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TRIP REPORT

TRAVELLER'S NAME:	Dr. Beth Beckner
PROJECT TITLE/NUMBER:	Family Health International Egypt NPC/IDP SA 5588
TRIP DATES:	July 15 - Aug 5, 1991
TRIP SITES:	Cairo and Alexandria
TRIP PURPOSE:	Conduct Workshop Advanced Management II for NPC governorate Directors; observe Women Leaders in Development Workshop; plan Advanced Management workshops III and IV; plan third Women Leaders Workshop.
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SUMMARY

Dr. Beckner was in Egypt July 16 - August 5, 1991 to provide technical assistance for the National Population Council Institutional Development Project. This was seventh in a series of visits in which Dr. Beckner is acting as training specialist for the project. During this trip, the second scheduled Advanced Management Workshop was conducted. In addition, Dr. Beckner observed the first week of a workshop which she had designed to train members of The National Council of Women Leaders in Family Planning and Development, and provided feedback on her observations. Finally, Dr. Beckner worked with Dr. Waleed Akhateeb and Mrs. Salha Awad to begin designing training for upcoming scheduled workshops.

BACKGROUND

In November 1989 Dr. Beth Beckner assumed the position of training specialist for the Institutional Development Project at Egypt's National Population Council (IDP/NPC). During that visit she worked with Egyptian counterparts, and with the Project's Resident Management Advisor, to develop competancy-based training objectives, a schedule of training activities, and detailed curricula for the first two scheduled workshops to be conducted at NPC.

In February - March 1990, Dr. Beckner returned to Cairo to assist in implementation of these first two courses (Contraceptive Technology Update and Work Plan Development). Participants were NPC central staff and the directors and technical specialists from the first seven governorates to be phased into the project. Also during this visit, a complete schedule of training-related activities for 1990 and 1991 was developed and approved by all parties concerned.

During Dr. Beckner's May 1990 visit, the second Work Plan Development Workshop was conducted; a workshop for population plan development was designed and conducted; and planning continued for two July workshops.

Dr. Beckner returned to Egypt in July to assist in conducting Contraceptive Technology Update II and Basic Management and Teambuilding Workshop I. She also worked with the IDP Resident Management Advisor to begin planning the upcoming Monitoring and Evaluation Workshop. Finally, she was asked by the USAID Project Manager and the dean of The Institute for Training and Research in Family Planning (ITRFP) to help design training for the new Council of Women Leaders in Family Planning, and preliminary discussions were held on content for this course.

In September 1990 Dr. Beckner assisted the IDP Team in conducting the second and third scheduled Basic Management and Teambuilding workshops. Participants were the entire NPC management teams of the fourteen governorates not covered in the first workshop on this topic.

Dr. Beckner's second task during the September trip was to work with Dr. Abdul Ghany to incorporate competency based methodologies into NPC's Population Dynamics Workshop. She also worked with Dr. Alkhateeb on the training manual for the NPC workshop Monitoring and Evaluation I.

Because of the Persian Gulf situation, Dr. Beckner did not return to Egypt until May 1991, when she assisted in conducting the workshop Advanced Management I.

CONSULTANT'S SCOPE OF WORK

Dr. Beckner's scope of work for this visit consisted of:

1. Assisting the IDP team in conducting Advanced Management Workshop II, for the NPC directors of all 21 governorates in Egypt.

2. Completing the training manual for Advanced Management Workshop III in collaboration with Dr. Alkhateeb.

3. Continuing task analysis and preliminary training design for Advanced Management Workshop IV, and for a workshop on Evaluation.

4. Observing and providing feedback to the Institute for Training and Research in Family Planning (ITRFP) on the first workshop for members of the Council of Women Leaders in Family Planning and Development.

5. Working with the ITRFP to begin the training design for the third scheduled workshop for members of the Council of Women Leaders in Family Planning.

