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## TRIP REPORT

**TRAVELER'S NAME:** Dr. Beth Beckner

**PROJECT TITLE/NUMBER:** Family Health International  
Egypt NPC/IDP  
SA 5588

**TRIP DATES:** October 31 - November 22, 1991

**TRIP SITES:** Cairo and Alexandria, Egypt

**TRIP PURPOSE:** Conduct two workshops in advanced management for NPC Governorate Directors; and plan training activities for 1992

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## SUMMARY

Dr. Beth Beckner was in Egypt October 31 - November 22, 1991 to provide technical assistance for the National Population Council's Institutional Development Project. This was eighth in a series of visits in which Dr. Beckner is acting as training specialist for the project. During this trip, the third and fourth advanced management workshops were conducted for NPC governorate-level directors, along with basic training in presentation skills. Dr. Beckner also obtained feedback for revision of the training manuals for the Women Leaders project; and worked on plans for 1992 training activities.

## 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 competency-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. Topics covered in that course were advanced teambuilding,

motivation, conflict management, and negotiation.

In July Dr. Beckner returned for Advanced Management II, which provided in-depth training in leadership and communication. She also observed and exchanged feedback on Workshop I, the ITRFP/CEDPA Women Leaders project, for which she had drafted the training manual. She worked with Dr. Alkhateeb on the training design for Advanced Management III and IV, and with Ms. Salha Awad (ITRFP) on the design for Women Leaders Workshop II and III.

## 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 Workshops III, and IV, for the NPC directors of all 21 governorates in Egypt.
2. Assisting the IDP team in conducting a workshop on advanced Monitoring and Evaluation, for the NPC governorate-level directors.
3. Obtaining feedback on Workshop III (Applied Communication Skills) of the ITRFP/CEDPA Women Leaders project, in order to revise the training manual.
4. Working with NPC, ITRFP, USAID, and EP&A to schedule next year's training activities.

## ACTIVITIES AND ACCOMPLISHMENTS

The workshop on Advanced Management for NPC governorate-level directors was held at ITRFP in Alexandria November 2-6. Twenty of twenty-one directors attended, although several directors were called away for various reasons, and one director was able to attend only a few sessions.

The training design for this workshop represented a modification of the original plan. First, it combined Advanced Management III (Decision making skills), postponed from September, with Advanced Management IV (Change and Organizational Development). Second, one full day was devoted to teaching a competency-based approach to the design of presentations. The three training modules used in the workshop are in Appendix B of this report, and the daily schedule is in Appendix C.

Because some of the concepts to be covered in this particular workshop are difficult (eg. quantitative decision-making) or controversial (eg. resistance to change) Dr. Alkhateeb did the training himself. This represented a brief break from the project's steady increase in training responsibilities for the IDP team and participants.

### Day One

Six participants were late arriving due to heavy rains which had flooded Alexandria the previous night. The module on presentation skills was followed except for the deletion of paragraphs 17 and 23. This change eliminated the chance for participants to practice the presentations they had designed and obtain feedback on the presentations; that is, the module was effectively changed from one on presentation skills to presentation design skills. It is hoped that in the course of field visits next year, Dr. Beckner and Dr. Alkhateeb will be able to observe and give feedback on some of these presentations.

In the first small group exercise, it became clear that many of the participants had been exposed to previous TOT's. They constructed the ubiquitous TOT generic planning charts and wanted to jump immediately to methods (role plays, brainstorming, and discussions were popular.) without analyzing objectives. We had to pull them back to identify the kind(s) of learning required for each objective (information/skills/attitudes) and then choose the most effective methods for that kind of learning. When asked to choose methods to evaluate their presentations, they again went generic, giving a litany of evaluation methods. This may be a result of attending training (maybe for years) without the practice-with-feedback that is so crucial to

real learning. The feedback next morning (See Appendix D) indicated that they appreciated this "step-by-step" approach and the opportunity to build upon previous learning.

One of those wonderful, unplanned "teachable moments" occurred when one group presented its design to teach religious leaders about family planning. Someone objected that one should presume to teach religious leaders anything. Another participant said "why not? Physicians have refresher courses." A third announced with authority that the teachings of the Prophet have nothing to say directly about family planning, at which point a fourth participant stood up to rather passionately quote word for word a number of verses from the Koran which are relevant to family planning. One of the ITRFP trainers took this opportunity to slip out and return with a pamphlet on the subject of Islam and family planning, which he discreetly handed to the participant who had thought there was no connection. Here was peer-learning at its best, with the real possibility for new attitudes - not just by the four participants, but for all of us in the room.

### Days Two and Three

Training activities followed the module in Appendix B except that paragraphs 10-11 and 20-23, which called for skit presentations, were deleted.

Days two and three were devoted to advanced decision-making. Participant feedback indicated that the group exercise in paragraphs 2-3 of the training design was highly useful and greatly appreciated. In that exercise each participant was to describe, in his small group, the most difficult decision he ever made, along with outcome and lessons learned from the experience. A reporter for each group then reported to the plenary group, and the stillness of the room and rapt attention of the audience indicated the importance of this experience for them. Moreover, it was these same "most-difficult" decisions which were in subsequent exercises submitted to the use of decision-trees and other decision-making tools. The decision-tree approach seemed very popular. There was laughter over which way it should be "planted" on newsprint, but the small groups spent a full hour constructing them without any signs of boredom. They also spent a long time with a hands-on exercise on the PERT diagram. It involved putting construction-paper circles, labeled with steps for planning a training course, on a large PERT chart template. Then each group had to agree on times elapsed between each step. Feedback next day indicated that although they had been "taught about" PERT before, they didn't feel they really understood it until they were able to ask questions and "play" with the template. They also still had lots of questions about GANTT, and Dr. Alkhateeb took the time to answer them all.

Some peer learning and attitudes change may have occurred again when one participant presented a decision-tree that had only negative "pay offs" for one alternative. The group was able to point out some positive results, which may have helped him to see things a little differently.

It is hoped that some attitudes were also changed when Dr. Beckner pointed out to participants next morning that they had gained a tremendous amount of knowledge on some very difficult topics - without a single lecture. For those who still equated content-learning with the need for lecturing, this should have been an excellent learning experience on two levels (content and process).

#### DAYS FOUR AND FIVE

Noticing that some participants tended to dominate small group work while others preferred to sit back quietly and let them talk, Drs. Beckner and Alkhateeb grouped people with similar participation styles together for the last two days of the workshop. To their amazement, even the loudest, most dominant participants were suddenly working quietly, calmly, and politely. Perhaps they realized it would be useless to even attempt to dominate a fellow dominator! The low-level participators, with no one to do the work for them, participated at a higher level, and the shy group not

only had to voice opinions - they had to present their work to the large group. They did both very well, and one can hope there was some skills-learning of public speaking and attitude-learning of increased self-confidence. The participants themselves, in their feedback next morning, said they thought the groups had worked especially well together. This was before they were told how the groups' composition had been decided. The most popular exercise of Day Four, judging from the grins as instructions were given, was the group task of listing ways to guarantee failure of a change project.

