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# MTEE in the Czech Republic

Management  
Training &  
Economics  
Education

*Submitted to the  
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**FINAL REPORT  
1991 - 1994**

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This report summarizes the Iowa State University (ISU) Management Training and Economics Education (MTEE) project in the Czech Republic from its inception in August, 1991 to successful completion December 31, 1994. No attempt is made here to comprehensively document all project activities and results. All prior ISU quarterly and other reporting is hereby incorporated by reference into this report. An additional copy of such reporting can be obtained from the project staff, Room 80, Heady Hall, Iowa State University, Ames, Iowa 50011-1070.

Please note also that the project began as a Czechoslovak project. After the split on January 1, 1993, activities were separated into Czech and Slovak components. Even prior to that time, ISU had been moving to differentiate programming in the two Republics and had established a separate project office in Slovakia. Because there has never been an official dividing of the project for financial reporting purposes and for convenience, some project data still combine the Czech Republic and Slovakia.

Year One substantive activities began with one-day pilot workshops at the two partner universities, the Universities of Agriculture in Prague (UAP) and Brno (UAB). These workshops tested material (farm management, marketing, and policy), methods, recruitment, logistics, evaluation, and other project systems. As a result of the pilot workshops, the project team redoubled efforts to overcome the twin barriers of relevance and communication. ISU added more in-country review of and feedback on proposed materials and presentations.

From January to July, 1992, a series of eight workshops were conducted at UAP and UAB (also at the University of Agriculture, Nitra, Slovak Republic). More than 700 attended these workshops. Topics follow:

1. Farm Management in a Market Economy
2. Agricultural Marketing
3. Financing Agriculture in a Market Economy
4. Managing Agricultural Supply and Processing Businesses in a Market Economy
5. Managing Cooperatives in a Market Economy
6. Government Activities in a Free Market Economy in Agriculture
7. Developing Teaching, Research, and Extension Programs in Economics and Business for Agriculture
8. Agricultural Policy in a Market Economy

Each participant received an extensive workshop booklet (75-200 pages) with materials in both Czech/Slovak and English. Workshop participants rated the effectiveness of the workshops highly, a mean rating of 4.1 on a scale of 1 to 5.

Work also began on the TV/video series, "Doorway to Opportunity," which sought to portray and explain the workings of a market-oriented agricultural economy.

The first year concluded with a three-week Executive U.S. Workshop on the workings of a market economy, including hands-on experiences in workplaces, classroom instruction, and homestays. This workshop took place at ISU and Washington, D.C. for 25 Czechs and Slovaks in the summer of 1992.

The video series, "Doorway to Opportunity," was completed and consists of two sets of videotapes. The first set, consisting of the six half-hour programs listed below, was produced for broadcast to general audiences. It shows how the U.S. market economy works for farmers and families in Iowa. The following concepts are emphasized: decision making, resource management, production and consumption choices, entrepreneurial qualities, the importance of information, and citizen participation in community and government. The "stars" are actual Iowa farm families of Czech descent. The six-part series consists of:

1. **Choices** (individual choice is a key element in the economy; the market integrates all kinds of choices).
2. **Resources** (acquisition and use of resources; allocating limited resources among alternative uses to maximize profit, limit risk, and provide satisfaction).
3. **Marketing** (marketing plans for production agriculture and agribusiness services).
4. **From Farm to Plate** (demand in the food system; inspection, processing, packaging, and distribution to meet demand; market research and advertising; factors affecting consumption).
5. **For the Common Good** (addressing common concerns, such as education, housing, and the environment; the need for people to take responsibility and initiative; leadership by "ordinary" Iowans).
6. **One Voice** (participatory democracy; citizens have a voice; how people are informed about products and candidates).