ACTIVITIES AND ACHIEVEMENTS

Advanced Management Workshop II was conducted July 20 - 24 at the ITRFP in Alexandria. All But one of NPC's 21 governorate level directors attended. Responsibility for doing the actual stand-up training was again delegated to teams of participants, and the results were again impressive. A stroke of genius was Dr. Alkhateeb's decision to put the worst communicator in charge of the section on communication. This certainly forced the participant to think about the material more deeply. He also, perhaps for the first time in his life, received honest feedback on his tendency to expound and dominate meetings. By the second day he was relaxed and smiling (two participants said they had never seen him smile before) as he led a lively discussion on non-verbal communication.

Feedback from the participants on their new facilitator responsibilities included such statements as "Even if we had learned nothing about leadership and communication, we've learned a lot about training," "Up to now we've just been taking orders. For the first time I feel like I'm worth something," and "I wish people in other agencies could have this chance."

As always in workshops with this group, the serious learning often arose from exercises that ranged from mildly funny to hilarious. For instance, an ambiguous picture, drawn by ITRFP's media specialist (See Appendix B) was to teach the importance of multiple perspectives in communicating. Participants filled two pages of newsprint with things they "saw" in the picture, including a lovely lady, ugly lady, sandwich, and map of Kuwait! To illustrate the importance of eyes in communicating, one of the quietest and most self-effacing participants donned sunglasses; there were bursts of surprised laughter as his whole personality seemed to change in the fraction of a second (See cartoon in Appendix B). Participants had fun with a charades game to guess non-verbal expression of various emotions, and with pairs of skits demonstrating good and poor listening behavior. In fact, the skits and role plays have become so popular with this group that they have become elaborate and obviously well thought out scenarios. One on leadership involved all of the participants and included telephone calls to arrange a town meeting, complete with all formalities, and then presentation of the town meeting itself. Around one o'clock the next morning, Dr. Alkhateeb found the participants gathered around the T.V. playing and replaying the video of this role play, critiquing their performances. The next day's feedback session included a request for some inexpensive props and costumes to enhance future productions!

Two innovations by the participant —trainer team added new dimensions to the learning. First, they drafted Drs. Alkhateeb and Beckner for inclusion in role plays, a tongue-twister exercise and several other activities. This helped promote the democratic philosophy of this team-building project. The second innovation grew out of the evening sessions in which trainers processed that day's sessions. This time, the participant-trainers wrote down feedback on their performance and presented it to the large group as part of the next morning's feedback session. Thus, the entire group benefited, and as one participant said,"If we hadn't learned a thing about communication and leadership, we would still have learned a lot about training."

Most trainers know that it is fairly easy to teach facts and skills - but changing attitudes and values is much harder. In the present workshop, there was evidence of this level of learning. During processing of one set of role plays, for instance, participants were asked how they felt when trying to talk to a poor listener. After a few answers, everyone in the room became very still and quiet as one participant after another, obviously with great feeling, recounted past experiences with not being listened to. Another session with great potential for changing attitudes and behaviors was the small group derivation of guidelines for leaders. They became a kind of code of behavior, and it is possible that

these men and women may have set higher professional standards for themselves than anyone else might set for them.

Evaluation of this workshop, as for the others, will consist of several methods. First are the content and quality of small groups' and plenary work, which appears in the workshop report on file at NPC (Arabic only). The participants' daily feedback sessions and final workshop evaluation comprise Appendix C of this report. Finally, follow-up visits planned for 1992 to participants' work sites will add information on impact of the training.

Women Leaders Workshop. From July 26 to August 1, Dr. Beckner observed implementation of the workshop she had designed to train members of Egypt's new Council of Women Leaders for Family Planning and Development. (See Dr. Beckner's May 1991 appendices for the training design). Dr. Beckner provided feedback on her observations to Mrs. Salha Awad, at the latter's request. The first week of the Women Leaders Workshop comprised sessions by about a dozen presenters. The training design was followed to varying degrees by the various presenters, and there was still too much lecturing in this consultant's opinion. However, there is a great improvement over the first course in this series. As for the women themselves, they were highly active and

enthusiastic and represent a vast potential resource for development in this country.

