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AMIDEAST

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CYPRUS-AMERICA SCHOLARSHIP PROGRAM

BI-ANNUAL REPORT

Contract Number: NEB-0002-A-00-1073-00

Project Number: 233-0002

April 30, 1997

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BI-ANNUAL REPORT

April 30, 1997

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I. PROGRAM BACKGROUND

The Cyprus-America Scholarship Program (CASP), an Agency for International Development (AID) sponsored program, was designed to strengthen the pool of trained manpower to assist Cyprus's economic and social development. This objective has previously been met by providing full and partial academic scholarships for Greek and Turkish Cypriot graduate and undergraduate students to attend U.S. colleges and universities to pursue degrees in development-related fields. CASP is implemented by AMIDEAST in conjunction with its sub-contractor, The Cyprus Fulbright Commission (CFC).

The AID-sponsored program's focus has shifted in recent years to technical training. The program provides short-term technical training for mid-level professionals, in both the public and private sectors, in several areas targeted by the Cyprus Planning Bureau in accordance with the Cypriot development plan. The program has also begun sponsoring bi-communal training both in Cyprus and the U.S. in three subject areas designed to bring Greek and Turkish Cypriots together to establish a foundation for cooperation and communication, thereby providing the basis for future collaborative efforts. The subject areas targeted for this training are management, conflict resolution and journalism.

The program began on October 1, 1981, and will continue through July 31, 1998. Four hundred and seventy-three full scholarship and 328 partial scholarship recipients have completed their degrees on the AID-sponsored program. In addition, four hundred and ten individual short-term participants have completed their training thus far, while 172 participants have attended bi-communal management training programs in Cyprus and 416 participants have attended conflict resolution training both in Cyprus and the U.S.

This report covers the period from October 1, 1996 to April 30, 1997

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PROGRAM ACTIVITIES

Several staff changes occurred during this period. Stacy Kelly, the Program Officer in charge of short-term technical training, left CASP to head the West Bank/Gaza AMIDEAST field office in Jerusalem. Program Assistant Adam Paglione was promoted to that position. Christie Dunn was hired in January as the new program assistant. Her resume is located in Appendix A.

Program Director Kate Archambault visited Cyprus at the end of February to discuss the AID-funded program with her counterparts at the Fulbright Commission, and to outline what direction the program should take for the final one-and-a-half years of the cooperative agreement. While there, she met with Judith Baroody, Fulbright Commission Chairman and Public Affairs Officer of the U.S. Embassy; the Deputy Chief of Mission Deborah Graze, Ambassador Kenneth Brill and other key players on the program.

Work continues on the various components of the AID-funded CASP cooperative agreement, which are described below.

A. MANAGEMENT TRAINING

There were two management training workshops held during this period. In October, a group of mid-level managers was trained by the International Management Development Institute (IMDI) in Cyprus. Twenty-seven participants began the program, but two dropped out during the second week. The training was organized around the following key components: transfer of training, foundations of management practices and a choice of one of two specialization's: marketing or investment appraisal. A report on this workshop is located in Appendix A.

A similar workshop for mid-level managers was held in March. The workshop was notable due to the fact that bi-communal visits to each community were resumed as part of the program. They had been suspended since last summer, when several violent incidences occurred at the Green Line. A report on this workshop will be included in the next bi-annual report.

The March training in Cyprus also provided the opportunity for the IMDI trainers to launch an informal alumni association of people who have participated in the management training workshops to date. A total of 250 people were invited to the Ledra Palace on March 10. Results from that meeting will also be included in the next bi-annual report.

Finally, IMDI conducted follow-up evaluations during this period for participants who had completed training on the Executive Management Seminar held in December, 1995 and the Management Training Seminar for mid-level managers in February, 1996. It was felt by IMDI that periodic evaluations would be more valuable to participants than one final evaluation at the completion of the program. This proved correct; the evaluator discovered that in some cases, action plans which had been developed during the course of the training needed to be reassessed, and in other cases, participants who met with resistance to change in their workplace needed encouragement and motivation to stay the course. As a result of this evaluation, it was determined that several more evaluations will be held over the course of the management training subcontract.

The next scheduled workshop will take place in the U.S. in June for senior executives at the University of Pittsburgh.

B. CONFLICT RESOLUTION TRAINING

No training workshops were held during this period, but the Cyprus Consortium (consisting of the Conflict Management Group and the Institute for Multi-Track Diplomacy) made two trips to Cyprus to begin work on evaluating the training that has taken place thus far.

In October, James Notter and Wendy MacLeod focussed on the group of advanced trainers who were trained the previous year. The purpose of the trip was to assess the impact of the training with relation to the skills acquired and contributions made by the trainers towards the overall conflict resolution effort in Cyprus in the year since the workshop was held. The evaluation results are located in Appendix D.

Diana Chigas and Louise Diamond went to Cyprus in March to do further follow-up studies on the groups that had been trained the previous summer, in particular the policy makers and the educators. Their report, not yet available, will be included in the next bi-annual report.

C. JOURNALISM TRAINING

Nineteen print and broadcast journalists participated in the second workshop held by The International Center for Journalists on The Media and Ethnic Conflict from March

30 through April 12, 1997. The workshop, held in Washington, D.C., was primarily for reporters and editorialists. The goal was to emphasize the role of the media as a third force in conflict because of the profound impact journalists have on public opinion. The workshop focussed on standards of professionalism practiced in a democratic society, as well as the process of conflict resolution and negotiation, and the role of the press in this process.

The workshop was scheduled to coincide with the American Society of Newspaper Editor's annual conference, which was held in April and which the print journalists attended. Five broadcast journalists made site visits to area stations in Baltimore, Washington and Philadelphia during the three-day conference.

A comprehensive report, including a program evaluation, is located in Appendix E.

D. SHORT-TERM TECHNICAL TRAINING

Work began on the placement of short-term trainees in technical training programs during this period. Three trainees have completed their programs thus far as follows:

NAME:	Iacovos Antoniou
POSITION:	Assistant Collector of Customs
EMPLOYER:	Ministry of Finance – Department of Customs
TRAINING PERIOD:	March 12 to April 3, 1997
FIELD OF STUDY:	Customs Regulations & Intellectual Property
PROGRAM DESCRIPTION:	Mr. Antoniou participated in a specially designed training program through the United States Customs Service with Mr. George Constantinou. Their program focused on the role of customs officers in enforcing intellectual property trade laws. Their training took place at the Federal Law Enforcement Training Center in Brunswick, GA; Customs Offices in New York City, Newark, NJ, and San Francisco, CA. They visited Microsoft Corp. Headquarters in Redmond, WA and met with officials from the International Intellectual Property Alliance in Washington, DC.

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NAME:	Marios Cariolou
POSITION:	Senior Molecular Geneticist – Director
EMPLOYER:	Cyprus Institute of Neurology and Genetics
TRAINING PERIOD:	February 17 to March 14, 1997
FIELD OF STUDY:	Forensic Science
PROGRAM DESCRIPTION:	Dr. Cariolou completed a one-month training program in Forensic Science. He attended the American Academy of Forensic Sciences' Annual Meeting in New York City and spent three weeks at the FBI Forensic Science Research and Training Center in Quantico, VA.

NAME:	George Constantinou
POSITION:	Assistant Collector of Customs
EMPLOYER:	Ministry of Finance – Department of Customs
TRAINING PERIOD:	March 12 to April 3, 1997
FIELD OF STUDY:	Customs Regulations & Intellectual Property
PROGRAM DESCRIPTION:	Mr. Constantinou participated in a custom designed training program through the United States Customs Service with Mr. Iacovos Antoniou. Their program focused on the role of customs officers in enforcing intellectual property trade laws. Their training took place at the Federal Law Enforcement Training Center in Brunswick, GA; Customs Offices in New York City, Newark, NJ, and San Francisco, CA. They visited Microsoft Corp. Headquarters in Redmond, WA and met with officials from the International Intellectual Property Alliance in Washington, DC.

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APPENDICES

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APPENDIX A

Resume – Christie Dunn

Christie Dunn

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christina-dunn@msn.com

Objective
Program Assistant, Cyprus-America Scholarship Program

Summary
Capable professional with widely applicable experience in education. Work experience includes two years in Japan teaching and consulting on English education, as well as creating and participating in cross-cultural programs. Personal qualities include a high level of integrity, self-motivation and initiative. Thorough, organized and inquisitive, with excellent written and oral communication skills. Effective independently or as part of a team. Cultured and well-traveled.

Education
Bachelor of Arts, International & Regional Studies, 1994
Minor in Japanese/Regional emphasis on Asia/Dean's List, Spring 1994
University of the Pacific, School of International Studies, Stockton, CA

Kwansei Gakuin University, Nishinomiya, Japan, Fall 1992

Post-graduate Employment
Asia & Oceania/Youth Programs Intern, October 1996 - present
Sister Cities International, Alexandria, VA

Junior High School English Teacher, July 1994 - July 1996
Chikugo City Board of Education, Fukuoka Prefecture, Japan
Japan Exchange & Teaching Program

Teaching Experience
- Taught English as a foreign language in three public junior high schools and assisted with regular lesson planning.
- Created and produced various visual aids, worksheets, teaching activities and games.
- Designed and presented workshops and team-teaching demonstrations concerning methods of English language acquisition, stressing communication and cross-cultural awareness, for regional meetings of Japanese teachers of English.
- Organized pen-pal exchanges between Japanese and American students.
- Initiated and supervised an English Conversation Club.
- Spoke on numerous occasions to groups of 50-100 people, in both English and Japanese.
- Initiated annual visits to elementary schools, creating activities to increase internationalization and exposure to basic English.

Overseas and Cross-Cultural Experience
- Have traveled the globe extensively, gaining experience with a wide range of cultures.
- Completed cross-cultural training before departure for semester abroad. Wrote extensive analysis of re-entry experience upon return.
- Invaluable, first-hand knowledge of the foreign student experience gathered from living in Japan on three separate occasions; the first two as a student living with host families, and the third as a professional.
- Bellevue Sister Cities Association 1989 Goodwill Ambassador to hometown's sister city of Yao, Japan.
- Semester abroad at Kwansei Gakuin University, Nishinomiya, Japan, Fall 1992. Completed Japanese language, government, religious and cultural studies.
- Homestay and language studies in Germany.

Major Research and Writing Experience
- Senior Seminar on Development: Researched and wrote a thirty-six page thesis entitled "Women, Work, and Gender in Japan," which analyzed the role of women and gender roles in the economic development of Japan. Presented to faculty panel upon completion.
- Researched, designed and edited a 140-page information booklet concerning team-teaching issues for Japanese teachers of English. Introduced and described implementation of the Global Education method in the EFL classroom to promote internationalization.

Computer Skills Experienced user of both IBM compatible and Macintosh computers

APPENDIX B

Management Training Seminar Report

FINAL REPORT

MANAGEMENT TRAINING SEMINAR
Cyprus Bicommunal
Management Seminars
(CyBMS - Report #4)

Nicosia, CYPRUS
(4 - 21 October, 1996)

USAID Contract No. NEB-0002-A-00-1973-00

Submitted by:

International Management Development Institute
Graduate School of Public and International Affairs
University of Pittsburgh

to the attention of:

AMIDEAST
&
CYPRUS Fullbright Commission

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I.

EXECUTIVE SUMMARY

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This report is intended to give an account of the various activities pertaining to the design and implementation of the Management Training Seminar, phase IV of the Cyprus Bicommunal Management Seminars (CyBMS). The seminar, two weeks in length, took place in Nicosia, Cyprus, from October 4 - 21, 1996. The program was organized by the University of Pittsburgh's International Management Development Institute (IMDI), in collaboration with the Cyprus Fulbright Commission. The focus of this program was Contemporary Management Concepts for middle level executives from the Greek and Turkish communities in Cyprus.

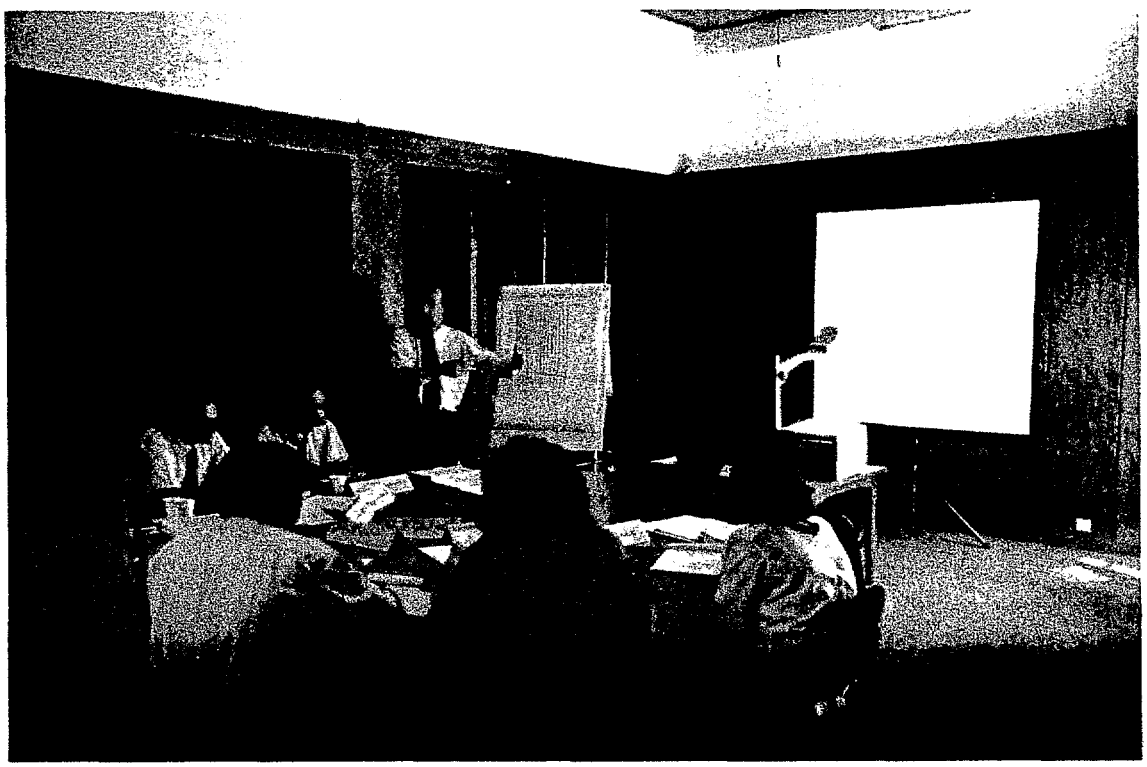
The program's structure was modified, based on the suggestions and comments received in February from several parties, including participants, instructors and Fulbright staff. The program's length was reduced from 3 weeks to 2 weeks and 2 days and training sessions were scheduled from 08:30 am to 01:00 pm to accommodate the working requirements of several participants. The program started with a session on Expectations and finished with a day on Synthesis and Application. Core management topics were streamlined, giving specific key topics more coverage and eliminating areas where topics were repetitive; specializations were unchanged.

Political events of the summer, 2 Greek-Cypriots civilians and 1 Turkish soldier killed, produced a tense political situation between the two communities. These developments had a negative impact on the program's organization and implementation. For instance, the only site approved for bicommunal activities was the Ledra Palace, situated in the U.N. buffer zone in the heart of Nicosia. Other activities, social gatherings and professional site visits organized for this program, were canceled due to the fact that no other sites were approved for bicommunal events.

The seminar was further disrupted by events that occurred in October. On 13 October, a Greek Cypriot civilian was shot and killed by a Turkish soldier around the buffer zone on the eastern part of the island. This event spurred a Greek demonstration on 15 October and resulted in the closing of the Greek check-point. Nonetheless, most participants managed to attend that day.

In spite of these turmoils, the program ended on a positive note. A participant from CyBMS-III came to present the CyBMS Alumni organization and its action plan to develop a Bicommunal Management Center. The U.S. ambassador closed the program by stressing the fact that the U.S. administration was most impressed by the groups' achievements and was eager to facilitate the process of strengthening contacts developed through the training project.

In the final evaluation, participants expressed their satisfaction with the overall quality of the seminar as follows: outstanding 39%, good 61%. Satisfaction extended to the program's content, quality of instructors and topics' delivery as well as overall program management.



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II.

BACKGROUND, PROGRAM DESIGN AND PLANNING

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A. BACKGROUND

The program analyzed in this report constituted Phase IV of the Cyprus Bicommunal Management Seminars organized under the auspices of the Fulbright Commission. The project aims at providing additional management training for Cypriot top executive and mid-managers over the next three years with management training programs taking place in Cyprus and the United States.

Management training programs are designed to achieve two main objectives:

1. to improve the managerial knowledge and skills of public and private sector managers in the Greek and Turkish Cypriot communities through a highly interactive, learner-centered program of training, action planning and evaluation;
2. to establish a foundation for present and future interaction and cooperation between managers and administrators from the Greek and Turkish Cypriot communities.

The project was started by a mission of Needs Assessment, conducted by a team from the International Management Development Institute in July 1995.

The second activity took place at the University of Pittsburgh from 02 to 15 December 1995. This program was geared toward the top managers and executive officers from Cypriot private and public sectors and focused on Advanced Management techniques.

Phase III of the CyBMS-project was a training program organized and implemented in Cyprus from 09 February to 01 March 1996 and geared to mid level managers. The program described in this report is Phase IV of the project and was organized for mid level managers as well.

B. DESIGN

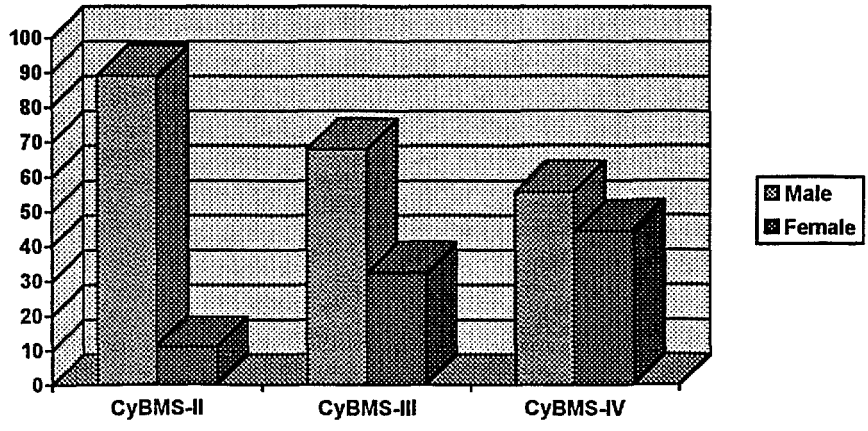
1. Participants Selection

Selected participants included mid-managers from several private corporations and public organizations as well as some owners of Small and Medium size businesses. Most participants had a level appropriate to benefit from the program's content and participation extended across community lines. It was also apparent that a few participants had deficiencies in the English language and had some difficulties to express themselves.

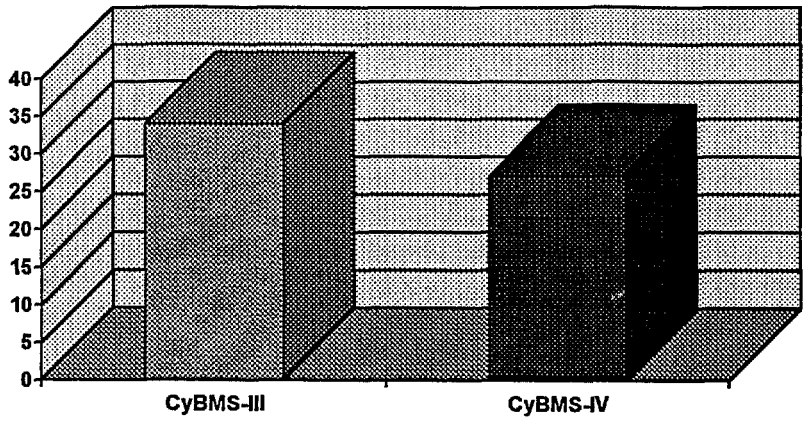
The selection process was modified in order to avoid "repeat" participants from previous programs. IMDI and instructors received bio information on the participants early in the planing process resulting in a greater familiarity with the participants' expectations. Participants' turnout was comparatively small with 27 people attending the first part of the training program and participation settling at 25 for the second week.

A positive factor was the increased participation of women among the pool of participants, representing 40% of all participants.

Gender Participation



Number of Participants



2. Program Elements

1. Session on Professional expectations and program presentation;
2. Training in contemporary management techniques offered in a core curriculum;
3. Specializations offered to participants on two different themes: a) Marketing Management Techniques and b) Investment Appraisal;
4. Synthesis and Application revolving around the development of Action Plans for the transfer of management tools and techniques in the work place;

5. Interaction between Cyprus communities and an opportunity to create cross-community ties.

3. Training topics

The program was organized around the following key components: Transfer of Training, a core curriculum on the Foundations of Management practices and specializations.

The module on Transfer of Training was comprised of two sub-topics:

- a session on the program's expectations and presentation took place the first day of the program;
- the Synthesis and Application brought the program to a conclusion; participants developed Action Plans to transfer the skills, tools and techniques discussed during the seminar.

The Core Foundations on Management was subdivided into two separate components:

- Strategic Management and Action Planning;
- Operational Management with sub-topics on Decision Making, Communication and Total Quality Management.

Participants chose between 2 specializations:

- Marketing
- Investment Appraisal

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4. Community Interaction Opportunities

As mentioned in the Executive Summary, bicommunal relations were seriously affected by the deepening crisis over the summer and fall when Greek Cypriots and Turkish soldiers lost their lives in violent actions. Greek officials strongly discouraged the program staff from crossing over to the North side, and participants' movements and gatherings were restricted to the Ledra Palace.

During the course of the training program, participants primarily focused on management issues. Group work encouraged participants to interact in problem solving tasks. Progressively, participants warmed to each other and inter-communal relations were fairly good throughout the program, especially when taking into account the political tension of the moments.

During the course of the program, participants shared their desire to visit the North and South sides of the island but understood that the prevailing situation could not allow these visits to take place. In spite of the unfavorable circumstances, participants were presented with a couple of opportunities to strengthen some of the contacts established through the program. On the last day of the program, a representative from the recently created "CyBMS Alumni Association" came to address Phase IV participants. During her visit, the representative presented the association's mission and work and incited participants to join in the organization's efforts. Phase IV participants decided that they would also create a "program-specific" work group in an attempt to meet at regular intervals, discuss the program's impact and analyze progress made in the implementation of the "action plans of transfer".

5. Site Visits

Ms Dimond, from the Fulbright Commission, had arranged for two site visits to take place during the course of the program. One visit was organized at the Cyprus Popular Bank on the Greek side, the other at the Central Bank on the Turkish side. The prevailing political situation prevented the Fulbright commission from implementing those visits on either sides of the island. Participants accepted that reality.

6. Networking and Additional Meetings

Overall, two significant events can sum-up the networking activities born out of the program.

