

**FINAL EVALUATION  
REGIONAL  
MANAGEMENT DEVELOPMENT  
PILOT PROJECT  
1988-1989**

**(USAID RDO/C Project # 538-0148)**

**Dr. Kenneth F. Smith, Team Leader  
Mr. Daniel Creedon, Evaluator  
Dr. Marshall Hall, Evaluator (UWI)  
Ms. Melanie Sanders, Project Manager**

for the

**Regional Development Office/Caribbean  
U.S. Agency for International Development  
Barbados**

March, 1989



Tel. 703-237-9303 • Telex 203507 PRAGMA FSCH UR  
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# TABLE OF CONTENTS

Preface	
Acknowledgements	
Project Identification Data Sheet	
Executive Summary	
Acronyms, Abbreviations and Definitions	
Map of the Eastern Caribbean Region	
I. Introduction	1
Project Background	1
Project Description	3
Evaluation Purpose and Methodology	5
Profile of Eastern Caribbean Business Community	7
II. Project Purposes and Outputs	8
III. Findings and Conclusions	11
Executive Symposia and Senior Management Seminars	11
Development of Teaching Materials and Case Writing Workshops	15
Case Teaching Workshops	16
Conferences on Management Education	17
Institutional Assessments	19
Publications	23
Media Attention	23
IV. Recommendations on Future	24
Management Development Interventions	
Future Institutional Arrangements	29
Graduate Management Education	32
Linkages with USAID/Jamaica Project	34
The Follow-On Project	36
Sustainability	39
V. Lessons Learned	40
VI. Project Output Statistics	42

X. Appendices

1. Key Personnel Contacted
2. Project Logframe
3. Pragma Evaluation Scope of Work
4. Pragma Evaluation Team Letter of Introduction
5. Profile Questionnaire

XI. Annex

A Profile of Businesses in the Eastern Caribbean Region  
and Perceptions on Management Development: A Survey, July -  
December 1988

# REGIONAL MANAGEMENT DEVELOPMENT PILOT PROJECT

(USAID RDO/C Project # 538-0148)

**FINAL EVALUATION  
BY PRAGMA**

## PREFACE

This report is based on the findings of an on-going process evaluation (from March 1988 to March 1989) which assessed the Regional Management Training Pilot Project<sup>1</sup> of the USAID/Barbados Regional Development Office for the Eastern Caribbean.

The Pragma evaluation team consisted of Ms. Melanie Sanders, Pragma Project Manager; Dr. Kenneth F. Smith, Evaluation Team Leader; and Mr. Daniel F. Creedon, Education and Training Evaluation Consultant. Dr. Marshall Hall was contracted by the University of the West Indies, Cave Hill, Barbados to participate in the evaluation.

The evaluation team worked under the technical direction of Dr. Stafford Griffith, RDO/C Project Officer.

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<sup>1</sup> Subsequently the project was informally redesignated as the Regional Management Development the project was Pilot Project because of local cultural concerns that business executives have pejorative perceptions of the term "training" as applied to their personal needs.

## ACKNOWLEDGEMENTS

The Evaluation Team wishes to acknowledge the guidance provided by Dr. Stafford Griffith of USAID, and the openness and collaborative support of Mr. Justin Vincent, Dr. George Wadinambiaratchi and Ms. Angela Jackson of the Project Implementation Unit, University of the West Indies; as well as Dr. Ronald Fatten and Mr. G. William Bray of the Arthur D. Little, Inc. PIU management team during this evaluation over the past year.

In addition, other members of the management consortium -- particularly Sir Keith Hurte, Principal of UWI's Cave Hill Campus; Pat Thompson, Director of the Caribbean Association of Industry and Commerce (CAIC); Rudy Gibbons, Director of the Barbados Institute of Management and Productivity (BIMAP); and Selywn Smith, Director of the Caribbean Centre for Development Administration (CARICAD) -- were helpful in meeting with team members on several occasions to discuss issues.

Above all, we greatly appreciated the genuine warmth and hospitality exhibited by project participants during our visits to Barbados and the other countries of the Eastern Caribbean.

## PROJECT IDENTIFICATION DATA

1. **Countries:** Eastern Caribbean Region, comprised of -- Antigua and Barbuda, Barbados, Dominica, Grenada, Montserrat, St. Kitts-Nevis, St. Lucia, St. Vincent and The Grenadines.
2. **Project Title:** Regional Management Training Pilot Project (USAID RDO/C Project)<sup>2</sup>
3. **Project Number:** 538-0148
4. **Project Dates:**
  - a. First Project Agreement: 28 July 1986
  - b. Final Expenditure Date: 31 July 1989
  - c. Project Assistance Completion Date (PACD):  
Initial: 31 January 1989  
Revised: 31 July 1989
5. **Project Funding:** (Amounts obligated to date in dollars or dollar equivalents from the following sources)
  - a. A.I.D. Bilateral Funding (Grant) US\$2.7 million
  - b. Other Major Donors None
  - c. Host Country Counterpart Funds In Kind
  - Total US\$2.7 million**
6. **Mode of Implementation:** A temporary host country institution -- A Project Implementation Unit -- staffed by two locally-contracted professionals and assisted by two expatriate professionals from Arthur D. Little Inc., under a host country contract with the University of the West Indies, Cave Hill, Barbados.
7. **Project Designers:** USAID Regional Development Office for the Eastern Caribbean, Barbados; and the Consortium of Management Development Institutions, Bridgetown, Barbados.

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2 Ibid.

**8. Responsible Mission Officials:**

- a. Regional Director: Mr. James S. Holtaway
- b. Deputy Director: Dr. Al Bissett (through  
December 1988)  
Mr. Larry Armstrong (from  
January 1989)
- c. Acting Chief of Carol Becker  
Health, Population,  
and Education:
- d. Project Officer: Dr. Stafford Griffith

**9. Previous Evaluations: None**

## EXECUTIVE SUMMARY

### 1. Mission

Regional Development Office/Caribbean. The Eastern Caribbean Region is comprised of Antigua and Barbuda, Barbados, Dominica, Grenada, Montserrat, St. Kitts-Nevis, St. Lucia, St. Vincent and The Grenadines.

### 2. Purpose of the Project

"To conduct a series of management education and development interventions in order to determine their relative effectiveness in improving management skills in upper and middle managers and business owners in the Eastern Caribbean."<sup>3</sup>

### 3. Purpose and Methodology of Evaluation

The evaluation was intended to provide immediate objective feedback, suggestions, and recommendations to USAID and PIU to improve implementation and ultimately assess the extent to which the pilot project attained its objectives; then make recommendations for further activities. These objectives were attained through observations of participants, a mailed questionnaire survey, interviews, and independent research.

### 4. Conclusions

The evaluation team reached the following conclusions:-

- a. There was strong support for senior and executive development programmes.
- b. Participants were willing to pay an increasing share of the training costs and full airfare, room, and board.
- c. Executive participants were willing to send their senior managers to the seminars.
- d. A large number of Eastern Caribbean cases were developed.
- e. There was only marginal support for the case writing and teaching workshops.

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<sup>3</sup> AID Project Paper, Regional Management Training Pilot Project 538-0148, Caribbean Regional, Latin America/Caribbean (LAC), 24 July 1986, Project Data Sheet.

- f. Virtually no changes have yet been realized in the use of action-oriented teaching approaches, including case studies.
  - g. Although the pilot project has forced an uneasy marriage between the leading members of the management education and training community, it did not contribute to any institutional strengthening of UWI, BIMAP or CARICAD.<sup>4</sup>
5. Recommendations
- a. Graduate Management Education Program
    - First priority should be to upgrade the undergraduate business program at Cave Hill.
    - Allow UWI-Mona to take the lead in a regional MBA program and UWI-Cave Hill can "buy-in" to it.
    - Collaborate and coordinate with UWI-Mona's Executive MBA Programme.
    - Reexamine the need for an MBA program in the Eastern Caribbean region towards the end of any follow-on project.
    - Strengthen both UWI and BIMAP's ability to identify needs, design and deliver short courses to executives and senior managers, including specific business techniques and skills.

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<sup>4</sup> We are using "institution building" in the narrow sense of having the capability (resources as well as skills) to organize, design and deliver short-term executive symposia and senior management seminars. We recognize that some indirect spin-off benefits were achieved in having the five key management education and training institutions in the region collaborate with each other and the private sector to successfully deliver the pilot project.

## b. Follow-on Project

Given the demand and support -- both among the business community and local training institutions -- we recommend that AID design and fund a 5-year follow-on project. The project should stress short-term management and skills training courses, provide training in training for full-time faculty of UWI and BIMAP to strengthen those institutions, and should branch out into providing follow-on consultative assistance to businesses, possibly with CAIC taking the lead.

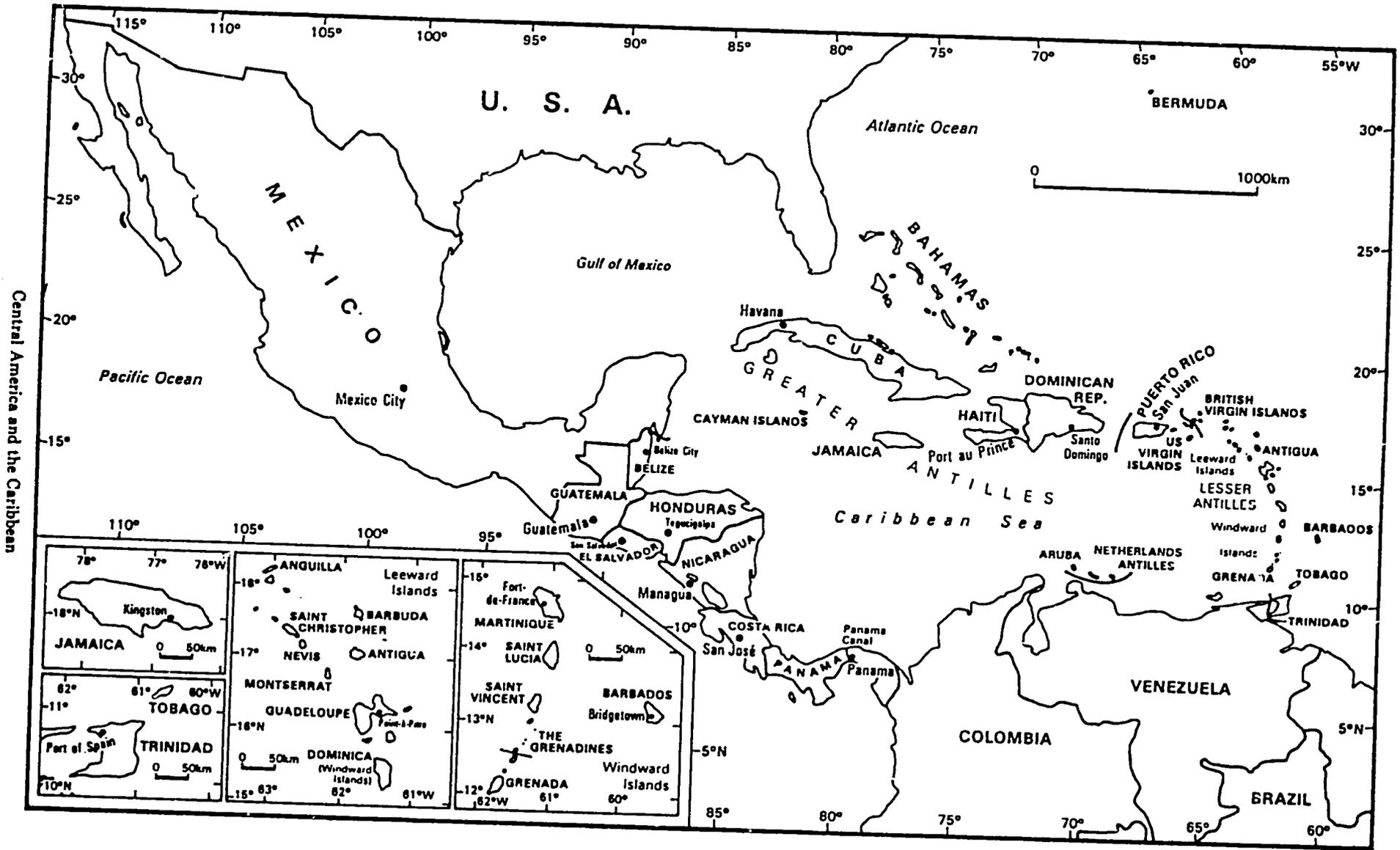
## 6. Lessons Learned

The following lessons are highlighted for the benefit of follow-on project or similar institution-building education and training projects in the Eastern Caribbean region:-

- a. Symposia/seminars are extremely important for "networking" the private sector. Build in opportunities for formal participant interaction.
- b. The Eastern Caribbean has a highly personal contact culture. People often only respond to highly personalized, face-to-face invitations, not "businesslike" approaches.
- c. The project should be flexible and "demand-driven," not cast in a blueprint at the outset.
- d. The public sector plays a major role in stimulating and/or constraining economic development in the private sector, but has limited awareness of business or how to heighten its impact. The two sectors need to work closer together.
- e. Cooperation and frequent communication between implementers and evaluators is essential in a process evaluation.
- f. An on-going process evaluation requires a much more proactive USAID stance than the more traditional one-shot evaluations.
- g. Project implementation and subsequent evaluation would be enhanced by a start-up team planning meeting (i.e. a retreat of 2-3 days) with all project personnel to
  - deal with expectations,
  - set and agree upon roles,
  - establish communication and action channels,
  - review procedures and tasks,
  - emphasize the need for responsiveness, and
  - establish the personal "network" and personalize the programme.