Day Four had an evening session at which Mr. Mohamed Amr, NPC Director-General of Organization and Management, gave directors feedback on project proposals they had designed. General Saleh Fadl attended this session as did Mrs. Samira Sadek, NPC Finance Director. The Project proposals ranged from excellent to awful. For example, one director had allocated LE 200 per month for himself and only LE 16 for the individual who would actually be implementing the project. He - and all of the directors present - learned that this is not acceptable....

#### WORKSHOP EVALUATION

Results of the daily feedback sessions and the final workshop evaluation by participants are found in Appendix D. They indicate a highly positive response to the workshop. In

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past workshops at least one participant has always given less-than-perfect marks in the final evaluation. This time 100% satisfaction was indicated. Since the questionnaires are anonymous, it is impossible to know whether we have finally satisfied that participant, or whether that was one of the two who did not attend.

Besides the formal evaluation, a number of informal observations are worth mentioning. First, with regard to planning and support of the training. Mr. Helmy Mustafa, Dr. Beckner's counterpart in this project, worked day and night for five days with Dr. Alkhateeb to redo the translation of the entire training manual. This was in addition to days at NPC which sometimes lasted from 8 A.M. to 11 P.M. During the workshop itself, Mr. Mustafa, Dr. Alkhateeb, and ITRFP artist Ahmed Abdel Karim could usually be found poring over the manual, adding new ideas and visuals, until midnight or after. This is one way TRAINERS learn and grow! For example, it was discovered that task analysis does not translate well into Arabic when applied to training objectives, so a new term was coined, Objectives Analysis (or analysis of objectives), which this consultant plans to use from now on. Another useful new term is "competency objective" to replace the less-useful "overall workshop objective."

The ITRFP artist, who had previously limited his cartoons to humorous wrap-ups for certain sessions, added one to illustrate a list of reactions to negative changes. (See Appendix B) The visual impact added a new dimension to what had been a rather dry list of words, and when Dr. Beckner voiced this opinion, Mr. Abdel Karim volunteered to add drawings to future lists as ideas occurred to him. The workshops will certainly benefit from this addition.

On the negative side, and rather incredibly, each morning at 9 AM (time for training to start), people were still rushing around looking for markers, setting up the overhead projector and screen, and realizing that an extension cord was missing. It was suggested - not for the first time - that these things should be taken care of the night before or at least by a half-hour before "show time." This time the additional suggestion for a training preparation checklist was made.

Another negative was the noise from a huge new copy machine which has been placed next to the training room. And any telephone conversations that occurred during training sessions could be heard word for word, especially whenever the speaker was trying to be heard long distance.

A final negative with regard to the training planning and logistics is that there seemed to be too much work for the pared down team to do. Mr. Mustafa and Mr. Wafik had double duty since they were also responsible for getting the workshop report finished by the end of Day Five. This made it impossible to do what Dr. Alkhateeb had asked them to do: attend each training session. Mr. Mustafa continued to function without sleep, and one wonders if he will "learn" to hate training. Maslow would probably think so.

Another negative related to planning was that the quality of the manual's translation into Arabic was not satisfactory; Dr. Alkhateeb and Mr. Mustafa worked five very full days to retranslate it.

Anecdotal evidence which could be used to evaluate progress by participants includes an incident which occurred in Dr. Beckner's absence. One of the governorate-level directors had been unable to attend the workshops on planning and suddenly found himself in a situation which called for planning skills. So he made a request to the IDP project to help him out of his difficulties. Although the request went astray and only reached the IDP team a day before they were expected in the governorate, the workshop was conducted as scheduled. It is a big step for an Egyptian to ask for help,

and his trust in the IDP team represented a big gain for the project.

During the workshop week, participants could be found in the training room, working unsupervised until 11 PM or later. Drs. Beckner and Alkhateeb were delighted to see this evidence of self motivation to work together in a group. These same participants reported in feedback session next morning that they had enjoyed having this responsibility to work together "without direct supervision." Indeed, participants were in their usual form, demonstrating their ability to have fun while making serious points. For example, one of the quieter participants stated the opinion that "needs assessments should come with expiration dates," an important point made memorable by the phrasing.

Some of the most positive feedback came at unexpected moments. One time it was as simple and fleeting as one participant saying to Dr. Alkhateeb, in front of the entire group, "We are glad to be back. This is the only place we can be ourselves." Another time a very junior director collared one of the most senior and berated him at length for trying to give back to the central office some of their hard-earned responsibility: "HOW CAN YOU BETRAY INSTITUTIONALIZATION?" Again, peer learning. Dr. Alkhateeb's

reaction was, "No formal evaluation could top this. I wish I could somehow capture moments like this."

Already mentioned as a negative factor was the absence of a number of participants, usually for a day or a few hours. This may be dealt with in future by indicating on the workshop certificate the number of sessions attended. It seems a shame to have to keep attendance, so perhaps some other way can be found to distinguish between full and partial attendance at a course.

Also on the negative side: When Dr. Alkhabeeb asked participants to quickly help him list the steps of planning, there was still a little hesitancy and confusion. This finding bears out the necessity of repetition to reinforce learning. Reinforcement of this particular learning will continue in four planning workshops early next year.

#### OTHER ACTIVITIES

While in Alexandria Dr. Beckner met with Mrs. Salha Awad, Dean of the ITRFP, and with Mrs. Magda Osman to receive feedback for revisions to the training manuals for the ITRFP/CEDPA Women Leaders project. Details for that activity are found in a separate report, to be filed with CEDPA.

Dr. Beckner also worked with Dr. Alkhateeb on plans for next year's training schedule (See Appendix F); began designing, with Dr. Maria Wawer, the first 1992 workshops; and briefed FHI representatives Susan Palmore and Deborah Murray on IDP training activities.

## RECOMMENDATIONS

1. The NPC governorate directors have gained both practical and theoretical knowledge in the area of competency-based training; to their experience in facilitating sessions in previous workshops has been added the presentation skills module in this workshop. This new training resource should be used soon in regional and local training for NPC and other agencies. Otherwise the learning will remain abstract and of no use to anyone.
2. Because of an unexpected critical incident during the workshop, it became obvious that there is still work to do in Egypt to help religious leaders understand the connections between Islam and family planning.
3. Because of the absences from sessions of various participants, it is regrettably recommended that in future, workshop certificates show the percentage of sessions attended (eg. 75% attendance, or 22/24 sessions attended).
4. IDP should continue its positive response to requests from governorates for help with facilitating workshops, etc. This builds trust - and also local capability if the effort is collaborative.