As a result of the action plans developed during the February program, participants from the CyBMS-Phase III program set the stage for the development of an alumni association. This organization's primary objectives will be to strengthen the exchange of management perspectives on both sides of the island. Former participants developed an action plan calling for the creation of a Bicommunal Management Center and attempted to organize a

first bi-communal management conference; unfortunately, these efforts were thwarted by the summer's political events.

During the course of the Action Planning workshop held on the last day of the program, participants produced a schedule to implement their respective Action Plans over a period of six months. Participants agreed to meet 2 or 3 times during that period to review the progress made in implementing the Action Plans, to discuss problems encountered during the implementation phase and to revise strategies.

The IMDI team will return to Cyprus in March 1997. At that time, the team's visit will have a double purpose: 1) implement the next CyBMS Management Seminar, 2) conduct follow-up actions with participants from the October 1996 program.

C. PLANNING

The planning of the program was undertaken early based on the dates agreed upon in February 1996.

1. Needs Assessment

IMDI Interim Director Martin Akpo-Esambe and another staff member had previously prepared a detailed Needs Assessment that formed the basis for the design of this program. Several recommendations from the Needs Assessment were acted on, including using instructors with experience in Cyprus (all trainers had worked with groups of Cypriots); designing training exercises that utilized participants' own situations; topics were divided in two workshops: Core Management Module and Specializations.

2. Trainers' Meeting

During the program's design stage, IMDI invited some instructors not residing in Pittsburgh to consult on the re-design of the program taking into account participants' evaluations from previous programs. At that meeting the basic design of the program was decided, including the training sequence, the pace of the program, the time allocated for the different topics and the choice of training material to be included. Trainers appreciated the ability to add their input and to coordinate their training, IMDI managers appreciated the insight and the opportunity to better integrate the program.

3. Social Activity Planning

Social activities were restricted due to the summer political events to events in the Ledra Palace. Opening and closing ceremonies were organized by the Fulbright Commission; the U.S. ambassador attended both events and presided over the distribution of certificates to participants.

III.

PROGRAM OUTLINE

PROGRAM INTRODUCTION

CORE MODULES

STRATEGIC AND ACTION PLANNING
(2 1/2 days)

OPERATIONAL MANAGEMENT
(2 1/2 days)

SPECIALIZATIONS

MARKETING
(5 days)

INVESTMENT APPRAISAL
(5 days)

OTHER COMPONENTS

EVALUATIONS

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MODULE: **PROGRAM INTRODUCTION**

TIME PERIOD: 1 Day

FACILITATOR: Philippe E Gasquet, Senior Program Manager

PURPOSE: The purpose of the Program Introduction was to:

1) help participants understand how their program fits into the overall Cyprus Bicommunal Management Seminars" project and familiarize them with the role IMDI plays in the program's implementation;
2) introduce the program's content to the participants and prompt them to lay out their training objectives;
3) preview the upcoming weeks, introducing a few group work exercises.

ACTIVITIES

During the Program Introduction, the following activities were covered:

A. General Orientation

- Administrative Formalities

B. Transfer of Training

- Program Presentation
- Participant's Expectations
- Transfer Plans

METHODS

- Presentations
- Small groups discussion

CORE FOUNDATIONS IN MANAGEMENT

MODULE: **OPERATIONAL MANAGEMENT**

TRAINER: Derek Farwagi

DURATION: 2 1/2 days

PURPOSE:

This module focused on techniques to improve the participants' interpersonal management skills & to help both communities to work in collaboration. The focus on the module was on "breaking paradigms" - helping participants to recognize and overcome mindsets that prevented individuals from thinking creatively and productively.

OBJECTIVES: Upon completion of this module, participants were able to:

- Improve their communication styles with their colleagues in order to foster mutual understanding, respect, and exchange information;
- Identify and analyze different conflict situations, and how to deal with them constructively;
- Identify situations that call for different management styles and structures: workgroups, teams, behavior;
- Conduct value-added negotiations;
- Develop strategies for motivating employees and foster the achievement of departmental and organizational goals.

SUB-TOPICS:

- Developing high performance teams
- Enhancing Negotiation skills
- Motivation techniques

MODULE: **STRATEGIC & ACTION PLANNING**

TRAINER: Yvan Porcheron

DURATION: 2 1/2 days

PURPOSE:

This module exposed participants to the four main aspects of strategic planning and management (SPM): 1) the need for management to be aware and adapt to a changing external and internal environment; 2) to establish and strengthen both top-down and bottom-up lines of communication within the organization; 3) to develop clear and concise strategic priorities consistent with a decentralized system; and 4) the need to outline procedures and guidelines to facilitate planning within an organization. In addition, this module reviewed the traditional methods of long-range planning and contrasted them with SPM.

OBJECTIVES: Upon completion of this module, participants were able to:

- Develop an innovative and workable mission statement and understand the many uses of mission statements;
- Apply SWOT and force-field analyses in the valuation of alternatives for a strategic plan;
- Identify methods for detecting patterns of resistance to change and how to overcome such attitudes;
- Begin work on their action plans.

SUB-TOPICS:

- SWOT analyses;
- Problem statements and Branching Tree techniques;
- Transforming problems into objectives;
- Force field analysis;
- PERT charts

This module covered several "how to" aspects of management, providing participants with an understanding of the strategies at their disposal whereby they can fulfill some of the broad daily requirements of their jobs.

OBJECTIVES: Upon completion of this module, participants were be able to:

- Apply systematic individual and participatory group decision-making techniques to day-to-day problems encountered on the job;
- Implement strategies of total quality management (T.Q.M.) to their daily work requirements;

SUB-TOPICS:

This module was broken down into the following sub-topics:

- Communication and Coordination;
- Decision Making;
- Total Quality Management;

SPECIALIZATIONS

WORKSHOP: **INVESTMENT APPRAISAL**

TRAINER: Rajaoana Andriamananjara

DURATION: 5 days

PURPOSE:

This specialization area focused upon helping participants to learn about investment appraisal through the application of techniques to cases based upon projects which the participants are currently working upon in their jobs. Through a combination of lectures, case studies and computer-based exercises, the participants learned how to conduct financial, economic, social, and environmental evaluations of projects, and will learn how to plan and organize those projects effectively. The specialization area was broken into the following modules:

Module One: **Defining Project Goals and Objectives**

Purpose: A wealth of resources will not compensate for a poorly planned project. Without a clear and well-defined project design, the ultimate success of a project may be jeopardized. In view of this, this module provided participants with the necessary techniques to develop a well-planned, workable project.

Learning Objectives: During this module, participants learned:

- How to conduct a project needs assessment of both present and future needs of the target population, in order to be sure that funds and effort are not expended on something that is a symptom rather than an actual need;
- How to improve the design of a project by encouraging local participation;
- How to identify the strategies which will most effectively meet the need of the target population;
- How to develop the outline of a project based upon the project cycle.

Subtopics:

- Situation Analysis (diagnostics), program identification;
- Tools for Project identification: objectives tree, logical framework;

Module Two: **Conducting Feasibility and Cost/Benefit Analyses**

Purpose: This module helped participants to determine the overall financial, economic, political, social and environmental cost of a given project, before the project is actually implemented. These assessments aim at preventing costly mistakes, and at adjusting or re-developing projects' design to bring them into line with the desired level of impact in each of these areas.

Learning Objectives: By the end of this module, participants were able to:

- Conduct feasibility studies and cost/benefit;
- Measure the present and future financial, economic, political, social and environmental impact of a project;
- Assign an economic value to the environmental impact of a project, and assess the long-term, far-reaching effects that project-induced environmental changes can have upon the target population;
- Outline the importance and uses of the net present value (NPV), internal rate of return (IRR), and the pay back period (PBP) in project analysis;
- Determine the overall feasibility of a project;
- Compare several different projects to determine which would have the strongest positive impact upon the target population.

Subtopics:

- Building Blocks of Financial Appraisal: cash flow, discounting;
- Decision Criteria for Financial Appraisal: playback period, discounted benefits, internal rate of return, cost/benefit analysis;
- Techniques for Economic Appraisal: effects;
- Methods for Social Appraisal: cost-effectiveness/cost-efficiency, multi-criteria method;
- Spreadsheet and Investment Appraisal.

Module Three: Organizing and Implementing Projects

Purpose: Through this module, participants learned to plan for and manage the various resources needed to successfully implement their projects. Attention was given during the planning and implementation process to those factors that encourage its sustainability after the close of the project itself.

Learning Objectives: During this module, participants learned:

- How to select the project team;
- How to schedule the various project activities using PERT and Gantt charting;
- How to prepare and manage a project budget;
- How to secure the necessary physical resources for a project;

- How to build flexibility into a project in order to allow for any adjustments which must be made in response to changes in the external environment;
- How to secure local involvement to ensure project sustainability;
- How to secure continuous political/financial support for the project.

Topics:

- Organization: work breakdown structure, organization chart.
- Scheduling: Gantt diagram, PERT;
- Microsoft Project 5 software.

Module Four: Project Monitoring and Evaluation

Purpose: During this module, participants were exposed to some of the tools and techniques they could use to determine if a given project is progressing according to plan, and what, if any, adjustments need to be made to the original design. They learned how to assess the success or failure of a project in achieving its stated goals, and how to determine its potential for replicability.

Learning Objectives: During these sessions, participants learned:

- The differences, purposes and effects of monitoring and evaluation;
- How to prepare monitoring and evaluation tools;
- How to modify a project in response to information gained through the monitoring procedure;
- How to conduct evaluations;
- How to interpret the results of an evaluation to determine if project objectives have been successfully achieved, and if the project has a strong potential for replicability.

Topics:

- Monitoring: purpose, information system for monitoring;
- Ex-post evaluation: purpose, method of impact evaluation, environmental impact evaluation.

WORKSHOP: **MARKETING**

TRAINER: Charles Popovich

DURATION: 5 days

Module One: **Framework for Marketing Management**

Purpose: The purpose of this first module was to lay out a foundation for Marketing Management within the context of the management of a firm and its individual products or services. First, it introduced a new perspective to marketing management, embodied in the management of markets orientation and the concept of synergy. Second, it applied the synergy concept to strategic management decisions by emphasizing the role of synergy in developing a firm's business portfolios and in the effective allocation of resources. Third, it described the process of marketing individual products or services.

Learning Objectives:

- Describe the two approaches of the marketing function (i.e., micro-marketing and macro-marketing) and state their importance in understanding the discipline of marketing;
- Explain the three modern marketing concepts of production, sales and customer orientations, and their trends in marketing implementation;
- Discuss the importance of synergy in marketing management and present its positive, negative and neutral effects on strategic marketing decisions;
- State the interactions among the 3 M's of marketing (i.e., marketing, management and marketplace and illustrate how their interactions lead to overall synergy through consistency and complementary;

Module Two: **Understanding Environments and Market Opportunities**

Purpose: This module demonstrated to participants the importance of understanding the environment in which a firm operates. An analysis of this environment helps the firm to identify market opportunities upon which a marketing plan can be developed. The three vital components of this module included: (a) Market Intelligence and Research, (b) Analyzing Customer Behavior, and (c) Market Segmentation.

Learning Objectives:

By the end of the segment on **Market Intelligence and Research**, participants were able to:

- Describe the nature of the market research process: problem definition and research objectives, identifying alternative sources of data, collecting data, and analyzing data and preparing the report;
- State and discuss the components of a market intelligence system: strategic-assumption bank, problem bank, data bank, decision-maker bank, display-unit bank, action bank, and model bank;
- Discuss the decision-making role of the marketing intelligence unit.

By the end of the segment **Analyzing Customer Behavior,** participants were able to:

- State the different types of customers with which a firm may have to interact;
- Describe the thought process that customers go through before deciding to purchase a product or service;
- Illustrate the information search process: why customers search for information, where they search, and factors that influence the extent of the search;
- Explain how customers compare and evaluate alternatives and how they form attitudes toward marketplace offerings.

By the end of the segment on **Market Segmentation**, participants were able to:

- List six broad market classifications and discuss each by showing the relationships among them;
- Discuss the 3 Cs that form the basis for market segmentation issues: **c**ompany resources, **c**ustomer variation, and **c**ompetition;
- Explain the three strategies of market segmentation: undifferentiated, concentrated, and differentiated;
- Identify the bases for segmenting markets: usage situation, benefits sought by customers, purchase intensities, and customer segment profiles;
- State specific ways of implementing a target market segmentation;

Module Three: Product Management and Competition

Purpose: The successful introduction and long-term management of products and services require that a firm effectively deal with issues of competition. Therefore, this module will address the issues associated with managing products or services over time. The module will also provide an approach to examining the competitive environment that will facilitate the long-term performance of the product or service.

Learning Objectives: By the end of this module, participants were able to:

- Discuss the Product Life Cycle (PLC) model and the notion of product innovation for new and existing products (long-term product management);

- Explain the different steps of introducing and positioning products in the market: position specification, market performance analysis, positioning strategy, test marketing and commercialization;
- Discuss the learning approach to managing competition and the different approaches to competitive analysis;

Module Four: Managing the Market Mix

Purpose: This module will focus on the most effective methods of integration of the four components (product, distribution promotion, and price) used to achieve marketing objectives. More emphasis will be placed on pricing as the tool that is responsible for bringing out joint effects among the four components.

Learning Objectives: By the end of this module, participants were able to:

- Describe the different components of a product mix and how they are managed;
- Learn how to develop a product mix and a service mix;
- State the role of distribution and the vertical arrangement of distribution channels;
- Distinguish between the four types of promotion: advertising, publicity, personal selling and sales promotion;
- Present selected concepts and methods of pricing: concept of price, concept of cost and cost estimation, and concept of demand and demand estimation;
- Integrate the marketing mix: price, product, distribution, and promotion.

Module Five: International Marketing and Competitive Areas for the 1990s

Purpose: This module will build upon the previous modules and will address contemporary marketing issues within the framework of the international marketing environment of the 1990s. The module will also examine the impact of changes in the global economy upon strategic management of the marketing functions within individual organizations.

Learning Objectives: By the end of this module, participants were able to:

- Identify the different managerial orientations toward the international marketplace;
- Illustrate the framework and elements of strategic marketing management, with emphasis on business organizations, within the changing international environment;
- Discuss new techniques for managing the quality of products and services in response to customer needs using elements of Quality Management;
- Examine new developments in information technology pertaining to international marketing.

SOCIAL ACTIVITIES

The participants took part in the following social activities:

- Opening ceremony
- Closing luncheon

EVALUATIONS

Evaluations are an integral and important component of all IMDI programs. Three types of evaluations were administered by the coordinating staff during the program; they included:

1. Daily impression evaluations

2. Instructor/module evaluations

3. Final evaluation

All evaluation results are included in the appendix.

SYNTHESIS AND APPLICATION

MODULE: **SYNTHESIS & APPLICATION**

TRAINERS: Philippe E. Gasquet

DURATION: 1 day

PURPOSE:

The purpose of this final module was to reflect upon all aspects of the program and to elaborate an action plan for implementation of the most useful tools in terms of their professional responsibilities.

OBJECTIVES: At the end of these sessions, participants were able to:

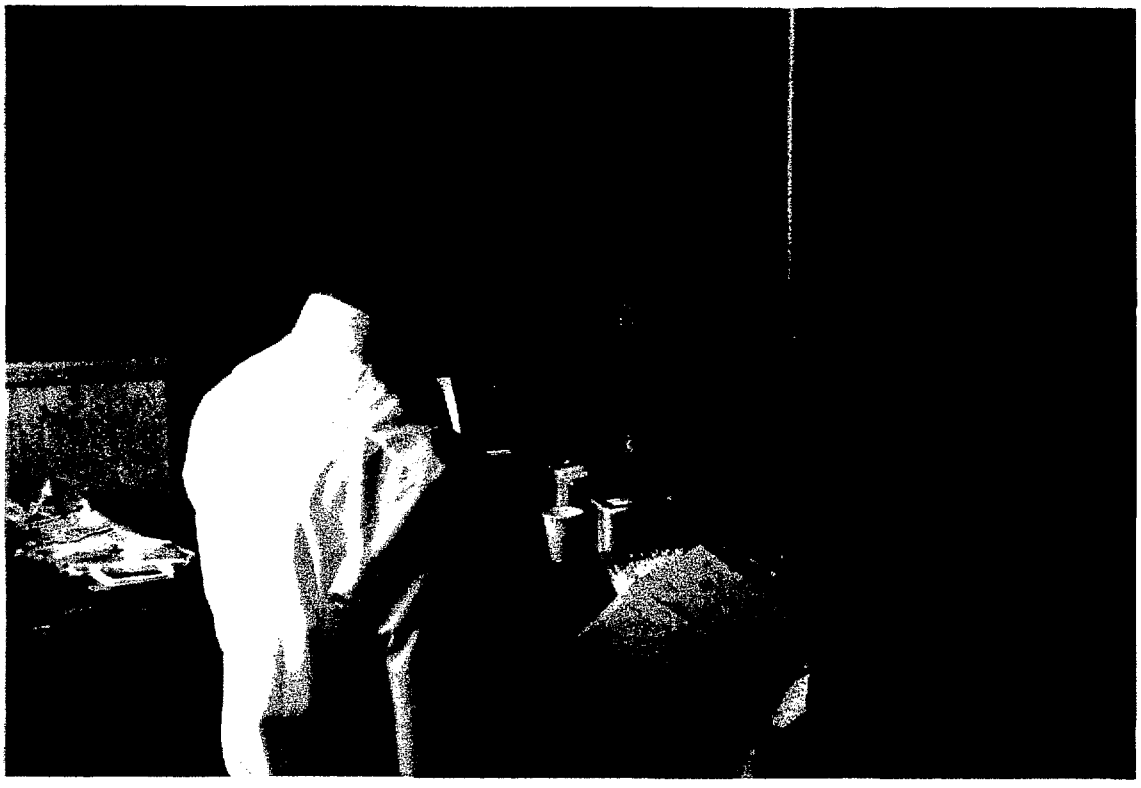
- Write a concise summary of what they learned through the seminar;
- Evaluate the different aspects of the program in terms of relevance to their own work environment;
- Present their findings from the seminar in the form of an action plan;
- Formulate a plan to disseminate the information received in the program to their colleagues in their own organizations.

METHODOLOGY:

- Presentations
- Debriefings
- Group discussions
- Question and answer

IV.

PROGRAM EVALUATIONS



Evaluations are an integral and important component of all IMDI programs. In this program, three types of evaluations were administered by the managing staff. They were:

1. Daily temperature evaluations
2. Instructor/module evaluations
3. Final evaluation

OVERALL EVALUATION:

- On a scale from 1 (poor) to 5 (superior), 100% of participants expressed their satisfaction with the program: 39% rated the program as outstanding (5) and 61% indicated they were satisfied (4). Satisfaction extended to the program's content, quality of instructors and the professionalism demonstrated by the program management team.

- Generally, 91% of participants felt they had reached their objectives set for attending the program: 23% indicated complete satisfaction, and 68% felt that most of their objectives had been met. 9% of participants indicated that that their program objectives were partially met.

- 83% of participants felt that the program would have a positive impact on their job performance in the future; 17% were not sure about the program's impact.

EVALUATION OF TRAINING MODULES

CORE FOUNDATIONS IN MANAGEMENT

Strategic Planning

Module

On a scale of 1 (very low) to 5 (very high), participants rated the module as follows:

⇒ module's mean evaluation: 4.27

⇒ overall quality: 4.04. Most participants were satisfied (96%) with one extremely satisfied (4%) with the quality of the module. Participants were split on its "practical" value while at the same time recognizing the practical aspects of the tools discussed in the workshop.

⇒ practical value of the module: relevance of the training module to participants' training objectives was rated 3.79 on a scale of 0 to 5.

Instructor

⇒ Yvan Porcheron was selected to animate this module. Mr Porcheron is a seasoned trainer with IMDI. He trained as well with the Cyprus Executive Management Seminar in December 1995 and the Cyprus Management Training Program in February 1996. Mr Porcheron is a specialist in matters pertaining to Strategic Planning and Organizational Development.

⇒ Mr Porcheron's knowledge and skills were well received by participants, even though some felt that his approach was somewhat theoretical and remote from reality while others commended his "practical" approach. Ratings of his performance -- on a scale of 1 (very poor) to 5 (very good) -- varied from 4.31 (presentation of training objectives, coverage of training objectives and summary of topic) to 4.64 (knowledge of the subject matter) .

⇒ Mr Porcheron's methodology received a rating going from 4.04 (usage of visual aids) to 4.42 (exercises and case studies).

Other

⇒ The module's material, including text, copies, overhead, was satisfactory and received a rating of 4.33.

Operational Management

Module

On a scale of 1 (very low) to 5 (very high), participants rated the module as follows:

⇒ module's mean evaluation: 4.39

⇒ overall quality: 4.23. Participants were either very satisfied (23%) or satisfied (77%) with the quality of module. They did relate very well to this workshop and the day-to-day practical value of the various topics discussed.

⇒ practical value of the module: relevance of the training module to participants' training objectives was rated 4.27 on a scale of 0 to 5.

Instructor

⇒ The trainer selected for this module was Mr Derek Farwagi. Mr Farwagi, an independent consultant, resided in Cyprus for four years, and thus very familiar with a lot of the concerns Cypriot managers are facing in their business and professional endeavors. He is presently based in Jordan. Mr Farwagi covered the revised core module on "Operational Management"; this workshop covered the following integrated topics : Communication, Decision Making, Total Quality Management.

⇒ Participants were very appreciative of Mr Farwagi's hands-on approach, commending his ability to transfer his knowledge and skills to real life situations. Ratings of his performance -- on a scale of 1 (very poor) to 5 (very good) -- varied from 4.31 (coverage of training objectives) to 4.65 (knowledge of the subject matter and ability to listen and respond to participants' concerns) .

⇒ Mr Farwagi's methodology received a rating going from 4.19 (use of visual aids) to 4.42 (leading group discussions).

Other

⇒ The module's material, including text, copies, overhead, was satisfactory and received a rating of 4.27.

Marketing

Module

On a scale of 1 (very low) to 5 (very high), participants rated this specialization as follows:

⇒ module's mean evaluation: 4.72.

⇒ overall quality: 4.67. Participants were either very satisfied (67%) or satisfied (33%) with the quality of module. A topic very high in demand, participants could discuss areas of professional concerns.

⇒ practical value of the module: relevance of the training module to participants' training objectives was rated 4.56 on a scale of 0 to 5.

Instructor

⇒ Dr. Charles Popovich, the trainer selected for this specialization, was on his fifth trip to Cyprus where he has now advised several companies and individuals on marketing tools and techniques.

⇒ Dr. Popovich's performance was very strong and participants appreciated his approach to the subject matter. Ratings of his performance -- on a scale of 1 (poor) to 5 (outstanding) -- varied from 4.82 (coverage of training objectives and summary of topic) to 5.00 (knowledge of the subject matter and ability to maintain participants' interest) .

⇒ Dr. Popovich's methodology received a rating going from 4.27 (use of visual aids) to 4.73 (use of exercises and case studies).