## ACRONYMS, ABBREVIATIONS & DEFINITIONS

- AID/W - The U.S. Agency for International Development, Washington, D.C.
- BIMAP - Barbados Institute of Management and Productivity
- CAIC - Caribbean Association of Industry and Commerce
- CARICAD - Caribbean Centre for Development Administration
- CAST - College of Arts, Sciences & Technology, Jamaica
- Cave Hill - The location of the PIU of the University of the West Indies, Barbados
- CDB - Caribbean Development Bank
- CECM - Council of Eastern Caribbean Manufacturers
- Consortium of Management Development Institutions -  
- A loose confederation of the principal institutions in Barbados and the Eastern Caribbean concerned with management development -- UWI, BIMAP, CAIC and CARICAD, plus the OECS Secretariat
- Mona - The University of the West Indies, located at the Mona Campus, Kingston, Jamaica
- OECS - Organization of Eastern Caribbean States
- PIU - The Project Implementation Unit of the University of the West Indies, located at the Cave Hill Campus, Barbados
- RDO/C - The USAID Regional Development Office, Eastern Caribbean, located in Bridgetown, Barbados
- USAID - The U.S. Agency for International Development overseas field mission
- UWI - The University of the West Indies



## I. INTRODUCTION

In June 1987 -- in conjunction with an evaluation consultant to the University of the West Indies (Cave Hill Campus) -- the Pragma Corporation was contracted to conduct an on-going "process evaluation" of the Regional Management Training Pilot Project funded by the U.S. Agency for International Development's Eastern Caribbean Regional Development Office. Due to start-up delays, the project did not get underway until January 1988, and was then to be implemented under a constrained time frame through July 1989, by the University of the West Indies (Cave Hill Campus) in collaboration with Arthur D. Little, Inc., of Cambridge, Massachusetts.

During the project, several interim formative evaluation studies were conducted, the findings from which were shared verbally -- as well as in monthly written reports -- with the USAID project officer and the PIU staff for their guidance and use, as they deemed appropriate. For the most part, the findings and recommendations from these studies were for immediate consideration and possible application to subsequent activities. Consequently, these issues are not repeated in this report. Those interested in reviewing the team's formative evaluative comments are directed to the series of monthly reports prepared by Pragma for RDO/C.

This report consolidates the evaluation team's summative findings and conclusions on the pilot project, and our recommendations to RDO/C with respect to future courses of action for this type of activity.

## PROJECT BACKGROUND<sup>5</sup>

The development of the private sector is considered critical by the USAID Regional Development Office/Caribbean (RDO/C) to improving the economic outlook of the Eastern Caribbean. Consequently, RDO/C has embarked on an economic development strategy for the countries in the region which is led by the private sector and focuses on three sectors considered to have the most promise for achieving export growth: agriculture, light manufacturing, and tourism. However, a critical shortage of trained management personnel and, to a lesser extent, a shortage of government administrators and union leaders with skills and experience to promote exports and operate effectively with new export-oriented enterprises is considered to constrain expansion of the private sector.

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<sup>5</sup> Summarized from the "Background" section of the AID/RDO/C - Pragma contract, 12 June 1987, pp. 7-8.

In their report, the RDO/C attributed the shortage of trained personnel to a number of problems:-

1. Emigration of skilled and experienced workers
2. Need for management and professional training in new areas
3. The need to involve the business community more fully in the management of programmes at the training institutions
4. Highly theoretical training in local institutions, producing graduates who have difficulty applying what they have been taught
5. A family orientation to enterprise organization<sup>6</sup>
6. Small domestic markets
7. Lack of knowledge how to obtain improved technology, marketing, financial and product information.

A USAID-funded assessment of private sector management education needs in the Caribbean in 1986 concluded that:-

1. Existing senior managers and business owners of many companies in each country should be the initial target of management development
2. Middle managers would not be allowed to practice new approaches until a) senior managers and owners were convinced there was a need for change, and b) would delegate authority and responsibility to institute and implement change
3. Undergraduate level and non-degree management training programmes offered by local institutions required substantial improvement in curricula and teaching effectiveness

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<sup>6</sup> The evaluation team does not agree that this is a significant factor because a) only 16 percent of our survey respondents indicated family ownership, and b) the same data base revealed no significant differences between "types of business ownership" and "levels of dissatisfaction" with, and the consequent need for trained personnel.

4. Graduate business education at the MBA level was not perceived as a top priority<sup>7</sup>

In essence, AID concluded that the resources of the local institutions offering business management and related training courses -- including the University of the West Indies (UWI), the Barbados Institute of Management and Productivity (BIMAP) and the Caribbean Association of Industry and Commerce (CAIC) -- were unable to meet the private sector's needs for managerial talent.

## PROJECT DESCRIPTION

AID therefore established the goal of the Regional Management Training Pilot Project as one

to promote broadly-based economic growth by strengthening the private sector's ability to contribute to the production and productivity in the leading export sectors of agriculture, manufacturing and tourism.

In essence, the project was envisaged as a short-term experimental effort. Its objective was to test the appropriateness of several management education and training interventions which a priori were considered likely to lead to major quantifiable changes in the Eastern Caribbean business community environment, if they were to be pursued over a longer time period.

The purpose of the project was:-

To conduct a series of management education and development interventions in order to determine their relative effectiveness in improving management skills in upper and middle managers and business owners in the Eastern Caribbean.<sup>8</sup>

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<sup>7</sup> It was recognized that a number of individuals could attend (and often preferred to receive) education and training abroad -- particularly in the United States, Canada and the United Kingdom; some of whom returned with MBAs.

<sup>8</sup> AID Project Paper, Regional Management Training Pilot Project 538-0148, Caribbean Regional, Latin America/Caribbean (LAC), 24 July 1986, Project Data Sheet.

The objectives of the Project Implementation Unit (PIU) implementation team were several:-

1. Test Effective Demand for top and middle-level management training in the Eastern Caribbean region. Specifically, the PIU was to determine whether top managers and owners of large enterprises in the region would:-

- a. Attend advanced, specialized symposia to acquire and share information which would lead to the development of new and improved management practices in the region
- b. Send their middle managers to advanced specialized seminars in the region, and
- c. Make a significant contribution in meeting the cost of such advanced specialized seminars.

2. Promote the Case Method and other Action-Oriented Training Approaches, and establish their effectiveness vis-a-vis lecture-oriented approaches commonly used in many Caribbean management training programmes.

3. Strengthen the Capability of UWI (and, to a lesser extent BIMAP and CARICAD) to deliver specialized management training in the region, to include undergraduate business programmes and to develop an appropriate advanced management studies programme for delivery at the Cave Hill Campus as well as in Eastern Caribbean countries.<sup>9</sup>

To implement the pilot project, a Project Implementation Unit (PIU) was established at the Cave Hill Campus of the University of the West Indies (UWI) as the responsible agency. The core membership was comprised of four long-term advisors. Two advisors were recruited from within the region -- the Project Manager and a Management Training Advisor -- to be responsible for research in support of curriculum revision and training activities. The other two -- a Chief of Party/ Management Education advisor, and another Management Training Advisor -- were contracted through Arthur D. Little, Inc., with responsibility for symposia and seminars.

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<sup>9</sup> The Project Implementation Unit advised the evaluation team that this objective was subsequently dropped from PIU's scope of work per agreement with the USAID project officer. While this is not in dispute, as we have seen no documentation to substantiate the amendment, and it appeared to be an important aspect of institutional sustainability, the evaluation team considers it important to comment on the degree to which technological transfer occurred.

## EVALUATION PURPOSE AND METHODOLOGY

The evaluation had both formative and summative aspects. The immediate, formative aspect was to conduct independent, external observation of pilot project activities, as well as solicitation of target beneficiaries, in order to provide both USAID and PIU personnel with continuous objective feedback, suggestions and recommendations to improve project implementation. The longer-run, summative aspect of the evaluation was to assess the extent to which the Pilot project attained its objectives, and the next steps to be taken.

The evaluation had multiple components as follows:-<sup>10</sup>

1. **Business Leader Symposia:** Assess the effectiveness of the symposia as well as the interest in, and demand for such management development activities.
2. **Senior Management Seminars:** Assess the acquisition of skills by participants, and, to the extent possible, changes that have occurred in the individual's thinking and actions as a result of the training received.
3. **Development of Caribbean Cases and Teaching Materials:** Assess the quality of the cases and materials and their usefulness to users in the Caribbean.
4. **Case Development Workshops for Faculties of Existing Training Institutions:** Assess the participants' acquisition of skills in case writing and in the development of teaching guides, as well as on the quality and usefulness of the cases and teaching guides developed.
5. **Teaching Workshops for Faculties of Existing Institutions:** Assess the extent to which participants benefitted from these workshops.
6. **Conferences on Management Education and Development in the Third World:** Assess the usefulness of the conferences and the predisposition of the participants to implement changes recommended by them.
7. **Institutional Assessments and Curricula Review and Development:** Identify the significant recommendations and assess the predisposition of the three institutions to make the recommended changes, and/or measures

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<sup>10</sup> Developed from requirements outlined in AID/RDO/C - Pragma contract, 12 June 1987, Amendment No. 1, May 16, 1988, pp. 4-6.

actually implemented in response to the recommendations.

8. **Publications:** Record the extent to which papers presented at symposia, seminars and conferences were published -- note number of volumes and content.
9. **Conduct a survey of regional private and public sector leaders in Barbados and the Eastern Caribbean**
10. **Graduate Management Education Programme:** Report on whether such a programme should be developed for the Caribbean, and if so, what alternative approaches should be considered.
11. **Follow-On Programme:** Recommend what kind of management development interventions will be appropriate and what institutions or institutional arrangements are best suited for implementing such a programme.

The Pragma/UWI Evaluation Team conducted an initial site visit to Barbados in March 1988 to draft an evaluation plan in consultation with principals RDO/C, PIU (i.e. UWI and A.D. Little Implementation Team members); and other significant interested parties in Barbados. Evaluation activities for this project were essentially of three types:-

1. **Planning and Administration** -- i.e. team orientation, evaluation work plan formulation, and periodic progress reports;
2. **Monitoring and Feedback on On-Going Activities** -- i.e. symposia, seminars and workshops; and
3. **Planning for Institutionalization** -- i.e. needs assessment (including identification of the target group baseline), collaboration with UWI/Mona, and conferences to formulate a follow-on activity.

Time and resources were allocated to cover each of the foregoing activities to the extent feasible.

The evaluation team initially met with several staff members of RDO/C to verify their evaluation needs and to outline our approach. We then met with PIU staff to review their plans for forthcoming sessions, and to discuss their proposed programme. Subsequently, during implementation, individual members of the evaluation team also attended some of the executive symposia, conferences, seminars and workshops as observers.

Feedback was obtained from most of the attendees at many of the courses in the form of pre- and/or post- questionnaires.

Several of the seminar topics were more conceptual than skills-oriented, or attempted to impart an introduction with some hands-on familiarization rather than full competency-based expertise. Nevertheless, we did develop a general methodology to quantitatively assess nominal indicators. With the exception of the computer training and strategic planning sessions, however, we did not obtain sufficiently detailed information about the training objectives of specific courses to identify objectively verifiable indicators. A mail survey and numerous on-site interviews were also conducted by the evaluation team. [In this regard, we were less concerned with the substance of each activity than the perceptions of the intended beneficiaries that what they had received was worthwhile.]

Dr. Marshall Hall took the lead in maintaining liaison with the USAID/Jamaica-assisted project to the University of the West Indies at the Mona Campus. The Pragma evaluation team members worked closely with Dr. Hall -- jointly attending various sessions and with periodic discussions.

## PROFILE OF EASTERN CARIBBEAN BUSINESS COMMUNITY

In the absence of any useful comprehensive data for project analysis, Pragma conducted a survey of organizations identified by PIU as potential participants<sup>11</sup> for symposia and seminars.<sup>12</sup> Dr. Hall also assisted in analyzing the findings from the survey. The survey instrument was a structured multiple-choice and fill-in-the-blank questionnaire which covered the company profile and a self-assessment of the organization's operational

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11 The concept of sampling non-attendees as the control group was initially considered, but was severely limited for several reasons -- technical and budgetary. Of principal concern was the use a pre-structured "target" list and the lack of a comprehensive data base to establish comparability. Secondly, funding was not available to conduct an adequate field follow-up of non-participants and non-respondents. Nevertheless, some attempt was made to reach non-participant business organizations -- particularly in Barbados -- as a collateral activity in conjunction with the evaluation team's attendance at symposia and seminars.

12 The need for a good data base to evaluate many of the activities outlined in the project paper was recognized. Unfortunately, the series of evaluation reports which had been prepared for AID by the Louis Berger organization under another contract did not have the type of data necessary to assess the pilot project's objectives, as USAID had anticipated earlier; neither was such information readily obtainable from Louis Berger or other sources. Furthermore, given the priorities outlined by USAID and the limited resources available under the evaluation contract, the necessary data could not be developed as a by-product of this Process evaluation.

effectiveness in terms of various managerial functions, previous management development activity, plans for future management development, and anticipated company and country needs.<sup>13</sup>

The questionnaire was sent to over 250 targeted organizations as well as most of the participants at subsequent project activities. Over 350 questionnaires were distributed in this manner and 178 usable responses were returned by the December 1988 deadline, although not all individuals answered all questions and several firms had multiple respondents.

From the responses, we prepared a profile of the private sector in the Eastern Caribbean. [The survey results are presented as a "stand-alone" annex to this report -- A Profile of Businesses in the Eastern Caribbean Region and Perceptions of Management Development: A Survey July - December 1988.]

These data were useful supplements to our other sources in this evaluation, and making recommendations for a future programme. We wish to emphasize however, it is neither a comprehensive census nor a systematic random sampling of businesses. The profile is merely based on a rapid reconnaissance of some opportunistic targets. Thus, while useful as a reference point in formulating future strategies, no inference should be drawn that the profile is truly representative of the private sector in the Eastern Caribbean.

## II. PROJECT PURPOSES AND OUTPUTS

In essence, the major objectives of the pilot project were to:-

1. Contribute to the development and delivery of management training **symposia** aimed at top Caribbean managers and business owners, and management training **seminars** for middle-level managers and owners of small and medium business, and
2. Strengthen the capability of the University of the West Indies and affiliated training institutions to deliver specialized management training to the region, through the improvement of pedagogical practices and the introduction of applied approaches to management training, such as the case method.<sup>14</sup>

By the end of the pilot project, it was anticipated that four symposia and five seminars would have been conducted with appropriate course materials developed, responding to the needs

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<sup>13</sup> See appendix for a sample of the questionnaire.