An indication of the interest generated in this project was the filming of part of this workshop for a nationally broadcast television show.

Planning for Future Workshops. The final activities in Dr. Beckner's scope of work were meetings with Dr. Alkhateeb and Mrs. Awad to continue the training design for workshops scheduled for October (Women Leaders) and November (NPC governorate level staff). In addition, Dr. Beckner met with Ms. Rebecca Copeland to plan for a training of trainers course to facilitate implementation of a new Ministry of Health policy and procedures manual.

RECOMMENDATIONS

1. Planning should proceed as scheduled for the upcoming IDP and Women Leaders workshops. The Advanced Management workshops should continue to share training responsibilities among the IDP team, ITRFP training officers, and the participants themselves.

2. NPC and USAID should look for new ways to use the knowledge and training skills which have been developed in the course of this project, both in the IDP team and the governorate directors. Conducting regional inservice management training for various agencies would be an excellent use for this valuable new "resource".

3. The ITRFP should continue to use its own trainers as much as possible and discourage guest trainers from subjecting participants to lengthy lectures. The women obviously enjoyed the chances to participate actively in their own learning.

4. Field visits to the NPC governorate teams and Women Leaders should be a high priority in the coming year, in order to evaluate new knowledge, skills, and attitudes gained in the course of the IDP project.

APPENDIX A: PERSONS CONTACTED

National Population Council

Dr. Salwa Abdel Azim Tawfik, Consultant in Monitoring and Evaluation
Mr. Abd Al Fatah Said, IDP Evaluation Specialist
Mr. Abdel Mesih Nagib Girgis, Financial Specialist
Mr. Helmy Mustafa, IDP Training Specialist
Mr. Esam Aly Madkour, IDP Evaluation Specialist
Dr. Abdelghany Mohamed, Consultant in Population Dynamics and Planning
Mr. Mohamed Naguib, Consultant in Training

USAID

Mrs. Amani Selim, Population Project Officer

ITRFP

Mrs. Salha Awad, Dean
Mr. Ibrahim Wafik, Training Officer
Mr. Amr Ali Elchafei, Training Officer
Mr. Ahmed Adbel Karim, Media Specialist
Mr. Ahmed Abdel Aziz, Training Officer

National Council of Women for Family Planning and Development

Mrs. Magda Osman, Project Director
Mrs. Fowzeya Taufik, trainer
Mrs. Amal Fouad, trainer
Mrs. Sausan El Sheikh, trainer

E. Petrich and Associates

Dr. Waleed Al-Khateeb, IDP Resident Management Advisor
Ms. Rebecca Copeland, EP&A Cairo Branch Office Manager
Mrs. Hanan Abdel Akher, EP&A Administrator

Cairo Television Company

Mrs. Kamelia Sharawani, Director of Women's Programming
Mrs. Claire Kamel, Program Director for Women Magazine T.V. Show

APPENDIX B
ADVANCED MANAGEMENT II
LEADERSHIP AND COMMUNICATION
July 20-25, 1991

Objectives:

By the end of this workshop participants will be able to:

1. List the styles of leadership and give examples of situations in which each style is most appropriate.

2. Use the most appropriate leadership style for a given situation.

3. Describe the functions of a leader including inspiring, rewarding, counseling, encouraging, guiding, training, mediating/arbitrating, disciplining, delegating, representation, and team development.

4. Identify activities by which leaders can effectively carry out their leadership functions.

5. Perform the leadership functions with skill and confidence.

6. Incorporate the leadership functions into their weekly management activities.

7. Define communication.

8. Identify the parts of the communication process.

9. Identify that these men and women may have set higher professional standards for themselves than anyone else might set for them.

10. State research findings relevant to the communication process and discuss their implications for implementing their workplans and attaining NPC goals.