Other

⇒ The specialization's material, including text, copies, overhead, was satisfactory and received a rating of 4.56.

Investment Appraisal

Module

On a scale of 1 (very low) to 5 (very high), participants rated this specialization's as follows:

⇒ module's mean evaluation: 4.30.

⇒ overall quality: 4.15. Participants were either very satisfied (15%) or satisfied (85%) with the quality of module.

⇒ practical value of the module: relevance of the training module to participants' training objectives was rated 3.92 on a scale of 1 to 5.

Instructor

⇒ Dr. Rajoana Andriamananjara was selected to facilitate this workshop. Dr. Andriamananjara is an economist trained in several universities of the United States, and has extensive experience training with IMDI as well as the Cyprus program. Dr. Andriamananjara developed several case studies for IMDI, including one for this program, and is the lead trainer in areas of Project Management and Investment Appraisal.

⇒ Dr. Popovich's performance was very strong and participants appreciated his approach to the subject matter. Ratings of his performance

⇒ Participants indicated their satisfaction with Dr. Andriamananjara's knowledge and skills. Rating of his performance -- on a scale of 1 (poor) to 5 (outstanding) -- varied from 4.00 (coverage of training objectives) to 4.62 (knowledge of the subject matter). Participants were split on the use of computers for the workshop. Participants with "low" computer skills complained that they had to spend too much time in order to become familiar with the softwares " Microsoft Project for Windows" and "Quattro Pro" used in the workshop. Participants with "adequate" computer skills derived much satisfaction from the practical applications of the case study. It is important to underline that selection plays a key role in this respect.

⇒ Dr. Andriamananjara's methodology received a rating going from 4.08 (visual aides) to 4.44 (case study).

Other

⇒ The specialization's material, including text, copies, overhead, was satisfactory and received a rating of 4.58.

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OTHER PROGRAM ACTIVITIES

Toward the end of the program, participants expressed the interest to get together after the training session and develop further social contacts with their colleagues. However, as mentioned above, requests could not be accommodated during the time-period of the seminar.

The U.S. ambassador informed participants that he would attempt to organize a social gathering for all program participants.

PROGRAM ADMINISTRATION

The Cyprus Fulbright office took the responsibility for most of the aspects concerned with the program's administration.

1. Training Site

Training was held at the Ledra Palace in the heart of Nicosia. Overall, participants were satisfied the location: 82% rated the training rooms and facilities as "good" (64%) or outstanding (18%). This is an improvement over the previous program that was held at the UNHCR, in a pleasant surrounding but with limited access for participants from the North.

The UN personnel was cooperative with the program needs. Notwithstanding the fact that the Ledra Palace was the only site authorized for this event, the Ledra served its purpose and accommodated participants' various daily schedules by providing a greater access to all.

2. Other

As in the previous program, lunches offered a unique opportunity for participants to mingle and exchange information in a casual setting. Visits by the U.S. ambassador and USIA representative gave participants a sense that this program is not an isolated event but part of a series of activities designed to reinforce bicommunal activities.

V.

RECOMMENDATIONS FOR FUTURE PROGRAMS

The following is a list of recommendations for the organization of future Management Training Seminars to be held in Cyprus based on the experience of the program held from February 9 to March 1, 1996 in Nicosia, Cyprus.

1. DATES

IMDI and the Fulbright staff set the dates for all CyBMS activities scheduled to take place in 1997:

- Phase V (in Cyprus): February 28 -- March 17.
- Phase VI (in Pittsburgh): June 16 – 27.
- Phase VII (in Cyprus): October 10 -- 27

During the course of Phases V and VII, IMDI will conduct follow-up sessions with participants from Phases IV and V respectively. Follow-up for phases VI and VII will be conducted in Spring 1998.

2. PROGRAM CURRICULUM

Management Training Program

The general format devised for this program was successful. A few changes will be recommended for the next Management training Program based on some of the participants' comments and IMDI's observations.

Recommendation:

Length of Program: The program's length will now be two weeks and two days. Training sessions will alternate between mornings and afternoons, giving participants a greater flexibility to follow-up with their professional assignments.

- It is recommended that the first day be now transformed into a full training day, starting with the opening ceremony and a brief program introduction. The rest of the day will be used to help participants define their program's expectations and professional objectives for attending the program. This exercise allows to set the stage for building the action plans used during the follow-up. In the process, exercises will help participants to become acquainted. Former programs' representatives will also be invited to make brief presentations of their experiences.
- Week One will be devoted to the Core Concepts of Management.
- Week Two will be reserved for specializations.
- The last day of the program will give participants the opportunity to work and present their action plans for transfer. This last exercise is particularly important as it sets the stage for future follow-up actions.

The revised structure was discussed with Fulbright while in Cyprus. For additional information on the program's structure, please go over to the Appendix section.

Executive Management Program -- June 1997

Based on the December 1995 program's experience and interviews realized in October 1996 with program's participants, IMDI will suggest a format that will be geared more closely to participants' background and allow to some degree a tailor made approach.

Overall Program Structure: The program will now offer one core module on Core Issues of Modern Management, and two separate topic-tracks geared 1) to public enterprise managers, and 2) to private sector executives with a program of tailor-made site visits.

Core Issues of Modern Management
This workshop will focus on topics at the core of today's managerial decisions in large organizations: Decision Making, Communication, Total Quality Management, Leadership and Organizational transformation. The workshop will last one week.

Specializations:
The second week of the program will allow participants to choose between two specializations: Re-inventing government and Marketing and Globalization. At the same time, participants will follow a tailor-made program of site visits and professional contacts. Training sessions will be held in the morning and professional contacts will be offered in the afternoon.

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3. SELECTION OF PARTICIPANTS

3.1 "Critical Mass" Training

This particular aspect was emphasized in the previous report and remains a critical obstacle to the program's impact. During the follow-up session, it became apparent that managers in some organizations have little interest and desire to make time for pursuing this type of training.

Recommendation:

This particular issue will remain essentially out of the control of the organizing parties. Feedback was given to participants from the December 1995 Executive Management Seminar (EMS) that IMDI was somewhat disappointed by the lack of emphasis on "critical mass training" within the organizations they represented. Former participants acknowledged the fact and stated they would attempt to recruit participants for the up-coming seminars. At the same time, the Hellenic Bank ought to be recognized and supported for its efforts to send candidates to each program.

Former participants from the Executive Management program could be reminded about incoming programs by a letter and a visit from a Cyprus Fulbright office representative.

3.2 Participants' backgrounds

The groups' diversity in professional backgrounds has so far presented the program's organizers and instructors with a unique challenge. Evaluations have indicated that a more homogeneous group would result in a more focused program; instructors and professional contacts would then cater to topics directly relevant to the participants' backgrounds.

Recommendation:

This point was raised earlier but may-be difficult to implement. One alternative might be to select participants from specific economic sectors or specific target groups: for instance, professionals in the health sector (both public and private), or managers in non-governmental organizations (NGO), or the banking/insurance sector, ...

3.3 Selection Process

The program had a somewhat smaller pool of participants when compared with attendance to the February program and the optimum space of 40 participants. In October, the highest level of participation was 27, with 12 from the Greek side and 15 from the Turkish side.

Recommendation:

IMDI does not have an on-site representative thus it is difficult for the Institute to propose a full proof solution. With several on-going bicommunal programs and little progress in the political situation, it is possible that Cypriots start to wonder about the bicommunal impact of such programs. Communication across the Green zone

remains very tenuous at best and Cypriot may start loosing their faith in the process. Thus, it may appear critical at this time to develop a specific marketing campaign geared to the Bicommunal Management Seminar.

The marketing campaign may include information sessions geared to target groups: banks, hotels, government agencies, small business associations; sessions would outline the program's objectives and emphasize its focus on managerial issues. At the same time, it is probably necessary to advertise those seminars – full blown ads – in the most widely circulated newspapers around the island. .

4. PRELIMINARY BIOGRAPHIC INFORMATION ON THE PARTICIPANTS

Detailed biographic information was sent to the University of Pittsburgh at least one month prior to the start of the program; this allowed IMDI and trainers to improve the planning process and resulted in a design more suited to the specific needs of participants.

Recommendation:

It is strongly recommended to continue this practice as much as possible.

5. ATTENDANCE

Attendance was recorded on a daily basis. Average attendance rate was 90% throughout the program, ranging from 80% to 100%. This is a good attendance record. The program started with an attendance far lower than initially expected. Five people initially registered did not attend a single session. It should be noted that two (2) participants dropped out of the program the second week; one called in sick for a couple days never to return, the other had to go through a surgical operation. Please see comments made under point 3.3 on the selection process. With shorter training sessions, participants' attention was more focused on the program and people rarely dropped-out in the middle of the day.

Recommendation:

The formula of shorter training sessions works; thus it should be continued. Ms Dimond, from the Fulbright office, suggested that we try to alternate training sessions between mornings and afternoons; this was suggested by candidates during selection interviews.

6. BICOMMUNAL VISITS

This aspect of the program is largely dependent upon the goodwill of Cyprus political authorities. This summer's events (shooting of two Greek Cypriots protesting the occupation of North Cyprus) led to a slowdown of inter-communal activities. A program

of professional contacts had been established ahead of time with visits scheduled at banks on the North and the South. Unfortunately, both visits were "unauthorized."

Recommendation:
Contacts were established in advance and visits were geared toward the program's objectives. Let's keep on trying, may-be next time will meet more success, ...

6. TRAINING SITE

The training program was held at the Ledra Palace for the first time since the University of Pittsburgh has been working with the Cyprus Fulbright Commission; this was the only site officially accepted for Bicommunal activities after the 1996 summer events. Furthermore, Turkish Cypriot participants had recommended the use of a training facility more easy to access than the UNHCR.

Recommendation:
While the site is not the most auspicious, it appears to suit everyone's needs: participants, trainers and program staff.

7. FOLLOW-UP WORKSHOPS

On the last day of the program, participants were asked to prepare action plans to transfer the seminar's tools and techniques most directly relevant to their professional context. These plans form the basis for IMDI's follow-up impact evaluations. The first follow-up evaluation was conducted this fall by Martin Akpo-Esambe, Interim Director of the Institute. A separate document will present his findings.

Participants were also encouraged to keep in contact with one another and assess the progress made on their action plans. For this purpose, they designated two representatives, one from each community, to organize and coordinate those events. As was the case previously, IMDI will provide guidance and assistance directly from Pittsburgh. The success encountered with the February 96 group leads us to believe that these work groups further strengthen the impact the seminar can have.

Recommendation:
The Cyprus Fulbright office should maintain its role as a facilitator in the process. Previous experience suggests that this initiative can only be beneficial and deserves to be supported – as long as it is initiated by the participants' representative.

APPENDIX A

LIST OF PARTICIPANTS

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APPENDIX B

PROGRAM CALENDAR

CyBMS Management Training Seminar
October 4 - 21, 1996

INTRODUCTION AND CORE October 4 - 13		
Day and Date	**Group A**	**Group B**
Friday, October 4	**PROGRAM ORIENTATION TRANSFER OF TRAINING 1:00pm to - 4:00pm**	
Saturday and Sunday October 5 and 6	No weekend activities	
Monday, October 7	Strategic Planning	Operational Management
Tuesday, October 8	Strategic Planning	Operational Management
Wednesday, October 9	Strategic Planning/ Operational Management	Operational Management/ Strategic Planning
Thursday, October 10	Operational Management	Strategic Planning
Friday, October 11	Operational Management	Strategic Planning
Saturday and Sunday October 12 and 13	Weekend activities to be determined	
SPECIALIZATIONS October 14 - 18		
Day and Date	INVESTMENT APPRAISAL	MARKETING
Monday, October 14	Investment Appraisal	Marketing
Tuesday, October 15	Investment Appraisal	Marketing
Wednesday, October 16	Investment Appraisal	Marketing
Thursday, October 17	Investment Appraisal	Marketing
Friday, October 18	Investment Appraisal	Marketing
Saturday and Sunday October 19 and 20	Weekend activities to be determined	
Monday, October 21	**SYNTHESIS & APPLICATION FINAL EVALUATION CLOSING CEREMONIES 9:00 AM TO 12:00 NOON**	
Please note that all classes will take place from 8:30 am to 1:00 pm unless otherwise indicated.		

APPENDIX C

EVALUATION CHARTS AND COMMENTS

This part consists of three separate evaluation reports:

Daily temperature

Module/Instructor's evaluation

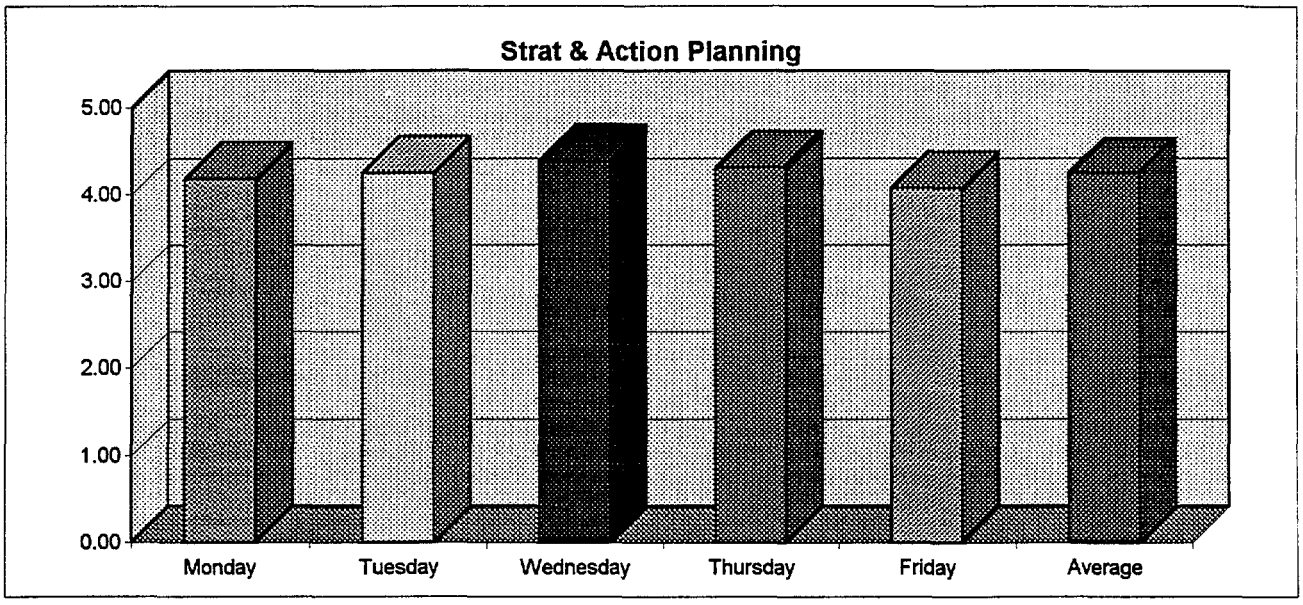
Final evaluation

DAILY TEMPERATURE

CyBMS-IV
Daily Temperature

Instructor: Yvan Porcheron
Module: Strategic and Action Planning

	Monday	Tuesday	Wednesday	Thursday	Friday	Average
	7-Oct-96	*8-Oct-96*	*9-Oct-96*	*10-Oct-96*	*11-Oct-96*	
Attendance:	*11*	*12*	*13*	*13*	*13*	Week's Average
Daily Average	*4.18*	*4.25*	*4.38*	*4.31*	*4.08*	4.24



COMMENTS:

Monday
* New tools on strategy formulation;
* Implementation of ideas in a workshop situation; simple ways of attacking a problem before it becomes a more complicated case;
* Finding out that we have the same problems; first introduction to a management course;
* Not used to this form of training seminar, but may-be it's part of the outcome

Tuesday
* We learned about check lists and Gantt charts whic are important in the planning process. (5)
* Practical forms of exercises. (3)
* Little time to apply the tools exposed

Wednesday
* examination of macro and micro environment; critically need the skills in S. P.
* very lively lecture; short and sweet
* needs additional information (3)

Thursday
* workshop is very practical; makes me think more about the subject and to apply it in my organization
* force field analysis;
* new things but wish to have practice on realted analysis about the bank I'm working with

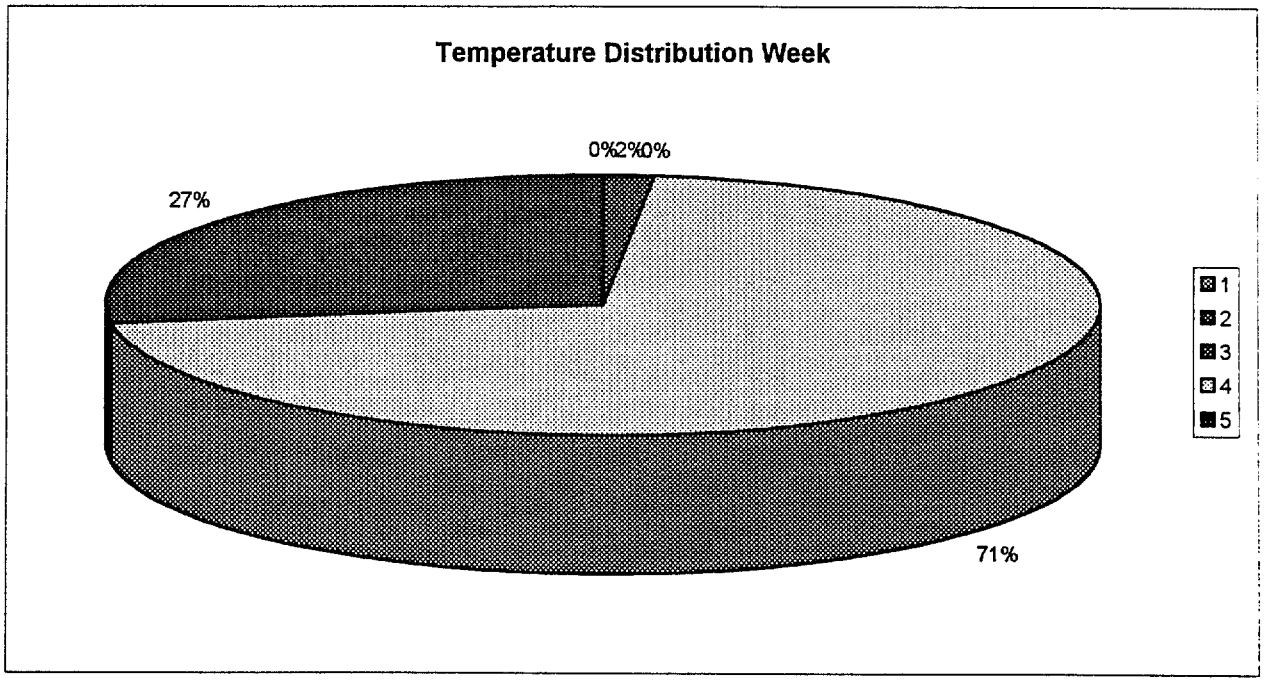
Friday
* I got fantastic ideas from Yvan; interesting to see how to apply some of the workshops' tools.
* Gantt, Pert charts are vital to good planning (6).

61

CyBMS-IV
Daily Temperature

Temperature Distribution:Strategic & Action Planning

	One	Two	Three	Four	Five
SUM:		1		44	17

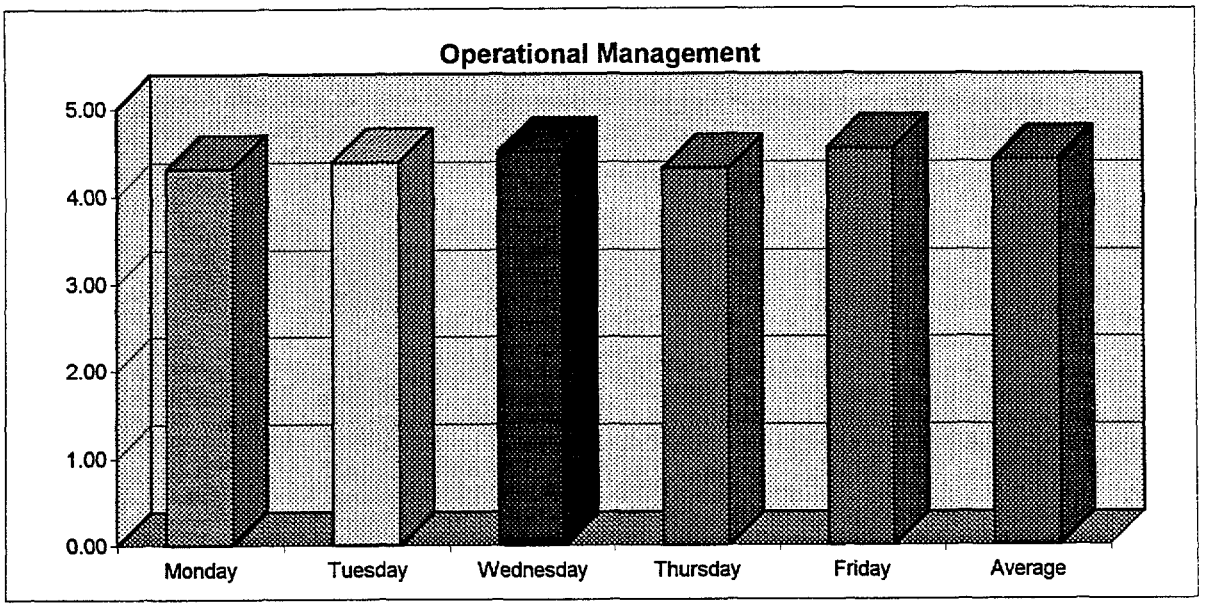


62

CyBMS-IV
Daily Temperature

Instructor: Derek Farwagi
Module: Operational Management

	Monday	Tuesday	Wednesday	Thursday	Friday	Average
	7-Oct-96	*8-Oct-96*	*9-Oct-96*	*10-Oct-96*	*11-Oct-96*	
Attendance:	*13*	*13*	*14*	*13*	*13*	Week's Average
Daily Average	*4.31*	*4.38*	*4.50*	*4.31*	*4.54*	4.41



COMMENTS:

Monday
* good discussion as it revolved around real situations in our colleagues' life (5)
* important topic; new views and ways to handle the topic

Tuesday
* management style spectrum was very good exercice for me. I should delegate power & authority in my co. I also have to train my personnel.
* building-up on yesterday's lecture; very useful; discovered some of my positive and negative points in my business and personal life; improve my skills in evaluating my skills in evaluating the people I am communicating with.
* some problems with my english (2); not enough time on decision making.

