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UNCLASSIFIED

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

JAMAICA

PROJECT PAPER

U.W.I. MANAGEMENT EDUCATION

AID/LAC/P-393

Project Number 532-0129

UNCLASSIFIED

PROJECT DATA SHEET

1. TRANSACTION CODE

A = Add
 C = Change
 D = Delete

Amendment Number

DOCUMENT CODE

3

2. COUNTRY/ENTITY

USAID/Jamaica

3. PROJECT NUMBER

532-0129

4. BUREAU/OFFICE

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5. PROJECT TITLE (maximum 40 characters)

U.W.I. Management Education

6. PROJECT ASSISTANCE COMPLETION DATE (PACD)

MM DD YY
 09 30 90

7. ESTIMATED DATE OF OBLIGATION
 (Under 'B.' below, enter 1, 2, 3, or 4)

A. Initial FY 87 B. Quarter 4

C. Final FY 90

8. COSTS (\$000 OR EQUIVALENT \$1 =)

A. FUNDING SOURCE	FIRST FY 87			LIFE OF PROJECT		
	B. FX	C. L/C	D. Total	E. FX	F. L/C	G. Total
AID Appropriated Total	364	286	650	1,500	950	2,450
(Grant)	(364)	(286)	(650)	(1,500)	(950)	(2,450)
(Loan)	(-0-)	(-0-)	(-0-)	(-0-)	(-0-)	(-0-)
Other U.S.	1.					
	2.					
Host Country	-0-	305	305		820	820
Other Donor(s)						
TOTALS	364	591	955	1,500	1,770	3,270

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	660	620	-	-	-	2,450	-	2,450	-
(2)									
(3)									
(4)									
TOTALS						2,450	-	2,450	-

10. SECONDARY TECHNICAL CODES (maximum 6 codes of 3 positions each)

11. SECONDARY PURPOSE CODE

12. SPECIAL CONCERNS CODES (maximum 7 codes of 4 positions each)

A. Code

B. Amount

13. PROJECT PURPOSE (maximum 480 characters)

To strengthen the management education and training capability of U.W.I.'s Department of Management Studies.

14. SCHEDULED EVALUATIONS

Interim MM YY Final MM YY
 1 2 8 8 0 2 9 0

15. SOURCE/ORIGIN OF GOODS AND SERVICES

000 941 Local Other (Specify)

16. AMENDMENTS/NATURE OF CHANGE PROPOSED (This is page 1 of a page PP Amendment)

The Mission Controller has reviewed and approves of the methods of implementation and financing as described in this Project Paper.

Robert A. Leonard, Controller

17. APPROVED BY

Signature

William R. Joslin

Title

Director
 USAID/Jamaica

Date Signed

MM DD YY
 19 10 87

18. DATE DOCUMENT RECEIVED IN AID/W, OR FOR AID/W DOCUMENTS, DATE OF DISTRIBUTION

MM DD YY
 10 05 90

/

ACTION MEMO TO THE MISSION DIRECTOR

P. Lerner
FROM: Patricia J. Lerner, OPDS

SUBJECT: Approval and Authorization of the U.W.I. Management Education Project (532-0129)

ACTION: As Mission Director, you are being asked to approve and authorize the U.W.I. Management Education Project.

DISCUSSION: This Project was designed by the University of the West Indies under the collaborative assistance mode with Pennsylvania State University's College of Business Administration. The purpose of the Project is to assist in the strengthening of the management education and training capability of the UWI's Department of Management Studies. This Project Paper describes a Phase I effort to be undertaken during the period September 1987 to September 1990.

A Congressional Notification went to the Hill on June 23 and the waiting period expired on July 7, 1987.

RECOMMENDATION: That you sign

- (a) the facesheet of the Project Paper,
- (b) the attached Project Authorization, and
- (c) the attached waiver of origin

Clearances: OPDS/OPED:TTiffitt 1
CONT:RLeonard 1
OEEE:CMathews 1
OPEP:MMcLindon 1
DDIR:MGolden 1
OEHR:NMignott 1

PROJECT AUTHORIZATION

Name of Country: Jamaica
Name of Project: U.W.I. Management Education Project
Number of Project: 532-0129

Pursuant to Section 105 of the Foreign Assistance Act of 1961, as amended, I hereby authorize the U.W.I Management Education Project for Jamaica involving planned obligations of not to exceed Two Million Four Hundred and Fifty Thousand United States Dollars (US\$2,450,000) in grant funds over a three year period from date of authorization subject to the availability of funds in accordance with the A.I.D. OYP allotment process, to help in financing foreign exchange and local currency costs for the Project. The planned life of phase one of the Project is three years from the date of initial obligation.

2. The Project will provide funding for technical assistance, services, commodities and training to assist in the development and strengthening of the management education and training capabilities of the University of the West Indies, Mona Campus.

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 and covenants and major conditions, together with such other terms and conditions as A.I.D. may deem appropriate.

4.a. Sources and Origin of Commodities, Nationality of Services

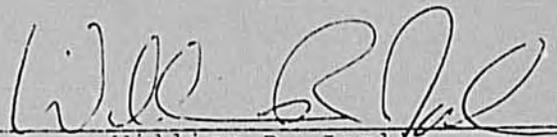
Commodities financed by A.I.D. under the Project shall have their source and origin in Jamaica or in the United States, except as A.I.D. may otherwise agree in writing. Except for ocean shipping, the suppliers of commodities or services shall have Jamaica or the United States as their place of nationality, except as A.I.D. may otherwise agree in writing.

I hereby authorize a waiver to permit the procurement under the Project of textbooks and periodicals of A.I.D. Geographic Code 935 source/origin in an amount not to exceed \$60,000.

Signature of this authorization constitutes certification that "Exclusion of procurement from Free World countries other than the cooperating country and countries included in Code 941 would seriously impede attainment of U.S. foreign policy objectives and objectives of the foreign assistance program."

4.b. Ocean Shipping

Ocean shipping financed by A.I.D. under the Project shall, except as A.I.D. may otherwise agree in writing, be financed only on flag vessels of the United States.



William R. Joslin
Director
USAID/Jamaica

Sept 10, 1987
Date

U
drafted by OPDS:PLerner *PL*
clearances: OFHR:WCharleson (substance)
OFFP:CMathews *CKM*
CONT:RLeonard _____
OPFP:MMclindon _____
DDIR:MGolden *MA*
RLA:RJohnson (draft)
OPDS/OPED:TTiff *T*

WAIVER NO. _____

ACTION MEMORANDUM FOR THE NON-COMPETITIVE REVIEW BOARD

Lerner
From: OPDS: Patricia J. Lerner

Subject: Waiver of Origin to permit procurement of textbooks and periodicals under the UWI Management Education Project (532-0129)

- (a) Cooperating Country: Jamaica
- (b) Project: UWI Management Education (532-0129)
- (c) Description: To purchase textbooks and journals from Great Britain
- (d) Probable source: Jamaica
- (e) Probable origin: Great Britain
- (f) Approximate value: \$60,000

Background:

Under the UWI Management Education Project the Department of Management Studies wishes to procure some textbooks and journals, particularly in the accounting field, from Great Britain. Great Britain is not included in the authorized geographic code for source and origin of goods and services to be procured under this Project.

Handbook 1, Supplement B, Chapter 5, Section 5.B.4.a. requires one or more criteria to be satisfied in order to waive the authorized geographic code. The criterion applicable to the proposed transaction is that "the commodity is not available from countries or areas included in the authorized geographic code."

The Mission Director has been delegated authority under the Redefinition of Authorities to the Field, Section II B.2, dated October 21, 1985, to permit AID financing of the procurement of goods and services in AID Geographic Code 935 when the cost of goods and services does not exceed \$5.0 million of funds made available under the Act.

Recommendation:

That by your signature below you approve the waiver for the procurement of textbooks and journals from Great Britain and by your signature hereon, you make the following certification:

"Exclusion of procurement from Free World countries other than the cooperating country and countries included in Code 941 would seriously impede attainment of U.S. foreign policy objectives and objectives of the foreign assistance program."

	<u>Approved</u>	<u>Disapproved</u>	<u>Date</u>
Myron Golden	<u>MG</u>	_____	<u>9/10/87</u>
Robert Leonard	<u>RL</u>	_____	<u>9/10/87</u>
Charles Mathews	<u>CRM</u>	_____	<u>9/10/87</u>
William R. Joslin	<u>W. Joslin</u>	_____	<u>9.10.87</u>

Note - because of the strong British tradition in these areas, and continuing links in education, business and the law, such materials are necessary for the project, and can only be obtained as described above.

W. Joslin

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Annexes:

- (a) PID Approval
- (b) Log Frame Matrix
- (c) Statutory Checklist
- (d) B/G Request for Assistance
- (e) Project Analyses, as follows:
 - (i) Technical
 - (ii) Financial
 - (iii) Economic
 - (iv) Social Soundness
 - (v) Administrative
 - (vi) Environmental
- (f) Procurement Plan

Appendices:

1. Penn State Executive Programs
2. Penn State BS, MS and PhD Programs in Business Administration
3. ALCAN Jamaica's Caribbean Management Series

EXECUTIVE SUMMARY

This Project is designed to assist in the strengthening of the management education and training capability of the University of the West Indies' Department of Management Studies (DOMS). The Project was designed by UWI under the collaborative assistance mode with Pennsylvania State University's College of Business Administration. The long term nature of this institutional development undertaking envisions an effort over approximately a ten year period, to be implemented in three phases. The present document describes Phase I of the Project, which is the extent of AID's commitment at this time.

Phase I consists of three components: (a) staff development, which entails upgrading the capabilities of the DOMS staff to deliver management education programs which address the needs of the Jamaican business community; (b) program development, which entails the establishment of new and improved courses at the BSc level, the introduction of a new Executive MBA program and a new Executive Development Program; and (c) the introduction of new organizational structures including new units in the DOMS (Management Information Systems & Accounting, Business Economics, Marketing, General Management & Human Resources, Operations Management, and Business Law,) and the establishment of an Institute of Business. AID funding in the amount of US\$2,450,000 will assist the UWI in providing technical assistance, training, some computer hardware and software, library materials and some modest refurbishing and construction of physical facilities at the Mona campus. This will complement UWI's largely in-kind contribution of approximately US\$820,000 of staff and management time, office space, utilities, maintenance, etc., and contributions of time and expertise from representatives of the business community.

Accomplishment of the objectives of each of the three components is expected to result in (a) the strengthening of the capability of the DOMS to develop and deliver self-sustaining and appropriate management education programs of high quality; (b) the provision of methods and mechanisms for retaining staff of high quality; and (c) an increase in the interaction and collaboration between the DOMS and the Jamaican business community and other institutions providing management training.

This Project Paper was developed by the following staff members of the University of the West Indies (Mona Campus):

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The following persons met with the Project design team and contributed ideas for the development of the Project document:

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Mrs. S. Belcher, Personnel Officer, Grace Kennedy and Company
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LIST OF ACRONYMS

BSc	Bachelor of Science
CAST	College of Arts, Science and Technology
CIDA	Canadian International Development Agency
CIEM	Caribbean Institute of Education and Management
DOMS	Department of Management Studies
EMBA	Executive Masters of Business Administration
EMDP	Executive Management Development Program
FARA	Fixed Amount Reimbursement Agreement
F&GPC	Finance and General Purposes Committee
GOJ	Government of Jamaica
ICWI	Insurance Company of the West Indies
IOB	Institute of Business
IMP	Institute of Management and Production
ISER	Institute of Social and Economic Research
JIM	Jamaica Institute of Management
KMR	Kingston Metropolitan Region
LSGA	Limited Scope Grant Agreement
MCS	Management Consultancy Services
MSc	Master of Science
PhD	Doctor of Philosophy
PSOJ	Private Sector Organization of Jamaica
PSU/CBA	Pennsylvania State University/College of Business Administration
UAC	University Academic Committee
UPEC	University Planning and Estimates Committee
UWI	University of the West Indies

I. Project Rationale and Description

A. Background

Numerous studies, assessments and evaluations* carried out by the GOJ and international donor organizations over the past seven years conclude that there has been, and there remains, a shortage of skilled managerial manpower at the mid- to upper-levels of both private and public sector institutions. The root cause of the problem is attributed largely to the major exodus of skilled managers during the 1970s. Attempts in recent years to attract these people to return to Jamaica to participate in "making it Jamaica again" have met with limited success. Concurrently, efforts have been underway for some time to upgrade the existing skill levels of the workforce, particularly new entrants to the workforce. In spite of the combined effort, the shortage of mid- to upper-level managers remains a critical constraint to growth and economic development.

The problem manifests itself in several ways. A lack of adequately trained managers has been consistently identified as a constraint to private sector-led sustained growth of the Jamaican economy. This constraint is viewed as pervasive in both private and public organizations where modern professional, technical and managerial skills are conspicuously lacking. Specifically, major improvement is needed in areas of management of personnel and human resources, organizational development, data collection and analysis, long term policy planning, managerial economics, marketing skills and analyses, entrepreneurship development, financial management and communications systems within organizations. This lack of modern management techniques affects productivity and the competitive position of Jamaican products in world markets, as well as the sustainability of the current economic recovery plan.

*Hall, Dr Marshall, Demand/Needs Assessment for Management Education/Training in Jamaica (USAID/Jamaica, February, 1986); Felton, Dr Edward, et al Assessment of the Need for Management Training and Development in the English-Speaking Caribbean (RDO/C, September, 1985); USAID/Jamaica Management Training Project Identification Document (Project No. 532-0084) (November, 1984); Price Waterhouse, Management Training Needs Assessment in the Jamaican Public Sector (November 19, 1982); IBRD Mission for Administrative Reform Project.

In the public sector, there is an acute shortage of managers in line Ministries (Agriculture, Education, Construction and Health) with the requisite skills to implement Government policy and programs. Evaluations and audits of AID-financed projects repeatedly point to the need for improved management skills for project implementation. The problem is exacerbated by ineffective budget procedures, the lack of systems for enforcement of accounting and financial reporting standards, personnel shortages afflicting staff Ministries (Finance and Planning, and Public Service), etc. The World Bank is assisting the GOJ in implementing a systematic program of administrative reform within the public sector, but progress to date has been slow.

Private sector firms are by and large still first or second generation, in other words, managed by the founder or their immediate descendants. Over the last six or seven years, USAID/Jamaica's efforts in trying to stimulate the private sector have been aimed at convincing these firms to adopt management team approaches where professional managers analyze problems and institute changes based on those analyses rather than based on hunches. This approach necessitates the availability of modern management techniques and exposure to successful adoption of such techniques. To this end, existing management training needs to be augmented by training in modern techniques and the development of relevant (i.e. Jamaican and/or Caribbean regional) case studies.

1. Policy constraints - One of the chief causes of the scarcity of managerial manpower at appropriate levels in the public sector is inadequate compensation for regular Civil Service positions. The World Bank's analysis demonstrates compensation is inadequate relative to equivalent positions in statutory bodies/public enterprises, compensation granted to lower level Civil Service posts, and compensation required by qualified people willing to occupy managerial positions in the Civil Service. Inadequate compensation is the key factor accounting for the scarcity of managers at the level we are concerned about. No amount of assistance with staff training, systems development or similar techniques for dealing with the symptoms will in themselves resolve the problem without increasing salaries.

Under the World Bank's second Structural Adjustment Loan (SAL), the GOJ committed itself to take action on the compensation issue. Over the two year period 1983-84, the GOJ awarded salary increases for civil servants on a graduated percentage basis selectively skewed towards mid to upper level managers. This resulted in a 50% salary increase for the highest ranking Civil Service position (Permanent Secretary) and an increase of approximately 25% for unskilled civil servants.

While those efforts were encouraging, such salary increases are not significant enough to have had an impact on retaining civil servants at the levels we are concerned with. This area is one which is being addressed by the GOJ with the assistance of the World Bank and there does not appear to be any appropriate role for AID to play in tackling this aspect of the overall problem of the shortage of managers at this time.

2. Technology and resource constraints - There are a number of existing management training and educational institutions in both the public and private sectors in Jamaica which have been making efforts to address the problem of the shortage of skilled managerial manpower. In an assessment of management training needs carried out by the National Association of Schools of Public Affairs and Administration for USAID/Jamaica, the quality of training offered by these institutions was characterized as ranging from faddish to sophisticated to very useful. Management training is offered by various kinds of entities, including in-house training departments in large businesses and Government organizations, private-for-profit firms, private-not-for-profit institutes, and tertiary educational institutions of various kinds. The larger, more capable providers of training include two private firms, the Jamaican Institute of Management (JIM) and the Institute of Management and Production (IMP), and one Government entity, the Administrative Staff College (ASC) under the Ministry of Public Service. Other key institutions providing management training include the College of Arts, Science and Technology (CAST) and the University of the West Indies (Mona campus).

Across the board, the training entities require assistance (albeit to varying degrees) in developing training materials, library resources, materials of Jamaican and Caribbean regional origin with direct relevance to the needs of managers in Jamaica, and in acquiring books, periodicals, films, audio-visual equipment and access to computer facilities. Greater cooperation and communication between public and private sector management training entities and their clients needs to be promoted.

In 1981 USAID/Jamaica's strategy for responding to the problem of a shortage of mid to upper level managerial manpower in the public and private sectors was to join with other donors and provide relatively modest resources over the short to medium term (1981-1986). During this period AID funds were invested in strengthening support grants to JIM and IMP to help them address their technology and resource constraints. AID also provided substantial resources under the Technical Consultations and Training Grant for management training targetted at mid to upper-level managers in private firms and the key public agencies involved in export development, investment promotion, and industrial development. The World Bank began a program to assist the Administrative Staff College and CIDA began a program to assist CAST in its business administration and accounting areas.

By 1985 it was clear this strategy had not resulted in the substantial impact the GOJ and international donors expected. In order to dramatically increase the number of mid and upper level managers, USAID decided to take a fresh approach and look at the problems and potential solutions in a more medium to long term context (1987-1997).

It is clear that while the short middle management and executive courses satisfy an important need and can and indeed do upgrade the quality and expertise of management, they are not meeting the need for a substantial impact on numbers. In addition, the efforts of training institutions such as IMP and JIM have created a relatively large group of working managers (IMP and JIM have a combined annual output of about 5,000) with the need for their certificates from these institutions to be formally accredited. This will assist these recipients to pursue management training at an advanced level, to be promoted or to gain increased compensation, as well as to gain upgrading of managerial skills through courses of longer duration, greater scope and depth in management studies.

There is also a need for research in management practices in Jamaican business organizations to enrich the training process through materials such as cases, textbooks and instructional materials.

The UWI is in an ideal position to address the needs of other management training institutions as well as making a direct contribution to reducing the shortage of trained managers. As the main degree granting body in Jamaica, the University of the West Indies has the institutional structure for teaching and research in management education at the tertiary level with the appropriate scope, relevance and applicability. The UWI also enjoys a certain prestige and tradition which ensure acceptability by employers and the public of courses for which it provides certification and accreditation. The UWI can therefore perform a central role in management education and training to effectively address the problem of a shortage of trained managers. It can provide an integrated framework within which management training and education can develop and it is in a unique position to coordinate, administer, evaluate and monitor the efforts of management training institutions islandwide and in the Caribbean.

In fact the BSc graduates of the UWI's Department of Management Studies constitute the principal source for hiring mid to upper level managers in both the private and public sectors. This is complemented by diploma and certificate programs in different aspects of management offered by CAST. The other management training institutions focus primarily on relatively short on-the-job skill upgrading courses. Despite these efforts the demand for trained managers is still very high and there is still a critical need for modern professional and technical managerial skills.

Accordingly, in the fall of 1985 USAID/Jamaica Mission representatives entered into a dialogue with the then Vice-Chancellor of the University of the West Indies (Mona campus) and his key advisers. The dialogue was initiated by USAID at a time when the USAID program was at a crossroads and we were taking a good hard look at where AID resources were being directed and what investments we were making to assist in meeting the medium to long term development needs of Jamaica.

The realization that AID and other donor efforts were inadequate prompted an approach to UWI to initiate a dialogue with regard to the University's vision of its medium to long term role in Jamaica's development. A lengthy dialogue ensued, during which time Dr. Marshall Hall, a former Dean of the Department of Management Studies and now a successful prominent businessman, was hired by UWI with USAID financing to undertake an assessment of the demand and need for management education and training in Jamaica. Dr. Hall's study revealed numerous problems, as well as perceptions by the business community. The Demand/Needs Assessment of Management Education in Jamaica included a survey of the Executive Directors of sixty leading private firms in Jamaica. There was general consensus that the most effective way to address the shortage of skilled and trained managers is to substantially improve the quality of the BSc Management degree, diploma and certificate offered by the Department of Management Studies, UWI. These leaders in industry indicated a need for short term executive management training and an executive MBA program at UWI, while giving clear priority to having a significantly improved BSc Management Studies Program. That is the main objective of what this Project is designed to do. However, in order to address that specific objective, a host of related problems must also be addressed, including the lack of staff in the Department of Management Studies, the qualifications and expertise of the staff, the low salaries paid by the University and its effect on attracting lecturers, etc. Once the problems were identified, it was a matter of trying to figure out what the solutions might be.

One clear thread emerging from the dialogue with UWI has been their interest in developing a long term twinning relationship with a U.S. university school of business. At the highest levels of the University there is keen interest in shifting away from a heavily theoretical approach to management to one which is more practical, hands-on, and case study oriented. Given the internal politics of UWI, it became clear that the only way the Project would work is if University staff designed the Project themselves so that it truly represents what they are interested in seeing achieved and what they believe is doable. Accordingly, the Mission recommended use of the collaborative assistance mode, whereby a U.S. university was contracted by UWI to assist them in an exchange of ideas, experience, and approaches during the design

of the Project, and subsequently assist them in the implementation of the Project. A Request for Expression of Interest was issued by UWI to some thirty U.S. universities and a general ad was run in The New York Times education section.

The University established a Selection Committee consisting of key Faculty members and University decision makers, complemented by three prominent businessmen from the private sector. That Committee deliberated over exactly what the focus of the undertaking should be, what kind of technical assistance they were really looking for, etc. A healthy dialogue between the University community and the business community was initiated and has been sustained over the last six months, which bodes well for the implementation of the Project. Ultimately, the Selection Committee chose Pennsylvania State University's College of Business Administration to assist them in this collaborative effort.

This Project therefore focuses on strengthening the capabilities of the Department of Management Studies at the Mona campus of the UWI to develop and deliver innovative and effective management education programs. This will contribute to the professional development of business management in Jamaica and ultimately to the increased efficiency and productivity of the Jamaican economy.

B. Specific Problems of the Department of Management Studies, UWI

1. Organization and Staffing of the Department of Management Studies - The budgeted full-time staff in the Department of Management Studies is 15, but at present only 10 of the posts are filled. The Department has always seen it as desirable to make use of part-time staff, but an adequate nucleus of full-time staff is essential. This is not a new situation, for the Department has for many years found it difficult to recruit staff and retain them. This unstable staff situation is partly due to the low level of salaries in the University compared with what well-qualified persons can earn in the private sector or overseas. Although there are opportunities for adding to emoluments by consultation, this is not done on a regular basis and not all staff members are able to make use of these opportunities. Younger staff members do not have the contacts with the business community nor the reputation to acquire consultancy contracts on their own. They would benefit from a structured arrangement such as an Institute of Business within the University which would provide them with the opportunities for consultancies.

One serious aspect of the staffing problem, is the fact that there are at present only three senior level staff in the Department, all of whom are in the field of Accounting. This has restricted the development of specialist options in other fields even though there is a need to develop areas of emphasis in the Department such as Personnel Management and Industrial Relations and Marketing.

2. Demand for Places and Output of Graduates - The demand by qualified applicants for places in Management Studies at Mona far exceeds the available places and demand has increased sharply in recent years. In 1986/87, qualified applicants for full-time degrees in Management Studies, Management and Economics, and Accounting exceeded 250 but only 70 places were unavailable, so that less than 28% of the demand was satisfied. Qualified applicants for the 25 places in the evening program exceeded 200. The unsatisfied demand for places in the Certificate and Diploma programs* is also high with three or four applicants for every place.

Of these applicants a very high proportion have had some previous work experience of at least three years before entering UWI. The Demand/Needs Assessment survey found that only 16% of previous graduates and 3.6% of current undergraduates in the program had no work experience prior to entering UWI (some of this experience however was in the Government sector rather than the private sector.) This probably reflects the unsatisfied demand for university places and the difficulty in gaining university admission immediately after graduating from High School.

The demand for places in the Department of Management Studies is presumably a reflection of the students' perception of the demand for and earning capacity of Management graduates. There are no firm figures for the demand for these graduates, but in the 1986 Demand/Needs Assessment, after various indicators were examined, it was stated that:

* Degree -- a three year program for full-time students. Also a part-time program which is identical to the full-time, and consists of fourteen courses.