11. Demonstrate skill and confidence in applying communications-related research findings - in role plays, case studies, and their work place.

ADVANCED MANAGEMENT II
LEADERSHIP AND COMMUNICATION
TRAINING DESIGN

LEADERSHIP

1. Elicit and list definitions of leadership on newsprint. Compare with a definition on overhead transparency.

2. Have small groups list past successes, difficulties, and lessons learned regarding their own leadership activities.

3. Remind participants that there are many kinds of leaders: military, political, religious, social, fashion (trend-setters like Princess Di), opinion and organization leaders. Tell participants that they should try to keep in mind this wide array of leaders in their discussion of the topic of leadership.

4. Tell participants that we will start our section on leadership by reviewing the styles of leadership. Elicit the styles and list them on newsprint.

5. Ask participants to work in small groups to list advantages, limitations, and appropriate situations, for using each style.

6. Have each group present its work, with comments and questions from the audience.

7. Tell participants that there are a number of <u>leadership functions</u> (write on newsprint) which are common to many kinds of leaders. Ask participants if they can think what functions leaders might be expected to engage in. Write their ideas and compare with an overhead transparency, listing inspire, reward, etc. (See Objective #3). Use progressive disclosure, asking participants for one or two definitions of each function.

8. Ask participants to combine what they have discussed about styles of leaders and functions of leaders to help you complete the following chart:

	Leadership Style	Functions Frequently Used
1.	Autocratic	
2.	Charismatic	
3.	Laissez-faire	
4.	Participatory	

9. Ask what conclusions they can draw from this chart and write them at the bottom (Example: Participatory leadership employs a greater variety of functions, more leadership skills, more time, etc.).

10. Ask participants to work in small groups to list activities which can be used to accomplish each leadership function. for example:

	Leadership Function	Activities
1.	Rewarding	Pay, praise, promotion, badges

11. Have groups present their lists, with any additional ideas added.

12. Point to the relevant function on the list as you remind participants of the following points which were covered in basic management:

    * Role modeling is probably the most effective way to inspire (a commander who rides into battle at the front of his army is more inspiring than one who directs operations from the rear).
    * Rewards include much more than money; try to catch someone doing something right and reward him with praise or thanks.

* In counseling, mediating, and arbitrating, be sure to agree upon a specific behavior change, or the undesirable behavior may be repeated.
* Training may be formal or informal (on the job), individual or in groups.
* Delegating may be done by gradually increasing responsibilities; the worker should not be abandoned.
* Disciplining can be done using the steps of conflict resolution presented in Advanced Management I.
* Performance appraisals are one method of guiding; they should appraise observable behaviors only. (show samples of performance appraisal forms).

13. Tell participants that now they will have a chance to practice using leadership functions in a series of skits. Have pairs of participants draw a leadership function from a bag or hat. They should design a skit illustrating that function. The bag should not contain the teambuilding function, as this will be treated in another activity.

14. Present the first five skits. The functions should not be announced. Tell observers that they should list for each skit: leadership function they think is being presented, activities used, and possible improvements

for activities presented.

15. Ask participants to group themselves into new pairs to design and present skits on the remaining functions. Functions are again drawn from a bag or hat.

16. Point out that they have not done a skit on one leadership function. Ask which is missing (Answer: teambuilding). Tell them for this skit you would like them to work in two groups only. One group will present - with video taping - a meeting which a leader conducts in a way to strengthen his team. The other group will illustrate a meeting in which the leader acts in ways that are destructive to the team. The task is to choose the best way to get medicine to the flooded village of the Basic Management Workshop. Remind participants that methods brainstormed included catapults, bridge, boat, arrow, tying a rope to a swimmer upstream from the village, etc. The current was too swift to swim directly across, and the crossing was about 40 feet wide.

17. After both skits have been presented, ask participants to watch the playback of each skit, writing down team-building and team-weakening behaviors they observe in each skit's "leader".

18. After playback of the first skit, ask a volunteer to read his list of observations and ask other participants for any that were missed. Play and process the second skit in the same way.