Wednesday
* definition of communication (4)
* the dialogue led by the instructor (2); practical approach of trainer (2)
* not enough time

Thursday
* although it's a new practice for me, the active participation make me grasp the topic more easily
* decision making process (3)

Friday
* quality management (3) ; good discussions and case studies (5); summarizing every day
* decision making: think of the "iceberg"
* not enough time to cover more exercises

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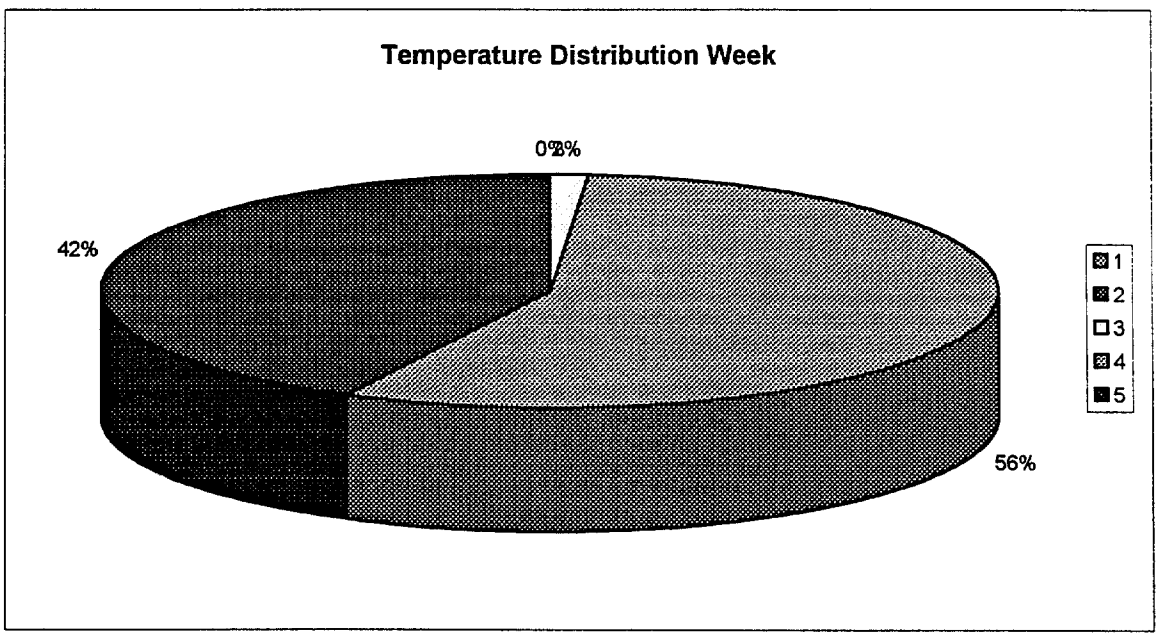
Temperature Distribution: Operational Management

	One	Two	Three	Four	Five
SUM:			1	37	28

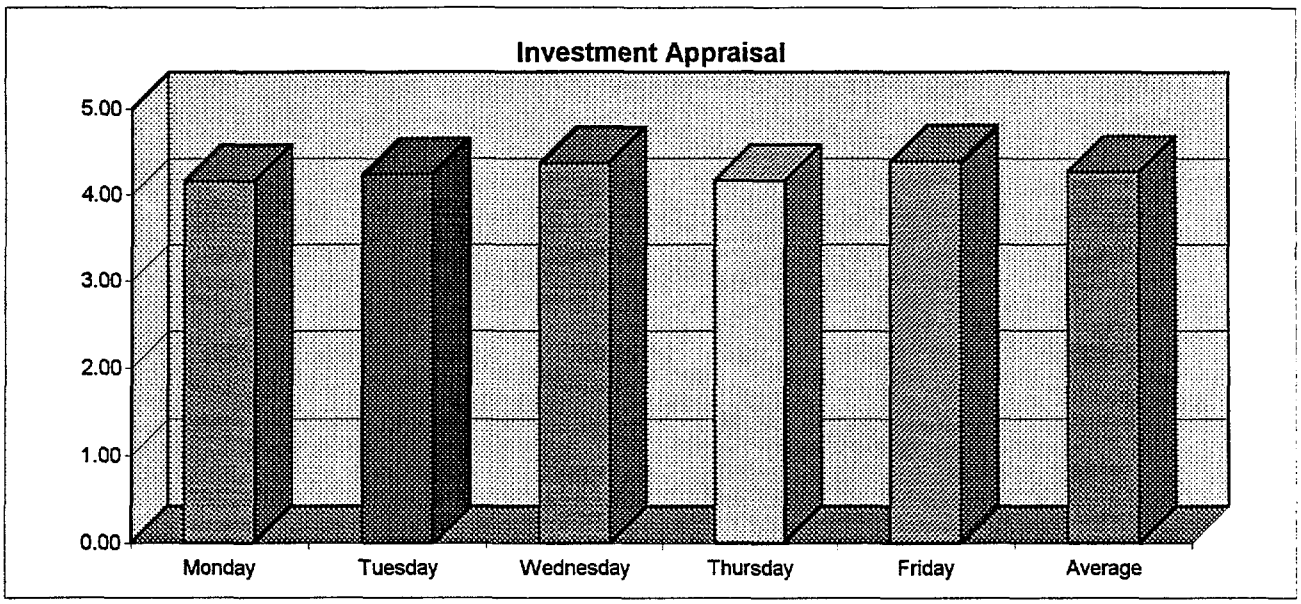


64

CyBMS-IV
Daily Temperature

Instructor: Raj Andriamananjara
Module: Investment Appraisal

	Monday	Tuesday	Wednesday	Thursday	Friday	Average
	14-Oct-96	*15-Oct-96*	*16-Oct-96*	*17-Oct-96*	*18-Oct-96*	
Attendance:	*13*	*13*	*11*	*13*	*13*	Week's Average
Daily Average	*4.15*	*4.23*	*4.36*	*4.15*	*4.38*	4.26



COMMENTS:

Monday
* doing the work ourselves (5) ; well planned progression toward the final objective; objective tree; more group work than lectures (3).

Tuesday
* pace is good, examples are adequate to learn; very interesting becaus we started to get into the design of the project; log frames (3).

Wednesday
* practicing on computer is good (3); good analysis of projects' data through the use of computers (3)
* using numerical models makes me feel I got something from the module

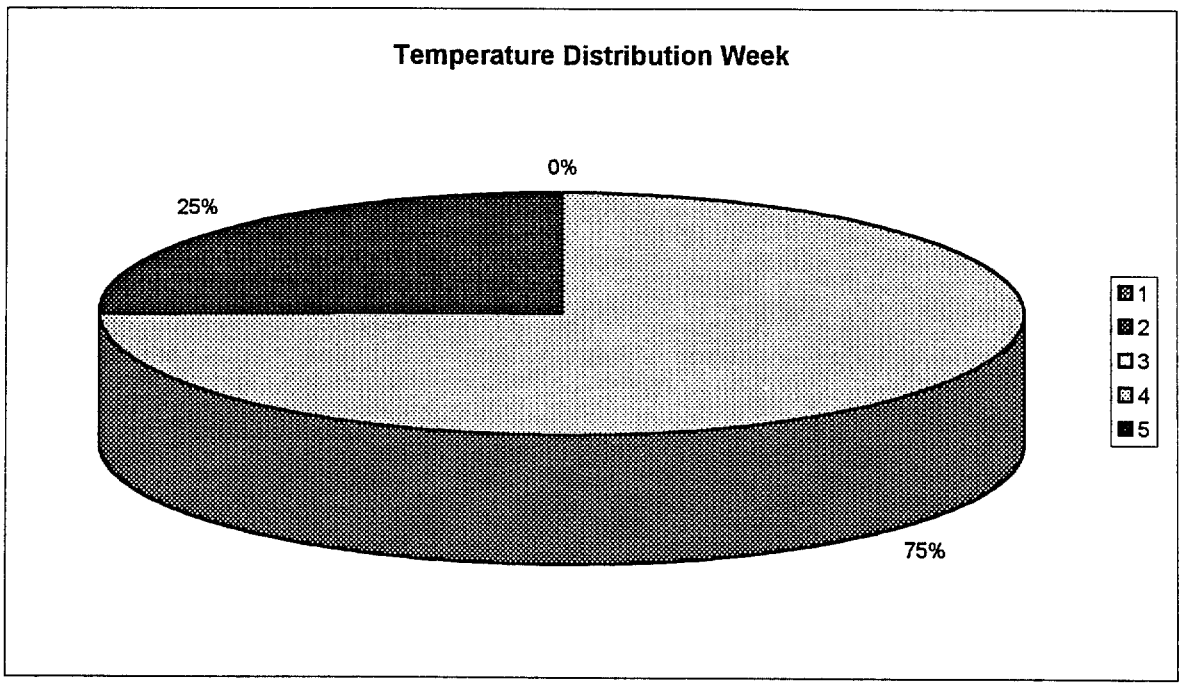
Thursday
* Practice of investment appraisal on software (5)

Friday
* nice to see how to use the tools step by step (2); finalizing project and getting result from the computer (5);
* success in reaching our goal (2) ;
* too much time spent on the computer

65

Temperature Distribution: Investment Appraisal

	One	Two	Three	Four	Five
SUM:				47	16

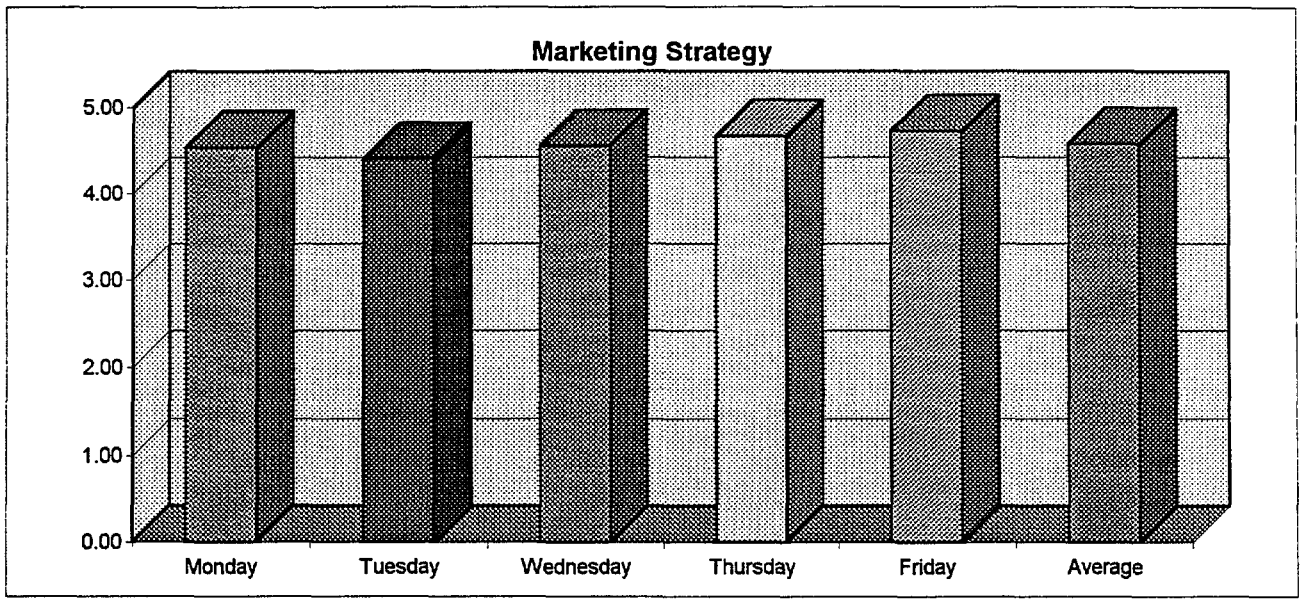


66

CyBMS-IV
Daily Temperature

Instructor: Chuck Popovich
Module: Srategic Marketing

	Monday	Tuesday	Wednesday	Thursday	Friday	Average
	14-Oct-96	*15-Oct-96*	*16-Oct-96*	*17-Oct-96*	*18-Oct-96*	
Attendance:	*13*	*10*	*11*	*9*	*11*	Week's Average
Daily Average	*4.54*	*4.40*	*4.55*	*4.67*	*4.73*	4.58



COMMENTS:

Monday
* Discussion around real life examples: sales promotion, personal selling (7)
* Want more interactive activities, too many lectures, talking by the instructor (2)

Tuesday
* practical ideas to use in my business;
* practical use of a marketing plan; incites us to be creative and productive; product life cycle

Wednesday
* SWOT application and market analysis; group work is particularly productive; good combination of practice and theory;
* some concepts are difficult to understand

Thursday
* very good discussions on personalities and marketing applications

Friday
* discussion and good examples; tools; enjoyed to study the emotional part of marketing

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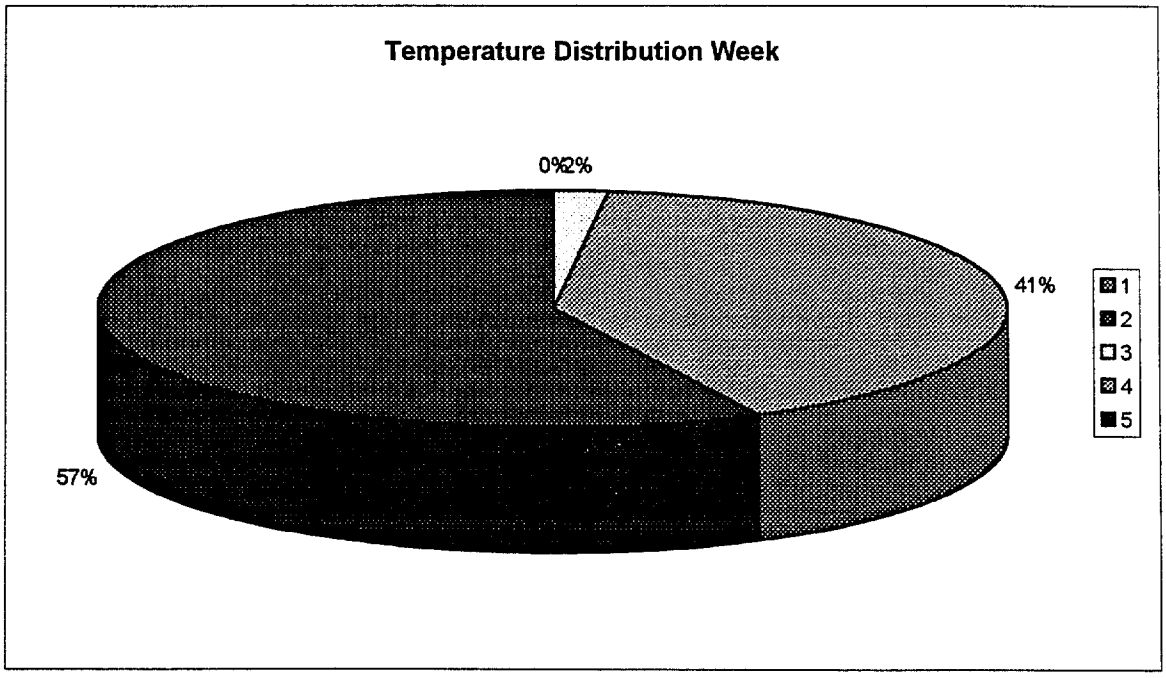
Temperature Distribution: Marketing Strategy

	One	Two	Three	Four	Five
SUM:			1	22	31



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MODULE/INSTRUCTOR'S EVALUATION

CyBMS IV Management Training Seminar 1996

Module Evaluation: **Operational Management**

Instructor: **Derek Farwagi**

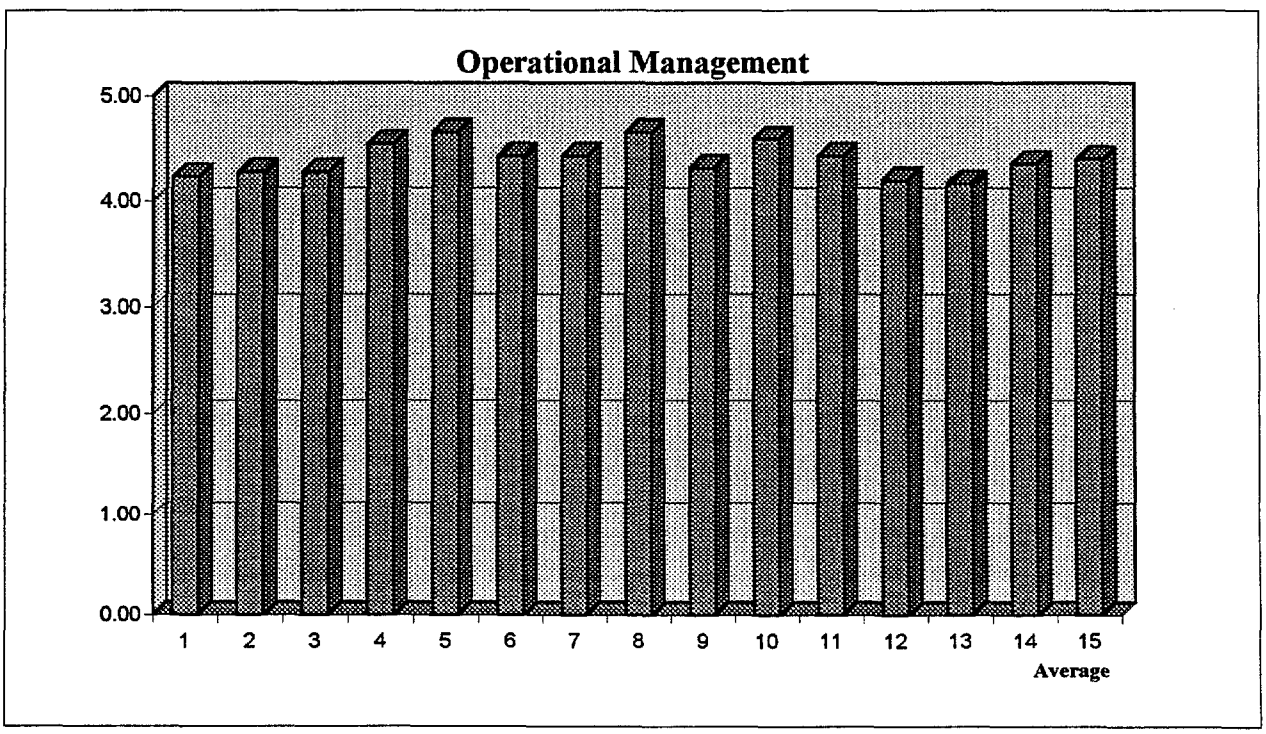
Low=1; High=5

Question	1	2	3	4	5	6	7	8	9	10	11	12	13	14	
Mean	4.23	4.27	4.27	4.54	4.65	4.42	4.42	4.65	4.31	4.58	4.42	4.19	4.16	4.35	4.39
Sum	93	94	94	118	121	115	115	121	112	110	115	109	104	113	

Questions 1-3 relate to overall quality and relevance of module
1. Overall Quality
2. Relevance of the module to my training objectives
3. Quality of training materials

Questions 4-10 relate to instructor's knowledge and skill
4. Presentation of training objectives
5. Knowledge of the subject matter
6. Preparedness
7. Maintaining my interest
8. Listening & responding to participants
9. Coverage of training objectives
10. Summary of topic

Questions 11-14 relate to module material and techniques
11. Group discussion
12. Visual Aids: overhead, flip chart, etc.
13. Training materials
14. Exercise, Case Study, Role Play



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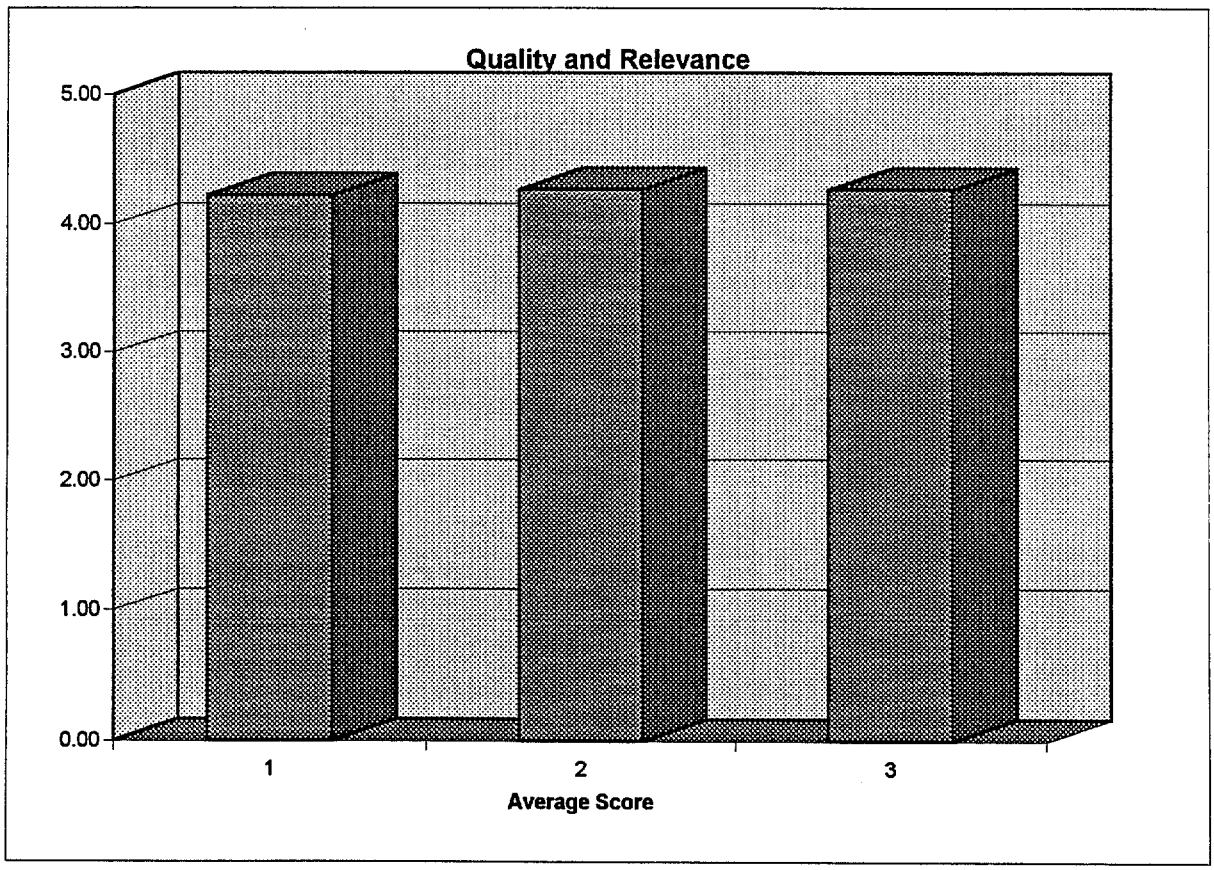
CyBMS IV Management Training Seminar 1996

Section 1: Questions on Overall Quality and Relevance of Module

Question #	# resp.	1		2		3		4		5		
		poor		fair		average		good		outstanding		means
1	22	0	0%	0	0%	0	0%	17	77%	5	23%	4.23
2	22	0	0%	0	0%	1	5%	14	64%	7	32%	4.27
3	22	0	0%	0	0%	1	5%	14	64%	7	32%	4.27