Diploma -- a two year program of six courses following completion of a bachelor's degree. This course can also be taken on a part-time basis over a three year period.

Certificate -- a two year program consisting of four courses for part-time students independent of the degree program.

"...the inescapable conclusion is that the demand for formal tertiary level graduates is greater than the number now being produced by the Department of Management Studies and will remain so for the foreseeable future, even if the University were able to double its output of graduates in Management. Equally inescapable, however, is the fact that the demand characteristics favour upgrading those already in managerial positions or poised to enter by dint of experience and some exposure to formal training in Management practice."

This conclusion is significant for decisions on the approach which would be most effective in enabling UWI to better fill the management needs of Jamaica.

The number of Jamaican graduates from the Department of Management Studies from 1983 to 1985 is shown in Table I.

Table I

Jamaican Graduates in Management from UWI

	<u>1983</u>	<u>1984</u>	<u>1985</u>
B Sc Management Studies	84	87	77
B Sc Accounting	29	38	54
B Sc Economics & Management	-	-	26
B Sc Economics & Accounting	-	-	6
B Sc Hotel Management*	8	8	8
	----	----	----
Sub-Total Management & Accounting	121	133	171
	----	----	----
Certificate in Management Studies	48	54	50
Diploma in Management Studies	33	25	35
	----	----	----
	202	212	256
	----	----	----

* in the Bahamas

3. Facilities - The capacity of the Department to expand or upgrade its offerings and to increase the number of graduates is at present limited, not only by the lack of staff but also by the available space and the nature of the facilities.

The Department has five classrooms, the largest of which seats 94. With the exception of Personnel Management and Industrial Relations, all first and second year classes are in excess of this number (ranging from 155 in Marketing to 342 in Accounting). Classes are held in lecture theatres in other Faculties and in the Inter-Faculty Lecture Theatre. There is no accommodation which would be suitable for Senior Executive Seminars as the lecture theatre which was designed for this purpose is now programmed for constant usage by students in the regular programs.

The lecture rooms are not provided with teaching aids other than overhead projectors. The Department has access to the audio visual facilities in the Inter-Faculty Classroom Centre, but these are used by all Faculties, and scheduling its use is a problem. Computing facilities are not adequate and consequently the use of the computer as a teaching/learning tool is limited.

There is a small reading room provided by the Management Studies Association (an undergraduate students' association) with some limited library facilities, in the Management Information Centre. The accommodation in the main Library is overloaded and there are insufficient texts and journals for Management students. In addition, new curricula, as well as senior level executive level short courses and seminars need to be developed to meet the needs of the business community.

The supply of Jamaican case material now being used in the Department was developed mainly with the aid of the Canadian International Development Agency (CIDA) grant in the first few years after the creation of the Department, which was in 1971, and there is an urgent need for material for teaching, including industry studies, sectoral studies and textbooks. The CIDA project involved a grant of Can \$294,000 over 5 years (1971-1976) to finance a twinning relationship between UWI and the University of Western Ontario (UWO). That project did not have a full time local project manager, nor administrative staff, nor was any provision made to continue the project efforts beyond the project life. Their Executive Development Program did not have enough understudying by a local staff member and no structure, beyond the Department, was in place to take over when UWO left.

The present proposed project already has a full time manager on board, a full time administrative staff and the project design has used the experience of the CIDA involvement to incorporate the structures and processes needed to improve its chances of success.

C. Goal, Purpose, Inputs and Outputs

The goal of the Project is to overcome the shortage of trained managers at the mid and upper management levels of both public and private sector business institutions in Jamaica.

The overall purpose of the Project is to assist in the development and strengthening of the management education and training capability of the University of the West Indies' Department of Management Studies. The Project will consist of three components: staff development, program development, and the introduction of new organizational structures.

(1) Staff Development will consist of providing the Department of Management Studies with an adequate number of trained staff possessing the expertise to deliver management education programs which address the needs of the Jamaican business community;

(2) Program development will consist of establishing new and improved courses at the BSc level, a new Executive MPA program and an Executive Development Program series; and

(3) 2 New organizational structures consisting of:

(a) establishing within the Department of Management Studies six professional and administrative units related to major areas of business management specializations:

- Management Information Systems & Accounting
- Business Economics
- Marketing
- General Management and Human Resources
- Operations Management
- Business Law, and

(b) establishment of an Institute of Business.

Accomplishing the objectives described in these components will result in:

- (i) the strengthening of the capability of the Department of Management Studies to develop and deliver self-sustaining and appropriate management education programs of high quality;
- (ii) the provision of methods and mechanisms for retaining staff of high quality, and
- (iii) an increase in the interaction and collaboration between the Department of Management Studies and the Jamaican business community and other institutions providing management training.

The Project will be implemented in three major phases. The timetable of activities across those phases is based on consideration of two important determinants - the interactive and sequential nature of the elements of the design, and the decision-making mechanisms and procedures of UWI.

For example, there is an interactive and sequential relationship between staff development and the establishment and delivery of new courses. Trained staff with a desirable level of skills and expertise must be in place at a particular point in time to ensure that the delivery of new courses is realizable.

In addition, the possibility and feasibility of new courses being implemented must take into consideration the time period for gaining approval of the Faculty of Social Sciences and the University Council.

The purpose of Phase I is to initiate the process of upgrading the Department of Management Studies through staff and program development, research activities, dialogue with the business sector and acquisition of management education support services, equipment, and expanded facilities.

The following are the major inputs and outputs related to the timetable of activities planned for phase I of the Project:

INPUTS

The major inputs necessary for achieving the planned outputs of Phase I of the Project are:

Technical Assistance

Faculty from Pennsylvania State University/College of Business Administration (PSU/CBA) will provide technical assistance for the development of staff, the BSc, EMBA and Executive Development Program, research, library and information resources and computer facilities for the Department of Management Studies (DOMS) at UWI. The PSU/CBA faculty providing these services, will consist of a resident advisor at UWI for the three year life of the Project, faculty who are experts in areas such as Marketing, Human Resources and Finance on short periodic visits to the DOMS at UWI and faculty who will assist the DOMS staff during their visits for consultations, training and observations at PSU/CBA.

Training

Four week Executive Development Programs, the M.Sc. in Management and semester courses in business management and research at PSU/CBA in which existing and new staff members of DOMS will participate.

Commodities

- (a) Twenty eight micro-computers, five personal computers, related peripherals, software packages and furniture for installing and utilizing them for teaching research and administrative activities in the DOMS.
- (b) Three vehicles for use in the Project.
- (c) Library information materials: textbooks, journals, periodicals, audio-visual and teaching materials such as overhead projectors, transparencies, videotapes and films.
- (d) Furniture and fittings for additional classroom and office space provided for the DOMS.

UWI Support Services Facilities

- (a) Planning and Central Administration support.
- (b) Office and classroom space, equipment, furniture and utilities for Project administration and the implementation of Project activities.

OUTPUTS

The major planned outputs of Phase I of the Project are:

Staff Development

- (a) Ten staff members of the existing Department of Management Studies faculty with upgraded teaching and research skills and expertise to teach the BSc courses and selected modules of the Executive MPA program and seminars in the Executive Development Program series offered by UWI.
- (b) Nine new members of staff in the DOMS who have completed the M.Sc. in Management, thereby providing them with the prerequisite background to teach course offerings in the BSc program in the DOMS.

Program Development

- (a) An upgraded BSc program consisting of 15 existing courses restructured and updated and 11 new course offerings.
- (b) A new Executive MPA program consisting of 15 instructional modules with an enrollment of sixty business managers.
- (c) An Executive Development Program Series under which six seminars have been conducted involving 120 Executives and senior managers from the business sector.

Research and Development

- (a) Four cases relevant to the Jamaican business environment developed for use in teaching BSc and EMBA courses.
- (b) Six research projects conducted for solving specific selected problems of the business sector and generating information for development of case studies and instructional materials.

Computer Facilities

Two classrooms and one office in the DOMS equipped with computer hardware, related peripherals and software utilized for teaching research and administration.

Library Facilities

A stock of up-to-date textbooks, journals and periodicals in business management and related fields providing increased access to reading and reference materials for students in the DOMS pursuing the BSc and EMBA courses. In addition, A-V materials and equipment utilized in the teaching of courses in the DOMS.

New Organizational Structure

An Institute of Business governed by a special Board of Management through which the DOMS conducts the EMBA and EMDP and its research program activities.

Facilities Expansion

The DOMS' existing facilities will be renovated and a new 2 story building housing additional classrooms, seminar rooms, offices and administration area will be provided.

Collaboration with the Business Sector

Closer collaboration between the DOMS and the business sector.

Collaboration with other Institutions

Closer collaboration between the DOMS and the business sector and other major institutions providing management training such as CAST, IMP and JIM. Outputs in this area will be the result of an assessment and validation of the needs of these institutions and a determination of how these can be accommodated within the scope of the Project. The following are examples of the types of outputs envisaged:

- a. Courses of other management training institutions accredited by UWI;
- b. Case studies developed by UWI in collaboration with other training institutions; and

- c. Part-time lecturers in other management training institutions trained under the staff development program of the Project.

As noted earlier, this Project was designed by UWI staff with the assistance of Pennsylvania State University's College of Business Administration staff. Several important considerations emerged during the development of the Project.

- First, the design of the Project should result in a self-sustaining UWI program for continuing development upon completion of the ten-year estimated life of Project. Management education, through the Department of Management Studies, should be in a position to continue to evolve and develop upon the completion of the Project.
- Secondly, the design of the Project should provide for programs and mechanisms which would not only meet the needs of the business sector, but would also lead to an increase in interactions with the business community.
- Thirdly, the design should provide for methods and mechanisms which would promote the flow of funds from the business community to the Department of Management Studies to ensure continuity of its programs and services at the end of the Project.

Accordingly, Phase I of the Project design consists of the following elements:

1. Staff Development
2. Program Development
3. Establishment of a Institute of Business
4. Executive Development
5. Computer Facilities
6. Library and Information Resources.
7. Construction and Refurbishing

D. Description of Project Components

1. Staff Development Program for the Department of Management Studies - The achievement of the overall Project goal is dependent upon the existence of a strong and motivated staff of the Department of Management Studies. Two major problems currently exist. Certain areas of management expertise are not adequately represented by the existing staff and a relatively large proportion of permanent staff positions are unfilled. The shortage of staff and the growing student numbers require that lecturers undertake the added burden of teaching courses which are not within their area of expertise. The additional preparation has cut into the time available for research. (See Table in Annex E(i). The Staff Development Program (SDP) will be directed towards overcoming these two deficiencies by first, providing opportunities for existing

staff to redirect and enhance their academic background and skills: secondly, by offering degree program training to qualified graduates of the UWI BSc program who wish to assume Faculty positions, and thirdly, by identifying non-students and non-faculty members who might be appropriate candidates for joining the staff.

In addition, PSU/CBA will provide experienced visiting Faculty from its own staff. These visiting Faculty will offer courses in areas of critical need, as well as be available for program development consultation. The visiting PSU/CBA Faculty will also engage in joint research projects with UWI staff.

- a. Development of Existing Staff - PSU offers several options at its campus whereby the needs of the UWI Faculty can be met. Staff seeking a selective enhancement of specialized interests can audit or enroll on a non-degree basis in one or several of the graduate courses regularly offered by PSU academic departments. Such needs may be satisfied in a single semester of study.

PSU/CBA also offers a full schedule of both general and specialized executive development programs. These four-week programs provide opportunities for UWI staff to obtain an overview of current business practices in various areas of interest. (See Appendix 1)

In addition, shorter duration visits will be available to UWI Faculty who wish to discuss and observe various aspects of CBA undergraduate, graduate and executive development programs. Such visits will also promote the discussion of shared problems and research interests.

Staff seeking improved academic qualifications and skills at the postgraduate level can pursue the Master of Science program and/or the PhD at PSU/CPA.

Assignments in a newly established Institute for Business can be used to foster the development of individual research programs and to provide opportunities to develop teaching materials relevant to the Jamaican economic environment.

- b. Training Program for New Staff - The training program aimed at supplying new teaching staff is to be implemented systematically. During Phase I, new or recent graduates will be enrolled in the PSU/CBA Master of Science program each year (i.e. there will be a total of nine enrollments over the three-year period). Within three months from the signing of the Project Agreement, the University of the West Indies (UWI) will prepare an update on the training Plan contained in the Implementation Plan section of this PP. This update to the training plan will require USAID approval.

All long term training under this Project will be subject to the following conditions: all persons to be sent for degree training will execute a bond with the UWI obligating them to a three-year teaching commitment. All research or special projects necessary for degree completion will be conducted either in Jamaica or on Jamaican related special projects. In addition, faculty members who are studying for graduate degrees must write a thesis and therefore cannot pursue a non-thesis option. These theses must be relevant to management concerns in Jamaica.

The Master of Science (MS) degree program can be completed in one calendar year. It is a flexible program providing depth of knowledge in a specialized field of business and in the research methods of that field. Areas of specialization are accounting, management information systems, business logistics, economics, finance, insurance, international business, management science (including operations management), organizational behavior and personnel/human resource management. Details of the Master of Science in Business program and the graduate courses are provided in Appendix 2. Those completing the MS program will acquire an academic background that is adequate for teaching in a Bachelor of Science Business program. Appendix 2 shows the degree requirements needed to study at Penn State.

During the first year, graduates qualified to specialize in managerial accounting, economics, financial management, and management information systems will be given priority. The development of faculty with these specializations has been identified as a critical UWI staffing need. The areas of specialization to be pursued by graduates enrolled in the PSU/CBA degree program in subsequent years is to be guided by an ongoing assessment of needs.

Upon completing the one calendar year MS degree program, graduates are to return to UWI under the terms of a bonding agreement obligating them to a three-year teaching commitment. By the end of Phase I, UWI will have nine additional Faculty members who are qualified to teach and to pursue independent programs of applied research.

Graduates of the PSU/CBA degree program after two years of teaching service at UWI will be considered for advanced degree study. It is anticipated that a total of five PSU/CBA master degree graduates will be selected for PhD study at a US University. The relocated UWI staff will be financially supported during their PhD studies and will be appropriately committed to several years of UWI service upon completing their doctoral degree.

- c. Visiting Faculty Appointments - Visiting PSU/CBA Faculty will be selected upon the basis of their teaching and research experience in areas of critical importance to the UWI Management Studies Program. The selected Faculty will have an important assignment of aiding in both staffing and program development.
 - d. Part-Time Staff - A considerable portion of the Management Studies program is taught by part-time staff. This will continue to be the situation for a number of years. Some recognition is currently provided to this group. During the implementation of the Project various approaches will be utilized to improve recognition for these services. These will include the provision of titles such as associate lecturer, fellow or visiting professor and identification of these individuals in some University publications. In addition, selected part-time staff members will be included in the staff development program.
 - e. Executives in Residence - Use will be made of 'Executives in Residence' where an executive from the business sector spends a term or a year on campus on a part-time basis working with students and faculty on research projects, the development of case studies and other instructional materials, and the offering of special seminars. Alcan Jamaica has already made an offer of one staff member to fill such a post for a period of time to be agreed on. This Executive in Residence would be paid entirely by Alcan while he or she is assigned to the UWI. The rationale behind the use of the 'Executive in Residence' is the perception by the Jamaican business sector of the lack of professional business orientation of Management Studies graduates and staff members. An 'Executive in Residence' will attempt to address these concerns by making himself or herself available for consultation with faculty members and students. The 'Executive in Residence' can also provide a link with the business community by offering suggestions and guidance on key areas of interest and need for the business community.
2. Program Development
- a. BSc Program - A strong BSc program in Management Studies is essential if the managerial needs of the business sector are to be effectively met. In addition, the BSc program provides the foundation upon which a high quality Executive MBA program must be built. The attainment of the overall Project goal is, therefore, dependent upon a high quality and well received first degree Management Studies program.

In order to achieve this goal, new courses will be introduced to the BSc Program and new staff will be provided to deliver these courses. Table I (in Annex E (i)) shows the current status of course offerings in the Department of Management Studies and the complement of staff assigned to these courses.

The table indicates that the Accounting area possesses the greatest strength in the Department with an orientation towards professional Accounting which meets the requirements of the Institute of Chartered Accountants of Jamaica. The preliminary assessment of Departmental needs indicates that the area of Managerial Accounting requires strengthening.

An Economics component of the degree program necessitates a strong quantitative orientation if the program is to serve the general needs of the business sector. The first Penn State Resident Advisor has considerable expertise in Economics and teaches Managerial Economics in the Penn State MBA program. He will work with the Faculty involved in the teaching of Economics at UWI to further develop the quantitative component of the Economics course offerings during the first Phase of the Project.

In addition to the areas of Accounting and Economics, other areas shown in Table I as well as five Part I BSc courses are slated for development, which involve the revision of existing courses as well as the introduction of new courses. In this context certain courses have been identified at this time for development and submission for approval by the appropriate University Committees during Phase I. The title and timing of these courses are as follows: (Appendix 1 provides details for these new courses.)

<u>NEW COURSES</u>	<u>YEAR</u>
<u>PART I BSc COURSES</u>	
International Marketing Business Communication/ Report Writing Small Business/Entrepreneurship Computer Literacy	1
Marketing Research Organizational Development Money & Banking Introduction to Business	2
Logistics Management Management of Technology Quantitative Analysis	3

A critical aspect of program strengthening is the development of a well-trained professionally oriented staff. As outlined above, a systematic plan for meeting staffing needs is to be put into place immediately. By the end of Phase I, ten new Faculty members will have earned MS degrees at PSU, and be well qualified to teach in the BSc program. In addition, ten members of the existing faculty for Management Studies will have improved skills and expertise. Several activities of the Institute of Business will be reflected in the BSc program such as the development of instructional materials, case studies, and the research thrust. "Executive in Residence" programs, appropriate guest lecturers and other similar approaches which can aid in the further development and enhance the BSc program will be utilized.

b. Executive MBA Program (EMBA)

An MBA program is professionally oriented and provides a graduate level overview of the various areas of business specialization. It is a general program which is not a research program and its graduates typically seek business careers with executive responsibilities. An Executive MBA is offered as a part-time postgraduate program in order to accommodate the busy schedules of currently employed business persons, who are looking to improve their managerial skills.

From a program administration viewpoint, the nature of an MBA program necessitates that the courses constituting the program be closely coordinated. That is, the MBA program does not consist of a collection of independent courses; rather, it is comprised of a set of integrated courses that provide comprehensive understanding of complex business organizations.

PSU offers a full-time two-year MBA program. While not necessarily offering a model for the UWI, a review of the content of the PSU/CBA/MBA program forms part of the development of UWI's Executive MBA program (Appendix 1 contains a copy of Penn State's CBA MBA Program).

An Executive MBA program allows students to obtain an MBA degree on a part-time basis over a three year period. The program design suggested to the Faculty of the Department of Management Studies should include, but not to be limited to, the following elements in their development of the contents of the program:

Managerial Accounting
Behavioral Science in Business
Statistical Analysis
Quantitative Analysis
Management Information Systems
Managerial Communications
Financial Management
Prices and Markets
Operations Management
International Business Management
Business and Society
Government and Politics

c. Administrative Integration of the Executive MBA Program

Additional areas of emphasis need to be considered. The development of the contents and instructional materials for the EMBA will be undertaken in October 1987 after UWT Faculty have returned from their seminars and short visits during August and September 1987 at Penn State (funded under the Limited Scope Grant Agreement as pre-project costs). It is essential that planning be perceived by all interested parties as a cooperative effort. Openness and consultation should characterize the planning process.

The relationship between the existing Diploma program and the planned Executive MBA will be established. The preliminary assessment notes some similarity between the Diploma and the first year of the MBA program. At the same time there would appear to be differences in the level of the programs.

The program will recognize and build upon the existing strengths and resources available at the Mona Campus. For example, the Human Resource Unit of the Extra Mural Department, the Economics Department, and other academic departments may have staff resources which can be utilized; CARIMAC, too, may well provide relevant inputs. It is important that resources from both the Social Sciences Faculty and other Campus units be identified and used as appropriate.

Given the part-time nature of the EMBA Program, special care will be given to an appropriate and effective delivery system. In particular, program modules will be carefully established so as to assure that the course integration that characterizes the successful MBA program is preserved.

In addition, an Executive MBA program is dependent upon the existence of adequate library resources. This is, of course, a concern of a more general nature and not specific to the MBA program per se. It is discussed under a separate heading below.

The Executive MBA is to be delivered through the Institute of Business to be established in Phase I of the Project. The program will be developed in collaboration with the Jamaican business community which will consider both program content and needed size. There will also be an ongoing consultation with all interested parties including UWI administration and academic staff, and the various Jamaican institutions which provide business education services to refine and enrich the program.

The EMBA will be delivered in appropriately structured modules under the academic administration of the Department of Management Studies. Senior Faculty from the DOMS will be used to meet some staffing needs; Faculty from other UWI Departments will also be used as appropriate. In addition, qualified individuals from the business sector will be considered for special staffing assignments.

It is also anticipated that the effective delivery of the EMBA program will require the use of experienced senior Faculty from PSU. The need for some PSU faculty involvement is likely to continue over the ten-year period. The gradual replacement of PSU faculty by UWI staff is, however, part of the overall objective of the Project.

- d. Certificate & Diploma Program - The Certificate and Diploma Programs in Management Studies will be upgraded. In addition, the relationship between the Certificate and the BSc and the Diploma and the EMBA will be rationalized.
- e. Research Program - Continuing staff and program development require the establishment of a research element. This will be established and operated through the Institute of Business so that research for both academic pursuits as well as entrepreneurship will be encouraged.

Project funds will be utilized to assist Faculty members to mount research projects. The funds will be administered by the Institute in order to pay Faculty members and persons for the development of cases and other instructional materials as well as to establish data bases which can be utilized in the study of problems which affect the operation of business enterprises.

It is envisaged that during the life of the Project the Institute of Business will attract sponsorship for research projects from the business community so as to decrease the need for USAID funding by the end of the third phase of this Project. It is therefore planned that during the second phase of the Project, the fund will be gradually decreased as local companies increasingly sponsor research.

The research efforts will be undertaken after consultation with individuals or groups from the business community. Various models exist for identification and development of research projects under appropriate external sponsorship. In all instances classified information can be protected, but the sponsored research should result in the staff developing working papers, monographs, journal articles or case studies. Besides service to the client, the staff is able to present evidence of the research as part of the Faculty development thrust.

Each Faculty member will be encouraged to develop his or her own three to five year research program. This approach can be an important ingredient in continuing staff development. In addition, this can serve to identify gaps in the available staff expertise in the future. Penn State staff will aid in this effort.

Publications through the Institute for Business will be encouraged. Some temporary funding will be provided for the continuing development and promotion of such journals as Caribbean Finance and Management.

It is expected that as part of program development, the Institute will establish the capacity to provide consultancy services including development of appropriate data bases for the study and solution of Management problems which affect the operation of business enterprises.

- f. Internship Programs - Additional activities will be undertaken to develop ties with the business community. These include development of internship programs for students. This internship of Management Studies students in currently operating companies is an attempt to bridge the gap between the classroom and the business world and will provide students with practical work experience in a business environment.

3. ORGANIZATIONAL STRUCTURES

a. Institute of Business

It is important to provide organizational structures which will facilitate the implementation of the many aspects of the Project. Several objectives must be considered in the design of appropriate structures including the need to build structures which allow for the participation and support of the many constituency groups who would like to be involved with the University as it builds its business curricula.

These constituencies include a large number of individuals, businesses in both the private and public sector, and organizations which are working to provide educational programming, as well as students and prospective students who wish to participate in the range of business and related courses designed to enhance their personal and professional growth.

The purpose of the Institute of Business is to provide a mechanism which allows the participation of these constituency groups, and which provides flexibility in experimenting with new programs, new research funding formats, new program delivery mechanisms and different faculty compensation bases.

The Institute of Business will be established at the University of the West Indies, Mona Campus during Phase I of the Project, in order to complement the work of the Department of Management Studies. The Institute of Business will be governed by a Board of Directors consisting of:

The Vice Chancellor (or Principal of Mona Campus)
The Dean of the Faculty of Social Sciences
The Head of the Department of Management Studies
One member of the Department of Management Studies
One member of another Department in the Faculty of Social Sciences
Three representatives from the business sector, and
The Project Manager

The Vice Chancellor (or Principal of the Mona Campus) will be the Chairman of the Board of Directors. The Chairman will appoint the three representatives from the business sector. The Institute for Business will have a Director in charge of its operations and activities. The Project Manager shall function initially as the Director of the Institute. The need for the establishment of a separate Director for the Institute will be carefully monitored by the Board of Directors of the Institute during Phase I of the Project. A full assessment of the need for a separate Director of the Institute will be made by the Board of Directors at the end of the first year of operation of the Institute for Business, unless the need becomes apparent before that time.