5. All IDP team members should be involved in training if at all possible. There is plenty of work for everyone, especially if at least some time is allotted to stand-up training and to observing their peers.

6. Site visits have been requested by the participants and are crucial in assuring that the workshop learning is applied in the workplace. It might be useful for participants to design the observation checklist which will be used to evaluate their own follow-up.

7. A checklist should be designed for use by the training team to assure that ALL materials are in place at least a half-hour before a sessions begins - or preferably the night before.

8. The ITRFP photocopier should be moved to a room farther away from the training room. Meanwhile efforts should continue to use it only during breaks or small group work.

9. The proposed February and May workshops to develop 1992 local population plans and NPC governorate office workplans should be held in the regions to allow concurrent follow-up visits.

10. Dr. Alkhateeb's feat of teaching the difficult concepts of PERT, GANTT, and decision trees without lecturing should be noted by those who believe lecturing is necessary for giving new content.

11. Putting people with similar styles of participating into the same group was even more useful than anticipated - and was appreciated by participants themselves. It should be done from time to time in future workshops.

12. Unfortunately, outside translators cannot be depended upon to translate training manuals and materials. It needs to be done inhouse - or at least checked carefully and sufficiently in advance of the workshop that revisions can be inserted, typed, photocopied, and distributed.

13. In light of translation problems wrestled with in the workshop, Drs. Beckner and Alkhateeb offer the following additions to the lexicon of training jargon: "competency objective" to replace "broad objective" or "overall workshop objective", and "objectives analysis" to replace the phrase "task analysis" when applied to training/learning objectives. Also, they noticed that the acronym PERT, which certainly has applications in planning, has no reference to planning in the title. A simple way to rectify this is to

change "Program" to "Programming" in the name. Would anyone object?

14. Whenever possible, telephone calls should be taken in a room farther away from the training room.

15. Prior to the February 1992 workshop, to develop local population plans, it might be useful for the NPC governorate directors and planning specialists to visit other agencies to get their input - or representatives of the other agencies might even be invited to the workshop. Participants should be asked - and reminded - to bring their 1991 plans and relevant population indicators to the workshop.

## APPENDIX A: PERSONS CONTACTED

National Population Council

General Saleh Fadl, Director, Technical Secretariat, NPC  
 Mr. Helmy Mustafa, IDP Training Specialist  
 Mr. Abd Al Fatah Said, IDP Information Specialist  
 Mr. Abdel Mesih Nagib Girgis, Financial Specialist  
 Mr. Esam Aly Madkour, IDP Evaluation Specialist  
 Dr. Abdelghany Mohamed, Consultant in Population Dynamics  
 and Planning  
 Mr. Mohamed Naguib, Consultant in Evaluation  
 Mr. Mohamed Amr, Director-General of Organization and  
 Management  
 Mrs. Samira Sadek, Finance Director

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  
 Mr. Sayyed Shtiwi, Training Officer

Family Health International

Ms. Susan Palmore, Project Manager  
 Ms. Deborah Murray, Program Officer

E. Petrich and Associates

Ms. Carol Brancich, President  
 Mr. Ernest Petrich, Vice President for Development  
 Dr. Waleed Al-Khateeb, IDP Resident Management Advisor  
 Ms. Rebecca Copeland, EP&A Cairo Branch Office Manager  
 Dr. Elizabeth Heilman, consultant  
 Ms. Margaret Martinkosky, consultant  
 Mr. Noel Marsh, consultant  
 Dr. Maria Wawer, consultant

Appendix B: Workshop Training Design

Day 1      Presentation Skills

Day 2-3    Advanced Management III: Making Decisions

Day 4-5    Advanced Management IV: Change and Organizational  
Development

**Advanced Management Workshop**

**for**

**NPC Governorate Directors**

**November 2-6, 1991**

**Workshop competencies desired:**

- 1. Participants will be able to design presentations using a step-by-step competency-based approach.**
  
- 2. Participants will be able to use quantitative "scientific" instruments for arriving at complex decisions.**
  
- 3. Participants will adopt a proactive approach to change as an instrument for institutional development.**

PRESENTATION SKILLS  
November 1991

1. Tell participants that in this part of the workshop, they will be using their knowledge of communication to design and practice presentations. Write "Planning and Conducting Presentations" on newsprint.

2. Tell participants that they will first need to look at how to design a presentation.

3. Use progressive disclosure of an overhead transparency to explain the following planning considerations (or if time allows, elicit the list from participants):

A) Purpose of the presentation

- \* persuade audience to do something ?
- \* teach audience new skills ?
- \* change attitudes ?
- \* give new knowledge ?
- \* unify concepts/get consensus on ideas ?

B) The audience

- \* age ?
- \* sex ?
- \* occupations and interests ?
- \* taboos ?

\* education (literacy level) ?

\* size of the group ?

C. Location of the presentation

\* lighting ?

\* temperature ?

\* noise and other interference ?

\* electricity or other power source?

\* participants' accommodations, food, etc.

D. Time and duration

E. Money and materials available

4. Ask why each of the above should be given careful consideration in designing the presentation.

5. Ask participants to work in groups of four, with each group to choose a presentation topic and answer the questions on the transparency. Trainers should move from group to group to provide help, especially with the statements of purpose (A).

6. Ask a representative of two or three groups to stand at their seats and read their presentation topic, purpose, and audience. Ask if there are any questions before moving to

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the next step.

7. Tell participants that the next step is to write a very clear statement about what they want their audience to do (not know, but do) as a result of their presentation. Write on newsprint "Exactly what do you want your audience to DO as a result of this presentation ?"

8. Have participants return to their groups to answer this question. Again have trainers move from group to group to assure that statements describe new behaviors - not merely new knowledge.

9. Have several group representatives read aloud their statements of the desired behavior changes. Ask the group to help you correct any statements which fail to describe a change in behavior.

10. Tell participants that in order for their audience to have these new behaviors, they may need to have new information (knowledge), new skills, and new attitudes. (Write these on newsprint as you speak). Ask small groups to list new knowledge, skills, and attitudes their audience might need in order to be capable of the new behavior described in the previous activity. Trainers should move from group to group to help.

11. Have two or three group representatives stand at their seats and read aloud desired behavior changes and the knowledge, skills, and attitudes their audience must have for the behavior change to occur. Ask the group to help with corrections and additions. Do not forget to list verbal skills such as "explain" and thinking skills such as "choose", "compare", "decide", etc. Be as specific as possible. For instance, rather than just "explain" include what and to whom the explanation is to occur.

12. Tell participants that this step is called an "objectives analysis." Write. Tell participants that the next step is to choose the methods and materials they will use to give their audience the new knowledge, skills, and attitudes.

