergraduate level management training, and finance the development of case studies. USAIDS/Barbados and Jamaica should collaborate during PP development and include provisions in both PPs that provide for joint review and evaluation of these two projects.

RDO/C has maintained contact with the Jamaica Mission throughout the entire project development process beginning with a sharing and joint review of the CAIC Needs Assessment document and the later sharing of the UWI Demand/Needs Assessment for Management Education/Training in Jamaica. Contact has also been made subsequently between UWI/Cave Hill and UWI/Mona officials regarding the coordination of project activities. Given that the two projects are intended as first step activities that will test and evaluate various management training alternatives for different target groups and in somewhat different settings, separate activities will be undertaken by the two Missions. Because of the difference in the nature of the two projects and scheduling, a decision was made not to have an umbrella project with one contractor at this time. Having recently completed its PID, USAID Jamaica has chosen a collaborative assistance mode with a U.S. university for both the design of the PP and follow-on implementation. The RDO/C-financed host country contract with UWI/Cave Hill will be open to U.S. management consulting firms as well as U.S. universities.

Areas of possible collaboration with Jamaica include the sharing of cases and other training materials as well as papers and publications developed under two projects. The design also calls for the attendance of Jamaican management educators and managers at the two Conferences on Management Education and Development in the Third World to be conducted under this pilot project. Finally, there will be two joint Barbados-Jamaica reviews, one in late 1987 and the other in late 1988, to reflect upon the experience and lessons learned from both projects prior to either of them proceeding with an additional phase or follow-on project. Careful consideration will be given at this time to a joint follow-on project.

5. Evaluation. The PP design should specify what is to be accomplished with the institution and lay out a set of clearly defined output targets and EOPS that would permit measurement at end of project of the impact of institution building efforts.

This pilot project is designed to test the demand for top and middle management training in the Eastern Caribbean, to introduce wider use of the case method and other action-oriented approaches to management training, and to strengthen the capability of UWI to deliver specialized management training in the region. The latter two objectives are directly relevant to the institution building component. While the measurement of success will be more qualitative than quantitative, one can nevertheless expect instructors to be trained in both the teaching and case development workshops. The institutional and curricular assessment will provide the foundation for any follow-on assistance as discussed above. In a broader context, attendance of the management education community at the two conferences will lead to a heightened concern for the further professionalization of management education. Both these conferences and meetings of the Council for Management Development in Barbados and the Eastern Caribbean as provided for under the project should serve to bridge the gap between the management education and business communities. The intended outcome of these institution building components in the long-term will be a UWI/CH capable of responding to both short-term and long-term management training demand with a self-financing program consisting of case and other action oriented approaches to management training. Provided that collaboration is effected with the UWI/Mona program, one can expect this objective to be achieved on a Caribbean-wide basis.

6. Implementation Arrangements. The PP should indicate whether the Mission will contract directly for technical assistance, or whether TA will be contracted by UWI using grant funds.

As discussed in the Procurement Plan (Section IV.B), technical assistance will be contracted by UWI using grant funds. A U.S. contract team will be contracted by UWI under the host country contracting mode as per AID Handbook 11. This team along with two other long-term professionals contracted directly by UWI will comprise the Project Implementation Unit. On the recommendation of the Project Manager, other management professionals may be coopted.

E. Contributors to the Project Paper

The following individuals contributed to the development of this Project Paper:

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II. PROJECT RATIONALE AND DESCRIPTION

A. Rationale

1. The Problem

The economies of the Eastern Caribbean call for a concerted effort by the private sector to both improve the efficiency of their operations and move aggressively to identify and serve new export markets. Yet the ability of the region's private sector to respond to this challenge is seriously constrained by the lack of an adequate number of trained top and middle managers. To a substantial extent parastatal enterprises have had a similar problem. The need for management skills in the public sector has been as great but has been more adequately, though not fully, addressed than in the private sector. The University of the West Indies (UWI), the Caribbean Centre for Development Administration (CARICAD), OECS Secretariat programs and those of such additional institutions as the Community Colleges began early and continue to serve the public sector's management skills needs relatively well. In the private sector such effective organizations as the Barbados Institute of Management and Productivity (BIMAP), and the Caribbean Association of Industry and Commerce (CAIC) and UWI have for some time offered business management and related training courses. Their resources, however, have been too limited to fully provide the private sector with the talent it needs to play its central role in the region's economic growth.

The hopes of the Eastern Caribbean countries for achieving the benefits of development are dependent on their reaching annual economic growth rates of 4-5% and sustaining these rates into the foreseeable future. For a time in the 1970's growth had reached such levels in some areas but the region's economies were hard hit by the recession of the early 1980's and are just now recovering. There is hope once again of resuming rates of growth equal to the aspirations that "development" connotes, provided the constraint, among others, of insufficient managerial skills, can be removed. The need for such constraint removal is both absolute and urgent.

2. The CAIC Demand-Supply Assessments

With financial assistance from A.I.D.'s Regional Development Office for the Caribbean (RDO/C), the Caribbean Association for Industry and Commerce (CAIC) in the spring and summer of 1985 sponsored a study entitled: "An Assessment of the Need for Management Training and Development in the English-speaking Caribbean (Annex G).

This study first and most importantly identified very substantial and urgent needs for specialized training of owners and top managers of existing enterprises. According to the assessment, a substantial number of opportunities for existing industries to achieve quantum productivity increases are being missed for lack of entrepreneurial and managerial skills among present owners and senior managers. The study also revealed that even when top management possessed the requisite skills, many opportunities could not be fully realized due to the insufficiency of complementary implementational skills at the middle management levels.

Moreover, the study concluded that while enhancing the skills for present owners and managers is the only way to achieve early positive productivity results, there also exists in the Eastern Caribbean, as in developing countries in general, an important long-term need for university level management training to provide a pool of qualified management "interns" to replace older managers as they retire or move on and to accommodate the demands of industry expansion.

Since the assessment study covered the entire Caribbean and its data are thus heavily reflective of the situations in Jamaica, Trinidad and Guyana, some have raised questions as to whether the study's conclusions apply with equal force to the Eastern Caribbean alone, particularly that related to volume of need for trained managers and the demand for them. While there is no way to prove how closely the general data apply to the Eastern Caribbean, analysis of the report suggests that the general data are sufficiently relevant to support the need for additional management training in the region.

Need and demand so far exceed supply in the region as a whole that it is not likely that the reverse is true in the Eastern Caribbean. Moreover, the characteristics of such discrete data as are available for the OECS and Barbados show the same patterns of paucity of university educated managers and managers with seminar exposure; out migration of talented managers; and reliance on expatriates. The latter is rampant in the Eastern Caribbean as elsewhere and is no more a satisfactory solution. It does not solve the need for managers and is so extensive as to constitute a serious foreign exchange drain. In the region as a whole it is estimated that over 16,000 management jobs are held by expatriates. This translates into over US\$200 million in foreign exchange being spent annually to offset the lack of local management talent. In any event, this pilot project will seek to discover the

extent to which the undeniable shortages of management skills in the region can be translated into self-financed attendance at management improvement seminars and courses.

The CAIC assessment interviewed over 250 respondents, primarily from the private sector and business education, but also including government and labor representatives. Emphasis was placed by the team not on whether there is a need for advanced management training but what might be its most useful forms. Four general alternatives were considered: (1) greater utilization of existing management training programs outside the region; (2) expansion of programs at existing Eastern Caribbean institutions; (3) development of an Eastern Caribbean Graduate School of Business within the region; and (4) creation of a new "Management Training Centre" in the Eastern Caribbean.

The Assessment Team recommended the fourth alternative, the creation of a new Management Training Centre, such center not to be an academic institution per se but to carry out three specific programs and one generalized one. The specific programs were (1) to sponsor executive seminars for top level business owners and executives; (2) to help improve teaching materials and teaching at existing local institutions by promoting the development of the case method and other practical, action-oriented methods of teaching and (3) to engender among the leaders of the private sector, and among those of the public sector most closely related to private enterprise development, a greater appreciation of the modern concepts of management that have led to higher productivity and economic growth in other parts of the world.

The Assessment Team clearly focused its recommendations on today's top managers and owners on updating both their concepts and their skills as business executives. Creating a future supply of new managers through formal and graduate business education is important, but undue concern with this long-term need should not dilute the urgent attention required to meet the needs of today's managers. As attention is given to preparing youth for management careers, such attention, in the Assessment Team's view, should be focused on building the capabilities of local institutions to offer both B.S. degrees in management, and effective non-degree "continuing education" courses to upgrade the skills of those already employed.

3. The Barbados Task Force Proposals

In the fall of 1985, the Barbados Minister of Education and Culture appointed a committee to prepare a proposal for the establishment of a School of Business Administration. Known

informally as the "Task Force", this committee was requested to conduct a study of what Barbados and Eastern Caribbean institutions could do to improve both the environment in the region for private enterprise development and the skills of the region's industrial and business managers. Such regional centers as the Cave Hill campus of the University of the West Indies (UWI/Cave Hill), the Caribbean Centre for Development Administration (CARICAD), the Barbados Institute of Management and Productivity (BIMAP), and the Caribbean Association of Industry and Commerce (CAIC), are headquartered in Barbados, each with a regional charter. It was natural that the heads of these institutions be asked to form a Task Force to study this problem of growing concern to those involved with the economic development of the Eastern Caribbean: enterprise management capability. It was equally fortunate that they responded so enthusiastically, since, among them, they constitute almost the entirety of the region's resources for education, training, research and policy development in industrial and business management.

Chaired by the Pro Vice-Chancellor of the University of the West Indies/Cave Hill, the Task Force conducted its study through the fall, completing it in late December for transmittal first to the Government of Barbados, preparatory to its being circulated among interested persons and organizations throughout the region--essentially the same institutions and people interviewed by the Assessment Team plus relevant public sector and Organisation of East Caribbean States (OECS) officials, also interested in improving management in the private sector. In preparing its study (Annex H), the Task Force had access to both the Assessment Team's Report and two of the Team's key members.

The Task Force Report substantially supports the Assessment Team's recommendations, particularly the substantive ones. With respect, however, to institutional and organizational arrangements the Task Force was more sensitive to existing local considerations. Most importantly, both studies concluded that the primary focus needs to be on increasing the understanding and skills of today's top and mid-level owners and managers, with secondary emphasis on the quality of training at the existing management training institutions for both in-service and pre-service participants. The Task Force also saw the creation of a new "environment" in the region for private enterprise management as an important goal. The Task Force opposed the creation of a new "Management Training Center" as being unnecessary in light of the potential of the institutions already in existence, but recommended the establishment of a Council for Management Development in Barbados and the Eastern Caribbean--a kind of Board of Regents in search of a University. It also recommended the organization of a

Consortium of Management Training Institutions through which the Council could work to help improve management training in those institutions currently serving their constituent member countries.

The proposed Regional Management Training Pilot Project is the product of RDO/C's review of both the Assessment Team's and the Task Force's studies. The project formulated therefrom reflects the best of both. However, not all of the recommendations of each report are included. Where issues arose that have to do primarily with appropriateness to the Caribbean setting, the views of the Task Force group have been given special weight. Where the issues were related to professional management education pedagogy, the Assessment Team's recommendations were taken particularly into account. The result reflects the Project Committee's best judgement as to what are the essential elements of a pilot, experimental project, suited to providing the data and insights needed to formulate a long-term management education and training effort in the Eastern Caribbean.

4. Relationship to RDO/C Strategy and AID Policies

Both RDO/C and the countries of the region are now directing their programs and resources toward "restructuring the national and regional economic environment so as to better promote export-led, employment-generating private-sector growth ... focusing on the three sectors with the most promise for achieving such growth: (1) agriculture; (2) light manufacturing and enterprise development; and (3) tourism. Successful implementation of this strategy should create near-to-medium results, lasting fundamental changes in the economic environment and structures, and a sound base for a much needed quantum increase in GDP, exports and income."

In its 1986-87 Action Plan, RDO/C states that the success of development efforts in all the islands clearly depends on the existence of capable managers and a skilled work force, for enterprises cannot thrive without human resources to operate them. Presently, owners of factories, businesses, hotels, and utilities complain constantly of the lack of middle management and capable supervisors. Major enterprises are constrained from expansion because there is little entrepreneurial talent available.

RDO/C's strategy for each of the islands contains policy objectives aimed at divestiture and reduction in public sector expenditures, investment targets based on the ability to attract new investment, and private sector growth based on achieving new levels of efficiency in production. In order to achieve these targets, a serious human resource development program must be

undertaken and one component of that program is development of a management and entrepreneurial capacity.

In addition to forming part of RDO/C's strategy, this Management Training Project addresses three of the Agency's four global priority areas -- (1) support for the private sector; (2) technology transfer; and (3) institution building.

The project also conforms to A.I.D.'s Policy Papers on Basic Education to Technical Training; Private Enterprise Development; Institutional Development; and Recurrent Costs. It complies with Evaluation and Training Policy in its focus on continuing review, research and experimentation to identify those training programs most seriously needed. It complies with Private Enterprise Policy by having made participation of the Private Sector central to the design of the project, recognizing that the project's basic purpose is to meet private enterprise needs as private enterprise sees them. It directly and vigorously promotes private sector development. It also supports the Agency's Recurrent Costs Policy in its efforts to identify non-governmental sources of financial support for project activities. This includes the maximizing of financially self-supporting project elements such as management seminars where participants and sponsors will be asked to meet the full cost of their participation.

5. Conformity to Recipient Countries' Programs

All host country development plans in the region take into account the importance of promoting the private sector as the principal engine of growth in their economies. In fact, the island countries of the Eastern Caribbean have for long been characterized by economies essentially made up of private enterprises supported by a complementary public sector. This is the predominant mode, despite the importance of parastatal enterprises in some countries. The countries' national development programs feature foreign and domestic investment promotion, small industries development, and any other feasible means for creating employment in the private sector, with management training recognized as an important supporting element for these objectives. Each country has undertaken vocational, industrial, technical and related training such as accounting, bookkeeping, and secretarial services to meet skilled manpower needs.

Feedback from representatives of business and industry contributed to the formulation of this project's design. There is uniform awareness throughout the region, both of the limited extent to which training needs are being met, and of the gap between this

reality and the higher quality and greater availability of the management training resources that are now needed to help recapture and resume adequate rates of economic growth in the region.

B. Project Objectives

1. Goal and Purpose of the Project

The Goal of the project is to promote broadly based economic growth by strengthening the private sector's ability to contribute to production and productivity in the leading sectors of agriculture, manufacturing, and tourism. An improved pool of both managerial and entrepreneurial talent would in turn contribute to increased employment, exports and foreign exchange earnings.

The Purpose of the project is to conduct a series of management education and development interventions in order to determine their relative effectiveness in improving management skills of upper and middle managers and business owners in the Eastern Caribbean. As a result of these interventions, the delivery capabilities of the regional institutions currently involved in management education will also be enhanced. The lessons learned from this pilot project may be incorporated into a subsequent project which would establish the institutional framework for longer term implementation and development impact.

The usual end of project objectives (EOPS) do not apply here since the limited objective of this pilot effort is not to effect quantifiable change over time, but to test interventions that, if they were to be pursued over a sufficient period of time, would be likely to effect such change and to determine appropriate follow-on activity. It will also have provided high quality training to the cadre of existing upper level managers and strengthened the delivery capability of existing management education institutions.

2. The Project's Experimental Nature and Approach

Whereas the fundamentals of sound management and the requisite training for producing able practitioners of it in North America and the U.K. are well known and are constantly being extended and improved, the extent to which this body of knowledge and skills is applicable to the Eastern Caribbean is nevertheless an unknown.

This pilot project has been conceived as an experiment in order to determine the effective demand for management training,

the relevance of the existing body of knowledge and pedagogical approaches to the Caribbean milieu, and the capability of the existing institutions to deliver an effective management education program. More specifically, this pilot project is designed to do the following:

(a) Test the effective demand for top and middle management training in the Caribbean. The objective is to determine whether top managers and owners of large enterprises in the region will (1) attend advanced specialized symposia and seminars to acquire and share information which will lead to the development of new and improved management practices in the region, (2) send their middle managers to advanced specialized seminars in the region and (3) make a significant contribution in meeting the cost of such advanced specialized seminars.

(b) Introduce wider use of the case method and other action-oriented approaches in management training, and establish its effectiveness vis-a-vis those methods currently being used in the Caribbean. The objective will be to replace the lecture-oriented approaches which are commonly used in many Caribbean management training programs with an approach which is more interactive and uses more problem analysis and case studies.

(c) Strengthen the capability of UWI and, to a lesser extent BIMAP and CARICAD, to deliver specialized management training in the region. While all three institutions will benefit from a program involving an assessment of their training curricula, upgrading of case development skills and improvement of pedagogical practices, UWI which is the grantee will receive a greater degree of assistance in strengthening its undergraduate business studies programs and in developing an appropriate advanced management studies program for delivery at the Cave Hill campus as well as in Eastern Caribbean countries, possibly through the University of West Indies Distance Teaching Experiment (UWIDITE) telecommunications network.

In summary, this short-term experimental project is designed to test whether or not a long-term project of selected training programs would be feasible and, if so, what its nature and content would be. Data for evaluation of the series of experiments

will be collected from the start. This evaluation effort, while built into the project, will be conducted by an evaluation team independent of the team which is conducting the experimental management training exercises. The aim is to provide a data base for formulating a long-term strategy and program of management training, the planning of which will begin toward the end of the pilot project and be completed by the time the pilot project is finished.

The target groups of the pilot project are owners, senior and middle managers of large enterprises, and owners of small to medium enterprises in the OECS countries and Barbados. In addition, an appropriate number of parastatal, government and labor officials whose responsibilities cause them to be concerned with industrial growth, productivity and efficiency will be included in the project's activities.

C. Project Components

There are three central components (See Table 1) to the Regional Management Training Pilot Project: 1) Pilot Management Training Activities consisting of the development and delivery of management symposia and seminars for which Caribbean cases and teaching materials will also be developed; 2) Strengthening existing management education programs through conferences on management education and development, curriculum revision and development for existing management education institutions, case development workshops, teaching workshops, and the dissemination of publications on relevant management issues; and, 3) Evaluation and Review of the project activities in order to determine their effectiveness in achieving the project's objectives and hence their appropriateness for a follow-on project.

1. Pilot Management Training Activities. This component will include the following major activities:

a. Business Leader Symposia. The project will sponsor four experimental regional symposia designed for major business owners and top professional managers of major corporations in the OECS and Barbados. Also included will be representatives of important parastatal enterprises, union leaders, and public sector officials involved in supporting or regulating private entrepreneurs.

The purposes of these four projected pilot symposia are (1) to examine the most significant management issues confronting industry and business in the region today; (2) to expose

Table 1
Summary of Pilot Project Components
By Target Groups

<u>Components</u>	<u>Target Groups</u>
A. <u>Pilot Management Training Activities</u>	
1. Symposia	Top Caribbean Managers and Major Business Owners
2. Seminars	Middle Managers of Larger Caribbean Companies and Owners of Small and Medium Businesses
3. Case Materials Development	For 1 and 2 above
B. <u>Strengthening Existing Management Education Programs</u>	
1. Conferences on Management Education	Top Managers and Top Educators
2. Institutional Assessments, Curricula Review and Development	UWI, BIMAP, CARICAD
3. Case Development Workshops	UWI and Faculty of other Management Institutions
4. Teaching Workshops	UWI and Faculty of other Management Institutions
5. Publications	Managers, Teachers, Industry in General
C. <u>Evaluation and Review</u>	
1. Evaluation	For A and B above
2. Joint Jamaica/Barbados Review	UWI/Mona and UWI/Cave Hill

the participants to attractive new ways to operate their enterprises more efficiently; (3) to test interest in and demand for such "training" by measuring attendance; and, (4) further to test demand by measuring willingness to pay, possibly including a graduation of costs charged from the first to the fourth symposium. In summary, the objective is to provide a forum where economic and management issues central to the region's development can be discussed and alternative solutions proposed.

These symposia obviously will not be "training" exercises per se. They will be designed to expose business leaders to new management concepts, frameworks and problem-solving approaches that can be employed to improve the performances of their businesses and will be used to devise strategies that enable them to respond more effectively to rapidly changing environments.

The four symposia will be delivered over the course of eighteen months with each one lasting three days. To facilitate attendance, the symposia will be held on weekends, starting preferably on Friday mornings. Participation will be by invitation, and attendance restricted to 25 persons. It is expected that a different group of business leaders will attend each symposia, thus bringing the total number of participants to 100.

The first symposium will be held in early 1987. It will focus on Strategic Planning with a special emphasis on Industry and Competitive Analysis. At least two outstanding keynote speakers and participants of international stature such as William Marriott of the Marriott Corporation and Professor Michael Porter of the Harvard Business School will take part in this symposium. Case materials that deal with Caribbean enterprises and the critical problems and choices that they face will be developed for this symposium.

The second symposium will be held in mid-1987. This symposium will focus on International Marketing. Additional topics for this and subsequent symposia include:

1. Managing People, including
 - i. Motivation and work ethic problems,
 - ii. Recruitment, education and retention,
 - iii. Manager to manager relations,
 - iv. Manager to staff relations,

- v. Owner/family member to staff relations, and
- vi. Delegation of authority and responsibility.

- 2. Use of Business Systems Analysis
- 3. Strategic Marketing
- 4. Reducing Costs and Improving Productivity
- 5. Employee Stock Ownership and Profit Sharing
- 6. The Caribbean Business Community in Transition
- 7. New Approaches to Financing Business Growth
- 8. Business, Labor, Government and the International Economy.

Like the first symposium, the second one will also feature participants of international standing and quality cases, developed locally, dealing with businesses in the region and their management problems.

The third and fourth symposia to be held in late 1987 and early 1988 respectively will follow the same model. Feedback from both the participants of the initial symposia and the evaluation team will be used to improve upon and perhaps modify the original model.

b. Senior Manager Seminars. The project will sponsor five experimental senior management seminars. These seminars will be targeted at the middle managers of the larger companies, and the owners of medium-sized and small companies. The seminars will be designed to give managers at this level and scale the specific tools that they can use in the daily management of their companies to make them more productive, efficient, cost effective, and hence competitive.

Each seminar will focus on a core topic of special relevance to the senior managers invited. Possible topics for these five seminars, identified in the CAIC assessment study as being of top priority, include the following:

- 1. Marketing Management
- 2. Personnel Management
- 3. Management Decision Making
- 4. The Role of Computers in Business
- 5. Financial Management

Other areas frequently mentioned were: Functions of Management, Quality Control, Production Management, Accounting/Control, and Organizational Development.

Each seminar will be marketed throughout the region. However, approximately five managers from the country where each particular seminar is being held will attend that seminar. Attendance at each seminar will be limited to 20. It is expected that a different group of owner/managers will attend each seminar, thus bringing the total number of participants to 100.

Two different formats for the five senior manager seminars will be tested. One format will be a five day seminar beginning on Thursday and spanning the weekend. The sessions will last all day.

The second format will be a week long seminar from Monday to Friday with seminar sessions conducted in the late afternoon and evening so that participants from the host country may work in their businesses during the mornings. This format will increase the possibility of businesses sending their most indispensable managers to the seminar while also providing the participants from outside the country the time to visit businesses and talk with managers in the host country.

The seminars will be led by instructors with management education and private sector business experience. They will also have had experience in adopting case materials to the business problems of Caribbean companies. The seminars will be based upon Caribbean cases or on cases covering other developing country situations. In addition to the case method, the seminars will introduce and test other proven management training materials and methodologies.

A number of different activities will be used to promote interest in the symposia and seminars, including promotional visits to the participating countries by the pilot project team, dissemination of promotional literature, letters soliciting participation, and advertisements in print, on the radio and/or on television. Following each seminar and symposium, the project team will maintain contact with the respective participants through both field visits and direct mailings in order to reinforce and encourage the change that is expected to occur in the individual's thinking and actions as a result of the training received.

In addition to testing the efficacy of various management education materials and methodologies, these symposia-seminar exercises will also examine two related issues. The first is whether or not those in need of aided self-development will actually attend and participate. The needs assessment shows high market potential, but the question is: Will they come? The second question is: Will they pay? This latter issue will be assessed by charging an initial fee based on current market rates for attendance which may gradually be increased over the life of this pilot project. The resolution of these issues will be as critical to the pilot testing process as the efficacy of the teaching techniques introduced. By the fourth symposium and fifth seminar, the answers should be known.

c. Development of Caribbean Case and Teaching Materials. If the pilot project is to be successful in changing attitudes and practices of Caribbean managers, it needs in its symposia and seminars (a) to demonstrate that modernized methods of doing business are relevant to the Caribbean and (b) to show this relevance in organizational settings and in environments with which the managers can readily identify. For this reason, the pilot project will supplement existing cases and materials on European, North American and Japanese businesses and the existing materials on other third world businesses with well written cases on Caribbean business problems. These cases will focus on companies of various sizes which are using new business methods or which have problems that could be handled effectively with new management approaches.

Good case development is a time-consuming, demanding, and costly endeavour. In this Pilot Project there will be time, resources and the opportunity to develop cases for the four symposia and the five seminars. This case development effort, however, is viewed as part of the overall experimental nature of the pilot project; hence liberties will be taken with standard practices so as to test enough different case method approaches in the seminars to maximize the chance that formats appropriate to the Eastern Caribbean scene will be found.

2. Strengthening Existing Management Education Programs. This component will consist of the following additional efforts to probe for insights into the proper nature of a long-term management training program for the Caribbean.

a. Conferences on Management Education and Development in the Third World. The purposes of these conferences are: (i) to focus attention in the Caribbean on the role that management education can play in the continuing economic development

of the region; (ii) to stimulate within the private sector, and within the management education community in particular, a heightened concern for the further professionalization of management education, and (iii) to underscore the reality that relevant management education requires dynamic interaction between the management education and the business communities.

The first conference will be held at UWI/Cave Hill in mid-1987 and the second in Antigua in mid-1988. The conferences will consist principally of a series of prepared papers and panel discussions with a keynote speaker. The sessions will be carefully structured and the papers will be prepared by invitation. While both conferences will serve as fora for a sharing of views among the various interest groups, the second one will also assess the pilot project's progress over the past eighteen months with special emphasis on evaluating the efficacy and relevance of the case method and other problem-solving approaches.

Attendance at the conferences will be by invitation. Approximately twenty-five people will participate in each conference with approximately one-third of the attendees being management educators from within the Caribbean region, one-third management educators and managers from outside the region, and one-third Eastern Caribbean managers along with selected labor representatives and officials from the Eastern Caribbean public sector.

The prepared papers will focus on the nature of professional management education, approaches to delivering relevant professional management educational activities and/or the interrelationships between management education and development. After the conference, the papers will be published.

b. Institutional Assessments, Curricula Review and Development. The pilot project will not offer courses for undergraduate or graduate students in business administration or programs for lower level managers. UWI/CH is the only degree granting management education institution in the region. While the pilot project is primarily concerned with the development of new interventions for the existing managerial base, it is also important that new entrants to the management ranks have the best possible preparation. This will be increasingly true as the current class of top managers retires and needs to be replaced and as business enterprises in the region expand.