19. Tell participants that as a final activity in this leadership section, you would like them to:

a. draft a personal code or set of guidelines for themselves as leaders and

b. draft a plan for incorporating leadership activities into their weekly schedules.

Note: Alternative approaches to this activity are:
Choose one of the above, to be done is small groups or have two or more groups do each task simultaneously and pyramid results to arrive at a consensus.

Communication

1. Elicit and write definitions of communication on newsprint. Compare with definition on overhead transparency.

2. Have small groups list past successes, difficulties, and lessons learned regarding the communication process.

3. Ask each group to present their list, encouraging discussion after all groups have presented their lists. Note recurring problem areas and tell them we hope to help address these problems in the workshop. Add any additional "lessons learned" which arise from the discussion

4. Write "How We Communicate" and elicit a list, which should include: speaking, writing, pictures, diagrams, colors, tone, silence, facial expressions, gestures, positions, posture, television, radio, smoke, flags, taps (Morse code).

5. Add any which participants miss (show overhead if desired) and give examples:

a. Hold up several pieces of colored paper and ask what they communicate (green, red, yellow, white, black).

b. Position yourself over a seated participant and ask what is communicated.

c. Adopt several different postures, gestures, etc.

d. Say the same sentence using different tones. (e.g. "I'm pleased with your work" "That's a nice suit.")

6. Ask how they feel when talking with someone wearing dark glasses. Ask why they might feel uncomfortable. (We usually communicate partly with our eyes.)

7. Tell that one common way of communicating is with pictures. Hold up the ambiguous picture and ask participants to quickly write what they see. Ask for answers and list them.

8. Ask if they can see anything else in the picture. List any additional ideas.

9. Tell them some groups see lovely lady, old ugly lady, lion, ostrich. Ask if they can see these things.

10. Ask what this teaches about communicating (Answer: Different people may interpret the same message differently). Write this answer for emphasis on the lessons

learned from this exercise.

11. Tell participants there is a game called "Rumors" which teaches something about communication. Ask about ten participants to come to the front of the room. Explain that you will give the participant beside you a spoken message, they must pass the message to the next participant. No repeating is allowed, and no questions may be asked for clarification. Each person should speak loudly enough to be heard by that person only. Other participants should watch facial expressions for clues to whether the message was understood.

12. Ask the last person to write the message received and then to repeat the message aloud to the group for comparison with original message.

Note: The message can be a recipe including some measured amounts, or directions for getting to a certain location, with right and left turns, etc.

13. If there is a difference, ask what this teaches about communication (Answers: write important or complicated messages, get feedback on whether you were understood, ask questions to be sure you have understood, etc.) Write the lessons learned from this exercise, in order to reinforce the learning.

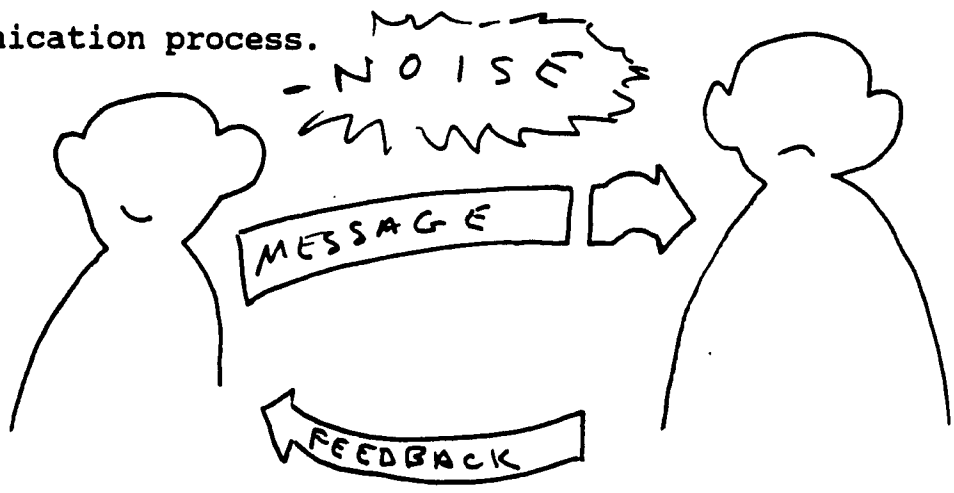
14. Ask why we communicate. List, to include change behavior, change attitudes, change beliefs.