13. Write "Knowledge or information" on newsprint and ask participants to help you list methods and materials. The list should include books, posters, radio and television, speeches, lectures, etc. There will probably be a mix of methods and materials in the list. The facilitator may wish to point out that a lecture on T.V., or a lecture using pictures, is still a lecture.

14. On a second sheet of newsprint, write "skills" and ask participants how we learn any new skill, whether it's walking as a child, driving a car, or solving problems. Elicit the idea and write on newsprint - that we learn new skills by direct observation or by reading instructions, followed by practice with guidance to correct our mistakes. Stress that this is true for physical skills, communication skills, and thinking skills. Ask how they can get their audience to practice communication skills (role plays) and thinking skills (asking them questions, giving them problems to solve, etc.) Write their answers on the newsprint.

15. On a third sheet of newsprint write "attitudes" and ask how they can teach their audience new attitudes. Answers should include presenting new ideas for discussion or presentation in role plays. Point out that giving new knowledge (information) may or may not be enough to change attitudes; discussion and role plays are much more effective. Write these methods on the newsprint.

16. Post the three sheets of newsprint at the front of the room and have participants use the lists to choose appropriate methods and materials for their presentations. In addition to the information on these sheets, they should refer to their previous planning steps, like audience education, availability of electricity for projector, etc.

19. Elicit another list under "Using Materials" to include: telling (lecturing) about the materials, passing materials (e.g. IUD, condom) around for the audience to examine, asking the audience what they see in a picture and what they think about it, etc. Remind participants that this last method was used in a previous workshop when we presented the stick figures. Hold up one to remind them.

20. Ask participants to include information on these two lists in choosing and deciding how to use materials in their presentations.

21. Elicit a list of ways to determine whether their presentations have been successful. The list should include: audience adopts the desired new behavior.

22. Finally, distribute the handout "Guidelines for Modern Training" and tell participants that these guidelines apply to any presentation. They should check to see whether their presentations follow the guidelines.

23. Tell participants that what they have just completed is sometimes used as it is to function as a training design. However, even experienced trainers usually find it useful to carry the process one step further, by creating a step-by-step lesson plan. It is based upon the objectives analysis;

but it tells exactly what the trainer will do, and in what sequence. It resembles a cook book in its detail and its step-wise presentation. Collections of these training "recipes" form the content of training manuals. And please note: like food recipes, training recipes may require changes to make them more suitable for different "tastes" or needs.

## ADVANCED MANAGEMENT III: MAKING DECISIONS

November 1991

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

1. List the steps of the decision-making process.
2. Describe the various types of decisions and select the most appropriate decision-making style for each type.
3. Use decision-making tools for making complex decisions.
4. Use appropriate decision-making styles and tools in meetings devoted to: budgeting and resource allocation, pathway conflict, goal conflict, and values conflict.

**Materials:**

Case study for use of budget to make decisions (#21)

Video of Basic Management I skit (#23)

Transparencies:        Management activities (#1)

Decision tree (#7)

Decision tree example (#7)

Sample GANTT Chart (#12)

Two partial PERT charts (#15)

Activities for sample PERT chart (#14)

Sample completed PERT chart (#15)

Degrees of delegation (#17)

-32'

ADVANCED MANAGEMENT III: MAKING DECISIONS  
TRAINING DESIGN

1. Welcome participants and tell them that this session will be devoted to examining and practicing the decision-making process. Show transparency list of all the management activities and ask which of them require decision-making skills. (Answer: all of them) Stress that this activity takes up much or most of their time as managers.
2. Tell them that before proceeding with the session, you would like them to work in small groups to discuss the most difficult decisions they have had to make, why they were so difficult, the decision they made, and lessons learned from the experience. A recorder for each group should take notes for reporting to the large group.
3. Ask each group's recorder to stand at his place and to briefly describe ONE decision-making experience from his group. If time allows, a second round of reporting may be included. Ask recorders to keep their notes as they will be using them in subsequent group work.
4. Elicit from the large group a list of commonalties in these difficult decisions. (Answers: involve risk to safety, status, dignity; politics involved, insufficient

information, outcomes in doubt, etc.)

5. Point out that many of the decisions they make from day to day are fairly easy and straight-forward. However, for the more complicated decisions, there are a number of processes or "tools" they can use to help them sort out the issues and make wiser decisions.

6. Remind them that in the Basic Management Course, they have already learned that one "tool" for making complex decisions is simply to use the steps of the planning process, but giving special attention to consideration of alternative solutions. Ask them, as a review, to help you list the steps of the planning and problem-solving process. Write on newsprint as they dictate.

7. Tell participants that this is one "tool: which can help them in making any kind of difficult decision, whether at work or in their personal lives. Another tool for making difficult or complex decisions is called a "decision tree."

8. On newsprint or overhead transparency, show an example of a decision tree. Ask how they think this process might act as a "tool" or help in making decisions (Answer: helps see and remember all the possible choices and results for comparison, helps compare possible risk and payoffs of each

choice, helps draw attention to the acceptability of each choice for the target group, etc.)

9. Ask participants to work in small groups to apply the steps of planning/problem-solving to any one of the decisions discussed in the previous small group work. In considering alternative solutions, they should construct a decision-tree to help them make the decision. Present results of group work with feedback from the trainers and other participants.

10. Tell participants that some managers like to assign numbers to each probability, risk, and payoff. Demonstrate using a transparency.

11. Have participants return to their groups to add numbers to their trees. Present results of group work for consideration of how realistic the numbers are, and how useful this technique might be for them in their work. Are there possible computer applications?

12. Have each group present at least one additional decision for group input. If necessary, remind participants that feedback should be positive, and in the form of a suggested alternative.

13. Tell participants that several tools for decision-making may be used in decisions where many resources must be coordinated in time and space. Remind them that they have already had some experience with one of them - the GANTT chart. Show transparency of sample GANTT chart to refresh their memories.

14. Ask what their experiences have been in trying to use the GANTT chart since the Basic Management Workshop. If there are questions, they can be answered for the whole group, or after the session if the answers are likely to be of no interest to the rest of the group.

15. Tell participants that another tool for making decisions about the timing and sequence of activities is called a PERT CHART. Write on newsprint, with Program Evaluation Review Technique. To show its use, display on overhead transparency, a list of activities required for a particular project - not in any particular order. Point out that some activities must be completed before some of the other activities are started. (Give an example or two).

16. Next show a PERT diagram for one sequence of related activities, then a second sequence of related activities from the list in #15.

17. Finally, show a complete PERT chart which incorporates all of the activities in #15.

18. Ask participant why and in what situations doing all this diagramming might be useful to them (Answer: in very complex projects where some steps depend on completion of previous steps, and where timing is an important factor).

19. Ask participants to work in small groups to do PERT charts for one of the decisions identified in the first exercise. (Alternatively, they could work in pairs to put their activities of governorate annual workplans into PERT charts.