The second set, designed to be used with the first set, consists of "classroom" versions of each of the six tapes. The classroom versions contain much of the material in the general versions, but contain more detail. They have been edited to include more instructional material, graphs, and charts. The tapes

received a tremendous reception in university and secondary agricultural school classrooms. Professors and teachers praised the series for its instructional value. Many also expressed their great appreciation because the series is sometimes the *only* material they have on a given topic, e.g. marketing. Both versions were dubbed into Czech. English-language copies were also available as a supplement for TESL classes.

Czech Television broadcast the first version of the series in its entirety four times during the project, reaching an estimated 2.5 million program/viewers. Content and production value feedback was excellent.

In 1993, workshops in Prague and Brno showed about 50 participants how to effectively use the ISU MTEE video series (and other video materials) in the classroom. As a result of these workshops and a concerted ISU promotional campaign, the tapes (complete sets of all 12 tapes) are now in use by at least 117 universities, secondary agricultural and economics schools, agricultural organizations, and others. Thousands of students continue to use these tapes each semester. While the MTEE project has ended, ISU's Prague office continues to distribute the tapes under the auspices of the RAAPS project.

Another round of four video teaching workshops in March, 1994 emphasized student-centered, as opposed to teacher-centered, teaching methods. Finally, three Czech educators participated in a two-week practicum at ISU in the fall of 1994. This practicum featured educational site visits and individualized meetings and exercises for the participants.

Responding to budget constraints, AID recommendations to conduct as much programming outside of Prague and possible, and ISU's evaluation of partner commitment and program effectiveness, the project expanded its reach after the first year to include the new University of Southern Bohemia in Ceske Budejovice (USB) and later terminated activities with UAP.

After Year One, and in response to lessons learned, the project adopted a new methodology, the Counterpart Team approach. Counterpart teams of about three Czechs and three Americans plan and implement programs in their areas of expertise. The primary objective of the Counterpart Team approach is to ensure that the technical assistance provided through the ISU MTEE program is *relevant* to the educational and economic development questions facing Czech educators and managers today. This approach achieved much greater relevancy through full Czech partnership in program design, subject matter selection, implementation, and evaluation.

Sustainability is another hallmark of this methodology. Whereas the first year had featured U.S. presenters, subsequent work focused on helping Czech educators and others adapt to new content and methods. Given time and experience constraints and the need for immediate impact, the first year's

program made good sense. It also gave ISU the experience needed to create the Counterpart Team methodology.

The following counterpart teams worked during the second and third years of the project:

1. **Management and Economics Education for Agribusiness Managers (MEEAM).** Purpose: to increase the capacity of partner institutions to provide education for agribusiness managers pertinent to the transformation of collective farms and the privatization of state farms, including marketing, strategic management and business planning, financial management, business innovation, and rural entrepreneurship. (Initially with UAP, UAB, and USB.)
2. **Curriculum, Materials, and Professional Development (CM&PD).** Purpose: curriculum review and improvement; development of new courses, instructional materials, and more interactive teaching methods. (With UAB.)
3. **Extension.** Purpose: joint examination of options for a Czech extension service; recommendations on extension content, methods, structure, and funding; and training of new extension specialists. (With the Czech Ministry of Agriculture; at the request of AID, transferred to the ISU RAAPS project after Year Two.)
4. **Agricultural Policy Analysis.** Purpose: develop capacities to broaden public understanding of agricultural policy; improve partner institution capacities for conducting policy research and incorporating this capacity into curriculum and teaching. (With UAP, the Ministry of Agriculture, and the Research Institute for Agricultural Economics (VUZE).)
5. **Administration.** Purpose: develop awareness of market-oriented university administration, emphasizing strategic planning. (Added in Year Three in response to an AID request; with USB and UAB.)

The selection of these teams, and all project activities after Year One, were the result of a demand-driven process in which the Czech partners wrote competitive proposals for project activities. These proposals were then analyzed and discussed jointly by ISU and the Czech partners. This process resulted in a greater "buy in" by the Czech partners and thus more sustainable project activities. (Writing proposals within the context of the project also helped promote Czech capabilities to compete and to tap into new sources of funding.) Counterpart team work was conducted through Czech partner short- and long-term stays at ISU, ISU team visits to the Czech partners, and joint workshops, seminars, and other activities.