15. Ask what we communicate, list to include facts (information), opinions, feelings, Show examples: diagram for information, political cartoon for opinion, happy baby drawing for emotions. Ask participants to watch faces as happy baby is shown to a few participants.

Note: Because the happy baby visual is to be shown first to just a few participants, it should not be on a transparency. An 8 1/2 by 11 photocopy works well.

16. Tell participants that they can improve their skill as communicators tremendously if they always remember that communication is a complex process with a number of parts. If they forget to pay attention to any of the parts, miscommunication can occur; and because communicating is probably their main activity as managers, the quality of their communicating is central to their success as managers.

17. Show overhead transparency diagramming the parts of the communication process.



18. Name each part and stress that communication is a two-way process; that "noise" often distorts the message so that the message sent may differ from the one received (remind them of the Rumors game); that obtaining feedback is essential in order to be sure that the message intended is the message received.

19. Ask for two or three examples of cases where communication broke down - where the message sent was not the message received.

20. Tell participants that these are examples of "noise" distorting the message. Ask them to help you list sources of noise, or barriers to communication. The list should include: actual physical noises; the receiver may be distracted or in a hurry or tired or angry or afraid, or dislike the sender; the sender may talk too fast, use difficult language; the message may be jumbled or too complex to remember; there may be previous assumptions, etc.

21. Ask if they can remember times they ignored a message because they disliked the sender - maybe they had trouble learning a subject in school taught by a teacher they disliked. Explain that this is an example of communication breakdown due to the "noise" of confusing the message with the sender. Or have they ever ignored a message - or been ignored - because the sender was perceived as stupid or

inexperiences. What about an employee trying to tell his supervisor that the supervisor is making a mistake or an unwise decision. What should be done? Encourage discussion.

22. Tell participants that this session will begin with a game that will help them practice sending messages without using words. Ask for 10 volunteers. Each picks a piece of paper from a hat and acts out an emotional state. The audience tries to correctly guess the emotion (anger, surprise, sadness, fear, amusement, joy, tenderness, distrust, guilt, boredom).

23. Tell participants that the next exercise of the communication section is to practice receiving and interpreting messages without words. They will watch part of a video with the sound turned off and see a) if they can understand the story. They are to list b) ways the actors communicate without words. (answers include gestures, expressions, posture, style of clothing, etc.) and c) emotions they see communicated (fear, pride, anger, boredom, surprise, distrust, frustration, etc.).

24. Tell participants that a researcher named Mahrabian studied communication and came to an interesting discovery. Show transparency:

How we communicate

7% by words

38% by tone of voice

55% by non-verbal means

25. Ask them to recall the film. How much do they think the actors communicated without sound?

26. Ask what implication this has for their work (Answers include: they can learn a lot by watching people's expressions and listening to their tone of voice, they should be careful that their own non-verbal messages are consistent with what they are saying, etc.)

27. Write MIXED MESSAGE on newsprint and give several examples of a mixed message, (write on newsprint) where verbal and non-verbal message do not agree:

No, I am NOT ANGRY!!

Yes, I'm very interested in what you have to say (looking at watch, around the room, at newspaper, etc.)

28. Ask what effect mixed messages can have at work (Answers: Destroy trust, lower morale, etc.).

29. Tell participants that one of the most difficult but important skills they as managers can have is the skill of active listening.

30. List and explain the techniques of active listening: paraphrasing, using open questions using the "third ear" to understand non-verbal messages, and being sure that their own non-verbals communicate interest/attention/caring.