To ensure that this is the case, the Pilot Project will conduct an institutional assessment and a review and evaluation of the relevant curricula, teaching materials and methods at UWI. Similar assistance will also be provided on a reduced scale to BIMAP and CARICAD as reflected in the detailed project budget (Annex O). Other Eastern Caribbean management education/training institutions may be included in the institutional assessment exercise within the confines of the budget line item for said activity. The UWI exercise will be conducted in collaboration with its External Examiners and effective use will be made of their services in reviewing the curricula. The composition of the assessment teams will be determined in consultation with the named institutions - UWI, BIMAP, and CARICAD - and will be based on the competencies required to effect a complete analysis and appraisal of the respective curricula.

At the end of this assessment, the Project Implementation Unit will meet with the relevant faculties to discuss the changes and improvements that appear to be most appropriate to enhancing the institutions' capabilities to deliver top quality management education. The team will work with the dean and faculty members of the Department of Management Studies at UWI to assist them in developing new curricula, materials, and methods based on the case and related action-oriented methods of teaching management. This assistance will be particularly relevant to the development of UWI's post-graduate diploma program for present top, senior and middle level managers who can take the course while remaining on the job, through the UWIDITE system.

c. Case Development Workshop for Existing Institution Faculties. Respondents to the CAIC Assessment study expressed a strong need for managers trained skillfully to apply sound business principles and techniques to management problems. The case method, as noted above, is a prime pedagogical method designed to encourage the development of this kind of practical and applied managerial thinking. The use of the method, by definition, implies in turn a need for the development of local cases that deal with those contemporary management problems that are of special relevance to the Eastern Caribbean region.

Case development is a skill usually acquired through apprenticeship or through workshops. The latter method is generally more efficient. The pilot project will sponsor a series of workshops in case development and writing techniques at UWI for faculty of existing management training programs and for any others who may wish to become involved in the writing of cases relevant to the problems of private enterprise in the Eastern Caribbean. The purposes of such workshops are (1) to train persons to research,

write and edit quality cases and teaching guides for the purposes of management training and (2) to enlarge the pool of relevant management cases available for management training in the region.

The proposed case development workshop will be composed of four phases. The first and longest, a residential phase, will focus on the relationship between curriculum design and cases, ways of conducting research for cases, approaches to case writing, and the design and development of case teaching guides.

At the end of this seminar each participant will have identified some tentative case leads. Several weeks later phase two will begin. In this phase, each participant will bring to the workshop a concise statement of the purposes(s) of a case of his choice and an introduction, conclusion, and detailed outline of the case.

Phase three will be held a month later and will focus on the actual cases and teaching guides that the participants had developed. The cases will be analyzed and critiqued by peers and the instructors. Phase four of the workshop will be held six to nine months later. Each participant in this phase will bring at least one newly developed case with teaching guide for examination and critique. The primary purpose of phase four is (a) to encourage the participants to view case writing as a continuous experience and (b) to encourage the sharing of teaching information and views among peers.

d. Teaching Workshops. Managing a business requires an action oriented approach to problem solving. Lectures and other traditional teaching methods are useful for the transmittal of knowledge about various functional skills. They are limited, however, in their capacity to develop decision-making capabilities. This requires a more experimental learning approach.

The pilot project will utilize the teaching workshops approach to modifying pedagogical techniques by conducting a series of such workshops at UWI. The emphasis will be on effectively using cases, exploring other experimental methods and improving lecture presentations and other traditional instructional methods. The strongest emphasis of the workshop will be on the case method and on providing teachers and trainers with added exposure to this method of enhancing managerial decision-making skills. The case method is given priority due to its ability to cause managers to think through strategies versus memorizing formulas. The teaching workshops will enhance the abilities of instructors from local and regional institutions to use cases effectively in the development and training of students and managers.

e. Publications. As noted above, the papers prepared for the Conference on Management Education and Development in the Third World will be published. To maximize their potential use and impact, the Pilot Project will also regularly publish selected management cases and other training materials of quality and relevance. This will facilitate the dissemination of these materials to a broader audience both within and outside the region, including key representatives of the private sector, those public sector officials important to private sector development, the existing management training institutions, and the participants as alumni of the symposia, seminars, conferences, and workshops. Such publications should include but not be limited to the products of the symposia, seminars, conferences, and workshops. These publications will give added focus to the purpose and force to the achievements of the Pilot Project.

3. Evaluation and Review

As discussed in detail in Section VIII, "Evaluation", the pilot project by virtue of its experimental nature will have an ongoing evaluation of its activities as an integral project component. In addition, the design also calls for two joint reviews of the UWI/Mona and UWI/Cave Hill projects which are being financed by USAID/Jamaica and RDO/C respectively.

a. Evaluation

The principal evaluation instruments include questionnaires and interviews designed to provide both quantitative and qualitative measures of: (a) participation; (b) attitudes, before and after; (c) effects on participants at intervals after participation; (d) opinions of participants' firms and superiors where employed; (e) extent and value of collaboration received from relevant Eastern Caribbean persons and institutions; (f) volume of production of teaching materials related to the time required; (g) media attention; (h) curricula, teaching materials and pedagogical modifications made during implementation of the pilot project; and (i) a survey of regional private and public sector leaders, including but not limited to the Council for Management Development in Barbados and the Eastern Caribbean, to be conducted toward the end of the pilot project, focusing on which interventions will have appeared by then to be the most promising. The issue of whether a graduate management education program should be developed will be studied under this component and discussed at the joint Barbados-Jamaica reviews.

b. Joint Barbados-Jamaica Review

As discussed previously, both RDO/C and the USAID Jamaica Mission have designed projects to be carried out by UWI which focus on strengthening undergraduate level management training, and finance the development of case studies. To ensure that duplication of effort is avoided and cooperation promoted, two joint reviews of the project progress will be conducted, one in late 1987 and the other in late 1988. The first meeting will provide a forum for an initial sharing of views regarding the respective projects' progress after approximately a year of project activities. Subsequent to the submission of the final evaluation report, a second meeting will be convened to reflect upon the experience and lessons learned from both projects prior to either USAID/Barbados or Jamaica proceeding with an additional phase or follow-on project. Careful consideration will be given at this time to a joint follow-on project.

4. Project Organization and Management

The grantee and implementing agency for the project will be the University of the West Indies (UWI) at Cave Hill (See Figure 1). An Officer within UWI such as the Pro Vice-Chancellor or the Dean of the Faculty of Social Sciences will be designated as the Grantee's Principal Representative. This individual will sign the Project Agreement, will have overall responsibility for project implementation and will be called upon to make major policy decisions regarding the project's direction.

A Project Implementation Unit, consisting of a Project Manager and a team of management professionals, will be established at the Cave Hill campus of UWI. The Unit will be responsible for planning, designing and implementing all of the project activities. The Project Manager, contracted directly by UWI and resident at Cave Hill, will be assigned to the project on a full-time basis and will have day-to-day administrative responsibility for project activities. In addition, he/she will be the principal liaison officer and professional representative on all project implementation matters. The chosen individual should have an outstanding record of effective service either as a faculty member of a management training institution or as a successful manager of private enterprises, and should have relevant Caribbean experience.

The Project Manager will be assisted in his duties by a team of management professionals who will be responsible for the design and implementation of all substantive project components. One member of the team will be contracted by U.W.I. The other

members of the team will be provided under a competitively awarded host country contract between UWI and a U.S. university, a consortium of universities, a management consulting firm or any mixture therein. The U.S. members of the team will consist of both long and short-term technical experts with extensive management education and private sector experience. The long-term assistance will be assigned on a full-time basis to the UWI Project Unit in Barbados with the short-term U.S. consultants to assist with implementation of project activities on an as needed basis. The distribution of responsibility among the three long-term contractors will be as follows: development of case materials and general research, pedagogy and administration, and specialized management training. On the recommendation of the Project Manager, other management professionals may also be coopted. This team will report directly to the Project Manager. The relationship of the U.S. contract team to the Project Manager, its role in the Project Implementation Unit, and the lines of authority and control by UWI of the contractor will be clearly delineated in the contract.

In addition to the above personnel, an administrative assistant will be assigned to the Unit on a full-time basis. This individual will be responsible for monitoring project expenditures on behalf of the Project Manager, submitting receipts and other documentation to the Finance Office, UWI in a timely manner and providing administrative and logistical support to the Project Unit. (See Annex P for the job descriptions of the long-term members of the Project Implementation Unit.)

The Project Implementation Unit, and more particularly the Project Manager, will also be responsible for liaising with the participating management training institutions (i.e. UWI, BIMAP, and CARICAD). These counterpart institutions will designate one of their staff as their official liaison with the Regional Management Training Pilot Project. Based on an analysis of their respective capabilities and the demands of the task at hand, the Project Unit will call upon the designated staff of these counterpart institutions on an as needed basis to assist in the planning and design of the project activities. They will be expected to collaborate with and complement the Project Implementation Unit to ensure that the symposia, seminars, and conferences are responsive to the needs of the targeted audiences.

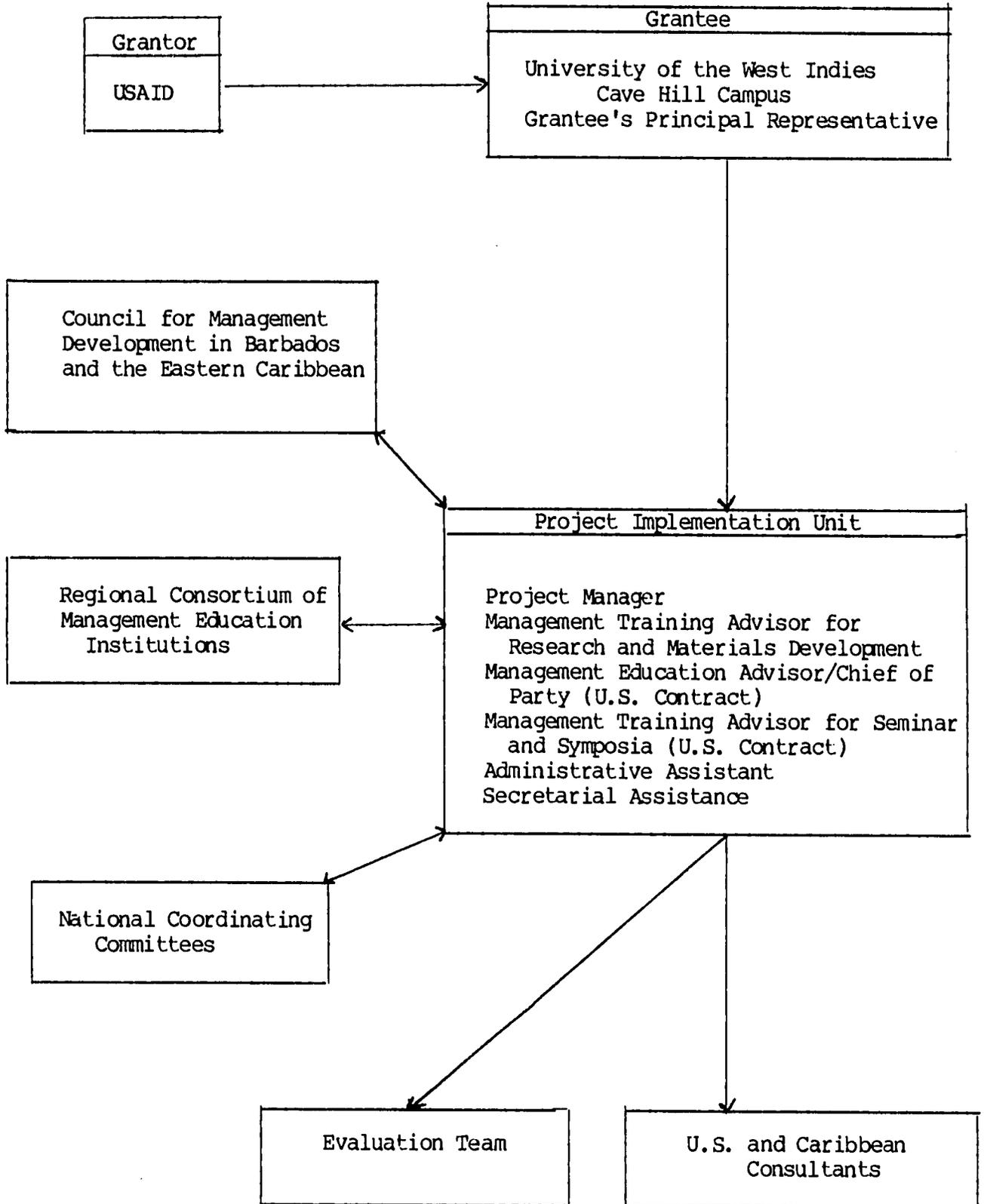
Additional responsibilities of the Project Unit will include the contracting of short-term U.S. and Caribbean professionals, other than those provided for by the Contract Team, who are to be involved in the design and implementation of certain components. The Unit will also be tasked with liaising and coordinating with the Council for Management Development in Barbados and the Eastern Caribbean and the Consortium of Management Training Institutions as described below.

The Project Implementation Unit will be assisted in the planning and design of project activities by the Council for Management Development in Barbados and the Eastern Caribbean which will be composed primarily of representatives from the private sector. Minority representation will be given to parastatal industries, the regulatory public sector and labor. This council will be formed out of the initiative of the Management Education Committee ("Task Force") which it will replace and will be representative of the OECS countries and Barbados. The Council will be responsible for participating in all major policy decisions and for communicating with members of the private sector, labor and the public sector.

The Project Implementation Unit will cooperate with the "Task Force" in bringing about a consortium of management educational institutions comprised of the schools in the region offering management training. This Regional Consortium of Management Education Institutions will have as its initial purposes: (1) to facilitate liaison of these institutions with the Pilot Project; and (2) to coordinate their mutual self-improvement efforts in such areas as joint research and teaching materials development activities.

The National Coordinating Committees (NCCs) to be established under AID's Small Enterprise Assistance Project will serve as the facilitators for the project at the national level in the OECS countries. These committees are designed to be representative of a cross-section of local private sector interests and therefore will provide the proper forum for publicizing, eliciting participation and evaluating the management education activities proposed under this pilot project.

Figure 1
Project Organization and Management



III. COST ESTIMATE AND FINANCIAL PLAN

A. Component Cost Summary

The following table summarizes the AID-financial costs of the major project components and implementing entities:

Table 2
REGIONAL MANAGEMENT TRAINING PILOT PROJECT COST SUMMARY

	(US\$'000)
Project Implementation & Management	1,615
Pilot Management Training Activities	219
Strengthening Management Education	279
Review and Evaluation	206
Contingency	224
U.W.I. Service and Admin.	157
TOTAL	2,700

B. Financial Plan

Table 3 estimates the level of expenditures over the project's 30 month life, covering the fiscal years FY86 to FY89. The budget clearly reflects the three phases of the project as discussed in the Implementation Analysis in Section IV.A. with the majority of the project funds being expended in FY87 and FY88. There is a marked decrease in expenditures during FY89 which can largely be attributed to the fact that the project will be completed five months into that year with the majority of the pilot activities having taken place in the previous two years.

The project costs by major components and implementing entities as summarized above (Table 2) and displayed in greater detail in Table 3 and Annex N, "Detailed Project Budget", indicate that 60% of the project funds will be expended on Project Implementation and Management, 8% on Pilot Management Training Activities, 10% on the strengthening of UWI and, to a lesser extent, other management education institutions, 8% on Evaluation, 8% is allocated for Contingency and 6% for U.W.I. Service and Administration costs.

Given that this is a pilot project primarily designed to test both the efficacy of certain training materials and approaches and the effective demand for such training services, it would appear that the expenditures for pilot activities are relatively low when compared to those for Project Implementation and Management.

However, a significant proportion of the costs of the latter, particularly those relating to the long-term technical assistance provided under contract with a U.S. firm or institution, can be directly attributed to the planning, development and implementation of the pilot activities. Other expenditures subsumed under the rubric of Project Implementation and Management include the Project Manager, the Management Training Advisor for Research and Materials Development, the travel and per diem for ten members of the Council for Management Development in Barbados and the Eastern Caribbean to attend conferences and reviews conducted under the project, and office and secretarial costs of the Project Unit.

The \$183,100 to be expended for the four symposia and five seminars will cover the travel and per diem for 20 participants in the former instance and 15 in the latter. The underlying assumption is that approximately five individuals from the sponsoring country will attend each of the sessions bringing the total participants to 25 and 20 respectively and thus they will not require travel and per diem. Short-term technical assistance, contracted directly by UWI as well as by its U.S. contractor, and rental of facilities are also covered under this heading. The Case Development line item in conjunction with the Management Training Advisor for Research and Materials Development should provide for the preparation of approximately 20 cases.

Five items are accounted for under the "Strengthening of Management Education" component: Two conferences with 25 participants each, Institutional and Curriculum Assessments and Curriculum Revision, the Case Development Workshop to be conducted in four phases, the Teaching Workshop, and the Publication of Case and Conference Materials. Provision has been made under each line item for the contracting of short-term assistance both by UWI and its U.S. contractor.

The Review and Evaluation of the pilot project accounts for the remainder of the budgeted project expenditures. Approximately \$206,000 has been allocated for the ongoing evaluation of the project and the two Jamaica-Barbados reviews.

UWI administration and service charge is calculated as ten percent of total costs, excluding U.S. contract costs. It is expected that this charge will cover adequate and efficient processing and recording of project funds by the UWI Finance Office.

Under Table 4, Regional Management Training Pilot Project Cost Estimate and Financial Plan, the UWI counterpart contribution will be in-kind in the form of office space and the general participation of its staff in planning and design project activities

Table 3
PROJECT EXPENDITURES BY FISCAL YEAR*
(U.S. \$=000)

	FY 86		FY 87		FY 88		FY 89		TOTAL	
	AID	UWI								
PROJECT IMPLEMENTATION AND MANAGEMENT										
1. UWI Direct L/T TA	25	15	185	30	197	35	55	15	462	95
2. U.S. Contract L/T TA	-	-	500	-	570	-	63	-	1133	-
3. Management Council	-	-	5	-	10	-	5	-	20	-
Subtotal	25	15	690	30	777	35	123	15	1615	95
PILOT MANAGEMENT TRAINING ACTIVITIES										
1. Symposia	-	-	39	-	39	-	-	-	78	-
2. Seminars	-	-	42	-	42	-	21	-	105	-
3. Case Development	2	-	16	-	14	-	4	-	36	-
Subtotal	2	-	97	-	95	-	25	-	219	-
STRENGTHENING MANAGEMENT EDUCATION										
1. Conferences	-	-	31	-	31	-	-	-	62	-
2. Institutional Assessment & Curricular Development	7	-	54	60	47	60	20	18	128	138
3. Case Development Workshop	-	-	19	-	34	-	-	-	53	-
4. Teaching Workshop	-	-	3	-	23	-	-	-	26	-
5. Publications	-	-	2	-	4	-	4	-	10	-
Subtotal	7	-	109	60	139	60	24	18	279	138
REVIEW AND EVALUATION										
1. Review and Evaluation	-	-	38	-	114	-	54	-	206	-
Subtotal	-	-	38	-	114	-	54	-	206	-
TOTAL	34	15	934	90	1125	95	226	33	2319	233
CONTINGENCY										
U.W.I. Service and Admin.	15	-	85	-	85	-	39	-	224	-
	6	-	57	-	72	-	22	-	157	-
GRAND TOTAL	55	15	1076	90	1282	95	287	33	2700	233

* Agreement signed in final quarter of FY 86, major funding requirements occur in first quarter of FY 87.

Table 4

SUMMARY COST ESTIMATE AND FINANCIAL PLAN
(U.S. \$'000)

COMPONENT	AID		UWI		TOTAL
	FX	LC	FX	LC	
Project Implementation and Management	1133	482	-	95	1,710
Pilot Management and Training Activities	-	219	-	-	219
Strengthening Management Education	50	229	40	98	417
Review and Evaluation	206	-	-	-	206
Contingency	178	46	-	-	224
U.W.I. Service and Admin	-	157	-	-	157
TOTAL	1567	1133	40	193	2933

on a part-time basis. The latter contribution also applies in the case of BIMAP and CARICAD who will be providing similar assistance. The major source of funding for the pilot activities other than that provided by AID will come from the project's participants. The fees collected by UWI from the seminar and symposia participants will be used to provide additional financing for project activities. For planning purposes, these reflows have been allocated to the Curriculum Development line item in the budget. Fees to attend and participate in the symposia and seminars reflect current market rates and will start at \$900 for the first seminar and \$600 for the first symposium. These may be increased incrementally to test the participants' "willingness to pay". Based on the initial fees, the pilot activities have the potential to generate \$138,000 in fee revenue if they are fully subscribed. (See rate analysis in Annex B.)

C. Methods of Implementation and Financing

Table 5
REGIONAL MANAGEMENT TRAINING PILOT PROJECT FINANCING MECHANISMS

<u>PROJECT ACTIVITY</u>	<u>RECIPIENT</u>	<u>METHOD OF FINANCING</u>	<u>U.S. \$'0000</u>
1. All Activities (excluding 2 and 3 below)	UWI	Direct reimbursement by AID-RDO/C with 90-day maximum revolving advance.	1,144
2. Long-term and short-term technical assis- tance for project implementation	U.S. organisation under HC contract	Federal Reserve letter of credit if contractor is educational organisation or Direct reimbursement by AID-RDO/C supported by letter of committment if contractor is private sector firm.	1,133
3. Evaluation	U.S. organisation under AID IQC	As for (2)	199
4. Contingency	-	-	<u>224</u>
		TOTAL	2,700 =====

As displayed in Table 5 above, all of the project activities except the U.S. contract team and two of the three man evaluation will be financed by AID on a cost reimbursement basis and as an educational institution, UWI will be eligible for an advance of funds under AID regulations. The advance will cover projected expenditures for the upcoming 90 days and will be replenished monthly upon submission by UWI of a claim for reimbursement of costs incurred.

The US technical assistance team will be contracted by UWI but payment will be made direct by AID. The method of payment will be either by Federal Reserve Letter of Credit or direct reimbursement depending on the nature of the organisation.

Two members of the evaluation team will be funded out of the project budget but will be contracted and paid directly by AID.

IV. IMPLEMENTATION PLAN

A. Implementation Analysis

The Regional Management Training Pilot Project is a two and a half year project with a PACD of January 31, 1989. The project is divided into three components involving a total of eight subcomponents or activities. The implementation schedule (see Table 6) reflects the necessary actions for undertaking and evaluating these activities, the timing of which can essentially be disaggregated into three periods: the initial eight (8) month start-up phase, the eighteen (18) months of project activities, and the final four (4) months of project review, evaluation and recommendations for a possible follow-on project.

The initial phase will involve the contracting of the necessary staff for the Project Implementation Unit including the Project Manager, three long-term professionals, and the secretarial and administrative support staff. The Evaluation Team will also be procured at this time in order to permit the development of the evaluation instruments, the latter to be designed in collaboration with the Project Implementation Unit. The development of cases and training materials for the symposia and seminars will begin in January 1987 in preparation for the second phase of the project. The assessment of the institutional capability and curricula of UWI, BIMAP, and CARICAD will also be undertaken during this period in order to develop benchmarks for the institutional strengthening component of the project.

The eight core pilot project activities will be undertaken during the project's second phase which will last eighteen months. During this period 4 symposia, 5 seminars, 2 conferences, 1 case development workshop consisting of four phases and 1 teaching workshop will be conducted at staggered intervals and 3 sets of publications issued. Ongoing activities will include the completion of the development of case and training materials begun during the first phase, and the revision of the curricula, materials and methods of UWI and, to a lesser extent, BIMAP and CARICAD. The first joint Jamaica-Barbados will also be conducted during this period.

October 1988 will mark the beginning of the final phase of the project during which the project's activities will be evaluated in order to determine whether or not there should be a long-term project supported by A.I.D., and of what such a project, should the data support one, consist. During this period the Evaluation Team

Table 6

REGIONAL MANAGEMENT TRAINING PILOT PROJECT
IMPLEMENTATION SCHEDULE

- | | | |
|------------|---|--|
| July 86 | - | Project Authorized and ProAg signed with UWI |
| August 86 | - | RFTP for U.S. Contract Team Advertised by RDO/C |
| | - | UWI Advertise for Project Manager, One Long-term Management Training Advisor and Support Staff |
| October 86 | - | Proposals for U.S. Contract Team Received and Evaluated by UWI |
| Nov. 86 | - | Contract for U.S. Team Awarded by UWI |
| | - | Project Manager and Long-Term Advisor Contract Awarded by UWI |
| | - | Procurement of Evaluation Team by RDO/C |
| Dec. 86 | - | U.S. Contract Team Mobilizes (2 l/t in Barbados) |
| | - | Evaluation Team Mobilizes (3 at intervals) |
| | - | Project Implementation Unit Established |
| Jan. 87 | - | Evaluation Team Develops Evaluation Instruments |
| | - | Begin Development of Case and Training Materials |
| Feb. 87 | - | Review and Revision of UWI, BIMAP, and CARICAD Curricula Begins |
| April 87 | - | First Symposium Held |
| May 87 | - | First Seminar Held |
| July 87 | - | First Conference Held |
| August 87 | - | Second Symposium Held |
| | - | First Set of Publications Issued |
| Sept. 87 | - | Second Seminar Held |
| | - | Phase One of Case Development Workshop Completed |
| | - | Review and Revision of UWI, BIMAP, and CARICAD Curricula Completed |
| Oct. 87 | - | Teaching Workshop Held |
| | - | Phase Two of Case Development Workshop Completed |
| | - | Development of Case and Training Materials Completed |

- Nov. 87 - Phase Three of Case Development Workshop Completed
- Dec. 87 - Third Symposium Held
- First Joint Jamaica-Barbados Review
- Jan. 87 - Third Seminar Held
- Second Set of Publications Issued
- April 88 - Fourth and Final Symposium Held
- May 88 - Fourth Seminar Held
- Phase Four of Case Development Workshop Completed
- July 88 - Fifth and Final Seminar Held
- Aug. 88 - Second and Final Conference Held
- Sept. 88 - Third and Final Set of Publications Issued
- Oct. 88 - Evaluation Team Prepares Final Evaluation Report
- Dec. 88 - Final Joint Jamaica-Barbados Review
- Recommendations for Follow-on Project Discussed
- Jan. 89 - PACD

will return to analyze the data collected with the various evaluation instruments and prepare a final evaluation report. The final joint Jamaica-Barbados review will be held to review the experience and lessons learned of the two management training projects implemented by UWI/Cave Hill and UWI/Mona and supported by the two USAID missions in Jamaica and Barbados. The Evaluation Team's recommendations for follow-on activities will be discussed in various regional and national fora including the aforementioned review, the Council for Management Development in Barbados and the Eastern Caribbean, the Consortium of Management Education Institutions, the National Coordinating Committees, RDO/C, and other relevant parties.

B. Procurement Plan

Procurement of goods and services under this project will be conducted in accordance with AID rules and regulations contained in Handbook 11, Host Country Contracting, with the only exception being the two members of the evaluation team as discussed below.

1. Commodities

Responsibility for commodity procurement will be handled in the following manner:

- o The University of West Indies and the U.S. Contract Team will acquire all commodities needed to support the Project Implementation Unit (microcomputers, office equipment, research materials etc.) in accordance with AID's procurement regulations.