<sup>14</sup> Contract between University of the West Indies and Arthur D. Little, Inc. for the Regional Management Training Pilot Project, January 4, 1988. Annex II Statement of Work, pages 2-3.

of the private sector; and that UWI's capability to deliver specialized management training would have been strengthened, instructors' capabilities upgraded, case studies and other applied approaches to management training developed and published, and in short, the status, role and professionalism of management education and training enhanced -- especially within the private sector.<sup>15</sup>

Specifically, the PIU had the following tasks:-

1. Design and implement four symposia for business owners and top professional managers and selected public sector and union officials which will provide a forum where economic and management issues central to the region's development can be discussed and alternative solutions proposed.
2. Design and implement five seminars for upper- and middle-level managers and owners of medium-sized and small companies focused to develop the specific tools they need to make their companies more productive, efficient, cost-effective and competitive.
3. Design and implement a programme for the promotion of UWI's management training symposia and seminars for private sector enterprises.
4. Identify, select, access and adapt management training materials for the Eastern Caribbean context, and design and develop cases on Caribbean business problems.
5. Develop and implement two Eastern Caribbean Conferences on Management Education designed to further the professionalization of management education in the region, promote private sector involvement and interaction with the management education community and focus attention on the role management education can play in the economic development of the region.
6. Develop and implement an in-country training strategy and workshop for UWI, BIMAP, and CARICAD staff and instructors in pedagogical methods for applied managerial training with special emphasis on the case method.
7. Review, evaluate and recommend improvement in the curricula, teaching materials and methods at UWI, BIMAP and CARICAD, and assist UWI and -- to a much lesser extent -- BIMAP and CARICAD -- to implement new curricula, materials and methods.

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<sup>15</sup> Contract between University of the West Indies and Arthur D. Little, Inc. for the Regional Management Training Pilot Project, January 4, 1988. Annex II Statement of Work, page 3.

8. **Design, publish and disseminate** to a broad audience of key representatives both within and outside the region selected quality **management cases and other training materials** including (but not limited to) the products of the symposia, seminars, conferences and workshops.
9. **Identify external resource persons** to serve as short-term advisors and instructors, as required, and provide them with technical supervision and support.
10. **Prepare procurement plans**, including specifications for equipment and procurement of commodities (e.g. training materials) in a timely fashion according to USAID regulations.
11. **Collaborate with the independently contracted external evaluation team** to develop methodology and instruments for (a) baseline data collection, (b) continuous evaluation, and (c) evaluation of the impact of the project.
12. **Prepare a final report** which reviews and evaluates the contractor's participation in the project and provides recommendations regarding future USAID activities in support of management training.

### III. FINDINGS AND CONCLUSIONS

Due to the pilot project's late start and with a consequent schedule comparison, funding curtailment, and lack of the baseline data originally anticipated -- both the PIU implementors and Pragma's evaluation team operated under a considerable handicap, particularly during the first six months. Consequently, several activities could not be carried out as envisaged in the project's design, but had to be curtailed, modified, or deleted in their entirety. For instance, the conduct of a comprehensive survey and development of baseline data activities by the PIU were two such activities which were dropped.

#### EXECUTIVE SYMPOSIA AND SENIOR MANAGEMENT SEMINARS

##### 1. Schedule

The pilot project conducted a series of three (3) Executive Symposia through January 1989, on various topics -- as indicated below -- and plans one more before the project terminates in July.

- |     |                |   |
|-----|----------------|---|
| I   | May 1988       | Developing a Commitment to the Organization: Its Goals, Plans and Well-being        |
| II  | September 1988 | Developing a Strategy for the Future: Issues, Considerations, Objectives, and Plans |
| III | January 1989   | Making a Commitment to Quality: In Product, In Service, In People, In Organization  |
| IV  | April 1989     | Management Information Systems  |

The PIU developed, coordinated and conducted (or planned) five (5) seminars for managers as follows:-

- |     |               |  |
|-----|---------------|--|
| I   | June 1988     | Developing a Shared Commitment to the Organization: Its Goals, Plans, and Well-Being |
| II  | July 1988     | Utilizing Desktop Computers in the Eastern Caribbean Private Sector                  |
| III | October 1988  | Strategic Planning from the Manager's Point of View                                  |
| IV  | February 1989 | Establishing Quality as an Objective in an Organization                              |

V May 1989

Implementing a Management  
Information System: Plans, Budgets  
and Controls

The topics for the above symposia and seminars were developed on the basis of a preliminary needs assessment by the PIU. After the initial symposia, a modification was again made in the seminar topics in an attempt to link them with symposia. The project targeted the leading businessmen in the region for these symposia, and indeed reached them.

The presentations to date have been of high quality, presented primarily with external speakers from the U.S. education and business community. The topics have all been of prime concern to the business leaders in the Eastern Caribbean region, and to date have been well received and appreciated by the recipients. Overall, the programme was praised by the Eastern Caribbean business community for both its relevance and high quality.

In this respect, the PIU significantly enhanced the credibility and reputation of UWI -- albeit reflected credit -- as a relevant management development coordination entity for organizing and conducting high caliber programmes.

## **2. Attendance**

In that each of the sessions was well attended and favorably received by the business leaders and their executive/managerial staffs -- a high and increasing demand for such programmes has been demonstrated during the 12 months of the pilot programme.

## **3. Willingness to Pay**

Most participants indicated their organization's willingness to absorb increasingly larger portions of the costs of the sessions, and indeed at the latter sessions, the estimate of US\$625 per symposium and US\$815 per seminar was recovered from most participants, and they additionally absorbed their own travel and per-diem costs. Nevertheless, in order to attain self-sufficiency, the true "overhead" of the programme -- i.e. full-time staff for the UWI Project Implementation Unit, operational costs, salaries, fees, travel and per-diem expenses for staff and external consultants/guest speakers -- constitutes a significant additional amount to include in assessing costs.

## **4. Control Group**

Our team was initially asked to conduct a follow-up study on a sample of individuals who did not actually participate in the project, to determine their reasons for non-participation and to assess in what ways they differed from participants. As

indicated, our travel budget and level of effort did not allow for an extensive study, but rather limited contact with Barbadians while we were there to evaluate other components of the pilot project.

Our interviews were in no way a significant sample, nor was the information very revealing. The most popular reason for non-attendance was that of scheduling difficulties. Many people contacted were apparently interested in participating but the training:-

- 1 Conflicted with other scheduled business obligations, or
- 2 Coincided with a business crisis, forcing last-minute cancellations.

Other reasons given for non-participation, in order of frequency were:-

- Never heard of the project
- Had heard about the project, but had never received a personal invitation
- Generally interested, but usually too busy
- Not all topics were of interest; would have preferred topics like finance and accounting
- The project lacked involvement of local businessmen as presenters or resources; the project should blend theory with application

## 5. Follow-up Interviews

No measurable "return" can be directly attributed to such short-term efforts, or even realistically imputed. It was not possible -- and is very seldom possible -- to establish direct cause-effect relationships between training programmes and increased entrepreneurial activity in particular sectors. There are simply too many variables for precise measurement even when complex and costly tracking systems are employed. However, the evaluation team had the opportunity to interview individuals who participated in early symposia and seminars. Some of the most impressive "success stories" include:-

- After Symposium I, a large firm built a training room for in-house training. The General Manager attributes this action to his newly-acquired commitment to human resources development.
- After Symposium III, one firm held a meeting to plan application of quality control techniques (acquired at the symposium and a subsequent seminar). They are committed to HRD and appreciated the new exposure to

theories of quality management, which they plan to use in a significant way in the future.

- A participant of Seminar II reports that he has frequent contact with other seminar participants. When he has a computer question, he contacts fellow participants, and they often call him. Although he said he did not gain much new information, he appreciated the opportunity to meet other businessmen with similar concerns.

There are a number of examples of CEOs who attended more than one symposium and who have sent their senior managers to the seminars (however not always to the corresponding seminar). In general, all the participants interviewed were pleased with what they gained from the training. While few could quantify the impact, virtually all reported that they now had a new commitment to HRD (in the case of Symposium I and Seminar I participants), new understanding of the applications of computer software (Seminar II), and a new commitment to managing quality (Symposium III and Seminar IV). Most CEOs said that they plan to participate in future offerings, and many senior managers were anticipating the next opportunity to become involved.

## 6. Conclusions

The seminars and symposia were clearly successful in that they:-

- a. were attended by a good cross section of senior executives from the region;
- b. these executives expressed satisfaction with the programmes;
- c. the executives demonstrated a willingness to pay for the operating and residential costs of the courses, and did in fact pay the full costs for the final symposia and seminars;
- d. executives attending the symposia sent their senior managers to seminars and other symposia; and
- e. executives and government officials indicated in interviews that these seminars and symposia should be continued.

## DEVELOPMENT OF TEACHING MATERIALS AND CASE-WRITING WORKSHOPS

Through the pilot project, the UWI/PIU provided training in case writing (as well as presenting several other interactive teaching methodologies) to a number of personnel from leading management education institutions throughout the Eastern Caribbean region.

Two case-writing workshops were held by the pilot project under the guidance of Dr. Wadinambiaratchi -- a series of three separate workshops for one group of educators/trainers from various institutions within the region, and another, longer intensive workshop for a different group of educators/trainers.

We developed a pre-questionnaire for PIU to administer to the participants, and followed-up with a post-questionnaire for the third workshop. A separate questionnaire was administered for the fourth workshop.

Interviews with seminar and symposia participants, trainers, lecturers, professors in management and other business leaders confirmed that Caribbean case and teaching materials would significantly improve the relevance, interest, quality and learning from management courses offered to Caribbean managers and students. This view was also strongly expressed in the conferences.

The project has to date completed -- or has in an advanced development form -- about 50 cases. Only 28 have been released so far, and just one has been used in the seminars and symposia. The evaluation team, by previous understanding with USAID and the PIU, did not evaluate these cases. We therefore cannot comment on their quality.

The PIU is currently making arrangements to have the cases reviewed by some expert case writers from Canada and the United States.

In addition, Dr. Wadi went beyond the requirements of the contract and wrote six cases himself. He also established liaison with the USAID/Jamaica project at UWI/Mona. As a result, an agreement has been reached between the two projects to collaborate on the development and exchange of cases in the future.

Institutionalization of this capacity in the form of a Case Resource Training Center/Exchange Library (originally envisaged under the pilot project), or a locus for promoting and disseminating innovative teaching methods to education and training institutions throughout the region -- also has not been achieved to date.

## Conclusions

1. The project has produced a significant number of cases -- far in excess of the original project expectation -- but the quality of these has yet to be determined. We recommend that these evaluations be done in collaboration with some local trainers.

2. The strong support for Caribbean material indicated that this intervention is important and should be continued.

3. While valuable, cases are only one of several approaches to experiential learning, and the development of materials using other methodologies should also be fostered. Every effort should be made to develop more cases as well as other styles of teaching materials for specialized studies of areas such as industry, financial markets, labor and industrial relations law and practice, critical government institutions, business ethics, women in the work force, etc.

## CASE-TEACHING WORKSHOPS

Two case-teaching workshops were held, covering a variety of teaching methods, but with heavy emphasis on teaching with the use of cases, and the types of media to convey information. Unfortunately, the workshops were sparsely attended, and the lack of participation by UWI/Cave Hill Department of Management Studies and BIMAP at the first workshop was noted. Despite an earlier commitment to attend, UWI/Cave Hill did participate in the second workshop.

Thus, despite the perceived need for Caribbean case materials and local instructor capabilities for case teaching -- by USAID consultants, contractors and the PIU, and the verbal support given to it by consortium members -- the local response has been very poor. BIMAP and UWI/Cave Hill Department of Management Studies have been particularly recalcitrant in participating in the programme in this regard.

The PIU itself gained valuable experience from presenting the initial workshop, and the subsequent workshop was better received. However, while the participants gained some useful knowledge, it was not clear whether the knowledge gained would be put to use, as many of the participants indicated they were not themselves trainers.

Until the attitudes of the intended beneficiaries change, further externally-supported efforts will be largely futile. Thus, although a group of individuals were introduced to case writing and case instruction methodology, we are not sanguine that a sufficient foundation has been established to provide for continued development and utilization of innovative teaching methods for training adults in business management.

## Conclusions

1. Although the numerical targets were reached, and indeed exceeded, this intervention did not achieve its objective of training participants from the key Caribbean management training institutions. The goal, however, remains important.
2. Despite the difficulties experienced in these workshops, there is a clear need for improvements in both the quantity and quality of professional trainers. The ADL review of both UWI and BIMAP recommended the introduction of staff and resource development type programmes. The feedback from the seminars and symposia also indicated a clear preference for experiential training.
3. We recommend therefore, that in the future, a carefully structured programme of overseas training be developed for trainers. In particular, only full-time trainers from training institutions -- primarily UWI and BIMAP -- should be allowed to attend these programmes. Such programmes should involve training in curriculum design, presentation, experiential training, and evaluation techniques. Given the size of the teaching faculties of UWI and BIMAP, it would appear that such a programme need involve no more than 3 or 4 trainers per year over a 3 or 4 year period.
4. The evaluation team considers that overseas training is a more desirable alternative to short-term in-country workshops because it will:-
  - a. remove the stigma of existing (supposedly experienced) professional trainers having to be trained;
  - b. give the trainers an opportunity to be trained by different specialists in the areas of design, presentation, evaluation, etc.;
  - c. permit the trainers to observe training using modern methods and technologies; and
  - d. give the Caribbean trainers an opportunity to "network" in the future with overseas counterparts.

## CONFERENCES ON MANAGEMENT EDUCATION

The papers presented at these two conferences are being published. From the content of the papers, it is clear that the conference participants were brought in touch with a broad range of ideas on contemporary management education. In that regard, the conference clearly sparked new thinking and encouraged a rethinking of current practices in the region. The participants agreed on the need to "foster a more dynamic, interactive

relationship between management education and training institutions and the business community" but much work remains to be done to make this a reality.

The conference format was more one of experts presenting papers -- with brief periods for questions, rather than an interactive workshop. Consequently specific conclusions and action plans did not emerge. The conferences did, however, highlight the importance of management training and the need for better and broader delivery of management training. While we cannot comment on the predisposition of participants to implement changes recommended at the conference, we can say that the conference reflected a predisposition to seriously consider change and a recognition that change was necessary if better management training in the region is to become a reality, and be sustained.