The Director of the Institute will report directly to the Board of Directors and will work in collaboration with the Head of the Department of Management Studies. The Institute will be the outreach arm of the Department towards the business community. A close working relationship between the Head of Department and the Director of the Institute is vital.

The Institute will be charged with the responsibility for the organization and management of a program to increase the knowledge of participating faculty about the management of business enterprises, to improve the management of business in Jamaica, and to facilitate the ability of the UWI to recruit and retain highly qualified business faculty.

To achieve the purpose outlined above, in Phase I the Institute will assist in the design and development of the Executive MBA and EMDP programs with special attention to the delivery systems. The offering of the EMBA and EMDP will be done in conjunction with the Department of Management Studies. In addition, the IOB will be involved in research activities leading to the development of case studies and instructional materials. While focussing on these specialized activities during Phase I, the operation of the IOB will seek to lay the foundation for it to acquire the capability for performing the following functions during Phase II and Phase III of the Project:

- . Develop instructional material and case studies.
- . Undertake for a fee, projects for individual business firms designed to solve specifically defined problems of those firms. The project will be carried out by individuals or by research teams. While most of the projects will normally fall within the province of the Management Studies faculty, other faculty and resource persons from the business sector will be invited to participate as appropriate.
- . Undertake for a fee the design and implementation of executive education programs for the business community of Jamaica to supplement programs already offered by other organizations.
- . Secure funding from appropriate sources for research on problems of general interest to the business community of Jamaica.
- . Develop a program for external relations to secure funding from appropriate sources to establish faculty chairs, Executive in Residence professorships and fellowships, and to secure support for the business program through development of an active alumni association.
- . Evaluate courses in business management offered by other private and public sector training institutions for the purposes of accreditation.
- . Undertake other activities as necessary to facilitate the objectives of the Institute.

It is especially important that the Institute continue to develop and nurture open and cooperative communication with the many worthwhile management education ventures currently underway in Jamaica. A dialogue will be maintained with these organizations with the objectives of improving the quality of management education. Among the specific initiatives which should be explored are the possibilities for the accreditation of courses which meet UWI standards and the acceptance of courses and programs deemed sufficiently strong for certification as prerequisites for the UWI first level examination. Consideration should also be given to the possibility of developing criteria and a process by which educational credit units could be provided for executive and management short courses.

The Institute will carry out its responsibilities with professional staff drawn from both UWI and the business sector. Faculty members will be contracted for particular projects or activities according to their interests and qualifications. It is not anticipated that faculty members will ordinarily become full-time members or employees of the Institute.

It is important to maintain the academic integrity, disciplining influence and departmental governance which is integral to the functioning of a University. Faculty development, curricula design for degree programs, faculty expansion and other similar matters are properly the responsibility of the academic department. The Director of the Institute will, therefore, work closely with the Head of the Department of Management Studies and with the Dean of the Faculty of Social Sciences.

One of the new curricula activities under the Project will be the development of materials for the graduate level EMBA program. The program will be non-traditionally structured and its design and implementation must be carefully supervised by an appropriately constituted faculty group.

b. Professional-Administrative Units

During Phase I of the Project professional and administrative units related to six major areas of business management specializations will be developed. These are:

- Management Information Systems and Accounting
- Business Economics and Finance
- Marketing
- General Management and Human Resources
- Operations Management
- Business Law

The units will form the focal points for the rational and dynamic development of staff and program offerings in the Department of Management Studies. Establishment of these units is planned as a central strategy for strengthening the capabilities of the Department of Management Studies both in terms of the number and quality of its faculty members as well as the range, scope, appropriateness and quality of its program offerings.

The establishment and operation of the Institute of Business and professional administrative units in the Department of Management Studies during Phase I of the Project and their continued development in Phases II and III are aimed at providing operating organizational structures which can guide and inform the development and establishment of the School of Management in Phases II and III.

4. EXECUTIVE DEVELOPMENT

Executive Management Development Programs

The Executive development portion of the Project is designed to serve the community by increasing the management skills of individuals in business enterprises. Programs will be designed at several managerial levels with the help and guidance of the organizations to be served by the programs. It is anticipated that activities in the executive development area will be housed in the Institute of Business Studies and carried out through UWI, and other qualified faculty. Special consideration will be given to developing programs which meet needs not being currently served by other educational institutions.

During Phase I the EMDP will be designed and administered with the aim of making it an income generating activity over the ten-year project period. This will be done through fees charged to either individuals or business enterprises. In Phase I it is expected that the fees charged will contribute to the cost of administering each seminar conducted under this program. In Phases II and III it is expected that these fees will increasingly cover the full costs of the program activities, thereby contributing to the EMDP becoming self-sustaining.

A large number of interrelationships are likely to develop between the executive programs and other aspects of the Project. Of particular importance, the regular offering of high quality programs will foster closer ties between the University and the business community. Faculty will gain a better appreciation of business practices and needs. Research will be stimulated and opportunities for consulting will be generated.

The current USAID project with UWI, Cave Hill campus, Barbados has as its goal the strengthening of the private sector's ability to contribute to production and productivity in the leading export sectors. The purpose of that project is to conduct a series of management and training interventions as possible approaches to improving management skills in the Caribbean. In addition, the Cave Hill project seeks to strengthen the capability of UWI to deliver specialized management training to the region. The UWI (Mona) Campus project will maintain contact with the project in Barbados and consultation visits to Barbados are scheduled for the Mona Campus Project Manager and the Penn State Project Advisor.

The first executive development program planned for November 1987 has been designed for the very top level business leaders in the Jamaican community (Appendix 1 shows details of the First Executive Development Program in Jamaica). One of the specific purposes of this program will be discussions on business strategy and to provide this community with high level insights on competing in the international economy. A second purpose of this initial seminar is to engage these key business leaders in discussions about the Project and to seek certain suggestions as to how the UWI business partnership may be further enhanced. Subsequent programs for top management should be seen as complementary to current efforts in this area such as the Caribbean management series sponsored by Alcan (Appendix 3 provides details of Alcan's Caribbean Management Seminars.)

In addition to the initial Executive Development Program in Managing the International Enterprise several other executive development thrusts will be initiated early in the Project. One of these thrusts is to expose some current UWI faculty to Penn State Executive Management Programs. The second is to begin the process of designing executive programming for the Jamaican market. Selected UWI faculty will visit Penn State to study the delivery system and learn the latest in teaching methods by attending selected courses. Subsequent to this activity, but still within Phase I of the Project, UWI and Penn State faculty will evaluate the executive development offerings in the local market. In cooperation with the business community and institutions which are going to serve the market, UWI will design a series of courses for the practising managers which will contribute to the effectiveness of the business organizations in this community.

5. Computer Facilities

Preliminary discussions between PSU/CBA computer specialists, the Project Manager, Architect, UWI Estate Manager and various faculty and staff at UWI, agree that two classrooms, one with 16 micro-computers and another with 12

micro-computers and a complementary configuration of 5 personal computers would meet the immediate teaching, research and administrative needs and could be expanded to meet future needs of the Department of Management Studies.

The availability of computer facilities will:

- Modernize and improve the various offerings in the BSc and post graduate programs of the Department of Management Studies;
- Aid in the development of teaching, research and administrative capabilities of staff and students; and
- Provide an output of students who will be better prepared for the job market.

The Faculty Computer Committee, which draws its members from the Department of Management Studies as well as other Departments in the Social Science Faculty, will be utilized in arriving at decisions about the functions of the facilities, user requirements, specifications for hardware, and a procurement plan for software. PSU/CBA computer specialists have provided advice on hardware, software and furniture needs and appropriate layout of the computer labs. In addition, suggestions on operations and management of the labs have been provided.

In making a final decision on the hardware and software for the micro-computer labs, further consideration will be given to prices available from local vendors and especially to service contracts.

6. Library and Information Resources

Management education students need access to modern textbooks and business classes. In addition, at the post graduate level a large selection of current business journals and periodicals is necessary. The Department of Management Studies must have ready access to the major business research journals and statistical data to support the Staff Development and Research Programs.

At the present time, the UWI library facilities are significantly over-subscribed, and the lack of library resources has led to the unavailability of many texts and journals, weekly and monthly business journals, as well as academic journals. This inadequacy has to be addressed in order to facilitate the implementation of the undergraduate, postgraduate and research programs of the Project.

The UWI possesses considerable library skills. A team consisting of a UWI Librarian, staff from the Department of Management Studies and a Librarian from PSU/CBA will draw up a list of recommended printed material. The PSU/CBA Librarian will arrive in October 1987 and the final list of recommended material should be ready for procurement by December 1987.

7. Construction and Refurbishing

The expansion and upgrading of the existing Department of Management Studies requires provision of additional physical facilities. This will be facilitated by the construction of a two story reinforced concrete structure located adjacent to the existing Management Studies Building. The new Building will provide two seminar rooms, four offices, a computer room, circulation space and sanitary facilities.

The type of construction proposed for the new facilities is a reinforced concrete structure supported by reinforced concrete strip footings, columns with concrete block walls with reinforced belt beams and a reinforced concrete slab roof.

Storm water drainage will be accommodated by open storm water drains in the vicinity of the site and sanitary sewers will be connected to the existing sewer main which connects to the central sewerage plant that serves the UWI campus.

In addition, the existing main Lecture Theatre will be renovated for an estimated cost of US\$41,000. Funds for upgrading the facilities were provided by a Limited Scope Grant Agreement (LSGA) which also had provisions for the Architectural/Engineering (A/E) services required for the main extension. The inclusion of the A/E services was done in the interest of expediting implementation of the construction component of the Project. A/E services were procured under host country contracting procedures in accordance with rules and guidance in AID Handbook 11. Detailed design drawings, cost estimates and draft contract documents have been prepared.

Based on the detailed design drawings and estimated cost for the works which is available, the engineering planning and cost estimating requirement of FAA 611(a)(1) are considered to have been met.

II. COST ESTIMATES AND FINANCIAL PLAN

The Project is planned to be executed over a ten-year period at a total cost of approximately \$13.3m. In the first phase of the long-term Project, it is planned to spend \$3.27m over three years for the upgrading of the Department of Management Studies, with \$2.45m and \$0.82m contributed by USAID and UWI, respectively. Cost estimates and financial plans developed in this section are concerned solely with Phase I expenditures of \$3.27m on staff and program development activities as they relate to the Department of Management Studies.

The following are the major items of which the Cost Estimates and Financial Plan for the project are comprised. These are summarized in Table II together with the annual foreign exchange and local currency requirements from USAID and UWI.

A. Technical Assistance

Cost estimates for Technical Assistance are related to salaries and services of local staff and PSU faculty.

Local staff providing long-term technical assistance include:

- a) persons hired specifically for the project:
Project Manager, Administrative Assistant, Director of Institute of Business and Computer Lab Manager (estimated cost for salaries and related expenses is \$245,700). The salary for the Project Manager for the first year of the Project will be paid from the LSGA.
- b) Senior Administrative and academic staff of UWI providing consultancy and other services to the Project with an estimated value of \$200,000 and funded by UWI.

PSU staff include a resident project advisor who will provide long term technical assistance and other faculty who will provide short term technical assistance. The estimate of \$651,000 for US technical assistance is subject to negotiation with PSU and in no case will the resident advisor be paid in excess of the Executive level salary ceiling of \$88,700 (combination of salary and post differential).

B. Administrative Support

The estimate of \$81,300 relates to office expenses as well as salaries for secretarial staff hired specifically for the Project.

UWI will provide administrative support for the Project (estimated value \$250,000) in the following major areas:

TABLE II

SUMMARY COST ESTIMATES AND FINANCING PLAN

US (\$000)

Elements	USAID		UWI	Total Cost
	Foreign Exchange	Local Currency	Local Currency	
A. TECHNICAL ASSISTANCE				
Long-term	419	246	200	865
Short-term	232	-	-	232
B. ADMINISTRATIVE SUPPORT	-	81	250	331
C. COMPUTER HARDWARE/ SOFTWARE AND FURNISHINGS	229	21	-	250
D. STAFF DEVELOPMENT	378	-	170	548
E. PROGRAM DEVELOPMENT	127	203	-	330
F. EXECUTIVE DEVELOPMENT	32	9	-	41
G. COMMODITIES				
FURNITURE & FIXTURES	-	50	200	250
VEHICLES	-	53	-	53
H. CONSTRUCTION	-	235	-	235
I. EVALUATION/AUDITS	15	21	-	36
J. CONTINGENCY	68	31	-	99
TOTAL	1500	950	820	3270

Note: Inflation is reflected in all the items shown in Table II as well as the amount shown for contingency.

a) Project Administration Offices

The UWI will provide the office space required by the Project administration team of Project Manager, PSU Technical Advisor, Director of the IOB, Administrative Officer and two secretaries. This is estimated at 4000 sq. ft. per annum over each of the three Project years, for a total value of \$64,000 for the three years.

b) Utilities, Rental Cost, Ancillary and Other Costs

This component consists of a variety of UWI contributions which are not identifiable as separate costs. This includes the provision of classroom and other facilities which is incremental and as such constitutes a UWI contribution arising from the existence of the Project.

Utility costs such as electricity and water are also included in this component. The cost of ancillary services, such as cleaning and similar day-to-day services are also estimated in this component. The total value estimated for this component is \$96,000.

c) Maintenance

This component covers the substantive maintenance services provided by the UWI Estate Department and is estimated at a total of \$90,000. These services include painting, electrical and plumbing repairs, servicing of air conditioners, etc. The Estate Department is capable of providing all the building maintenance services required to ensure the proper functioning of the building and equipment.

C. Computer Hardware/Software and Furnishing

The Computer facilities, inclusive of hardware, software and furnishings are estimated to cost \$250,000. Annex F provides detailed information on these items.

D. Staff Development

The estimated cost for existing and new staff members of the DOMS to pursue staff training programs at PSU is \$378,000. Staff development costing \$45,000 has been funded as a pre-project activity from the LSGA. The estimated value of the University's contribution is \$170,000. This covers salaries for the replacement of staff undergoing training at PSU as well as the cost for hiring new staff trained under the Project.

E. Program Development:

This will cover research projects, development of case studies and teaching materials, library resources (books, periodicals) and informational materials (tapes, films etc.) which are estimated to cost \$330,000.

F. Executive Development

The estimated cost for planning and conducting seminars in the Executive Development Series is \$41,000. The cost of the seminars in Year 1 of the Project will be met from the LSGA.

G. Commodities

(1) Furniture and fixtures to be used in the improved and expanded facilities of the DOMS are estimated to cost \$50,000. Furniture and equipment for the Project administration team to be provided by the UWI has an estimated value of \$200,000.

(2) Motor vehicles to be provided for the Project are estimated to cost \$53,000.

H. Construction

Complementary aspects of the Project consist of construction to expand the physical facilities of the existing Department of Management Studies building and the renovation and refurbishing of the existing lecture theatre. All expenses for renovation and a portion of the cost of construction have been funded as a pre-project activity under the LSGA. \$235,000 is provided under the Project to complete the construction.

I. Evaluation/Audit

The cost of conducting mid-term and end of Project evaluations is estimated to be \$21,000. Funds in the amount of \$15,000 are also budgetted to fund two financial audits by a local CPA firm.

J. Contingency

The contingency item covers both contingency in the usual manner of accidental omissions and errors of estimation and also includes an escalation item. The contingency item is estimated to be \$99,000.

The tables in the section which follow contain other items of information related to the cost estimates and financial plan for Phase I of the Project:

1. TABLE III: COSTING OF PROJECT OUTPUTS/INPUTS shows the relationship between the items of planned expenditure shown in Table II and the major outputs of the Project shown in the Logical Framework in Annex B.
2. TABLE IV shows the projection of expenditures by fiscal year for USAID and UWI.
3. TABLE V: METHODS OF IMPLEMENTATION AND FINANCING indicates the methods of financing, namely, direct payment by USAID of Advance - Reimbursement for the items of expenditure shown in Table II.
4. TABLE VI provides a detailed projection of expenditures by project year: Year 1, Year 2 and Year 3 for the items of expenditure shown in Table II.

TABLE III

COSTING OF PROJECT OUTPUTS/INPUTS (US\$000)

	INPUTS										
	TA	ADMIN SUPPORT	COMPUTER H/S&F	STAFF DEV	PROG DEV	EXEC DEV	COMMOD.	CONST.	EVAL.	CONTIN- GENCY	TOTALS
OUTPUTS											
1. STAFF DEVELOPMENT	146 (50)	20 (63)		378 (170)					9	24	577 (283)
2. PROGRAM DEVELOPMENT	422 (60)	24 (75)				41	17		10	28	542 (135)
3. RESEARCH & DEVELOPMENT	214 (30)	12 (37)			230		17		7		480 (67)
4. COMPUTER EQUIPMENT	32 (4)	2 (5)	250						1		285 (9)
5. LIBRARY FACILITIES	20 (20)	8 (25)			100				1		129 (45)
6. Institute of Business	60 (30)	13 (38)					19		5	9	106 (68)
7. UPGRADED DOMS BUILDING	3 (6)	2 (7)					50 (200)	235	3	38	331 (213)
TOTALS	897 (200)	81 (250)	250	378 (170)	330	41	103 (200)	235	36	99	2450 (820)

Note: () UWI contribution

TABLE IV

PROJECTION OF EXPENDITURES BY FISCAL YEAR
(US\$000)

FISCAL YEAR	USAID	UWI	TOTAL
F Y 88	635	305	940
F Y 89	1027	274	1301
F Y 90	689	241	930
Contingency	99	-	99
TOTAL	2450	820	3270

METHODS OF IMPLEMENTATION AND FINANCING

The methods of financing do not deviate from AID's preferred methods. The implementing agent will contract for all goods and services provided by the grant except for evaluations and audits. UWI has had previous grants with AID and has a limited knowledge of AID's procurement and financing policies. Specific instructions on AID contracting and financial regulations and requirements for voucher submissions will be provided to UWI by Project Implementation Letters.

The Mission has not conducted an assessment of UWI's specific procedures for contracting, accounting, and fiscal reporting capabilities. The only area of concern is their contracting capabilities under host country contracting, Handbook 11. A review will be conducted immediately after signing of the agreement to assess their overall competency. Contracting guidance will be provided based on the results of the review. UWI's accounting and reporting capabilities will also be assessed at the same time. During the life of the Project general guidance will be given to ensure compliance with AID's reporting standards and to verify that separate accounts are maintained to facilitate reporting and adequate audit trails.

TABLE V
METHODS OF IMPLEMENTATION AND FINANCING

ELEMENTS	IMPLEMENTATION	FINANCING	APPROXIMATE AMOUNT (\$000)
1. TECHNICAL ASSISTANCE			
(a) Long-term	Host Country Contract	Advance/ Reimbursement	665
(b) Short-term	"	"	232
2. ADMINISTRATIVE SUPPORT	"	"	81
3. COMPUTER HARDWARE/ SOFTWARE & FURNISHINGS	"	"	250
4. STAFF DEVELOPMENT	"	"	378
5. PROGRAM DEVELOPMENT	"	"	330
6. EXECUTIVE DEVELOPMENT	"	"	41
7. COMMODITIES			
a. Furniture & Fixtures	"	"	50
b. Vehicles	"	"	53
8. CONSTRUCTION	"	"	235
9. EVALUATION/AUDITS	AID Direct	Direct Payment	36
10. CONTINGENCY	Host Country Contract	Advance Reimbursement	99 ----
		TOTAL	2450 ----

TABLE VI

PROJECTION OF EXPENDITURE BY PROJECT YEAR (US \$000)

	USAID				UWI			
	Year 1	Year 2	Year 3	Total	Year 1	Year 2	Year 3	Total
A. TECHNICAL ASSISTANCE	<u>221</u>	<u>345</u>	<u>331</u>	<u>897</u>	80	70	50	200
Local Staff								
Project Manager	-	35	39	74				
Administrative Officer	12	12	14	38				
Director IOB	-	24	27	51				
Computer Lab. Manager	10	11	12	33				
Other Related Staff expenses	10	20	20	50				
PSU Staff:								
Project Advisor	117	143	159	419				
Short-term TA	72	100	60	232				
B. ADMINISTRATIVE SUPPORT	<u>23</u>	<u>29</u>	<u>29</u>	<u>81</u>	80	84	86	250
Senior Secretary	<u>7</u>	<u>8</u>	<u>8</u>	<u>23</u>				
Secretary	6	6	6	18				
Office expenses	10	15	15	40				
C. COMPUTER HARDWARE/ SOFTWARE & FURNISHINGS	<u>90</u>	<u>110</u>	<u>50</u>	<u>250</u>				
D. STAFF DEVELOPMENT	<u>69</u>	<u>192</u>	<u>117</u>	<u>378</u>	20	70	80	170
E. PROGRAM DEVELOPMENT	<u>30</u>	<u>180</u>	<u>120</u>	<u>330</u>				
F. EXECUTIVE DEVELOPMENT	-	<u>21</u>	<u>20</u>	<u>41</u>				
G. COMMODITIES	<u>17</u>	<u>86</u>		<u>103</u>	125	50	25	200
Furniture & Fixtures	-	<u>50</u>		<u>50</u>				
Vehicles	17	36		53				
H. CONSTRUCTION	<u>185</u>	<u>50</u>		<u>235</u>				
I. EVALUATION/AUDIT	-	<u>14</u>	<u>22</u>	<u>36</u>				
J. CONTINGENCY	<u>15</u>	<u>40</u>	<u>44</u>	<u>99</u>				
TOTAL	650	1067	733	2450	305	274	241	820

III. IMPLEMENTATION PLAN

As advertised in the Request for Expression of Interest, U.W.I. is expected to enter into a host country contract with the University which assisted in the design phase of the Project. The contract between U.W.I. and Pennsylvania State University will be tied to the implementation plan and specific outputs.

The overall strategy with regard to this Project recognizes the long term nature of this institutional development undertaking and approaches it in terms of three implementation phases. What is described in this PP is the gist of Phase I. At this point in time we have merely an illustrative idea of what Phases II and III might consist of.

Phase II:

1. Staff Development - continuation of the MSc program and introduction of training at the PhD level for recent MSc graduates and existing Management Studies staff.
2. Program Development
 - teaching programs
 - continued strengthening of the BSc Program through the introduction of additional case studies, new courses, better qualified staff, and student internships;
 - Executive MBA - Continued refinement of the Program with the first graduating class in the second year of Phase II
 - Executive Development Program - Management Studies staff take on a more active role as promoters, administrators and presenters.
 - Research Program - Continuity of development from Phase I
3. Institute of Business - expanded activities
4. Structural Change - the establishment of professional and administrative units within the Department of Management Studies that relate to Business Economics, Marketing, General Management and Human Resources, and Operations Management.

The units will form the focal points for the rational and dynamic development of staff and program offerings in the Department of Management Studies. Establishment of these units is planned as a central strategy for its faculty members as well as the range, scope, appropriateness and quality of its program.

Phase III:

1. Staff Development

- New PhD graduates will return to UWI
- The Department of Management Studies will achieve a level of self-sufficiency through the upgrading of staff.

2. Program Development

- BSc Program will achieve a higher level of quality that can be sustained by UWI staff.
- EMBA will be self-sustaining in terms of staff and self-supporting in terms of funding.
- EDP will be planned, coordinated and implemented by UWI staff with a few guest lecturers of international status. The EDP will have become self-supporting.

3. Institute of Business will become self-supporting in terms of sponsored research.

4. Structural Change

The establishment of a School of Management, which will develop out of the administrative units created in Phase II.

Following the evaluation which is to take place six months prior to the end of Phase I (see Section VI), a decision will be made on whether USAID is interested in proceeding to Phase II. If so, USAID will consult with RDO/C to compare results and plans, and decide whether to proceed to Phase II. If so, a PP Supplement will be developed to define specific objectives for Phase II. Assuming that Phase I collaboration between U.W.I. and Penn State proves successful, a contract amendment will be executed to continue such assistance. Phase III will be approached in the same manner.

However, the Implementation plan contained in the PP covers only Phase I of the Project. It provides a detailed description of activities in each of the components:

- a. Staff Development
- b. Program Development (BSc Program, Executive MBA, Research, Executive Management Development Program)
- c. Institute for Business
- d. Library and Information Resources
- e. Engineering and construction

f. Computer Facilities

g. Other Supporting Activities.