2. Technical Assistance

a. UWI

UWI will be responsible for the following procurements of technical assistance:

- o The Project Manager and the Management Training Advisor for Research and Materials Development will be contracted by UWI for the 30 month life-of-project. The chosen individuals will be nationals of the U.S. or eligible Caribbean source countries noted in the Geographic Code section. The necessary qualifications for the long-term positions are discussed in Annex P, Job Descriptions for Long-term Personnel. Although Handbook 11 procedures permit informal

competition, the Grantee will place advertisements in the local media and solicitations of interest from individuals believed to be qualified and available will be accomplished by UWI in order to identify a reasonable number of candidates. These contracting actions are to be completed in November 1986.

The U.S. Contract Team with 48 months of long-term and 13 month of short-term technical assistance will be contracted by UWI. These person months along with those of the Project Manager and the Management Training Advisor for Research and Materials Development will be used to plan, design, and implement the eight pilot activities. The contractor will be selected by UWI from among those responding to a RFTP to be published in August 1986. Proposals are due in October, with contracting to be completed in November.

Twelve months of additional short-term technical assistance, including 3 months for one member of the three man evaluation team and 1 month of short-term evaluation/consultation assistance, will be contracted by UWI on an ad hoc basis to assist with the implementation and evaluation of the project activities. (See Detailed Budget, Annex O for breakdown). This assistance is separate from that provided under the U.S. Contract. The probable source of this UWI short-term technical assistance will be United States or the eligible Caribbean countries. In order to respond to the need for quality keynote speakers, etc., sole source and possibly salary waivers may be necessary.

b. RDO/C

RDO/C will be responsible for the following technical assistance procurement:

- o Two members of the three man evaluation team, (i.e. 9 months of short-term technical assistance to be provided in the initial and final phases of

the project) will be contracted by RDO/C. These person months will be used to develop the evaluation instruments. The evaluation team will in turn be responsible for evaluating the eight pilot activities in order to determine whether and how a longer-term project should be initiated. These two individuals will be contracted under an Indefinite Quantity Contract (IQC) using one scope of work and three work orders in order to refine the scope of work as the various stages of evaluation occur.

V. MONITORING PLAN

A. AID Responsibilities

The Health, Population and Education Office (HPE) of RDO/C will manage the Regional Management Training Pilot Project. The Senior Education Project Manager (SEPM) under the supervision of the Chief of the HPE Office will directly monitor the actions of the Grantee's Principal Representative and the Project Implementation Unit. Items to be used for monitoring purposes include the following: quarterly project reports; forward work plans; periodic reports prepared by the U.S. Contract Team and any additional short-term technical assistance; the institutional assessments of UWI, BIMAP, and CARICAD to be conducted under the project; site visits of project activities underway; UWI's annual audit; the joint Barbados-Jamaica project reviews; and the final evaluation report.

The SEPM's routine monitoring tasks will include: 1) assuring the conditions precedent to disbursement are met; 2) performing the series of actions required in both the host country contracting of the Project Manager, the Management Training Advisor for Research and Materials Development, the U.S. Contract Team, one member of the Evaluation Team and the short-term technical assistance and in the AID direct contracting of members of the Evaluation team; and, 3) certifying the actions necessary in connection with AID payments.

The SEPM will be assisted in his efforts by RDO/C's Project Committee, including the Controller, the Regional Legal Advisor, the Regional Contracting Officer, the Social and Institutional Analyst, the Project Development Officer, and the Private Sector Officer. The SEPM and other Committee members will be responsible for: 1) overseeing UWI's compliance with AID's policies, procedures and regulations; 2) ensuring the timely and coordinated provision of AID financing and inputs; 3) supporting UWI's efforts regarding the effective utilization of resources and accurate forecasting of future problems; 4) identifying implementation issues and problems; 5) collecting data and information for subsequent AID project analyses and developing an historical record of implementation for the official AID project files; and 6) preparing quarterly reports for Mission and AID/W review.

B. UWI Responsibilities

The Project Manager under the supervision of UWI's Principal Representative will submit quarterly progress reports

which indicate progress against the six month work plans submitted at the beginning of period, and revisions and new work plans for the next six months. In addition, the Project Manager will submit the periodic reports prepared by the U.S. Contract Team and any additional short-term technical assistance; the institutional assessments of UWI, BIMAP, CARICAD and other management education/training institutions in the Eastern Caribbean to be conducted under the project; and UWI's own financial audit which is conducted annually by an independent public accounting firm.

An adequate data and informational data base on which to identify short and long term management training needs and cost estimates is seen as an essential element of this pilot activity. The Project Implementation Unit in collaboration with the Evaluation team and RDO/C's Private Sector Evaluation Contractor will develop such a data base with which to track the project's progress and feed into the evaluation process. The data base will contain a profile of the private sector in the target project countries of the OECS and Barbados. This will in turn serve as the basis for analyzing the structure of effective demand for training services by firm size and the ability/willingness of the firms to pay for such services. The development of such a profile will entail close tracking of the participants in the pilot project activities.

The successful implementation of this pilot project requires that the Project Implementation Unit actively and continuously involve members of the management community throughout the region in the project's activities. The Project Implementation Unit will need to be in frequent and regular contact with several categories of interested and concerned groups. These include key representatives of the private sector itself, those public sector officials important to private sector development, the management training institutions, and the project's participants as alumni of the symposia, seminars and workshops. Close communication will be maintained with the Council for Management Development in Barbados and the Eastern Caribbean, National Coordinating Committees, and the Regional Consortium of Management Education Institutions to solicit their views and advice and to encourage their continuing involvement in the project. Such communications and coordination are essential both to the initiation of the symposia, seminars and workshops, to their later evaluation, and to the formulation and implementation of any long-term program which may emanate from this pilot project.

VI. SUMMARY ANALYSES

A. Summary Technical Analysis

Of the interventions to be undertaken during this pilot project, the majority are of a single family, located at the core of the technology of teaching management skills both to present top and middle managers and to students preparing to enter the management profession. They are: (1) the four Symposia for top managers; (2) the five Seminars for senior managers; (3) the development of cases for these nine exercises; (4) the two Conferences on Management Education; (5) the institutional assessments and review of present curricula of E.C. business schools; (6) the case development workshops for business school faculty, and (7) the teaching workshops for said faculty.

Obviously the first three interventions relate to a highly practical policy and philosophy oriented approach to top management with the objective of swinging the weight of top management "opinion" in the region toward "scientific management" and securing a preponderance of adherents thereto and practitioners thereof. Special Caribbean "case studies" of the highest quality are to be developed and tailored to the requirements of these symposia and seminars. The fourth component, the Conferences on Management Education, serve as a "bridge" between top management, and the training institutions that can serve management in at least four critical ways: (1) as the sponsors of ongoing continuing education non-degree seminar programs designed to upgrade their middle management staffs, (2) to instill managerial skills in those of the firms' technicians who, while basically technicians or scientists, also have management responsibilities that they do not always adequately carry out; (3) as producers of entry level professional junior managers, and (4) as potential sponsors of continuing top management symposia as well.

The final three of the pedagogically oriented interventions involve the upgrading of the internal quality of instruction in the region's existing management education institutions by helping them convert to the "case method" and other action-oriented approaches to instruction. The "case method" is favored for its problem-solving approach. Cases cause managers to think through strategies and to become actively involved in the decision-making process, whereas more traditional approaches to management training are based on lectures in which the student is a repository of information and a memorizer of formulas but not

necessarily an active participant in the process. The former approach more closely simulates the working place environment and hence is more relevant to the needs of managers receiving in-service training. The assumption is that converting E.C. business school curricula and teaching methods to the "case method" will be the best way to maximize their contribution to raising regional managerial skill levels to world class standards. In addition to its success in the U.S., the "case method" has proven to be an effective approach in a number of developing countries as well. The issue is: can it also be successful in the E.C.? Interventions five, six and seven are intended to shed light on this question.

The most effective approaches to evaluating these management training and development interventions rely not on one instrument but on clusters of instruments that have been carefully designed and that collectively provide information that is indicative and in which one can have confidence. These instruments will: (a) help collect baseline information about the target groups, (b) suggest places where the management training and development activities should be modified and/or improved and (c) clearly indicate how participants perceive their experiences. The greater the number of carefully and appropriately designed instruments that are used, the higher the confidence one can have in the conclusions drawn from the evaluation of the various activities.

B. Summary Financial Analysis

One of the principal aims of the proposed Regional Management Training Pilot Project is to test the regional demand for management training and to assess the willingness of organizations and individuals to pay the costs of participation. This financial analysis addresses the issue of fees charged to symposia and seminar participants. The other important financial aspect of a non-revenue generating project is the implementing agency's funds management. This has been addressed in the Administrative Analysis.

Participants of both the symposia and seminars will be charged fees to assess their "willingness to pay" - one of the principal aims of the pilot project.

Three difference-bases were considered in determining what amount participants should be charged. These were:

- i by arbitrary decision
- ii in line with market rates
- iii to recover costs

It was accepted that the cost recovery option would be preferable but as this is a short-term program with high start-up costs it would not be practical to use this basis. Thus the market rate option has been adopted as being the basis most suited to this pilot project.

The pilot activities were compared to other existing management programs. On this basis participants will be charged a tuition fee, excluding travel and accommodation, of \$600 for the symposia and \$900 for the seminars. (See Annex B for discussion.)

C. Summary Economic Analysis

Education projects pose a dilemma for economists because the benefits of educational training are not easily quantified. This project, because of its short-term experimental nature, poses even greater problems. It represents one major step toward a program capable of yielding quantifiable economic results but is not one, in and of itself. Its function is the testing of various approaches for management improvement. Neither incremental costs in the usual sense, nor incremental benefits and thus internal rates of return can be calculated, although the end goal of the project is to develop a follow-on project whose objective is to increase the rate of economic growth and productivity in the Eastern Caribbean, which will in turn create employment, and increase profits, wages, and foreign exchange earnings.

A follow-on project, if it occurs, will be similarly difficult to analyze. The preferred method to judge whether a follow-on project produces an acceptable rate of return would be to quantify the increase in production and productivity anticipated in the export-related and tourism sectors. While the link between better trained managers and increased productivity in the export-oriented agriculture, light manufacturing and tourism sectors is quite real, economic effects on the sector are indirect and diffuse. It will be difficult, therefore, to quantify with any sense of reasonable accuracy, the direct effect the graduates of the management training programs may have on production and productivity.

As part of this pilot project, an independent evaluation team will design testing instruments which attempt to measure the impact of the training on the productivity of the graduates. On the basis of these crude productivity measures, several scenarios will be posited on the project's impact on the increased value added in the export and tourism sectors. In turn, the increased value added in these sectors will be translated into estimates of increased employment and increased wages. The increased wages will be used to

estimate the major benefits in an internal rate of return analysis of the follow-on project. In addition, benefits arising from increased profits and "external benefits" will be included to capture those benefits not included in the wage benefit. Although the lack of good quality data and the usual ex-ante nature of some of the assumptions and estimates will preclude a definitive answer on the precise return the economy may expect from the follow-on project, the exercise will be useful because it will provide a sense of the "order of magnitude" of the proposed project. It may show, for example, that the proposed follow-on project to alleviate the human resource constraint to growth has costs that may be so large, relative to the anticipated benefits, that the project may not be acceptable, given other alternative uses for the funds. On the other hand, the proposed follow-on project may make possible increases in productivity such that private enterprise in the Eastern Caribbean company by company, and in the aggregate, will produce products which are more competitive in world trade and will in turn create employment and increase profits, wages and foreign earnings.

D. Summary Institutional Analysis

Several institutions in the Eastern Caribbean provide various management training services. These include the many tertiary level institutions such as Community Colleges, Technical Colleges and UWI University Centers established in the non-campus Caribbean countries which support the University. In addition, National Chambers of Commerce and Manufacturing Associations also offer practical training courses in specific areas as needs arise while the Secretariat of the Organization of Eastern Caribbean States (OECES) offers in-service training programs in administration related to its needs.

However, there are four major institutions in the Eastern Caribbean which provide management training services. These are:

- A. The University of the West Indies, Cave-Hill Campus (UWI/CH)
- B. The Barbados Institute of Management and Productivity (BIMAP)
- C. The Caribbean Centre for Development Administration (CARICAD)
- D. The Caribbean Association of Industry and Commerce (CAIC)

UWI/CH. The University of the West Indies' Department of Management Studies at Cave Hill now offers undergraduate degree programs in Accounting, Management and Public Administration with the following six majors: Accounting, management, public administration, public administration and the law, economics and accounting, and economics and management. These six degree offerings are very popular and the University has not been able to come close to meeting demand. For example, this year, of 312 applicants in the six categories, only 119 (i.e. 38%) could be accepted.

The UWI Department of Management Studies at Cave Hill also proposes to introduce this year both new graduate level Diploma and new Certificate courses in management studies and short, non-certified courses to meet the needs of special interest groups. The Diploma and Certificate courses are for persons who desire or whose firms require their upgrading as managers and for persons who undertook no formal management studies but work in management related areas. In addition, these courses are designed to meet the needs of owners of small and medium size businesses. The non-certificate, short courses are intended to cater to the needs of such groups as credit unions, cooperatives, hoteliers, and farmer organizations.

BIMAP's regular course offerings includes three kinds of management training programs addressed to the needs of the E.C. Region. Most of these courses are offered in Barbados and include only a small number of Eastern Caribbean managers.

- A. Classroom Training. Three month, 45 hour courses in the functional areas of management, offered three times each year. Fifty-four such courses are conducted annually. These courses are attended mainly by middle managers and supervisors.
- B. In-Company Courses focused on the problems of the particular company. Thirty-five of these courses are conducted annually.
- C. Seminar-Workshops for Top Managers. Three seminar-workshops are conducted annually.

In addition BIMAP provides training to middle managers and supervisors of Eastern Caribbean businesses through our AID-funded Regional Development Training Project.

CARICAD is a regional public administration training center with seven distinct kinds and levels of management training and research activities, from top management seminars to action-oriented research. Although concerned primarily with the public sector, CARICAD is interested in being active in management training appropriate to the private sector as well. All its programs are tailor-made for pre-identified needs.

CAIC provides training services to its members in all the E.C. countries through seminars, on-the-job training, and technical assistance. This institution acts primarily as a coordinator in arranging for the delivery of training opportunities, rather than play a major role in the actual conduct of training courses. The courses provided by CAIC range from those for top managers to those for entry level workers. The greatest emphasis is, however on the middle management and supervisory levels.

The Cave Hill Campus of the University of the West Indies (UWI/CH) was selected as grantee because of (a) its years of experience in providing technical and development assistance to Eastern Caribbean countries, (b) its record of successful implementation of AID-funded Projects and (c) the presence of a Department of Management Studies which can support the efforts of, and benefit maximally from the project.

E. Summary Administrative Analysis

The UWI/CH Campus is one of three campuses of the University of the West Indies (UWI). Founded as a University College of the University of London in 1948, and granted full autonomous status in 1962, the UWI, is supported by fifteen participating Caribbean countries, ten of which are Eastern Caribbean countries served by UWI/CH. It should be noted that in October, 1984, the UWI/CH Campus established an office of University services to coordinate better the University's resources in developing post-secondary programs in the Eastern Caribbean.

The UWI has a track record as Grantee and implementing agency for several AID-funded projects. The \$3.8 million Primary Curriculum Project aimed at improving the primary education environment in ten Eastern Caribbean Countries was implemented through the Cave Hill Campus. The final evaluation report pointed to the success with which this project used the Cave Hill Campus as a mechanism for the delivery of this regional project.

The UWI Cave Hill Campus will shortly become the grantee of the AID-financed Caribbean Justice Improvement Project. UWI/CH, acting through the Faculty of Law, is to be the recipient of a \$7.5 million grant to manage law revision and reform, law library development, training for legal personnel, publication of casebooks, and the establishment of a Textbook Revolving Fund for the OECS countries. The UWI Law Faculty will establish a Project Unit which will make sub-grants to, and execute contracts with, regional, sub-regional and national institutions and entities.

The experience of RDO/C in working with the UWI/CH Campus, however, suggests that at least two project implementation constraints need to be addressed. These relate to financial administration and the capacity of specialized divisions of the Campus to take on additional responsibilities.

During implementation of the Primary Curriculum Subproject issues arose related to whether UWI or AID regulations should apply in determining mileage and per diem rates. Provisions will be made in the Grant Agreement to respond to these issues of financial administration (See Annex L for details).

The UWI/CH Department of Management Studies established in 1983 from the Administration and Accounting Unit started in 1980, has a small staff which cannot be expected to implement a management training project without considerable technical and managerial assistance. In implementing the Primary Curriculum Subproject, it was necessary to establish a separate Project Unit in the Faculty of Education. Similarly, a Project Implementation Unit (PIU) will be established at the UWI/CH Campus to implement the Regional Management Pilot Project. The PIU will comprise a Project Manager appointed by UWI/CH, three full-time consultants (one directly contracted by UWI and the other two through a UWI host country contract with a U.S. firm or institution), an Administrative Assistant and a Secretary-typist. Additional support for the PIU will come from short-term consultants contracted by UWI and the U.S. contractor, staff of the UWI/CH Department of Management Studies, staff of BIMAP and CARICAD and a Council for Management Development in Barbados and the Eastern Caribbean. A team of independent external evaluators will be contracted separately by AID and UWI to review the project activities. (See details in Annex L).

F. Summary Social Analysis

Socio-Cultural Feasibility and Beneficiary Participation

The Regional Management Training Pilot Project was designed to meet expressed needs determined by regional institutions, educators and the proposed clientele. Collaboration on the essential thrust of this project occurred at an early stage in project design. That consultative process continued throughout the design involving the primary training institutions in the Eastern Caribbean - University of the West Indies, Barbados Institute of Management and Productivity, Caribbean Center for Development Administration, CAIC, and the Organization of Eastern Caribbean States.

These training institutions are taking the initiative to form themselves into a consortium. It is envisaged that this consortium will actively participate in the design and planning of sub-project activities as their individual expertise is needed. In addition, the institutions comprising the Consortium of Management Education Institutions will be members of the Council for Management Development in Barbados and the Eastern Caribbean. This Council is a standing body which serves as an advisory body to the Project. Its duties include monitoring project implementation and providing advice and general direction to the project.

Therefore, not only has it been insured that the major institutions involved in management training in the Eastern Caribbean were part of the collaborative process in the design of this project, but also they will continue to monitor project activities thus ensuring that the collaborative process continues throughout the life of the project.

II. Principal Beneficiaries

The principal direct beneficiaries of the project will be (a) senior and middle managers of large enterprises, and owners of small to medium enterprises in the OECS countries and Barbados; (b) the existing management training institutions being directly aided (i.e. UWI, BIMAP and CARICAD) and, through them, their clientele: faculty, continuing education "students", and students, per se, pursuing careers in business and industrial management. The greater overall impact of the project, however, will be the indirect benefits derived from new employment as a result of expanded enterprises, improved public services and new private investments, including foreign, domestic and mixed, encouraged by an improved human resources climate in which management is more effective and the work force more productive.

Also, women who are at present top and middle managers of large enterprises, and owners of small and medium enterprises will be given special opportunities, attention and consideration, with particular respect to their potential for playing leading roles in improving the environment for scientific management. Finally, young women will be encouraged to enter upon careers in management.

III. Social Impact and Spread Effects

A principal hypothesis of this project, based on the research of both the Task Force and the Assessment Team, is that improving the delivery capabilities of regional institutions (i.e. UWI, and to a lesser extent, BIMAP AND CARICAD) serving the various Eastern Caribbean territories, will have considerable impact on their clientele, the owners of enterprises and top and middle managers in the public and private sector. It is envisioned that the training modules will be adopted by these institutions and the techniques imparted in these modules will be institutionalized by territorial enterprises.

Secondly, it is recognized that many Eastern Caribbean businesses are successful, but not expanding. Hopefully, participation in project activities will cause them to think differently and improve their efficiency. As the project targets the top managers of the most successful enterprises, their adoption of new business techniques and attitudes should be replicated. Finally, the project seeks to emphasize the complementarity of the development roles of the private, public and parastatal sectors and to provide vehicles for exploring specifically what this means: shoulder rubbing opportunities through seminars, symposia, workshops and shared educational experiences, to exchange views, information, and cooperation in their drive toward the common goal -- even larger and stronger economies.

G. Environmental Determination

The purpose of the project is to conduct a number of management education and development "interventions" in order to determine their relative effectiveness in improving management skills, thereby increasing production and productivity in the economies of the Eastern Caribbean. Technical assistance and training financed under this project will be provided to private businesspersons and the participating institutions. Since these activities are deemed to have no adverse environmental impact, a negative determination is recommended. RDO/C received AID/W concurrence with this recommendation on May 2, 1986 as contained in the Environmental Threshold Decision in Annex F.

VII. CONDITIONS PRECEDENT AND COVENANTS

The following conditions precedent and covenants will be included in the Project Grant Agreement.

A. Conditions Precedent to Disbursement

1. First Disbursement

Prior to the first disbursement under the Grant, or to the issuance by A.I.D. of documentation pursuant to which disbursement will be made, the Grantee will, except as A.I.D. may otherwise agree in writing, furnish to A.I.D. in form and substance satisfactory to A.I.D.:

- (a) A statement of the name of the person holding or acting in the office of the Grantee, and of any additional representatives, together with a specimen signature of each person specified in such statement.

2. Disbursement for Project Activities Other than Technical Assistance

Prior to the disbursement of funds for project activities other than technical assistance, the Grantee shall, except as A.I.D. may otherwise agree in writing, furnish to A.I.D., in form and substance satisfactory to A.I.D.:

- (a) Evidence that a Project Manager mutually acceptable to both AID and Grantee, has been designated with appropriate delegations of authority and a supporting staff to effectively implement the Project;
- (b) A detailed implementation plan for the first year of Project activities which will be periodically updated; and,
- (c) An evaluation plan which describes the scope and methodology for continuous evaluation and end-of-project evaluation.

B. Covenants

1. Appointment of Project Manager and U.S. Contract Team. The Grantee covenants that the appointment of the Project Manager and the U.S. contract team of two long-term and various short-term consultants, all of whom will be contracted by UWI, will be undertaken in consultation with A.I.D. and will be subject to prior approval by A.I.D.

2. Appointment of Management Training Advisor for Research and Materials Development. The Grantee covenants that the appointment of the Management Training Advisor for Research and Materials Development who will be contracted by UWI will be undertaken in consultation with A.I.D.

3. Contracting Procedures. The Grantee, except as A.I.D. may otherwise agree in writing, covenants to obtain prior A.I.D. approval of all contracting actions and contract awards for procurements over US\$25,000. All contracting under the Project will be conducted in accordance with A.I.D. Handbook 11 regulations concerning Host Country Contracting.

4. Collection of Participant Fees. The Grantee, except as A.I.D. may otherwise agree in writing, covenants that it will collect fees from the participants in the symposia and seminars in accordance with current market rates which are further described in Annex I, Project Description, that these monies will be held in a separate account, and that any income generated from the fees will be used to further the purposes of the pilot project with prior A.I.D. approval.

5. Financial Administration. The Grantee covenants that appropriate measures will be implemented to ensure prompt disbursements for Project activities.

6. Mileage and Per Diem Rates. The Grantee covenants that mileage and per diem rates under the Project shall not exceed those stipulated by A.I.D. regulations.

VIII. EVALUATION

A. Project Evaluation

As noted earlier, this short-term series of experiments is not a project designed itself to bring about change or development, but a project to help identify the most effective elements of such a long-term project. A series of tests or experiments, evaluating the results of these tests, is the crucial aspect of the project. It is essential that each such project element be carefully assessed as to its potential role in a long-term program so that those not having proven useful may be selected out, and those found sound, built upon. Thus the evaluation of this project becomes, in essence, the beginning of the design of the long-term project that could not be completed in the first instance because an adequate a priori case cannot yet be made for the familiar approaches that have been used elsewhere.

Given the experimental nature of this two and a half year project, the evaluation will be conducted on an ongoing basis rather than at the normal mid-project and end-of-project intervals. Specifically, there will be continuous evaluation of each component of the pilot project. The schedule of evaluation activities will thus follow and be determined by the timing of activities as outlined in Section IV., "Implementation Plan", of this paper. By the end of the core project, activities which are scheduled to finish within four months of the project completion date, the project will have sponsored, managed and measured the impact, component by component, of the management education interventions. The final evaluation report will be prepared during the final months followed by the final joint Barbados-Jamaica review and recommendations regarding the follow-on project.

In order to permit a meaningful evaluation, baseline data will be developed in the initial stages of the project against which subsequent project interventions can be measured. As part of this data collection effort, a profile of the private sector in the OECS and Barbados will be developed. The evaluation team and the Project Implementation Unit will coordinate with RDO/C's in-house Private Sector Evaluator in acquiring this data so as to avoid duplication of effort. This information will in turn serve as the basis for analyzing the structure of effective demand for training services by firm size, and the ability/willingness of the firms to pay for such services. An adequate data and informational base on which to identify short and long term management training needs and costs estimates is seen as an essential element of this pilot activity.

The experimental nature of this project dictates the provision in the evaluation plan for the collection of data from a control area/group to permit comparative measurement of change between the project and the control. The evaluation plan will do the following: 1) match the treatment and control groups by age, education, size of firm, and other variables; 2) test the proposition that project training leads to greater adoption among treatment group of general approaches or specific technologies concerning: a) Personnel Management and Industrial Relations, b) Marketing, c) Production Management, d) General Management, and e) Management Accounting; 3) include participant observation techniques as well as formal interviewing and questionnaires in order to directly measure behavioral and organizational change; and, 4) conduct participant observations in a sample of firms preceding, accompanying and following project interventions.

The principal evaluation instruments are outlined in the Technical Analysis, Annex I of this Paper. In summary, they include participation observation techniques as well as questionnaires and interviews designed to provide both quantitative and qualitative measures of: (a) participation; (b) attitudes, before and after; (c) effects on participants at intervals after participation; (d) opinions of participants' firms and superiors where employed; (e) extent and value of collaboration received from relevant Eastern Caribbean persons and institutions; (f) volume of production of teaching materials related to the time required; (g) media attention; (h) curricula, teaching materials and pedagogical modifications made during implementation of the pilot project; and (i) a survey of regional private and public sector leaders, including but not limited to the Council for Management Development in Barbados and the Eastern Caribbean, toward the end of the pilot project, focusing on which interventions will have appeared by then to be the most promising.

While the measurement of the success of the institution strengthening component will be more qualitative than quantitative, one can nevertheless expect the following results: 1) instructors will be trained in both the teaching and case development workshops; 2) the institutional and curricular assessment will provide the foundation for any follow-on assistance as discussed above; 3) in a broader context, attendance of the management education community at the two conferences will lead to heightened concern for the further professionalization of management education; 4) both these conferences and the meetings of the Council for Management Development in Barbados and the Eastern Caribbean as provided for under the project should serve to bridge the gap between the management education and business communities. The intended outcome

of these institution strengthening activities in the long-term will be a UWI/CH capable of responding to both short-term and long-term management training demand with a self-financing program consisting of case and other action oriented approaches to management training. Provided that collaboration is effected with the UWI/Mona program, one can expect this objective to be achieved on a Caribbean-wide basis.

Given that the project is designed as an experiment to test both the effective demand for management training and UWI's ability to adapt innovative approaches to management training in order to strengthen its delivery capability, the need for independent external evaluators is deemed to critical to maintaining the integrity of this pilot project. Hence, AID will contract directly through an Indefinite Quantity Contract for two members of this three man team to assist with the design of the evaluation instruments in the initial phase of the project and to analyze the information collected during the life of the project as part of the end-of-project evaluation. UWI will contract directly for the third team member. Provision has also been made for AID to contract noted management specialists on an occasional basis for the purposes of evaluation/consultation.