### Conclusions

There does not appear to be a need for more than one conference of this type every two years. There is a need, however, for on-going meetings between the three departments at each campus of the UWI to resolve issues and develop positions on topics such as:-

- a. the need for a school of business, separate and distinct from the department of management studies;
- b. the need for graduate training involving an MBA;
- c. curriculum development;
- d. the development of a semester and credit system;
- e. sharing existing staff between campuses and departments;
- f. faculty teaching short-courses: -- i.e. workshops and seminars -- outside of the regular academic programme,
- g. desirability for faculty to engage in off-campus business consultancy; and
- h. remuneration of faculty for business consultancy work.

There is also a need for meetings to discuss matters such as allowing BIMAP students, and students from other institutions, to receive credit towards a university qualification based on courses taken in these programmes.

# INSTITUTIONAL ASSESSMENTS, CURRICULA REVIEW AND DEVELOPMENT

## 1. University of West Indies/Cave Hill Campus

The very detailed review of the Department of Management Studies at the University of West Indies' Cave Hill Campus was undertaken by a 3-man ADL team over the period June 20-22, 1988. Their findings and recommendations are detailed in ten sections as follows.

### (a) Develop Strong Ties with the Business Community.

The most revealing finding in this section is that senior executives of major Barbadian firms were not aware that a B.Sc. in Management Studies existed at Cave Hill. This was in the year when the UWI/Cave Hill had produced its third class of Management Studies graduates. The ADL team recommended that the Department consider the following:-

- Development of internship programmes
- Encouragement and support of consulting arrangements
- A Board of Advisors to the Department composed of business leaders in Barbados
- Regular and periodic presentations to business organizations of research projects or innovations

(b) Develop a Physical Facilities Plan. The very great deficiencies in classroom, office and equipment were highlighted.

(c) Utilize Microcomputers in the Curriculum. The need to significantly improve microcomputer skills and use was documented and ways for the Department to make better use of the gift of twenty-five IBM Series 2 computers was detailed.

(d) Expand Library Resources. The review called for the development of a coherent plan for filling gaps in the library collection.

(e) Establish Alumni Networks. The review recommended that because of the young age of the Department it would be easy to develop and implement a system of alumni tracking career progress, networking, etc.

(f) Consider a Management Journal. Research could be encouraged through the publication of a management journal.

(g) Revamp the Curriculum. The review commented favorably on much of the curriculum but stressed the interdependence between curriculum development and staff capacity. The review highlighted the need for greater breadth and a more rounded programme.

(h) Collect Student Credit Hour Statistics. To persuade the Department and University to understand the teaching load in the Department, they urged that data be collected, maintained, and analyzed on the number of students enrolled in each course, rather than by programme. By way of illustration they pointed out that in the 1987-88 academic year, only 19 students were enrolled for the B.Sc. Accounting, but 207 students were enrolled in Accounting 1.

(i) Develop a Strategy. The review team recommended the establishment of objectives with specific actions to deal with some issues, and the resource constraints of the Department.

(j) Participate in the March 1989 Conference.

Our evaluation team discussed the ADL report with both the Department Head -- Dr. Lawrence Nurse -- and the Professor of Management Studies -- Dr. Stanley Reid. Both confirmed that the members of the Department had studied the report and endorsed it. They did, however, stress that some of the comments including those about Department planning reflected a lack of understanding of how the University works.

The Department indicated that they were already implementing the recommendations of the ADL report and had prepared a paper on "The Future of Management Studies at UWI" which stressed -- among other things -- that urgent consideration be given to the:-

- introduction of the semester system
- establishment of a Faculty of Management
- recruitment of additional staff and further development of existing staff
- rationalization of programme options in the first year to allow for modules relevant to programme focus and objectives
- short-term faculty exchange in key areas across campuses

In general, their paper indicated that the review by the ADL team and the Department's participation in the March 1989 conference had precipitated a reassessment of all aspects of the Department.

The Department Head and Professor stressed, however, that grandiose plans without resources would only lead to frustration, and they urged that evaluation team to impress on all concerned the importance of developing plans within the framework of resource availability.

Thus, the review by ADL appears to be supported and welcomed by the Department and its two leaders indicated a strong willingness to speedily implement many of the recommendations -- provided resources are forthcoming.

### **Conclusions (UWI)**

1. As part of any follow-on project, funds should be provided to allow for the implementation of ADL's recommendations.

2. We do not see the need for the continuation of this intervention (i.e. external evaluation of institutional capabilities) in the present form.

### **2. Barbados Institute of Management and Productivity (BIMAP)**

The PIU's assessment of BIMAP was performed February 13-17, 1989. A draft assessment report was released February 27, 1989. Four people participated in the assessment -- Mr. William Bray and Dr. Ronald Patten of the PIU; Dr. Cheryl Samuels Campbell, an independent consultant; and Dr. Wendall G. Shaeffer, President of the International Association of Schools and Institutes of Administration.

The assessment limited itself primarily to the Diploma in Management Studies Programme, with a less intensive look at the Small Business Training Programme and the Senior Executive Programme. Eleven (11) courses in the Diploma programme were evaluated. In most cases comments were made about the appropriateness of the method of instruction used to teach the courses.

A half a page is given to BIMAP's activities in their Senior Executive Programme and another half a page to their Small Business Programme. In both cases comments are limited to a short description of each programme. No attempt was made to evaluate BIMAP's efforts or the content of these programmes.

Useful information is provided in the section of the report "Client Company Perceptions of BIMAP". The opinions regarding the service provided by BIMAP to three companies -- Cave Shepherd, Barbados Shipping and Trading, and Plantations Holdings, Ltd. -- are documented. Each company has had a long-standing relationship with BIMAP. In each case positive and

productive results are cited as a result of their training. For example, Cave Shepherd has enrolled 150 people in a variety of courses. The company's personnel manager says that as a result, BIMAP training has been a major factor in enabling Cave Shepherd to convert from a small, family-held business to a major public corporation employing professional managers. Barbados Shipping and Trading also has a high regard for BIMAP's consulting organization. Plantation Holdings has had a positive experience with BIMAP and takes pride in its commitment to an on-going relationship with them.

The assessment ends with a number of useful recommendations largely focused on particular course offerings.

ADL's scope of work was far too narrow to be useful in determining BIMAP's capabilities and establishing its place as a training organization in the Eastern Caribbean. It does not provide any information about the physical facilities and equipment that make up BIMAP. There is no information on critical evaluation factors such as:-

- a. the physical facilities,
- b. the student population, i.e., age, prior training, etc.,
- c. the quality of the faculty, i.e., academic level of trainers, number of faculty, full-time or part-time, etc., and
- d. Number and type of consultancies undertaken by BIMAP (although we were told that the bulk of BIMAP's income was derived from consultancies).

Such an assessment, while beyond the scope of work for ADL, would have provided information useful to organizations and personnel outside of BIMAP.

The Director of BIMAP, Mr. Rudy Gibbons, was asked on March 17 for his reaction to the PIU assessment. The February 27 draft of the assessment was made available to the evaluation team, but Mr. Gibbons had not yet received a copy. We therefore cannot comment on BIMAP's predisposition to make the recommended changes.

#### **Conclusions (BIMAP)**

We do not recommend the continuation of this type of intervention by the PIU, but support the implicit recommendation that there is a need for staff and curriculum development.

## **PUBLICATIONS**

To date, the PIU has produced a 93-page document entitled "Conference Papers, Symposium, Workshop and Seminar Addresses," Publication 1, July 1988. From discussion it appears that at least two other publications are forthcoming, one dealing with subsequent conferences, symposia, workshops and seminars, and another presenting the cases developed under the auspices of the PIU.

It is apparently not clear to all parties as to the "ownership" of the publications -- i.e. USAID, the University, the PIU, ADL, the Consortium, or the individuals involved in writing the documents. This is particularly true of the cases which have been developed under the project by a large number of individuals, and which are likely to become required texts for a number of courses in the future.

It is important that the PIU and USAID agree on a method of dissemination and copyright ownership of these publications. Ownership should be clearly determined before publication and use, and the disposition of proceeds from their sale -- otherwise disputes are likely to arise, particularly if the books become popular.

## **MEDIA ATTENTION**

The PIU did an outstanding job in arranging for, and obtaining, regular and extensive multi-media coverage for their overall programme as well as each particular management development session held. Newspapers, radio and television broadcasts all covered the key events.

The Evaluation Team noted that the publicity about the programme was accomplished by and through the efforts of the PIU on behalf of the UWI -- not through liaison by the regular UWI/Cave Hill Public Affairs liaison office. This is a significant point in that the capacity of the regular UWI/Cave Hill campus to undertake similar promotional activities in the future has not been enhanced by the project.

#### IV. RECOMMENDATIONS ON FUTURE MANAGEMENT DEVELOPMENT INTERVENTIONS

1. The pilot project was designed to:-
  - a. test effective demand for top and middle level management training in the Caribbean;
  - b. introduce wider use of the case method and other action-oriented approaches in management training, and establish its effectiveness vis-a-vis the methods currently being used in the Caribbean; and
  - c. strengthen the capability of UWI, and to a lesser extent BIMAP and CARICAD, to deliver specialized management training in the region.

We believe that all three targets are very important to the development of management training in the region and strongly recommend that future interventions maintain those targets. The interventions:-

- a. Demonstrated that there was effective demand for top and middle level management training in the Caribbean.
- b. Demonstrated the importance and effectiveness of the case method and have sown the seed (through the development of 50 cases) for the wider use of this method. However, the project did not contribute much to the use of other "action-oriented" approaches, and it revealed a need for a different approach to the training of trainers and teachers if interactive methods are to become commonplace.
- c. Highlighted the problems of UWI and BIMAP by way of the ADL review, but contributed little, if anything, to the capability of UWI and BIMAP to deliver specialized management training. No review of CARICAD or CAIC has yet been undertaken by ADL. Since UWI and BIMAP are the key delivery institutions, we recommend that the focus on delivery of management training for the future be on these two institutions.

Since the project did not establish the capability of the UWI Cave Hill Department of Management Studies, BIMAF, CAIC, CARICAD or the OECS to continue coordinating and conducting such programmes in Barbados and other countries in the Eastern Caribbean region, it is unrealistic to expect any of them to immediately assume that role on the demise of the PIU, without further external assistance.

The evaluation team does not think that the current project model -- i.e. with expatriate business and academic guest speakers -- and an organizational unit such as the PIU to arrange and conduct seminars and symposia, can be either replicated or sustained by the University of the West Indies (or other consortium members, individually or in collaboration) over the longer run without significant continuing external funding. Nevertheless, the economic viability of sustaining such a programme has not yet been resolved; and all options for reducing costs have not yet been fully explored.

From the above it follows that future interventions should:

a. Seek to satisfy the proven demand for top and middle-level management development in the Caribbean. The PIU demonstrated the value, acceptance and utility of management training for executives and middle managers in the private sector. From a macro-perspective, the pilot project is generally perceived to have been an important stimulus for Eastern Caribbean businesses. Changes in attitudes toward planning and analysis, enthusiasm for and involvement in management topics all occurred. It is assumed that there will be a corresponding change in management practices and entrepreneurial activities.

The emphasis should be on top level, high quality management training. Future interventions should ensure the delivery of two symposia and at least four seminars per year. To ensure participation from all of the islands, and a cross section of firms by size and industry type, we recommend support of approximately 50 percent of the costs of delivering these seminars and symposia. The importance of maintaining the momentum of support by top-level managers for training for themselves and their senior managers cannot be over-emphasized.

b. Place greater emphasis on training skills. In any follow-on project, greater emphasis needs to be placed on the professional training skills and adult learning theory of the project staff. The current PIU staff have excellent academic and educational qualifications and are to be commended for their work. However, the lack of a training orientation per se initially handicapped the design and execution of the pilot program. Training objectives and goals were lacking or sparse for the evaluator's purposes in the early courses although improvements were made as the programme continued. A stronger training orientation and the development of experienced local trainers should be a major factor in any follow-on activities.

A follow-on project should seek to increase the number of professional full-time trainers and teachers of management capable of using cases and other interactive training methods in short courses as well as the traditional degree, certificate and diploma courses. Given that UWI and BIMAP are the key delivery

institutions for the region, we recommend that most, if not all, trainers and teachers to be upgraded be drawn from these two institutions. The training of these trainers should include course design; course presentation, stressing interactive presentation; course evaluation; and follow-up techniques.

We recommend that these trainers be sent overseas for reasons indicated earlier. Because of the faculty size of UWI and BIMAP, we do not believe that more than four staff should be trained each year. The staff to be trained should be drawn primarily from UWI, but at least one staff member should be selected each year from BIMAP. Full-time trainers from CARICAD and CAIC should also be included under this programme.

c. Seek to increase the stock of Caribbean teaching material. The pilot project developed and utilized locally-oriented business case material, and this initiative should be sustained. The PIU project activities should be closely coordinated with the USAID/Kingston project at UWI/Mona with a view to encouraging further collaboration in developing and exchanging Caribbean cases. An annual case-writing workshop, and periodic workshop-seminars on other teaching methodologies could benefit the higher education system in the Eastern Caribbean region as a whole. However, although a basic case-writing "networking" capability has been established under the pilot project, case teaching efforts have been less than enthusiastically received. The Management Consortium should thus take the leadership role to establish the institutional base for further case work activities.

In addition to cases, other teaching methods should be developed. Other business topics such as industry, financial markets, industrial relations and practice, government and business regulations and interaction, business ethics, women in business, etc., should also be addressed. We recommend that any future interventions include a component for such material development.

d. Seek to strengthen the delivery capabilities of UWI and BIMAP. With respect to BIMAP, the prime need appears to be staff development, and in addition to the programmes for upgrading trainers discussed above, we recommend a quick review of the staff requirement of BIMAP to determine whether there is a need for additional staff. Again, given the existing size of BIMAP's faculty, we do not think that there could be a need for many more than one or two new staff members per year for two or three years.

With respect to UWI, the ADL recommendations are more pervasive and include:-

- staff development
- physical facilities
- library equipment resources
- private sector interface
- curriculum development
- additional courses
- degree offerings

Staff Development. This depends critically on the course offerings and the priorities of the university departments. The ADL review describes a department struggling to service its current teaching load but also needing to broaden its course offerings and wanting to offer an MBA degree.