A. Staff Development Program

The development of the Management Studies Staff is essential to the success of this Project. A growing number of well qualified Faculty members will be needed to assist in the improvement of the BSc Program, the development and delivery of an Executive Management Development Program, the staffing of an Executive MBA Program, the establishment of an Institute for Business and the development and enhancement of staff for the Department of Management Studies will be addressed through the following programs-

1. New Staff Development - M.Sc Program

Recent BSc graduates of UWI will be encouraged to apply for the UWI scholarships to the M.Sc Program in Business Administration. Those students accepted into the Program will be bonded for a three year period of service to UWI. Advertisements for these scholarships for Project Year 1 have appeared on three occasions in the Daily Gleaner in May of 1987. In succeeding Project years, advertisements will appear in early March in order to allow for a timely selection process. Students applying for the 1987 - 88 academic year will be accepted provisionally pending results from the October GMAT which they will sit while at Penn State. Students applying for the remaining years of the Project will be expected to provide GMAT results as part of their application.

Completed applications will be reviewed by the UWI Post Graduate Awards Committee. This Committee will consist of Pro-Vice Chancellor Lalor, as Chairman, two persons from the Department of Management Studies, two persons from the Faculty of Social Sciences and one person from the private sector. For the first year of Phase I, this review will be completed by June 30. In succeeding Project years, the Committee will make its selection by no later than May 1. In Project Year 1, four MSc candidates will arrive at the International Office of Penn State on August 21, 1987 for orientation. For future years of the Project, students (3 in Year 2 and 2 in Year 3) will be expected to start their study program in the U.S. by the middle of August. Depending upon the level of academic preparation as evidenced by prior coursework in Management Studies, the MSc candidate should be able to complete the degree requirements in one year. The four students attending in Project Year 1 should return to UWI to fulfill their service.

2. Existing Staff Enhancement

(a) Executive Development Programs (EDP)

As part of the Staff Development Program, current Faculty members at UWI will during the three phases of the Project observe and take part in various Executive Development Programs. The purpose of this exercise is to expose UWI staff to the inner workings of an upper-level EDP, so that they will be better prepared to design and implement similar programs in Jamaica. This Project will also serve to broaden their perspective of management education by exposing them to a wide range of current business trends and activities. UWI staff involvement in an Executive Development Program is executed to help to foster a commitment to career development by stimulating a desire for self-improvement through independent study, additional coursework and graduate level degrees.

In Project Year 1, two Faculty members will attend the 4 week PSU/CBA General Executive Development Program and another staff member will attend the 2 weeks EDP on Human Resources.

(b) Short Term Visits to Penn State

In order to assure that UWI can continue to grow and develop independently in the area of management education after the life of the Project, staff development activities should include short-term visits to PSU/CBA and other appropriate institutions for specific areas of consultation and observation. These sessions will prove useful to the growing administrative and academic needs of the Department of Management Studies. In Project Year 1, three UWI staff members will visit PSU/CBA for a two-week period. One staff member will investigate the areas of accounting and finances at the graduate level and one will observe the areas of production and operations management, and another the area of computer training and management information systems.

In Project Year 2, two Faculty members in the Department of Economics will travel to Penn State for a two week period in September, 1988 in order to consult with Penn State Faculty on business economics and research methods.

In Project years 2 and 3 staff members from the Department of Management Studies will continue participating in the EDP as short term visits to PSU, and other institutions..

(c) Individual Courses/Research Projects at Penn State

In addressing the different levels of staff development or personal responsibilities which might not permit prolonged absence from the island, individual courses which can be taken for a semester at Penn State might prove to be an appropriate vehicle for short-term staff enhancement. These courses will serve to strengthen the UWI staff members skill in a particular area of management education, which can later be utilized by the Department of Management Studies. In addition, the staff member will be encouraged to build on this expertise through further coursework, research or graduate degree programs.

In Project Year 1, one UWI Faculty member in the Accounting field will spend two semesters at PSU/CBA in order to conduct research for a Masters thesis on a subject relevant to Jamaica. One semester will be used to computerize data and discuss data analysis with Penn State experts in the field. During the other semester, library facilities will be used for the literature review and the UWI Faculty member will enroll in a graduate level course in International Accounting. This UWI staff member will return to Jamaica with a completed Masters Thesis and enhanced management education skills.

In Project Year 2, one UWI staff member in the area of Marketing will enroll for the Fall Semester of 1988 at PSU/CBA in order to take several courses in Marketing Management. The marketing area has been identified as one of the target areas needing additional staff in the Department of Management Studies. Although one semester of coursework does not adequately address this deficiency, it will contribute to the short-term development of the staff and BSc Program of the DOMS.

(d) Graduate Degree Programs for Management Studies Staff

In order to improve the academic quality of the Department of Management Studies over the long-term, additional graduate degrees in Management must be acquired by current Faculty members who do not have PhD degrees in the field. They should be encouraged to acquire specialized expertise in the key target areas of deficiency which are Marketing, Human Resources and Operations Management.

Existing staff members will not go off for this level of training until Year 3 when the new MSc graduates will be available to replace them. In Project Year 3, the new head of DOMS will enroll in the MSc Program in Organizational Behavior/Human Resource Management at PSU/CBA. This UWI staff member will travel to Penn State in August, 1989 and is expected to return in September of 1990.

A full scale staff development program at the PhD level is planned for Phase II of the Project, when the new MSc graduates will have acquired several years of teaching and research experience.

E. Staff Development at UWI

A long term PSU/CPA resident advisor will serve as a resource person to the Management Studies Staff. He will assist on an individual basis with the professional development of Faculty members by counselling them on academic career plans, research methodology, research project design and implementation, journal article preparation, lecture preparation and delivery, curriculum review and development, and academic program design and administration. The PSU/CPA advisor is scheduled to arrive in Jamaica on/about September 1, 1987. He will remain at the Mona Campus for a 20 month period.

In addition to the long-term PSU/CPA advisor, Penn State will provide several specialists in a variety of areas for short periods of time to assist in staff and program development. The timing of these visits will be coordinated with other aspects of the Project in order to gain maximum use of their expertise and to provide synergy to the overall Project. Actual technical assistance requirements in the areas of staff development, program development and research are being set out in a contract for technical services between UWI and Penn State.

B. PROGRAM DEVELOPMENT

1. BSc Program

The BSc Program is the foundation degree for management education at UWI. It is also a degree which is highly valued by the private sector. The continued development and enhancement of this program is crucial to attaining the goal of delivering innovative and self-sustaining management education which meets the needs of Jamaican economic and social institutions.

In order to adequately strengthen the BSc degree at UWI, it will be necessary to continually review and evaluate existing course offerings to determine if modifications, deletions or additions might be appropriate in light of new knowledge, new developments and new needs in the field of management. As a result of a preliminary investigation, nine new courses have been selected for development in Phase I. During the first year of the Project, courses in International Marketing, Business Communications/Report Writing, and Small Business Entrepreneurship and Computer Literacy will be developed for the BSc Program. The stages to delivery of the courses are:

Detailed Design - September - November, 1987

Submission to Faculty Board of Studies for review - December, 1987

Submission to Academic Board and University Academic Committee for Approval - March, 1988

Courses ready for delivery in Department of Management Studies - September, 1988

In Project Year 2, the courses which have been identified for introduction into the BSc Program are Marketing, Research, Organizational Development, Money and Banking, and Introduction to Business. In Year 3, the courses identified are Logistics Management, Management of Technology, and Quantitative Analysis. For years two and three, the stages for new course approval are similar to Year 1. The major difference is that the date when Year 2 courses will be ready for delivery is September, 1989 and for Year 3 courses September, 1990. In addition to these eleven new course offerings in Phase I, the BSc Program will be strengthened by the hiring of new staff recently trained in these specific subject areas in the M.Sc Program at Penn State. Existing staff will have enhanced skills as a result of training locally and/or at Penn State.

2. Executive MBA Program

The Executive MBA Program will be delivered as modules to part-time students. The content of the modules include-

Managerial Accounting	Behavioral Science in Business
Statistical Analysis	Quantitative Analysis
Management Information Systems	Managerial Communications
Financial Management	Prices and Markets
Operations Management	International Business Management
Business and Society	Administrative Integration.

Four additional modules are:

1. Introduction to Business
2. Appropriate Technology and Resource Planning
3. International marketing
4. Public Enterprises

Staff members of the DOMS UWI will play a central role in the development of the EMBA program. In order to achieve their effectiveness in performing this role they will visit PSU/CBA for consultations, observations and investigation on the content, structure and delivery system for the EMBA program. They will also receive technical assistance from PSU/CBA faculty. The target date for completion of the modules is July 1, 1988. The UWI Academic Board should approve the Executive MBA proposal by November, 1988.

3. Research Program

The continued development of Management Studies staff and programs beyond the life of the Project is largely dependent upon the quality and quantity of research which can be generated by Management Studies Faculty members. In order to achieve competency in this area, a research climate needs to be developed which encourages and rewards this kind of academic pursuit. A key component of a favorable research climate will be the establishment of an Institute of Business with a start-up fund for research projects. Through the involvement of the private sector, the Institute will be able to provide suggestions and guidance on important areas of the Jamaican economy which merit in-depth research. In addition, the Penn State advisor will assist UWI staff in research problem definition and design, data collection, data analysis and presentation of results.

During Phase I, sponsored and non-sponsored research projects will be supported by a start-up fund from the Project. In Phase II, Faculty research expertise will have been developed and the amount of sponsored research should be on the increase so that the Project's research fund may be gradually decreased. During Phase III, the fund should be decreased by 10% per year for each of the last two years. By the end of Phase III, the research program is expected to be largely self-supporting.

In addition to serving its clients and providing UWI Faculty members with additional sources of income, sponsored research can generate working papers, monographs, journal articles and case studies which will have a beneficial impact on Management Studies Program development.

4. Executive Development Program

Executive Development Programs serve to increase the management skill of individuals in business enterprises. The first EDP is scheduled for November 25 to November 28, 1987 as a special top level program on "Managing the International Enterprise". Another three day EDP is scheduled for the Spring of 1988. In each of the subsequent two years of Phase I, one top level EDP and one week EDP for senior managers will be offered. Additional EDPs will be designed and offered in conjunction with the organizations to be served by the programs through the Institute of Business.

The EDP will have four outputs:

- increase the management skills of individuals in the business sector (a minimum of 40 individuals so served is the annual goal);
- develop a common ground between UWI faculty and the business sector resulting in an increase in interactions;
- develop some expertise in at least five UWI faculty members in the development and presentation of EDPs; and
- experiences at Penn State have shown that faculty participation in EDPs result in both content of the EDPs and teaching methods being transferred to the BSc and graduate programs. The same result can be expected at UWI.

C. Institute of Business

The Institute of Business is an organizational structure to facilitate the implementation of several programs which are part of the Project. The steps to be taken for its establishment are:

1. Preparation and submission of a request by the DOMS to the Principal of Mona Campus to establish the Institute of Business;
2. Review of the request by the UWI Faculty Committee;
3. Review of the request by the Finance and General Purposes Committee of UWI; and
4. Approval by the Finance and General Purposes Committee.

The Institute should be operational in January, 1988.

D. Library and Information Resources

Management Studies students need access to modern textbooks and business classics. In addition, for the Executive MBA Program a large section of current business journals and periodicals is necessary. Management Studies must have ready access to the major business research journals and statistical data.

A two-pronged approach to identifying critical printed material needs for various areas of study in the Department of Management Studies will be undertaken. First, a team which includes the UWI Librarian and staff of the Department of Management Studies will conduct a survey to highlight the needs for books, journals, etc. and secondly, the Penn State Advisors present will make recommendations based on their experience and assessment of the existing deficiencies. From these two sources, a complete list of printed material needs will be developed. The Penn State Business Librarian will visit the UWI to aid in the development of the request for materials.

The survey and initial recommendation will be completed during the first four months of the Project. The Librarian's visit to UWI is scheduled for the fall of semester of 1987. Based on these recommendations, the printed materials will be ordered so that they will be in place for the academic year 1988/89.

E. Engineering and Construction

The University of the West Indies Estate Manager will be responsible for the construction aspects of the Project and will work in collaboration with the Project Manager. The Estate Management Department is responsible for the overall maintenance of all the physical facilities which constitute the UWI Mona campus. This department has a staff of some 200 persons, primarily artisans, and is headed by a manager who is a qualified engineer. All engineering and construction aspects of the new capital development programs on the Mona Campus are generally managed by this Department; hence the Estate Management Department has appropriate experience applicable to the Project. However, a qualified Clerk-of-Works will be contracted using Limited Scope Grant Agreement funds for the duration of the construction component of the Project to monitor the day to day activities of the work and report to the Estate Manager.

Based on a proposal from UWI which were accepted by USAID, Project funds will be used for construction of a computer and terminal room, two seminar rooms, five staff offices and circulatory and toilet space; approximately 2,700 sq. ft. of new construction, and renovation work to the existing Management Studies buildings.

F. Computer Facilities

Computer facilities for teaching, research and administrative activities have become a necessary element in modern Management Education. Two classrooms, one with sixteen micro-computers for teaching and the other with twelve micro-computers and a set of 5 pcs and related peripherals for teaching research and administration are planned. The steps leading to final acquisition of the systems are scheduled for completion in May, 1988. SER/IRM approval for procurement of equipment will be sought by USAID/Jamaica. Installation of the machines should be completed by October, 1988.

Project Year 1

1. Teaching - A new course in computer literacy will be offered in October, 1988 to introduce all students to the use of the computer in all branches of management, particularly in the areas of Data Processing and Systems Analysis, Accounting and Management Information Systems, Marketing, Production

Management, and Business Economics. Students will be able to carry out simultaneous, business games and computer modelling and the preparation of term papers. They will be introduced to the more readily available statistical data relevant to their courses.

2. Administration/Research/Development of Teaching Materials - A linked system of 4 PCs and 3 terminals attached to a central File Server will be installed.

3. Administration - This File Server will contain administrative data including students' names, addresses, grades, etc.

4. Research - This part of the system will be used in the development of comprehensive data bases for research into management and social sciences generally, demographic data, industrial capacity utilization etc. derived from Statistical Institute of Jamaica, (STATIN), PSOJ and other sources.

5. Preparation of Teaching Material - Material from this system will be made available to the students as appropriate for sources of study.

Project Year 2

Four PCs and peripherals will be procured to be used in the EMBA, and EMDP and other advanced management courses.

Project Year 3

1. Teaching Material - The system will continue to be used to develop teaching materials.

2. Research - The system will be used to provide further development of comprehensive data bases for the entire faculty, e.g. listing of economic and social sub-sector data from a variety of sources.

3. Publication - The publication of research papers, and journals will continue to be facilitated.

G. Other Supporting Activities

1. Associate Lecturer

Public recognition needs to be accorded to the important role which part-time staff play in the course offerings of the DOMS. Under the University Charter part-time staff may be accorded the title of Associate Lecturer if they meet certain criteria. A preliminary assessment is that three to eight of the present part-time staff in the Department of Management Studies may meet the criteria.

The relevant information on part-time staff will be gathered, compared with the criteria and where appropriate the proposal for granting the individual the title of Associate Lecturer will be submitted via the Faculty Board, to the University Appointments Committee. A minimum of three such recognitions are scheduled by June, 1988. This action will result in providing individuals who are usually in the business sector with a sense of being part of UWI and providing a public recognition of the contribution which certain business people are making to the furtherance of Management Education at UWI.

2. Student Internships

In an attempt to bridge the gap between the classroom and the business world, the DOMS will initiate a student internship program which will provide students with practical work experience in a business environment. During Project Year 2, a member of the Management Studies staff will be assigned the task of exploring internship possibilities in the business sector.

A minimum of three student internships should be established per year. At least two of these positions should be in the private sector. The timing of the internships will occur during the summer between June and September. The interns will either receive academic credit or wage payment for their work. In Project Year 3, after the student internship positions have been identified, announcements about the program will be made in Management Studies classes, on notice boards and in the CAMPUS NEWS. Management Studies students completing their second year in the BSc Program will be eligible to apply. Application will be reviewed by a Management Studies Committee during March. The top ten applications will be selected and forwarded to the participating business institutions by April 1. Institutions will invite their top three candidates in for interviews during April. The internship offers will be made in May and the student will begin in June.

3. Executive in Residence

Criticisms have been made by certain members of the private sector concerning the lack of professional business orientation of Management Studies graduates and staff members. An Executive in Residence Program will attempt to address these concerns by making an executive from the private sector available for consultation with faculty members and students. The Executive in Residence can also aid in the development of Management Studies staff and degree programs by offering suggestions and guidance on key areas of interest and need for the business community. In addition to the business contacts that have been made, the Project Manager and the Head of the Management Studies Department will continue to solicit expressions of interest from the private sector for the donation of executive person-hours to UWI.

The first Executive in Residence will be appointed in the Fall of Project Year 2 after the initial group of MSc graduates have returned to UWI and the existing Management Studies staff have participated in skill enhancement activities for a year. The timing of this appointment is geared to coincide with a level of staff development which will enable them to allocate and utilize the unique talents of an executive from the private sector. An Executive in Residence appointment will be for a period of one year beginning in September. A new appointment will be made every year.

Collaboration with other institutions

Investigations during the design phase of the Project suggest that the following areas of needs of private management training institutions can be addressed by UWI under the Project:

- a. Accreditation of courses;
- b. Staff development of part-time staff;
- c. Case studies relevant to the Jamaican business environment;
- d. Library and instructional materials; and
- e. Additional resource persons in specialized areas to complement existing staff.

In order to establish an effective collaborative relationship between UWI and other major institutions providing management training a needs assessment will be done during the first year of the Project to validate the areas of needs shown above as well as to identify others. This will involve a series of meetings and discussions together with review and analysis of documentation of needs provided by these institutions. The result of this investigation will be a report which will provide the basis for determining effective strategies which can be implemented under the Project to support the efforts of these institutions.

Table VII

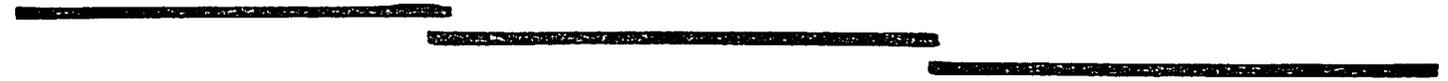
TABLE VII IMPLEMENTATION SCHEDULE

PROJECT YEAR 1												PROJECT YEAR 2												PROJECT YEAR 3											
1988												1989												1990											
O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36

I. STAFF DEVELOPMENT

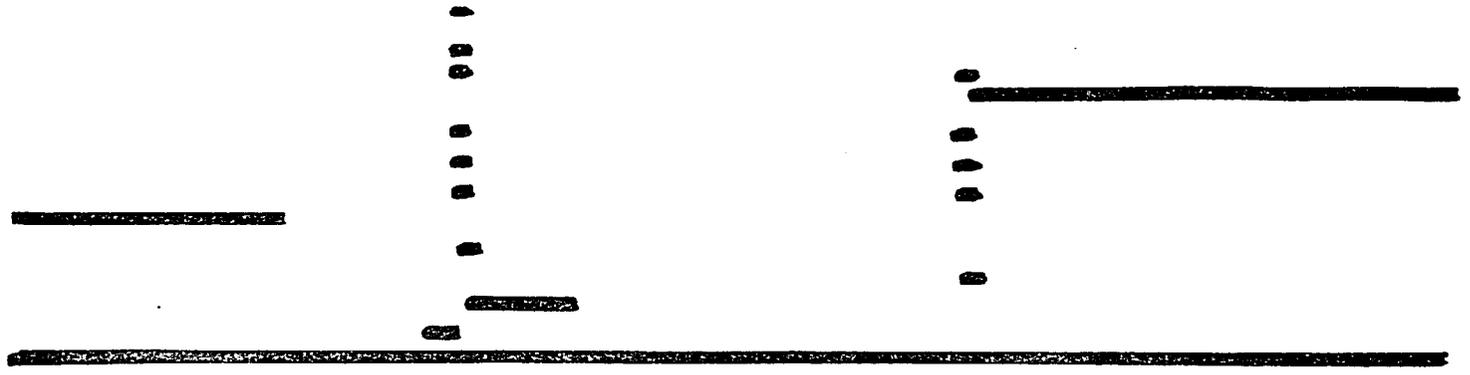
1. Training of new recruits

Nr. of recruits - 4 - yr 1
 2 - yr 2
 1 - yr 3



2. Staff Upgrading at PSU

William - Acc & Finance
 Observ.
 Salmon
 Hardy-Healy
 Lindo - M. in human res.
 Edwards - MIS - Exec. Dev.
 Small - Prod. & DPS Mgn.
 Ramteesingh
 Mendes - 2 semesters
 Dunkley - Exec. Dev. - h. Res.
 Worrell - Bus. Econ - Exec. Dev.
 Gibson - Semester of Study
 Economics staff
 PSU Tech. Adv.



II. PROGRAMME DEVELOPMENT

1. a. Design of New BSc. Courses

Sup. Approval Faculty
 Sub. Approval ACAD Ctre.
 Courses introduced



b. Review First Year Courses



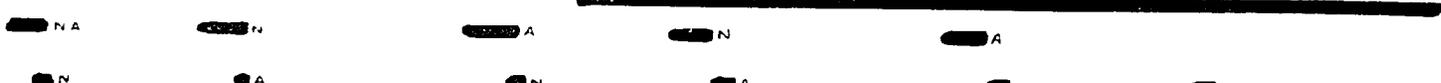
TABLE IMPLEMENTATION SCHEDULE

1987			1988												1989																				
O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36

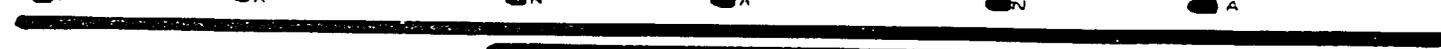
2. Exec. MB. - Design
Approval
Delivery



3. Exec. DE. Proj. - Design & Preparation
Delivery



4. Research Programme
Computer based Research



INSTITUTE OF BUSINESS

Design
Approval
Start up



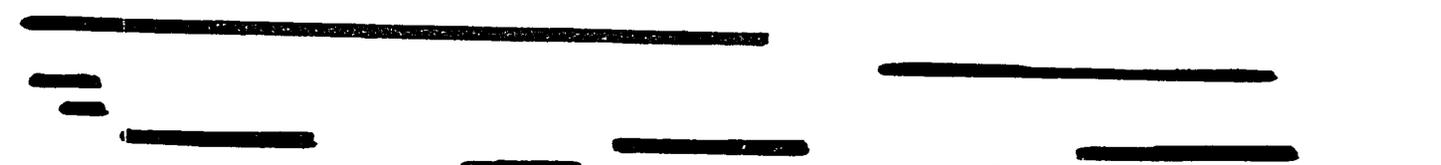
COMPUTER FACILITIES

Completion of housing
Procurement process
Delivery & Installation



PSU TECHNICAL ASSISTANCE

Geo Heitman - Res. Adviser
Replacement - Res. Adviser
Stev Bitner - EDP
Librarian
Technical Adviser 1
Technical Adviser 2



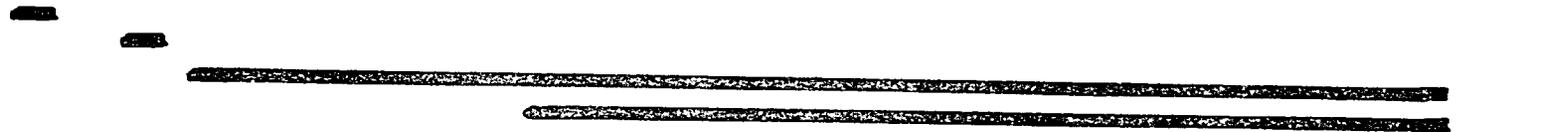
1. A - April EDP
N - November EDP
2. EDP is a non-degree Programme. It does not need UWI approval

TABLE IMPLEMENTATION SCHEDULE

PROJECT YEAR 1												PROJECT YEAR 2												PROJECT YEAR 3											
1987						1988						1989						1990																	
O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36

VI LIBRARY FACILITIES

- Detailed Assessment
- Procurement Progress
- Delivery and Use
- Library Open to UNDF & use



VII SUPPORTING ACTIVITIES

- Assoc. Lects-Rec & Approval
- Student Internships - Exploration
- Implementation
- Executive in Residence



VIII PROCUREMENT OF OTHER COMMODITIES

- Office Equipment
- Furniture
- Vehicles
- Consumable Supplies



Students available for
 1. work during summer
 2. Different individuals
 will serve different
 periods

IV. MONITORING PLAN

Monitoring of the Project will be carried out by both UWI and USAID/Jamaica in order to (a) determine if the inputs are being provided in a timely fashion, (b) determine the extent to which planned outputs are being achieved, and (c) take timely corrective action when necessary.

Monitoring of the Project by UWI will be done by a Project Management Team and a Project Advisory Committee. The Project will be under the day-to-day administration of a Project Manager who will liaise with:

- the Head of the Department of Management Studies and the Dean of the Faculty of Social Sciences in relation to all academic matters;
- the Resident Advisor from Pennsylvania State University and other short-term visiting faculty from PSU/CBA on all matters concerning the inputs required of Pennsylvania State University;
- the contracted professionals responsible for the construction phase of the Project;
- the business community of Jamaica on matters affecting their interest;
- other tertiary level institutions in Jamaica, involved in management education and training; and
- the Project Manager at UWI, Cave Hill in relation to possible areas of cooperation for mutual benefit of both projects.