The Project Implementation Unit will collaborate with the Evaluation Team and RDO/C in the development of the evaluation instruments and will administer such of these instruments as is appropriate, such as the questionnaires to be completed by the participants during the various symposia, seminars, conferences, and workshops that they will be conducting. Where the results of the evaluation instruments are unclear or inconclusive, the evaluation team will be responsible for making further inquiries for the purpose of clarification (e.g. conducting interviews with key Eastern Caribbean industry and management training leaders, members of the Advisory Council, participants, etc). The analysis and assessment of completion evaluation instruments will be the responsibility of the "evaluation team" whose report will be submitted directly to RDO/C. RDO/C will in turn share the results of the evaluation with the Grantee, Project Implementation Unit, the Council for Management Development in Barbados and the Eastern Caribbean, the Consortium of Management Training Institutions and other relevant parties.

The CAIC Management Needs Assessment report established that while there was high "student demand" for an MBA degree that could be acquired locally, the perceived demand for locally produced MBA holders by regional industrial and business firms was almost non-existent. If the pilot project demonstrates that it can start

to change this attitude of existing managers, it will have therewith demonstrated that any major management education project that flows from this pilot project could well include both a substantial scholarship program to finance greater attendance at the management programs at UWI/Cave Hill and BIMAP, and a plan to develop a graduate school of business in the region, either at the University of the West Indies at Cave Hill or the Mona campus in Jamaica. The feasibility and desirability of this will be studied under this evaluation component and discussed at the joint Barbados-Jamaica reviews. If the idea is considered feasible, a blueprint for its implementation will be developed.

ACTION AID-7 INFO AMB DCM P/E GERON 10

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 PR RUEFWN
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 R 192343Z APR 86
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 INFO RUEHKG/AMEMBASSY KINGSTON 4826
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LOC: 004 450
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 CR: 00427
 CTRG: AID
 DIST: AID

21 APR 1986

AIDAC

E.O. 12356: N/A
 TAGS: N/A
 SUBJECT: REGIONAL MANAGEMENT TRAINING PILOT PROJECT,
 53E-0148

1. ON MARCH 27 THE DAEC REVIEWED AND APPROVED THE REFERENCED PID, SUBJECT TO THE GUIDANCE THAT FOLLOWS ON THE DEVELOPMENT OF THE PP. THE PP WILL BE REVIEWED AND APPROVED BY THE MISSION.

2. GENERAL: THE DAEC AGREED THAT A LONG TERM COMMITMENT BY USAID TO ADDRESS MANAGEMENT TRAINING NEEDS IN THE EASTERN CARIBBEAN WILL FIRST REQUIRE RESOLUTION OF EFFECTIVE DEMAND, FEASIBILITY AND INSTITUTIONAL QUESTIONS. WHILE A PILOT ACTIVITY IS AN APPROPRIATE AND EFFECTIVE MECHANISM FOR EXAMINING THESE ISSUES, THE DAEC EXPRESSED CONCERN THAT THE LEVEL AND SCOPE OF RESOURCES PROPOSED IN THE PID FOR EXPLORING ALTERNATIVES FOR FUTURE PROJECT ASSISTANCE WAS MORE THAN WHAT WAS REQUIRED FOR THE TASK. IN LIGHT OF THE FOREGOING, THE PROJECT SHOULD BE SCALED DOWN TO OFFER A MORE HIGHLY EFFECTIVE EFFORT WHICH WOULD MAKE AN IMMEDIATE IMPACT ON TRAINING MEDIUM AND UPPER LEVEL MANAGERS AND WHICH WOULD BE RELATIVELY EASY TO CONTRACT, MANAGE AND EVALUATE. IN ADDITION TO THIS PILOT EFFORT,

THE PROJECT WOULD INCLUDE AS A SEPARATE, BUT MORE MODEST ELEMENT, AN INITIAL EFFORT TOWARDS UPGRADING UNDERGRADUATE MANAGEMENT TRAINING AT U.I. OBJECTIVES FOR THIS ELEMENT SHOULD BE ANALYZED SEPARATELY FROM THOSE OF PILOT EFFORT RE MEDIUM AND UPPER LEVEL MANAGERS. THE REDUCTION IN PROJECT ACTIVITIES AGREED TO AT THE DAEC, AND DESCRIBED IN PARA 5 BELOW, SHOULD REDUCE THE TOTAL LOP FUNDING LEVEL TO NO MORE THAN DOLS 1.5 - 2.0 MILLION.

3. DEMAND: THE PP SHOULD INCLUDE AN ANALYSIS THAT DESCRIBES IN DETAIL BOTH THE MAGNITUDE AND CHARACTER OF MANAGEMENT TRAINING NEEDS IN THE EASTERN CARIBBEAN, OR THE SUBGROUP OF ISLANDS THAT WILL COMPRISE THE TARGET GROUP. AS PART OF THE ACTUAL PILOT PROJECT, AN ANALYSIS SHOULD BE UNDERTAKEN TO PROVIDE A PROFILE OF THE PRIVATE

ACTION	
DIR	✓
D/DIR	✓
MGT	✓
RIA	
RCO	
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P 01	
P 02	
CONV	✓
PROJ	✓
DIR	8/04/29
TAKEN:	
SIGN:	
NO:	

b/c

SECTOR, THE STRUCTURE OF EFFECTIVE DEMAND BY FIRM SIZE, AND THE ABILITY/WILLINGNESS OF THE FIRMS TO PAY FOR SUCH TRAINING SERVICES. AN ADEQUATE DATA AND INFORMATIONAL BASE ON WHICH TO IDENTIFY SHORT AND LONG TERM MANAGEMENT TRAINING NEEDS AND COST ESTIMATES IS SEEN AS AN ESSENTIAL ELEMENT OF THIS PILOT ACTIVITY.

4. INSTITUTIONAL: THE PILOT ACTIVITIES SHOULD BE FOCUSED ON ONLY ONE INSTITUTION, I.E. THE UWI. IN ADDITION TO THE USUAL INSTITUTIONAL ANALYSIS OF THE IMPLEMENTING ENTITY, HOWEVER, THE PP SHOULD ASSESS OTHER INSTITUTIONS THAT HAVE A NOTEWORTHY ROLE IN MANAGEMENT TRAINING IN THE REGION (E.G. BIMAP, CARICAD). DESCRIBE THEIR RELATIONSHIP TO PROJECT ACTIVITIES AND OBJECTIVES AND CONSULT WITH THEM PERIODICALLY AS THE PROJECT MOVES FORWARD. (NOTE: IT SHOULD BE MADE CLEAR THAT ANY PROJECT SUPPORT PROVIDED FOR STRENGTHENING THE CURRICULA OF THESE INSTITUTIONS IS IN NO WAY A COMMITMENT FOR ADDITIONAL, LONGER TERM USAID SUPPORT.)

5. LEVEL OF EFFORT: THE DAEC CONCLUDED THAT WHILE A VARIETY OF MANAGEMENT TRAINING TECHNOLOGIES, SERVICES AND RESOURCES NEEDED TO BE TESTED AND EVALUATED, THE PROJECT'S OBJECTIVE OF PROVIDING THE EXPERIENCE BASE FOR A FOLLOW-ON PROGRAM COULD BE ACHIEVED WITH A FINER FOCUS. SPECIFICALLY, THE PP SHOULD GIVE MORE EMPHASIS TO ACTIVITIES DESIGNED TO HAVE AN IMMEDIATE IMPACT (I.E. SEMINARS FOR MID AND UPPER LEVEL MANAGERS) AND LESS TO INVESTMENT IN INSTITUTIONAL DEVELOPMENT AT THIS STAGE. INCREASING THE FREQUENCY OF SEMINARS WOULD ENABLE MORE THOROUGH TESTING OF CASES DEVELOPED IN EARLY SEMINARS AND ALSO REACH A BROADER SEGMENT OF MANAGERS IN THE REGION. SEMINARS, IN ADDITION TO THE CASE METHOD,

SHOULD INTRODUCE AND TEST OTHER PROVEN MATERIALS AND METHODOLOGIES.

~~THESE OTHER PROJECT ELEMENTS DIRECTED TOWARDS~~
 UNDERGRADUATE TRAINING AT UWI WILL GO FORWARD. FINANCING FOR LIBRARY EQUIPMENT, MATERIALS, STAFF AND OFFICE EXPENSES FOR UWI OR OTHER TRAINING INSTITUTIONS SHOULD NOT BE INCLUDED IN THIS PROJECT, BUT RATHER SHOULD BE CONSIDERED AS A POSSIBILITY FOR FINANCING UNDER A LONG TERM PROGRAM IN THE FUTURE. THE DAEC ALSO CONCLUDED THAT THE PROPOSED OBSERVATION AND STUDY TOURS IN THE U.S. AND THE FACULTY PARTICIPATION PROGRAM WERE NOT APPROPRIATE ELEMENTS FOR THIS PROJECT. SOME COST ESTIMATES, PARTICULARLY FOR CASE STUDY DEVELOPMENT, SEEMED HIGH AND SHOULD BE SCRUTINIZED DURING PP PREPARATION. ABOVE DESCRIBED REDUCTIONS IN PROJECT'S SCOPE SHOULD ALSO ENABLE SIGNIFICANT REDUCTION TO STAFF, AND OFFICE EXPENSES'. FINALLY, THE PP TEAM MAY WISE TO

RFCONSIDER THE PROPOSED 18 MONTH LOP, WHETHER THIS IS ADEQUATE TO CARRY OUT THE NUMBER OF ACTIVITIES PROPOSED.

6. COORDINATION WITH USAID/JAMAICA: BOTH THE RDO/C AND JAMAICA MISSIONS HAVE NOW DESIGNED PROJECTS TO BE CARRIED OUT BY UWI, FOCUS ON STRENGTHENING UNDERGRADUATE LEVEL MANAGEMENT TRAINING, AND FINANCE THE DEVELOPMENT OF CASE STUDIES. IN VIEW OF THE POTENTIAL FOR DUPLICATION AND OBVIOUS BENEFITS TO BE GAINED FROM CLOSE COORDINATION, USAID/BARBADOS AND JAMAICA SHOULD COLLABORATE DURING PP DEVELOPMENT AND INCLUDE PROVISIONS IN BOTH PPS THAT PROVIDE FOR JOINT REVIEW AND EVALUATION OF THESE TWO PROJECTS. IT IS ANTICIPATED THAT ANY FOLLOW-ON MANAGEMENT TRAINING PROGRAM PROPOSED BY EITHER MISSION WILL REFLECT THE EXPERIENCE AND LESSONS LEARNED IN BOTH. ←

7. EVALUATION: THE PP DESIGN SHOULD SPECIFY WHAT IS TO BE ACCOMPLISHED WITH THE INSTITUTION AND LAY OUT A SET OF CLEARLY DEFINED OUTPUT TARGETS AND LOPS THAT WOULD PERMIT MEASUREMENT AT END OF PROJECT OF THE IMPACT OF INSTITUTION BUILDING EFFORTS.

8. IMPLEMENTATION ARRANGEMENTS: THE PP SHOULD INDICATE WHETHER THE MISSION WILL CONTRACT DIRECTLY FOR TECHNICAL ASSISTANCE, OR WHETHER TA WILL BE CONTRACTED BY UWI USING GRANT FUNDS. ARMACOST

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Best Available Document

5C(1) - PROJECT CHECKLIST

Listed below are statutory criteria applicable to projects. This section is divided into two parts. Part A. includes criteria applicable to all projects. Part B. applies to projects funded from specific sources only: B.1. applies to all projects funded with Development Assistance loans, and B.3. applies to projects funded from ESF.

CROSS REFERENCES: IS COUNTRY CHECKLIST UP-TO-DATE?
HAS STANDARD ITEM CHECKLIST BEEN REVIEWED FOR THIS PROJECT?

A. GENERAL CRITERIA FOR PROJECT

1. FY 1986 Continuing Resolution
Sec. 524; FAA Sec. 634A

Describe how authorizing and appropriations committees of Senate and House have been or will be notified concerning the project;

Congressional Notification sent forward and expired on June 4, 1986.

2. FAA Sec. 611(a)(1). Prior to obligation in excess of \$500,000, will there be (a) engineering, financial or other plans necessary to carry out the assistance and (b) a reasonably firm estimate of the cost to the U.S. of the assistance?

Yes.

3. FAA Sec. 611(a)(2). If further legislative action is required within recipient country, what is basis for reasonable expectation that such action will be completed in time to permit orderly accomplishment of purpose of the assistance?

N/A

4. FAA Sec. 611(b); FY 1986 Continuing Resolution Sec 501 If for water or water-related land resource construction, has project met the principles, standards, and procedures established pursuant to the Water Resources Planning Act (42 U.S.C. 1962, et seq.)? (See AID Handbook 3 for new guidelines.) N/A.
5. FAA Sec. 611(e). If project is capital assistance (e.g., construction), and all U.S. assistance for it will exceed \$1 million, has Mission Director certified and Regional Assistant Administrator taken into consideration the country's capability effectively to maintain and utilize the project? N/A
6. FAA Sec. 209. Is project susceptible to execution as part of regional or multilateral project? If so, why is project not so executed? Information and conclusion whether assistance will encourage regional development programs. This is a regional project.
7. FAA Sec. 601(a). Information and conclusions whether project will encourage efforts of the country to: (a) increase the flow of international trade; (b) foster private initiative and competition; and (c) encourage development and use of cooperatives, and credit This pilot project will have a direct impact on 100 business owners and top managers through its symposia and train 100 additional owners/managers through its seminars. In addition, the management education program at UWI and similar institutions will be strengthened. These activities will encourage efforts to increase international trade and improve technical efficiency of industry, agriculture and commerce.

unions, and savings and loan associations; (d) discourage monopolistic practices; (e) improve technical efficiency of industry, agriculture and commerce; and (f) strengthen free labor unions.

8. FAA Sec. 601(b). Information and conclusions on how project will encourage U.S. private trade and investment abroad and encourage private U.S. participation in foreign assistance programs (including use of private trade channels and the services of U.S. private enterprise).

This project will encourage U.S. private sector participation in the delivery of the training activities.

9. FAA Sec. 612(b), 636(h); FY 1986 Continuing Resolution Sec 507. Describe steps taken to assure that, to the maximum extent possible, the country is contributing local currencies to meet the cost of contractual and other services, and foreign currencies owned by the U.S. are utilized in lieu of dollars.

The participants receiving training will contribute towards the costs of services provided at the going market rate (i.e. approximately \$600 per participant for the symposia \$900 for the seminars.)

10. FAA Sec. 612(d). Does the U.S. own excess foreign currency of the country and, if so, what arrangements have been made for its release?

No.

11. FAA Sec. 601(e). Will the project utilize competitive selection procedures for the awarding of contracts, except where applicable procurement rules allow otherwise?

Yes.

12. FAA 1986 Continuing Resolution Sec. 522. If assistance is for the production of any commodity for export, is the commodity likely to be in surplus on world markets at the time the resulting productive capacity becomes operative, and is such assistance likely to cause substantial injury to U.S. producers of the same, similar or competing commodity? N/A
13. FAA 118(c) and (d). Does the project comply with the environmental procedures set forth in AID Regulation 16. Does the project or program take into consideration the problem of the destruction of tropical forests? (c) Yes
(d) N/A
14. FAA 121(d). If a Sahel project, has a determination been made that the host government has an adequate system for accounting for and controlling receipt and expenditure of project funds (dollars or local currency generated therefrom)? N/A
15. FY 1986 Continuing Resolution Sec. 536. Is disbursement of the assistance conditioned solely on the basis of the policies of any multilateral institution? N/A
16. ISDCA of 1985 Sec. 310. For development assistance projects, how much of the funds will be available only for activities of economically and socially disadvantaged enterprises, None

historically black colleges and universities, and private and voluntary organizations which are controlled by individuals who are black Americans, Hispanic Americans, or Native Americans, or who are economically or socially disadvantaged (including women)?

B. FUNDING CRITERIA FOR PROJECT

1. Development Assistance Project Criteria

FAA Sec. 102(a), 111, 113, 281(a). Extent to which activity will (a) effectively involve the poor in development, by extending access to economy at local level, increasing labor-intensive production and the use of appropriate technology, spreading investment out from cities to small towns and rural areas, and insuring wide participation of the poor in the benefits of development on a sustained basis, using the appropriate U.S. institutions; (b) help develop cooperatives, especially by technical assistance, to assist rural and urban poor to help themselves toward better life, and otherwise encourage democratic private and local governmental institutions;

Project will indirectly benefit the poor of the region by training private and some public sector personnel working in priority development areas. Women will be allowed equal participation in project activities thereby enhancing their ability to contribute to the local economy and their status in society. Furthermore, regional cooperation will be furthered by providing for a cross-section of participants from UWI member countries.

- (c) support the self-help efforts of developing countries;
- (d) promote the participation of women in the national economies of developing countries and the improvement of women's status, (e) utilize and encourage regional cooperation by developing countries?
- b. FAA Sec. 103, 103A, 104, 105, 106. Does the project fit the criteria for the type of funds (functional account) being used?
- The funding source of this project is the education sector. The project strengthens management and administrative capability of private and some public sector officers enabling poor to participate in development.
- c. FAA Sec. 107. Is emphasis on use of appropriate technology (relatively smaller, cost-saving, labor-using technologies that are generally most appropriate for the small farms, small businesses, and small incomes of the poor)?
- N/A
- d. FAA Sec. 110(a). Will the recipient country provide at least 25% of the costs of the program, project, or activity with respect to which the assistance is to be furnished (or is the latter cost-sharing requirement being waived for a "relatively least developed country)?
- This requirement does not apply to regional projects.

- e. FAA Sec 122(b). Does the activity give reasonable promise of contributing to the development of economic resources, or to the increase of productive capacities and self-sustaining economic growth? Yes.
- f. FAA Sec. 128(b). If the activity attempts to increase the institutional capabilities of private organizations or the government of the country, or if it attempts to stimulate scientific and technological research, has it been designed and will it be monitored to ensure that the ultimate beneficiaries are the poor majority? N/A
- g. FAA Sec. 281(b). Describe extent to which program recognizes the particular needs, desires, and capacities of the people of the country; utilizes the country's intellectual resources to encourage institutional development; and supports civil education and training in skills required for effective participation in governmental processes essential to self-government. The program is based on a needs assessment of the entire Caribbean and responds to expressions of interest from countries in the Caribbean region for training in skills required for participation in government and private sector development.

2. Development Assistance
Project Criteria (Loans Only)

- a. FAA Sec. 122(b). Information and conclusion on capacity of the country to repay the loan, at a reasonable rate of interest. N/A
- b. FAA Sec. 620(d). If assistance is for any productive enterprise which will compete with U.S. enterprises, is there an agreement by the recipient country to prevent export to the U.S. of more than 20% of the enterprise's annual production during the life of the loan? N/A

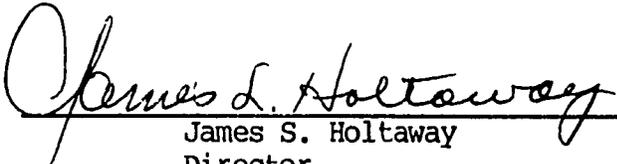
3. Economic Support Fund Project
Criteria

- a. FAA Sec. 531(a). Will this assistance promote economic and political stability? To the maximum extent feasible, is this assistance consistent with the policy directions, purposes, and programs of Part I of the FAA? N/A
- b. FAA Sec. 531(c). Will assistance under this chapter be used for military, or paramilitary activities? N/A

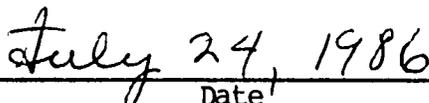
- c. ISDCA of 1985 Sec. 207. N/A
Will ESF funds be used to finance the construction of, or the operation or maintenance of, or the supplying of fuel for, a nuclear facility? If so, has the President certified that such country is a party to the Treaty on the Non-Proliferation of Nuclear Weapons or the Treaty for the Prohibition of Nuclear Weapons in Latin America (the "Treaty of Tlatelolco"), cooperates fully with the IAEA, and pursues nonproliferation policies consistent with those of the United States?
- d. FAA Sec. 609. If N/A
commodities are to be granted so that sale proceeds will accrue to the recipient country, have Special Account (counterpart) arrangements been made?

MISSION DIRECTOR'S GREY AMENDMENT CERTIFICATION

"I, James S. Holtaway, as Director of the Regional Development Office/Caribbean, hereby certify that the procurement plan was developed with full consideration of maximally involving Grey Amendment organizations in the provision of required goods and services and that the Regional Management Training Pilot Project is appropriate for minority or Grey Amendment organization contracting".



James S. Holtaway
Director



Date

THE UNIVERSITY OF THE WEST INDIES

ANNEX D

CAVE HILL CAMPUS. P.O. BOX 64. BRIDGETOWN, BARBADOS.



IN REPLY PLEASE QUOTE

OUR REFERENCE .. 67/81

TELEX NUMBER UNIVADOS WB 2257
CABLES: "UNIVADOS" BARBADOS
TELEPHONE: PBX 426-1310

July 22, 1986

Mr. James Holtaway
Director
Regional Development Office/Caribbean
Agency for International Development
Embassy of the United States
BRIDGETOWN

Dear Mr. Holtaway,

Regional Management Training Pilot Project

Further to my letter of April 3, 1986, on the subject "Pilot Programme in Management Training" in which I informed you that the members of the proposed Consortium of Management Training Institutions had agreed that the University should be executing agent (grantee) for the project, I now write, on behalf of the University, to request that the University be enabled to execute the Pilot Project in Management Training. I therefore request from the United States Agency for International Development a grant of (US) 2.7 million dollars towards meeting the cost of implementing the project.

The University is committed to effecting co-ordination between this project and the management training project that is being developed in relation to Jamaica. As you are aware, the University is able to draw on the resources of the Department of Management Studies, Cave Hill, the Departments of Management Studies at Mona and St. Augustine Campuses, and where necessary on the resources of the Department of Extra-Mural Studies which operates University Centres in all the member States of O.E.C.S.

In addition, you may know that arising out of the discussions we have had with representatives of Barbados Institute of Management and Productivity (BIMAP), Caribbean Association of Industry and Commerce (CAIC), Caribbean Centre for Development Administration (CARICAD) and Organisation of Eastern Caribbean States (OECS) and bolstered by the endorsement given by private sector representatives at the Conference held in Castries, St. Lucia, on February 23, generously funded by your Agency, plans are in place for the early establishment of a Council for Management Development for Barbados and the Eastern Caribbean. In that context the University has undertaken to

liaise with the2/

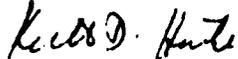
Mr. James Holtaway
Director

July 22, 1986

liaise with the four institutions named above and to implement the several elements of the pilot programme in collaboration with them.

We see the pilot programme as enabling us in this part of the Caribbean to give a big boost to continuing efforts to develop management education and training and thereby make a significant contribution to national and regional economic development.

Yours sincerely,


Keith D. Hunte
Principal, Cave Hill &
Pro Vice-Chancellor, U.W.I.

PROJECT DESIGN SUMMARY
LOGICAL FRAMEWORK

Life of Project: ANNEX E
From FY 1986 to FY 1989
Total U.S. Funding: US\$2.7 m
Date Prepared: 07/15/86

Project Title & Number: Regional Management Training Pilot Project

NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS
<p><u>Program or Sector Goal:</u> To promote steadily based economic growth in the Eastern Caribbean by strengthening private sector's ability to contribute to production and productivity in the leading sectors of agriculture, manufacturing, and tourism.</p>	<p><u>Measures of Goal Achievement</u> Improved efficiency and increased employment and profits of enterprises having received training under the project. In the long-term, basic national accounts data, specifically GDP & GNP growth rates. Expansion of private sector as measured by its contribution to GDP.</p>	<p>Opinions of managers and owners of participating enterprises, as expressed in response to questionnaires and interviews following each training course offered. Annual National Accounts data, officially published by Ministries of Finance, Central Banks and the OECS Secretariat. Periodic Reports, published and unpublished, of the firms whose owners and managers are participants in the program and CAIC data, published unpublished. C.D.B., W.B., and I.D.B. periodic reports.</p>	<p><u>Assumptions for achieving goal targets:</u> 1. A significant proportion of the top managers and owners of major private enterprises will participate in the management training. 2. The project will be able to field teams of management trainers of world class quality to work with the region's top managers. 3. Other elements also required to achieve sustained economic growth come on line and remain in-place; specifically new private and public investment in productive enterprises and public sector policies and procedures favorable to private enterprise development.</p>
<p><u>Project Purpose:</u> To conduct a series of management education and development interventions in order to determine their relative effectiveness in improving management skills of upper and middle managers and business owners in the Eastern Caribbean.</p>	<p><u>Conditions that will indicate purpose has been achieved: End of project status.</u> 1. Effective demand for management training and education exists at current market rates. 2. Widespread adaptation of interactive approaches especially the case method, to delivering management training and education. 3. UWI capable of delivering efficiently and effectively specialized management training in collaboration with other relevant institutions and in response to needs identified by the private sector.</p>	<p>A built-in independent evaluation program consisting of a schedule of questionnaires, interviews, and opinion surveys conducted among participants, and participants' firms and supervisors, and the management community at large, conducted by a Project Evaluation Team selected by RDO/C for this purpose.</p>	<p><u>Assumptions for achieving purpose:</u> 1. Managers and the management education communities in the region will be responsive to and supportive of the introduction of revolutionary forms of: (a) top executive training; (b) middle management training; and, (c) business education teaching materials and approaches, including the "case method".</p>

Outputs

Symposia conducted for top owners and managers (4);
 Seminars conducted for middle manager/owners (5);
 Conferences on Management Education and Development in the Third World Institutional Assessments and Curricular Development for UWI, and, to a lesser extent, BIMAP, CARICAD; Case Development Workshops conducted (4 phases);
 Teaching Workshop conducted;
 Publications issued.

Magnitude of Outputs

- 100 Business owners and top managers participate in symposia.
- 100 Upper/middle managers and small/medium businessmen trained.
- 20 Case materials developed.
- 50 Management educators and businessmen attend conferences.
- 3 Institutional assessment and curriculum development conducted (UWI, BIMAP, CARICAD).
- 15 Instructors trained in case development.
- 20 Instructors trained in innovative pedagogical techniques.
- 3 Publications issued.

Project Implementation Units
 Logs and Reports.
 Evaluation Teams Comprehensive
 EOP Evaluation Report

Assumptions for achieving outputs:

1. Qualified Professors can be identified and recruited.
2. Series of interventions can be efficiently managed by Project Implementation Unit.
3. Satisfactory Evaluation instruments can be devised and administered.

Inputs:

<u>Components</u>	<u>LOP Cost (US\$000)</u>
Project Implementation and Management	1,615
Pilot Management	
Training Activities	219
Strengthening Management Education	279
Evaluation and Review	206
Contingency	224
U.W.I. Service and Admin.	157
TOTAL	2,700

Implementation Target (type and Quality)

	<u>FY86</u>	<u>FY87</u>	<u>FY88</u>	<u>FY89</u>
1. USAID/RDO/C	1.0	1.7	0	0
2. Participants	0	.6	.6	.18
3. UWI/Other Counterpart Institutions	.15	.90	.95	.33

Assumption for providing inputs:

Funding estimated will be available from both AID and participants, as projected.