We would like to emphasize the primary importance of strengthening the existing undergraduate program before embarking on newer, and more sophisticated, ventures in higher education. The current Department of Management Studies faculty has a responsibility that transcends departmental bounds in that they reach students in other disciplines who take one or more management courses to supplement their programme. Most of these students will eventually enter the business sector after graduation, regardless of their academic major, and will have an immediate impact on economic development, as well as laying the future demand for more advanced management training. Until this undergraduate need is satisfied, it would appear unwise to lay another burden on the small faculty.

The MBA is a programme which will serve a different clientele -- the experienced businessman/woman -- who in turn will demand a different approach to instruction as well as being exposed to material other than that currently taught in the undergraduate programme. Moreover, an MBA programme is much more demanding in many respects than teaching undergraduates in that it requires not only the acquisition and formulation of new subject matter and teaching methodologies, but also requires overcoming barriers of teaching experienced practitioners, as well as being prepared to follow-up on consultative opportunities generated thereby, which may place a burden upon some faculty who may not enjoy such close involvement with the market place. The faculty is stretched to the limit with its current workload, however, and cannot easily take on a new role.

We recognize that no matter what the decision, UWI-Cave Hill will have to increase the size of its management department. We also recognize, however, that an institution has a certain in-built absorptive capacity, and too-rapid a growth in department size without growth in the other concomitant support facilities could spell disaster. The existing establishment now stands at eight and we would suggest that adding two new staff

per year for three or four years is about the limit of its absorptive capacity.

Any follow-on project should therefore allow for overseas staff development internships of at least two per year for three or four years. [Note: This is in addition to the funds for trainers discussed above.]

Physical Facilities. The ADL team "recommends that a plan be formulated to deal with physical facilities constraints." They further found that:-

Classrooms used by the Department of Management Studies are too small relative to course enrollments. Further, they are not equipped to take advantage of modern classroom methods which require various types of audio-visual equipment, chairs which can be rearranged quickly in order to utilize small group meetings, blackboards which can be erased quickly and completely, and seats for every student. . . . In short, the physical facilities available to the Department of Management Studies is such an important problem that a deliberate plan for dealing with it must be formulated.

The above statement from the ADL review succinctly describes the problem. We would only add that a facility with comfortable, adult-oriented classrooms, and an executive-type conference boardroom equipped with audio-visual aids, plus separate break-out rooms for small-group activity would increase the options to hold short courses on campus, with participants staying at a nearby hotel, if necessary. Holding short courses on campus would clearly provide positive spin-offs in improving ties with the business community.

Library and Equipment Resources. A coherent plan for identifying these resource needs must be developed as a matter of priority. It would then be up to the follow-on project to determine how much, if any, of the University's development plan they wish to fund.

Private Sector Interface, Curriculum Development and Additional Course Offerings. The Department needs to plan its development strategy with the major market for students -- i.e. the private sector -- clearly in focus. Any follow-on project should therefore insist that UWI develop a mechanism which provides on-going feedback with members of the private sector, parastatal bodies, and some sections of the government. We recommend a careful assessment of the ADL proposals which address:-

- a. development of internship programmes,
- b. encouragement and support of consultancy arrangements for staff members,
- c. composition of a board of advisors to the Department (primarily business leaders in Barbados), and
- d. regular, periodic presentations to business organizations of recent projects, and innovations to teaching.

Specifically, for the short-run, however, we recommend that the focus be on strengthening the undergraduate programme which would naturally follow from the staff development and physical facilities programme set out above.

## FUTURE INSTITUTIONAL ARRANGEMENTS

The consortium members -- i.e. UWI, BIMAP, CARICAD, CAIC, and the OECS Secretariat -- generally regard the interventions of the project as worthwhile, and their support for the continuance of the project in some form is universal.

Having said this, however, there does not appear to be a consensus as to the detailed format of any continuance. It was noted for instance, that some representatives of the UWI faculty continue to question whether the thrust of PIU programmes is sufficiently informed by research.

Thus, despite the apparent demand by the Eastern Caribbean business community for the type of programme offered by the PIU, there appears to be some continuing concern and "territorial conflict." At issue (which needs resolution for the long term) is whether

- a) the PIU should continue in existence as the focal point of a new UWI business management outreach programme;
- b) be absorbed within the Department of Management Studies;
- c) sever its ties with UWI and "set up shop" under other auspices; or
- d) simply let other existing organizations assume the role.

This, in a sense, is understandable, as each of the individual consortium members have diverse unmet needs which would be somewhat less satisfied if the needs of one or more of the other members were met. Furthermore, as principals of their respective organizations, they would be derelict in their duty towards their own institution if they did not attempt to maximize their position vis-a-vis the other members. They are thus

engaged in a "zero-sum" game, which they are being forced to play in order to facilitate the donor's funding delivery mechanism. It would not be stretching the point to state that the consortium probably would not exist if the donor had not required a single point for delivery. While some benefits have probably been derived from forced closer coordination, the consortium is still not a "natural fit" and could easily disband, with the individual organizations going their separate ways should external donor assistance cease.

The permutations available for the future control and organization of any follow-on project are numerous. Indeed they could be as many as 120! For practical purposes, however, we see the options falling into the following four categories:-

1. **Fund each institution separately -- that is disband the consortium and have each member make an application for their own support in light of the project's findings. This could presumably entail (among other things) the full provision of all recommendations in the reports to all consortium members.**
2. **Develop a consortium whose primary function is to receive and disburse funds to the individual consortium members. Funds presumably would be disbursed according to the needs of each member of the consortium. This approach could also result in the consortium becoming a general fund-raiser to support the needs of individual members.**
3. **A consortium that is governed by the members but with a line budget allowing for little variation -- very similar to the existing framework.**
4. **A variant of (2) and (3) above -- that is a consortium with a tight line budget but with some flexibility to meet needs that are at present ill-defined.**

## DISCUSSION

Option 1. Separate funding is clean and simple, but removes the benefits of the very real accomplishments of the PIU. Very successful seminars and symposia have been delivered; participants have been drawn from the very top level executives; these executives have exhibited a willingness to pay for the courses; and these courses have been offered under the auspices of the consortium albeit with a high UWI profile.

The vast majority of participants in these courses want to see them continue and are anticipating their continuance. The PIU has acquired significant experience in this pilot project. We cannot recommend throwing this learning and experience away, and therefore we do not recommend this option.

Option 2. This option appeals to the sensibilities of the consortium members in that they would have full authority on the use of the funds. Apart from the fact that we do not believe that USAID (or any donor agency for that matter) would provide funds in this fashion, it appears to be merely a device to defer confronting the central issues. The principal disadvantage is that again there would be no guarantee that the important experiences gained by the PIU to date would be recognized or continued. The attitude of some of the trainers sent by the members of the consortium to the workshops is a case in point -- some did not bother to turn up for the workshops, and others seemed to come to critique rather than to participate. Thus, we again do not recommend this option.

Option 3. This option is very similar to the present arrangement and is the option that we recommend. The onus is placed on the donor to work closely with all members of the consortium to reconcile differences and define a workable project with a single objective, fund it, and appoint an implementing unit to get it done. Because experience has taught us that projects need adjustment and modification as they develop, we would also support a variant of Option 4, provided the flexibility quotient is no more than about 20 percent of the total project cost.

Option 3 also has some important spin-offs. Affiliated as it is to UWI, the PIU could eventually evolve into a permanent Institute of Business, somewhat similar to the Institute of Business that has emerged at UWI-Mona. A significant difference would be that the consortium and private sector involvement -- through the Management Development Council -- would ensure its independence from the University and responsiveness to the business sector which it is designed to serve.

The PIU should also be required to use the UWI and BIMAP trainers to contribute to PIU's programme, when they return from the overseas training courses. This should allow for smoother integration of local trainers into the top-level executive symposia and seminars.

An important consideration in sending individuals away for long-term training is to anticipate that there could be some slippage in the plan. Some individuals may not complete the programme and return to teach as intended -- for one reason or another. Thus it is crucial that some reserve capability (or "redundancy" in a positive sense) is built in to the plan, as insurance to cope with unforeseen events. By training individuals from two different institutions (UWI and BIMAP) also improves the prospect for success in that at least one of them will be capable of assuming the continuing upgraded PIU role. If both are able to stay the course, the extra professional upgrading of a few individuals will not be overkill, but will be a net gain for the region. The desire for predominance between these two organizations in this area of executive and middle management training should also engender some healthy competition which can only accrue to the overall benefit of the project, and ultimately the region as a whole.

## GRADUATE MANAGEMENT EDUCATION

There continues to be a need in the Eastern Caribbean region for skilled managers. There does not appear to be a sufficient demand (or support base) at this time, however, from the business community to establish and/or sustain a Master's level programme in Business Administration at the University of the West Indies/ Cave Hill.

Indeed, the resources -- i.e. facilities and instructors -- and course offerings of UWI's Department of Management Studies at Cave Hill in business management are not only inadequate in an absolute sense, but are currently overextended by attempting to meet the demands being placed upon them for undergraduate and diploma level education. They are thus in no position to reach out in new directions, or incur additional commitments, without significant new assistance.

The conclusions that emerged from questionnaires, interviews, conference discussions, and analysis of the perceived demand for graduate training in management, primarily the MBA, were as follows:-

a. Of questionnaire respondents, only Barbadians felt that the national demand for MBAs is more than 10 per year. The respondents from all other countries placed the annual demand in the range of 0 to 10. Unfortunately (in retrospect), the questionnaire did not allow for a finer breakdown. From formal

and informal discussions, however, we concluded that the private sector demand for MBAs per se was at the lower end of the scales and that in any event they did not regard the supply of MBAs as a critical problem. Respondents ranked their demand for MBAs as significantly behind that of short executive and skill development courses and behind that for bachelor's degrees in management.

b. Private sector respondents who felt there was a demand for university graduates preferred degree training that allowed for part-time attendance. By implication and discussion, we concluded that the MBA demand from this sector was for a part-time, executive-type MBA degree. Indeed the high priority placed on training and upgrading the existing stock of managers, as well as the prestige attached to higher education in the Eastern Caribbean society, ensures that there would be some demand for an executive-type MBA programme. However, both time constraints and cultural considerations preclude extensive time off the job for in-service education; while hiring practices place emphasis on the nature and quality of an individual's work experiences rather than formal academic credentials.

c. University faculty and some potential applicants to an MBA programme saw a much greater need for MBAs. University faculty stressed that in addition to the demand by the private sector, most government ministries and parastatal bodies were woefully deficient in management and believed that almost all could use one or two MBAs and a few -- such as tourist boards and utility companies -- could probably use three or more MBAs. They also saw a need for an improvement and increase in consultants, trainers, and university lecturers in management -- all of which would swell the demand/need for MBAs and other graduate programmes in management. In short, the perception of the demand/need by this group was at the upper end of the scale, with Barbados seen to have a demand for 20 or more MBAs per year, and an annual demand in excess of 50 MBAs throughout the region. Faculty further stress that if Trinidad and Tobago (and to a lesser extent Guyana) were included with the Eastern Caribbean demand, the steady state requirements could well exceed 100 or more per year. As recently as March 1989, the Department of Management Studies at Cave Hill called for careful consideration to be given to the establishment of a full-time MBA programme.

The University Position: UWI has accepted and approved the introduction of an executive-type MBA programme, to commence July 1, 1989. This programme consists of some 16 modules. Instruction will be over two years with two full-time, 3-week summer sessions, and weekend instruction from September to May each year. The programme thus opens with a 3-week, full-time session in August 1989, followed by eight modules on weekends between September 1989 and May 1990. This is followed by a second 3-week summer session in June and July 1990. The

remaining modules are to be completed between September 1990 and May 1991. A second batch of MBA students would enter in August 1990 to pursue the same sequence of modules as the first batch.

## **LINKAGES WITH USAID/JAMAICA PROJECT**

The Jamaica project has now evolved into the following components:-

1. Staff Development
2. Plant and Equipment Support
3. Material Development
4. The Establishment of an Executive MBA
5. The Establishment of an Institute of Business

The status of each of these is summarized below.

### **1. Staff Development; Plant and Equipment Support**

These interventions are specific to Jamaica and their implementation is well advanced. In any event, it would be undesirable to tie both the Eastern Caribbean staff development programme and the Jamaica staff development programme to the same U.S. university. There are therefore, no significant linkage benefits to be gained in this area by having a single programme.

### **2. Material Development**

Both campuses have already agreed to share the materials developed from their respective projects, and where possible, to use common personnel in developing cases and other materials. The expectation is that the expertise gained in developing the teaching material is readily transferable between the two Caribbean regions. Collaboration should also prevent too much duplication, increase the variety and encourage analysis of broader Caribbean problems in areas such as the CARICOM market.

The linkage benefits that might flow from unification of the projects are already being realized. Unification, on the other hand, could lead to increased costs in communication and transportation as the project artificially seeks to encourage equality in quantity and variety across the two regions.

### **3. The MBA Programme**

The details of possible linkages with the MBA programme being developed in Jamaica are discussed below. The flexibility of the proposed programme is that if the Eastern Caribbean programme is large enough to warrant teaching some or all of the modules in the Eastern Caribbean, then Cave Hill or St. Augustine could immediately offer the programme -- subject to resource availability.

If it were determined that the Executive MBA should be offered in the Eastern Caribbean within the term of a follow-on project, then support for the Eastern Caribbean MBA could be provided through the PIU. Staff could be appointed to the PIU specifically to teach modules. It would also be possible to offer modules, demand permitting, in the non-campus Eastern Caribbean territories thus reducing the transportation burden to Jamaica or Barbados.

A separate Eastern Caribbean project allows the Eastern Caribbean region to control its own future, for example:-

- a. when to offer the MBA programme
- b. where the programme would be taught
- c. modify content to reflect the special nature of the Eastern Caribbean economies
- d. optimize the time that various modules are offered -- to take account of the special problems of serving the needs of eight different island countries.

In brief, maintaining two separate projects enhances rather than decreases the linkage benefit.

#### **4. The Institute of Business (IOB)**

The IOB is a university body whose board is chaired by the Vice Chancellor and includes the heads of the Department of Management Studies on each of the three campuses as well as members of the Jamaican business community and CAIC which represent the private sector interests of the region. The IOB is designed to offer executive short courses, consultancies, research possibilities, and the teaching components of the new Executive MBA. Initially, this effort will be funded largely through the Jamaica-USAID project. It is anticipated, however, that the IOB will be self-sustaining. To that end, the University has already developed a Jamaican fund-raising thrust to generate at least J\$1 million per year which, along with fees from the Executive MBA and short courses, should greatly contribute to self-sufficiency. Self-sufficiency is a difficult goal, however, and in time the IOB expects particular functions to be funded through normal University channels.