The MEEAM teams were particularly successful in establishing case study research, writing, and teaching with the UAB management faculty. More than 20 UAB faculty have been trained in case study research, writing, and teaching. The project has lost count of all the cases now in use in the partner institutions; the number easily exceeds 100. The Czech counterparts are now known in international academic circles; they have presented MTEE-generated cases and teaching notes at the World Association of Case Research and Applications' (WACRA) international conferences in Bratislava (1993) and Montreal (1994) and to the North American Association of Case Research and Applications (New Orleans, 1994). The UAB team members are now case study leaders in the Czech Republic and in Eastern and Central Europe, representing WACRA in the region and founding the Czech Association of Case Research and Applications. Many UAB graduates have used expanded case studies as their theses for graduation. UAB faculty have also trained other Czech and Slovak faculty members. Solid case study work was also established at USB and UAP. A 352-page case workbook containing all four of the major Year Two cases was published and is now in use across the Czech Republic. ISU also provided videotaped examples of case teaching.

Even beyond the end of the MTEE project, these cases have been in demand by case journals and others in the U.S. and Europe. Institutions which have requested and received the book in 1995 to date include: Centre for Socio-economic Development (Geneva, Switzerland), London Business School (England), University of Pittsburgh, Indiana University, University of Delaware, Georgetown University, University of Tulsa, Southern Illinois University, Rosary College, Eastern Illinois University, University of Houston, Northern Michigan University, Western Illinois University, and Idaho State University.

Through MTEE, the UAB *fakulta* for economics and business has scrapped its previous structure and adopted a credit system and completely restructured their curriculum. MTEE-generated content and methodologies are in use in scores of courses in Czech partner universities.

The UAB-ISU ties are particularly close and will continue. In a small example, ISU's August Ralston now serves on the Editorial Board of UAB's *Acta Universitatis Agriculturae Brunensis*.

Before the Extension team was transferred to RAAPS, Minister of Agriculture Lux chose an ISU-inspired proposal for an extension service in the Czech Republic.

Other highlights of project activities and results follow, by institution:

UAB

- Ten new courses established in business and economics.
- 1994-97 overall university transformation plan drafted.
- ISU Professor of Finance Rick Carter was in-residence at UAB in the fall of 1994, teaching finance, financial markets, and bank management. Carter also worked with UAB faculty to develop new areas of research at UAB.
- Three long-term stays by UAB faculty at ISU, focusing on accounting, auditing, financial analysis, taxation, international finance, banking, insurance, and macroeconomics.
- Hundreds of new and used books added to library and individual faculty collections.
- Additional computer and other equipment purchases.

UAP

- More than 100 Czechs participated in a policy conference in September, 1993. This conference capped the Policy Team's efforts, which continue to be used in policy-related teaching and research at UAP. This capacity has also enhanced UAP's impact with the Ministry and others in Czech agricultural policy circles.
- A contracts and grants workshop at UAP provided an opportunity for 35 Czechs from four universities to improve their skills in a field which will be increasingly important to their funding base.

USB

- ISU Professor-in-residence August Ralston conducted an eight-part financial management course for 30 students and managers, consulted on USB curriculum reform, and promoted a related USIA small business development center.
- New financial management course and accompanying case study.
- Established USB administration objectives for the next three years.
- New systems for staff promotion and student recruitment.
- Obtained a grant for student placement services.

- Additional computer and other equipment purchases.

In conjunction with the ISU Restructuring Agriculture Agribusiness: Private Sector (RAAPS) project, Czech journalists covered MTEE activities, disseminating project accomplishments to wider in-country audiences.

Also in conjunction with the ISU RAAPS project, an in-country ISU project office was established, staffed, and equipped. Wiring for e-mail in March of 1994 greatly improved communications. Staff training, particularly on finance and compliance issues, took place both in-country and at ISU. This office provided a Czech-language contact point for participants, hands-on in-country coordination, and close working level relations with AID-Prague. First Ryan Hudson and later Katherine Hope provided superlative in-country leadership as Country Managers.