20. Have each pair present their work to another pair for feedback. When they are satisfied with their work, they should submit it to the trainers for any additional corrections necessary.

Note: The corrected charts can be shown next day to the large group so that all can benefit from the feedback

21. Tell participants that another decision-making tool is so familiar to them that they may not even think about it as a tool. That is a written budget.

22. Ask participants to help you list kinds of decisions which are based on written budgets. (Answers: how much goes into each project, how much goes into each line item, whether spending is on schedule, whether spending is too high or too low for amount available, identification of possible trouble spots like theft or embezzlement, inadequate inventories, etc.).
23. Show transparency of organization burning after mismanagement of funds.
24. Ask participants to work in small groups on a case study (or case studies) based on budgets as a decision-making tool.
25. Have groups present their findings. If time is short, one group could present, with additional information by other groups as necessary.
26. Ask participants what other records and documents, besides budgets, help managers make decisions. (Answers: spending records, clinic logs, inventory lists, procedures manuals, written work plans, policy and goals statements, evaluation reports, operations research reports, etc.)

27. To summarize show a list of all the decision-making tools and point out that some can be used quickly, in a crisis, for split-second decisions. For instance, we all make decision trees in our minds (or at least small bushes) each time we consciously make a decision. Other tools require days, weeks or even years (eg. operations research) to produce results. Therefore, managers must use a combination of tools, for a combinations of long term, short term, and very short term (crisis) decisions.

Decision-Making Styles

1. Point out that until now we have been examining and practicing the decision-making PROCESS. Now we want to give attention to the various DECISION-MAKING STYLES. (Write on newsprint or disclose on transparency).
  
2. Use progressive disclosure to list: majority vote, consensus, executive decision, and putting off or "tabling" the decision. Ask participants for their definitions of each term.
  
3. Ask why there are different styles of decision-making (Answers: Different personalities prefer different styles, and different situations are best served by different styles).
  
4. Ask participants to think first about how the different personalities of managers affect their decision-making styles. Point out that while theoretically the manager examines all relevant data and impartially chooses the "best" alternative according to the organization's goals, there are many things which influence that choice.

5. Write "Factors Which Influence Decision-making" on newsprint and elicit a list, to include:

manager's personality

fear of repercussions from hot-tempered or unreasonable supervisor

previous experience

fear or enjoyment of risk-taking

judgment (ability to learn from past mistakes)

traditions

obligations and loyalties

environment (other departments, agencies, clients, donors, public, world events)

limited access to unbiased, accurate information

personal values and beliefs

prejudices

6. Point out that fear of a hot-tempered or unreasonable supervisor leads to mediocrity by suppressing any tendency toward innovation or creativity. They should think about this the next time they are in danger of losing their temper! Note also that some people have such a low tolerance for uncertainty that they tend to put off decisions as they continue to collect information. This is unrealistic. They will never have "all" the relevant information. They must learn to collect as much as is practical and then make the decision, expecting to make mistakes from time to time - but hoping always to learn from them.

7. Ask participants to think about their own preferences regarding decision-making style; and ask for a show of hands, as you point to each style, for the style they use most often in their work. Then ask whether they think their style is dictated more by the situations or by their own personalities. Encourage discussion.

8. Show the following list on newsprint as you tell participants that common kinds of decisions include:

- Resource allocation
- Coordinating and organizing
- Setting goals and objectives
- Resolving conflicts

9. Ask participants to work in small groups to decide which style or styles of decision-making would be most appropriate for each of these kinds of choices. (Answer: in all cases, consensus is probably the ideal choice. Failing that, majority vote might be next best. Exceptions would be in urgent situations or to break a tie, where executive decision would be appropriate; and in cases where relevant information (or a decisionmaker) is unavailable, a decision may have to be delayed.

10. Divide participants into four groups. Each group is to design and present a skit on one of the decision-making styles (consensus, majority vote, executive decision, "tabling"). They can draw styles out of a bag if desired. Tell them that each skit is to portray a meeting at which one of the four kinds of decisions (see #8 above) is to be made.

11. Presentation of skits.

12. Tell participants that people do not necessarily react to decisions by automatically accepting them. Decisions usually produce a change of some kind, and as we will see in the next section, change of any kind - good or bad - is often met by resistance. Because of this, good decisions must meet two criteria (write). They must 1) be technically sound and 2) take into account the attitudes of the people affected.

13. Ask for several examples of a decision that was technically sound but was unaccepted because people's attitudes were not adequately considered. Names can be deleted if desired.

14. Tell participants that two ways of making decisions more technically sound and acceptable to those affected are PARTICIPATORY DECISION-MAKING and DELEGATED DECISION-MAKING (Write).

15. Remind participants that there are degrees of participation in decision-making. Consensus, majority vote, and contribution of suggestions but with the final decision made by the leader are participatory to different degrees. Ask participants to help you rank the three and discuss the advantages and disadvantages of each. (Advantages: increase amount and accuracy of information, number of perspectives, motivation to implement the decision, clear understanding of the objectives, skills in group problem-solving, etc. Disadvantages: takes time, may produce a less than-optimal compromise, leader may dislike giving up absolute authority)

16. Point out that delegation is one kind of participatory decision-making. Ideally it moves decision-making authority to the lowest level in the organization which has all the facts necessary for making the decision, but which is at a high enough level to be impartial in examining the facts, i.e. the lowest level of competence." Write these two criteria and give (or elicit if possible) several examples.

17. Tell participants that there are degrees of delegation.

Show and ask a participant to read on transparency:

1. Subordinate consults boss before making a decision
2. Subordinate consults boss before final action
3. Subordinate makes decisions but reports them to boss
4. Subordinate reports only results - not decision or actions

18. Ask participants to work in small groups on a force field analysis for delegating decisions. After identifying all the forces for and against delegating, they should list ways to strengthen the forces for, and decrease the forces against, delegation. (eg. fast turn-a-round time since decisions are made close to implementation site, but mistakes must be allowed for; start small, increase responsibility gradually, etc.).

19. As a final reminder for delegation, show and discuss the following transparency.

A boss who expects perfection is apt to get excuses rather than actions.

From W.M. Berliner in Management Practice and Training

20. As a final exercise in decision-making, ask the entire group to re-consider the issue they addressed at the beginning of the Basic Management Workshop: Should the government have an official policy on desirable family size.

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The participants should decide (by consensus or majority vote) which style of decision is most appropriate in this case and then present a scripted skit depicting a meeting to decide the issue.

21. Present the skit, video-taping it if possible.

22. Process the skit by asking what they see as the advantages and limitations of the decision-making style used in their skit - and advantages and limitations about the decision itself. (Write answers on newsprint).