The struggling and newly-emergent IOB cannot be expected to focus on the special problems of the Eastern Caribbean. The need to establish the credibility of the UWI-Cave Hill within the private sector, and the need to get the Eastern Caribbean private sector to contribute to an Eastern Caribbean management fund require a PIU separate from Jamaica. When the complexities of the consortium are added to this recipe, the need to maintain the Cave Hill project as a separate entity with its own PIU becomes almost self-evident.

The foregoing suggests that even before the higher communication and transportation costs that would flow from unification are considered, unification per se is untenable. A separate entity does not negate the benefits that would flow from collaboration.

The UWI/Mona programme as designed would allow easy access for Eastern Caribbean students in that -- demand permitting -- Cave Hill and St. Augustine could easily offer some or all of the modules on their respective campuses. The modular format would allow individual campuses to introduce modules specific to local needs -- such as tourism, agriculture, petroleum mining, etc. It is anticipated also that the summer and weekend modules format of the programme would allow for the use of faculty from all of the campuses as well as overseas faculty. Jamaica students will pay J\$14,500 (approximately US\$3,000) per annum for tuition in the start-up phase, with financial support for overseas faculty being provided under the UWI/Mona USAID project.

## 5. Conclusion

Because of the flexibility of this MBA programme, we would strongly urge that Cave Hill and St. Augustine participate in this programme at this time, rather than initiate their own. A follow-on project could consider the possibility of funding for U.S.-based faculty to assist the other two campuses if it were determined that the demand merited the establishment of full programmes at Cave Hill. The University anticipates that the private sector in Jamaica will fund two or three prestigious professional chairs in management with attractive salary packages to ensure a cadre of indigenous staff capable of leading the development of an MBA programme. If the private sector at Cave Hill and St. Augustine could be persuaded to do likewise, with shared faculty, the university would be able to staff a significant portion of an executive MBA programme in a reasonably short period of time.

## THE FOLLOW-ON PROJECT

Given the demand and support -- both among the business community and local training institutions, we recommend that RDO/C design and fund a 5-year follow-on project. The project should stress short-term management and skills training courses for executives and senior managers, short-term consultancies to businesses, and the strengthening of UWI and BIMAP -- particularly in the area of training faculty in training and interactive teaching methodologies.

We should emphasize that although this project is aimed at economic development in the long run, the institutional building nature of the project is not particularly geared to "quick impact" and will meet the needs of small business entrepreneurs only peripherally. The programme has been targeted at reaching the key business leaders in the region, and their senior managers, and paying its way with a cost-recoverable fee structure. While small entrepreneurs could no doubt benefit from some of the seminars and symposia, small enterprise development per se requires more specialized attention.

The project should include the following components:

For UWI:

- Four 2-year advanced degree scholarships
- Four 1-year applied experiential training programmes

For BIMAP:

- One 2-year advanced degree scholarship
- Five 1-year applied experiential training programmes

For a PIU:

- A local administrative manager
- Professional trainers (2 for 5 years each U.S. or local)
- Local clerical support staff
- BIMAP and UWI trainers (1 per year per organization) could be drawn from those returning from overseas training
- 30 person months of consulting staff (both local and overseas)
- Continuation of the Management Development Council (for private sector input)
- A facility that is equipped for training executives

From the Private Sector:

- Contributions of US\$1 million (in cash or in kind), over the five-year period

From the Assisted Institutions:

- Commitment to hire additional staff to teach and consult, and upgrade facilities and programmes for the long term

In summary, the major components of the follow-on project would appear to the evaluation team to be:-

- a. two symposia per year
- b. at least four seminars per year
- c. overseas training primarily for trainers and limited to full-time teaching staff of UWI and BIMAP
- d. development of Caribbean teaching materials, including -- but not limited to -- new cases
- e. strengthening BIMAP by programmes designed to train new staff
- f. strengthening UWI by
  - (1) staff training programmes,
  - (2) development of physical facilities,
  - (3) improvement of library and equipment resources,
  - (4) insisting on closer ties with the business sector
- g. strengthening CAIC by providing them opportunities for business consultations linked with symposia and seminar offerings
- h. support for MBA training in the Eastern Caribbean within the UWI framework -- through a joint project "buy-in" with USAID/Kingston -- if sufficient demand is demonstrated in the Eastern Caribbean region

We do not see the need for a full-time U.S. contractor team "in residence" to implement the project as was the case with the pilot project -- providing there is continuity, or at least a smooth transition between the current PIU and whoever takes over the systems and procedures, to build on the personal network and data bases already established. We do however, see a potential limited role for a U.S. contractor to exercise a brokerage role to

- a. Arrange for participants to receive carefully tailored scholarship and training programmes, short courses and business exchange visitations for various purposes.
- b. Identify U.S. consultants in a wide variety of specialties to supplement the PIU for short-term teaching and/or follow-up business consultancy assignments.

The prospect for such a follow-on project should be reviewed and the details carefully developed with full participation of the constituent members of the consortium.

## SUSTAINABILITY

The evaluation team considers it unlikely the present overall programme could be self-supporting without curtailing the participation of some organizations most in need. While senior executives and business owners might be willing to pay even higher rates for the symposia, the high costs of travel, accommodation/meals etc., would probably preclude the smaller business enterprises from participating in the seminars, and both large and small businesses from sending many participants to the their reach. On the other hand, although the venue for the programme could be limited to Barbados to reduce such costs, in that eventually non-Barbadian organizations would be disadvantaged.

In reaching this conclusion, we have taken into consideration the overhead cost of the present operation -- i.e. building, utilities, secretarial support staff and contract cost with ADL, travel, accommodations, meals, etc. and conference facilities to take a seminar "on the road", which amounted to approximately US\$1 million dollars annually. However, it does seem that some of the current costs could be reduced in a future programme. For example, about half of the course design work and most of the instructional services were provided by off-island resources. In any follow-on project, it is recommended that resident staff immediately assume at least 50 percent of both the instructional and training design responsibility, with a view to phasing out the need for continuing expatriate residential assistance in the long run. These two changes would reduce costs considerably over the present project implementation model. Other cost reductions might be achieved by the use of donated or shared facilities for offices and support services by the consortium members.

Considering these and other cost-cutting possibilities in any follow-on project, it should be possible to have a high quality executive and middle management training programme that eventually will be self-supporting.

## V. LESSONS LEARNED

1. **Importance of "Networking"**. Apart from the forum offered by various symposia and seminars to learn about and discuss ideas on specific business management topics, the participants considered the opportunity for "interpersonal networking" among the region's business leaders to be of great intrinsic value. The project was thus viewed as a new medium to satisfy local business needs.
2. **"Personal Contact" Culture**. In the Eastern Caribbean region, considerable importance is placed on developing and maintaining highly-personalized business and social contacts between individuals of comparable status. Indeed, in many respects, the personal "grapevine" was cited as much more influential than the formal organizational channels, not only in disseminating information about the project but for securing an appropriate response. Furthermore, it is crucial to maintain close contact with potential clientele and follow-up on activities on a regular basis. Thus, any effort to enhance regional economic development through the transfer of objectively-rational administrative and technically-efficient systems and procedures must consciously adapt such management practices to accommodate local concerns for a "people-oriented" work environment.<sup>16</sup>
3. **Demand-Driven Process**. The PIU conducted a needs analysis prior to start-up of the project and as a consequence, some of the premises in the Project Paper were considerably modified to accommodate more current local perceptions. This process had an additional benefit in that those individuals contacted developed a strong sense of ownership in the programme, which in turn enhanced their participation. Future project development should also be sensitive to local contributions to, and demands for, project design. The project has demonstrated the need for an entrepreneurial, interactive, approach to providing business management training. This approach is significantly different from offering a set menu of courses in an academic environment, or institutional workshop/seminar/symposium setting.

The two keys to success are a) flexibility in order to be responsive to evolving demands; closely followed by b) high

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<sup>16</sup> An excellent example was the sentiment to allot some specific time during the seminars to participant socialization activities. While, in an efficiency-driven culture such a programme would be perceived as frivolous, in the Eastern Caribbean it is perceived as an important aspect of building and maintaining effective business relationships.

quality, in order to sustain the demand. In this regard, the distinction between various "user" needs and "providers" perceptions of users needs should be kept in mind. The project has targetted on business managers needs, for instance. However, there are other users (including individuals), who may place demands on the available management education and training resources in the region.

4. Public-Private Interface. The pilot project was targeted at the private business sector, and participation of representatives from the public sector was not actively solicited. Nevertheless, several parastatal organizations sent participants to the symposia and seminars. Of significance was that in every session, discussion among the participants highlighted the critical role that public officials play in the Eastern Caribbean in stimulating and/or retarding economic development through regulatory and taxation functions. Conversely, there appears to be little appreciation for business needs, and the impact of public policy on private growth, by career government officials. Efforts should therefore be made to consciously involve both public and private sector representatives together, in future programmes, even though the focus of such training is to stimulate private sector development.

5. On-Going Process Evaluation. An on-going process evaluation can be a very important management tool. However, the nature of a process evaluation is considerably different from the one-shot "mid-term" and "final" evaluations with which AID has long been accustomed. A process evaluation requires significantly more communication between all parties -- i.e. the USAID project officer, the evaluators, and the project contractor/host institution implementation team -- in order to harmonize both project and contractual objectives. Expectations and roles need to be addressed and defined in a joint 2 - 3 day session very early in the project. It is important that no other competing activity occur at the same time, and that the USAID project officer be involved throughout.

Although a "normal" level of collaboration occurred at the outset -- with the evaluation team visiting and consulting with the AID Project Officer and the PIU -- it was not sufficiently intensive and comprehensive. As a result, the participating organizations held quite different views of each other's roles well into the project. For example, the evaluation contractor's scope to evaluate the implementation activities by the PIU differed somewhat from the basic Project Paper and Project Agreement, which in turn was not entirely compatible the PIU contractor's scope of work to implement the project. Furthermore, the PIU staff was unaware of the existence of the Project Logframe with its indicators and targets, or its intended use as a basis for performance evaluation. Working from

different vantage points, and compounded by different initial perceptions of the scope of work, and the absence of the AID project officer for part of the time, some misunderstanding and operational conflict resulted between the PIU and the evaluators which was ultimately resolved by Pragma's Project Manager travelling to Barbados to meet with all parties.

In short, on-going process evaluation requires mutual understanding of the other parties objectives, and an atmosphere of open and frequent communication. Otherwise, it is extremely difficult for individuals implementing the project to appreciate the value of concurrent independent observers and critics. In the absence of such an environment, there is a propensity for written evaluation reports to be regarded pejoratively.

## VI. PROJECT OUTPUT STATISTICS

Progress toward achievement of project outputs (see project logical framework) as of March 1989 was as follows:-

	Sessions			Participants/Products		
	Target	Actual	%	Target	Actual	%
Symposia	4	3	75%	100	70	70%
Seminars	5	4	80%	100	65	65%
Conferences	2	2	100%	50	147	294%
Case Workshops	4	4	100%	15	36	240%
Teaching Wksps	2	2	100%	20	20	100%
Publications	3	1	33%			
Institutional Assessments	3	2	67%			
Cases Developed*		N/A		20	50	250%

\* 25 cases released

7 sent for final release

12 sent for preliminary release

4 in first draft

## APPENDICES

**REFERENCES: GUIDING DOCUMENTS (NOT NECESSARILY ATTACHED)**

1. Project Paper
2. Project Agreement
3. Project Logframe -- Attached
4. Evaluation Scope of Work -- Attached
5. Pragma's Evaluation Plan
6. Project Implementation Unit Statement of Work
7. Pragma Evaluation Team Letter of Introduction -- Attached

**DATA COLLECTION INSTRUMENTS**

1. Baseline Questionnaire -- Attached
2. Seminar Pre-Questionnaire
3. Seminar Post-Questionnaire
4. Seminar Participant Self-Evaluation
5. Executive Symposium Questionnaire
6. Post-Conference Questionnaire

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**KEY PERSONNEL CONTACTED**

Mr. Larry Armstrong, USAID Deputy Director

Ms. Carol Becker, USAID Division Chief HPE

Dr. Al Bissett, USAID Deputy Director

Dr. Courtney Blackman, Consultant

Dr. Compton Bourne, UWI/St. Augustine, Trinidad

Mr. Ralph Boyce, Chief Education Officer, Government of Barbados

Mr. Ken Boyea, East Caribbean Group of Companies, Kingstown, St. Vincent

Mr. G. William Bray, ADL-PIU Management Training Advisor

Mr. Joe Carney, Chief, AID LAC/DR/EST

Mrs. R. Chaderton, Lecturer in Accounting, Department of Management Studies, UWI Cave Hill

Mr. Darwin Clarke, USAID Evaluation Officer

Mr. Rudolph W. Gibbons, Director-General, BIMAP

Mr. Phillip Goddard, Goddard Enterprises, Ltd, Barbados

Dr. Stafford Griffith, USAID Project Officer

Mr. Grohs, USAID Program Officer

Dr. George Hertman, Penn State University Chief of Party

Dr. Kenneth Hoadley, Dean, Management Education Institute, Arthur D. Little, Inc.

Dr. William Holstein, Dean of the Management School of Business at SUNY/Albany

Mr. James Holtaway, USAID Regional Director

Mr. Steven Hurley, Project Coordinator, Arthur D. Little, Inc.