The project also cooperated with and supplied data to Koltai Associates, the external evaluator engaged by AID to monitor the MTEE projects.

There were a total of 2,450 direct MTEE participants (in the Czech Republic and Slovakia). Including indirect participants (e.g. participants of trainers trained), this number rises to almost 92,000. Women participants were 31% and 43% of the above totals, respectively. (Please note that these numbers are in some cases based on estimates, e.g. average university and secondary agricultural school class sizes and average gender distribution in such classes.)

**MANAGEMENT TRAINING AND ECONOMICS EDUCATION**  
**in the Czech and Slovak Republics**

	Expenditures thru 12/31/94	Closeout Expenditures*** 1/1/95 to 4/1/95	Total Project Expenditures	AID Allocation	Unexpended to Date
Salaries/Benefits***	\$1,316,998.34	\$94,036.60	\$1,411,034.94	\$1,255,484.00	(\$155,550.94)
Local Salaries	\$50,506.68	\$18,665.69	\$69,172.37	\$42,300.00	(\$26,872.37)
Supplies/Services**	\$117,246.52	\$1,118.27	\$118,364.79	\$120,400.00	\$2,035.21
Travel/Per Diem	\$603,408.80	\$6,489.91	\$609,898.71	\$731,689.00	\$121,790.29
Equipment	\$48,447.26	\$7,993.94	\$56,441.20	\$112,900.00	\$56,458.80
Television*	\$161,886.13	\$2,162.00	\$164,048.13	\$163,020.00	(\$1,028.13)
Other Costs**	\$197,966.30	(\$31,755.63)	\$166,210.67	\$172,116.00	\$5,905.33
<b>Subtotal</b>	<b>\$2,496,460.03</b>	<b>\$98,710.78</b>	<b>\$2,595,170.81</b>	<b>\$2,597,909.00</b>	<b>\$2,738.19</b>
Overhead	\$745,513.68	\$31,514.91	\$777,028.59	\$777,299.00	\$270.41
<b>TOTAL</b>	<b>\$3,241,973.71</b>	<b>\$130,225.69</b>	<b>\$3,372,199.40</b>	<b>\$3,375,208.00</b>	<b>\$3,008.60</b>

\*No AID Allocations for Year 2 and 3; allocation shown is carryover from Year 3

\*\*Reflects cash advances to in-country project accounts which are distributed among project categories upon reconciliation of in-country bank statements

\*\*\*Expenditures include costs incurred prior to December 31, 1994, but cleared for payment in the closeout period.

**MANAGEMENT TRAINING AND ECONOMICS EDUCATION**  
**January - April 1995**

**EXPENSES BY COUNTERPART TEAM - CZECH REPUBLIC**

	Salaries/Benefits	Local Salaries	Supplies/Services	Travel/Perdiem	Equipment	Television	Other Costs	Total
Administrative	\$16,318.89	\$0.00	\$17.12	\$0.00	\$0.00	\$0.00	(\$10.35)	\$16,325.66
Policy Analysis	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Admin Team	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
MEEAM	\$14,034.39	\$0.00	\$0.00	\$600.77	\$0.00	\$0.00	\$197.34	\$14,832.50
Curriculum/Materials	\$6,578.21	\$0.00	\$0.00	\$912.69	\$0.00	\$0.00	\$4.45	\$7,495.35
In-Country	\$0.00	\$3,608.04	\$523.53	\$150.12	\$4,258.53	\$2,236.21	(\$11,728.66)	(\$952.23)
Subtotal	\$36,931.49	\$3,608.04	\$540.65	\$1,663.58	\$4,258.53	\$2,236.21	(\$11,537.22)	\$37,701.28
Overhead								\$16,941.87
<b>Total</b>								<b>\$54,643.15</b>

\*Management and Economics Education for Agribusiness Managers (MEEAM)