AGENCY FOR INTERNATIONAL DEVELOPMENT
WASHINGTON, D.C. 20523

LAC/DR-IEE-86--12

ENVIRONMENTAL THRESHOLD DECISION

Project Location : Caribbean Regional

Project Title and Number : Regional Management Training
: 538-0148

Funding : \$2,800,000 (G)

Life of Project : 2 years

IEE Prepared by : Louise B. Wise
RDO/C/Bridgetown

Recommended Threshold Decision : Negative Determination

Bureau Threshold Decision : Concur with Recommendation

Comments : None

Copy to : James Holtaway, Director
RDO/C/Bridgetown

Copy to : Louise B. Wise, RDO/C

Copy to : James Talbot, USAID/Port-au-Prince

Copy to : LAC/DR/CAR, Eric Zallman

Copy to : IEE File

James S. Hester Date MAY - 2 1986

James S. Hester
 Chief Environmental Officer
 Bureau for Latin America
 and the Caribbean

TECHNICAL ANALYSIS

I. CURRENT CHARACTER OF MANAGERS AND MANAGEMENT TRAINING IN THE EASTERN CARIBBEAN

The USAID funded CAIC team of consultants conducting the assessment of the private sector management education needs of the Caribbean during the summer of 1985 spoke with more than 250 private sector managers and public sector leaders in 14 Caribbean states. The survey team identified several strongly and widely held perceptions about the quality of managers and management training. Five observations are especially relevant:

A. "Pitchforking" (inserting people into jobs before they are ready) has resulted in many managers who, objectively and by their own admission, do not have adequate training. The demands created by economic growth, migration, and existing shortages have all resulted in rapid promotions to management positions without the desirable training. The widespread recognition of associated problems has resulted in an unusual receptivity and openness for training.

B. The University of the West Indies is well known and respected for the rigor of its training, its selectivity in the admissions process, and the strong theoretical basis of its education. At the same time UWI as a supplier of management is strongly criticized in the business community for:

a. An excessively theoretical orientation, which produces graduates who have difficulty applying their knowledge or even functioning effectively in practical business situations.

b. A political orientation among graduates which is seen as inconsistent with the dominant philosophy of the business community.

c. Personal attitudes of graduates who are seen as unwilling to "get their hands dirty," arrogant, and excessive in salary expectations.

d. An institutional isolation from the business community, which has resulted in little communication or interchange between business and the University. Although most business people know management faculty on a personal basis or through service in government and community activities little formal input or even basic understanding exists about UWI's programs.

C. Business people exhibit high regard for foreign training, which is regarded as more practical and more up-to-date. U.S., Canadian, and U.K. programs are known, respected, and generally viewed as superior to local ones.

D. Seminars offered by private, non-profit organizations such as BIMAP, are supported and utilized. Such programs are viewed as serving well the needs of supervisory and mid-level management, but are considered less effective in serving top-management. Moreover, the offerings of such institutions are perceived as lacking the continuity and specific business focus needed to provide a long-term source of management.

E. A general dissatisfaction was expressed with training at all levels that did not:

- a. utilize participative methodology, instead of mere lectures and readings.
- b. use of high proportion of localized materials.
- c. apply to the trainee's immediate environment.
- d. incorporates some element of continuity or follow-up to assist in applying knowledge gained, and
- e. provide specific incentives or motivations for participation and sponsorship.

Survey respondents also indicated the types of management training they considered needed. Areas most frequently mentioned for senior management training were industry and competitive analysis, strategic planning, human resources management, marketing management, and the role of computers in business. The topics most frequently mentioned for middle management training were marketing management, personnel management, management decision-making, the role of computers in business, and financial management.

These findings were similar to the results of questionnaire survey administered to 350 organizations in Trinidad by the Management Development Center. Almost all (93%) of the managers surveyed saw a need for management training. Most (46%) saw the most critical needs at the supervisory level, followed by middle management (35%), and then top management (19%).

Most importantly, respondents were asked to rank each of the management functions according to priority of training needs. The order of the ranking is:

1. Personnel Management and Industrial Relations
2. Marketing
3. Production Management
4. General Management
5. Management Accounting

Table presents the results of this evaluation and also indicates the percent of respondents who weighted each sub-function as most necessary within each of these five functional fields.

Table 1

Perceived Management Training Needs,
By Functional Fields

<u>Priority Ranking</u>	<u>Functional field</u>	<u>Percent Indicating Sub-Function as Highest Need</u>
	Personal Management and Industrial Relations	
	Supervisory Training	24%
	Wage and Salary Admin.	17%
	Employee Relations	17%
	Personnel Development	10%
	Employee Services	7%
	Industrial Relations	7%
	Organization Design	3%
	Marketing	
	Market Research	24%
	Advertising	24%
	Exporting	16%
	Sales Organization	8%
	Sales Forecasting	8%
	Distribution	8%
	Pricing	4%
	Statistics	4%
	Public Relations	4%
	Production Management	
	Production Planning and Quality Control	27%
	Plant Maintenance	22%
	Inventory control	17%
	Work Study	17%
	Purchasing	12%
	Plant Layout	5%
	General Management	
	New Profit Areas	33%
	Goal Setting	25%
	Managing Change	17%
	Investment Evaluation	11%
	Strategy	8%
	Organizational Structure	6%

Accounting

Budget Control	35%
Cost Control	25%
Cash Control	15%
Auditing	14%
Capital Budgeting	11%

Source: Mail Survey of 350 Trinidad firms, conducted by Management Development Center, Port-of-Spain.

A slightly different situation exists in Belize. the 1985 study by Boyer, based on surveys of 41 private export-oriented and 5 parastatal establishments concluded that training of top management was most critical, although needs exist at all levels. By functional or top area, priorities were identified as follows:

<u>Rank</u>	<u>Area of Need</u>	<u>Percent of Firms Indicating</u>
1	Leadership Supervisory Techniques	52%
2	Marketing-Sales	43
3	Personnel-Labor Relations	41
4.	International Trade and Exporting	39
5	Business Administration	35
6	Quality Control	35
7	Production	33
8	Management Information Systems	29
9	Computer Applications	28
10	Accounting	22
11	Office Management	20
12	Transportation Control	11

The Jamaican studies by Veasy and Wortman and Price Waterhouse examined the private and public sectors. In the public sector the greatest need identified was for second level staff training, with emphasis on basic supervisory and management tasks. Private sector needs were found most critical for top management, but apparent at all levels.

II. RECOMMENDED CHANGES

If the economies of the Eastern Caribbean are to rebound from their current slump and resume growth levels essential to development, private sector businesses in the region will have to improve the efficiency of their operations and move aggressively to identify and serve new export markets. To do this, three major changes must first occur.

First, owners and senior managers of existing businesses and new entrepreneurs must adopt new management techniques which among other things, increase their use of professional managers.

Second, those who run governments must develop a better understanding of how businesses compete with each other in a global economy. It is only after they understand what businesses and business people must do to be successful that they can then insure that the actions of government support rather than inhibit private sector led growth.

Third, management and labor must acknowledge that they are partners in a struggle to save and eventually improve the region's standard of living and through that acknowledgement bring into being the processes for developing a new spirit of collaboration and mutual support.

Most of the respondents interviewed in the demand study, stated that the lack of an adequate number of trained managers, is the most significant constraint inhibiting the growth of industry and business in the Caribbean. They asserted that the reduction of this constraint calls for the rapid development of a new class of "professional managers." They also contended that before this class can develop, business owners and the top management of large corporations must be educated to their own need to hire and properly utilize professional managers at the upper and middle levels of management.

The team found virtually unanimous agreement among those interviewed: (1) that the need exists for more sophisticated management education and development efforts in the Caribbean, focused on existing managers, (2) that the senior managers and business owners of the major companies in each country must be the initial target of the management development endeavor; and (3) that middle manager, the key to positive results measureable in profits and production, would not be allowed to practice new approaches until senior management and owners are convinced both that there is a need for change, and that they must allocate more authority and responsibility to their mid-level managers to initiate and implement such change.

The assessment team also concluded that graduate business education at the MBA level offered within the East Caribbean is not needed at the present time since more than enough successful MBA degree holders are returned from U.S. and Canadian universities to meet current needs. Furthermore, while the team found the undergraduate level and non-degree management training programs currently being offered at UWI, BIMAP, and CARICAD to be valuable and their products indispensable to industrial growth, they concluded that substantial improvements in curricula and teaching effectiveness were required.

III. ANALYSIS

Of the interventions to be undertaken during this pilot project, the majority are of a single family, located at the core of the technology of teaching management skills both to present top and

middle managers and to students preparing to enter the management profession. They are: (1) the four Symposia for top managers; (2) the five Seminars for senior managers; (3) the development of cases for these nine exercises; (4) the two Conferences on Management Education; (5) the institutional assessments and review of present curricula of E.C. business schools; (6) the case development workshops for business school faculty, and (7) the teaching workshops for said faculty.

Obviously the first three interventions relate to a highly practical policy and philosophy oriented approach to top management with the objective of swinging the weight of top management "opinion" in the region toward "scientific management" and securing a preponderance of adherents thereto and practitioners thereof. Special Caribbean "case studies" of the highest quality are to be developed and tailored to the requirements of these symposia and seminars. The fourth component, the Conferences on Management Education, serve as a "bridge" between top management, and the training institutions that can serve management in at least four critical ways: (1) as the sponsors of ongoing continuing education non-degree seminar programs designed to upgrade their middle management staffs, (2) to instill managerial skills in those of the firms' technicians who, while basically technicians or scientists, also have management responsibilities that they do not always adequately carry out; (3) as producers of entry level professional junior managers, and (4) as potential sponsors of continuing top management symposia as well.

The final three of the pedagogically oriented interventions involve the upgrading of the internal quality of instruction in the region's existing management education institutions by helping them convert to the "case method" of instruction. The assumption that converting E.C. business school curricula and teaching methods to the "case method" will be the best way to maximize their contribution to raising regional managerial skill levels to world class standards. In addition to its success in the U.S., the "case method" has proven to be an effective approach in a number of developing countries as well. The issue is: can it also be successful in the E.C.? Interventions five, six and seven are intended to shed light on this question.

IV. EVALUATION

Designing instruments that give fair, accurate and insightful evaluations is a particular challenge in evaluating management development and training activities. The task becomes increasingly difficult as one moves up the scale towards management development activities designed for the top levels of management. The difficulties involved in evaluating management training and development activities are rooted in the fact that quality business management is a complicated and continuous process. The very nature of business decisions, especially at the higher levels, is that the

impact of significant decisions is most noticeable in the medium and longer-term; that is, from three to twenty years after the decision. The real impact of management training at the upper levels is seldom seen in the short-term; that is, in two to three years or less. Even when a business decision-maker uses decision techniques that he has recently acquired, generally the application of these techniques is in a rapidly changing environment and is aimed at effecting change, the impact of which is more medium and long-term than immediate.

Despite the difficulty in evaluating management training and development, efforts to measure the effectiveness of management training activities continue. Precise, highly quantifiable and verifiable results cannot be attained. However, trends can be discerned and information can be gleaned that helps to refine and strengthen the training effort and capture the perceptions of participants.

The most effective approaches to evaluating management training and development rely not on one instrument but on clusters of instruments that have been carefully designed and that collectively provide information that is indicative and in which one can have confidence. These instruments will: (a) help collect baseline information about the target groups, (b) suggest places where the management training and development activities should be modified and/or improved, (c) clearly indicate how participants perceive their experiences and, (d) include participant observation throughout life of project by trained social scientists in a sample of firms to study organizational and behavioral change that can be linked to project inputs. The greater the number of carefully and appropriately designed instruments that are used, the higher the confidence one can have in the conclusions drawn from the evaluation of the various activities.

For each of the major activities in the Pilot Project, the following evaluative approaches are suggested.

A. Business Leader Symposia. The evaluations will:

1. Measure attendance and specifically whether the target attendance goals are reached.
2. Administer a pre and post symposium questionnaire; and
3. Administer a follow-up questionnaire by mail no less than twelve months after the symposium but several months before the end of the Pilot Project.
4. Conduct, in order to supplement 3. above, an in-depth personal interview with at least 35% of the participants. These interviews would be held after the questionnaire recommended in 3. above has been administered.

- B. Senior Management Education Seminars. The evaluation will:
1. Measure attendance and specifically whether the target attendance goals are reached.
 2. Administer a pre and post symposium questionnaire;
 3. Administer a questionnaire as indicated in A.3 above; and,
 4. Conduct interviews as indicated in A.4. above.
- C. Conference on Management Education and Development in Developing Countries. The evaluations will:
1. Measure the degree of success in obtaining the support and participation of the various groups.
 2. Measure the amount of publicity on the conferences generated within the media in the region; measured by counting the number of newspaper items, television mentions and radio mentions.
 3. Administer a questionnaire at the end of the conference to participants; and,
 4. Conduct in-depth interviews a year after the conference with educators from the region who participated in the conference to assess the short-term benefits and impacts, if any, of the conferences.
- D. Strengthening Management Curriculum and Development Activities of Existing Programs. The evaluations will:
1. Assess the curriculum changes in programs induced by the Pilot Program, or credited to the Pilot Program by program directors, faculty members and/or deans, identifying them and evaluating their worth and effectiveness; and,
 2. Similarly assess the specific emphasis given to experimental materials, such as cases, in such curricular changes.
- E. Case Development Workshops. The evaluations will:
1. Identify, record and assess the significance of the attendance from the targeted audience;

2. Administer written questionnaires to participants at the end of each of the phases of the workshop experience; that is, a questionnaire at the end of each of the four phases; and
3. Assess the number and quality of usable cases and teaching notes completed by workshop participants; and,
4. Ascertain and record the number of workshop cases used by the participants in their teaching activities after the workshops have ended; and,
5. Determine the number and assess the quality of the cases and training materials published under the pilot project.

F. Teaching Workshops. The evaluations will:

1. Assess the attendance and specifically the number of participants from the targeted audience.
2. Administer a written questionnaire at the beginning of the workshop.
3. Administer a written questionnaire at the end of the workshop.
4. Conduct an in-depth interview with each workshop participant approximately a year after the workshop that would give special emphasis to any changes in course design and/or teaching methodology induced by the workshop.

G. Publications

1. Record and assess the items published as part of the Pilot Project that are actually published.

J. Promotion of Symposia/Seminars

To determine the most effective methods for promoting pilot project activities, each of the questionnaires and interviews with participants will include the following questions:

1. How did you learn about the symposia/seminars?
2. What motivated or caused you to attend the symposia/seminars?
3. Which information source had the greatest influence on your attending the symposia/seminars?

FINANCIAL ANALYSIS

I. BACKGROUND

One of the principal aims of the proposed Regional Management Training Pilot Project is to test the regional demand for management training and to assess the willingness of organizations and individuals to pay the costs of participation.

During the life of the project four symposia and five seminars will be held. The symposia are aimed at attracting the top business leaders of the region together with participants from the public sector, parastatal agencies and trade unions. The target participants at the seminars are owners of small and medium sized businesses and upper middle management in larger companies. Each symposium and seminar will be restricted to twenty-five (25) and twenty (20) participants respectively.

An issue which has arisen during project development regards the need for a cost structure for fees charged to participants. A discussion of this issue follows:

II. PARTICIPANTS' FEES

A. Definition

For the purposes of this analysis participants' fees cover tuition, course materials and refreshments. Specifically excluded are air fares, hotel and main meal expenses. This approach will allow direct comparison with fees of other existing management programs. It may be desirable to negotiate concessionary hotel rates for participants but these should be considered distinct from participants' fees.

B. Methodology

There are three basic methods in which participants' fees can be determined. These are:

- i. by arbitrary decision
- ii. in line with existing market rates
- iii. to recover program costs

The advantages and disadvantages of each method in the context of the proposed pilot project are discussed below.

i. Arbitrary Decision

The sole advantage of the arbitrary setting of fees is its simplicity. On all other counts it is substandard and will produce little useful information regarding the ability of future programs to be self-sustaining. It should only be used as a last resort.

ii. Market Rates

The principal advantages of this method are that the fees will be in line with those of similar programs and so give an indication of what participants are willing to pay. Also, they will not be distorted by the high indirect costs associated with the proposed project. The main disadvantage is the lack of similar Caribbean oriented programs with which the proposed AID program can be directly compared.

A list of similar programs is included as Table 1. From this we can see that fees of US\$800 to US\$1,000 per participant for the seminars would be within market range.

Determining the market range for the symposia is more difficult as they are unique in the region. Similar programs in the United States charge US\$1,400 to US\$3,500 per participant but it must be recognized that the ability and willingness to pay can not be directly applied to the Caribbean. Regional events range from US\$275 to US\$375 but these fees are subsidized, program content is different and there is doubt as to whether 'top' executives actually attend. In view of the above, US\$400 to US\$600 is considered a 'ball-park' estimate of the market range for participants' fees at the symposia.

iii. Cost Recovery

This method will most closely reflect market practice in fee setting and will be the best measure of the ability of regional institutions to support future management programs. However, there are practical difficulties in determining which costs relate to the symposia and seminars, particularly in view of the varied elements encompassed by the proposed project. Also, the creation of entirely new case studies for use in a relatively short program further distorts the costing. Case studies are likely to have a life of several years and it would be usual for an organization to recover the preparation costs over their useful life.

Two costings have been calculated for both symposia and seminars (Table 2). The first is based on recovering all attributable costs and results in a figure of US\$3,360 per participant for the symposia and US\$3,710 per participant for the

seminars. The second costing excludes the estimated cost of the case study preparation for the reasons explained above. This method gives costs of US\$1,940 per participant for the symposia and US\$2,235 per participant for the seminars.

If the fee structure adopted is based on cost recovery then participants' fees should lie somewhere between the above extremes.

C. Other Considerations

The pilot project as designed takes into consideration certain factors which would not apply to most other organizations offering management programs.

The symposia are aimed at top business leaders in the region. The implementing institution with RDO/C's concurrence may determine that attendance of targetted participants should override the need to recover costs. This can be equated to a commercial enterprise's 'loss leader' whereby one product is subsidized in the expectation that it will encourage the customer to buy another, the latter, in AID's case, being the middle management seminars.

Furthermore, UWI and RDO/C may wish to fund or subsidize transport and accommodation costs of some participants, in particular those outside the private sector. This should be viewed as a separate activity not affecting the costing of participants' fees.

It is proposed that participation fees be incrementally increased during the course of the program to gauge the willingness of participants to pay. The decision as to whether to adopt graduation would be best delayed until after the first seminar and symposium. At that time the level of demand for these activities will be known and an informed decision made.

D. Recommendation

The ideal fee structure would be based on full cost recovery. For the reasons already outlined complete adoption of this is not feasible in this pilot project. To maximize acceptance by targetted participants it will be necessary for fees to reflect current market rates. On this basis it is suggested that fees be US\$600 per participant for the three day symposia and US\$900 per participant for the five day seminars.

III FOLLOW-ON PROGRAMS

Under the proposed pilot project there will be a substantial deficit between the revenues generated from participants' fees and the cost of the seminars and symposia. For any follow-on projects this gap will have to be eliminated to allow the management programs

to be self-sustaining. This can be achieved through an increase in the number of participants attending each seminar/symposia, an increase in participants' fees, a reduction in program costs, or some combination thereof.

The feasibility of increasing participant levels and the effects which this may have on a future program will be addressed as part of the pilot project's evaluation activities.

There is only limited scope for an increase in participants' fees for seminars. These have been set within the market range for the pilot project. Any significant increases could price the seminars out of the market as potential participants would look elsewhere for similar management programs at a lower cost to them.

The fees charged for symposia are more flexible because there are no similar programs in the region. If they are well received there may be scope for an increase in participants' fees. However, it will not be possible to judge this until the symposia are well underway.

Program costs will be the prime area for cuts in any follow-on programs. Case development costs are unusually high under the pilot project where new case studies are created for each course. These are likely to be lower in any follow-on programs. Other high cost areas, such as technical assistance from the U.S. contract team, will have to be reviewed and potential savings identified. In this respect scope for cost cuts will be directly related to the skills acquired by the staff of regional institutions during the pilot project in the preparation and presentation of management courses. There will be minimal scope for cost cutting of incidental expenses (e.g. facility hire, travel).

Overall, if there is no significant increase in program revenue there would have to be substantial cost cuts from the proposed levels of expenditure under the pilot project to ensure that there is no deficit in follow-on programs.

Table 1

SEMINARS - Similar Programs

<u>NOTE</u>	<u>TITLE</u>	<u>ORGANIZATION</u>	<u>DURATION</u>	<u>LEVEL</u>	<u>COST (US\$)</u>
<u>USA</u>					
	Effective Administration	University of Minnesota	5 days	Senior and middle level administrators (public sector)	1,000
	Management Dynamics for Int'l Executives	Syracuse Univ.	2 weeks	Middle and Upper middle (public & private sector)	1,300
	Applied Development Management	Coverdale Org.	10 days	Middle and upper middle (public & private sector)	1,200
<u>REGIONAL</u>					
	18th Caribbean Management Seminar (Jamaica)	Int'l Management Institute	6 days	Middle and upper middle managers in (mainly private sector)	850
	Managing People and Change	BIMAP	2 days	Upper middle and senior management (mainly private)	300

Note

- 1 This course was indirectly funded by AID. The participants' fees do not necessarily reflect full cost recovery by BIMAP.

Table 1

SYMPOSIA - Similar Programs

<u>NOTE</u>	<u>TITLE</u>	<u>ORGANIZATION</u>	<u>DURATION</u>	<u>LEVEL</u>	<u>COST (US\$)</u>
<u>USA</u>					
	Special Workshop ¹	Not Known	2 days	Top executives of top corporations	3,500
	Management for Presidents ¹	Not Known	5 days	Presidents of medium size corporations	2,100
	Top Management Forum ¹	Not Known	3 days	Senior Management of medium/large corporations	1,400
<u>REGIONAL</u>					
	4th Top Executives Consultation ²	CAIC	2 days	Senior management	275
	Miami Conference ²	Caribbean Central America Action Committee	5 days	Interested persons	375

Note

- 1 It must be recognized that these U.S. programs are aimed at organizations of a size not found in the region. Their ability and willingness to pay cannot be directly applied to regional corporations.
- 2 As noted in the body of this analysis the proposed symposia are unique in the region. The above programs have different aims and structures but are useful in providing 'ball-park' figures as to what participants would be willing to pay. It must also be recognized that both of these regional programs are indirectly subsidized by development organisations.

Table 2

Page 1

COSTING OF SYMPOSIA AND SEMINARS

<u>Note</u>		<u>Total</u> (US\$)	<u>Symposia</u> (US\$)	<u>Seminar</u> (US\$)
<u>U.S. Contract Team:</u>				
Salary & Allowances				
1	Chief of Party	240,000 x 20%	48,000	24,000
1	Mgmt Trg Advisor (symposia & seminars)	240,000 x 80%	192,000	96,000
Travel				
	Planning	2 pers x 12 trips @ 350	8,400	4,400
	Attendance	2 pers x 7 trips @ 350	4,900	2,800
Per Diem				
	Planning	2 pers x 12 trips x 5 dys @ 150	18,000	8,500
	Attendance	2 pers x 3 trips x 3 dys @ 150	2,700	-
	Attendance	2 pers x 4 trips x 5 dys @ 150	6,000	6,000
Overhead @ 25% of Salaries & Allowances .25 x 240,000				
			60,000	30,000
<u>UWI Team:</u>				
Salary & Allowances				
1	Project Manager	120,000 x 20%	24,000	12,000
1	Mgt Trng Advisor (Research & Materials Development)	90,000 x 80%	72,000	36,000
Travel				
	Planning	2 pers x 7 trips @ 350	4,900	2,800
	Attendance	2 pers x 7 trips @ 350	4,900	2,800
Per Diem				
	Planning	2 pers x 7 trips x 5 dys @ 150	10,500	4,500
	Attendance	2 pers x 3 trips x 3 dys @ 150	2,700	-
	Attendance	2 pers x 4 trips x 5 dys @ 150	6,000	6,000
Overhead @ 10% of Salaries & Allowances .10 x 96,000				
			9,600	4,800

Table 2

COSTING OF SYMPOSIA AND SEMINARS

<u>Note</u>		<u>Total</u>	<u>Symposia</u>	<u>Seminar</u>
<u>Case Study Development:</u>				
Direct expenses for 20 case studies		107,300	47,300	60,000
<u>Symposia</u>				
Facilities		6,400	6,400	-
Technical Assistance		50,800	50,800	-
<u>Seminars</u>				
Facilities		12,500	-	12,500
Technical Assistance		55,500	-	55,500
TOTAL FIXED AND VARIABLE COSTS		707,100	336,000	371,100
Less: FIXED COSTS				
Mgt Trng Advisor (S&S)	240,000 @ 60%	144,000	72,000	72,000
Mgt Trng Advisor (Research)	90,000 @ 60%	54,000	27,000	27,000
Overhead		41,400	20,700	20,700
Case Study Direct		<u>50,000</u>	<u>22,000</u>	<u>28,000</u>
VARIABLE COST		<u>417,700</u>	<u>194,300</u>	<u>223,400</u>
Total Program Cost: Symposium (:4)/seminar (:5)			84,225	74,220
Total Participant Cost: Symposium (:25)/seminar (:20)			3,360	3,710
Variable Program Cost: Supervisor (:4)/seminar (:5)			48,575	44,680
Variable Participant Cost: Symposium (:25)/seminar (:20)			1,940	2,235

Table 2

Notes

1 The proportion of personnel time spent on the symposia and seminar elements of Project is estimated as follows:

		<u>Total</u>	<u>Planning & Attendance</u>	<u>Case Development</u>
U.S. Team	Chief of Party	20%	20%	-
	Management Training Advisor	80%	20%	60%
UWI Team	Project Manager	20%	20%	-
	Management Training Advisor	80%	20%	60%

ECONOMIC ANALYSIS

I. Relationship between Education and Economic Growth

The conventional assumption is that investment is the motor of economic growth which presupposes that net capital formation must grow faster than the region's population if real output per capita is to rise.

It is assumed that countries with highly trained populations will enjoy higher levels of economic well-being than countries with untrained populations. Great differences in resource endowments or installed productive capacity can offset differences in training or skill levels, but for countries with similar resource endowments, a strong positive correlation between high average levels of educational attainment and high average levels of GNP per capita may be expected. Moreover, it is assumed that high expenditure on education will be associated with high rates of economic growth.

In making these assumptions, it also presumed that there is a balance among expenditures on primary, secondary, university and adult education. The noted Caribbean economist W. Arthur Lewis warned that misallocation frequently occurs because of the desire to provide universal primary education. Lewis concluded that the poorer countries of the Caribbean, along with the poorer countries of Africa, tend to expand primary education too rapidly, while their failure to make adequate provision for secondary education is a major handicap to economic development. His view that primary education tends to be expanded too rapidly is based both on the high cost of universal primary education and the inability of the economy to absorb the large number of would-be clerical workers. Lewis considers that the quickest way to increase productivity in the less developed countries is to train the adults who are already on the job, and he stresses the importance of imaginative adult education programs.

The best known study of the economic returns to education was conducted by T. W. Schultz. He calculated that from 1900 to 1956, the stock of human capital rose from 22 to 42 per cent of the stock of physical capital in the United States. The real rate of return to investment in education was consistently higher than the rate of return to investment in physical capital during the period. An issue was raised as to whether he correctly distinguished education as investment from education as consumption. Subsequent studies by other scholars tended to support his assertion that the real economic rate of return to all education was higher than the real economic rate of return to physical capital during the period, and that the economic rate of return was higher still for technical and professional education.