Questions 1-3 relate to overall quality and relevance of module

1. Overall Quality
2. Relevance of the module to my training objectives
3. Quality of training materials

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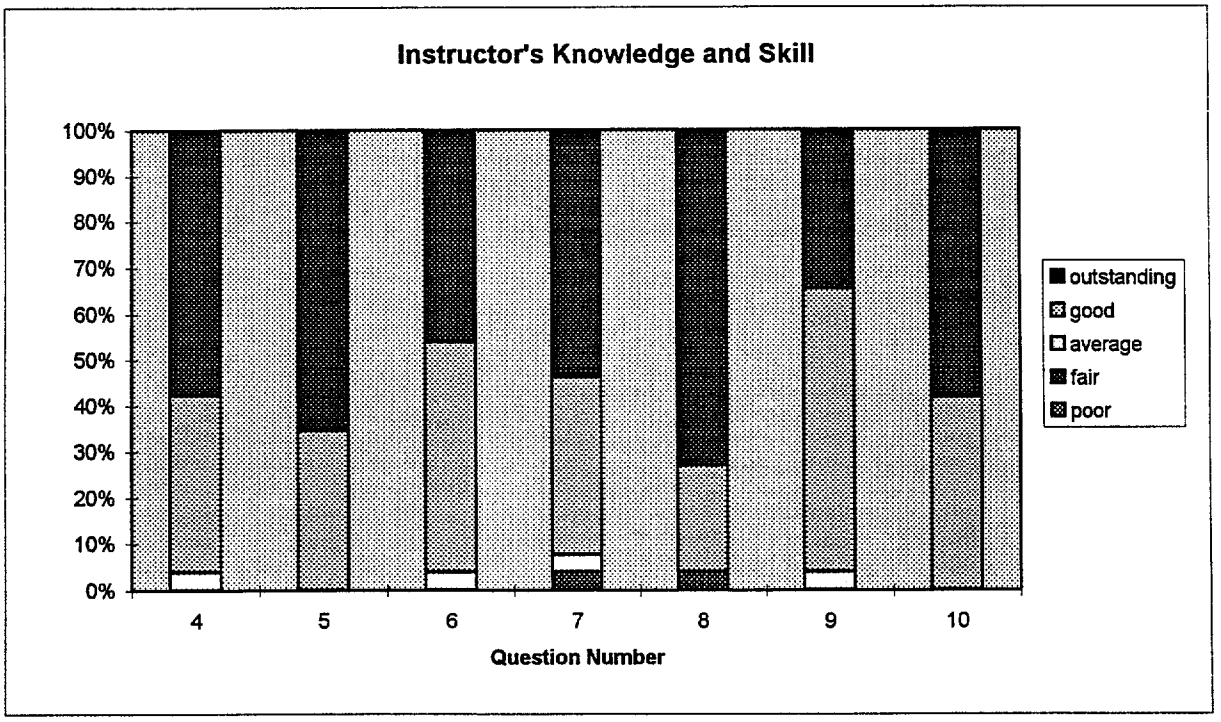
CyBMS IV Management Training Seminar 1996

Section 2: Questions Relating to Instructor's Knowledge and Skill

Question #	# resp.	1		2		3		4		5		
		poor		fair		average		good		outstanding		means
4	26	0	0%	0	0%	1	4%	10	38%	15	58%	4.54
5	26	0	0%	0	0%	0	0%	9	35%	17	65%	4.65
6	26	0	0%	0	0%	1	4%	13	50%	12	46%	4.42
7	26	0	0%	1	4%	1	4%	10	38%	14	54%	4.42
8	26	0	0%	1	4%	0	0%	6	23%	19	73%	4.65
9	26	0	0%	0	0%	1	4%	16	62%	9	35%	4.31
10	24	0	0%	0	0%	0	0%	10	42%	14	58%	4.58



Questions 4-10 relate to instructor's knowledge and skill

4. Presentation of training objectives
5. Knowledge of the subject matter
6. Preparedness
7. Maintaining my interest
8. Listening & responding to participants
9. Coverage of training objectives
10. Summary of topic

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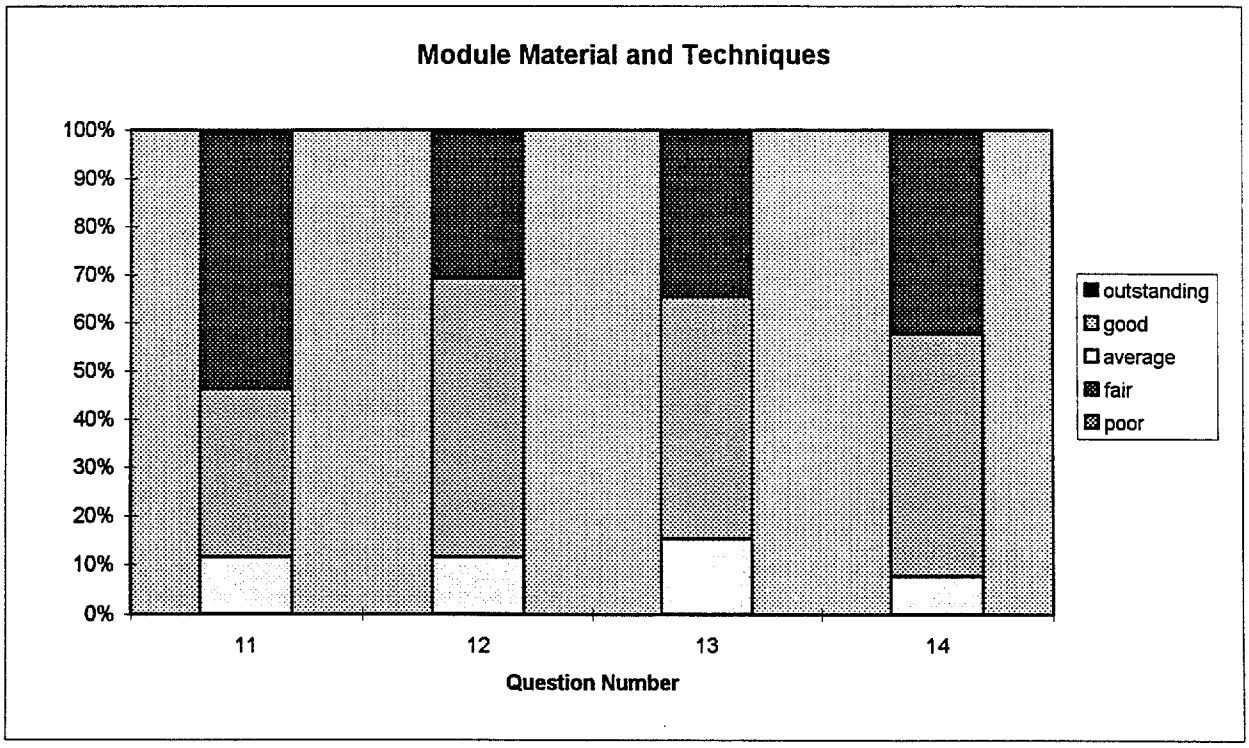
CyBMS IV Management Training Seminar 1996

Section 3: Questions Relating to Module Material and Techniques

Question #	# resp.	1		2		3		4		5		
		poor		fair		average		good		outstanding		means
11	26	0	0%	0	0%	3	12%	9	35%	14	54%	4.42
12	26	0	0%	0	0%	3	12%	15	58%	8	31%	4.19
13	25	0	0%	0	0%	4	16%	13	52%	9	36%	4.36
14	26	0	0%	0	0%	2	8%	13	50%	11	42%	4.35



Questions 11-14 relate to module material and techniques
11. Group discussion
12. Visual Aids: overhead, flip chart, etc.
13. Training materials
14. Exercise, Case Study, Role Play

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CyBMS IV Management Training Seminar 1996

General Comments:

The instructor's real-life experiences are much better than theories.
I am so satisfied I wish the time was not limited. (2)
Overall, everything was very good.
Time wasn't enough for case studies. (3)
The instructors ability to establish connections between the subjects and my job was excellent.
Case studies of real life Cyprus situations would have helped.
I would like to attend future workshops/courses on subject.
More role playing/group exercises were needed.
More coverage of tools and techniques would be helpful.
The module was interesting and enjoyable - Short and Sweet!
There wasn't enough time for the subjects covered, the course should be more focused. (3)
Good examples, Very good group discussions and very good exercises.

CyBMS IV Management Training Seminar 1996

Module Evaluation: **Strategic Planning**

Instructor: **Yvan Porcheron**

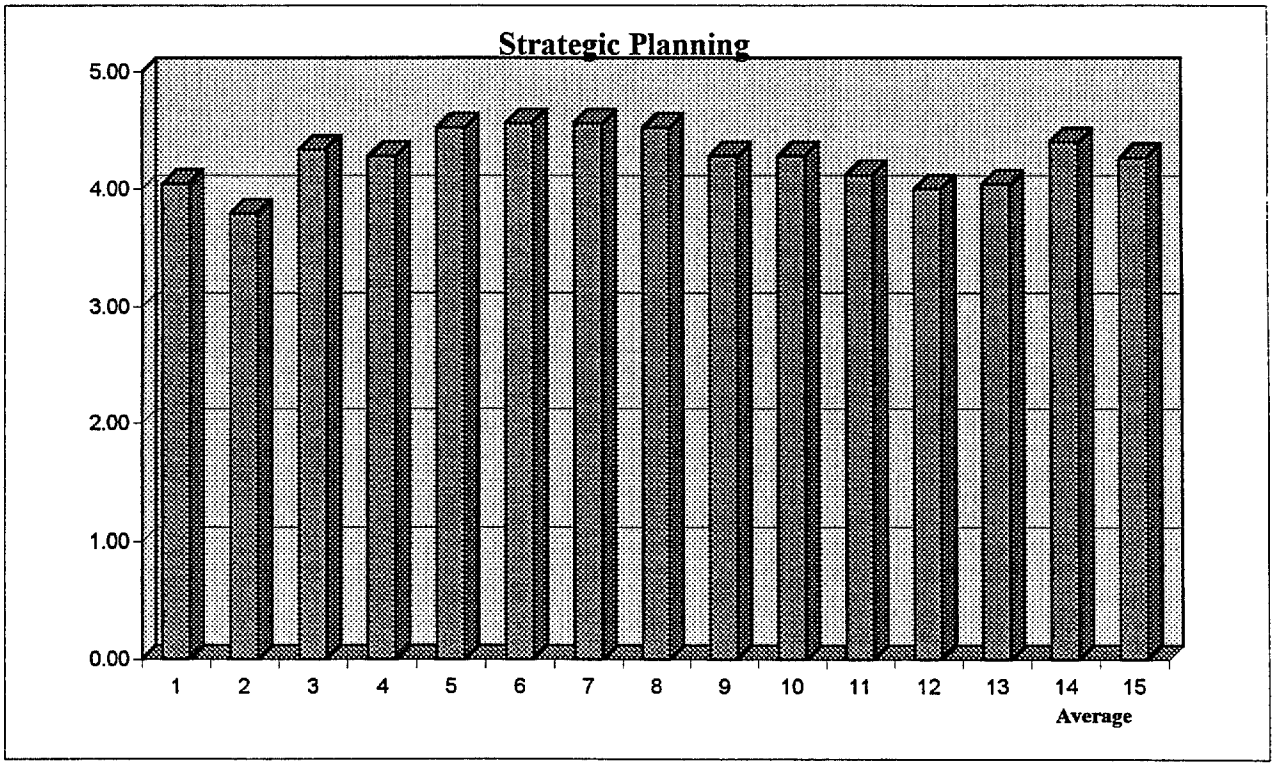
Low=1; High=5

Question	1	2	3	4	5	6	7	8	9	10	11	12	13	14	
Mean	4.04	3.79	4.33	4.28	4.52	4.56	4.56	4.52	4.28	4.28	4.12	4.00	4.04	4.40	4.27
Sum	97	91	104	107	113	114	114	113	107	107	103	100	101	110	

Questions 1-3 relate to overall quality and relevance of module
1. Overall Quality
2. Relevance of the module to my training objectives
3. Quality of training materials

Questions 4-10 relate to instructor's knowledge and skill
4. Presentation of training objectives
5. Knowledge of the subject matter
6. Preparedness
7. Maintaining my interest
8. Listening & responding to participants
9. Coverage of training objectives
10. Summary of topic

Questions 11-14 relate to module material and techniques
11. Group discussion
12. Visual Aids: overhead, flip chart, etc.
13. Training materials
14. Exercise, Case Study, Role Play



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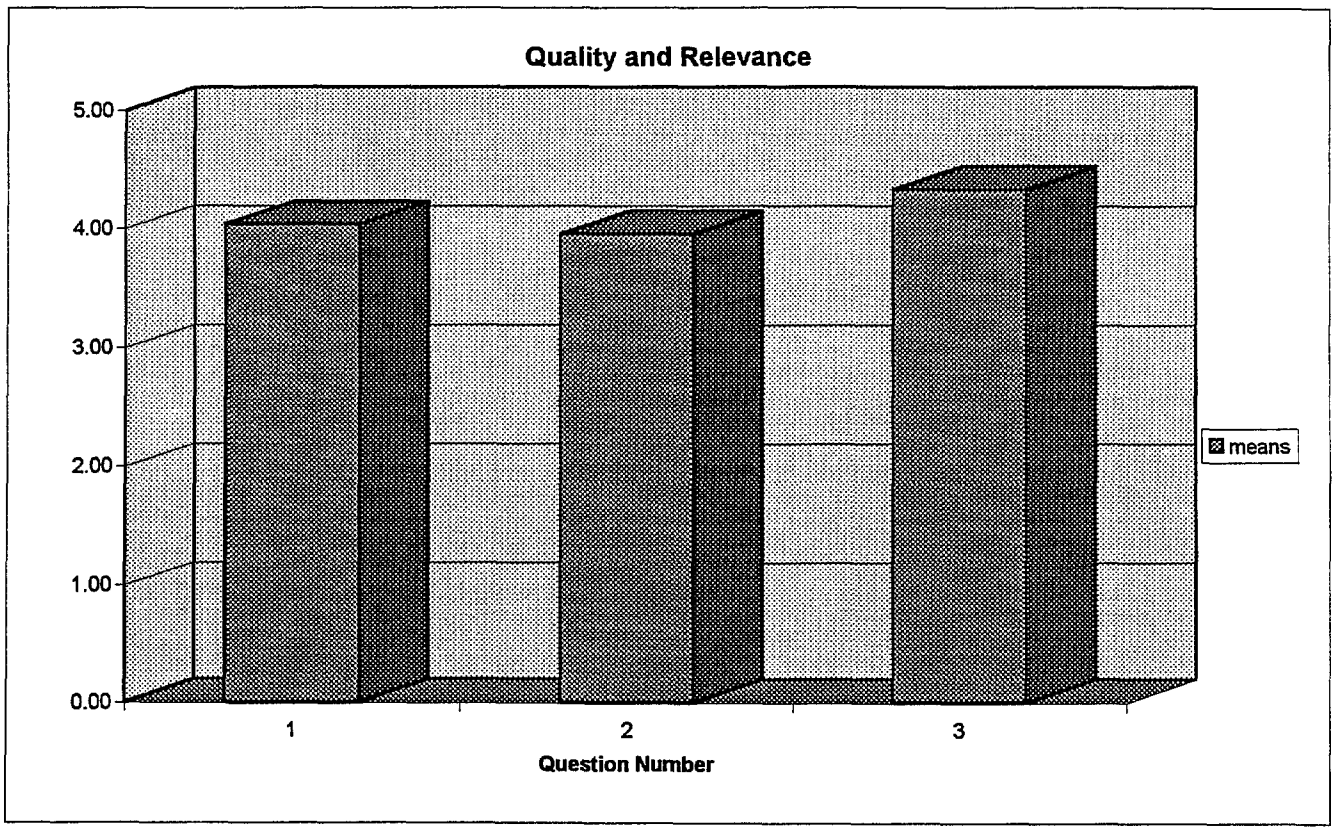
CyBMS IV Management Training Seminar 1996

Section 1: Questions on Overall Quality and Relevance of Module

Question #	# resp.	1		2		3		4		5		
		poor		fair		average		good		outstanding		mean
1	24	0	0%	0	0%	0	0%	23	96%	1	4%	4.04
2	24	0	0%	0	0%	7	29%	16	67%	2	8%	3.96
3	24	0	0%	0	0%	0	0%	16	67%	8	33%	4.33



Questions 1-3 relate to overall quality and relevance of module

1. Overall Quality
2. Relevance of the module to my training objectives
3. Quality of training materials

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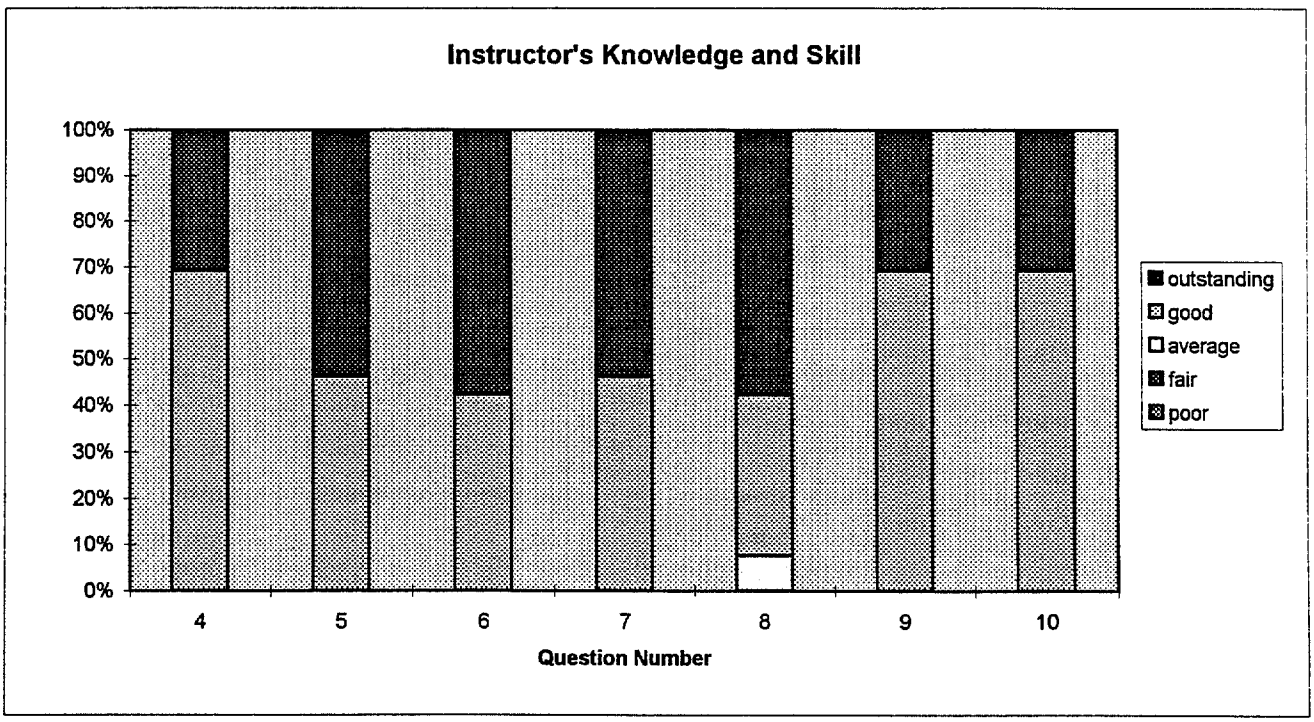
CyBMS IV Management Training Seminar 1996

Section 2: Questions Relating to Instructor's Knowledge and Skill

Question #	# resp.	1		2		3		4		5		
		poor		fair		average		good		outstanding		means
4	26	0	0%	0	0%	0	0%	18	69%	8	31%	4.31
5	26	0	0%	0	0%	0	0%	12	46%	14	54%	4.54
6	26	0	0%	0	0%	0	0%	11	42%	15	58%	4.58
7	26	0	0%	0	0%	0	0%	12	46%	14	54%	4.54
8	26	0	0%	0	0%	2	8%	9	35%	15	58%	4.50
9	26	0	0%	0	0%	0	0%	18	69%	8	31%	4.31
10	26	0	0%	0	0%	0	0%	18	69%	8	31%	4.31



Questions 4-10 relate to instructor's knowledge and skill

4. Presentation of training objectives
5. Knowledge of the subject matter
6. Preparedness
7. Maintaining my interest
8. Listening & responding to participants
9. Coverage of training objectives
10. Summary of topic

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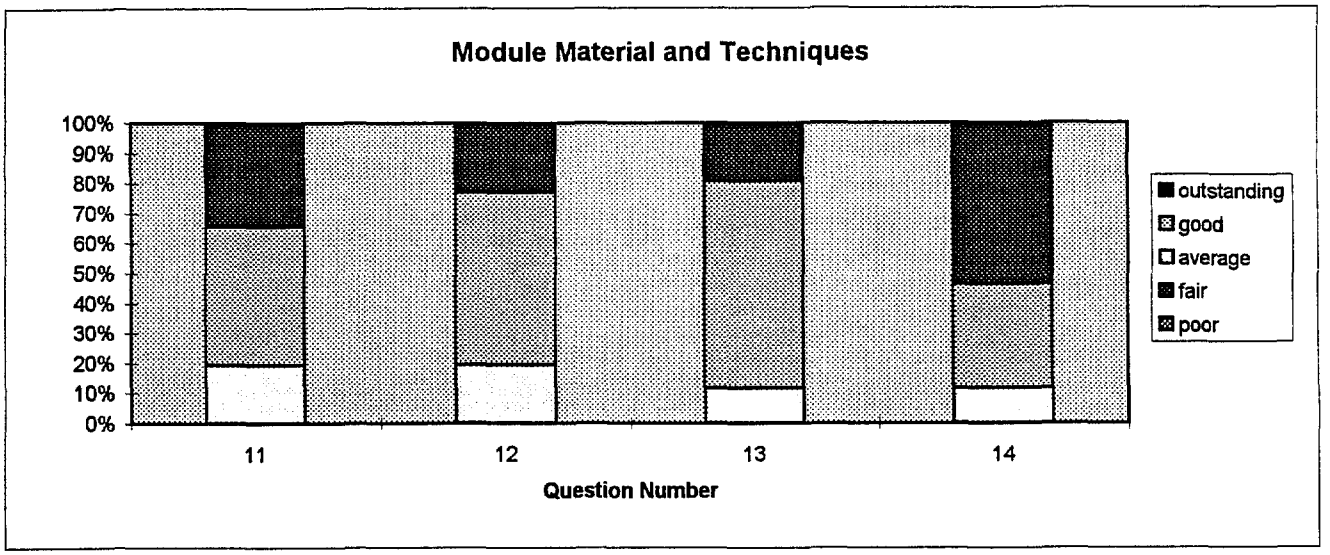
CyBMS IV Management Training Seminar 1996

Section 3: Questions Relating to Module Material and Techniques

Question #	# resp.	1		2		3		4		5		
		poor		fair		average		good		outstanding		means
11	26	0	0%	0	0%	5	19%	12	46%	9	35%	4.15
12	26	0	0%	0	0%	5	19%	15	58%	6	23%	4.04
13	26	0	0%	0	0%	3	12%	18	69%	5	19%	4.08
14	26	0	0%	0	0%	3	12%	9	35%	14	54%	4.42



Questions 11-14 relate to module material and techniques

11. Group discussion
12. Visual Aids: overhead, flip chart, etc.
13. Training materials
14. Exercise, Case Study, Role Play

General Comments:

Use of the workshops to assimilate the topics discussed was especially productive.
Overall a good module. (4)
Yvan is very able at simplifying the subjects and making them practical.
Additional examples would be useful. (2)
Yvan covered the main areas in the limited time available, and we were able to cover the rest in our own time.
A week for each module would have been better to achieve more group activities.
Participants should be encouraged to express themselves more.
Module was too theoretical and not applicable to real life.
Excellent tools, practical examples and group exercises, but using the same group and case study every time was unproductive.