Sir Keith Hunte, Principal UWI/Cave Hill, & Vice Chancellor, UWI

Ms. Angela Jackson, Project Assistant, PIU, UWI Cave Hill

Mr. David Kelsick, OECS

Dr. J. Khan, Senior Lecturer in Public Administration, Department of Management Studies, UWI Cave Hill

Mr. Locksley Lindo, Head, Department of Management Studies, UWI/Mona

Mr. John Mayers, Head, Department of Management Studies, UWI Cave Hill

Mr. Peter Medford, USAID Private Sector Officer

Mr. Robert Morris, Barbados Workers' Union

Mr. L. Nurse, Senior Lecturer in Management Studies, Department  
of Management Studies, UWI Cave Hill

Mr. Charles Patalive, USAID Private Sector Officer

Dr. Ronald Patten, ADL-PIU Chief of Party, UWI/Cave Hill

Mr. Diaram Ramjeesingh, Professor, Department of Management  
Studies, UWI/Mona

Dr. Stanley Reid, Professor, Department of Management Studies,  
UWI/Cave Hill

Mrs. A. Ronald, Lecturer in Management Studies, Department of  
Management Studies, UWI Cave Hill

Mr. Tom Ross, USAID Private Sector Officer

Dr. Jagmohan Sehgal, Lecturer in Management Studies, UWI/St  
Augustine

Mr. Selwyn Smith, CARICAD

Ms. Ermine Spence, OECS

Mr. Patterson Thompson, CAIC

Mr. Justin Vincent, Project Manager, PIU, UWI Cave Hill

Dr. George Wadinambiaratchi, Case Development Specialist, PIU,  
UWI Cave Hill

Ms. Holly Wise, USAID Division Chief HPE

Dr. Neville Ying, Project Manager, USAID/UWI Mona Project

PROJECT DESIGN SUMMARY  
LOGICAL FRAMEWORK

Life of Project:  
From FY 1986 to FY 1989  
Total U.S. Funding: US\$2.7 m  
Date Prepared: 07/13/86

ANNEX E

Project Title & Number: Regional Management Training Pilot Project

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

Inputs

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

Magnitude of Outputs

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

Project Implementation Unit's Logs and Reports.  
 Evaluation Teams Comprehensive EOP Evaluation Report

Assumptions for achieving outputs:

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

Inputs:

LOP Cost (US\$000)

Components

Project Implementation and Management	1,615
Pilot Management	
Training Activities	219
Strengthening Management Education	279
Evaluation and Review	206
Contingency	224
U.W.I. Service and Admin.	157
<b>TOTAL</b>	<b>2,700</b>

Implementation Target (type and Quality)

	FY86	FY87	FY88	FY89
--	------	------	------	------

1. USAID/RDO/C	1.0	1.7	0	0
2. Participants	0	.6	.6	.18
3. UWI/Other Counterpart Institutions	.15	.90	.95	.33

Assumption for providing inputs:

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

111.

**AMENDMENT OF SOLICITATION/MODIFICATION OF CONTRACT**

1. CONTRACT ID CODE PAGE OF PAGES  
1 9

AMENDMENT/MODIFICATION NO. 1 3. EFFECTIVE DATE May 16, 1988 4. REQUISITION/PURCHASE REQ. NO. 538-0148-3-60412 (A-1) 5. PROJECT NO. (If applicable)

ISSUED BY CODE REGIONAL DEVELOPMENT OFFICE/CARIBBEAN P.O. Box 302 BRIDGETOWN BARBADOS 7. ADMINISTERED BY (If other than Item 6) CODE

NAME AND ADDRESS OF CONTRACTOR (No., street, county, State and ZIP Code) THE PRAGMA CORPORATION 16 EAST BROAD STREET FALLS CHURCH, VIRGINIA 22046 U.S.A. (Y) 9A. AMENDMENT OF SOLICITATION NO. 9B. DATED (SEE ITEM 11) 10A. MODIFICATION OF CONTRACT/ORDER NO. 538-0148-C-00-7050-01 10B. DATED (SEE ITEM 13) 6/12/87

DE FACILITY CODE

11. THIS ITEM ONLY APPLIES TO AMENDMENTS OF SOLICITATIONS  
The above numbered solicitation is amended as set forth in Item 14. The hour and date specified for receipt of Offers  is extended,  is not extended.  
Offers must acknowledge receipt of this amendment prior to the hour and date specified in the solicitation or as amended, by one of the following methods:  
By completing Items 8 and 15, and returning \_\_\_\_\_ copies of the amendment; (b) By acknowledging receipt of this amendment on each copy of the offer submitted; or (c) By separate letter or telegram which includes a reference to the solicitation and amendment numbers. FAILURE OF YOUR ACKNOWLEDGMENT TO BE RECEIVED AT THE PLACE DESIGNATED FOR THE RECEIPT OF OFFERS PRIOR TO THE HOUR AND DATE SPECIFIED MAY RESULT IN REJECTION OF YOUR OFFER. If by virtue of this amendment you desire to change an offer already submitted, such change may be made by telegram or letter, provided each telegram or letter makes reference to the solicitation and this amendment, and is received prior to the opening hour and date specified.

ACCOUNTING AND APPROPRIATION DATA (If required)  
N/A

13. THIS ITEM APPLIES ONLY TO MODIFICATIONS OF CONTRACTS/ORDERS, IT MODIFIES THE CONTRACT/ORDER NO. AS DESCRIBED IN ITEM 14.

- (Y) A. THIS CHANGE ORDER IS ISSUED PURSUANT TO: (Specify authority) THE CHANGES SET FORTH IN ITEM 14 ARE MADE IN THE CONTRACT ORDER NO. IN ITEM 10A.
- B. THE ABOVE NUMBERED CONTRACT/ORDER IS MODIFIED TO REFLECT THE ADMINISTRATIVE CHANGES (such as changes in paying office, appropriation date, etc.) SET FORTH IN ITEM 14, PURSUANT TO THE AUTHORITY OF FAR 43 103(b).
- X C. THIS SUPPLEMENTAL AGREEMENT IS ENTERED INTO PURSUANT TO AUTHORITY OF: FAA of 1961, as amended, and EO 11223
- D. OTHER (Specify type of modification and authority)

IMPORTANT: Contractor  is not,  is required to sign this document and return 4 copies to the issuing office.

14. DESCRIPTION OF AMENDMENT/MODIFICATION (Organized by UCF section headings, including solicitation/contract subject matter where feasible.)

Part I, Section C. Description/Specifications/Work Statement - Delete Articles I through VII and in lieu thereof insert the following:

Except as provided herein, all terms and conditions of the document referenced in Item 9A or 10A, as heretofore changed, remains unchanged and in full force and effect.

15A. NAME AND TITLE OF SIGNER (Type or print) *Alexandra Sparks*  
15B. CONTRACTOR/OFFEROR *[Signature]*  
15C. DATE SIGNED *May 17, 1988*  
16A. NAME AND TITLE OF CONTRACTING OFFICER (Type or print) S. D. Heishman, Regional Contracting Officer  
16B. UNITED STATES OF AMERICA BY *[Signature]*  
16C. DATE SIGNED *May 19, 1988*

## "I. BACKGROUND

### A. Development Constraints

The development of the private sector is critical to improving the economic outlook of the Eastern Caribbean. The countries in the region, assisted by the Regional Development Office/Caribbean (RDO/C), have embarked on an economic development strategy led by the private sector and focusing on three sectors with the most promise for achieving export growth: agriculture, light manufacturing and tourism. The expansion of the private sector is constrained by a critical shortage of trained management personnel and, to a lesser extent, by a shortage of government administrators and union leaders with skills and experience to promote exports and cooperate effectively with new export oriented enterprises.

The shortage of trained personnel is due to a number of problems, including the emigration of skilled and experienced workers, the need for management and professional training in new areas, the need to involve the business community more fully in the management of programs at the training institutions, and an excessively theoretical orientation of training institutions which produce graduates who have difficulty applying their knowledge in practical business situations, and inadequate identification of training needs. Among the internal constraints to improving private sector performance are a family orientation to enterprise organization, small domestic markets, and a dearth of knowledge on how to obtain improved technology, marketing, financial and product information.

A USAID funded assessment of private sector management education needs in the Caribbean concluded that:

- Existing senior managers and business owners of many companies in each country must be the initial target of management development;
- Middle managers who are the key to positive results, would not be allowed to practice new approaches until senior managers and owners are convinced that there is a need for change and will delegate authority and responsibility to middle managers to institute and implement change;
- Undergraduate level and non-degree management training programs currently offered by existing institutions are valuable and their products indispensable to private sector growth but require substantial improvement in curricula and teaching effectiveness; and
- Graduate business education at the MBA level is not perceived at the present time to be a top priority.

In essence, the institutions which have for some time offered business management and related training courses, including the University of the West Indies (UWI), the Caribbean Center for Development Administration (CARICAD), the Barbados Institute of Management and Productivity (BIMAP) and the Caribbean Association of Industry and Commerce (CAIC), have limited resources and various mandates which militate against their fully providing the private sector with the managerial talent it needs.

61

## B. Project Goal and Purpose

Within this milieu, the goal of the Regional Management Training Pilot Project is to promote broadly based economic growth by strengthening the private sector's ability to contribute to the production and productivity in the leading export sectors of agriculture, manufacturing and tourism. It is RDO/C's belief that the further development of managerial resources within the private sector of the Eastern Caribbean is critical to increasing productivity and expanding employment, wages, profits and foreign exchange earnings in the countries of the region.

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

For the effective implementation of this project, a Project Implementation Unit will be established at the Cave Hill Campus of the UWI and will be the agency responsible for the implementation of the Pilot Project. The core membership of that Unit will comprise the UWI Project Manager, and UWI contractor staff consisting of the Chief-of-Party/Management Education Advisor and two long term Management Training Advisors. UWI will collaborate with BIMAP, CARICAD and CAIC in implementing this project.

## C. The Experimental Nature of the Project

The project is experimental in nature and focuses on testing a number of interventions which are likely to lead to major quantifiable changes if pursued over a sufficient period of time. More specifically, the pilot project is designed to do the following:

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

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

62'

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

#### D. The Target Groups

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

In view of the long-term, broad objectives of this Pilot Project, participants from other UWI member countries may also be permitted to participate.

## II. PROJECT EVALUATION TASKS

### A. Overview of Evaluation

This project requires continuous evaluation by a team of external evaluators. The contractors will provide two members of the team, one of whom will be the team leader. UWI will provide the other member of the team. Given the nature of this evaluation, its schedule and activities will follow and be determined by the timing of project activities implemented by the Project Implementation Unit. Hence, a close working relationship is required between the Project Evaluation Team and the Project Implementation Unit.

### B. Project Components to be Evaluated

The contractor, in collaboration with the evaluator provided by UWI, will conduct continuous evaluation of each of the following components of the Project:

( i ) Business Leader Symposia: There will be four symposia which will provide a forum where economic and management issues central to the regions's development can be discussed and alternative solutions proposed. The symposia will be attended by top Caribbean managers and major business owners. Apart from evaluating the effectiveness of the symposia, the contractor will assess the interest in, and demand for such management development activities. Attendance and willingness to pay are two of the dimensions which will be covered by the evaluation.

( ii) Senior Management Seminars: There will be five seminars for middle managers of larger Caribbean companies and owners of small and medium businesses. The seminars will give managers at this level the specific tools that they can use to make operations in their companies more productive, efficient and cost effective. The evaluation will focus on the acquisition of skills by participants, and, to the extent possible, changes that have occurred in the individual's thinking and actions as a result of the training received.

( iii) Development of Caribbean Cases and Teaching Materials: Using a variety of case method approaches, project staff will develop cases and teaching materials to supplement existing cases and materials on businesses in other third world countries, Europe, North America and Japan. The different approaches will be field tested by using the cases and materials in the abovementioned seminars. The evaluation will focus on an assessment of the quality of the cases and materials developed and their usefulness to users in the Caribbean.

( iv) Case Development Workshops for Faculties of Existing Training Institutions: This workshop will be conducted in four phases and will train participants from Caribbean management training institutions to research, write and edit quality cases and teaching guides for the purpose of management training, and will enlarge the pool of relevant cases available. The evaluation will focus on the participants' acquisition of skills in case writing and in the development of teaching guides, as well as on the quality and usefulness of the cases and teaching guides developed.

( v) Teaching Workshops for Faculties of Existing Institutions: Two workshops will be held for Caribbean management training institutions. The workshops will focus on the use of cases and other experimental, interactive teaching approaches as well as on the improvement of lectures and other traditional instructional methods. The evaluation will assess the extent to which participants benefitted from these workshops.

( vi) Conference on Management Education and Development in the Third World: There will be two conferences designed to (a) focus on the role of management education in the development of the region, (b) stimulate the support of the private sector for further professionalization of management education and (c) foster a more dynamic, interactive relationship between management education/training institutions and the business community. Participants will be drawn from among management educators in the region, educators and managers outside the region and labor leaders and senior public sector officials from the region. The evaluation will, among other things assess the usefulness of the conferences and the predisposition of participants to implement changes recommended by the conference.

(vii) Institutional Assessment and Curricula Review and Development: Under this component of the Project, the management education curricula, teaching materials and teaching methods of UWI, BIMAP and CARICAD will be reviewed and improvements recommended. The evaluation will identify the significant recommendations and will assess the predisposition of the three institutions to make the recommended changes, and/or measures actually implemented in response to the recommendations.

(viii) Publication: Papers presented at the symposia, seminars and conferences will be published for dissemination within and outside the region. The evaluation will record the extent to which this was done, noting the number of volumes and their content.

(ix) Additionally, the contractor will undertake the following:

(a) A survey of regional private and public sector leaders including, but not limited to, the Council for Management Development in Barbados and the Eastern Caribbean. This survey will be conducted toward the end of the Pilot Project and will include consideration of which interventions will have appeared to be most promising.

(b) A report, in the light of the project's experiences, on the issue of whether a graduate management education program should be developed for the Caribbean and if so, what alternative approaches may be considered.

(c) Make recommendations on what kind of management development interventions will be appropriate for a follow-on program and what institutions or institutional arrangements are best suited for implementing such a program.

Items (a), (b) and (c) will be incorporated in the final evaluation report.

### C. Work Plan and Instruments

Prior to this amendment of the Scope of Work, the Evaluation Team held meetings in Barbados with RDO/C, UWI, BIMAP, CARICAD and CAIC to discuss and clarify the nature and scope of the evaluation. Following these meetings, it was understood that the Evaluation Team will develop a Work Plan which will be submitted for RDO/C review.

The evaluators will incorporate the following into the Work Plan:

( i) Provision for continuous evaluation of the various components of the Project as outlined in II B above.

( ii) Collection of baseline or pre-intervention data to develop a profile of the target group which will participate in each component of the Project. In order to assure consistency between the groups targeted by the Project Implementation Unit and the groups for which the profiles are developed, the contractor will utilize the target list developed by the Project Implementation Unit following the Unit's conduct of an assessment of the private sector in the participating countries to determine the private sector persons and institutions which should be targeted by the Project.