The best known study of the economic returns to education in the Caribbean was conducted by Ralph M. Henry in Trinidad and Tobago for the period covering 1966-70. He found that secondary school education yielded positive net benefits at a 10% discount rate and that taking graduation honors into account gave internal rates of return ranging from 12% to 15%. For technical training beyond secondary school, he found internal rates of return in excess of 15%. For university education, Henry found internal rates of return slightly below 15%. These rates compare favorably with rates of return on investment in physical capital during the period.

Field research for the CAIC Assessment yielded two major results confirming this pattern of evidence. First, persons interviewed felt that physical infrastructure needs to be improved but is not the real limiting factor at present. According to interviewees, the more pressing need is for investment in human resources. Their view was reaffirmed by officials at the Caribbean Development Bank, who reported difficulty in implementing projects due to the scarcity of qualified managerial personnel. Second, interviewees expressed doubt whether investment in physical infrastructure would be a very good use of resources at the present time. They pointed out that there is still no consensus growth model for most of the countries in the region. Although the import substitution model has been abandoned in most countries, its influence still lingers on, and no alternative growth model has yet established mainstream legitimacy. This means that it is difficult to set priorities among physical infrastructure projects. Is port improvement more or less important than telecommunications upgrading? If more large ships are to move in and out of the region's harbors, then port improvement is a top priority; but if more data is to flow in and out, then telecommunications upgrading is more important.

Persons interviewed stated that, in contrast, investment in education serves whatever growth model may eventually be selected. Investment in education is inherently more versatile than investment in bricks and mortar. Obviously the region could misallocate its investment in education; e.g., by financing all promising school leavers to study mining engineering or sugar technology. But misallocation is less likely when the money is spent on education, because school leavers can and probably will choose to study those fields which offer good job prospects. And the fields that offer good job prospects are similar from one place to another. Moreover, educated people are versatile. A person who has already mastered one specialization can move into a related specialization. A sugar technologist can become a computer programmer more easily than a sugar mill can become a computer.

II. The Role of Management Education in Promoting Economic Growth

The CAIC Assessment found that decision makers in the English-speaking Caribbean countries feel that management training can be the catalyst that makes other training productive. One manager of an electric utility wrote, "I strongly believe that the establishment of an efficient training center for the power sector in the Caribbean is vital to improve the planning, operations and maintenance of the utilities in the region, and consequently to provide better and more reliable power to the countries they serve." Trained managers, in his view, help technicians achieve their maximum productivity with the generating and transmission equipment at their disposal.

The 1978 meeting of the General Conference of UNESCO affirmed that management education must be integrated into all development efforts for three reasons. First, it prepares and trains individuals at all levels to manage technology, capital, services, and administration in every sector of the economy. Experience has frequently shown that without human skills, transfers of capital, technology and development projects are not well absorbed. Second, economic growth and technological advancement may alter traditional social frameworks that have provided support for individuals or institutions. Education assists in providing the understanding and insight necessary to adapt to changing cultures and develop constructive roles in society.

It should be noted, however, that management education's contribution is not limited to the economic or efficiency aspects of development. As indicated in the World Bank's Education Sector Policy Paper, such training can facilitate change in prevailing sociopolitical conditions by developing the leadership required to make organizations adaptive to environmental pressures and responsive to social needs. Thus, implementation of sound economic and social development policies is supported by trained managers who are skilled in analysis and problem solving. These skills are needed in both private and public sector activities, and the potential contributions of trained managers may apply equally in both areas.

These recognized benefits, coupled with the real gains for individuals from education, have stimulated over the years significant measures to expand and improve the quality of education systems. Nonetheless, most developing countries face a shortage of technical and managerial skills to sustain economic growth. Further, as Labelle has documented (1981, p. 9), this shortage is often more severe than official education statistics indicate. The numerical shortage is compounded by qualitative shortcomings resulting from: (1) differences in the educational environment and the work environment which leave students unprepared for work experiences and (2) inability to relate the type of education provided to employment opportunities in the economy.

Persons interviewed cited the relative versatility of investment in education and went further, advocating management education in particular. Their point was that management education is intrinsically adaptive. Trained managers look for threats and opportunities and modify their actions accordingly. In management, flexibility is a virtue, and anticipating trends a higher virtue. Because of that, persons interviewed thought that management education was likely to be the most socially beneficial investment among those currently available. Trained managers will not only adapt to whatever economic growth model each society chooses; they will participate actively in selecting the model for their country. In addition, interviewees felt that management education offers excellent prospective social returns for another reason. Managers can start new businesses, and new businesses can grow and generate secondary benefits. By comparison, technical experts can benefit a going concern or the people in the organization's service area. But their proficiency is less likely to lead to the creation of entirely new activities.

Interviewees emphasized repeatedly that the most critical shortage facing the English-speaking Caribbean is trained people. The shortage would be serious in any event because too few people receive training in the first place. It is rendered acute by outmigration. They felt that in most countries investment was properly allocated between human resource development and physical capital formation but that the skill level of the population had not kept pace with the growth of physical investment. Technicians and professionals found that it made sense to leave and seek better opportunities elsewhere. Slow economic growth created few openings for new graduates and limited opportunities for advancement. On this point Kempe Hope wrote, "Migration to the United States as a percentage of the natural increase of the population averaged from a low of 7.5 per cent from Guyana to a high of 37.8 per cent from Barbados. The majority of these individuals were from the category of professional, technical and management personnel. Annual migration of persons in this category represented roughly 10 per cent of the incremental growth of manpower of that group in Jamaica... The average incidence of emigration among high-level manpower from Trinidad and Tobago was 15 per cent. (1976 data)".

Superficially, the persistence of outmigration implies that there is a better market for trained people outside the region than within it. Yet decision makers in the region said that the matter is more complex than that. They asserted that there are good jobs available for people with the right training. These jobs pay salaries that are more than adequate by local standards, if not by international standards. The key point, according to them, is that job applicants in the region often do not have the right training to perform the tasks involved. Companies frequently have to hire an expatriate to get someone with the training and experience needed, although the expatriate costs more. Furthermore, the preference

for locals vs. expatriates grows stronger over time, as "localization" policies take hold. So there are openings, and at the same time there is outmigration. According to decision makers interviewed, the reason is that currently available training does not fit closely the needs of the job market. Local school leavers often have to get experience abroad before they can get a job in their home country. Employers interviewed cited the need for management training to complement scientific training. According to them, any management training center should give short courses. People could take these while continuing to work at their present jobs. When they have gained enough training and job experience, they will qualify for the openings. At that point, firms could cut down on their use of expatriates.

III. Foreign Exchange Savings by Substitution of Local for Foreign Purchases of Educational Services

A substantial number of Caribbean citizens study outside the region, primarily in the U.S., U.K., and Canada. For the academic year 1983-84, the most recent period for which figures are available, an estimated minimum of 11,444 Caribbean students were enrolled in universities or similar training institutions in these countries. Almost all were full-time students, pursuing programs of 2 months to 4 years duration. The U.S. accounted for 62 percent of these students; Canada, 31 percent; and Great Britain, 7 percent. Interviews with Caribbean educators indicate that only minor numbers of students study abroad in other countries. Of these students, 2,130 studied business with 747 of these at the graduate level.

These figures are, at best, minimum estimates given that statistics of only three countries, considered to be the largest providers of such training, were obtained and given that migration and extended family networks of the region are such that many who would be considered "foreign students" are not registered or recorded as such.

This information suggests a very lively demand among Caribbean citizens for management training outside the region. In the case of the U.S., the number of Caribbean students has increased steadily over the last decade, propelled primarily by increases in the Trinidad contingent. As geographic regions, the Caribbean and Asia were the only areas to register increases in 1983/84 compared to 1982/83. Further, the proportion of Caribbean students studying business has increased year by year -- from 11 percent at the beginning of the 1970s to 18 percent now. Moreover, the proportion of Caribbean students studying business is greater than that of Latin America, a region with many generally similar economic characteristics, and a population sixty times as large. All of this implies a demand for management training which is not being met within the Caribbean now.

These figures also imply a significant economic cost to the region in foreign exchange. Conceptually, the expenditures of students studying abroad are analogous to expenditures on imports, as demand for foreign currency is generated by both types of expenditure. The total cost of a foreign student studying in the U.S. may be estimated conservatively at U.S. \$11,000 per year (see Farmer and Renforth, 1971, for a description of the method by which this estimate is obtained). This figure includes only direct costs for tuition, travel, room and board, and family expenses, as estimated by the International Institute of Education. Assuming that all students are funded from regional sources and that U.S. costs approximate those in the U.K. and Canada, then the English-speaking Caribbean countries spent US\$125,884,000 in foreign exchange on all types of foreign university training in the academic year 1983/84 (See Table 1).

If all of these students complete their entire course of study abroad, progressing in normal time, the total foreign currency expenditures required for degree completion is US\$415,000,000. Of this amount US\$77,220,000 will be spent to acquire business degrees, with US\$16,428,000 being spent on graduate business degrees.

Those costs are likely to increase substantially in the future, even if enrollments remain constant. First, continued disadvantageous rates of currency exchange are likely to increase the local currency costs of this education. The net effect of a strong U.S. dollar (or weakening local currencies), coupled with tightening government restrictions on preferential access to exchange for education will increase the real costs of this education.

Second, the costs of tuition and maintenance are increasing in most countries. The high cost of living in Great Britain, for example, has been blamed for a decline in the number of foreign students who apply for graduate work there. Consequently, enrollments of all foreign students in England have declined over the last several years. In the U.S., tuition costs have been increasing an average of 10-15 percent per year in each of the last four years.

TABLE 1
FOREIGN EXCHANGE COSTS OF CARIBBEAN STUDENTS ABROAD
U.S. DOLLARS 1983/84

	<u>Total Students</u>	<u>Business Students</u>	<u>Graduate Business Students</u>
1983/84	\$125,884,000	\$23,430,000	\$ 8,217,000
Complete Programs	\$415,000,000	\$77,220,000	\$16,428,000

Finally, some countries, notably Canada, have imposed quotas and tuition surcharges to limit the number of foreign students. A 1981 report by the Canadian Bureau for International Education, *The Right Mix*, documented the spread of policies, especially in Ontario and Quebec, aimed at using differential fee structures to control foreign student enrollments. Subsequent analysis by this same organization suggested that the effects of these dramatic 1982 fee increases in Ontario, which receives over half of Canada's foreign students, will not be felt for two or three years. Although specific effects are just beginning to be noticed, one effect may be an enrollment drop, particularly among low income country students. Early indications are that admissions applications from foreign students, based on 1983 figures supplied by the council of Ontario Universities, had dropped 30 percent in 1983. Although this may not be reflected in enrollment declines, it does indicate some price sensitivity. Moreover, the applications received, compared to other years, are from high income countries. Less than 10 percent are from low income areas. The effect, then, may be to maintain access for high income students, while making it increasingly difficult for others.

The foreign exchange costs of foreign study are just one aspect of the total costs involved. Two non-economic costs are also significant. First, as the above analysis implies, equality of educational opportunity is affected. The high local currency costs of foreign study, coupled with the time requirements, imply that only those relatively few who have financial means and limited home work responsibilities will have access to this source of business training. Second, students who study abroad are more likely than locally trained professionals to migrate, given possible personal attachments and greater understanding of legal requirements, foreign work practices, job markets, and cultures. Thus, reliance on foreign training directly contributes to outmigration and "the brain drain."

The development of quality management training in the Caribbean offers the opportunity to substitute local for foreign purchases of management training. It would be unrealistic to suggest that local management training could, or even should, eliminate foreign business training. Also, some foreign exchange costs are likely to be involved in developing local management training, especially in the early years. Nonetheless, the net foreign exchange savings possible is one specific, attractive economic benefit.

IV. Need for Management Training

Needs and Demand

In evaluating both the need and demand for management education in the region, the assumption was made that need refers to an aggregate amount of training that is calculated using population and employment and occupational structure data without reference to financial costs and returns. Demand refers to an aggregate amount of training which is calculated using market prices and returns.

That is, need measures requirements of the total educational gap which must eventually be bridged; demand measures the number of trained managers or the amount of management training, which the labor market can absorb at the present time given the present economic structure. It is to be expected that the need will be greater than the measured demand because as these economies evolve, the occupational structure will change, leading to greater demand for trained managers in the future. The need calculation bridges this transition period and calculates how many trained managers will be needed to staff these economies after they have transformed themselves into their new configurations and after they have become self-sufficient in foreign exchange earning capacity.

With regard to the need, the most obvious comparison possible between the industrialized countries and the English-speaking Caribbean countries is to compare the average number of years of education of the populations of both groups. The average number of years of education in the Organization for European Cooperation and Development countries is approximately 11, while the average number of years of education in the English-speaking Caribbean countries is estimated at 8. This difference in gross population average looks daunting but must not be taken at face value. It is distorted by countervailing biases. The larger bias is that the English-speaking Caribbean countries the majority of the population is still receiving education or is in the age range to receive education. The smaller bias is that in the OECD countries a larger proportion of the population is elderly and less educated on average than people in their prime earning years. In any event, the size of the gap is so large that such biases cannot influence the major point: the population skill level in the English-speaking Caribbean countries is simply not as high on the average as in the OECD countries. Yet, if average educational level is a determinant of technology and efficiency of resource use, then the gap must be bridged. The entire gap need not be bridged, but at least that component of it which relates to economic performance must be addressed.

What is the size of the education gap? Given that the population of the region is approximately five million people and assuming that the education gap is on the order of three years per capita, the first approximation has to be that it will require fifteen million person years of education to equip the population of the English-speaking Caribbean countries with the same number of years of education as their counterparts in the OECD countries.

This aggregate education gap is obviously so large that it cannot be bridged very soon, and the cost of bridging it cannot be paid entirely with foreign assistance. It is also evident that it would not be cost effective to bridge the entire gap. The total expenditure on education, including the portion funded from abroad, must be spent so as to maximize the country's ability to fund further expenditures in the future. That is, funds must be channeled into training which will equip these societies to make themselves better off. When production and employment totals have improved, countries will be able to direct greater amounts of their own resources toward education. At that time they will be able to make a wider range of societal choices concerning target levels of education in areas of specialization not directly associated with output and employment.

V. Need calculation

The data gathered by the CAIC Assessment Team indicate that as many as 32 percent of the managers in the region have had no exposure to management seminar training and also indicate that as few as 4.9% have formal university training in management. The team considers that these levels of coverage are not adequate to staff effectively the organizations in the region. (For further detail, see PP. 42-51 of the Assessment Study, Annex G)

VI. The Demand for Managers

General Demand Indicators

The preceding section indicated that in the English-speaking Caribbean countries between 13,231 and 23,107 people are working as managers who have not received any management training. These persons constitute the current prime target group for management training. In this section the team analyzes the market demand for management training; that is, the number of people in the target group who are likely to be willing and able to pay for management training. It is clear that as the economic structure of these countries evolves, the demand for managers will intensify. This means that salary differentials will widen. People with the right training will command higher and higher salary differentials vis-a-vis people with inappropriate training or no training. It is, in part, the size and stability of these differentials which determine how much management training will be demanded during any short interval of time. It is possible that in a country hit by a severe recession, the differential may drop for a year or two before resuming its upward trend. For that reason, it is important to distinguish intermediate term phenomena, such as recessions, from longer run secular tendencies, such as growing economic specialization and rising economic sophistication.

Estimates of demand are necessarily made using information describing current conditions in the job market. For that reason they are susceptible to error because people contemplating management training are basing their decisions on future job market conditions. This point is important because as production increases the demand for managers will increase in proportion, or perhaps faster. A recursive specification may be the most appropriate methodology for capturing a truly representative estimate of demand.

The methodological point is that management education will directly influence production performance. Core courses in management training seminars include marketing, production, and finance. Students learn to maximize output of a given production system, and they also learn to identify factors which keep output from increasing and how to remove or attenuate these obstacles.

The demand for management training, therefore, cannot be directly estimated in an econometrically satisfactory fashion. Demand at a given moment is not directly observed, except insofar as openings are advertised. And the number of ads is not necessarily an accurate indication of the true number of trained people demanded. There is a vicious circle at work: economic depression lowers the perceived returns to education, leading to underinvestment in education. If jobs are scarce, businesses and government agencies do not have to bid as much for trained people as they would be willing to pay during periods when competitive conditions in the job market are tighter. This, in turn, can cause individuals to underestimate the returns they might obtain from investing in education. However, this does not appear to be the case in the present economic downturn. Thus, current perceptions are clearly that university level management training remains an attractive career path.

Perceptual distortions, while potentially serious in theory, do not appear to be very important in reality. Employers expressed a strong preference for trained people and especially for people with management training. Employers interviewed indicated that unemployment rates declined sharply with years of education. The unemployment rate in Trinidad, for example, varied as follows by level of educational attainment.

Social Rate of Return

With regard to social rates of return, the team conducted a bibliographic search using computerized data bases to find studies on the social and private rates of return to investment in education. This search identified more than 230 books, articles and publications concerned with cost-benefit analysis of educational expenditures outside the U.S.

These previous studies and the applicable literature suggest four key conclusions about the economic justification for investment in management training:

1. Economic returns to expenditures for higher education are generally greater than returns to expenditures on physical or capital goods projects;
2. Returns to expenditures for management training exceed those of most other university specialization;
3. Returns to well-designed vocational training programs and formal university training exceed those of most other forms of training; and
4. Returns to high level management training programs are relatively high overall and offer especially high private returns and foreign exchange substitution effects.

Rate of Return Calculations

In view of the possible biases in job market data and the difference between private and social rates of return, the team estimated the private and social rates of return for university training in management using job market data. The private rates of return come out higher than the social rates of return in these calculations, primarily because tuition charges are held down. These calculations suggest that management education activities in the region may be able to move closer to 100% cost recovery in the future. It is important to analyze cost recovery carefully, however, to insure that individuals will find it personally advantageous to attend management programs, regardless of short-run job market conditions. Private rates of return to investment in management training must be higher than private rates of return to alternate investments.

With the above points as caveats, the team found strong evidence that the private rate of return to investment in management education is high. In all countries persons interviewed showed very enthusiastic support for management education. They stated that management education is very highly regarded and very highly rewarded in the market place. They said that any credential in the area of formal management training would confer an immediate raise and upward revision in status. Even in countries particularly affected by recession, attitudes toward management education were enthusiastically positive. People felt that a person with management training would have an advantage in the job market.

To resolve the question whether management training would pay a high enough rate of return, the team asked department heads and directors of personnel what would be typical starting salaries for a person with a secondary school diploma, a college degree in management, and a master's degree in management. This would give a way of measuring the private rate of return on the investment in education. One calculation is as follows: in Trinidad a high school graduate can earn US\$400 per month; a college graduate with a degree in management can earn \$1000 per month; and an MBA graduate can earn \$2000 per month.

To calculate the rate of return on obtaining a bachelor's degree in management, these are the costs:

- Opportunity cost of not working for 3 years @ \$400/month is equal to \$14,400;
 - Tuition and fees are \$100/year for 3 years or 4300;
 - Books cost \$300/year for 3 years or \$900;
 - Meals, lodging, and transport cost \$2000/year or \$6000 for 3 years.
- Total cost is \$21,600.

Salary differential is \$600/month.

Investment is recovered in 36 months since $\$21,600/600 = 36$.

This cost recovery analysis does not take income taxes into account. If this salary differential would be earned for 30 years, the private rate of return (calculated as the present value of an annuity) is approximately a 32.5% rate of return.

The private rate of return on investment in obtaining an MBA degree would be slightly lower, according to this methodology. The opportunity cost of not working would be higher, and tuition would be higher. this would mean a slower recovery, perhaps 45 to 60 months. Assuming that the salary differential would be earned for 25 years, this gives a rate of return between 18% and 20%.

The team concluded that this latter calculation is particularly susceptible to error, however. The differential between the bachelor's degree and the master's degree salaries is probably biased because all MBA degree holders have foreign degrees, and all bachelor's degree holders do not.

To calculate the social rate of return on obtaining a bachelor's degree in management, it was necessary to take into account university expenditures of approximately US\$10,000 per student per year. This raises the total cost of obtaining the bachelor's degree to \$51,600. It may be appropriate to add monthly benefits in addition to the salary differential, but to make the calculation conservative, no external benefits were added. This gives a recovery period of 86 months or 7.16 years ($\$51,600/\$600 = 86$). Again assuming that this differential would be earned for 30 years, the social rate of return calculated as the present value of an annuity is approximately 12.1%. If external economies were taken into account, or if the graduate's salary differential were assumed to rise over time, the social rate of return would be higher.

Newspaper Analysis

A content analysis of the newspaper advertisements for management jobs in Trinidad and Tobago and Barbados was conducted between July 12 and July 25, 1985. The Guardian and the Express were the newspapers utilized in Trinidad; the Daily Nation and Barbados Advocate were used in Barbados. The purpose of the analysis was to estimate the number of available management jobs by means of a daily sample of help wanted advertisements. Only those positions which would logically be filled by someone with advanced management training were considered. The time period selected was believed to represent a period typical of normal economic activity.

The results of the analysis are presented in Table 2. The total demand in the two countries is 43 jobs for positions that require specific management training for the period under consideration. Extrapolation of this demand to an annual basis, relying on the belief that the sample is a representative period of economic activity, places the total demand at 1,118 executives per year. Projecting the experiences of these countries to the region as a whole, on the basis of population, suggests an annual demand for 3,588 executives throughout the Caribbean.

It should be noted that the demand calculated above must be interpreted as a minimum estimate, due to the fact that not all companies fill management positions through newspaper advertisements. Indeed, discussions with placement executives indicate that this is not a usual practice and is utilized only when "normal" practices of internal promotion, referrals, or "word of mouth" networking are not successful.

Examination of the type of managerial activity in demand by functional area shows that of the total demand identified 35 percent are marketing managers, 30 percent are general managers, 21 percent are administrative managers, 9 percent are quality control managers, and the rest are financial managers. In the category of department heads, the largest demand was technical managers with 62 percent, followed by legal department heads with 30 percent and sales department superior with 10 percent. This data is presented in Table 3.

Table 2

Newspaper Ads for Management Personnel
July 12 - 25, 1985

<u>Position</u>	<u>Number Advertised in Trinidad & Barbados</u>	<u>Total in Region*</u>
Managers and Asst. Managers	23	74
Department Heads	10	32
Accountants	6	19
Sales Reps.	<u>4</u>	<u>13</u>
Total	43	138

* Estimated, based on projection of Trinidad and Barbados data, by population for two week period.

Table 3
Distribution of Management Demand,
By Management Function
July 12 - 25, 1985

<u>Position</u>	<u>Function</u>	<u>Percent</u>
Manager	Accounting	22
	Marketing	35
	Finance	4
	Quality Control	9
	General	30
		<u>100</u>
Department Head	Sales	10
	Technical	60
	Legal	30
		<u>100</u>

VII. The Supply of Managers

Quantitative Aspects of Supply

The basic supply of trained managers in the Caribbean is derived from three sources:

- Graduates of the University of the West Indies (UWI) in management studies, accounting, and economics, plus Certificate and Diploma recipients in management studies or public administration.
- Caribbean graduates of foreign universities who return to work in the region.
- Foreigners who obtain permission to work in the region, usually on a temporary basis.

In addition, a substantial number of those who hold management roles have little formal training in business related areas. One report (Draper, 1977) suggested that as many of two-thirds of the management corps of Trinidad may have no formal training in their areas of responsibility. Many of these may have technical degrees, such as engineering or law, and, as their careers developed, have been promoted to management tasks. In the case of engineers, conversations with placement officials and personnel managers suggest that a common career path is for engineers to work for 5 - 8 years in a technical area and then be promoted, either to supervising the work of a group of technical people or to more general managerial or marketing responsibilities.

Another group has no formal university training at all. These managers, who tend to be older, have acquired their knowledge through on-the-job experience or by participation in ad hoc, specific seminars and short courses. Many occupy key positions in firms which they own or have been associated with for a long time.

Management courses and degrees have been available at the UWI only since 1968. Prior to that time foreign universities provided the main source of supply, at high cost, with high proportion of non-returnees and instances of skill development inappropriate to the Caribbean environment. For these reasons formal management training may have been unavailable to many of today's over thirty-five years old managers at the time of their preparation. Seminars and short courses, usually offered full-time for several days or a week, or part-time in the evenings over several weeks, have been relied on heavily. A study undertaken by the Management Development Centre of Trinidad estimates, for example, that 54 percent of all managers in that country attend at least one course each year. However, by their very nature seminars are not designed to provide career preparation; the emphasis is on providing specific knowledge to practicing managers. Thus any program of seminars is, by itself, insufficient to furnish a continuing supply of new, qualified entry-level managers. Consequently, for the purposes of the analysis, such seminars are not included in determining the supply of qualified managers.

Table 4 indicates the number of degrees, certificates, and diplomas in management areas awarded by the UWI from 1981-1984. University statistics for first degrees awarded are available on a faculty basis only. The number of management studies degrees awarded in the Faculty of Social Sciences was estimated at 40 percent of the faculty total, based on a policy of limiting management studies students to 40 percent of faculty enrollment. Assuming that the 40 percent proportion was valid throughout the life of the program (since 1968), then 1,570 of these degrees have been awarded in the last 15 years. Alternatively, assuming the life of the program, then an estimated 1,995 degrees have been awarded. This is a comparable figure, considering that the estimate undoubtedly overstates production somewhat, since enrollments could be expected to be lower in the earlier years of program development.

The M.Sc. degrees in accounting and economics are relatively new and are estimated to have been granted to no more than 100 graduates combined over the period 1981-84. Certificates are for a pre-university program, awarded after successfully completing four courses, usually over 2 years on a part-time basis. The Diploma program is aimed at university graduates and requires the completion of five courses and a business policy paper, usually part-time over two years.

Table 4
Degrees, Certificates, and Diplomas Awarded
in Management Areas, University of the West Indies
1981-84 and 1954-84

	<u>1984</u>	<u>1983</u>	<u>1982</u>	<u>1981</u>	<u>Average 1981-84</u>	<u>Total 1954-84</u>
<u>First Degrees</u>						
Social Science	397	359	307	268	333	3,925
Management	158	144	123	107	133	1,570
Engineering	128	139	153	155	144	1,890
<u>M.Sc. Degrees</u>						
Accounting	20	N/A	N/A	N/A	20	
Economics	5	N/A	N/A	N/A	5	
<u>Certificates</u>						
Management	86	67	88	77	80	711
Public Admin.	25	30	33	35	31	341
<u>Diplomas</u>						
Management	35	58	40	39	43	435
Public Admin.	15	11	17	16	15	329
Hotel Management	-	-	-	1	-	2

Source: Statistics 1983-84, University of the West Indies, and estimates of the authors.

Table 5, below, indicates in summary form the number of managers trained by the university since 1954.

Table 5
Business Degrees, UWI, 1954-1984

First Degrees in Management Studies	1,570
MSC Degrees in Accounting and Economics	100
Certificates in Management Studies	711
Certificates in Public Administration	341
Diploma in Management Studies	435
Diploma in Public Administration	329
Certificate in Hotel Management	2
TOTAL	<u>3,488</u>

In addition to those trained within the region, a total of 2,130 Caribbean students currently are enrolled in business administration programs abroad; 747 at the graduate level and 1,383 at the undergraduate level. Assuming that all these students take their total program abroad, complete the program in normal time, and that all return to the Caribbean after graduation, the data imply about 345 undergraduate and 373 graduate trained managers will be available from this source annually.