23. Play a few of the livelier minutes taped during the Basic Management role play for comparison and then ask if any more advantages and limitation come to mind. (Write any additional answers). Finally, ask what improvements in decision-making they feel they have made between the two tapes (Write these answers on a separate list headed "Improvements in Decision-Making").

Advanced Management IV: Change and Organizational  
Development (November 1991)  
Objectives

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

1. Discuss inevitability of change and the importance of proactive, rather than reactive, approach to it.
2. Describe the change process as applied to individuals, small groups and organizations.
3. State the reasons individuals, small groups, and organizations often resist change.
4. Identify ways to overcome resistance to change, in individuals, small groups and organizations.
5. List components of a proactive approach to organizational change, including: setting appropriate long and short-term goals; periodic evaluation and needs assessments, periodic review and revision of objectives; and maximizing employees' ability and motivation to deal with changes, meet objectives, attain goals.

ADVANCED MANAGEMENT IV: CHANGE AND ORGANIZATIONAL  
DEVELOPMENT

1. Tell participants that this section is on the process of change in organizations. Read objectives for this session, on newsprint or overhead.
  2. Ask what were the attitudes and needs of ancient Egyptians regarding change. (Serene timelessness, preparation for eternity, cyclical nature of change like the yearly Nile flooding, etc.) Ask them to compare these needs and attitudes with modern Egypt. Encourage discussion.
  3. Show overhead of temple of Abu-Simbel and note that even this symbol of timelessness did not escape the change process; it was chopped into pieces and moved to accommodate another change - the erection of the Aswan Dam and Lake Nasser.
  4. Ask for conclusions they can draw from this discussion and write on newsprint (change is inevitable, natural, necessary for progress, greatly accelerated in today's world, etc.)
  5. Ask: Since we cannot see into the future, can we plan for change? How? Encourage discussion.
- 

6. Explain that one way we can plan for change without knowing the future is to have alternative plans. For example an organization could write objectives, workplans, and budgets for increased funding from outside agencies (Plan A), present-level funding (Plan B), or reduced funding (Plan C). Another strategy is to periodically review the workplan and adjust it according to unexpected changes as they occur.

7. Show overhead of a system in its environment and ask where changes can be expected which will affect operation of the system. Elicit the idea that changes can occur, and should be expected to occur, in any part of any system, and these changes in turn produce a need for corresponding changes in other parts of the system.

8. Explain that the change process has been studied by many researchers and has been divided into several parts.

9. Show and read overhead transparency "The Process of Organizational Change." Note that characteristics of the transitional state are present whether the change is a good one or a bad one.

10. Point out that changes can be seen as positive or negative, and that responses to these two kinds of change can be expected to be a bit different.

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11. Show and read transparency of the steps in dealing with positive and negative changes. Note that while in some cases, everyone will agree that a change is positive or negative, in other cases the change may be positive for some but negative for others. Ask participants to work in small groups to discuss examples of this from their experience.

12. Elicit from the large group a list on newsprint of the ways by which change occurs in organizations. Compare with an overhead of the following:

1. Unplanned reaction to crisis
2. Coercion (force, decree)
3. Diffusion/infections (early adopters, gate keepers, laggards)
4. Persuasion
5. Consulting and negotiation (trust is crucial)
6. Technical programming (built-in planning for change)

13. Point out that the above list of dealing with change is similar to leadership and decision-making styles (Diffusion is like the laissez-faire, and consulting/negotiation is like the participatory/democratic style. Ask why the similarities exist (Answer: leaders use decisions to make changes).

14. Show a list of the leadership styles and ask which style of leadership is most likely to occur in each kind of change listed in #12.

15. Ask participants to work in small groups to list advantages and disadvantages of each approach to managing change in organizations. It may help if they think of examples of each kind of change they have witnessed or experienced.

16. Have each group report its findings.

17. Explain that research has found (and their own experiences probably confirm) that individuals, small groups, and organizations often resist changes of any kind.

18. Ask the large group to help you list Reasons People Resist Change (Write title on newsprint and add their ideas). To help them get started, ask them to think back to changes in their own jobs or personal lives - good or bad - and how they felt at the different stages of these changes.

19. Compare participants' list with transparency "Reasons People Resist Change." Use progressive disclosure and refer any questions back to the group for discussion.

20. Have participants work in small groups to list ways to guarantee the FAILURE of a project which requires implementation of changes.

NOTE: This activity can prove to be amusing, but should enhance learning retention of the resistance they will encounter if they fall into similar patterns in future projects.

21. Have small groups generate guidelines for overcoming resistance to change. Compare with overhead transparency. Ask how these guidelines relate to Maslow's hierarchy of needs.

22. Use a transparency of Lewin's force field analysis to stress the points that an increased force for change in one direction may result in an increased resistance pushing in the opposite direction (against the change). Elicit the lesson which can be gained from this fact (Increased pressure for change may be useless unless resistance is reduced at the same time).

23. Show and read summary statement from transparency:

The more the change agent can create in the target group a perceived need, openness, and potential for success in a change; a perceived control over the process; and commitment to the change, the more successful the change attempt will be.

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24. Show transparency of the steps of the planning process without a title. Ask what this list represents (steps of the planning/problem-solving process). Ask how this process relates to the topic we have been discussing - change. (Organizations use the planning process in order to deal proactively with change, rather than reacting in a hurried and disorganized fashion to crises as they occur). Point out that in the process of identifying the underlying needs and obstacles they should be including sources of resistance to change. Also point out that the identification of obstacles and resources comprises forcefield analysis.

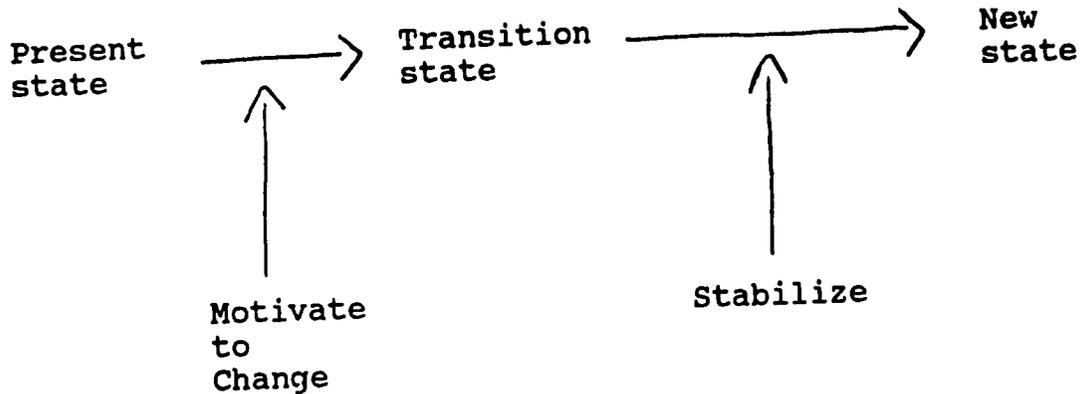
25. Have participants work in small groups to generate a list of guidelines for assuring an organization's survival and success in a changing world.