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CyBMS- IV Management Training Seminar 1996

Module Evaluation: **Investment Appraisal**

Instructor: **Rajaona Andriamananyara**

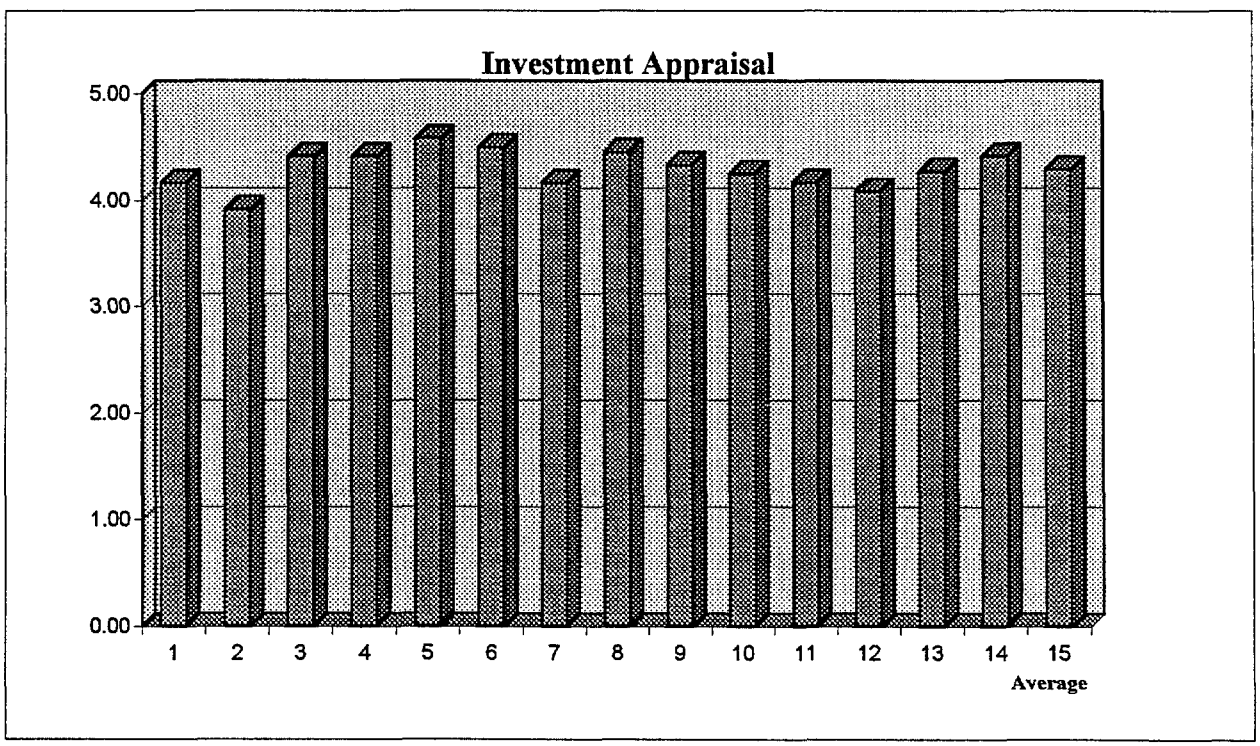
Low=1; High=5

Question	1	2	3	4	5	6	7	8	9	10	11	12	13	14	
Mean	4.17	3.92	4.42	4.42	4.58	4.50	4.17	4.45	4.33	4.25	4.17	4.08	4.27	4.42	4.30
Sum	50	47	53	53	55	54	50	49	52	51	50	49	47	53	

Questions 1-3 relate to overall quality and relevance of module
1. Overall Quality
2. Relevance of the module to my training objectives
3. Quality of training materials

Questions 4-10 relate to instructor's knowledge and skill
4. Presentation of training objectives
5. Knowledge of the subject matter
6. Preparedness
7. Maintaining my interest
8. Listening & responding to participants
9. Coverage of training objectives
10. Summary of topic

Questions 11-14 relate to module material and techniques
11. Group discussion
12. Visual Aids: overhead, flip chart, etc.
13. Training materials
14. Exercise, Case Study, Role Play



Section 1: Questions on Overall Quality and Relevance of Module

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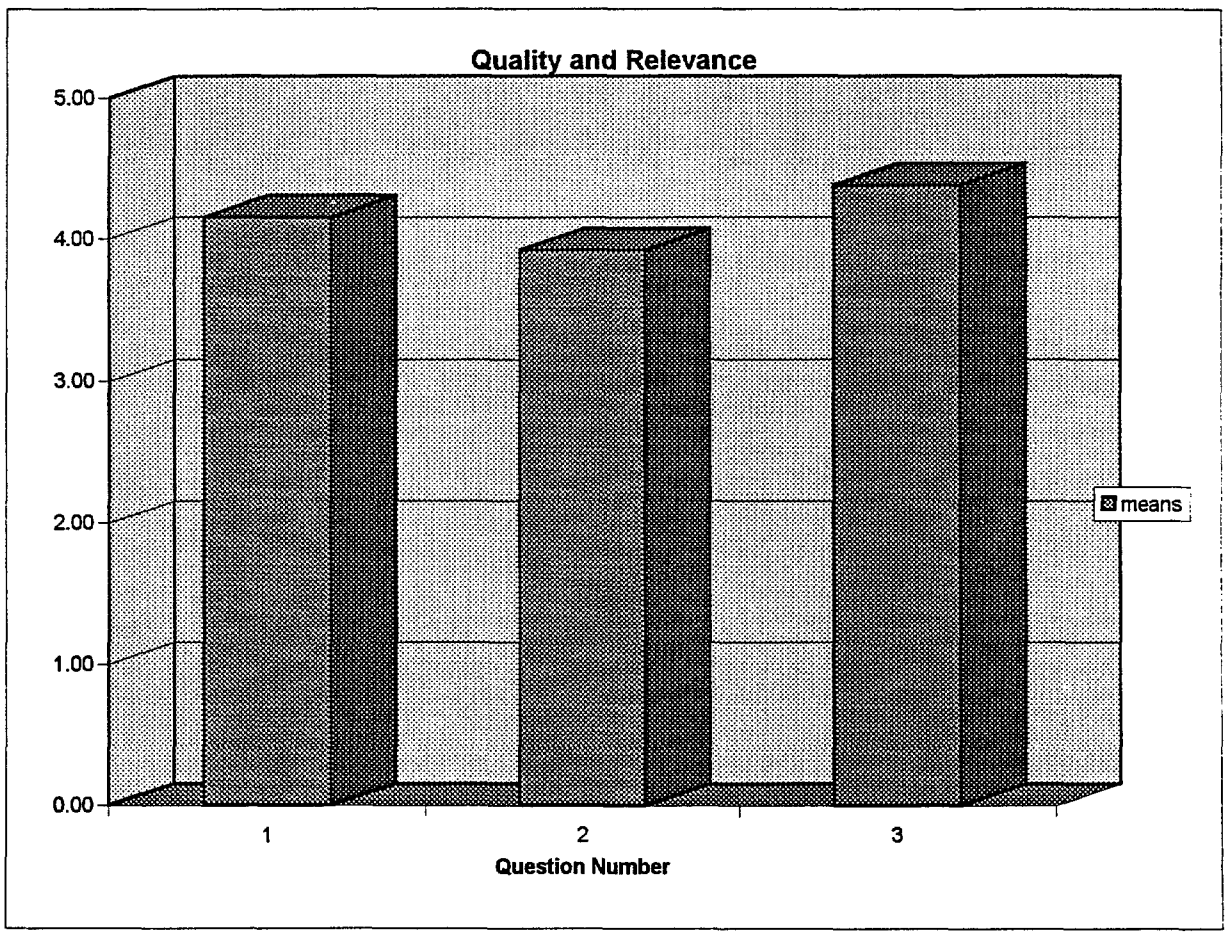
CyBMS- IV Management Training Seminar 1996

Question #	# resp.	1		2		3		4		5		
		poor		fair		average		good		outstanding		means
1	13	0	0%	0	0%	0	0%	11	85%	2	15%	4.15
2	13	0	0%	0	0%	2	15%	10	77%	1	8%	3.92
3	13	0	0%	0	0%	0	0%	8	62%	5	38%	4.38



Questions 1-3 relate to overall quality and relevance of module

1. Overall Quality
2. Relevance of the module to my training objectives
3. Quality of training materials

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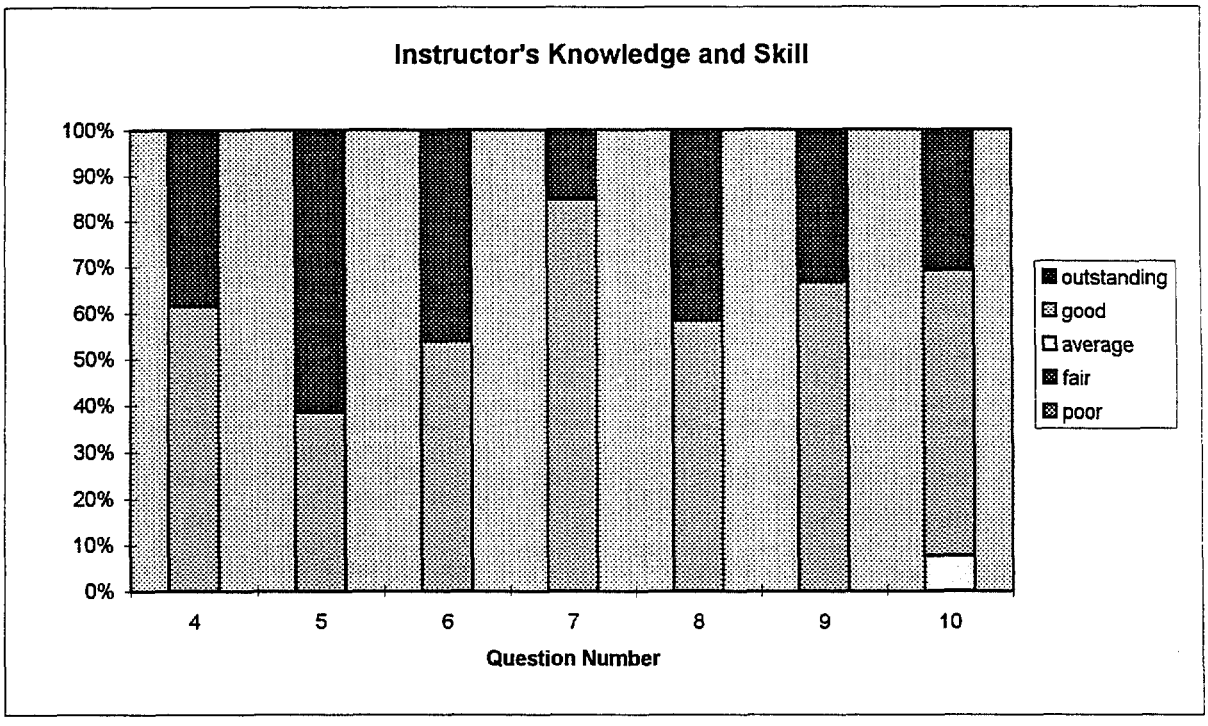
CyBMS- IV Management Training Seminar 1996

Section 2: Questions Relating to Instructor's Knowledge and Skill

Question #	# resp.	1		2		3		4		5		
		poor		fair		average		good		outstanding		means
4	13	0	0%	0	0%	0	0%	8	62%	5	38%	4.38
5	13	0	0%	0	0%	0	0%	5	38%	8	62%	4.62
6	13	0	0%	0	0%	0	0%	7	54%	6	46%	4.46
7	13	0	0%	0	0%	0	0%	11	85%	2	15%	4.15
8	12	0	0%	0	0%	0	0%	7	58%	5	42%	4.42
9	13	0	0%	0	0%	0	0%	8	62%	4	31%	4.00
10	13	0	0%	0	0%	1	8%	8	62%	4	31%	4.23



Questions 4-10 relate to instructor's knowledge and skill

4. Presentation of training objectives
5. Knowledge of the subject matter
6. Preparedness
7. Maintaining my interest
8. Listening & responding to participants
9. Coverage of training objectives
10. Summary of topic

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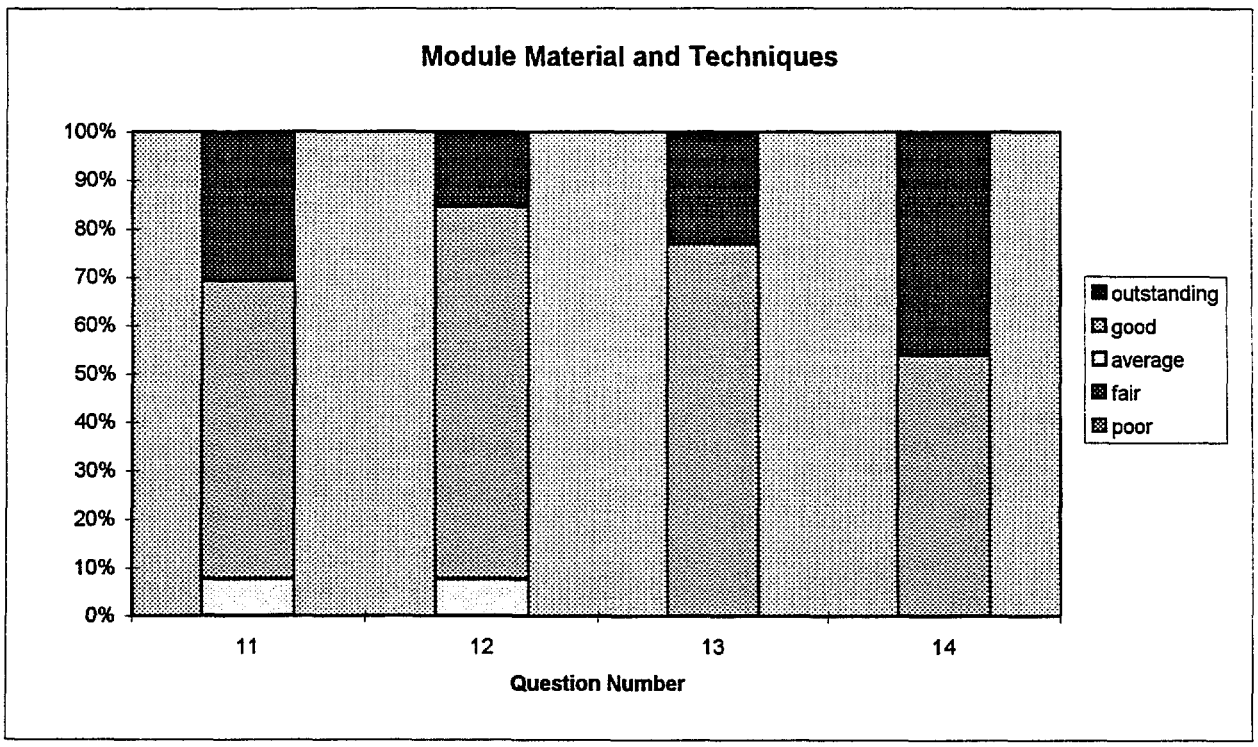
CyBMS- IV Management Training Seminar 1996

Section 3: Questions Relating to Module Material and Techniques

Question #	# resp.	1		2		3		4		5		
		poor		fair		average		good		outstanding		means
11	13	0	0%	0	0%	1	8%	8	62%	4	31%	4.23
12	13	0	0%	0	0%	1	8%	10	77%	2	15%	4.08
13	12	0	0%	0	0%	0	0%	10	83%	3	25%	4.58
14	13	0	0%	0	0%	0	0%	7	54%	6	46%	4.46



Questions 11-14 relate to module material and techniques

11. Group discussion
12. Visual Aids: overhead, flip chart, etc.
13. Training materials
14. Exercise, Case Study, Role Play

General Comments:

The group work was very good.
Too much time was spent on the computers, more material could have been covered.
Would have preferred more time looking at basic tools.

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CyBMS IV Management Training Seminar 1996

Module Evaluation: **Marketing**

Instructor: **Dr. Charles Popovich**

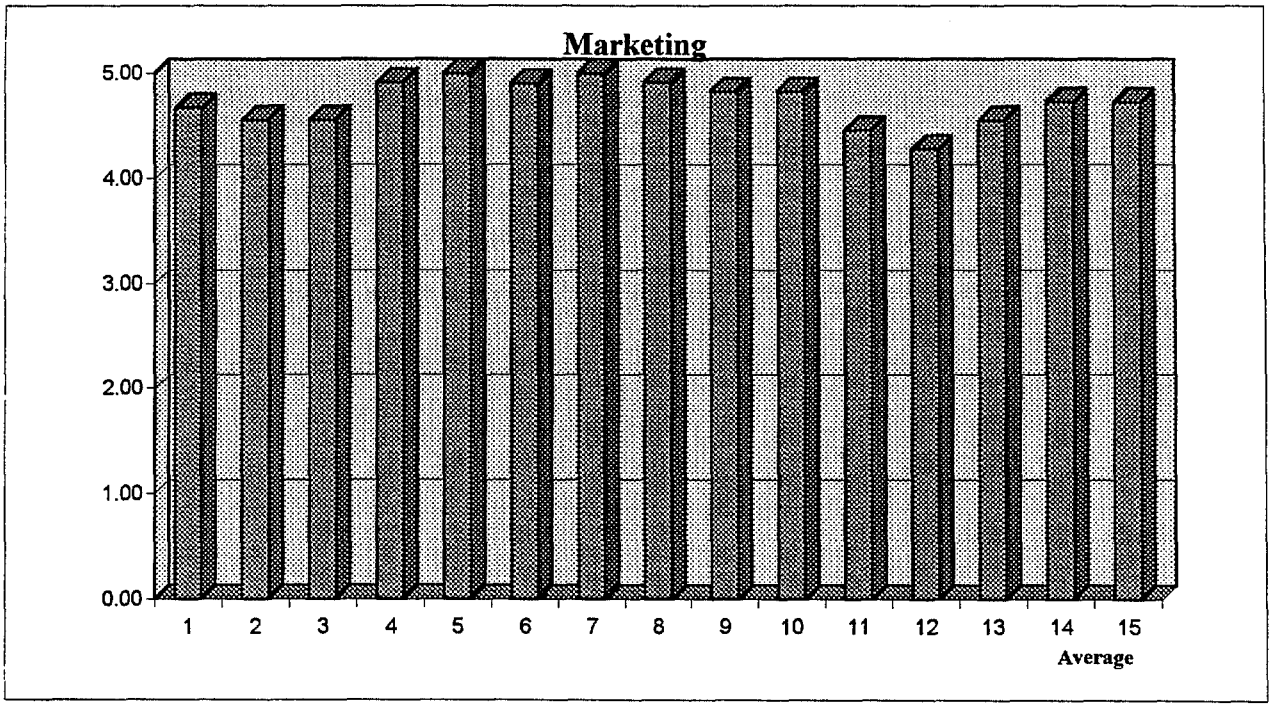
Low=1; High=5

Question	1	2	3	4	5	6	7	8	9	10	11	12	13	14	
Mean	4.67	4.56	4.56	4.91	5.00	4.90	5.00	4.91	4.82	4.82	4.45	4.27	4.55	4.73	4.72
Sum	42	41	41	54	55	49	55	54	53	53	49	47	50	52	

Questions 1-3 relate to overall quality and relevance of module
1. Overall Quality
2. Relevance of the module to my training objectives
3. Quality of training materials

Questions 4-10 relate to instructor's knowledge and skill
4. Presentation of training objectives
5. Knowledge of the subject matter
6. Preparedness
7. Maintaining my interest
8. Listening & responding to participants
9. Coverage of training objectives
10. Summary of topic

Questions 11-14 relate to module material and techniques
11. Group discussion
12. Visual Aids: overhead, flip chart, etc.
13. Training materials
14. Exercise, Case Study, Role Play



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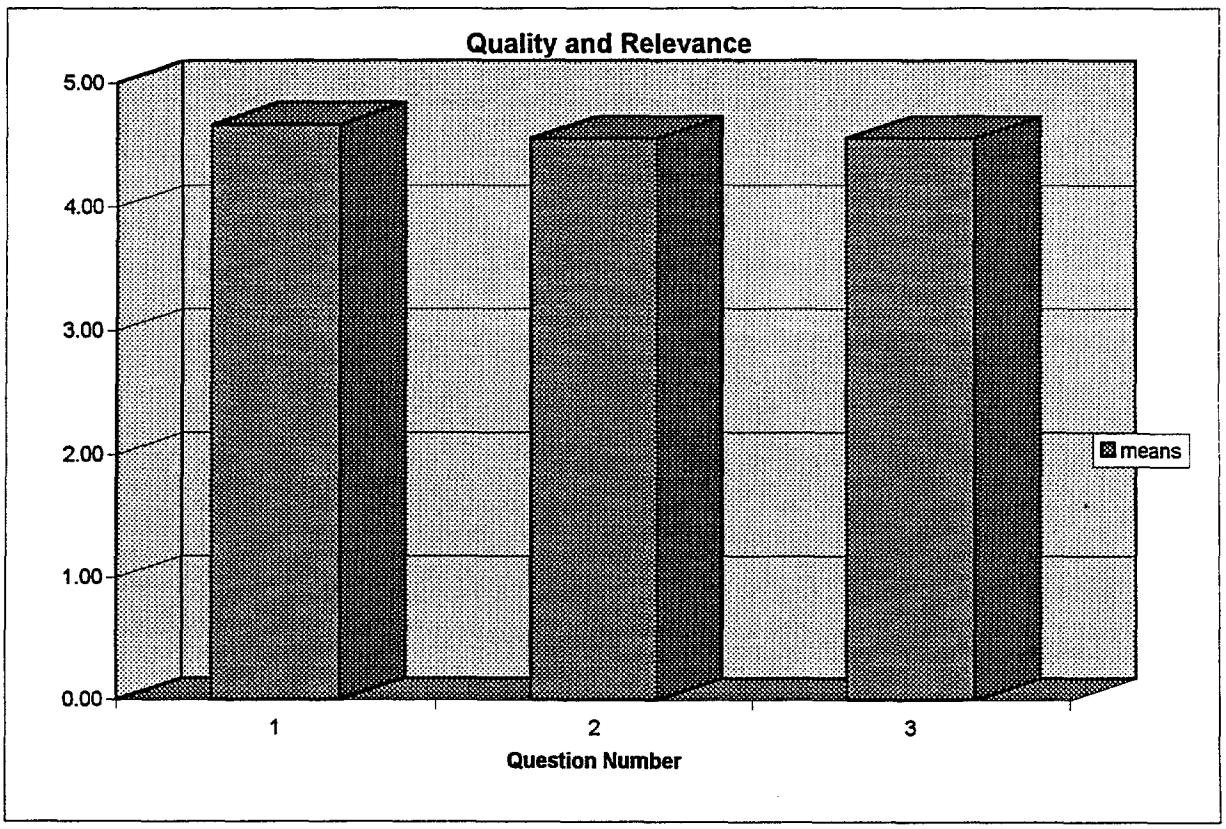
CyBMS IV Management Training Seminar 1996