( iii) For the purpose of providing some measure of control in interpreting the results of this experimental Pilot Project, a follow-up study on a sample of individuals and organizations which did not actually participate in the project to determine the reason for their non-participation and to assess in what ways they differ from those individuals and organizations which participated. A brief outline of plans for this follow-up study must be included.

( iv) Use of a variety of instruments to evaluate the various components of the project, including questionnaires, interview schedules and rating scale. The type of instruments to be used in evaluating each component will be identified.

( v) Use of the pretest-posttest model wherever feasible in assessing the various components of the Project. The components or aspects which will be evaluated through pretests and posttests must be clearly stated.

This Work Plan will be updated periodically.

#### D. Instrument Development, Administration and Analysis

The Project Implementation Unit will collaborate with the contractor in the development of evaluation instruments and will administer some of these instruments, e.g. the instruments to be completed by the participants during the various symposia, seminars, conferences and workshops. The analysis and assessment of the completed evaluation instruments will be the responsibility of the Evaluation Team which will provide monthly reports directly to RDO/C.

RDO/C will, in turn, share reports with the Grantee, the Project Implementation Unit, the Council for Management Development for Barbados and the Eastern Caribbean, the Consortium of Management Training Institutions and other appropriate groups and institutions.

### III. REPORTING

The Contractor, in collaboration with the evaluator provided by UWI will prepare the following:

- (1) Monthly reports on evaluation tasks completed and on each of the project activities evaluated so that feedback may be provided to the Project Implementation Unit in a timely manner to modify and improve the management training activities conducted by the project.
- (2) A final end-of-project report embodying the major findings of the continuous evaluation on each component of the project and the extent to which the project achieved the anticipated outcomes as stated in the logical framework (logframe) prepared during project design and against other documented updates developed as the project proceeds.

Six copies of each report required or produced must be submitted to the USAID Regional Development Office/Caribbean (RDO/C) in a timely manner in form and substance acceptable to, or as directed by, RDO/C. Final reporting formats will be agreed upon in collaboration with RDO/C and the Project Implementation Unit.

#### IV. PERSONNEL

The contractor will provide the services of two competent, experienced management education and training evaluators. These two evaluators will be required to provide a total of six person-months of services over a period of approximately 26 months. One of the two evaluators provided will be designated by the contractor as Team Leader of the Evaluation Team which will be comprised of three persons, i.e. the Team Leader provided by the contractor, the second evaluator provided by the contractor and one evaluator provided by the UWI.

The evaluator provided by UWI will provide a maximum of three person-months of services over the same 26 month period in which the contractor will provide evaluation services. The UWI evaluator will collaborate as a full team member with the two persons provided by the contractor. The contractor will provide support services to the UWI team member, including secretarial, office support and communications.

In addition, the Project Implementation Unit will make inputs at various stages of the evaluation process, including the design of the evaluation plans and instruments, and will assume responsibility for the administration of evaluation instruments and other data collection exercises as agreed between the Evaluation Team and the Project Implementation Unit.

It is the responsibility of the Evaluation Team to analyze the data collected and to report the findings and make appropriate recommendations to RDO/C.

The two evaluators provided by the contractor must be in good health and be prepared to travel across the English-speaking Caribbean countries in the performance of their duties. Both persons should have a minimum of five years' experience in evaluating private sector driven management training programs. It is preferable that both candidates should have experience working within the private sector including experience in export related and/or tourism activities. Both persons should have teaching, management and supervisory experience and capability to work collaboratively with a team of professionals including professionals from developing countries. Both persons should have experience in developing and evaluating practical management training materials. Previous overseas experience and experience with USAID program requirements and systems is desirable. The Team Leader should have a Ph.D. with relevant studies in evaluation of management training projects or a closely related field. The other evaluator should have at least a Masters Degree with relevant studies in project or program evaluation in a field related to management training.

V. PERIOD OF CONTRACT

The effective date of this contract will be o/a June 1, 1987 and the estimated completion date is July 31, 1989."

63

**The Pragma Corporation**

116 East Broad Street  
Falls Church, Virginia 22046  
(703) 237-9303  
TELEX 203507 PRAGMA FSCH UR  
FAX (703) 237-9326

Regional Development Office/Caribbean  
(RDO/C)  
Regional Management Development Pilot Project

The Pragma Corporation has been contracted by the U.S. Agency for International Development (USAID) to evaluate the Management Development Pilot Project in the Caribbean Region.

The purpose of this pilot project is to conduct management development and education interventions and evaluate their effectiveness in improving managerial skills of business leaders. As a result of the interventions, the delivery capabilities of the institutions currently involved in management development will be strengthened. Additionally, the framework will be established for longer-term institutional support.

The project is based on the assumption that the expansion of the private sector is critical to improving the economic outlook of the region. It is further assumed that the local economic climate is directly reflective of the level of managerial expertise in the private sector.

To enhance managerial expertise, the University of the West Indies, with the assistance of Arthur D. Little Management Education Institute Inc., is conducting a series of management development and education seminars. These include executive management symposia, senior manager seminars, conferences on management education, and programs to strengthen existing curriculum. Before and after each seminar, evaluations will be conducted by Pragma to determine the success or failure of the specific intervention. Those included in the surveys are, among others, project participants, government officials, business leaders, and other relevant individuals.

The Pragma personnel conducting the evaluations are:

Dr. Kenneth F. Smith, Team Leader  
Mr. Daniel Creedon, Evaluator  
Dr. Marshall Hall, Evaluator  
Ms. Melanie Sanders, Project Manager

Contract No. 538-0148-C-00-7050-00  
Project Officer: Stafford A. Griffith  
Senior Education Project Manager  
Bridgetown, Barbados

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**The Pragma Corporation**

APPENDIX 5

116 East Broad Street  
Falls Church, Virginia 22046  
(703) 237-9303

TELEX 203507 PRAGMA FSCH UR  
FAX (703) 237-9326

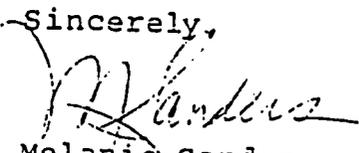
Dear Business Leader:

The USAID has funded the University of the West Indies and Arthur D. Little, Inc. to develop a pilot project on management development in the Eastern Caribbean. An underlying assumption of the project is that the improvement of management knowledge and skills in the Eastern Caribbean is one of the key variables of economic development. To ensure that the pilot project and any subsequent projects are based on the thorough knowledge of the real needs of the region, we need your views and comments as a business leader. We ask that you take a few minutes to complete the enclosed questionnaire which will form part of recommendations about future directions in management development.

Pragma has been contracted by USAID to obtain this information to guarantee its confidentiality and to use it only for the benefit of the project.

Thanks for your cooperation.

Sincerely,

  
Melanie Sanders  
Project Manager

Enclosure

60

**The Pragma Corporation**

116 East Broad Street  
Falls Church, Virginia 22046  
(703) 237-9303

TELEX 203507 PRAGMA FSCH UR  
FAX (703) 237-9326

UWI/USAID REGIONAL MANAGEMENT DEVELOPMENT PILOT PROJECT  
BASELINE QUESTIONNAIRE

As the evaluation team for this project, we request that you complete this questionnaire. This project is being undertaken with the underlying assumption that the development and improvement of management knowledge and skills in the Eastern Caribbean Region is one of the key variables of economic development. Your completing this questionnaire is essential in evaluating whether management development programs are useful to this region and what form they should take. Also, your views about management development projects and your reasons for not participating in this experimental project will provide invaluable insight for the project's implementors.

Thank you for your time and participation.

UWI/USAID REGIONAL MANAGEMENT DEVELOPMENT PILOT PROJECT  
BASELINE QUESTIONNAIRE

PART I. BASIC RESPONDENT IDENTIFICATION  
(To be kept confidential)

1. Name: \_\_\_\_\_
2. Title: \_\_\_\_\_
3. Organization: \_\_\_\_\_
4. Address: \_\_\_\_\_
5. Telephone Number: \_\_\_\_\_

PART II. COMPANY PROFILE

The following information will be used in aggregate form to develop a profile of businesses in the Eastern Caribbean and to estimate the size of the target management population.

1. Primary focus of your enterprise: a. \_\_\_ Manufacturer  
b. \_\_\_ Wholesaler c. \_\_\_ Retailer d. \_\_\_ Importer  
e. \_\_\_ Exporter f. \_\_\_ Service g. \_\_\_ Other (specify) \_\_\_\_\_
2. Number of employees: a. \_\_\_ 1-15 b. \_\_\_ 16-50 c. \_\_\_ 51-75  
d. \_\_\_ 76 and over
3. Number of managers above the supervisory level: a. \_\_\_ 1-5  
b. \_\_\_ 6-15 c. \_\_\_ 16 and over
4. By Eastern Caribbean standards, how would you classify your organization? a. \_\_\_ Small b. \_\_\_ Medium c. \_\_\_ Large
5. Approximate annual dollar volume of sales (specify currency):  
a. \_\_\_ Over 20 million a. \_\_\_ Barbados dollars  
b. \_\_\_ 10 to 20 million b. \_\_\_ EC dollars  
c. \_\_\_ 5 to 10 million c. \_\_\_ US dollars  
d. \_\_\_ 1 to 5 million d. \_\_\_ Other (specify)  
e. \_\_\_ Less than 1 million  
e. \_\_\_ Not applicable (government organization)
6. Enterprise ownership:  
a. \_\_\_ Family-owned  
b. \_\_\_ Less than 20 non-family share holders  
c. \_\_\_ 20 or more non-family share holders  
d. \_\_\_ Shares traded on local exchange  
e. \_\_\_ Subsidiary of larger organization  
f. \_\_\_ Overseas ownership  
g. \_\_\_ Government owned  
h. \_\_\_ Other (specify)

PART III. The following questions solicit perceptions regarding the organizational and staff abilities of your company to operate effectively. Your answers will be held in strict confidence, and will only be used in the aggregate to design further executive development programs.

Please use the following scale to rate the organizational and staff abilities of your company:

S = Satisfied with present capabilities -- see no need for improvement

GS = Generally satisfied -- but open to change if it would be more cost effective

NS = Not satisfied -- need improvement now

NA = Not applicable to my organization

Please tick the appropriate column for each topic.

	S	NS	GS	NA
1. Managing people	—	—	—	—
2. Personnel management/labour relations	—	—	—	—
3. Delegating tasks	—	—	—	—
4. Accepting responsibility	—	—	—	—
5. Managing time	—	—	—	—
6. Accounting	—	—	—	—
7. Assessing the effects of taxes, duty, insurance and government regulations	—	—	—	—
9. Local marketing	—	—	—	—
10. International marketing	—	—	—	—
11. Stimulating joint ventures	—	—	—	—
12. Production planning and scheduling	—	—	—	—
13. Management information and computer systems	—	—	—	—
14. Other (specify) _____	—	—	—	—

63

PART IV. MANAGEMENT DEVELOPMENT

1. Do you have a staff member designated as a training or staff development officer?  
a. \_\_\_Yes b. \_\_\_No
2. Do you use consultants or contract management training resources?  
a. \_\_\_Yes b. \_\_\_No
3. If you answered "Yes" to question 2, are they Caribbean based?  
a. \_\_\_Yes b. \_\_\_No  
c. \_\_\_Both Caribbean and non-Caribbean
4. When was the last time you attended an executive or management development program?  
a. \_\_\_Within the last 12 months  
b. \_\_\_Within the last four years  
c. \_\_\_More than four years ago  
d. \_\_\_Never
5. Do you plan to send any of your senior staff to executive or management development programs within the next 12 months?  
a. \_\_\_Yes b. \_\_\_No
6. Do you have an annual budget allocation for management development?  
a. \_\_\_Yes b. \_\_\_No
7. A number of management development institutions exist in the Eastern Caribbean Region. Please identify any that your organization has used in the past twelve months.  
  
\_\_\_\_\_  
\_\_\_\_\_
8. Does your company employ any graduates from UWI with degrees in:  
a. \_\_\_Management studies  
b. \_\_\_Accounting  
c. \_\_\_Economics  
d. \_\_\_None of the above
9. Does your company have an immediate need for graduates with:  
a. \_\_\_Bachelors degrees in business  
b. \_\_\_MBA degrees  
c. \_\_\_Accounting degrees  
d. \_\_\_None of the above

64

## PART V. FUTURE MANAGEMENT DEVELOPMENT

1. Do you perceive structured management development programs as useful for developing competent executives and business managers?  
a. \_\_\_ Yes      b. \_\_\_ No
2. Do you perceive structured management development programs as useful for stimulating entrepreneurial activity?  
a. \_\_\_ Yes      b. \_\_\_ No
3. If you answered "Yes" to either questions 1 or 2, which of the following would you prefer?
  - a. \_\_\_ Local resources
  - b. \_\_\_ Foreign resources
  - c. \_\_\_ Joint local and foreign resources

## PART VI. COUNTRY NEEDS

These questions seek to obtain your perceptions about the demand for qualified managers in your country. We recognize that these perceptions do not necessarily derive from any survey or careful assessment.

1. Is the demand for MBAs or other post graduate degrees in business in your country:
  - a. \_\_\_ About 10 per year
  - b. \_\_\_ About 25 per year
  - c. \_\_\_ About 50 per year
  - d. \_\_\_ Other (specify)
2. Is the demand for bachelors degrees in business in your country:
  - a. \_\_\_ About 10 per year
  - b. \_\_\_ About 25 per year
  - c. \_\_\_ About 50 per year
  - d. \_\_\_ Other (specify)
3. Is the demand for certified accountants in your country:
  - a. \_\_\_ About 10 per year
  - b. \_\_\_ About 25 per year
  - c. \_\_\_ About 50 per year
  - d. \_\_\_ Other (specify)
4. Do you think existing managers need management development training?
  - a. \_\_\_ Yes
  - b. \_\_\_ No
5. If you answered Yes to question 4, please rank the options below by order of preference, with 1 being the highest and 4 the lowest:
  - a. \_\_\_ Full-time university programs
  - b. \_\_\_ Part-time university programs
  - c. \_\_\_ Executive short courses with formal certification
  - d. \_\_\_ Executive short course without formal certification