There is also a return flow of previous emigrants who, after some time, choose to return to the Caribbean. There has been no systematic attempt to measure this phenomenon in the Caribbean. The only known study in the English-speaking territories was conducted in Guyana in 1982. The study pointed out that return flows are relatively high, in some years as much as 50% of outmigration. Moreover, returnees have higher levels of skills and education than those leaving. They frequently acquire additional employment credentials while abroad; 30% are managers.

Of those that return, 40% do so for family reasons, 23% to contribute to the economic development of the country, and 20% because they were forced legally to return. Strikingly, over two thirds of all returnees intend to try to go abroad again; 40% actually subsequently do leave within 3 years. The main causes of dissatisfaction relate either to the state of the national economy or to the existing political climate. It can be concluded that although the return flows are significant and the quality and motivation of the returnees high, levels of satisfaction are low and the probability of re-migration high. Motives for re-entry are highly personal and unpredictable. Causes of dissatisfaction cannot be controlled. For these reasons it is difficult to rely on, or even estimate, this source of management talent. Quantitatively any gains from this source will be more than offset by students studying abroad who do not return. Consequently, for the purposes of this study this source is not considered.

Work Permits

Table 6 presents statistics concerning the number of work permits issued in Trinidad and Tobago for each year from 1971 to 1980, the last year for which published information is available. The data indicate a significant and increasing reliance on foreign manpower in the economy with work permits increasing at a much more rapid rate than economic growth.

The majority of work permits issued in that decade, 73%, were in only three occupational categories: professional and technical workers; administrative, executive, and management workers; and commercial, financial, and insurance workers. These categories can

be broadly defined as management related; the fact that foreigners hold these management type positions is one more indication of the deficit in local management training.

Central Statistical Office reports indicate that in 1980 work permits issued were granted for a median of two years. Also, the number of extensions (for a median period of one year) authorized was equal to 13% of the number of permits granted. Thus, at the end of 1980 an estimated maximum total of approximately 4,095 foreigners were working in management type positions. This amounted to approximately 0.95 percent of the total labor force in that year. Strikingly, in that year, seventy-eight percent of all work permits issued were for private sector employers.

Unfortunately, work permit records are only reported in a specific, consistent form occasionally. The 1980 statistics were made available only in 1985 and are the most recent data available. For the purposes of this study, the 1980 statistics may be accepted as a conservative, minimum estimate of the current 1985 situation for two reasons. First, the strong upward trend in work permit use was unlikely to be reversed in the period 1980-1985, the economic downturn notwithstanding. Second, conversations with employers indicated that substantial changes in the use of expatriates for the relevant job categories had not occurred since that time. At any rate, the order of magnitude of the statistics is such that the conclusions derived are unlikely to be affected substantially by more recent information.

Table 6

Work Permits Granted to Managerial Occupations, 1971-1980, Trinidad and Tobago

<u>Occupational Group</u>	<u>1971</u>	<u>1972</u>	<u>1973</u>	<u>1974</u>	<u>1975</u>	<u>1976</u>	<u>1977</u>	<u>1978</u>	<u>1979</u>	<u>1980</u>	<u>TOTAL</u>
Professional, Technical Workers	441	410	546	815	1021	1026	1013	998	1006	1650	8926
Administrative, Exec. Managerial Workers	82	92	57	73	103	126	122	151	169	249	1224
Commercial, Financial & Insurance Workers	8	8	3	7	24	32	9	13	42	134	280
Subtotal	531	510	606	895	1148	1184	1144	1162	1217	2033	10430
All Other Classes	195	308	154	275	282	466	355	585	335	954	3889
Total All Occupations	726	818	760	1170	1430	1650	1479	1747	1552	2987	14319

Source: Work Permits Report, 1980, Central Statistical Office, Republic of Trinidad and Tobago, 1985.

Assuming that the situation in Trinidad is representative of the rest of the Caribbean, then an estimated total of 16,380 expatriates are employed in management-type positions throughout the region. Training local nationals to replace these expatriates is one likely source of demand for management training. This situation implies a substantial foreign exchange expenditure for management talent. Conservatively, assuming that the annual salary of these expatriate managers is equivalent to only US\$25,000 and that half of this amount is spent on imported consumption items or repatriated, then over US\$204,750,000 in foreign exchange is being spent annually to off-set the lack of local management talent.

Table 7 indicates the educational background of those granted work permits in managerial positions. Although more accurate analysis is limited by the relatively high incidence of "not stated" data (about 30% of all permits), most permit holders evidence significant amount of formal training. Of those providing information, over 90 percent have completed university; 16 percent have graduate degrees or diplomas. This underscores the point that much of the Caribbean management shortage is in the more highly trained positions.

Table 7

Work Permits Granted by Educational Qualification,
Managerial Type Positions, 1980, Trinidad

<u>Educational Qualification</u>	<u>Number</u>	<u>Percent of Those Stating Qualifications</u>
Graduate Degrees	237	16
Undergraduate Degrees	764	53
Degree Plus Professional Certificate	298	21
Secondary or On-the-Job	139	10
Not Stated	595	-
TOTAL	2,033	100

Source: Central Statistical Office, Work Permits Reports 1980, Republic of Trinidad and Tobago, Central Statistical Office, Port-of-Spain, 1985.

Thus, the annual supply of new managers, trained at the university level, amounts to 8,416, as follows:

Trained in Local Universities	327
Certificate	111
First Degree	133
Diploma	58
MSC	25
Trained in Foreign Universities	718
Undergraduate	345
Graduate	373
Foreigners	<u>7,371</u>
TOTAL	8,416

These figures suggest that, under the most optimistic set of assumptions possible, only 1,045 managers per year are produced among Caribbean, 327 from UWI and 718 from foreign universities. This is supplemented by 7,371 expatriates who are estimated to obtain work permits each year.

As indicated previously the supply of UWI produced managers is limited by capacity constraints inherent in that institution: faculty, physical facilities, and a desire to maintain programmatic balance. Also, MBA programs are under discussion and at various stages of planning. Further, a specially funded part time Part II (second and third year B.Sc Management Studies program has just been initiated in Jamaica and is expected to produce its first graduates in the 1984-85 academic year. All of these contingencies have the potential to increase management supply significantly. Given the length of time the status quo has existed, the resource constraint which appears to be increasingly difficult, the inability to staff even current programs adequately, and the realities of intra-university politics, it is the judgement of the study team that significant changes in output are unlikely.

Nonetheless, the fact remains that current supply is dramatically below need, and the order of magnitude of the deficit is such that it will remain, present efforts notwithstanding. Currently only a small portion of this need can be met by local institutions. Moreover, costs of foreign university training, the dominant supply source, are increasing dramatically. Even if need estimates are overstated by 50 percent, which seems unlikely given the number of independent sources which have reached similar conclusions, the shortage will still be acute.

ADMINISTRATIVE ANALYSIS

I. The Background of the University of the West Indies

The nature and scope of the Regional Management Training Pilot Project poses the challenge of finding an effective and efficient mechanism for the delivery of management training assistance to the English speaking Caribbean in general but more particularly to the Eastern Caribbean countries which constitute the primary target of this Project. The Cave Hill Campus of the University of the West Indies with over two decades of experience in providing technical and development assistance to Eastern Caribbean countries, both through regular University extension activities and through implementation of externally funded projects, can provide such a mechanism.

Founded as a University College of the University of London in 1948, and granted full autonomous university status in 1962, the University of the West Indies is supported by fifteen participating countries in the English speaking Caribbean. These are Antigua and Barbuda, Anguilla, the Bahamas, Barbados, Belize, the British Virgin Islands, Cayman Islands, Dominica, Grenada, Jamaica, Montserrat, St. Kitts-Nevis, St. Lucia, St. Vincent and the Grenadines, and Trinidad and Tobago. The University has three campuses: the Mona Campus in Jamaica, the St. Augustine Campus in Trinidad and the Cave Hill Campus in Barbados. The Cave-Hill Campus serves the Eastern Caribbean countries comprising ten of the fifteen member-countries of UWI.

II. Project Management Capability

The University of the West Indies has a track record for implementing AID-funded projects. These include an \$8.5 million Integrated Regional Development Project to develop UWI's training, research and outreach program; a \$2.5 million Health Development Planning and Management Project; a UWIDITE Project linking the three University campuses in Barbados, Jamaica and Trinidad with Extra-Mural Centres in non-campus territories through a telecommunications network; and a \$3.8 million Primary Curriculum Project aimed at improving the primary education environment in ten Eastern Caribbean countries.

The Primary Curriculum Project was implemented through the Cave Hill Campus. The network of contacts which the Cave Hill Campus developed through approximately two decades of working with Eastern Caribbean countries was an important factor in the success of this Project. Pointing to the use of the UWI Cave Hill Campus as a mechanism for the delivery of regional projects, the evaluation team which conducted the terminal assessment of this Project stated that "It could be that the method of delivery of assistance has applicability beyond the field of education and could be a pattern for many regional projects especially those involving the smaller Caribbean countries".

It should be noted that in October, 1984 the Cave Hill Campus established an Office of University Services staffed by two full-time professionals, one of whom is its Director at the level of Pro-Vice Chancellor. This office assists in the development of post-secondary programs in Eastern Caribbean (non-campus) territories and coordinates the University's resources towards that end. The establishment of this office is clear indication of the importance which the Cave Hill Campus attaches to outreach activities in the Eastern Caribbean. The UWI Cave Hill Campus, without doubt, is potentially an excellent implementing agency for projects which span the Eastern Caribbean countries.

The UWI Cave Hill Campus will shortly become the grantee of the AID-financed Caribbean Justice Improvement Project. UWI/CH, acting through the Faculty of Law, is to be the recipient of a \$7.5 million grant to manage law revision and reform, law library development, training for legal personnel, publication of casebooks, and the establishment of a Textbook Revolving Fund for the OECS countries. The UWI will establish within the Law of Faculty, a Project Unit which will make sub-grants to, and execute contracts with, regional, sub-regional and national institutions and entities.

III. Authority and Disbursement: Financial Administration

The disbursement of funds at the Cave Hill Campus, including grant funds have to be in accordance with the University's financial Code. That document places the responsibility for authorizing disbursement in the hands of the Finance Officer. Discussions will be held with UWI on ways and means of ensuring that disbursements are handled expeditiously and in accordance with approved policy and contract obligations. The efficiency with which disbursements are made and accounted for will be among the criteria used to determine whether UWI is capable of managing a follow-on project.

The Evaluation Report of the Primary Curriculum Project pointed to difficulties related to the application of AID's approved mileage and per diem rates. The Cave Hill Campus maintained that it was UWI's regulations and not AID's regulations which should be applicable to project staff and that such staff should be paid the UWI approved mileage and per diem rates. The UWI mileage rates were far in excess of those approved by AID and the UWI per diem rates were frequently higher than the AID-approved rates. The Grant Agreement should state clearly that AID's mileage and per diem regulations will apply.

Once the above issues are addressed, disbursement and reporting should flow fairly expeditiously under the project with careful monitoring from RDO/C.

IV. Management and Staffing: The UWI Cave Hill Department of Management Studies

The University of the West Indies' Department of Management Studies at Cave Hill, which was established in 1983, has developed from the original unit of Administration and Accounting which was started in 1980.

Given its recency, it is understandable that this department has yet to establish a track record of providing technical and development assistance to more than just a few businesses in Barbados. The Department has a small staff comprised of a Head of Department and seven other teaching staff, two of whom have Ph.D's.

The Cave Hill Campus is anxious to expand and forge links between the Management Studies Department and the private sector in the Eastern Caribbean. However, given the present size of the staff of the Management Studies Department, its responsibilities and capabilities, it is unlikely that this Department can, without additional technical and managerial assistance, implement a management training project of the type envisioned under the Regional Management Training Pilot Project. In selecting UWI Cave Hill Campus as the grantee, therefore, it was fully recognized that despite (a) the firm links which the UWI as an institution has established with Eastern Caribbean countries in delivering technical and development assistance and (b) the institution's record of successful implementation of the AID-funded Primary Curriculum Subproject, it will be necessary to ensure that sufficient managerial and technical assistance is provided to the Management Studies Department in implementing the Project. It should be noted that for similar reasons, it was found necessary to establish and staff a separate Project Unit in the Cave Hill Faculty of Education to implement the AID-funded Primary Curriculum Project.

V. Project Structure and Organisation: The Project Implementation Unit

A Project Implementation Unit will be established to focus on planning, design and implementation of all activities under the Regional Management Pilot Project. This Project Unit will be comprised of the following full time staff whose cost will be met from Project funds (See Annex A for the job descriptions of the Project Implementation Unit personnel):

1. A Project Manager contracted by the Cave Hill Campus with RDO/C's concurrence. The person appointed to this post should have an outstanding record of effective service either as a faculty member of an Eastern Caribbean management training institution or as a successful manager of private enterprise in the Caribbean. The Project Manager will be responsible for coordinating all project activities including symposia, seminars, conferences, and inputs aimed at strengthening the Cave Hill Department of Management Studies. In addition he/she will liaise with BIMAP, CARICAD, and staff of the Cave Hill Department of Management studies for their professional input as necessary in the planning, design and implementation of project activities. He/she will be responsible for approving expenditure of project funds and will be accountable to the Grantee's Principal Representative in the performance of his/her duties.

2. Three Long-term Consultants contracted by UWI. These consultants will be assigned full-time to the project. Two of the three long-term consultants will be provided under a competitively awarded host country contract between UWI and a U.S. University, a consortium of universities, a management consulting firm or any combination thereof. The U.S. contractor will also provide short-term consultants as necessary for the implementation of project activities. The third consultant will be contracted directly by UWI. The distribution of responsibilities among the three full-time consultants will be as follows: The Management Education Advisor/Chief-of-Party will have major responsibility for the technical inputs into the two main project components - the management training symposia and seminars, and the strengthening of management education - and for the implementation of the evaluation instruments. The other full-time member of the U.S. contract team, the Management Training Advisor will be responsible for the specialized management training and will be expected to participate fully in the delivery of seminars and symposia on a number of management issues. The individual contracted directly by UWI will serve as the Management Training Advisor for Research and Materials Development and will be responsible for the development of case studies and general research. The three U.S. consultants will be administratively responsible to the Project Manager and will collaborate with him in planning and scheduling project activities.

3. An Administrative Assistant (or Senior Administrative Assistant) appointed by the Cave Hill Campus. This person will provide general logistical and administrative support to the Project Manager in the performance of his/her duties. The Administrative Assistant will be directly responsible to the Project Manager.

4. A Secretary-Typist appointed by the Cave Hill Campus. This person will work under the guidance and supervision of the Administrative Assistant and will provide the general typing, secretarial and clerical support required by the Project Implementation Unit.

VI. Other Support for the Project Implementation Unit

The Project Implementation Unit will receive assistance from several sources in the planning, design, and implementation of the Regional Management Training Pilot Project. More specifically, it will receive assistance from:

1. Caribbean and U.S. Short-Term Consultants recruited both through the UWI host country contract with a U.S. institution as described in 5(b) of this Administrative Analysis and directly by UWI. These consultants will be selected on the advice of the three U.S. full-time consultants and the Project Manager and will assist with the implementation of the project activities.

2. Staff of the UWI Department of Management Studies of the Cave Hill Campus. The assistance of this staff will be solicited by the Project Manager in the planning and design of the project.

3. Staff of BIMAP and CARICAD. The assistance of the Executive Director of BIMAP and of CARICAD, or their nominees will be solicited by the Project Manager to offer assistance parallel to that expected from the Cave Hill Department of Management Studies.

4. The Council for Management Development in Barbados and the Eastern Caribbean. This council will be comprised mainly of private sector representatives with minority representation from parastatals and other public sector organizations as determined by the Grantee's Principal Representative and the Management Education Task Force (see section on Project Organization and Management in Project Paper). The Council will meet every six months to review the work of the Project and to advise on project implementation.

5. The Grantee's Principal Representative. This person will provide policy guidelines and in consultation with RDO/C will make major policy decisions regarding project implementation.

The Project Manager will be responsible for coordinating inputs from the above-mentioned sources. He/she will

seek to ensure that inputs from these sources are made in a timely, efficient and effective manner in order to maximize their benefits to the project.

VII. The Evaluation Team contracted by AID and UWI. Given that the project is designed as an experiment to test both the effective demand for management training and UWI's ability to adapt innovative approaches to management training in order to strengthen its delivery capability, the need for independent external evaluators is deemed to critical to maintaining the integrity of this pilot project. Hence, AID will contract directly through an Indefinite Quantity Contract for two members of this three man team to assist with the design of the evaluation instruments in the initial phase of the project and to analyze the information collected during the life of the project as part of the end-of-project evaluation. UWI will contract directly for the third team member. Provision has also been made for AID to contract noted management specialists on an occasional basis for the purposes of evaluation/consultation.

INSTITUTIONAL ANALYSIS

There are four principal and a number of lesser institutions in the Eastern Caribbean that offer education and training in management, business administration, industrial management and related subjects. The four principal institutions are:

- A. The Barbados Institute of Management and Productivity
(BIMAP)
- B. The University of the West Indies Barbados (Cave Hill)
Campus, UWI/CH
- C. The Caribbean Centre for Development Administration
(CARICAD)
- D. The Caribbean Association of Industry and Commerce (CAIC)

A fifth institution, the Secretariat of the Organization of East Caribbean States (O ECS) offers in-service training programs in administration related to its needs.

In addition, there are various so called "tertiary level" institutions in the region, such as Community Colleges, that offer basic courses in Business Studies. National Chambers of Commerce and Manufacturing Associations also offer practical training courses in specific areas as needs arise. In addition, each country has a University (UWI) Center whose programs vary from country to country.

BIMAP offers three kinds of management training programs addressed to the needs of the E.C. Region:

- A. Classroom Training. Three month, 45 hour courses in the functional areas of management, offered three times each year. Fifty four such courses are conducted annually.
- B. In-Company Courses focused on the problems of the particular company. Thirty-five of these courses are conducted annually.
- C. Seminar-Workshops. Three seminar-workshops are conducted annually.

CARICAD is a regional public administration training center with seven distinct kinds and levels of management training and research activities, from top management seminars to action-oriented research. Although concerned primarily with the public sector, CARICAD is interested in being active in management training appropriate to the private sector as well. All its programs are tailor-made for pre-identified needs.

Its reputation and record of performance are excellent and its potential for private sector management education is promising.

UWI/CH. The University of the West Indies' Department of Management Studies at Cave Hill has developed from the original unit of Administration and Accounting that was begun in 1980. It now offers undergraduate degree programs in Accounting, Management and Public Administration in the following six majors: accounting, management, public administration and the law, economics and accounting, and economics and management. These six degree offerings are very popular and the University has been unable to come close to meeting demand. For example, this year, of 312 applicants applying for admission in all six categories, only 119 could be accepted (38%). In management studies per se only 25 of 82, or 30% of the applicants, could be accepted. In management and economics combined with management, a total of 125 applications were received of which only 43 (34%) could be accepted.

The UWI Department of Management Studies at Cave Hill also proposes to introduce this year both new diploma and certificate courses in management studies and short, non-certified courses to meet the needs of special interest groups.

The Diploma and Certificate courses are for persons who desire or whose firms require their upgrading as managers and for persons drawn from technical and scientific fields who desire to become managers or to combine management skills with the technical expertise. In addition, these courses are designed to meet the needs of owners of small and medium size businesses. The non-certificate, short courses are intended to cater to the needs of such groups as credit unions, cooperatives, hoteliers, and farmer organizations.

CAIC provides training services to its members in all the E.C. countries through seminars, on-the-job training, and technical assistance achieved through technical skills workshops and consulting. CAIC's training activities cover levels ranging from top managers to entry level workers but most emphasis is on the middle management/supervisory levels. CAIC acts primarily as a catalyst and coordinator in arranging for the delivery of training opportunities, rather than playing a major role in the actual conducting of training courses.

Both the "Assessment Team" and the "Task Force" saw several weaknesses in the existing institutional arrangements for management training and the products thereof. First, the existing programs, it appears, do not adequately involve the upper levels of top management. Owners and senior executives are not adequately catered to, or, to the extent that efforts are made, they are not taken

seriously enough by top managers as worth their time. Second, and closely related to the first point, is that there is insufficient dialogue between top managers and management educators both with respect to top management's "executive seminar" needs, and with respect to management training in general at all levels. There is an inadequate meeting of the minds as to what kinds of training are most needed by commerce and industry at mid-management, supervisory and entry levels, as well as at the top. There is, in word, an inadequacy of communication between managers and management educators, the end result of which is that management education is not as squarely on the mark as it could be.

Third, both the Assessment Team and the Task Force view the quality of instruction of the existing programs as open to improvement. Quality varies greatly, of course, and some programs are of outstanding value. On the whole, however, there is agreement that a comprehensive pedagogical improvement program is in order. And there is apparent agreement also that the direction in which the effort to improve teaching materials and methods should evolve from the traditional lecture system and toward the "case method" of instruction.

Originally, the assessment team expressed the view that to effect such a sweeping set of changes in the management education environment in the region would require the creation of a new institution such as East Caribbean Regional Management Center which would itself be the principal link between industrial management's leadership and management education, such a Center's first task would be to design and administer a program of super symposia for the region's highest level executives and entrepreneurs plus a somewhat more technical but still senior management level series of management seminars. In addition, this Center would spearhead the program of curriculum and teaching methods improvement, focusing on the case method, at the existing training institutions. It would also promote closer linkages between commerce and industry and the management training institutions, seeking agreement on industry's needs at all levels of training, and how to meet them.

The Task Force, on the other hand, indicated its disagreement with the premise that a new institution is needed to effect the agreed upon necessary improvements. Their view is that the existing institutions provide an essentially sound foundation for a comprehensive management training improvement program. UWI and BIMAP are seen as relatively strong and growing, and have substantial unrealized potential. The lack of adequate communication with the management community and the latter's present lack of confidence in or knowledge of the training institutions is a serious problem. The Task Force believes that this problem can be best resolved by the creation of a Council for Management Development in Barbados and the Eastern Caribbean. This Council would be representative of private industry, the public sector

elements dealing with and supportive of the private sector, parastatal institutions of a productive industrial nature, and labor. The Council's principal functions would be: (1) to promote improvement of the environment for scientific management in the region, first, among private industry's leadership and top echelons; (2) to promote appreciation by top management of its own need for education and indoctrination in the sophisticated approaches to management that have enabled those countries that have adopted them to take the leadership in productivity and world trade; (3) to cause top management on the one hand, and appropriate institutions, such as UWI, on the other, to co-sponsor super symposia and seminars for top executives and owners; (4) to promote direct communications between industries and businesses and the educational institutions regarding the former's training needs; and (5) to sponsor, "where appropriate, collaborative arrangements through which external technical assistance and funding for management development may be channelled toward priority areas of need."

The "Task Force" further recommended that parallel with the establishment of the Council, "the Institutions that are currently engaged in delivering management education and training should constitute (create) a Regional Consortium of Management Education Institutions in order to further their common objectives."

The "Task Force" is now proceeding, step by step, to create the Council and the Consortium through extensive continuing consultations with the interested parties throughout the Eastern Caribbean.

Meanwhile, the Task Force has recommended that during the period required to negotiate and activate the Council and the Consortium, a short range immediate impact pilot program should be launched both for the sake of its own immediate usefulness, and as a means of stimulating momentum for the longer term ... "The committee agreed that it was important to mount a program of activity that would have an immediate impact on the management development situation within the participating countries. Apart from the fact that an action-oriented program would be the best way to signal the new resolve, it was felt that the experience of mounting a carefully selected range of activities related to current needs would be very instructive." Upon reaching this conclusion the "Task Force" then proposed that a "pilot program" be set in motion, to be implemented over a two year period beginning in 1986. It was not made clear who would implement the pilot program but the presumption is that the Task Force would continue in being and that it and the RDO/C, working together would ad hoc it, using technical and material assistance provided by RDO/C (See section below on proposed RDO/C-UWI project).

The pilot program recommended by the Task Force is composed of the following elements:

- A. "Conferences and Symposia for Top Management"
- B. "Consultancies and In-Company Courses for Upper Middle Management"
- C. "Research and Surveys on Business Activities in the Caribbean"
- D. "General Training Courses in Management"
- E. "Preparation of Training Packages" (based on review and improvement of curricula and teaching materials at existing training institutions)
- F. "Post-graduate (Advanced) Diploma in Management Studies" (presumably to be offered by the UWI/Cave Hill)

RDO/C has, since receiving the Task Force Report and having had the opportunity to discuss it with the members, together with members of the CAIC Assessment Team, taken under review a proposed Pilot Project that would be financed by AID, with contributions from the E.C. private sector, that has the following main features:

- A. It would involve UWI as the principal implementing agency, with technical assistance provided by AID.
- B. It is responsive to the Task Force's recommendations for a "Pilot Program" in the following respects:
 1. It endorses the proposal for a Regional Council on Management Development; the council will serve in an advisory capacity to the project and will monitor project implementation plans and advise on project activities.
 2. It endorses the proposal for a Regional Consortium of Management Education Institutions; assistance will be solicited from member institutional of this consortium as appropriate in designing and planning project activities.
 3. It endorses elements A, D, and E, of the Task Force's proposed "pilot program", all but without qualification;
 4. It endorses Task Force Pilot Program's element C with the qualification that it be geared more to the "case method" approach to teaching materials development than to the traditional descriptive approach by

functional categories. Both approaches are useful. The RDO/C concern is, however, that, since the end aim is significantly to improve present curricula and teaching methods, the centrality to this of emphasizing the "case method" be recognized and implemented;

5. It endorses Task Force Element F suggesting, however that post-graduate management education needs in the E.C. first be made the object of a current demand analysis and pursued as effective demand is verified. On this basis the element is included among those being considered by RDO/C. Additionally, RDO/C wishes to be responsive to UWI's stated needs for across-the-board assistance in the strengthening of its management training programs at all levels; and
6. It proposes that Task Force recommendation element B, in-company consultations be subjected to further review at the beginning of the pilot period, before undertaking to launch a major effort in this area that would be duplicative of programs already underway. It is also suggested by RDO/C that such consultancies could be tied to the Caribbean case development effort that the Assessment Team has proposed.

In these ways, all six of the recommendations of the Task Force regarding the elements that should constitute a Pilot Program would be encompassed in the emerging joint UWI - RDO/C project.

The Cave Hill Campus of the University of the West Indies (UWI/CH) was selected as grantee because of (a) its years of experience in providing technical and development assistance to Eastern Caribbean countries, (b) its record of successful implementation of AID-funded projects and (c) the presence of a Department of Management Studies which can support the efforts of, and benefit maximally from the project.

SOCIAL ANALYSIS

I. Socio-Cultural Feasibility

Concern has been raised in a number of fora, particularly through the Caribbean Association of Industry and Commerce (CAIC) and individual Chambers of Commerce, on the need for more management training programs, particularly but not exclusively for, the private sector of the Eastern Caribbean. Within RDO/C, project design efforts in a number of private sector projects have identified the inadequacy of middle management and supervisory skills, the scarcity of top level entrepreneurial talent, and the corollary lack of formal programs for private sector management development as major constraints to the expansion of the private sector in the Eastern Caribbean.