The Project Manager will report to the Vice-Chancellor so long as the present arrangement exists whereby the Vice-Chancellor is Principal of the Mona Campus. If the posts are separated, the Project Manager will report to the Principal of the Mona Campus or his designee.

The Pennsylvania State University Resident Advisor will work through the Head of the Department of Management Studies on matters concerning academic programs and through the Project Manager for matters relating to other aspects of the Project.

The Project will have a Management Team consisting of the following persons:

- the Vice-Chancellor or his nominee
- the Head of the Department of Management Studies
- the Pennsylvania State University Project Advisor
- Dean of the Faculty of Social Sciences
- the Project Manager

It is envisaged that this Team will meet once per month to monitor the achievement of Project objectives and provide on-going supervision of the Project.

In order to provide regular assessment of progress there will also be a Project Advisory Committee. This Committee will meet once every three months to review the quarterly report to USAID prepared by the Project Manager in order to advise on the general direction of the Project, deal with policy matters and major issues affecting the Project and provide for regular dialogue between the Project and the private sector. The Project Advisory Committee will consist of:

- the Vice-Chancellor
- the Dean, Faculty of Social Sciences
- the Head, Department of Management Studies
- one member of the Department of Management Studies
- one member of another Department in the Faculty of Social Sciences
- three representatives of the Business Sector, and
- the Project Manager

The Project Advisory Committee will also act as a Board of Directors for the Institute of Business. In the initial stages, this Board will be charged with taking the necessary action to organize and establish the Institute of Business. Once the Institute of Business is established the Board will be the main management body of the Institute.

On the USAID's monitoring arrangements, responsibility for the Project will be in the Office of Education and Human Resources (OEHR). OEHR staff will be assisted by the Office of Project Development & Support, particularly during the first year of Project implementation, the Office of Engineering for the construction aspects of the Project, the Controller's Office on financial matters, and the Program Office on evaluations.

V. SUMMARY OF ANALYSES

The sections which follow provide a summary of each of five areas of analysis. The full analysis is contained in Annex F.

1. Technical Analysis

The technical analysis examines the feasibility of the Project implementation with respect to the suitability, cost-effectiveness and social profitability of the major actions taken to achieve its goal, purpose and outputs.

Three major sets of implementation actions are identified, namely:

- A. Staff Development
- B. Program Development
- C. Development of new Organizational Structures

The analysis establishes the suitability of the Staff Development methods on the basis that the scope and variety of training strategies accommodate effectively the differences in academic level, age, career needs and experience of existing and new faculty as well as the development needs of the Department of Management Studies to make it a centre of excellence for management education which is highly respected and utilized by the business community.

The Program Development actions are considered suitable because they seek to establish programs which have a proper balance between academic orientation and practical business application, and they are targetted to programs being responsive to technological and operational changes which affect the management of a business enterprise by integrating the use of computers and research in the development and delivery of course offerings.

The Project aims at establishing two new structures to complement and supplement the work of the Department of Management Studies. These are considered suitable because:

- (1) they will allow participation of many constituency groups which would like to support the management education programs of UWI. These include businesses in both the public and private sectors, other major institutions providing management training, managers who wish to pursue advanced and specialized courses such as those in the EMBA and EMDP;

- (2) provide the Department of Management Studies with a mechanism for experimenting with new programs, modes of delivery and different methods for compensating staff; and
- (3) they will enable the Department of Management Studies to develop and deliver self-sustaining management education programs and retain staff of high quality.

The Project implementation is considered cost-effective because the resources employed are at the minimum level required to meet the Project outputs, purpose and goal.

The Project is socially profitable since (a) an increased number of students will pursue the BSc program and additional students will pursue new offerings in the EMBA and EMDP; and (b) all students will benefit from the superior program offerings in the BSc, EMBA, and EMDP resulting from Project interventions.

2. Financial Analysis

The financial analysis suggests that since the Project aims at satisfying the demands of the business sector it will result in a significant increase in the high value this sector currently accords the programs offered by the DOMS.

3. Economic Analysis

The economic analysis shows that the economic return for both the undergraduate and graduate programs of the DOMS are high. This implies that resources utilized for upgrading the Department of Management Studies are very highly valued by the Jamaican society and therefore justifies that this is a good area to which additional resources should be channeled.

4. Social Soundness Analysis

The Social Soundness Analysis emphasizes the point of view that the capability, motivation and commitment of the staff of the Department of Management Studies are key determinants of the successful achievement of the Project's goal, purpose and activities. In this respect a strong recommendation is made for a participatory and consultative style of management to be in operation during the life of the Project.

Within this context, the analysis indicates that:

- (a) the motivation of staff in the Department of Management Studies is affected by their perception of their role and status in the UWI system;

- (b) the cooperation of the staff will be assured if they are kept informed and consulted at every stage of the Project; and
- (c) new organizational forms such as the Institute of Business will be acceptable to the staff if they perceive that the Department of Management Studies will perform a central role in its development and functioning.

The analysis also identifies the present and future staff of the Department of Management Studies as the main participators of the Project. These persons, together with the potential EMBA students, potential employers of graduates from the Management Studies degree programs and other management training organizations such as IMP and JIM are considered to be the main constituents of the target group for the Project.

An estimate of the spread effects among the different target groups derives the following major conclusions and implications:

- (1) Major benefits of the Project will accrue to the Department of Management Studies staff and the students pursuing different programs in the Department, especially those pursuing the BSc and the new EMBA and Executive Management Development Programs;
- (2) The major benefit the Project will provide for the other training institutions (CAST, JIM) will be academic recognition of their programs;
- (3) Since the public sector employs (initially, at least) a significant proportion of the graduates from the Department of Management Studies (approximately 40%), and the UWI is funded mainly from public sector funds, the Project should incorporate considerations of the management skill needs of the public sector in the development and implementation of its programs and activities; and
- (4) The PSOJ supports the Project in principle and will judge the success of the Project on the extent to which its interventions result in:
 - (a) the University showing a greater degree of flexibility in matters such as the accreditation of courses offered by other institutions, the establishment of a credit system towards its degrees and salary differentials for staff in the Department of Management Studies; and
 - (b) courses in the Department of Management Studies which are more practical in orientation which will be evidenced by the graduates demonstrating technical competence in business management and a willingness to learn.

5. Administrative Analysis

The administrative analysis describes the foundation and organizational structure of the University of the West Indies with an insight into its funding and governance. In particular it outlines:

- the Project organization and management (the locus of the Project and its management in relation to the University and Mona campus structure) and the decision-making procedures for major Project components.

The following is a summary of the major points related to these two areas:

(a) Program and Courses

(i) Proposals for new and revised programs, courses and options for the BSc and the EMBA will be developed by the Department of Management Studies in consultation with other departments within the Faculty of Social Sciences.

(ii) The Department of Management Studies will submit these proposals to the Board of Studies of the Faculty of Social Sciences at Mona and these will be circulated to the Board of Studies of the Faculty at the other two campuses for comment.

(iii) Upon approval by the Faculty Board, the proposal will be passed to the Campus Academic Board, University Academic Committee and Senate for ratification.

(b) Institute of Business

(i) The proposals for the Institute of Business will originate in the Department of Management Studies.

(ii) The proposal will be sent to the Faculty Board of Studies, Mona, for approval and to the Finance and General Purposes Committee for final approval.

6. Environmental Analysis

An Initial Environmental Examination was carried out at the PID stage and a Negative Determination was recommended. The recommendation was approved by the LAC Environmental Officer on June 22, 1987.

VI. Conditions and Covenants

The PROAG will include the standard conditions precedent to first disbursement that the UWI will provide AID, in writing,

- (a) an opinion of counsel acceptable to AID that the amended agreement has been duly authorized and/or ratified by, and executed on behalf of the Grantee and that it constitutes a valid and legally binding obligation of the Grantee in accordance with all its terms, and
- (b) a statement of the names of the person holding or acting in the office of the Grantee and of any additional representatives empowered to act on behalf of the GOJ together with a specimen signature of each person specified in each statement.

There will be a Condition Precedent to disbursement of funds for procurement of computer equipment

- (c) prior to disbursement or to issuance by A.I.D. of documentation pursuant to which disbursement will be made for procurement of computer equipment, the UWI will furnish to A.I.D. in form and substance satisfactory to A.I.D., a detailed computer equipment procurement plan.

In addition the UWI will covenant that all long term training under this Project will be subject to the following:

- all persons to be sent for degree training will execute a bond with the UWI obligating them to three-year teaching commitment.
- all research or special projects necessary for degree completion will be conducted either in Jamaica or on Jamaica-related special projects; and

VII. Evaluation Arrangements

Purpose

1. To determine the extent to which the Project's goal and purpose are being achieved;
2. To determine the extent to which the Project is having the desired impact on the planned target groups; and
3. To determine the extent to which the Project purpose continues to be relevant and responsive to the needs of the Department of Management Studies and the business sector.

Arrangements

Evaluations will take place at two major points during Phase I of the Project. The first evaluation will occur about December 1988, or about mid way through Phase I. The second evaluation will occur 6 months prior to the end of Phase I, about February 1990. These two evaluations will be conducted by external evaluators funded by the Project. The data collection and review of reports related to these evaluations will be done in collaboration with USAID, the Project Management Team and the Project Advisory Committee.

Issues/Considerations

The evaluations will be critical in determining whether there will be a Phase II to the Project. Among the considerations are whether the Faculty of Social Sciences and UWI as a whole are cooperating to introduce the Executive MBA program, the Institute of Business, new courses, etc., and whether appropriate structural changes are being generated and approved from within. Key to these efforts will be the extent to which the issues identified in the Social Soundness Analysis have been tackled and resolved.

AGENCY FOR INTERNATIONAL DEVELOPMENT
PROJECT IDENTIFICATION DOCUMENT
FACESHEET (PID)

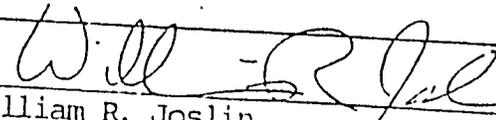
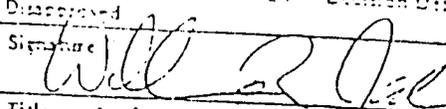
2. COUNTRY/ENTITY <u>USAID/Jamaica</u>		1. TRANSACTION CODE <input checked="" type="checkbox"/> A = Add <input type="checkbox"/> C = Change <input type="checkbox"/> D = Delete		Revision No. _____	DOCUMENT CODE <u>1</u>		
4. BUREAU/OFFICE <u>LAC</u>		A. Symbol	B. Code <u>05</u>	3. PROJECT NUMBER <u>532-0129</u>			
6. ESTIMATED FY OF AUTHORIZATION/OBLIGATION/COMPLETION		5. PROJECT TITLE (maximum 40 characters) <u>UWI Management Education</u>					
A. Initial FY <u>87</u>		7. ESTIMATED COSTS (\$000 OR EQUIVALENT, \$1 =)					
B. Final FY <u>88</u>		FUNDING SOURCE					
C. PACD <u>910</u>		A. AID		LIFE OF PROJECT			
		2,500					
		B. Other U.S.		1. _____			
		C. Host Country		2. _____			
		D. Other Donor(s)		1,176			
		TOTAL		3,676			
8. PROPOSED BUDGET AID FUNDS (\$000)							
A. APPROPRIATION	B. PRIMARY PURPOSE CODE	C. PRIMARY TECH CODE		D. 1ST FY <u>87</u>		E. LIFE OF PROJECT	
(1) <u>EHRD</u>	<u>660</u>	1. Grant	2. Loan	1. Grant	2. Loan	1. Grant	2. Loan
(2)		<u>620</u>		<u>1,000</u>	-	<u>2,500</u>	-
(3)							
(4)							
TOTALS				<u>1,000</u>	-	<u>2,500</u>	
9. SECONDARY TECHNICAL CODES (maximum 6 codes of 3 positions each)						10. SECONDARY PURPOSE CODE	
11. SPECIAL CONCERNS CODES (maximum 7 codes of 4 positions each)							
A. Code							
B. Amount							
12. PROJECT PURPOSE (maximum 480 characters)							

To reinforce the management education and training capabilities of the Department of Management Studies at the University of the West Indies' Mona campus.

13. RESOURCES REQUIRED FOR PROJECT DEVELOPMENT

Staff: PP will be designed by UWI and a U.S. university under the collaborative assistance mode

Funds \$100,000 PD&S

14. ORIGINATING OFFICE CLEARANCE	Signature 	15. DATE DOCUMENT RECEIVED BY AID/W, OR FOR AID/W DOCUMENTS, DATE OF DISTRIBUTION
	Title: <u>William R. Joslin</u> <u>Director, USAID/Jamaica</u>	
16. PROJECT DOCUMENT ACTION TAKEN		17. COMMENTS
<input checked="" type="checkbox"/> A = Approved <input type="checkbox"/> S = Suspended <input type="checkbox"/> D = Disapproved <input type="checkbox"/> CA = Conditionally Approved <input type="checkbox"/> DD = Decision Deferred		
15. ACTION APPROVED BY	Signature 	19. ACTION REFERENCE
	Title: <u>William R. Joslin</u>	20. ACTION DATE <u>10/8/07/86</u>

Annex B

PROJECT DESIGN SUMMARY:LOGICAL FRAMEWORK MATRIX

NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION:	IMPORTANT ASSUMPTIONS
GOAL: Overcome shortage of trained managers in Jamaica	1. Number of persons graduating from expanded DOMS: (i) BSc: 20% increase over total number of certificate graduates for the 3-year period diploma 1983/84 to 1985/86. (ii) EDP: 120 persons 2. Number of persons enrolled in EMBA: 60	Department of Management Studies Annual Reports Project Evaluation Reports	Trend for increased demand for management studies courses will continue
PURPOSE: Strengthen management education and training capability of UWI Department of Management Studies	1. Increase in average academic depth index in DOMS from 4.24 to 5 (See Hall Report p. 42) 2. Improved and expanded program offerings: (a) Expanded and upgraded BSc. program (b) New EMBA program (c) New Executive Development Program	UWI Calendar, Faculty of Social Sciences Regulation & Syllabi. Project Evaluation Reports	New staff employees will be at lecturer's level by end of Phase I. All approved staff positions filled Two existing staff members will advance to senior lecturer level
OUTPUTS: Quantifiable Outputs: 1. Staff Development DOMS faculty with upgraded teaching and research skills	(Annual totals are cumulative) New Staff 4 7 9 Existing Staff 6 9 10	UWI Calendar, DOMS Reports	Two new staff positions will be approved for DOMS. Staffing will include consideration of attrition.

RRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS
<u>Program Development</u>			
a) BSc: New and upgraded course offerings	New BSc. Courses Upgraded	4 8 11 5 10 15	"
b) Executive MBA	New EMBA Modules	6 11 15	"
c) Executive Development Program series	EDP Seminars	2 4 6	"
<u>Research & Development</u>			
Cases developed and research projects conducted	Cases Research Projects	- 2 4 - 3 6	"
Computer Facilities	Computer facilities with hardware and software used for teaching, research and administration		
Library Facilities	Stock of journals, textbooks, periodicals and A-V materials for DONS staff and students.		
New Organizational Structure Institute of Business	Board of Management for Institute of Business	UWI Calendar	Institute of Business will be approved by Finance and General Purposes Committee of UWI.
Upgraded DONS Building	DONS Building with additional space for classroom and offices	DONS Building	
<u>Quantifiable Outputs</u>			
Closer collaboration between DONS and business sector.			
Closer collaboration between DONS and other major institutions providing management training, eg. CAST, IMP, JIM			

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NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATOR	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS
<u>INPUTS</u>			
USAID financed:			
Technical Assistance Training: Local at UWI at Overseas at PSU	See - Cost Estimates and Financial Plan	Project Financial Records	Inputs available in a timely fashion
<u>Commodities</u>			
Computer equipment - software and furniture			
Library information re- sources & A-V material			
Construction of two seminar rooms, a computer room, five staff offices and renovation of lecture theatre and other facilities			
<u>Business Sector - technical assistance</u>			
UWI: faculty salaries, offices, furniture, equipment, utilities, maintenance, administrative support			

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5C(2) - 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; B(2) applies to projects funded from 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? Yes
Yes

A. GENERAL CRITERIA FOR PROJECT

1. FY 1987 Continuing Resolution Sec. 523; FAA Sec. 634A. Describe how authorization and appropriations committees of Senate and House have been or will be notified concerning the project. A congressional notification was sent to the Hill on June 23, 1987.
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 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 1987 Continuing Resolution Sec. 501. If project is for water or water-related land resource construction, have benefits and costs been computed to the extent practicable in accordance with the principles, standards, and procedures established pursuant to the Water Resources Planning Act (42 U.S.C. 1962, et seq.)? (See A.I.D. Handbook 3 for guidelines.) N/A

5. FAA Sec. 611(e). If project is capital assistance (e.g., construction), and total 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. N/A
7. FAA Sec. 601(a). Information and conclusions on whether projects will encourage efforts of the country to: (a) increase the flow of international trade; (b) foster private initiative and competition; (c) encourage development and use of cooperatives, credit 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. The project is designed to strengthen and develop the management education and training capability of the Department of Management Studies at the University of the West Indies. (Mona Campus)
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). A U.S. educational institution participated in the design of the Project and will provide technical assistance during the implementation of the Project.
9. FAA Secs. 612(b), 636(h). 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. Grantee is contributing US\$820,000 in local currency costs or on an in kind basis.
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

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11. FY 1987 Continuing Resolution Sec. 521.
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
12. FY 1987 Continuing Resolution Sec. 558
(as interpreted by conference report).
If assistance is for agricultural development activities (specifically, any testing or breeding feasibility study, variety improvement or introduction, consultancy, publication, conference, or training), are such activities (a) specifically and principally designed to increase agricultural exports by the host country to a country other than the United States, where the export would lead to direct competition in that third country with exports of a similar commodity grown or produced in the United States, and can the activities reasonably be expected to cause substantial injury to U.S. exporters of a similar agricultural commodity; or (b) in support of research that is intended primarily to benefit U.S. producers? N/A
13. FY 1987 Continuing Resolution Sec. 559.
Will the assistance (except for programs in Caribbean Basin Initiative countries under U.S. Tariff Schedule "Section 807," which allows reduced tariffs on articles assembled abroad from U.S.-made components) be used directly to procure feasibility studies, prefeasibility studies, or project profiles of potential investment in, or to assist the establishment of facilities specifically designed for, the manufacture for export to the United States or to third country markets in direct competition with U.S. exports, of textiles, apparel, footwear, handbags, flat goods (such as wallets or coin purses worn on the person), work gloves or leather wearing apparel? N/A

14. FAA Sec. 118(c). Does the assistance comply with the environmental procedures set forth in A.I.D. Regulation 16? Does the assistance place a high priority on conservation and sustainable management of tropical forests? Specifically, does the assistance, to the fullest extent feasible: (a) stress the importance of conserving and sustainably managing forest resources; (b) support activities which offer employment and income alternatives to those who otherwise would cause destruction and loss of forests, and help countries identify and implement alternatives to colonizing forested areas; (c) support training programs, educational efforts, and the establishment or strengthening of institutions to improve forest management; (d) help end destructive slash-and-burn agriculture by supporting stable and productive farming practices; (e) help conserve forests which have not yet been degraded, by helping to increase production on lands already cleared or degraded; (f) conserve forested watersheds and rehabilitate those which have been deforested; (g) support training, research, and other actions which lead to sustainable and more environmentally sound practices for timber harvesting, removal, and processing; (h) support research to expand knowledge of tropical forests and identify alternatives which will prevent forest destruction, loss, or degradation; (i) conserve biological diversity in forest areas by supporting efforts to identify, establish, and maintain a representative network of protected tropical forest ecosystems on a worldwide basis, by making the establishment of protected areas a condition of support for activities involving forest clearance or degradation, and by helping to identify tropical forest ecosystems and species in need of protection and establish and maintain appropriate protected areas; (j) seek to increase the awareness of

Yes

N/A

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U.S. government agencies and other donors of the immediate and long-term value of tropical forests; and (k) utilize the resources and abilities of all relevant U.S. government agencies?

15. FAA Sec. 119(g)(4)-(6). Will the assistance (a) support training and education efforts which improve the capacity of recipient countries to prevent loss of biological diversity; (b) be provided under a long-term agreement in which the recipient country agrees to protect ecosystems or other wildlife habitats; (c) support efforts to identify and survey ecosystems in recipient countries worthy of protection; or (d) by any direct or indirect means significantly degrade national parks or similar protected areas or introduce exotic plants or animals into such areas? N/A
16. 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 (either dollars or local currency generated therefrom)? N/A
17. FY 1987 Continuing Resolution Sec. 532. Is disbursement of the assistance conditioned solely on the basis of the policies of any multilateral institution? No

B. FUNDING CRITERIA FOR PROJECT

1. Development Assistance Project Criteria

- a. FAA Secs. 102(b), 111, 113, 281(a). Describe 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, dispersing investment from cities to small towns and rural areas, and

While the immediate short term focus of Project efforts is at the university level, it is the intention of the project to seek ways in which university activities can be structured to provide assistance for improving management training in other public and private sector institutions involved in such training at sub-university levels; e.g. training teachers, providing case study materials, undertaking joint research.

insuring wide participation of the poor in the benefits of development on a sustained basis, using 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; (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; and (e) utilize and encourage regional cooperation by developing countries.

In this manner, the project expects to ultimately impact individuals at all levels and regions in Jamaica. Through improved management of public sector services (eg. education, health), the Project expects to positively impact the quality and coverage of such services as well as reduce delivery costs. As UWI is part of a regional university complex, improvements in it will assist faculty and students attending from other countries.

- b. FAA Secs. 103, 103A, 104, 105, 106, 120-21. Does the project fit the criteria for the source of funds (functional account) being used? Yes
- c. FAA Sec. 107. Is emphasis placed 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 Secs. 110, 124(d). Will the recipient country provide at least 25 percent 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)? Yes
- e. 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? Yes

The Project responds to a broad range of management needs expressed by Jamaican leaders in both public and private sectors. By assisting a too small and narrowly focussed university level management training program to become more practically relevant and more applied and to accommodate a larger and more diversified group of students, the Project will simultaneously improve the quality of managers in public and private enterprise.

f. 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.

g. FY 1987 Continuing Resclution Sec. 540. Are any of the funds to be used for the performance of abortions as a method of family planning or to motivate or coerce any person to practice abortions?

No

Are any of the funds to be used to pay for the performance of involuntary sterilization as a method of family planning or to coerce or provide any financial incentive to any person to undergo sterilizations?

No

Are any of the funds to be used to pay for any biomedical research which relates, in whole or in part, to methods of, or the performance of, abortions or involuntary sterilization as a means of family planning?

No

h. FY 1987 Continuing Resolution. Is the assistance being made available to any organization or program which has been determined to support or participate in the management of a program of coercive abortion or involuntary sterilization?

No

If assistance is from the population functional account, are any of the funds to be made available to voluntary family planning projects which do not offer, either directly or through referral to or information about access to, a broad range of family planning methods and services?

N/A

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

Yes

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- j. FY 1987 Continuing Resolution. How much of the funds will be available only for activities of economically and socially disadvantaged enterprises, 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)? 0
- k. FAA Sec. 118(c)(13). If the assistance will support a program or project significantly affecting tropical forests (including projects involving the planting of exotic plant species), will the program or project (a) be based upon careful analysis of the alternatives available to achieve the best sustainable use of the land, and (b) take full account of the environmental impacts of the proposed activities on biological diversity? N/A
- l. FAA Sec. 118(c)(14). Will assistance be used for (a) the procurement or use of logging equipment, unless an environmental assessment indicates that all timber harvesting operations involved will be conducted in an environmentally sound manner and that the proposed activity will produce positive economic benefits and sustainable forest management systems; or (b) actions which significantly degrade national parks or similar protected areas which contain tropical forests, or introduce exotic plants or animals into such areas? No
- m. FAA Sec. 118(c)(15). Will assistance be used for (a) activities which would result in the conversion of forest lands to the rearing of livestock; (b) the construction, upgrading, or maintenance of roads (including temporary haul roads for logging or other extractive industries) which pass through relatively undegraded forest lands; (c) the colonization of forest lands; or (d) the construction of dams or other water No

control structures which flood relatively undegraded forest lands, unless with respect to each such activity an environmental assessment indicates that the activity will contribute significantly and directly to improving the livelihood of the rural poor and will be conducted in an environmentally sound manner which supports sustainable 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 as grant funded.
- 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 percent of the enterprise's annual production during the life of the loan, or has the requirement to enter into such an agreement been waived by the President because of a national security interest? N/A
- c. FY 1987 Continuing Resolution. If for a loan to a private sector institution from funds made available to carry out the provisions of FAA Sections 103 through 106, will loan be provided, to the maximum extent practicable, at or near the prevailing interest rate paid on Treasury obligations of similar maturity at the time of obligating such funds? N/A
- d. FAA Sec. 122(b). Does the activity give reasonable promise of assisting long-range plans and programs designed to develop economic resources and increase productive capacities? Yes

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 EAR? Yes
- b. FAA Sec. 531(e). Will this assistance be used for military or paramilitary purposes? No
- c. ISDCA of 1985 Sec. 207. Will ESF funds be used to finance the construction, 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? No
- d. FAA Sec. 609. If commodities are to be granted so that sale proceeds will accrue to the recipient country, have Special Account (counterpart) arrangements been made? N/A

5C(3) - STANDARD ITEM CHECKLIST

Listed below are the statutory items which normally will be covered routinely in those provisions of an assistance agreement dealing with its implementation, or covered in the agreement by imposing limits on certain uses of funds.