31. Ask participants to design pairs of skits showing good and poor listening with a) a patient b) a subordinate c) a colleague (six skits in all, by three pairs of participants).

32. Presentation of skits. Ask observers to list in their notebooks good and poor listening behaviors they observe in each skit.

33. Ask observers to read their examples of good and poor listening skills and write quickly on newsprint.

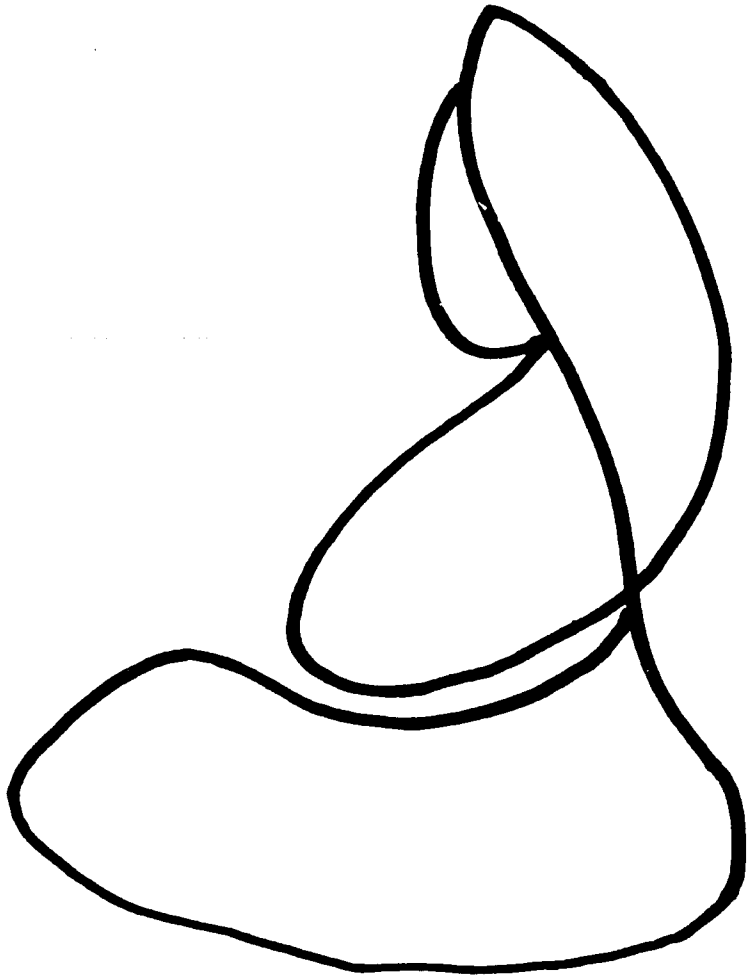
34. Ask the patient, subordinate, anc colleague how they felt when speaking to good and poor listeners.

35. Show an overhead transparency of an organizational chart and elicit differences between formal and non-formal

communication channels within and between organizations. discuss implications for their work.

36. Tell the group that we will finish this section on communication by using all our new learning to generate a list of guidelines for effective communication at work. This may go faster if an assistant writes answers on newsprint; complete sentences are not necessary.

37. Post-test.



APPENDIX C
EVALUATION OF ADVANCED MANAGEMENT WORKSHOP II

	Communication			Leadership		
	ex	good	fair	ex	good	fair
Recall of old concepts	95	5	0	95	5	0
Acquisition of new information	68	32	0	77	23	0
New attitudes	77	23	0	91	9	0
Changed Attitude affecting their behavior	82	18	0	91	9	0

1. Extent workshop met its objectives
    1. Gained new skills (working as trainers)
    2. Recalling some important knowledge and skills
    3. Gaining new knowledge
    4. Complete coverage of all materials
    5. Complete integration "melting" of participants and trainers in one group
    6. Explaining and recalling material and assuring it's conveyed properly, led to more benefits from training