26. Summarize by having a participant read the following from transparency:

An organization can maximize its chances for success and survival in a changing environment by assuming a proactive approach to change. This approach includes:

1. Setting appropriate long and short term goals
2. Periodic review and revision of objectives based on ongoing evaluation and needs assessment
3. Assuring employees' ability and motivation to deal with change, meet objectives, and attain goals.

## THE PROCESS OF ORGANIZATIONAL CHANGE



### Characteristics of the Transition State:

1. High uncertainty, low stability
2. Perceived high levels of inconsistency
3. High emotional stress on people
4. High but undirected energy
5. Control become a major issue
6. past procedures become highly valued (nostalgia)
7. Conflict, especially between groups, increases

### Response to a Positive Change

1. Uninformed optimism
2. Informed pessimism
3. Hopeful realism
4. Acceptance/assimilation

### Response to a Negative Change

1. Immobilization, fear, confusion, feel overwhelmed
2. Denial, refusal to accept necessity of the change
3. Anger, efforts to regain control
4. Bargaining, trying to minimize the effects of the change
5. Depression, frustration, sense of loss, low coping
6. Testing, beginning to try the new alternatives
7. Acceptance

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## Reasons People Resist Change

- Used to doing things in a certain way (habit)
- Fears of new (eg. computer phobia)
- Dislike of outsider's ideas or personality
- Don't trust or respect the change agent
- Change is too fast, leading to emotional stress, confusion, etc.
- Change is too complicated
- Previous failure of a similar change
- Stereotypical role expectations
- Perceived nepotism or other lack of fairness
- Feared loss of status or power
- Feared political repercussions
- Feared loss of face, fear of failure or making mistakes
- Don't like being pushed around
- Don't understand the change (poor communication)
- Don't see any need or usefulness
- Targets are not involved in the planning for change
- If the "cost" is too high - takes too much energy
- Nostalgia and security of the past
- Religious, cultural or traditional values are violated

## Guidelines for Overcoming Resistance to Change

1. Make clear the relative advantages of the change, or the need for change. (increased production, reduced costs, lessening of social conflict or psychological stress, etc.)
2. Try to reduce the impact on social relations, or at least try to assure that the impact is positive.
3. If possible, start small, with a trial change or with the first steps of a larger change.
4. Sometimes change is more acceptable if it is perceived as reversible. ("Let's try this. If it doesn't work, we can go back to the old way.")
5. Keep changes as simple as possible. The more complicated the change is, the less likely people will accept it voluntarily.
6. Make every effort to fit the change into existing cultural, religious, social, and psychological patterns.
7. Be sure that correct information about the change reaches all of those affected. Encourage questions and especially

suggestions. Rumors based on fears often sabotage change efforts.

8. Try to time changes (and steps in the changes) for maximum acceptability - neither too fast or too slow.

9. Remember that people are more likely to accept a change which they helped to design.

10. Remember that people are more likely to act on decisions made in a group of peers; so try to get group agreement regarding acceptance of any change.

11. Try to accommodate the needs of both "leaders" and "followers" as change occurs - by giving "leaders" responsibilities and giving "followers" guidelines and reassurances.

12. Increase confidence to manage the change by giving support, encouragement, appropriate training, and permission to make a few mistakes.

## ملاح المرحلة الانتقالية :

تتمثل في :

- ١ - درجة عالية من التردد بماحبها درجة منخفضة من الاستقرار .
- ٢ - الشعور بدرجة عالية من التقلب .
- ٣ - درجة عالية من الضبط النفسى .
- ٤ - درجة عالية من الطاقة غير الموجهة .
- ٥ - الاحساس بأن القضية الرئيسية فى عملية التغيير هى التحكم .
- ٦ - تبرز قيمة عالية للطرق القديمة ( التضى بالماضى ) .
- ٧ - تتفاقم هذه النزعة خاصة داخل المجموعات المختلفة ( التكتلات ) .

الصراع الحادث يحدث لاختلاف وجهات النظر على التغيير نفسه لانه هناك أفراد من طبيعتهم أن يكون

رد فعلهم للتغيير ايجابى بينما يرى البعض سلبية فى التغيير .

ثم تفرز (ردود الفعل الايجابية للتغيير - ( الشخصى الايجابى ما رد فعله للتغيير ) .

١ - التفاؤل الصنى على معلومات غير مؤكدة .

٢ - اليأس الصنى على معلومات مؤكدة .

٣ - التعرف على الواقع و زيادة الامل فى النجاح .

٤ - الاستيعاب و القبول و التنى .

رد الفعل السلى للتغيير : *reactionist / negative change*

١ - الجمود - الخوف - الحيرة - الاحباط .

٢ - الرفض و عدم قبول ضرورة التغيير .

٣ - الغضب و محاولة عودة التحكم و السيطرة مرة أخرى .

٤ - الصاومة و محاولة التقليل من آثار التفسر .

٥ - الاكتئاب و البأسر و الشعور بالحسرة و احكام العقدة على التحاوب مع الظروف المحيطة .

٦ - الاحتراز و تحرب الدائل الجديدة .

٧ - الاستيعاب و القبول و التنى .

بعد ذلك تم تقسيم المشاركون الى أربعة مجموعات و طلب منهم تناولس لموعين من التفسر كات وحده

النظر فى المثال الاول الاتفاق الجماعى على ايجابية أو سلبية التغيير بينما فى المثال الثانى اختلفت وجهات

النظر فالبعض يرى أن هذا التفسر سلى و البعض الاخر يراه ايجابى . ( فيما يلى عمل المجموعات ) .

أدبة/...



APPENDIX C: WORKSHOP DAILY SCHEDULE (Nov. 2 - 6, 1991)

	<u>9:30-11:00</u>	<u>11:30-1:00</u>	<u>1:30-3:00</u>	6:00-8:30
Day 1	Presentation Skills #1-6	Presentation Skills # 7-13	Presentation Skills #13-16 #18-23	
Day 2	Decision-making Skills #1-4	Decision-making Skills # 5-8	Decision-making Skills #8-12	
Day 3	Decision-making Skills #13-19	Decision-making Skills #19-20	Decision-making Skills #21-23 #26-27 Styles #1-9	
Day 4	Change and Organizational Development #1-11	Change and Organizational Development #11-19	Change and Organizational Development #20	Feedback from NPC on project proposals
Day 5	Change and Organizational Development #21	Change and Organizational Development #22-25	Change and Organizational Development #25-26	Closing Ceremony Distribution of report and certificates, PARTY

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Appendix D: Participant Evaluation of the Workshop