In 1985 regional concerns on these issues coalesced in two efforts aimed at identifying regional management training needs: The Management Education Committee, commonly known as the "Task Force" and appointed by the Minister of Education in Barbados, and the RDO/C funded CAIC Assessment Study. The Task Force conducted an inquiry into the institutional environment for management training in Barbados and the Eastern Caribbean, while the Assessment Team surveyed the entire Commonwealth Caribbean identifying the most urgent needs of owners and top managers in the private sector. Subsequent consultations between the Task Force and members of the CAIC Assessment Team resulted in the recognition that the terms of reference and the conclusions reached converged in most instances.

As a result RDO/C explored with the "Task Force" the possibility of designing a project which aims at providing training to top and middle managers in the Eastern Caribbean private sector and to those elements of the public sector which impact on private sector development. Thus, the design scheme and project components of the Regional Management Training Pilot Project reflect the most urgent needs identified by Eastern Caribbean regional institutions and knowledgeable experts themselves.

II. Beneficiary Participation

As stated in the previous section, collaboration on the essential thrust of this project occurred at an early stage in project design. That consultative process continued throughout the design involving the primary training institutions in the Eastern Caribbean - University of the West Indies, Barbados Institute of Management and Productivity, Caribbean Center for Development Administration, CAIC, and the Organization of Eastern Caribbean States.

Meetings were held in which various institutions participated in the shaping of the direction of the project, its components and the mechanisms for project implementation.

These training institutions are taking the initiative to form themselves into a consortium. It is envisaged that this consortium will actively participate in the design and planning of sub-project activities as their individual expertise is needed.

In addition, the institutions comprising the Consortium of Management Education Institutions will be members of the Council for Management Development in Barbados and the Eastern Caribbean. This Council is a standing body which serves as an advisory body to the Project. Its duties include monitoring project implementation and providing advice and general direction to the project.

Therefore, not only has it been insured that the major institutions involved in management training in the Eastern Caribbean were part of the collaborative process in the design of this project, but also they will continue to monitor project activities thus ensuring that the collaborative process continues throughout the life of the project.

III. Principal Beneficiaries

The principal direct beneficiaries of the project will be (a) senior and middle managers of large enterprises, and owners of small to medium enterprises in the OECS countries and Barbados; (b) the existing management training institutions being directly aided (i.e. UWI, BIMAP and CARICAD) and, through them, their clientele: faculty, continuing education "students", and students, per se, pursuing careers in business and industrial management. The greater overall impact of the project, however, will be the indirect benefits derived from new employment as a result of expanded enterprises, improved public services and new private investments, including foreign, domestic and mixed, encouraged by an improved human resources climate in which management is more effective and the work force more productive.

Also, women who are at present top and middle managers of large enterprises, and owners of small and medium enterprises will be given special opportunities, attention and consideration, with particular respect to their potential for playing leading roles in improving the environment for scientific management. Women approaching the ranks of top management will be accorded special help to realize their full potential. Finally, young women will be encouraged to enter upon careers in management.

Account will be taken of the importance of assisting medium and small enterprises to expand their economic clout in the aggregate, particularly as it relates to employment creation. This consideration, however, will not be emphasized at the expense of the project's macroeconomic growth goals.

IV. Social Impact and Spread Effects

A principal hypothesis of this project, based on the research of both the Task Force and the Assessment Team, is that improving the delivery capabilities of regional institutions (i.e. UWI, and to a lesser extent, BIMAP AND CARICAD) serving the various Eastern Caribbean territories, will have considerable impact on their clientele, the owners of enterprises and top and middle managers in the public and private sector. It is envisioned that the training modules will be adopted by these institutions and the techniques imparted in these modules will be institutionalized by territorial enterprises.

Secondly, it is recognized that many Eastern Caribbean businesses are successful, but not expanding. Hopefully, participation in project activities will cause them to think differently and improve their efficiency. As the project targets the top managers of the most successful enterprises, their adoption of new business techniques and attitudes should be replicated, as they are recognized as leaders in their community and many small and medium size enterprises look to them as role models. Thus, a major spin-off of training top managers is its spread effect on the general management climate.

Finally, the project seeks to emphasize the complementarity of the development roles of the private, public and parastatal sectors and to provide vehicles for exploring specifically what this means: shoulder rubbing opportunities through seminars, symposia, workshops and shared educational experiences, to exchange views, information, and cooperation in their drive toward the common goal -- even larger and stronger economies. While there have been times in the past when the public and private sectors have worked at cross purposes, often due to lack of information and understanding, this is changing as it becomes clear that an economy's engine is its private enterprise sector which, however, cannot function without the understanding and support of the public sector -- and vice-versa. The entities participating in the project -- the Project Implementation Unit, the Council for Management Development in Barbados and the Eastern Caribbean, and the Consortium of Management Education Institutions, are broadly representative of private sector ownership and management, management education and the concerned public sector, and labor. These organizations, aligned as they are with the goals of the project, can be powerful instruments for helping to avert clashes in the future that have in the past been detrimental to both economic and social development.

DETAILED PROJECT BUDGET
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PROJECT IMPLEMENTATION AND MANAGEMENT
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1.	UWI DIRECT LONG TERM T.A. -----	US\$ ---
1.1	Salaries and Allowances -----	
	Project Manager - 30 months @ \$4,400	132,000
	Management Training Advisor - 30 months @ \$3,500 (Case Development)	105,000
	Administrative Assistant - 30 months @ \$1,650	49,500
	Secretary - 30 months @ \$1,000	34,500
	Part-time Secretary - 12 months @ \$1,150	12,000
	Part-time General Worker - 30 months @ \$366	11,000

		344,000
1.2	Travel -----	
	Planning and follow-up trips = 2 persons x 24 trips @ \$350	16,800
	Symposia, seminars, conference and workshops = 2 persons x 14 trips @ \$350	9,800

		26,600
1.3	Per Diem -----	
	Planning and follow-up trips = 2 persons x 24 trips x 5 days @ \$150	36,000
	Symposia = 2 persons x 3 symposia x 3 days @ \$150	2,700
	Seminars = 2 persons x 4 seminars x 5 days @ \$150	6,000
	Conferences = 2 persons x 2 conferences x 2 days @ \$150	1,200
	Case Development Workshops = 2 persons x 4 workshops x 3 days @ \$150	3,600
	Teaching Workshop = 2 persons x 5 days @ \$150	1,500

		51,000

1.4	<u>Direct Costs</u>	
	Office supplies and direct expenses	40,000
		<u>461,600</u>
2	<u>US CONTRACT</u>	
2.1	<u>Long-Term Technical Assistance</u>	
2.1.1	<u>Salaries and Allowances</u>	
	Team Leader - 24 months @ \$7,000	168,000
	Management Training Advisor - 24 months @ \$7,000 (Symposia & Seminars)	168,000
		<u>336,000</u>
2.1.2	<u>Travel</u>	
	Planning and follow-up trips	
	= 2 persons x 24 trips @ \$350	16,800
	Symposia, seminars, conference and workshops	
	= 2 persons x 14 trips @ \$350	9,800
	International Travel	
	= 2 persons x 4 trips @ \$1,000	8,000
	Relocation Expenses	
	= 2 persons @ \$5,000	10,000
		<u>44,600</u>
2.1.3	<u>Per Diem</u>	
	Planning and follow-up trips	
	= 2 persons x 24 trips x 5 days @ \$150	36,000
	Symposia	
	= 2 persons x 3 symposia x 3 days @ \$150	2,700
	Seminars	
	= 2 persons x 4 seminars x 5 days @ \$150	6,000
	Conferences	
	= 2 persons x 2 conferences x 2 days @ \$150	1,200
	Case Development Workshops	
	= 2 persons x 4 workshops x 3 days @ \$150	3,600
	Teaching Workshop	
	= 2 persons x 5 days @ \$150	1,500
		<u>51,000</u>

2.2	Short-term Contractors under U.S. Contract		

	Accounted for under respective project component		

2.2.1	Symposia (See item 4 of Annex 0)		

	<u>Fees</u> for 1 keyrole speaker x 4 symposia @ \$5,000	20,000	
	<u>Fees</u> for 1 professor/consultant		
	x 4 symposia @ \$2,000	8,000	
	<u>Travel</u> for 2 persons x 4 symposia @ 1,000	8,000	
	<u>Per Diem</u> for 2 persons x 2 days x 4 symposia @ \$150	3,600	

			39,600
2.2.2	Seminars (See item 5 of Annex 0)		

	<u>Fees</u> for 2 professors/consultants		
	x 5 seminars @ \$2,000	20,000	
	<u>Travel</u> for 2 persons x seminars @ \$1,000	10,000	
	<u>Per Diem</u> for 2 persons x 5 days x 5 seminars @ \$150	7,500	

			37,500
2.2.3	Case Development (See item 6 of Annex 0)		

	<u>Fees</u> for 60 person-days @ \$700	42,000	
	<u>Travel</u> for 8 trips @ \$1,000	8,000	
	<u>Per Diem</u> for 60 days @ \$150	9,000	

			59,000
2.2.4	Conferences (See item 7 of Annex 0)		

	<u>Fees</u> for 20 person-days @ \$700	14,000	
	<u>Travel</u> for 2 trips @ \$1,000	2,000	
	<u>Per Diem</u> for 20 days @ 150	3,000	

			19,000
2.2.5	Institutional Assessment (See item 8.1 of Annex 0)		

	<u>Fees</u> for 50 person-days @ \$700	35,000	
	<u>Travel</u> for 3 persons @ \$1,000	3,000	
	<u>Per Diem</u> for 50 days @ \$150	7,500	

			45,500

2.2.6 Curriculum Development (See item 8.2 of Annex 0)

<u>Fees</u> for Technical Assistance	77,000
<u>Travel</u>	8,000
<u>Per Diem</u>	16,500

	101,500

2.2.7 Case Development (See item 9 of Annex 0)

<u>Fees</u> for 30 person-days @ \$700	21,000
<u>Travel</u> for 2 trips @ \$1,000	2,000
<u>Per Diem</u> for 30 days @ \$150	4,500

	27,500

2.2.8 Teaching Workshop (See item 10 of Annex 0)

<u>Fees</u> for 20 person-days @ \$700	14,000
<u>Travel</u> for 1 trip @ \$1,000	1,000
<u>Per Diem</u> for 20 days @ \$150	3,000

	18,000

2.3 Other Costs

<u>Research materials, etc.</u>	20,000
<u>Office equipment</u>	40,000

	60,000

2.4 Overhead

50 percent of salaries, allowances and fees = .50 x 587,000	293,500

	1,132,700
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3 MANAGEMENT COUNCIL

3.1 Travel

10 Council Members for 4 meetings
= 10 persons x 4 trips @ \$350 14,000

3.2 Per Diem

10 Council Members for 4 meetings
= 10 persons x 4 days @ \$150 6,000

20,000

PILOT ACTIVITIES

4 SYMPOSIA

4.1 Short-term Technical Assistance

4.1.1 Professional Fees

* 1 Keynote speaker x 4 symposia @ \$5,000 20,000
* 1 Professor/Consultant x 4 symposia @ \$2,000 8,000
** 1 Professor/Consultant x 4 symposia @ \$1,000 4,000

4.1.2 Travel

*2 persons x 4 symposia @ \$1,000 8,000
**1 person x 4 symposia @ \$350 1,400

4.1.3 Per Diem

3 persons x 3 days x 4 symposia @ \$150 5,400
(2*; 1**)

46,800

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* To be contracted by US Contract Team

** To be contracted by UWI.

4.2	Facilities -----		
	Rental		
	= 4 symposia x 3 days @ \$200		2,400
	Other expenses (e.g. equipment hire)		
	= 4 symposia @ \$1,000		4,000

			6,400
4.3	Participants' Expenses -----		
4.3.1	Travel -----		
	*** 20 persons x 4 symposia @ \$350		28,000
4.3.2	Per Diem -----		
	*** 20 persons x 4 symposia x 3 days @ \$150		36,000

			64,000

			117,200

			39,600

			77,600
			=====
	Less amount budgeted for T.A. under 2.2.1		

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*** Travel and per diem for pilot activities are estimated on the basis of 5 persons attending from the country in which the activity is being conducted.

5	SEMINARS -----		
5.1	Short-term Technical Assistance -----		
5.1.1	Professional Fees -----		
	* 2 Professors/Consultants x 5 seminars @ \$2,000	20,000	
	** 1 Professor/Consultant x 5 seminars @ \$1,000	5,000	
5.1.2	Travel -----		
	*2 persons x 5 seminars @ \$1,000	10,000	
	**1 person x 5 seminars @ \$350	1,750	
5.1.3	Per Diem -----		
	3 persons x 5 days x 5 seminars @ \$150 (2*; 1**)	11,250	
		-----	48,000
5.2	Facilities -----		
	Rental = 5 seminars x 5 days @ \$200	5,000	
	Other expenses (e.g. equipment hire) = 5 seminars @ \$1,500	7,500	
		-----	12,500
5.3	Participants' Expenses -----		
5.3.1	Travel -----		
	*** 15 persons x 5 seminars @ \$350	26,250	

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* To be contracted by US Contract Team

** To be contracted by UWI.

*** Travel and per diem for pilot activities are estimated on the basis of 5 persons attending from the country in which the activity is being conducted.

5.3.2	Per Diem		

	*** 15 persons x 5 seminars x 5 days @ \$150	56,250	
		-----	82,500

			143,000

	Less amount budgeted for T.A. under 2.2.2		37,500

			105,500
			=====

6	CASE DEVELOPMENT		

6.1	Short-Term Technical Assistance		

6.1.1	Professional Fees		

	* 60 person-days @ \$700	42,000	
	** 30 person-days @ \$300	9,000	
6.1.2	Travel		

	*8 trips @ \$1,000	8,000	
	**8 trips @ \$350	2,800	
6.1.3	Per Diem		

	90 days @ \$150	13,500	
	(60*; 30**)	-----	75,300
6.2	Other Costs		

	Research materials, etc.		20,000

			95,300

	Less amount budget for T.A. under 2.2.3		59,000

			36,300
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* To be contracted by US Contract Team

** To be contracted by UWI.

*** Travel and per diem for pilot activities are estimated on the basis of 5 persons attending from the country in which the activity is being conducted.

MANAGEMENT EDUCATION STRENGTHENING
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7	CONFERENCES -----		
7.1	Short-Term Technical Assistance -----		
7.1.1	Professional Fees -----		
	* 20 person-days @ \$700	14,000	
	** 30 person-days @ \$300	9,000	
7.1.2	Travel -----		
	2 trips @ \$1,000	2,000	
	2 trips @ \$350	700	
7.1.3	Per Diem -----		
	50 days @ \$150	7,500	
		-----	33,200
7.2	Facilities -----		
	Rental		
	= 2 conferences x 2 days @ \$200	800	
	Other expenses (e.g. equipment hire)		
	= 2 conferences @ \$1,500	3,000	
		-----	3,800

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* To be contracted by US Contract Team

** To be contracted by UWI.

7.3	Participants' Expenses		

7.3.1	Travel		

	International		
	= 9 persons x 2 conferences @ \$1,000	18,000	
	Regional		
	= 16 persons x 2 conferences @ \$350	11,200	
7.3.2	Per Diem		

	25 persons x 2 conferences x 2 days @ \$150	15,000	
		-----	44,200

			81,200

	Less amount budget for T.A. under 2.2.4		19,000

			62,200
			=====
8	INSTITUTIONAL ASSESSMENT AND CURRICULAR DEVELOPMENT		

8.1	Institutional Assessment		

8.1.1	Short-Term Technical Assistance		

	* 50 person-days @ \$700	35,000	
	** 40 person-days @ \$300	12,000	

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* To be contracted by US Contract Team

** To be contracted by UWI.

8.1.2	Travel		

	International		
	= 3 persons @ \$1,000	3,000	
	Regional		
	= 3 persons x 2 trips @ \$350	2,100	
8.1.3	Per Diem		

	90 days @ \$150	13,500	
		-----	65,600
8.2	Curriculum Development		

8.2.1	Technical Assistance		

	UWI		

	* 80 person-days @ \$700	56,000	
	** 160 person-days @ \$300	48,000	
	BIMAP		

	* 20 person-days @ \$700	14,000	
	** 40 person-days @ \$300	12,000	
	CARICAD		

	* 10 person-days @ \$700	7,000	
	** 20 person-days @ \$300	6,000	

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* To be contracted by US Contract Team

** To be contracted by UWI.

8.2.2	TRAVEL		

	UWI		

	15 persons @ \$1,000	15,000	
	BIMAP		

	5 persons @ \$1,000	5,000	
	CARICAD		

	3 persons @ \$1,000	3,000	
8.2.3	PER DIEM		

	290 days @ \$150	43,500	

			209,500

			275,100

	Less amount budgeted for T.A. under 2.2.5 and 2.2.6		147,000

			128,100
			=====
9	CASE DEVELOPMENT WORKSHOP		

9.1	Short-Term Technical Assistance		

9.1.1	Professional Fees		

	* 30 person-days @ \$700	21,000	
	** 30 person-days @ \$300	9,000	

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* To be contracted by US Contract Team

** To be contracted by UWI.

9.1.2	Travel		

	International		
	= 2 trips @ \$1,000	2,000	
	Regional		
	= 2 trips @ \$350	700	
9.1.3	Per Diem		

	60 days @ \$150	9,000	
		-----	41,700
9.2	Facilities		

	Rental		
	= 4 phases x 3 days average @ \$200	2,400	
	Other expenses (e.g. equipment hire)		
	= 4 phases @ \$1,000	4,000	
		-----	6,400
9.3	Participants' Expenses		

9.3.1	Travel		

	10 persons x 4 trips @ \$350	14,000	
9.3.2	Per Diem		

	10 persons x 4 phases x 3 days @ \$150	18,000	
		-----	32,000

			80,100

	Less amount budgeted for T.A. under 2.2.7		27,500

			52,600
			=====

10	TEACHING WORKSHOP -----		
10.1	Short-Term Technical Assistance -----		
10.1.1	Professional Fees -----		
	* 20 person-days @ \$700	14,000	
	** 15 person-days @ \$300	4,500	
10.1.2	Travel -----		
	International = 1 trip @ \$1,000	1,000	
	Regional = 1 trip @ \$350	350	
10.1.3	Per Diem -----		
	35 days @ \$150	5,250	
		-----	25,100
10.2	Facility -----		
	Rental = 5 days @ \$200	1,000	
	Other expenses (e.g. equipment hire) = 1 workshop @ \$1,500	1,500	
		-----	2,500
10.3	Participants' Expenses -----		
10.3.1	Travel -----		
	15 persons @ \$350	5,250	

NOTES

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* To be contracted by US Contract Team

** To be contracted by UWI.

10.3.2	Per Diem ----- 15 persons x 5 days @ \$150	11,250 -----	
			16,500 -----
			44,100 -----
	Less amount budgeted for T.A. under 2.2.8		18,000 -----
			26,100 =====
11	PUBLICATIONS ----- Publication of cases and conferences		10,000 -----
	REVIEW AND EVALUATION =====		
12	REVIEW AND EVALUATION -----		
12.1	Barbados - Jamaica Review -----		
12.1.1	Travel ----- 5 persons for 2 trips @ \$350	3,500	
12.1.2	Per Diem ----- 2 trips x 5 persons x 2 days @ \$150	3,000 -----	
			6,500
12.2	Project Evaluation -----		
12.2.1	Technical Assistance ----- **** Long Term = 180 person-days @ \$500	90,000	
	NOTE =====		

**** To be contracted by AID.

** Long Term		
= 90 person-days @ \$300	27,000	
** Short Term		
= 30 person days @ \$400	12,000	
12.2.2 Travel		

International Travel		
= 5 persons x 2 trips @ \$1,000	10,000	
Regional Travel		
= 5 persons x 6 trips @ \$350	10,500	
12.2.3 Per Diem		

300 person-days @ \$150	45,000	
12.2.4 Other Costs		

Preparation and reproduction of report	5,000	
		199,500

		206,000

TOTAL		2,318,700
CONTINGENCY		224,570
UWI Service and Administration Charge (10 percent of non U.S. Contract costs)		156,730

GRAND TOTAL		2,700,000
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** To be contracted by UWI.

JOB DESCRIPTIONS/LONG-TERM PERSONNEL

I. Overview

Illustrative job descriptions for all key members of the Project Implementation Unit appear below. The Contractor will be providing the two positions designated as U.S. contract team.

II. Job Descriptions: UWI Contract Personnel

A. Project Manager

The Project Manager will be assigned to the Project on a full-time basis and will have day-to-day administrative responsibility for project activities. The Project Manager will have proven and significant experience preferably as a faculty member of an Eastern Caribbean management training institution and/or as a successful private enterprise manager in the region. S/he will be responsible to the Principal, UWI for general and technical direction and will collaborate with all members of the Project Implementation Unit on technical and day-to-day matters. In addition, the Project Manager will be the principal liaison officer for the Project and professional representative on all project implementation matters.

Specific Responsibilities

Under the general supervision of the Principal, UWI, and in collaboration with the Chief-of-Party, the Project Manager will undertake, but not be limited to the following duties.

- a. Administering the project under the approved budget;
- b. Providing technical and management support to the Project to meet the stated objectives of the project;
- c. Preparing periodic reports on project activities in a format as stipulated in the USAID/UWI Grant Agreement or as directed by the Principal, UWI or AID;
- d. Undertaking short-term technical assistance and management training assignments, as required;
- e. Advising and assisting the Project Implementation team on the institutional assessment of management training/curricula, and the development of training materials, and other technical content areas as needed;
- f. Participating in symposia and seminar course development, implementation and evaluation;

g. Administratively monitoring overall project financial flow and budget expenditures for the project in a format as stipulated in the USAID/UWI Grant Agreement; and

h. Providing other institution building, management training or administrative duties as may be required by UWI.

B. Administrative Assistant

The Administrative Assistant will be assigned to the Project on a full-time basis and will have responsibility for monitoring project expenditures and submitting receipts and other documentation to the Finance Office, UWI in a timely manner and providing administrative and logistical support to the Project Implementation Team. The Administrative Assistant will have proven experience in administration and office management. S/he will be responsible to the Project Manager, UWI for general direction.

Specific Responsibilities

Under the supervision of the Project Manager, UWI, the Administrative Assistant will undertake, but not be limited to the following duties:

a. Providing administrative support to the project to meet the stated objectives of the project;

b. Monitoring financial expenditure for the project; and

c. Undertaking short-term administrative assignments, as required by the Project Manager.

C. Management Training Advisor for Research and Materials Development

The Management Training Advisor will be primarily responsible for the basic research necessary for the revision of curricula and the development of training materials, such as case studies. In addition, the Advisor will assist in other technical content areas, as needed. The Advisor for Research will be responsible to the Chief-of-Party for general and technical direction. The Advisor will also collaborate with other members of the Project Implementation Unit as needed.

The Advisor should have proven and significant experience in research methodology. It is preferable that the experience include developing practical, applied management training materials. The Advisor must have a minimum of five years experience

developing management training materials and management training teaching experience. It is desirable that the candidate have experience in case studies development and experience working in the private sector in export and/or tourism related activities. The candidate must be in good health, be prepared to travel frequently within the Eastern Caribbean and be familiar with developing country training problems. The candidate must have a graduate-level degree in management education, business administration, or a closely related field. S/he will be located at UWI, Cave Hill, Barbados.

Specific Responsibilities

Under the general and technical supervision of the Chief-of-Party, the Management Training Advisor (Research) will undertake but not be limited to the following duties.

a. Providing technical and managerial support to UWI to meet the objectives of the project;

b. Preparing periodic reports on project activities as directed;

c. Assisting the UWI, Cave Hill to develop a set of discrete activities related to management training materials development, including the research related to the development of training materials and case studies for symposia and seminars and training materials workshops, and assisting in the publication of training materials developed for symposia, seminars, conferences and workshops;

d. Undertaking short-term technical assistance and teaching assignments, as required; and

e. Providing other institution building, project management, and management training materials development as may be required and which are mutually agreeable to AID, UWI and the Contractor.

III. Job Descriptions: U.S. Contract Team

A. Management Education Advisor/Chief-of-Party

The Management Education Advisor/Chief-of-Party for the Regional Management Training Pilot Project (RMTP) will have major responsibility for the technical inputs into the two major project components: a) management training symposia and seminars, and b) the strengthening of management training at UWI. The Chief-of-Party will be responsible to the Project Manager, UWI for general direction and for matters related to project management. The Chief-of-Party will also provide technical and some

administrative supervision to other long-term advisors and to short-term consultants. The Chief-of-Party will collaborate with his counterpart, the Project Manager, UWI, on technical matters and day-to-day implementation.

The Chief-of-Party must be in good health and prepared to travel frequently within the Eastern Caribbean. The person must have a minimum of five years experience in developing private sector-driven management training programs. It is preferable that the candidate have had experience working in the private sector including experience in export related and or tourism activities. The candidate should have demonstrated superior teaching, management and supervisory skills and capability to work collaboratively with a team of professionals. The person should have had experience developing practical management training materials. Previous overseas work experience and experience with AID program requirements and systems is desirable. The Management Advisor/Chief-of-Party must have a Ph.D. in business administration, management, or a closely related field. S/he will be located at UWI, Cave Hill, Barbados.

Specific Responsibilities

Under the general supervision of the Project Manager, UWI and with the technical and day-to-day collaboration of the Project Manager, UWI, the Management Advisor/Chief-of-Party will undertake, but not be limited to the following duties:

a. Providing technical and management support to the Regional Management Training Pilot Project to meet the stated objectives of the project;

b. Supervising and supporting the contract team of long- and short-term management training professionals;

c. Preparing periodic reports on project activities in a format as directed by A.I.D. or UWI;

d. Undertaking short-term technical assistance and management training assignment, as required;

e. Advising UWI on all technical content areas of management training as outlined in the objectives of the project such as curricula and case studies workshops and management training pedagogy and administration;

f. Assisting and participating in teaching, conferences, and symposia and seminar course development, as applicable; and

g. Providing other institution building management training or management duties as may be required and which are mutually agreeable to AID, UWI and the contractor.

B. The Management Training Advisor
(Seminar and Symposia)

The Management Training Advisor should be responsible for the development and implementation of the Projects symposia and seminars targeted for private sector owners and managers and selected public and union officials in the Eastern Caribbean. Since the management training needs of Eastern Caribbean private sector firms are not fully known and the proposed training must be carefully tested and evaluated, the advisor must have proven and significant experience in research and testing techniques and in involving private sector enterprises in management training programs. The advisor should have a minimum of five years experience in developing non-academic, short-term management training programs. It is preferable that the candidate's work experience include export and/or tourism-related activity. The candidate should have demonstrated administrative, teaching and research skills. The candidate must have a graduate-level degree in business administration, management or a closely related field.

The individual must be in good health, be prepared to travel within the Eastern Caribbean and be familiar with the development of training programs in developing countries. The Advisor will be responsible to the Chief-of-Party for general and technical direction. S/he will be based at UWI, Cave Hill, Barbados.

Specific Responsibilities

Under the general supervision of the Chief-of-Party and in collaboration with the Project Manager, UWI, the Advisor will undertake, but not be limited to the following duties:

- a. Providing managerial and technical support to the development and delivery of management symposia, seminars and conferences for the project;
- b. Preparing periodic reports on project activities, as directed.