Section 1: Questions on Overall Quality and Relevance of Module

Question #	# resp.	1		2		3		4		5		
		poor		fair		average		good		outstanding		means
1	9	0	0%	0	0%	0	0%	3	33%	6	67%	4.67
2	9	0	0%	0	0%	0	0%	4	44%	5	56%	4.56
3	9	0	0%	0	0%	0	0%	4	44%	5	56%	4.56



Questions 1-3 relate to overall quality and relevance of module

1. Overall Quality
2. Relevance of the module to my training objectives
3. Quality of training materials

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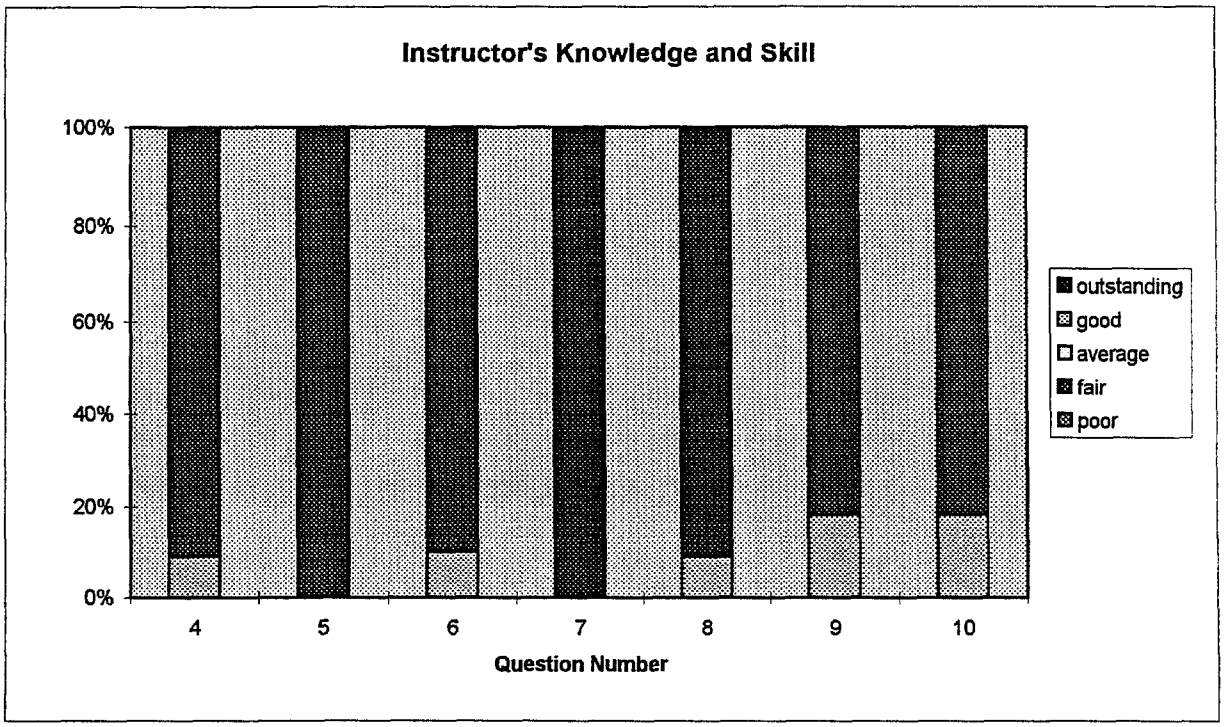
CyBMS IV Management Training Seminar 1996

Section 2: Questions Relating to Instructor's Knowledge and Skill

Question #	# resp.	1		2		3		4		5		
		poor		fair		average		good		outstanding		means
4	11	0	0%	0	0%	0	0%	1	9%	10	91%	4.91
5	11	0	0%	0	0%	0	0%	0	0%	11	100%	5.00
6	10	0	0%	0	0%	0	0%	1	10%	9	90%	4.90
7	11	0	0%	0	0%	0	0%	0	0%	11	100%	5.00
8	11	0	0%	0	0%	0	0%	1	9%	10	91%	4.91
9	11	0	0%	0	0%	0	0%	2	18%	9	82%	4.82
10	11	0	0%	0	0%	0	0%	2	18%	9	82%	4.82



Questions 4-10 relate to instructor's knowledge and skill

4. Presentation of training objectives
5. Knowledge of the subject matter
6. Preparedness
7. Maintaining my interest
8. Listening & responding to participants
9. Coverage of training objectives
10. Summary of topic

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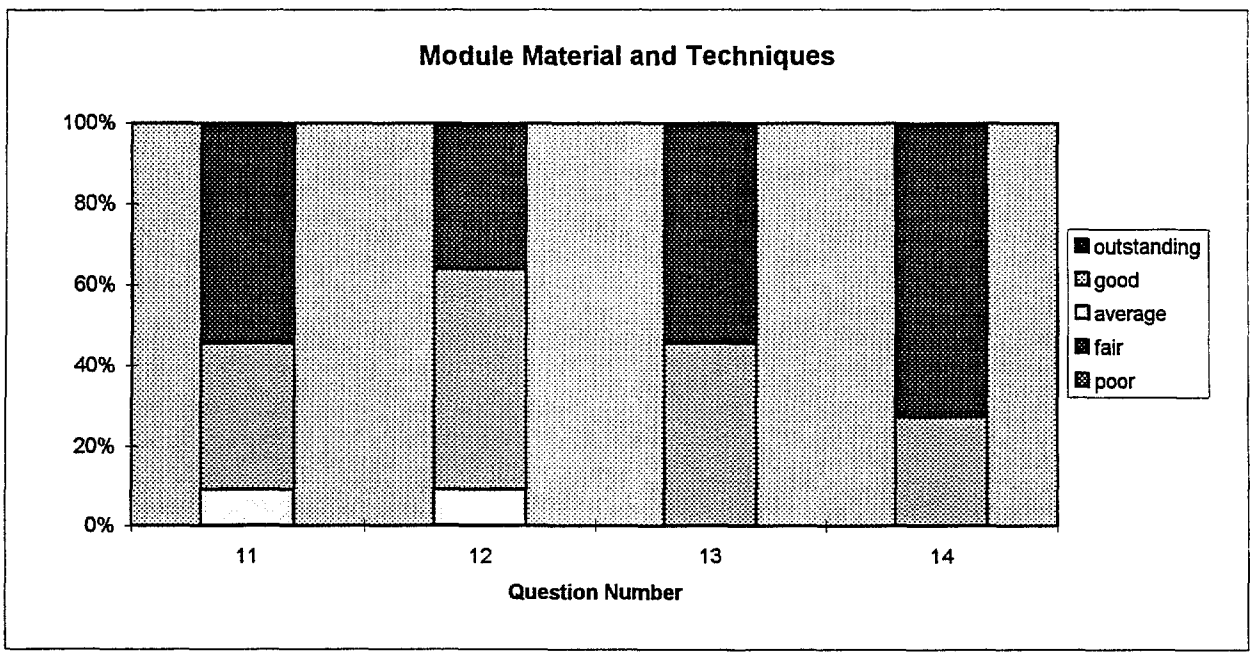
CyBMS IV Management Training Seminar 1996

Section 3: Questions Relating to Module Material and Techniques

Question #	# resp.	1		2		3		4		5		
		poor		fair		average		good		outstanding		means
11	11	0	0%	0	0%	1	9%	4	36%	6	55%	4.45
12	11	0	0%	0	0%	1	9%	6	55%	4	36%	4.27
13	11	0	0%	0	0%	0	0%	5	45%	6	55%	4.55
14	11	0	0%	0	0%	0	0%	3	27%	8	73%	4.73



Questions 11-14 relate to module material and techniques

11. Group discussion
12. Visual Aids: overhead, flip chart, etc.
13. Training materials
14. Exercise, Case Study, Role Play

General Comments:

Instructor uses life experiences in the right places, he gets through to people.
Marketing is not directly related to my job but I found this course very interesting.
We learned a lot of techniques to use in our careers and our lives.
The tools I got will help me in my later career.
We enjoyed the psychological effects of human beings involved in marketing.
Excellent instructor but the module was too short.

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FINAL EVALUATION

CyBMS-Management Training Seminar IV 1996

Final Evaluation Summary

SECTION 1: PROGRAM CONTENT

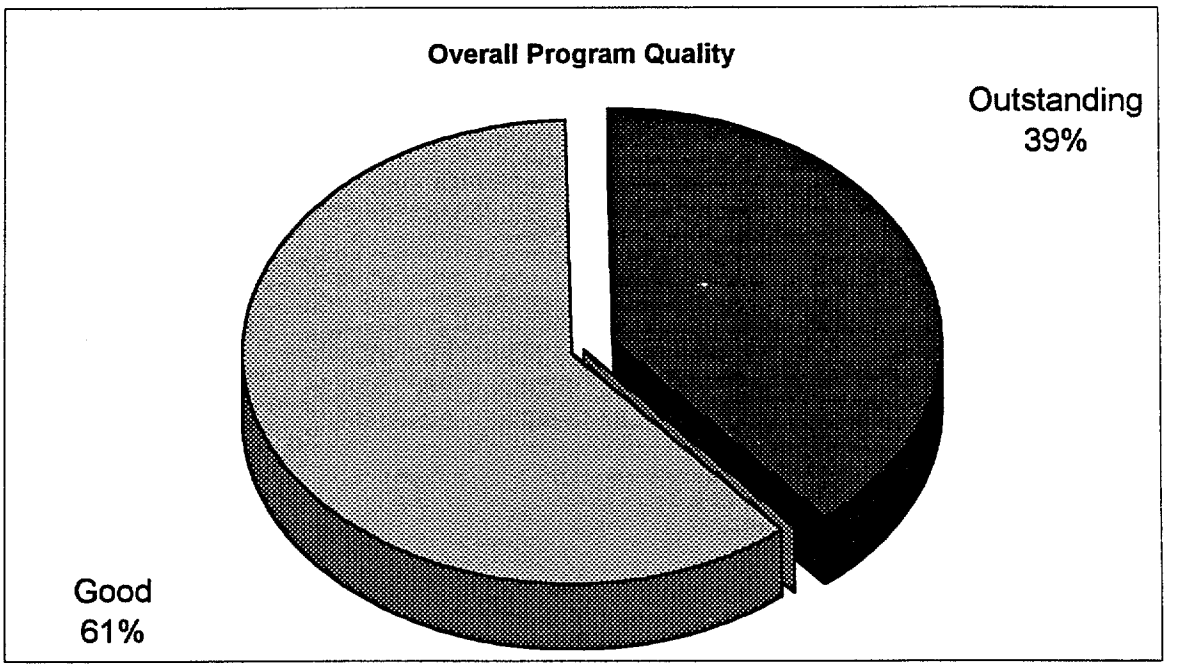
Question/Topic

A. Overall Quality of Seminar

B. Duration of Seminar

C. Inter-relatedness of topics

	Total Response	1 Poor		2 Fair		3 Average		4 Good		5 Outstanding		Means
A	23	0	0%	0	0%	0	0%	14	61%	9	39%	4.39
B	23	0	0%	2	9%	7	30%	11	48%	3	13%	3.65
C	23	0	0%	0	0%	0	0%	17	74%	6	26%	4.26



Summary

Every participant involved thought the program's quality was "Good" or "Outstanding". The perception of overwhelming satisfaction with the program is enhanced in the comments section where the quality of the instructors was commended and a significant number of participants indicated that they would have appreciated a significantly longer program. Participants had clearly diverging opinions on the use of computers through the program; among those who were computer-orientated - there was a keen interest in the internet. The statistics indicate that the topics were extremely well related and the comments appear to back up this conclusion.

1. General Comments

* Would like more time spent on basic tools section - would help with specialization modules later.
* The instructors were outstanding (2).
* Would like more time on case analysis.
* More tuition is necessary.
* The syllabus should contain more examples for future reference.
* Program should last longer (5).
* The quality of the program was excellent (2).
* Would like a day in the middle of the course free so that participants could attend their businesses.
* Would prefer a program outside of Cyprus in order to concentrate better.
* There was a bit of overlap between the two core modules.

2. What topics do you recommend adding to the Program?

* Computer and internet training (5).
* Software programs useful for analyzing and implementing strategic planning and marketing management.
* Syllabus should contain worked examples for future reference.
* More time is needed for Strategic Planning and Operations Management to cover in more detail.
* Techniques and procedures for implementing re-engineering and restructuring.
* Quantitative Methods to be taught by a local facilitator (I volunteer).
* Management tools and marketing research (2).
* Would like degree programs: MBA or Ph.D.
* More case studies.

3. What topics do you recommend deleting from the Program?

* Basic stuff like SWOT analysis, or new scientific techniques.

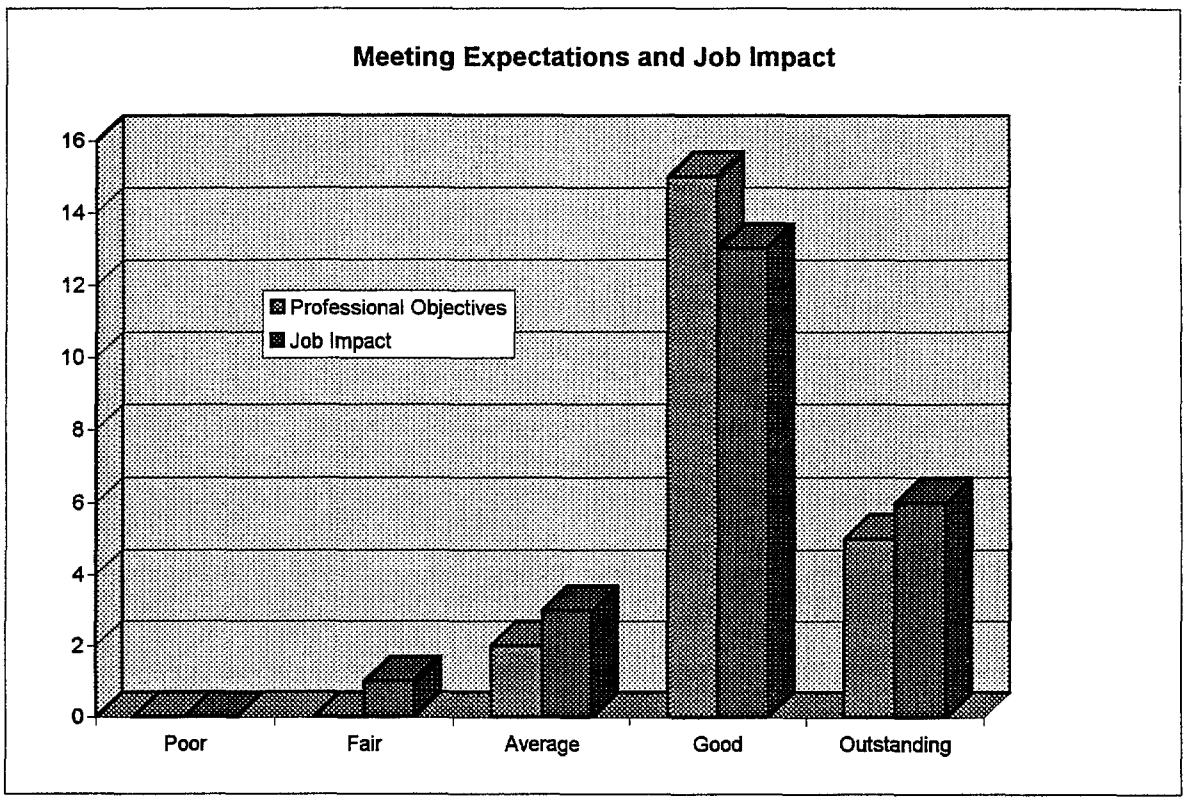
SECTION 2: IMPACT ON YOUR JOB PERFORMANCE

Question/Topic

D. Program met my professional objectives as outlined during the Transfer of Training session

E. Program will have an impact on my job performance

	Total Response	1 Poor		2 Fair		3 Average		4 Good		5 Outstanding		Means
D	22	0	0%	0	0%	2	9%	15	68%	5	23%	4.14
E	23	0	0%	1	4%	3	13%	13	57%	6	26%	4.04



Summary

The program appears to have met participants goals well, with more than 90% rating that aspect as "Good" or "Outstanding". In terms of how the program would impact their jobs, there seems to be slightly lower expectations but a still impressive 83% at the "Good" or "Outstanding" level. Comments indicate that the Investment Appraisal section would be most useful for their type of work, although communications was mentioned several times as well.

Comments on Section 2: Impact on Your Job Performance

* Program will be useful in supervision of the private banks
* Techniques learned will aid in the international communications for our supply department
* Strategic Planning and Marketing of Services are very important fields for my work
* The program met expectations
* Will make special use of the software tools and techniques
* Program will help to improve organizational communication
* Investment Appraisal was the most useful (3)
* Was able to both update level of management skills and enhance bicommunal relations
* Several concepts were not applicable to real life
* Program enhanced SWOT analysis and communication - will make the company a better competitor

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SECTION 3: PROGRAM ADMINISTRATION

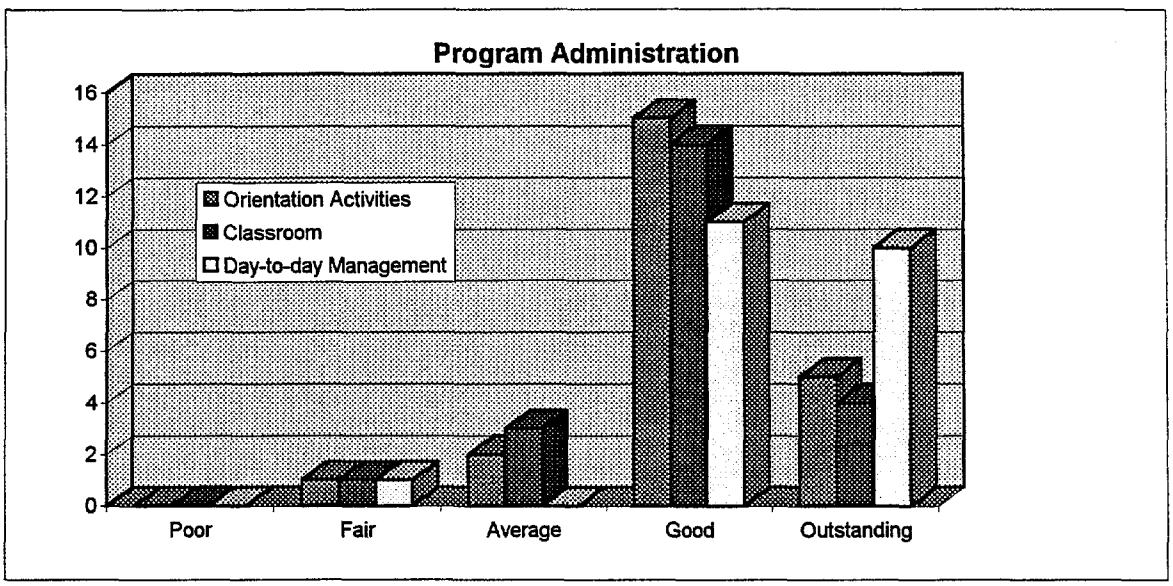
Question/Topic

F. Orientation Activities

G. Classroom

H. Day-to-day Management

	Total Response	1 Poor		2 Fair		3 Average		4 Good		5 Outstanding		Means
F	23	0	0%	1	4%	2	9%	15	65%	5	22%	4.04
G	22	0	0%	1	5%	3	14%	14	64%	4	18%	3.95
H	22	0	0%	1	5%	0	0%	11	50%	10	45%	4.36



Summary

Although all aspects of Program Administration received excellent marks from the participants, "Day-to-day" management received an remarkable 95% "Good" or "Outstanding" rating, with almost half the participants choosing "Outstanding". Lowest regard was saved for the "Classroom" which still managed a 72% rating of "Good" or better. Several comments related to seminar materials - participants were concerned that they received the material late or that it was not comprehensive.

Comments on Program Administration

* Everything was very good or excellent (3)
* Course details should be made available earlier (2)
* Use Saturday as an extra day or for socializing
* Did not receive all of the necessary information prior to the seminar (2)
* Layout of chairs and tables could be improved for Audiovisual presentations
* A dictionary would have been helpful, some of the words used were difficult. It should be made clear that people can ask the meaning of words.
* Time could have been used better

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SECTION 4: GENERAL COMMENTS & RECOMMENDATIONS

Summary

The trainers received the lion's share of praise in the General Comments section. The materials were also appreciated, and the participants especially gained from group work activities. Suggestions for future programs include a request for Conflict Resolution to be taught, more case focus on Cyprus, and a longer program.

Strong points:

* Trainers were experienced and from reputable management schools (3)
* Trainers were excellent (3)
* Participants were highly qualified and open to sharing experiences
* Learned an enormous amount of information on the subjects
* Good variety, interesting topics, lively teachers
* Group work was valuable (4)
* Using software in the seminar was helpful
* Daily temps were a good idea
* Material was well organized and presented (4)
* Liked the idea of follow-up
* Program was well designed and organized
* Bi-communal groups cooperating creatively
* Using computers
* Use of real life problems, and discussion of solutions
* Product Life Analysis and Marketing Mix

Improvements:

* Include conflict Resolution programs
* Include visits to both sides of the island
* In Investment Appraisal there was no need to use PCs in all details of the course, time was wasted because most people were unfamiliar with the program
* More workshops
* Organizers should get individual objectives ahead of time and modify seminar to address these concerns
* Include case studies which apply to Cyprus (3)
* More practical training including group discussions, presentations, and sharing of experiences (2)
* Supervision by IMDI consultants of implementation of techniques in participant work places
* Program should be longer and more comprehensive (2)
* Need a Quantitative Methods section - perhaps taught by a local such as myself
* The program was divided into two distinct groups: Government & Big Organization, and Private Sector. Future programs should focus on one or the other since their needs are very different

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APPENDIX D

PARTICIPANTS' ACTION PLANS

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BUILDING AN ACTION PLAN

Obj.: Improve electricity connection service from 2 months to 2 weeks by March 1997.