Daily Feedback from Participants

DAY ONE

positive

interaction among participants  
unification of concepts  
small group work  
taking the work seriously, with responsibility  
participation by all  
working "like a symphony"  
step-by-step design of presentations  
the effects of previous training are showing  
met a real need - a new way to do presentations  
competition among groups  
working at night without formal supervision  
using personal and group experience  
"melting into one pot"

Negative

no lights in the bathroom last night (rainstorm)

DAY TWO

Positive

interaction (x3)  
participation (x2)  
subjects for the decision tree were work-related  
enjoyed working together  
subjects met real needs

gained new skills  
decision tree is a new tool for us  
some previous ideas were put into new perspective  
new knowledge  
experiential learning  
exchange of ideas  
use of scientific methods

Negative

time seems short for dealing with the subject

DAY THREE

Positive

group interaction  
"a very rich meal of information"  
new information on PERT, GANTT, CPM  
definite gain in skills  
"it's a plus for the directors"  
seriousness of the work and fast pace of accomplishment  
repetition is definitely useful  
group work  
identification of complex or hard decisions and how to deal  
with them  
random method was great

Negative

copy machine in the next room is very noisy

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DAY FOUR

Positive

subject was new to them (x3)

participation (x4)

convergence of ideas/concepts

group exercises were engrossing (x4)

seriousness in carrying out work during the entire workshop

integration of this subject with other subjects and our experience

exchange of experiences in small group discussion

refining new techniques and skills

met a real need

the training/learning team "worked miracles"

finally understanding clearly some previously vague concepts

small groups (selected according to participation styles) were very effective

interaction

examples are real and work-related, so we were able to solve our own problems

Negative:

no negative feedback from participants

Appendix D (continued)  
WORKSHOP FINAL EVALUATION  
BY  
PARTICIPANTS

(translated from Arabic summary of results)

Respondents believing the workshop met a real need	100%
Respondents who felt the training was extremely useful	100%
Training content covered was adequate for each subject	100%
The practical training (individual and group work) was extremely useful	100%
Training methodology was excellent	100%
Training aids were adequate/appropriate	100%
Duration was appropriate	95%
Time was too short (one participant)	5%
New Skills and experience were gained	100%

New learning included:

Scientific methods for planning in both our professional and personal life

Importance of competency-based training, both for cementing the new KAS (knowledge/skills/attitudes) and maximizing the usefulness of training.

Presentation skills and methods for evaluating the presentations' success

Making complex decisions and lessons learned from that

How to make decisions and implement change

Exchange of experiences during small group work

Change as a continuous process in society

Scientific and ordered methods of decision-making

GANTT and PERT

How to overcome problems

Importance of pro-active, planned change for institutional development

How to overcome resistance to change

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Guidelines for organizations' success and continuity

Decision trees with weighted scores

Suggestions

Hold training workshops at the local level

Training workshops to combine and recap all we've done so far

APPENDIX E: GUIDELINES TO MODERN TRAINING  
(revised November 1991)

People usually learn best when:

1. They do not sit for a long time (10-15 minutes maximum for good listening).
2. They can practice new skills with help and encouragement (includes problem-solving skills, manual skills, communication skills, management skills, etc.)
3. Learning is fun (laughing is a good motivator, also interest and curiosity).
4. When they participate (are active - asking questions, sharing ideas and experiences, etc.).
5. More than one method is used to teach the same subject (people remember only about 10% of what they hear).
6. Learning builds upon past knowledge and past experience of the learners.
7. They have an immediate (present) need or a problem to solve that will be helped by the learning.

8. They can take responsibility for their learning.
9. Teachers are willing to learn and learners have a chance also to teach.
10. Teachers and learners respect each other and are courteous to each other.
11. The learners are helped to process their experiences (think about, discuss, write down what they have learned from the experience).
12. They receive feedback (guiding) which is positive, immediate, encouraging, helpful.
13. They feel safe from embarrassment, harsh criticism (negative feedback), and danger.
14. They are physically comfortable (not hungry or tired or too hot or cold or sitting long time on hard chairs).
15. They are allowed to think before answering questions (waiting 5-10 seconds after asking increases the number, correctness, and creativity of the answers).

Add:

Check all equipment the previous night and a half hour before the session (bulbs may burn out, fuses may blow,

extension cords may be missing).

Before planning to lecture, ask: Can I elicit all or part of this from the participants?

Develop the habit of replacing caps on markers and teach participants to do the same.

Keep your lesson plans in front of you and refer to them to be sure you haven't forgotten anything; check off activities as you finish them.

Use your peripheral vision and your reading of facial expressions to draw out timid participants.

Watch the paper supply on your newsprint pad.

Use a pointer (or pen) only for things you can't reach with your hand, and CAN reach with the pointer. Do not use it to point to people, to tap your knee, or slap your other hand. When you've finished with it, put it down.

Write on newsprint with dark colored markers. Red and Orange are not always visible from the back of the room. Use these colors to highlight (underlining, bullets, boxes, asterisks, etc.)

Don't give participants something to look at unless you want them to look at it at that moment: cover newsprint, turn projector off, distribute handouts when they are to be read, etc.

Assistants should not distract participants by setting up equipment, replacing newsprint, holding side conversations, etc. while the trainer is speaking.

Encourage participation by non-verbal behavior like head nodding, eye contact, etc.

If side conversations are a problem, simply stop speaking until the talkers are quiet. Smile at them and continue speaking. Repeat as often as necessary.

Don't forget to ask for additional suggestions from the large group after presentations of small group work; further learning can occur as participants build upon each other's ideas.

When a timid participant finally raises his hand, recognize him quickly; it encourages his further participation - and he probably has extremely strong feelings about the subject you are discussing.

If participants suggest an alternative procedure (eg. breaking early and resuming in the evening), consider its merits and accept or reject it accordingly. If you must reject it, explain your reasons.

To help keep the group's attention during presentations, occasionally ask a participant to read aloud the definitions, quotes, etc. on overhead transparencies.

Always, always: don't be afraid to ask for suggestions or other help from your colleagues.

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Appendix F

PROPOSED 1992 TRAVEL for DR. BECKNER

Feb 3-March 6	Site visits and two planning workshops in Upper Egypt
May (4 weeks)	Site visits and two planning workshops in Lower Egypt
September	TOT supervised regional or local training
November	Continue regional or local training Plan 1993 activities

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Appendix G: SCOPE OF WORK FOR NEXT TRIP

In discussions with Dr. Alkhateeb, General Saleh Fadl, and Mrs. Amani Selim, Dr. Beckner arrived at the following proposed scope of work for her next visit:

1. Conduct two workshops to develop local population plans and office workplans, for governorate directors and planning specialists in Upper Egypt.

2. Conduct follow-up site visits in Upper Egypt.

Proposed dates for Dr. Beckner's next trip to Egypt are February 3 to March 6, 1992.