These items are arranged under the general headings of (A) Procurement, (B) Construction, and (C) Other Restrictions.

A. PROCUREMENT

1. FAA Sec. 602(a). Are there arrangements to permit U.S. small business to participate equitably in the furnishing of commodities and services financed? To the extent that procurement takes place in the U.S., yes
2. FAA Sec. 604(a). Will all procurement be from the U.S. except as otherwise determined by the President or under delegation from him? Yes
3. FAA Sec. 604(d). If the cooperating country discriminates against marine insurance companies authorized to do business in the U.S., will commodities be insured in the United States against marine risk with such a company? N/A
4. FAA Sec. 604(e); ISDCA of 1980 Sec. 705(a). If non-U.S. procurement of agricultural commodity or product thereof is to be financed, is there provision against such procurement when the domestic price of such commodity is less than parity? (Exception where commodity financed could not reasonably be procured in U.S.) N/A
5. FAA Sec. 604(g). Will construction or engineering services be procured from firms of advanced developing countries which are otherwise eligible under Code 941 and which have attained a competitive capability in international markets in one of these areas? (Exception for those Construction and engineering services will be procured locally.

countries which receive direct economic assistance under the FAA and permit United States firms to compete for construction or engineering services financed from assistance programs of these countries.)

6. FAA Sec. 603. Is the shipping excluded from compliance with the requirement in section 901(b) of the Merchant Marine Act of 1936, as amended, that at least 50 percent of the gross tonnage of commodities (computed separately for dry bulk carriers, dry cargo liners, and tankers) financed shall be transported on privately owned U.S. flag commercial vessels to the extent such vessels are available at fair and reasonable rates? N/A

7. FAA Sec. 621(a). If technical assistance is financed, will such assistance be furnished by private enterprise on a contract basis to the fullest extent practicable? will the facilities and resources of other Federal agencies be utilized, when they are particularly suitable, not competitive with private enterprise, and made available without undue interference with domestic programs? Yes

8. International Air Transportation Fair Competitive Practices Act, 1974. If air transportation of persons or property is financed on grant basis, will U.S. carriers be used to the extent such service is available? Yes

9. FY 1987 Continuing Resolution Sec. 504. If the U.S. Government is a party to a contract for procurement, does the contract contain a provision authorizing termination of such contract for the convenience of the United States? Yes

10. FY 1987 Continuing Resolution Sec. 524. If assistance is for consulting service through procurement contract pursuant to 5 U.S.C. 3109, are contract expenditures a matter of public record and available for public inspection (unless otherwise provided by law or Executive order)? Yes

B. CONSTRUCTION

1. FAA Sec. 601(d). If capital (e.g., construction) project, will U.S. engineering and professional services be used? N/A
2. FAA Sec. 611(c). If contracts for construction are to be financed, will they be let on a competitive basis to maximum extent practicable? Yes
3. FAA Sec. 620(k). If for construction of productive enterprise, will aggregate value of assistance to be furnished by the U.S. not exceed \$100 million (except for productive enterprises in Egypt that were described in the CP), or does assistance have the express approval of Congress? Yes

C. OTHER RESTRICTIONS

1. FAA Sec. 122(b). If development loan repayable in dollars, is interest rate at least 2 percent per annum during a grace period which is not to exceed ten years, and at least 3 percent per annum thereafter? N/A
2. FAA Sec. 301(d). If fund is established solely by U.S. contributions and administered by an international organization, does Comptroller General have audit rights? N/A
3. FAA Sec. 620(h). Do arrangements exist to insure that United States foreign aid is not used in a manner which, contrary to the best interests of the United States, promotes or assists the foreign aid projects or activities of the Communist-bloc countries? Yes

4. Will arrangements preclude use of financing:
- a. FAA Sec. 104(f); FY 1987 Continuing Resolution Secs. 525, 540. (1) To pay for performance of abortions as a method of family planning or to motivate or coerce persons to practice abortions; (2) to pay for performance of involuntary sterilization as method of family planning, or to coerce or provide financial incentive to any person to undergo sterilization; (3) to pay for any biomedical research which relates, in whole or part, to methods or the performance of abortions or involuntary sterilizations as a means of family planning; or (4) to lobby for abortion? Yes
 - b. FAA Sec. 483. To make reimbursements, in the form of cash payments, to persons whose illicit drug crops are eradicated? Yes
 - c. FAA Sec. 620(g). To compensate owners for expropriated or nationalized property, except to compensate foreign nationals in accordance with a land reform program certified by the President? Yes
 - d. FAA Sec. 660. To provide training, advice, or any financial support for police, prisons, or other law enforcement forces, except for narcotics programs? Yes
 - e. FAA Sec. 662. For CIA activities? Yes
 - f. FAA Sec. 636(i). For purchase, sale, long-term lease, exchange or guaranty of the sale of motor vehicles manufactured outside U.S., unless a waiver is obtained? Yes
 - g. FY 1987 Continuing Resolution Sec. 503. To pay pensions, annuities, retirement pay, or adjusted service compensation for military personnel? Yes

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- h. FY 1987 Continuing Resolution Sec. 505.
To pay U.N. assessments, arrearages or dues? Yes
- i. FY 1987 Continuing Resolution Sec. 506.
To carry out provisions of FAA section 209(d) (transfer of FAA funds to multilateral organizations for lending)? Yes
- j. FY 1987 Continuing Resolution Sec. 510.
To finance the export of nuclear equipment, fuel, or technology? Yes
- k. FY 1987 Continuing Resolution Sec. 511.
For the purpose of aiding the efforts of the government of such country to repress the legitimate rights of the population of such country contrary to the Universal Declaration of Human Rights? Yes
- l. FY 1986 Continuing Resolution Sec. 516.
To be used for publicity or propaganda purposes within U.S. not authorized by Congress? Yes

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UNIVERSITY OF THE WEST INDIES

From the Vice Chancellor

Assembly Hall,
Kingston 7,
Jamaica.

5 June 1987

Cable: UNIVERS
Telephone: 927-6661
Telex: 2123

FILE

005573

Ref: 152/18

Mr William Joslin
Director
USAID Jamaica
6F Oxford Road
KINGSTON 5

DATE RECEIVED: 6/11	ACTION OFFICE: OPDS	INFO TO: W/End	DIE ✓	ARDO	CHNP	CHER ✓	CFED	OCM	RHUDO	R.F.V ✓	DUE BY: 6/22	ACTION: MAN for inclusion in PP Agenda 6/12
			D.D.H ✓				OPES		EXG ✓	CONI ✓		

Dear Mr Joslin

Re: USAID/UWI Management Education Project

The shortage of high level managerial skills in our business enterprises has been identified as a major constraint to the development of the Jamaican economy.

The University of the West Indies (UWI) hopes to help overcome this problem through the Management Studies Department (MSD) at the Mona Campus, by upgrading the undergraduate programmes, diversifying postgraduate programmes and servicing the business community. However, the territories which contribute to the funding of the University and in particular, Jamaica, are unable to provide all the resources needed.

In order to provide the impetus for self-sustaining development the following major areas are seen as critical:

1. Staff Development

Training of existing and new staff for the MSD;

2. Programme Development

- (a) Development of new and upgraded course offerings for the B Sc programme;
- (b) A new Executive MBA programme;
- (c) A new Executive Development programme;

VICE CHANCELLOR

2

Mr William Joslin

3. Computer Facilities

Hardware, software and furniture for teaching, research and administration in the MSD;

4. Library and Information Resources

Textbooks, academic and business journals as well as audio visual equipment and materials.

The UWI is therefore requesting funding from USAID of US\$2.5m to assist with the financing of a development project for strengthening the management education and training capability of the Management Studies Department at UWI, Mona Campus over the next three years from July 1987.

Yours sincerely



Leslie R B Robinson
Acting Vice Chancellor

Technical Analysis

The technical analysis examines the feasibility of the implementation of the Project with respect to the suitability, cost effectiveness and social profitability of the major actions taken to achieve its goal, purpose and outputs.

Major Actions

Type: Three major sets of actions will be implemented to achieve the goal, purpose and outputs of the Project. These are:

- (1) Staff Development
- (2) Program Development
- (3) Development of New Organizational Structures
- (4) Construction of facilities

Scope Staff Development will involve the entire faculty of the DOMS - existing and projected new members - and selected faculty from other departments in the Faculty of Social Sciences. Program development will affect all current programs in the DOMS, Certificate, Diploma and BSc. In addition, two new programs will be established, an EMBA and an Executive Management Development Program (EMDP). Two new structures will be established, namely an Institute of Business (IOB) and a School of Business.

Participants: The major actors in the Project will be the staff of the Department of Management Studies, staff from PSU/CBA, the UWI Project Management Team, students in the EMBA and EDP programs and employers and potential employers of the graduates of the DOMS programs.

Geographical

Location:

The actions will involve two major locations:

- Jamaica: University of the West Indies, Mona Campus, the Kingston Metropolitan Region (KMR) and selected locations outside the KMR.
- USA: Penn State University

Methods

- (1) Staff Development will involve a mixture of short-term visits, consultations and study as well as long-term intensive study programs both complemented with individualized technical assistance and coaching sessions.
- (2) Program Development will involve:
 - (a) review and development of existing programs;
 - (b) development of new courses and programs;
 - (c) integrated and intensified use of computerization to enrich course offerings as well as to offer additional specialized computer courses related to business applications;
 - (d) integration of research into the curriculum development process to develop related instructional materials and provide a data base which will enhance the capability of the DOMS to provide consultancy services to the business sector;
 - (e) the use of academic and practical business operation inputs into the curriculum review and development through utilization of contributions from faculty of PSU/CBA, DOMS and other selected departments of UWI and the expertise of representatives of the business sector; and
 - (f) rationalization of the relationship between the DOMS courses and those offered by other major management training institutions such as IMP, JIM, CAST, and the Administrative Staff College.

Suitability of Major Actions

(1) Staff Development

(a) Existing Staff - Staff development methods selected are suitable because the programs are tailor made to accommodate the differences in the academic level, age and experience of the staff as well as the developmental needs of the DOMS. Given the lack of resources, members of staff have had to become generalists, primarily in order to fulfil the teaching requirements of the BSc programs. Thus economists are forced to teach human relations and human relationists to teach accounting. Existing staff, while proud of their breadth, must recognize their lack of depth in certain areas before responding to the initiatives offered under the Project. This justifies the visits to Penn State to be undertaken by some of the staff members. These short visits are expected to sensitize staff members to the teaching methods and techniques employed by PSU, especially in the areas of EMDP and the use of the computer as a teaching and research tool.

The presence of the PSU Resident Adviser on the Mona Campus will sensitize him to the conditions under which the staff teach and will enable him to get ready feedback on the ease or difficulty in adapting teaching methods and techniques successfully used in PSU to the Jamaican environment. Along with the specialists who will visit from time to time, he will assist staff members to focus their research and developmental activities. More interaction between the staff members and visiting PSU faculty will increase the former's awareness of the opportunities offered for further development.

Some staff members have already identified areas which can be strengthened by availing themselves of the longer courses and study programs available. The mixture of short and longer courses and the provision for a PSU resident and visiting advisers will best meet the needs of staff members, who because of domestic and other commitments, are unable to be absent from Jamaica for long periods of time.

(b) New Staff - The program has been designed for new staff with a view to its suitability for meeting their professional and career development needs as well as their future teaching and research responsibilities to the UWI. The MS, rather than the MBA, meets both these requirements, with its emphasis on depth, rather than breadth. It is research oriented and specific to a

discipline, which will provide the student with a depth of knowledge in a particular area of management education, that both satisfies his/her career needs and the program delivery needs of the DOMS.

The use of computers is an integral part of the MS program. The new staff members will be taking specific courses on the use of the computer for business applications. In addition, computers will be used throughout their courses, regardless of subject area, and they will also be introduced to the computer as a tool for research, thus laying the foundation for their future capability for using the computer in the programs to be developed at UWI.

Interaction between the PSU faculty and future staff members will also initiate the process of focussing the staff members on a research direction or an area of research interest. In Phases II and III of the Project, it is expected that some of these MS graduates will participate in the Ph.D program, where in addition to expanding their knowledge and research capability, they will also gain viable instructions on teaching methods.

(2) Program Development

(a) Curriculum Review and Development - The methods chosen for curriculum review and development are suitable as they incorporate the inputs of local and international academicians and those of potential employers of the graduates of the DOMS, hence providing balance, diversity and comprehensiveness. The academic viability of the program is safeguarded by the inputs of the local staff who are familiar with UWI academic standards and procedures, the level of academic preparedness of the incoming students, their social and economic background and their degree of orientation towards a career in business. The PSU faculty will contribute depth and breadth in the field of management from an international perspective, modern developments in international business, and state-of the-art techniques in program delivery and teaching.

The procedures which the UWI has instituted for the introduction of new courses and programs also safeguard their academic viability. These procedures ensure wide consultation with all interested parties including other departments and the DOMS on the other two campuses of the UWI. The process of approval is slowed thereby, but the advantage gained is that the new courses and programs are given the support of the entire University community.

The participation of the business community in the curriculum review and development process, first, facilitates communication between the community and the DOMS, which is itself one of the goals of the Project. Second, it provides direction for curriculum development by introducing a pragmatic perspective based on the community's own experiences and operational needs and third, it provides insight into the type of business orientation needed by the DOMS graduate. These inputs will help to ensure the social relevance of the programs offered by the DOMS and have a beneficial impact on the Jamaican economy.

(b) Introduction of Computers - Three related questions need to be answered in this analysis:

- (1) whether computers can successfully be introduced in terms of the suitability of the systems and equipment selected;
- (2) whether the DOMS can successfully integrate computer usage into the BSc and EMBA programs; and
- (3) whether computerization will have an impact on the enhancement of the student's utility.

The choice of equipment and systems was the end result of a process of consultation between the PSU computer manager with members of the UWI Computer Committee as well as with a number of staff members within and without the DOMS who have had considerable experience with micro-computers. Three separate configurations are envisaged for teaching, administration and research, to ensure that there is no overloading of the systems and to enhance their security. In addition the Project makes provision for the appointment of a computer manager and appropriate staff to regulate computer use in the teaching and research systems.

The second and more important question addresses the integration of computers into the BSc and EMBA programs, specifically how the lecturers will use the computer as a teaching tool and how much computer work will be required of the student in his/her assignments. The introduction of a course in Computer Literacy is timed to coincide with the delivery and installation of the computers. The PSU Resident Adviser and those of the local staff members who have expertise will assist in the familiarization of DOMS staff with computer teaching techniques where necessary. The increased capability of the lecturers will be reflected in increased usage by the students of computers in their assignments.

The final question deals with the extent to which this increased computer usage will enhance the student's utility to the business community. This hinges on the question of whether the equipment and systems to be used are of the most modern type so that the student's knowledge and ability is not obsolete by the time he/she graduates. The system is designed to accommodate a continuous updating in terms of new techniques and applications.

(c) Research Activities - Research activity will enhance program development and delivery. Universities recognize that the ability of staff to teach enriched course offerings depends on their research capacity. Research activity provides staff with the necessary information base not only for more appropriate instructional material, but for business consulting and problem solving. UWI already provides a framework for conducting research as a major component of its criteria for academic advancement. The Institute of Business will also provide another institutional framework for research into business.

(3) New Organizational Structures

(a) The Institute of Business - The technical feasibility of the Institute of Business could be examined from two points of view, first from the aspect of the ease or difficulty of its establishment and second, whether it is the correct institutional form needed to carry out the task envisaged for it. The UWI has power under its Charter to establish any body or bodies it sees fit to carry out its functions, and so the creation of the Institute has only to surmount the administrative and internal political hurdles within the UWI system.

The second aspect is not so easily handled. The Institute has to establish itself in a competitive business environment as a viable entity. Its success will depend largely upon the capacity of the person appointed as its Director to chart the best course for it, the quality of the administrative staff it can attract and the amount of autonomy from the UWI system it is given. In its favor is the fact that the country has a shortage of high level consultancy services using locally available talent.

(b) School of Management - Many of the technical considerations of the establishment of an Institute of Business apply to a School of Management. The technical feasibility of its establishment is indisputable, as far as the administrative formalities are concerned, but to create an academically viable entity is not within the

capacity of the UWI at this time. The main problem to be solved is that of having in place the necessary complement of staff, the appropriate academic and administrative units and valid program of teaching and research activities. The Project design envisages a gradual working out of these problems towards the establishment of a School of Management in Phase III.

The School of Management is expected to consolidate the functions and role of the Institute of Business in relation to the DOMS. This includes provision of a mechanism which allows participation of constituency groups such as employers and potential employers in private and public sector business enterprises, students and prospective students participating in the BSc, EMBA, and EMDP. In addition, this structure will provide flexibility in experimenting with new programs, new research funding formats, new program delivery mechanisms and new faculty compensation systems.

4. Construction

The nature and magnitude of the construction contemplated for the new building is well within the capability of local contracting firms. Experience with other construction contracts in the USAID portfolio indicate that the supply and prices of indigenous and shelf item goods and services expected to be required for the work are reasonable taking into account comparable delivery terms and prices from other eligible sources and the implementation schedule. Construction services will therefore be procured under Local Cost Financing procedures (AID Handbook 1B, Chapter 18, Local Cost Financing).

Competitive bids will be invited from a short list of prequalified firms and award will be made to the bidder with the most advantageous offer based on price and price related factors. This will normally mean the bidder with the lowest responsive bid.

Jamaican construction contracting practice will be utilized to the extent that it conforms to AID regulations. A prime construction contract including specialty subcontracts is contemplated.

Table I

STAFFING FOR BSc MANAGEMENT STUDIES AND BSc ACCOUNTING COURSES

<u>MAJOR SUBJECT AREAS</u>	<u>EXISTING COURSES</u>	<u>STAFF NUMBER AND STATUS</u>	<u>NEW COURSES</u>	<u>STAFF NEEDED</u>	<u>REMARKS</u>
(1) ACCOUNTING	Cost Accounting	1 FT			
	Financial Accounting	1 FT			
	Managerial Accounting	1 FT			
	Project Analysis and Financing	1 PT			
	Auditing	1 FT			
MANAGEMENT INFORMATION SYSTEMS			Finance	1 FT	
	Data Processing and Systems Analysis	1 FT			
			Management Information Systems	1 FT	
			Business Communication and Report Writing	1 FT	Developed in Project Year 1
		Computer Literacy	1 FT	Developed in Project Year 1	
(2) ECONOMICS	Economic Statistics	1 FT			
	Business Economics	1 FT			
	Macro Economics	1 FT			
	Economics Policy	1 FT			
			International Trade	1 FT	
		Money & Banking	1 FT	Developed Project Year 3	
		Quantitative Analysis for Business	1 FT		

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<u>MAJOR SUBJECT AREAS</u>	<u>EXISTING COURSES</u>	<u>STAFF NUMBER AND STATUS</u>	<u>NEW COURSES</u>	<u>STAFF NEEDED</u>	<u>REMARKS</u>
(3)	Marketing Management	1 FT	International Marketing Marketing Research Advertising Public Relations	1 FT 1 FT 1 FT	Developed in Proj. Yr 1 Developed in Proj. Yr 2
(4) GENERAL MANAGEMENT AND HUMAN RESOURCES	Organizational Theory & Behaviour	1 FT			
	Business Policy	1 FT			
	Personnel Management & Industrial Relations	1 FT			
	Caribbean Industrial Law	0			
	Advanced Management	0			course approved but not taught
			Introduction to Business Organizational Development Management Processes Transnational Business Systems Small Business/Entrepreneurship	1 FT 1 FT 1 FT 1 FT 1 FT	Developed in Proj. Yr 1 Developed in Proj. Yr 2
(5) OPERATIONS MANAGEMENT	Production Operations Management	1 FT	Resource Management Management of Technology Logistics Management	1 FT 1 FT	Developed in Proj. Yr 1 Developed in Proj. Yr 3
(6) LAW	Elements of Commercial Law	1 PT			
	Company Law	1 PT			
	Taxation	1 PT			
			Commercial & Industrial Law Legal Aspects of Business International Business	1 FT 1 FT 1 FT	

KEY: FT = Full time
PT = Part Time

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Financial Analysis

The Project is concerned with upgrading of the management education capability of the Department of Management Studies of the UWI. The direct consumers of these upgraded DOMS facilities are the students who enroll for the courses in the Department.

The financial rate of return as a measure relates to the actual return on money spent (investment). In this case, the investment money spent would be the fees and other costs borne directly by the students in following the degree program or course. The benefits in this case would be the lifetime income of the student. It is clear that the financial rate of return would be very high, and that this is evidenced by the considerable degree of excess demand which exists for these management education programs. The economic rate of return is a more appropriate measure for this Project. As described in the following section these estimated rates are high and the methodology dictates that the financial rates of return would be considerably higher.

ECONOMIC ANALYSIS

An economic cost benefit analysis of Phase I of the Project was conducted. This provided an appropriate basis to discuss the economic rationale for the Project. Economic rates of return were calculated for the upgrading of the undergraduate component and the implementation of a new postgraduate (EMBA) component of the Project.

The economic analysis consists of two cost benefit analyses:

1. The first addresses the economic feasibility of the BSc component of the Project; and
2. The second deals with the economic feasibility of the Executive MBA component.

Both analyses showed high economic rates of return (ERR) which indicate the economic desirability of Phase I of the Project. Sensitivity analyses confirmed the robustness of these results.

Overall, the economic analysis indicates that resources employed in the upgrading of the Department of Management Studies would provide a high economic rate of return. The services of the Department are highly valued by the society and there exists considerable excess demand for the services. It is estimated that for most of the courses offered by the Department the unsatisfied demand from qualified applicants for places is in excess of 70% for all courses. Table 1 shows, for example, that of ten qualified applicants for the part-time Management Studies Degree only one person was on average accepted between 1981/2 and 1985/6.

Furthermore, employing opportunity costs considerations in the economic analysis provides economic rate of return in real terms of between 13.7% - 18.5%. The financial benefits to graduates with a University degree in management are substantial and it is to be noted that the demand for such qualifications comes primarily not from school leavers as such, but from people with some work experience who it can be assumed have clear ideas as to the value of such qualifications.

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TABLE 2

AGE DISTRIBUTION OF 1985/6 UNDERGRADUATES

<u>AGE RANGE</u>	<u>NUMBER</u>	<u>PERCENTAGE</u>
Under 20	4	3.4
20 - 25	54	46.6
26 - 30	28	24.1
31 - 35	19	16.4
36 - 40	11	9.5

Source: M. Hall, Study of Demands and Needs Assessment of Management Training at Tertiary Level Institutions in Jamaica. Mimeograph, USAID/UWI, 1986.

A survey carried out by Hall (1986) showed that only 16% of Department of Management Studies graduates had no prior work experience before entering UWI, and of the 1985/86 undergraduate students less than 4% had work experience. The age distribution of the 1985/86 undergraduates shown in Table 2, shows that only 3.4% were under 20 years old, and 70.7% between 20 and 30 years old.

The section which follows shows details of the cost-benefit analysis undertaken in the Hall pre-feasibility study. The Hall study strongly recommended the management studies upgrading exercise and the cost benefit rationale for the conclusions drawn are provided below. However, it should be noted that although the overall concept remains the same, the design is different. Nevertheless the Hall exercise provides a sound basis upon which an economic assessment can be made.