2. Training Methods
    1. Excellent
    2. Interesting because different
    3. Effective
    4. Encouraged everyone to do their work
    5. Led to true participation and interaction between participants and trainers

3. Practicum
    1. Excellent especially role plays - situations were almost real
    2. Led to simplifying and clarifying information for the participants
    3. Led to applying new knowledge and gaining new skills

4. Training aids
    1. Led to enhancing new methods - especially use of cartoons
    2. Sufficient and excellent
    3. Used efficiently and effectively

5. Logistics
    1. Accommodations were very good
    2. Administrative issues done very well
    3. We feel that we are at home

6. Comments/Suggestions
    1. In addition to methods, a daily theoretical lecture to give participants a scientific and academic background
    2. Give opportunity (within available resources) to prepare a small stage with props and costumes
    3. Participation in preparation of workshop resources
    4. Need more free time and entertainment
    5. More practice, especially role playing
    6. Want more resource materials and references

DAILY FEEDBACK

Day 1 - July 20

1. Both trainers and participants were happy with training content

2. Role playing helped convey concept and added humor and happiness to the day

3. Training team acted cooperative and everyone participated which made it positive and effective.

4. Correcting one of exercises by a participant assured integration of participants and trainees to realize the objective.

5. Participants taught by being given the floor sometimes

6. Time planned for the day was surpassed. Didn't finish what was planned.

7. Training was carried out in atmosphere of fun and relaxation with complete benefits

8. Absence of detailed program (written schedule) for training sessions (wanted to know what's next, when)

9. Some sessions took more time than was needed

10. Training team leader and his continuing adlibs and interruptions

11. Good idea to have someone outside the region to participate as a trainer (Mrs. Hoda working with Upper Egypt)

12. Need a free day at Maamoure

Day 2 - July 21

1. Some training aids were not ready on time

2. Appearance of indirect leadership at the right time

3. Avoiding the mistakes of the previous day

4. Proper use of pointer explained

5. At some points training became traditional lecture

6. Too many trainers standing in front at the same time

7. Involvement and participation of everyone

8. Training methods were interesting, attracted our attention

9. Role plays were precise and complete

10. Distinguished participation of Mme. Hoda

11. Evident effectiveness of the IDP training team

Day 3 - July 22

1. Interaction betweem participants and trainers

2. Training aids were good

3. Some concepts not clear

4. Good coordination by training team

5. Training leadership knew their roles very well and they implemented them

6. Discussing the subjects very carefully

7. Insisting on an opinion led to more encouragement for the group

8. There were a lot of synonyms used (splitting hairs)

9. At some points there were arguments for arguments' sake

10. Freedom to say what's on your mind without fear of ridicule

11. Not giving opportunity to some to say what's on their mind

12. Some participants were having side conversations

13. Everyone was on time and finished on time

14. Use of different styles of leadership during the training day (Hassan used different styles in dealing with the team)

15. Small group work led to enhancing our skills

Day 4 - July 23

1. Presentations and handling of subjects indicated good preparation and lots of effort

2. In role plays, acting out the roles that were intended is an indication of complete understanding of the subject matter

3. Distribution of roles and acting of the roles were good

4. It was a good use of role play

5. Interaction between trainers and participants helped the success of the program

6. The good role and the invisible role of the IDP team was felt

7. Our thanks to everyone who helped in the success of this training experience, including A.A. Karim with his cohorts

8. The day was fun, play, serious, and love

9. The great scenario that was prepared by Mr. Atribi

10. The monitoring and observations of those supervising (Dr. Waleed and Miss Egyptian Apple Beth)

11. Some participants were late in the morning

12. Everyone melting in the same pot

SCOPE OF WORK FOR NEXT TRIP

In November 1991, Dr. Beckner will return to Egypt to:

1. Conduct Advanced Management III and IV, and a workshop on Evaluation for NPC governorate level staff.

2. Plan for 1992 activities, including follow-up of participants in the 1990-91 IDP training.