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TABLE 1
QUALIFIED APPLICANTS AND PLACES OFFERED 1981 - 1985
APPLICANTS

<u>OPTION</u>	<u>81-82</u>	<u>82-83</u>	<u>83-84</u>	<u>94-85</u>	<u>85-86</u>	<u>TOTAL</u>	<u>UNSATISFIED DEMAND %</u>
M/ment Studies F.T.*	66	127	133	117	169	612	
Places offered	29	25	37	30	36	157	
Unsatisfied demand	37	102	96	87	133	455	74.3
M/ment Studies P.T.*	193	269	233	195	206	1,096	
Places offered	20	28	21	15	20	104	
Unsatisfied demand	173	241	212	180	186	992	90.5
Econ/M.S. F.T.	0	4	17	49	99	169	
Places offered	0	6	5	9	19	39	
Unsatisfied demand	0	[2]	12	40	80	130	76.9
Econ/M.S. P.T.	1	11	24	41	45	122	
Places offered	0	6	3	2	3	14	
Unsatisfied demand	1	5	21	39	42	108	88.5
Total applicants	260	411	407	402	519	1,999	
Places offered	49	65	66	56	78	314	
Unsatisfied demand	211	346	341	346	441	1,685	84.3
Accounting F.T.	28	71	56	56	131	342	
Places offered	16	21	18	11	19	83	
Unsatisfied demand	12	50	38	45	112	259	75.7
Accounting P.T.	56	91	67	63	70	347	
Places offered	8	9	3	6	3	30	
Unsatisfied Demand	48	82	64	57	67	317	91.3
Degree totals	344	573	530	521	720	2,688	
Places offered	73	95	87	73	100	428	
Unsatisfied demand	271	478	443	448	620	2,260	
Diploma in M.S.*	N.A.	219	148	130	191		
Places offered	60	58	57	61	59	295	
Unsatisfied demand	-	161	91	69	132		
Cert. in M.S.	267	207	228	222	228	1,152	
Places offered	60	60	60	60	60	300	
Unsatisfied demand	207	147	168	162	168	852	74.0

F.T. = Full-time
P.T. = Part-time
M.S. = Management Studies

*Source: M. Hall Study of Demands and Needs Assessment of Management Training at Tertiary Level Institutions in Jamaica, Mimeograph, USAID 1986

COST BENEFIT OF CURRENT UNDERGRADUATE PROGRAM

In this section, a formal benefit cost assessment is made of the undergraduate degree in Management Studies. The method selected for this assessment is the identification of the students' cost including income foregone from not working and the stream of income that is directly attributable to the degree. The students' stream of direct and income foregone were estimated to be \$19,782 for year 1; \$20,025 for year 2 and \$20,281 for year 3.

The revenue stream was defined to be the difference between what the student could expect to earn with a degree in Management Studies and what he or she would have earned had they never attended University. The net expected life time earnings obtained in this fashion was assumed to begin at age 22 and end at age 65. It is however, likely that the full earning power of the graduate may extend beyond age 65 due to greater job options and his or her higher position in the management hierarchy. The graduate was assumed to earn an average of \$15,000 on entering the labour force and an average of \$70,000 on retiring at age 65. At time of entry by the graduate into the labour force, the net benefit due to obtaining the degree was estimated to be \$3,500, and at age 65 the differential average net benefit was estimated to be \$40,000. Based on these estimates, the internal rate of return was determined to be 18.52%.

In assessing this internal rate of return, it should be noted that:

- a) No cost or benefit has been computed for possible interest earning on either income foregone or the net income attributable to the degree;
- b) No attempt was made to estimate the earnings of students who had emigrated;
- c) No account was taken of taxes; and
- d) No account was taken of unemployment.

Earnings from interest and emigrants would affect the income stream positively and cause the rate of return to increase. The introduction of taxes and unemployment would have a negative impact although that for unemployment would be positive if the incidence of unemployment is greater for the non-graduates. The rate of return in any event is a real rate of return since all of the variables in its computation were based on real 1985 prices. Current rates of return on Certificate of Deposits and Government securities range between 18% and 24%. These are money rates of return, however, which reflect the rate of expected increases in prices. If the

present rate of inflation, for example, is assumed to be 15-20%, then the real rate of return or interest is between 3% and 4%. An 18% real rate of return is thus a very substantial rate of return. This first estimate assumes that the direct University costs of providing education are free to the student.

This is strongly corroborated by the experience of IMP and JIM, whose fees more approximate economic costs. The Jamaican Institute of Management, for example, charges \$1,950 for a six-hour per week course running over 35 weeks. If the same charge per contact hour were applied to University courses, the fee would be approximately \$5,000 per year for University courses. It should be stressed that this \$5,000 would be in addition to income foregone, room and board and other living expenses.

The University has determined that the full cost to them of producing a graduate in Management Studies is \$12,600 per annum. When that cost is added to the student's cost, the internal rate of return falls from 18.52% to 13.7%. This is still a substantial internal rate of return as the entire exercise assumed constant 1985 prices. Recently, the Government of Jamaica has recommended that Jamaican students at UWI be required to pay a fee cess of 1/3 of the cost to the University. For students in Management Studies, the cess would amount to \$4,200 per annum. If \$4,200 per annum rather than \$12,600 per annum is added to the student's cost, the internal rate of return would be 16.8%. It is to be noted that these rates of return are not strictly financial internal rates of return. They are more related to the opportunity cost of obtaining an undergraduate management degree. A financial internal rate of return would estimate the money return to the graduate and would include all incomes earned inclusive of interest income, property income etc., and would be considerably higher.

An important question is whether the expected net benefits from a Management Studies degree are sufficient to justify students being required to pay full or partial fees such as the fee cess mentioned above. From an investment point of view, the estimated internal rates of return would suggest an unqualified "yes" to fees. From a cash flow perspective, however, the answer is less clear as there are other costs - food, housing, clothing, taxes, etc., - which must be met out of income. If these exhaust the income earned, then, although the benefits warrant the investment, the spending pattern could cause high delinquency in the repayment of a loan to pay fees. Despite this, we think the value of the estimated IRR's, plus the evidence from IMP and JIM and students' own assertions about their willingness to pay fees in an EMBA program, strongly suggest that a loan program for a partial fee payment is clearly workable.

COST BENEFIT OF THE EXECUTIVE MBA PROGRAMME (EMBA)

The economic analysis in this section assesses the economic rationale for the EMBA component of the Project. The methodology used is essentially a cost benefit analysis. Elsewhere in the

Project document it has been argued that there exists a great demand for high level management training. This demand is a derived demand coming from firms requiring persons with this level of training, and the high premium they attract in the market. The results of this economic analysis confirm the high economic value such training receives. The economic rates of return generated by quite reasonable assumptions about costs and benefits, all of which will be specified below, are extremely high. Sensitivity analysis of the model also indicates that the estimates are quite robust. It should be noted that all costs and benefits in this section are in Jamaican currency, as cost estimates and all benefit estimates had to be made in local currency. This makes absolutely no difference to the results obtained. Identical results would be obtained if all the figures were converted to US\$ at a common exchange rate.

INVESTMENT COSTS

The costs of this component of the Project are grouped into five main headings: building; furniture and fixtures; computers and other equipment; planning and development; other fixed project costs; and operating costs. Estimates and flows of all the costs explained below are shown in Table 3.

Building Costs

Construction to a total of J\$1.735m (US\$315,455) is planned.

This will include

2 seminar rooms,

4 staff offices,

1 multipurpose staff room,

1 high security computer room.

These facilities will be shared by the undergraduate and the EMBA programs. In order not to underestimate the EMBA cost a half of these costs (J\$ 875,000) is assumed to accrue to the EMBA.

Furniture and Fixtures

A total of J\$275,000 (US\$50,000) is estimated for furniture and equipment for the undergraduate and EMBA programs. Twenty percent (20%) of this cost (J\$55,000) is assumed to be consumed by the EMBA.

Computers and Other Equipment

The computing and other equipment is estimated at a total of J\$ 1,375m, with a considerable part going to the vastly numerically greater undergraduate and postgraduate students of the Department of Management Studies. Ten percent (10%) of this cost (J\$137,500) is assumed to accrue to the EMBA.

Planning and Development

An estimate of J\$215,000 (US\$55,000) is marked for the planning and development of the EMBA.

Other Fixed Project Costs

This item takes into account the other Project cost components not taken into account directly, and cover such items as office expenses, library costs and research development. Ten percent (10%) of the cost J\$203,500) is assumed to accrue to the EMBA.

Operating Costs

The estimated economic cost of a student per year in the Department of Management Studies is estimated at J\$20,000. It is planned to take on 30 students per annum. When the Program is running fully there will be 90 in the EMBA at various stages of completion with a total operation cost of J\$1.8m.

Note that in this economic analysis there will not be a cost associated with income foregone since all students will remain in employment whilst enrolled in the EMBA.

THE ECONOMIC BENEFITS

The benefits are comprised of two main groups. Enhanced management training is assumed to increase productivity and assuming that the marginal productivity theory of wages rules, the increased productivity will be equal to the incremental increase in salaries due to the training. In order to estimate this benefit two life cycle income profiles are estimated, one for a person without the EMBA training and one for a similar person with the EMBA training. It is assumed that entrants into

the EMBA will earn on average J\$70,000 p.a. increasing at a rate of 10% per annum over time. This rate of increase is assumed to continue over the life cycle of those without the EMBA training. On graduation the EMBA graduate is assumed to move to a higher salary than those without. For instance, the person without the EMBA is estimated to earn J\$93,000 in year 4, but the EMBA graduate/s salary will increase to J\$120,000 and increase at the rate of 15% over the life cycle. The difference in their life cycle income profiles provide an estimate of the productivity benefits.

The second benefit to accrue from the project is the increase in fees collected by UWI for entrants into the EMBA. In the base run it is estimated that students will be charged the full economic cost.

The summation of these benefits over twenty years provides the gross benefits used in the base run. Table 4 shows the benefit flows for these items.

Table 4 also details the net benefit calculations which is derived by subtracting the cost flow over twenty years from the benefit flow. The internal rate of return (IRR) estimated under the assumptions detailed above was 53%. This is a very high IRR and confirms the strong excess demand features that have been noted in the Jamaican labour market for high level management graduates.

SENSITIVITY ANALYSIS

In order to test the robustness of the results it was assumed that the fees benefit would fall by 25%. This in effect assumes that the EMBA students are not charged the full economic cost but rather are charged 75% of the economic cost. Under this assumption the IRR is estimated at 43%. Thus the IRR remains very high indeed. Further assumptions could be made but in the light of the very high IRR and its robustness to the not unrealistic assumptions made, further tests are not really required to conclude that the results strongly indicate that project resources utilised in the manner planned appear to be a very productive use of scarce resources. Assumptions which reduce the benefit flows would, of course, reduce the IRR, on the other hand increasing the project years to 30 years instead of the 20 years used would have a very strong upward influence on the IRR. Increasing the project years to 30 would be a reasonable assumption to make on the grounds that it is an estimate of the number of years left in the work life of the first entrants into the EMBA, assuming the average entry age to be 28 years.

On economic criteria for the evaluation of development projects, therefore, the resources employed in the EMBA component appear to be a very good allocation of scarce and valuable resources.

COSTS VARIABLES FOR EXECUTIVE MBA PROGRAM

(in '000)

PRODUCT	YEARS	BUILDING	FURNITURE FIXTURES	COMPUTING & OTHER EQUIPMENT	PLANNING & DEVELOPMENT	OTHER FIXED PROJECT COSTS	OPERATING COST	TOTAL COST
1	1978/8	867.5	-	-	-	71.5	-	939.0
2	88/9	-	55.0	33.0	115.0	66.0	600.0	869.0
3	89/90	-	-	104.5	100.0	66.0	1200.0	1470.5
4	90/91	-	-	-	-	-	1800.0	1800.0
5	91/92	-	-	-	-	-	1800.0	1800.0
6	92/93	21.7	-	-	-	-	1800.0	1821.7
7	93/94	-	1.4	3.3	-	-	1800.0	1804.7
8	94/95	-	-	10.5	-	-	1800.0	1810.5
9	95/96	-	-	-	-	-	1800.0	1800.0
10	96/97	-	-	-	-	-	1800.0	1800.0
11	97/98	21.7	-	-	-	-	1800.0	1821.7
12	98/99	-	1.4	3.3	-	-	1800.0	1804.7
13	1999/2000	-	-	10.5	-	-	1800.0	1810.5
14	2000/2001	-	-	-	-	-	1800.0	1800.0
15	01/02	-	-	-	-	-	1800.0	1800.0
16	02/03	21.7	-	-	-	-	1800.0	1821.7
17	03/04	-	1.4	3.3	-	-	1800.0	1804.7
18	04/05	-	-	10.5	-	-	1800.0	1810.5
19	05/06	-	-	-	-	-	1800.0	1800.0
20	06/07	-	-	-	-	-	1800.0	1800.0
21	07/08	43.4	-	-	-	-	1800.0	1843.4
22	08/09	-	2.8	3.3	-	-	1800.0	1806.1
23	09/10	-	-	10.5	-	-	1800.0	1810.5
24	10/11	-	-	-	-	-	1800.0	1800.0
25	11/12	-	-	-	-	-	1800.0	1800.0
26	12/13	21.7	-	-	-	-	1800.0	1821.7
27	13/14	-	1.4	3.3	-	-	1800.0	1804.7
28	14/15	-	-	10.5	-	-	1800.0	1810.5
29	15/16	-	-	-	-	-	1800.0	1800.0
30	16/17	-	-	-	-	-	1800.0	1800.0

PART OF AN

Social Soundness Analysis

A. Socio-cultural Feasibility

(i) Values, beliefs, social structure, power distribution - successful achievement of the goal of the Project, the development and delivery of an innovative management education program at the Mona Campus of the University of the West Indies, will depend quite heavily on the ability of the present Department of Management Studies to transform itself into a viable and productive academic department which has the capacity to provide trained managers for the effective management of Jamaican institutions. Its ability to do so will depend not only on the technical capabilities of its staff, but also their level of motivation and commitment. The present members of the Department regard themselves as professionals who are entitled to be consulted on any matter affecting their welfare, their academic development and their physical and other working conditions.

The administrative analysis shows that academic matters originating in the Department are routed through various Faculty of Social Sciences sub-committees to the full Faculty Board of Studies and then to Academic Board and UAC. It does not show that an uneasy relationship exists between the Department and the rest of the Faculty. Differences in perception related to the business sector contribute to this uneasy relationship. The DOMS is perceived to be pro-private business, while some of the rest of the faculty are perceived to be anti-private business. At the same time the Faculty can be expected to resist the suggestion that the Department be removed from the Faculty because a high proportion of the students registered in the Faculty are pursuing Management Studies. Any development, such as a School of Business, which envisages a separation of Management Studies from the Faculty will therefore be strongly resisted. Even the establishment of an Institute of Business will face some kind of opposition if it appears that it will be the private preserve of the DOMS. At the same time, other Departments of the Faculty see the inputs of funds and expertise as beneficial to the Faculty as a whole and are therefore anxious to participate in the Project. The planned involvement of other Departments in the Faculty of Social Sciences in addition to the DOMS in important Project activities such as staff development, program development and research, will therefore improve and strengthen significantly, relationships between the DOMS and other Departments in the Faculty. Signs of this improved relationship have started to emerge during the design phase of the Project.

Some members of the Department remain skeptical about the benefits which this Project will bestow upon them, but this skepticism appears to be dwindling. Many staff members consider themselves already well qualified and resent any outsider's suggestion that they need upgrading. However, they also need to recognize the importance of upgrading in order to achieve and maintain the quality of the staffing necessary to create and project a first class academic Department.

(ii) Organizational forms - the Department is organized along traditional lines, with a Head of Department who is expected to give academic direction and leadership to the others in the Department. Except for accounting, which has four full time members, the other areas have only one or at most, two full time persons. The absence of academic depth has been identified, but more important is the sense of isolation that this circumstance creates for the non-accounting staff.

The Head of the Department needs to create a participative style which puts consultation and communication at the center. At the same time he needs to create a structure which recognizes affinities among the non-accounting staff, by grouping the subject areas into coherent academic units, e.g. Organizational Theory and Behavior and Personnel Management Industrial Relations with perhaps a course in Caribbean Industrial Law into a Human Resources Section, and so on, giving academic and social support to the people who are now isolated.

The Project envisages that the academic aspects of the new EMBA program will be the concern of the Department, while the delivery can conveniently be made through the Institute of Business. A major concern of the Department is the intended relationship between the new Institute and itself. The Department is concerned that it will retain the central role. In any case, the Project has as its goal the strengthening of the Department, and part of this strengthening will be evidenced by the image which the Department will be able to display to the Jamaican business community.

(iii) Motivation - the key to the motivation and involvement of the members of the Department will be the extent of their perceiving themselves to be a part of the decision-making process. The members see the need for the Project and naturally have a number of questions about what new structural forms will be needed, what new relationships will have to be worked out, what financial resources will be spent on what, etc. Unfortunately, in the earlier discussions preceding the design phase, many of these questions could not be answered. The greater involvement of the DOMS staff during the design phase has resulted in much greater interaction and a higher level of commitment from them to the Project and this can be expected to increase as they become more fully involved and begin to see and reap the benefits.

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(iv) Participant Profiles:

(1) Academic Staff in Management Studies

A full description of academic staff in the DOMS in terms of age and qualifications reveals the following: five members of the DOMS are over 50, with two of these over 60, one of whom will retire in the academic year 1988/89. Five persons are between 40 and 50; one person is under 40. Four persons have Ph.Ds, three in Economics and one in Physics. Three persons have Masters Degrees, one being in the area of Classics. Three persons have professional qualifications in Accounting and a Bachelors degree. One person has only a Bachelor's level qualification.

Given the ages of the staff, it is going to prove somewhat difficult to convince them that they need to go back to school. The staff development program must incorporate strategies aimed at helping the staff to become aware of their own deficiencies and perceive as benefits the wide variety of program offerings including exposure to activities of a good management school. By accommodating differences in age, qualifications, skills, interests and domestic situations, the program offers maximum flexibility. The UWI is confident that this approach will inspire the academic staff to remedy deficiencies in skills and expertise within the DOMS.

(2) Potential Staff Members

(a) New Graduates - the Department turns out about one hundred and twenty graduates per year, with about twenty in the first and upper second class honours categories. Few of them consider an academic career among their options, primarily because the Department has not actively brought this possibility to their attention. The University could probably match the starting salaries paid in the private sector, but within a few years the ratio of private sector to University salaries, at the lecturer's level, for comparable qualification and experience, becomes two and a half to one. Strategies have therefore to be designed to keep them in the system after the initial contract and the development of the Institute of Business will become crucial to this.

(b) Graduates with working experience - much of the above applies to these people as well except that their salary expectations at entry will probably be higher. At the same time their level of commitment to an academic career will probably be higher, as it will be the conscious choice of the individuals after they have tried other careers.

The recruitment and training of new staff together with the inclusion of part-time staff in the Staff Development Program under the Project are aimed at attracting and retaining an effective mix of new graduates with working experience in the DOMS.

(3) Spread effects - it is anticipated that the effects of this Project will spread beyond the present and future members of the Department of Management Studies, who have already been identified and discussed as participators. The enhanced numbers and capability of managers produced by the Department will benefit the society at large, but there are two groups which will have a direct interest, if not direct participation in the Project. These are the potential students for the Executive MBA (EMBA) and the Executive Management Development Program (EMDP) and the private sector groups. Among the latter group, it is convenient to separate out the private sector groups like the Jamaican Institute of Management (JIM); Institute of Management and Production (IMP); Management Consultancy Services (MCS); Caribbean Institute for Education and Management (CIEM), which are interested in offering training or those who will be employers of the University's product, as their interest will differ.

(4) Potential students for EMBA and EMDP - the Hall Report documented the apparently contradictory phenomenon of a very strong demand for an MBA degree on the part of the graduates and much less emphasis on the part of the employers. This difference is due to the perception of the graduate that a higher degree is a means of social mobility, not necessarily connected with superior job performance, while the employer is primarily interested in the latter. For the graduates, the centerpiece of the Project is therefore the MBA. The reality of this perception has already caused the University to rearrange the original priorities of the Project so as to maintain the interest of this important constituency. However it is not anticipated that these graduates will be willing to leave their jobs to pursue a full-time MBA. Hence the offering of a part-time or Executive MBA under the Project will satisfy the needs of this group.

Management training for persons at the Executive and senior management level in Jamaican business enterprises is an established area of critical need. The offering of an Executive Management Development Program series under the Project will definitely help to satisfy this area of need.

(5) Women in Management - the trend during the last four years at UWI is for a relatively higher proportion of females than males graduating with BSc degrees in Management Studies. This trend is expected to continue over the life of the Project. The upgrading of courses and establishment of new offerings at the BSc level are therefore expected to be of great benefit to women entering management level positions in Jamaican business enterprises.

In addition to benefits at the BSc level, women in management in Jamaica will benefit greatly from the EMBA since a large proportion of potential candidates for this program will be women.

Women in management are also expected to derive benefit from the EMDP, but at a relatively lesser degree than for the EMBA and BSc.

(6) Management Training Groups - the most prominent of these are the Jamaican Institute of Management (JIM) and the Institute of Management and Production (IMP). There are a large number of others which have grown in response to the tremendous demand for management training. Some are set up by their parent organizations to provide in-house training, while others cater to all comers. IMP started life in the former category and now belongs to the latter. All of them face the problem of the acceptability and academic respectability of their programs as there is great pressure upon them by their clients to be provided with a certificate of some sort which can enhance their social status. IMP has partially solved this problem by entering into an agreement with the UWI which provides for a degree program jointly administered by both organizations, while JIM has sought the accreditation of a variety of American universities. Not only will JIM and IMP seek to strengthen their links with the UWI, but all the others will press for accreditation from the University.

The main concern of all these management training groups will be first, that the University's entry into the field will not cause their own market to contract, and second, that the University will be willing to give some academic recognition to their programs. Any fears they may have on the first score are somewhat mitigated by the fact that there is widespread recognition that most of the management training available in Jamaica today is targeted at lower and middle management groups.

The Project will focus on the BSc level Management Program as well as the EMBA and the Executive Management Development (EDP) series. The BSc program has never been regarded as an area of competition by these management training groups and the EMBA and EMDP will cater to the needs of the

Executive and senior management level personnel and should therefore pose no serious competitive problems. Meeting the second concern will require careful study, but precedents which exist for collaborative efforts between the University and other bodies should provide a useful starting point.

The University's monopoly on the granting of degrees, already broken by the granting by CAST of degrees in Business Education aimed at teachers in secondary schools and in Engineering aimed at their graduates in industry, should remove any false sense of complacency in the institution. In the first place, the other institutions recognize that the University cannot fill the total demand. In the second place, given the difference in the reasons which graduates and employers have for pursuing management education, the social status motive may eventually be outweighed by the utility motive. Unless the University's offering maintains a relevance to the marketplace it could lose standing compared to more contemporary programs offered by institutions which can move rapidly in response to changing times.

(7) Potential employers of University Graduates - this is by no means a homogeneous group. Although the thrust of the Project is mainly directed at the private sector, it cannot ignore the public sector, as fully 40% of the output of the present Department of Management Studies is absorbed by that sector. The public sector needs for managers may even be more acute than those of the private sector, but it is debatable whether public sector managers will ever be given that essential minimum of autonomy which private sector managers take for granted, and without which neither of them can be effective. Any failure of such managers in the public sector will be rationalized by the explanation that the program has produced the wrong type of manager. Perhaps more attention should be paid to the environment in which the managers are expected to perform, than to the personal capabilities of the manager.

The Ministry of the Public Service is well aware of the absolute shortage of managers and has called upon the private sector to join with the public sector to produce more managers for Jamaica. The Ministry is concerned with the danger of overlapping and consequent waste if both sides act separately instead of pooling their resources. As this University is mainly supported from public funds, it should seek to become actively involved in this pooling process. This initiative by the Ministry is part of the call made from time to time by the Government for a partnership with the private sector. There is never any doubt in the mind of the Government that it must be the senior partner in any such undertaking, even where it admittedly does not have the expertise, which is why it called for private sector help in the first place. It is difficult

for the Department of Management Studies to avoid getting caught up in this kind of politicking, since it will need the support of the Faculty of Social Sciences in carrying out its program under the Project, and many influential Faculty members have strong links with the political directorate.

In discussing the private sector it is again useful to speak of the Private Sector Organization of Jamaica (PSOJ) as distinct from the individual members of the private sector. Born as a political pressure group in the socialist seventies, it is now seeking a wider role as a service organization for the entire private sector. Despite this, its right to speak on behalf of the entire private, i.e., non-government sector, is not generally conceded by all commentators and this has led to some rather acrimonious debates and name-calling in the public media. The PSOJ has indicated its support in principle for this Project, but it tends to be non-committal when pressed into stating specific details of its support, preferring to leave such answers to the individual members. In keeping with their political outlook, they want to see the University instill in its management graduates, a "philosophy of the private sector". Given the location of the Department of Management Studies in a Faculty of Social Sciences which is perceived by the private sector as riddled with Marxists and Socialists, their wait and see attitude can be understood. However, they themselves must surely realise that they have been employing UWI's graduates and should therefore see the importance of the upgrading which is being proposed under the Project.

It has become clear that the PSOJ will judge the success of this Project by the sort of output the PSOJ believes it should produce, a market-led orientation to a training and education program. To achieve this goal, it proposes that the University adopt a greater degree of flexibility than it has shown so far in matters such as salary differentials for management staff, accreditation of the courses offered by other institutions and institution of a credit system towards its degrees. It thinks that the courses at the University need a more practical orientation; it criticises the University for failure to capitalize upon the opportunities offered by the marketplace and is impatient with the University for not experimenting with alternative solutions to problems which it has identified.

Although it is convenient to separate the view and the possible reactions of the PSOJ from those of its members, it will not be surprising to find that there is considerable commonality of outlook. Individual members also find the UWI management graduate unfocussed, with no clear indication of what he/she wants to achieve. This is not surprising since the personal program is a general one with little specialization.

However, the graduate is also believed to show an adversarial relationship towards his/her new career and employers, which they trace to the isolation of the Department of Management Studies from the business community. They advocate the inculcation of a philosophy of business and that the University, while not neglecting technical competence, should start to develop a particular attitude. They think that the most important characteristic the new graduate should possess is a willingness to learn.

The official attitude to this new initiative is on the whole positive, with one commentator going so far as to describe it as "by far the most significant development in the country in many years". It is obvious that if this commentator's view is widespread, a lot of hopes are being generated, the frustration of which will be very traumatic. The benefits conferred upon the society by the existence of the Department are expected not only to continue, but to increase.

8) Social consequences and benefit incidence - the groups discussed in part B are all expected to reap benefits from the Project. The business community is rather sanguine about the level of benefits expected to flow from this Project. Apart from the groups mentioned in part A (i), it is difficult to identify any groups who would be adversely affected by its success. The Project will open up access to opportunities for higher education to persons whose financial resources would not suffice to underwrite studies abroad. It will open up opportunities for career development to existing staff of the Department and to young people who might not otherwise have considered an academic career.

Administrative Analysis

The Organizational Structure of the University

A. The University as a Legal Entity

The University is an autonomous body incorporated under a Royal Charter. The first Charter was granted to the University College of the West Indies in 1949. A second Charter replaced it in 1962 when full University status was attained. This Charter was amended in 1972 and again in 1984 when a radical reorganization took place in the UWI.

In the discussions leading up to the restructuring in 1984, it was argued that Royal Charter was an anachronism, inappropriate to the independent status of most of the contributing countries, but the alternative would have been to secure separate enabling legislation in each of the contributing territories which could have taken a very long time to accomplish and it was agreed that the Charter should be retained.

Under the Charter, the Instruments through which the UWI is governed are the Statutes, the Ordinances, Rules, Regulations, Faculty Standing Orders, and the Financial Code.

B. The Previous University Structure

Under the pre-1984 structure, the powers of management were concentrated in the Council, on which each contributing Government had one representative, and on which the University Officers, academic staff and students were also represented. The supreme academic body, the Senate, consisted of University Officers, academic staff and students. Both Council and Senate delegated some of their powers to other smaller committees which met more frequently - Finance and General Purposes Committee in the case of Council and University Academic Committee in the case of Senate.

In 1984, the consensus among the contributing Governments and within the University was unequivocally in favor of continuing the regional University and at the conference of the Heads of Government the Contributing Governments expressed their intention of funding the UWI as a regional institution for at least nine years.

C. The New Organizational Structure

Campus Councils - Under the new structure, introduced in 1984, the Central Committees were retained, but a Campus Council has been established as the chief management body at each campus with membership drawn from Government, the community and the academic body. These Campus Councils and their committees provide interaction between community and campus in relation to campus programming.

In order to ensure that Campus Councils take due regard for the interests of the other campuses and of the non-campus countries, their membership also includes one Government member from each of the other campus countries and two from the non-campus countries as a group. Campus Finance and General Purposes Committees conduct the business of the campuses between meetings of the Campus Council.

Senate - Under the new structure, Senate is specifically responsible for degree structure, the award of degrees, the control of examinations and the control of entry requirements. It meets only once in three years (with provision for special meetings to be called in the interim) and its powers have been devolved to the University Academic Committee (UAC), a smaller body which meets at least once per term.

Academic Boards - the Academic Boards at each campus have the power to take final decisions, following inter-campus consultation as appropriate, on curricula and syllabuses for courses of study at the campus, (other than postgraduate courses of study which are controlled by the Board for Higher Degrees, a standing committee of Senate) and are the channel for reports to the University Academic Committee from the Faculties of the campus.

Faculties - the main areas of study are grouped in Faculties. Each Faculty at a campus is headed by a Dean. Where a Faculty is located at more than one campus one of the Deans is appointed to be University Dean to represent the Faculty on University Central Committees, but all the Deans are members of the Senate and the UAC so that adequate input from each campus on academic matters is assured. A Faculty Consultative Committee provides for discussion of faculty matters between the campuses and meetings may be held on the UWIDITE* network. There are Faculty Boards of Examiners to which the campus committees of examiners report and uniformity in assessment for the award of University degrees or other qualification where more than one campus is involved is secured through moderators.

* A teleconferencing network linking the campuses and some non-campus countries which was established with funding from USAID.

There are eight Faculties in UWI: Agriculture, Arts and General Studies, Education, Engineering, Law, Medical Sciences, Natural Sciences and Social Sciences. Of these, Agriculture and Engineering are located only at St. Augustine, Law only at Cave Hill and the others are located on all three campuses. Social Sciences and Education also have a presence in the Bahamas.

Departments, Units, Etc. - within each Faculty the areas of study are divided into Departments, Units or sections. The Faculty of Social Sciences, Mona has at present Departments of Economics, Government, Management Studies and Sociology, and an Institute of Social and Economic Research, each with a Head of Department.

University Officers - the University Officers are: the Chancellor, the Vice-Chancellor, the Pro-Chancellor, the Chairmen of the Campus Councils, the Treasurer, the Pro-Vice-Chancellors, the Campus Principals, the Deputy Campus Principals, the Deans of the Faculties, the University Bursar, the University Librarian, and such other Members of the University as may be granted by Ordinance the status of Officers.

The Vice-Chancellor is at present also the Principal of the Mona Campus, but over the next three year, the posts may be separated and a clearly identifiable University Central Administration established under the Vice-Chancellor, with a separate Principal appointed for the Mona Campus. In this event, for most decisions affecting the Project, the final authority will rest with the Principal, and before a separate Principal is appointed the Vice-Chancellor acting in his capacity as Principal of the Mona Campus will have the final authority.

In addition to the officers listed there is at each campus a Campus Registrar, a Campus Bursar (or Finance Officer) and a Campus Librarian. The Mona Campus Bursar will be responsible for the proper handling of the Project funds through the Special Accounts Section of the Bursary and for preparing the required documentation for USAID at the request of the Project Manager.

Academic and Senior Administrative Staff Matters

Senior level appointments and appointments not of a campus (i.e. those for University Centers in the non-campus countries or for the Center for Tourism and Hotel Management) are made by the University Appointments Committee, while Campus Appointments Committees make appointments of a campus up to the level of lecturer and first appointments up to the level of senior lecturer.

The University regards control of the appointment of Academic Staff as an important means of safeguarding academic standards. It has always enjoyed complete freedom from direct political pressures in this matter, as the Government members do not participate in the work of the University Appointments Committee and there are no Government members on Campus Appointments Committee. Appointments at all levels of Academic Staff at a given campus are open to West Indians with equal priority and are not limited to nationals of that campus country. Where no suitable West Indian applicant is available, recruitment from outside of the contributing countries is permitted.

In 1985/86 about 75% of Academic and Senior Administrative Staff were West Indian nationals, with a higher percentage in some Faculties. Approximately 58% of the Academic staff had the degree of Ph.D or its equivalent, and about 30% were women.

Offices of University Services (OUS) - under the new structure, special arrangements have been made for the non-campus countries with the establishment of two Offices of University Services, one at Mona to serve the Bahamas, Belize and Grand Cayman, the other in Cave Hill to serve the non-campus countries of the Eastern Caribbean, while at St. Augustine responsibility for coordinating OUS activities has been assigned to the Principal's office. The Offices of University Services are intended to mobilize the resources of all three campuses for the benefit of the non-campus countries and each is headed by a Pro-Vice-Chancellor, who has special responsibility for all aspects of the University's work in the non-campus countries, and for ensuring that the interests of the non-campus countries are adequately represented in the University committees.

Improvement of Access and Closer Relations with other Tertiary Level Institutions - in the past few years much emphasis has been placed on improvement of access both for students from non-campus countries and for those living in campus countries but not able or willing to become full-time students.

Challenge examinations were first offered in 1977 with an "examinations only" system made available to enable students from non-campus countries to sit for first year Social Sciences programs without attending a campus. Over the years the system has been extended to other Faculties and upgraded in some cases to provide interactive teaching through UWIDITE, staff visits, teaching materials, etc. Programs offering terminal certification (e.g. Certificate in Public Administration, Certificate in Legal Studies) are now offered in addition to first year degree programs.

The Challenge examination system offers one route through which links can be established between the programs offered in other tertiary level institutions and those of UWI, as the other institutions can prepare students for UWI examinations.

The UWI has for many years accredited qualifications awarded by other tertiary level institutions for matriculation purposes, or for exemption or partial exemption from UWI first year programs. The mechanism for accreditation has recently been improved and all requests are now channelled through the University Matriculation Board which has full authority to grant credit for matriculation purposes and is now responsible for securing a decision from the appropriate Faculty in the case of requests for exemption from part of a degree program. This mechanism can be used for improving the linkages between non-university institutions teaching Management Studies and the University.

The Financial Arrangements - until 1984 the University was funded through a single University Grants Committee which approved a subvention on a triennial basis for the whole University. In 1984 the University Grants Committee agreed on a new funding mechanism which included:

- (i) The establishment of a grants committee for each campus in addition to the University Grants Committee;
- (ii) changes in the basis for calculating the contributions due from each contributing country;
- (iii) changes in the system of advances; and
- (iv) a revised formula for discount for the non-campus countries in respect of their students.

The new system came into operation in August 1984.

The four Grants Committees approve estimates for a three year period, and the University is at present engaged in the preparation of the estimates for recurrent and capital expenditures for the period 1987 to 1990. The campuses and the central administration do not require any further external approval for expenditure within the sums approved, but the Financial Code imposes restrictions on virements, both in regard to the purposes for which virements are permitted and the total amount which may be vired.

With regard to specific structural changes proposed under the Project the proposal for the establishment of an Institute of Business would have to be approved by the F & GPC, acting for Council, on the recommendation of the University Planning and Estimates Committee. It would then be forwarded by the Faculty Board to Mona Planning and Estimates Committee and Mona Academic Board and thence to UPEC and F & GPC.

The procedures for approval for a School of Management would depend on whether it was conceived of as a sub-division within the Faculty of Social Sciences from existing units, departments, etc. in which case it could be approved by Campus Council or Campus F & GPC, or whether it was seen as the creation of a new school in which case it would require the approval of Council (with the consent of the Mona Campus Council).

MAIN UNIVERSITY AND CAMPUS COMMITTEES UNDER NEW STRUCTURE

FIGURE NO. 1

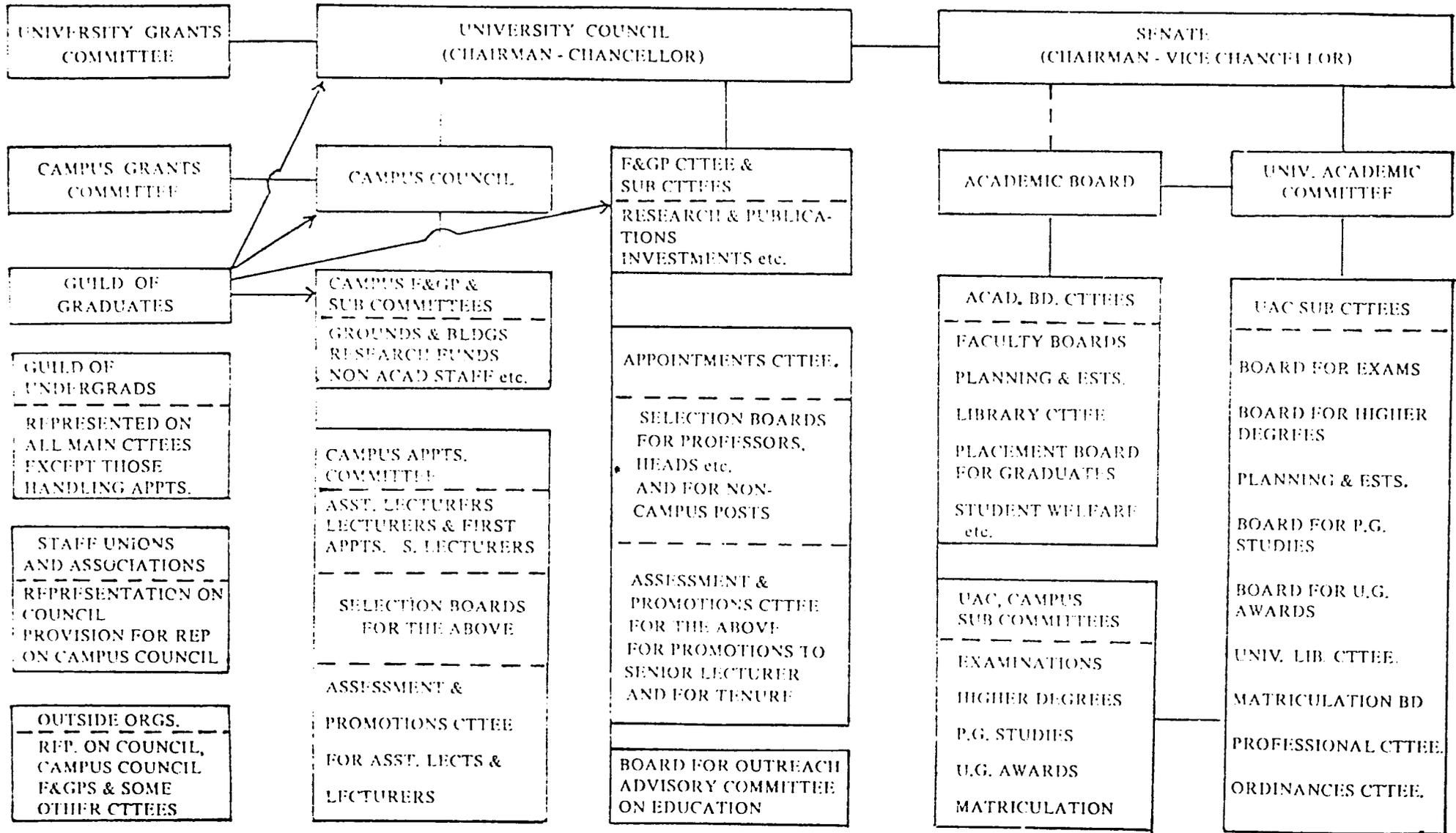
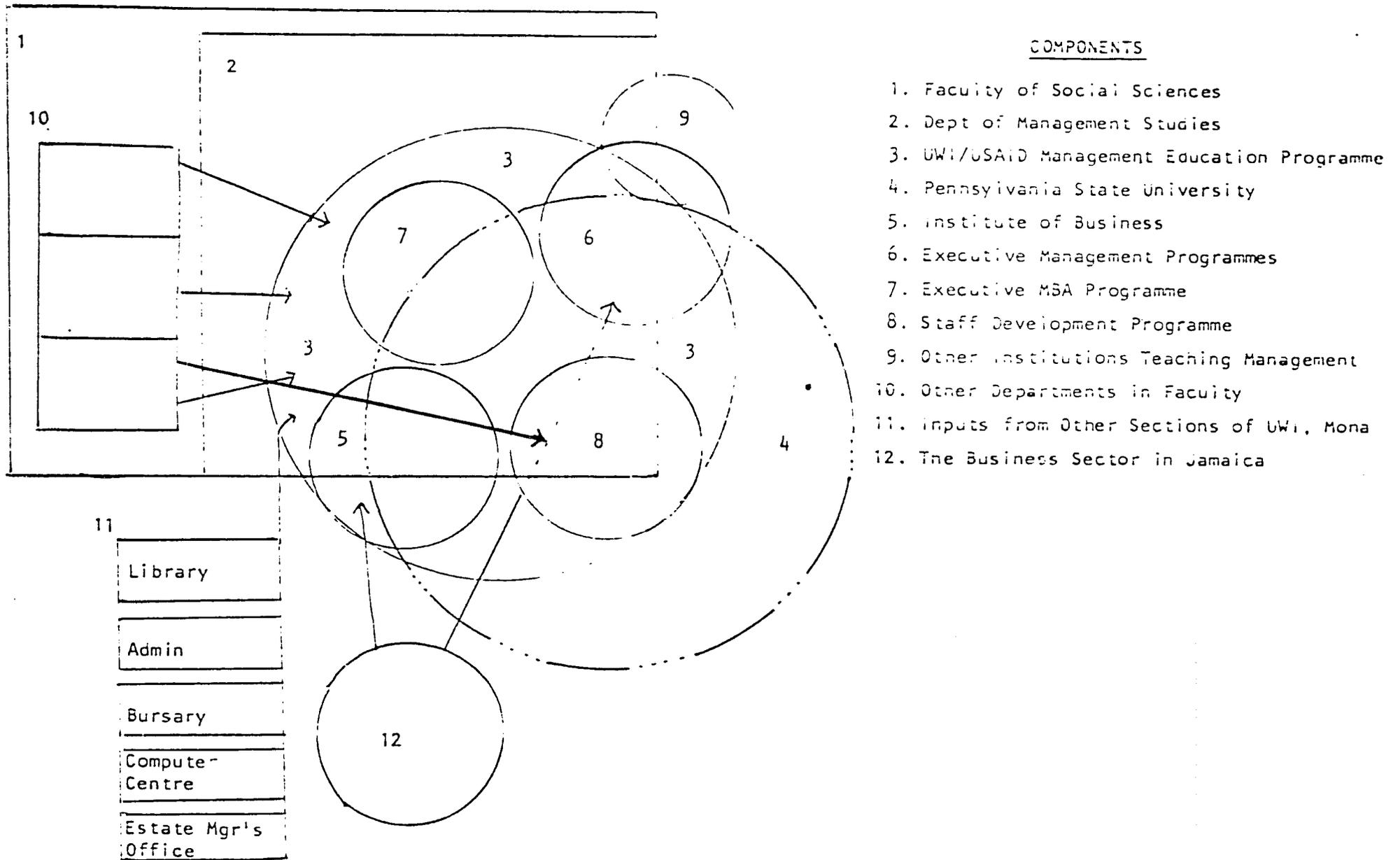


DIAGRAM TO ILLUSTRATE THE RELATIONSHIP BETWEEN
THE COMPONENTS OF AND INPUTS TO THE PROJECT

FIGURE No. 2



Environmental Analysis

An Initial Environmental Examination was done for the PID. A negative determination was recommended by the Mission Environmental Officer, concurred with by the USAID Director, and approved by the Bureau Environmental officer. The IEE is attached hereto.

AGENCY FOR INTERNATIONAL DEVELOPMENT
WASHINGTON, D.C. 20523

LAC-IEE-87-23

ENVIRONMENTAL THRESHOLD DECISION

Project Location : Jamaica

Project Title : UWI Management Education
and Number : 532-0129

Funding : \$2,500,000

Life of Project : 2 years

IEE Prepared by : Charles R. Mathews
USAID/Kingston

Recommended Threshold Decision : Negative Determination

Bureau Threshold Decision : Concur with Recommendation

Comments : None

Copy to : William R. Joslin, Director
USAID/Kingston

Copy to : Charles R. Mathews, USAID/Kingston

Copy to : LAC/DR/CAR, Eric Zallman

Copy to : IEE File

James S. Hester Date JUN 22 1987

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

UWI/USAID MANAGEMENT EDUCATION PROJECT
LIST OF COMMODITIES PROJECTED FOR PURCHASE

A. <u>Equipment and Furniture</u>	<u>Cost Estimates</u>	(US\$)
<u>Office</u>		
3 typewriters	@ 1,300	3,900
1 Word Processor		
a) P - C		3,800
b) Printer		700
14 Filing Cabinets	@ 600	8,400
1 Electric Stencil Cutter		2,713
1 Duplicator		2,700
1 Guillotine		93
2 Desk Calculators	@ 300	600
2 Electric Pencil Sharpeners	@ 60	120
8 Office Trays	@ 60	480
<u>Classrooms</u>		
28 P-Cs and Peripherals	@ 3285.71	92,000
150 student desks and chairs	@ 80	12,000
40 Executive chairs	@ 60	24,000
15 Executive desks	@ 300	4,500
4 Lecturers tables	@ 250	1,000
4 Lecturers chairs	@ 60	240
2 Fixed screens	@ 1,000	2,000
1 Portable Screen		600
1 Sony O-H Projector		1,000
4 O-H Projectors	@ 800	3,200
6 Flip chart boards	@ 300	1,800
4 O-H Projector trolleys	@ 100	400
2 16 m.m.		3,500
1 VTR Circuit TV set		21,600

134,233

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STAFF OFFICES & CONFERENCE ROOM

4 Executive Desks	@ 700	2,800
4 Executive Chairs	@ 300	1,200
4 sets of lounge chairs (3 seaters)	@ 800	3,200
4 sets of lounge chairs (2 seaters)	@ 600	2,400
1 Coffee table		200
1 Coffee Perculator		300
1 Electric Kettle		30

B. OFFICE SUPPLIES 20,000

Typing paper
Duplicating paper
Envelopes
Letterheads
Grit Paper
Pencils
Pens
Flip Chart Paper
Felt tip markers
Folder leaves

Library

a) Textbooks	50,000
b) Periodicals	10,000

C. MOTOR VEHICLES

3 cars	@17,000	51,000	30,130
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Procurement Procedures - Commodities

The project contemplates up to US\$370,000 of commodity procurement broken down into categories and amounts (estimated) as follows:

<u>Description of Commodities</u>	<u>Imported Specifically for the Project</u>	<u>Imported Shelf Items or Indigeneous Commodities</u>	<u>Total</u>
Office Equip.	US\$ 15,000	US\$ 9,000	US\$ 24,000
Classroom Equip.	124,000	2,500	126,500
Furniture		51,400	51,400
Consumable Supplies		20,000	20,000
Textbooks	50,000		50,000
Periodicals	10,000		10,000
Vehicles (3)	53,000		53,000
Miscellaneous	25,000	12,100	35,000
	<u>275,000</u>	<u>95,000</u>	<u>370,000</u>

Procurement will be carried out by UWI in accordance with host country contracting procedures as they apply to equipment and materials, (a) imported specifically for the Project (US dollar procurement, chapter e, AID HB 11) and, (6) procured locally (Local Cost Financing, chapter 18, AID HB 1B). It is intended that procurement of equipment imported specifically for the project that requires specialized periodic maintenance be procured through local agents or dealers to the extent that such dealers/agents exist and offer such maintenance service, provided that competition requirements can be met in so doing. Where in such cases adequate competition is not possible through solicitation of local dealers only, the procurement will include offshore solicitation with competition restricted to suppliers who have service agents in Jamaica.

The single largest procurement package is expected to be for computer equipment and peripherals which could exceed US\$100,000 precluding "small value" procurement procedures. The need for periodic and specialized maintenance in the case of computer equipment and probable delivery time constraints, price alone would not be an effective sole means of determining an award. Therefore, informal competitive procedures are contemplated for all other US dollar procurement.

It is anticipated that certain of the text books and periodicals to be procured will not be available from U.S. source and origin suppliers and by virtue thereof, a waiver of source and origin to procure these items from code 935 sources is being sought within the authorization for this project. The value of such contemplated code 935 procurement will not exceed the values estimate in the table in the foregoing section.

Right hand drive vehicles are appropriate to Jamaica and therefore, they will be procured from code 935 sources in accordance with the blanket source/origin waiver for Jamaica announced in State 089502 of March 26, 1987.

Payment Procedures

The authority to pay the invoice (the suppliers of the printer matter, or the computer equipment) is the signed yellow copy of the official order form, or other certifying document that the goods have been received in good condition as ordered, both with regards to quantity and quality. The officer authorized to pay is the Head of DOMS who will recommend to the Project Manager that the supplier be paid.

Expenditure of the goods is planned as follows (US\$):

	YR 1	YR 2	YR 3	TOTAL
Computer Equipment	110	96	44	250
Library and Information Resources	96	14	10	120

In years two and three the same procurement plan will be applicable for both types of goods, except that in the case of Library and Information Resources the choice of material/equipment will be made by the DOMS without the Librarian from Pennsylvania State University.