ACTIVITIES	RESOURCES	PEOPLE RESPONSIBLE	SCHEDULE	CRITERIA FOR EVALUATION
Filling Performance Sheets	Forms	Foreman	1st Nov. 1996 weekly	# cases/week
Group discussions	rooms + time	Engineer	1st Nov 1996 monthly	react + coop
Incentives	bonus scheme	Management	end of 1997 1st Jan 1997	meet. target
Delegation of responsibility to electrical cont.	elect. cont	Management	immediately	response
prepare softwear programme	Information Technology Department	I.T manager	1st Nov 1996 1 month	applicability
reduce paperwork	New ideas by Brainstorming	Engineer	1st Nov 1996 2 months	shorter time for processing
Improve stok mon. system	- comp. prog. - report	I.T. Department stock. attend.	1st Nov 1996 every 2 weeks	critical stock
Improve relations with Unions	meetings with union represent	Local mng.	1st of Nov 1996 within 1st months	resolving problems

Force Field

+	−
* available staff	* resistance to change
* " equip	* electrical contract. contr.
* dev. of software	* shortage of space
* management support	

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BUILDING AN ACTION PLAN

ACTIVITIES	RESOURCES	PEOPLE RESPONSIBLE	SCHEDULE	CRITERIA FOR EVALUATION
GROUP MEETING	VENUE & SET TIME	HUMAN RESOURCES MANAGER	FRIDAY · MANAGERS MONDAY · MANAGERS END OF MONTH Man Top Man	Agenda minutes, Meeting Temp Sheet
PURCHASE & TRAINING OF COMMON SOFTWARE	MONETARY	EDP MANAGER	Purchase (1 month) Training (2 months)	USERS REPORT
MORE SPECIFIC JOB DESCR	Time & MATERIAL	Personel Manager	2 months	PUBLICATION OF JOB DESC
APPOINT COORDINATOR (P.R)				

GROUP MEMBERS:

Taştan Altuner

Cemile Şenkalp

Ozlac Tüfekçioğlu

Andreas Christoforides

Alkistis Karayianni

Gregory Maliotis

Michalis Avraam

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Objective: Increase sales of Yamaha Musical Instruments by 20% in six months time

+ve Forces:
1. Well Known Brand Name
2. Very good quality
3. After sales service.
4. Competent Importer
5. Wide spectrum of musical instruments and equipment
6. Well laid out showroom
7. Reputable Dealers
8. Long Term Credit Availability

-ve Forces
1. High prices compared with competitors
2. Small market
3. Low buying power from people
4. Inflation (Increasing) high interest rates
5. Competitors
6. Fake Yamaha imports
7. Cultural ~~preferences~~ priorities
8. Political Instability
9. Long delivery time from manufacturer

Forces We can Influence:
- Increase market by exporting abroad
- Start advertising
- Getting registered in government ministry for eliminating fake imports

Activities	Resources	Responsible people	Timetable	Evaluation
Advertising	$, Newspapers & Television Advertising Material	Manager and Advertising people in Japan	Twice a week for ~~six~~ one month	Increase in Sales Customer Inquiries
Export Abroad	Market Research Abroad, Establish contacts, ~~visit~~ through exhibitions in foreign countries Participate in Exhibitions	Manager	Visit exhibitions every 2 months.	Volume of Sales per month
Informing Foreign Chamber of Commerce	Get info Addresses Names	Manager	Immediately	Export levels

Deruish Yashar
Ms Cinar Hamide
Chrys. Hadjioannou
Mehmet Hasguler
Ms. Öneri Füsun
Ms. Ataner Gönül

- UNSAL ÖZBILENLER + NICHOLAS STYLANIDES + GULDEN PLUMER - SALIH CELIKER

- OBJECTIVE - To increase the unit Sales of Products By 10% by 1st May 1997.

- FORCE FIELD ANALYSIS:

+	-
- Good Sales force	- Newly Introduced Products
- Trained Personnel	- Competitors
- Well Known Brands	- financial Problems / Budgets
- Presentable Showrooms and Offices	- Good Policies
- Good Support from Suppliers	

Activity	Resources	Person Responsible	Schedule	Criteria
Advertising	Communication Media Money / Budget Point of Sale Material	- Director - Advertising Co.	60 Days	Actual Sales - No of Returns on TV Com - return on Shows organis - No. of Adv. events - Questionnare on Adver
Improvement of Sales force	- Delivery Vans - Equipment - Training Material & Training of Sales Persmnel	Sales Manager	7 Days	Written tests to Salesman

APPENDIX C

Management Training:
Follow-up Impact Evaluation Report

FOLLOW-UP IMPACT EVALUATION REPORT

for

EXECUTIVE MANAGEMENT SEMINAR (Dec. 1995)
and
MANAGEMENT TRAINING SEMINAR (Feb. 1996)

Cyprus Bicommunal Management Seminars (CyBMS) (Report #5)

(CYPRUS , October 21 - November 6, 1996)

USAID Contract No. NEB-0002-A-00-1973-00

Submitted by:

International Management Development Institute
Graduate School of Public and International Affairs
University of Pittsburgh

to the attention of:

AMIDEAST
&
CYPRUS Fullbright Commission

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Introduction and Executive Summary

The original contract for the new series of Cyprus Bi-communal Management Seminars (CyBMS) allowed for only one Follow-up Impact Evaluation (FUIE). This single FUIE was scheduled to take place at the conclusion of all six seminars. After the Needs Assessment in July 1995, the team recommended having at least three other FUIEs at appropriate intervals between the programs before the final one occurs in Spring 1998. The decision was made for the following two reasons:

1. to avoid losing participants' interest result from long lead-time between when they attend the seminar and the FUIE takes places, and

2. to achieve more effective results surveying 30-40 participants during each of the three schedule FIUEs, as opposed to 150-180 at the end of the project.

The first of four possible FUIEs under the CyBMS series took place from October 21 to November 6, 1996. It was conducted by **Martin Akpo-Esambe**, Interim Director of IMDI and Director of CyBMS Project.

The evaluation covered the first of two Pittsburgh-based seminars for senior executives and the first of four Cyprus-based seminars for mid-level managers.

Ten (10) months had elapsed since the Pittsburgh-based seminar and about eight (8) months since the Cyprus-based seminar, thus allowing sufficient time for participants to implement their Action Plans and monitor progress through interim bi-communal meetings.

Approximately fifty (50) participants were targeted for this activity.

The activity was somewhat too ambitious for one person to carry out considering that in 1994 a team of three University of Pittsburgh evaluators conducted a similar exercise for about the same number of participants in the same amount of time allocated. About 40% of the participants were not available to either complete the questionnaire or interviews at the workplaces. While this was a blessing in disguise since the evaluator was able to meet with all participants who were available, it made interpretation of results, particularly for the Executive Management program difficult.

An intriguing experience of the FUIE was that beyond the traditional gathering of information and assessing results of Action Plan implementation, the evaluator spent much of the time during visits doing consulting work, such as:

- counseling participants on the strengths and weaknesses of their Action Plans,
- motivating and encouraging them to be patient but persistent,
- helping to boost their morals with supervisors and colleagues, and above all
- helping most of them to either get back or stay on track.

Format of the Report

This report comprises the following four sections:

1. A description of the three phase methodology used in the follow-up impact evaluation;
2. The outcome and recommendations for future follow-up impact evaluations;
3. An explanation of each of the appendices; and
4. The appendices.

Methodology

The FUIE included three phases:

- an entry briefing session
- follow-up surveys conducted at participants' work places, and
- an exit debriefing.

Phase One

During the first phase, participants received information on the evaluation procedure at a group meeting to which they were all invited. Participants completed a comprehensive questionnaire to indicate their post-training experiences ranging from the receptivity in their immediate work environments to the level of support received from their subordinates, their colleagues, and their supervisors.

Phase Two

The second phase involved visits to participants' work places. At their offices, one-on-one interviews were conducted with the participants to clarify any issues arising from the questionnaire, give each party an opportunity to ask questions, give counsel and on-the-job training where necessary, remind participants of strategies for transfer of learning and provide encouragement not to give up. These were followed by meetings with their supervisors and tour of the facilities, where possible.

Phase Three

The third phase comprised a debriefing session with all the participants. The intent of this session was to share preliminary results with the participants and to have those who having success in implementing their Action Plans serve as sources of inspiration for those who have not yet achieved the desired results. **This third phase did not take place. The Fulbright Commission was unable to secure passes, and as a result, the session was canceled the day before.**

Outcomes and Recommendations for Future Programs

1. *Methodology*

During the phase all participants were invited to attend an entry briefing session, the purpose of which was to have them fill out the questionnaire and prepare for the visits to their offices. Having the questionnaire completed in advance of the visit provides a basis for focused and reasonable dialogue. However, some participants either felt threatened or intimidated by the approach and wanted to have more time to fill out the questionnaire. A few who took questionnaires with them never found time to complete them before the visits. The dilemma is which of the following three approaches will be most suitable:

- Send questionnaires to participants at least two weeks before the evaluation team arrives in the country for the assignment and ask them to bring the completed forms to the entry briefing session;

- Invite them to the entry briefing session and administer the questionnaire there requiring every to complete the forms and turn them in before they leave;

- Invite them to the entry briefing session, give them the questionnaire to complete prior to the evaluator visiting their offices.

There is no guaranteed success with any of the three approaches, even though the recommendation will be stronger for the first two, because of the higher probability of getting the completed questionnaires back and having some time to study it in preparation for the office visit.

2. *Time Lapse Between Programs and Follow-up*

From past experience the lead-time between end of programs and beginning of follow-up activities is 4-6 months. As indicated above, ten months had elapsed for the Pittsburgh-based program and eight months for

the Cyprus-based program. The result was that there was low attendance at the entry briefing sessions, more so with the Pittsburgh-based group than the Cyprus-based one. Also, it was very obvious that participants had lost momentum with the implementation of their plans.

The evaluator recommends that no more than six months should be allowed between programs and follow-up activities in the future. The ideal lead-time is 3-4 months.

3. Border Demonstrations

The on-going demonstrations resulting from the latest killing incidences on both sides were very much on everyone's mind and dampened hopes for any long-term benefits and sustainability of these programs.

This experience is a fact of life working in Cyprus and future evaluation teams should be cognizant and prepared to work under such conditions. Special and extra care should be taken in communicating with participants and staying neutral but hopeful for the future of the island.

4. Invitations for Meetings

Participants on both sides complained that they received invitations for the meetings late and had no time to cancel prior obligations or obtain permission from work on short notice. This issue was raised with the Fulbright Commission which contends that invitations are sent out as close to the occasion as possible because participants have the tendency to forget when they receive invitations well in advance.

Fulbright knows the environment better and we just have to go with their instincts and work with the numbers that we get at meetings.

5. Too Many Invitations to Bi-communal Activities

Either by design of by default, there were so many bi-communal events taking place at the same time and same location. It turns out that these events involve more or less the same people, since the number of people interested and committed to bi-communal events from both sides is still

limited and a few loyal proponents for peace. Of course, people are not always able to attend all of the events in any given week or month. Hence, they have to choose which ones to attend based on their schedules and interests.

I doubt that the University of Pittsburgh has any control over the scheduling of other bi-communal events than to go along with the flow.

6. Organizational Changes

The FUIE coincided with many changes taking place in most organizations where participants work. Bank acquisitions, Insurance companies' mergers, Privatization, and new appointments in government agencies. As a result, most participants found themselves unable to implement their original plans, waiting for the dust to settle, or were now doing jobs with had little or no relation to what they studied in the program.

The aspects of Organizational Change and Change Management should be strengthened in future programs.

7. Difficulties with Bosses

A number of participants expressed frustrations with bosses who for a variety of reasons were still resistant to changes and made it impossible for participants to apply the new knowledge acquired in the program.

The evaluator had hoped to hold a short workshop/simulation on how to deal with difficult bosses during the exit debriefing session. This did not happen since the session never took place. This aspect should be strengthened and emphasized during the final Transfer of Learning module in the programs.

8. Level at which Change was Targeted

Participants who are not in senior positions with authority to make final decisions but targeted their whole Departments or organizations with their Action Plans encountered the most difficulties and resistance. On the contrary, those who targeted their own self-development and prepared plans

control had the most success with the Action Plans. The implementation of group Action Plans also had a relatively higher rate of success, particularly where the group came from the same organization and focused on similar or closely-related issues.

Participants should be prepared psychologically for this possible outcome during the final phase of the training program when they are preparing Action Plans. They should also be encouraged to work in small groups, especially when there is a remote homogeneity in such a group.

9. Workload

This follow-up covered two programs. Even though only 60% of all of the participants targeted participated actively in the follow-up activities, the workload was overwhelming for one person. With the counseling and meetings with supervisors, the evaluator was averaging 3-5 meetings and running 12-14 hours schedule daily, sometimes into the weekends.

For one evaluator, the number of participants should not exceed 25 for a period of 2-3 weeks. Otherwise, to do a thorough job on a regular 8-hour day schedule, two evaluators will be needed.

Appendices

Appendix 1: Evaluation Results of the Pittsburgh-Based Program

This appendix includes a graphic presentation of the quantitative data, and unedited written comments.

The population sample here was seven (8) out nineteen (19) participants who attended the program. With a representative sample of less than 50%, it is hard to draw convincing conclusions from the evaluation. However, taking the written comments into consideration provides reasonable insight to the outcome of the program.

Appendix 2:
Evaluation Results of the Cyprus-Based Program

Appendix 2 also includes a graphic presentation of the quantitative data, and unedited written comments.

The population sample here was twenty-one (21) out of thirty-two (32) participants who attended the program. With a representative sample of close to 70%, one that conclude that the results presented are statistically valid.

Appendix 3:
Creation of a Bi-communal Management Group

This piece was written as a brief for a meeting with the new US Ambassador to provide a background of the University of Pittsburgh's programs, progress to date, planned activities, and actions necessary.

Much to the credit of the group leaders of the February 1996 group, the highlight of this meeting to formally recognize the creation of a Bi-communal Management Group and to discuss ways to launch an alumni association of all University of Pittsburgh Management Seminars participants.

This is a significant milestone in taking that first step towards **self-initiated** bi-communal interaction with the aim of developing and working on joint projects in the field of Management.

Appendix 4:
The Core of a Strategic Plan Prepared for the Municipality of Famagusta by a Former Participant

This report is in Turk. The objectives and strategies for attaining their goals are summarized below:

Objectives

1. Remake all 16 kms of roads in the city within the next two years;
2. Cover 90% of expenses in Year 1 of the Plan and 100% in Year 2 with income generated by the Municipality;
3. Establish criteria to measure results achieved in the health and environmental sectors by upto 60% in the next two years;
4. Establish a new unit for public relations.

Strategies (Activities)

- Reorganize the Finance Department
- Introduce cash-flow statements
- Carry our in-house administrative and technical training
- Set up a plan to acquire equipment and vehicles
- Acquire computers to automate
- Specify areas to increase income
- Restructure health and environment sectors
- New public relations
- New organizational chart for the Municipality

The evaluator met with both the Mayor and the participant to assess the plan. The Mayor was very pleased, and the participant was very proud to demonstrate how he used the different tools acquired in the program and give credit to the University of Pittsburgh.

Appendix 5: Progress Report of a Marketing Group's Action Plan

The only thing that binds this group together is that all the members are from the Turkish side. Otherwise, the group is very diverse and would have had no good reason for developing a joint Action Plan. While giving them credit for the limited progress they have made, this is not the typical homogenous group from which to expect dazzling results.

A team of our instructors had follow-up consultative meetings with them in October. The evaluator also met with the group during the FUIE. They were yet to take the first action -- developing a questionnaire to do a market survey in order to determine what the real needs were.

The University will continue to provide advise and support throughout the life of the project.

Appendix 6: Excerpts of an Individual Action Plan

This participant is a politician of a major opposition party and head/owner of that party's newspaper. He has involved members of his party and the newspaper, both nationally and abroad, in implementing the Plan. Due to language barrier, what is in the appendix is as much as he could pull out of what he has been able to accomplish.

This is an example of a participant who targeted the whole organization, has control over the resources, and is getting results.

Appendix 7: List of Participants who either completed a questionnaire and/or were visited.

A total of 29 participants took active part in the follow-up activities either by completing a questionnaire and/or receiving a visit from the evaluator at their office. Only 8 of those attended the Pittsburgh program in December 1995. The majority of the Pittsburgh-based program were either out of the country or too busy to participate. One of the had the been appointed a Minister and we only spoke on the phone briefly. The other 21 attended the Cyprus-based program in February 1966.

Appendix 1

Evaluation Results of the Pittsburgh-Based Program

RESULTS OF THE FOLLOW-UP IMPACT EVALUATION (EMS)

SECTION I: Personal profile

No comments.

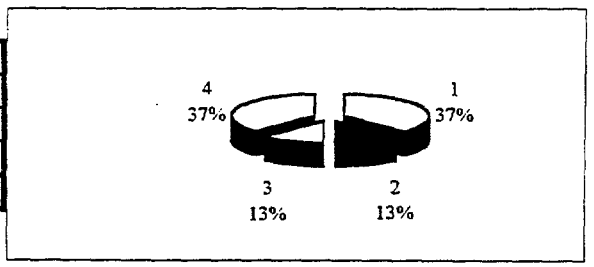
SECTION II: Organizational environment

Question II.1: Title of person who approved participation in the program

Variable . No comments.

Question II.2: Relationship of the person who approved your participation.

1. Immediate supervisor	3	43%
2. Second level supervisor	1	14%
3. Third level supervisor	1	14%
4. Other(self or none)	3	43%
	8	100%



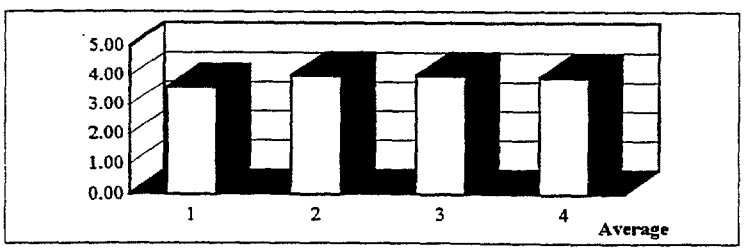
Question II.3: Level of support giving to you within your organization.

1. From supervisors
2. From colleagues
3. From subordinate

Participants	Questions 1	2	3	Average
1	2	1	1	1.33
2	3	4	4	3.67
3	4	4	4	4.00
4	4	5	5	4.67
5	5	5	5	5.00
6		5	5	5.00

scale: 1=little 5=high

3.60	4.00	4.00	3.94	Average
18	24	24	66	Sum



Question II.4: Reintegration after training.

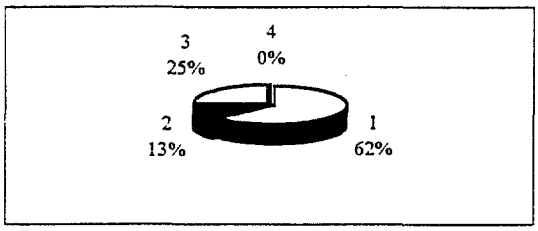
Variable responses.

RESULTS OF THE FOLLOW-UP IMPACT EVALUATION (EMS)

SECTION III: Experience in transferring new knowledge

Question III.1: Level at which application of new knowledge was targeted

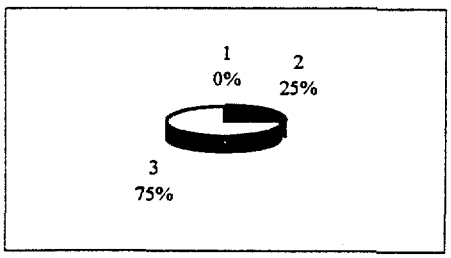
1. Self development	6	63%
2. Departmental	1	13%
3. Organizational	1	25%
4. Other	0	0%
Totals	8	100%



Question III.2: Number of objectives set for implementation

Number of Objectives

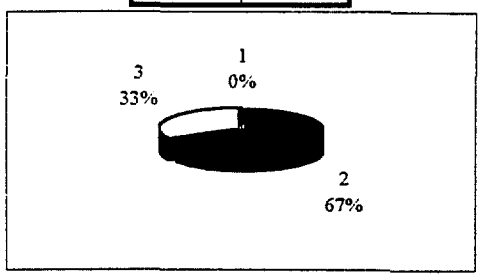
None	0	0%
One	2	25%
Two	6	75%
Totals	8	100%



Question III.3: How many did you actually implement?

Number of Objectives

None	0	0%
One	2	67%
Two	1	33%
	3	100%

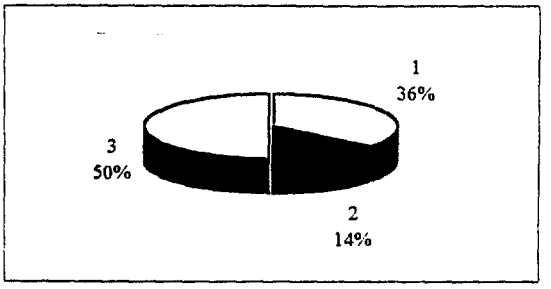


RESULTS OF THE FOLLOW-UP IMPACT EVALUATION (EMS)

Question III.4: Of those implemented, state how many were directly related

Modules

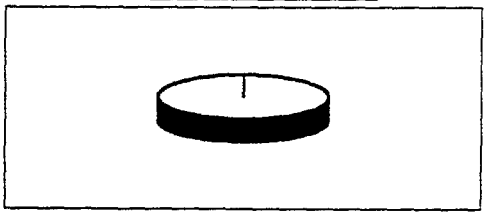
Core foundations in Management	5	36%
Marketing and Globalization	2	14%
Leadership & Organizational Transformation	7	50%
	14	100%



Question III.5: How many of those not implemented were directly related to:

Modules

Core foundations in Management	0	0%
Marketing and Globalization	0	0%
Leadership & Organizational Transformation	0	0%
	0	0%



Question III.6: Factors that facilitated the transfer of knowledge.

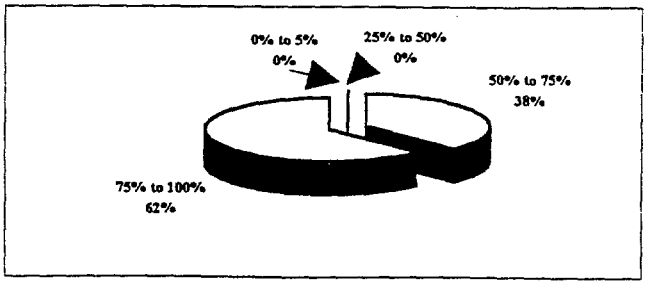
Variable responses.

Question III.7: Factors that hindered the transfer of knowledge.

Variable responses.

Question III.8: Extent to which new knowledge was related to regular job.

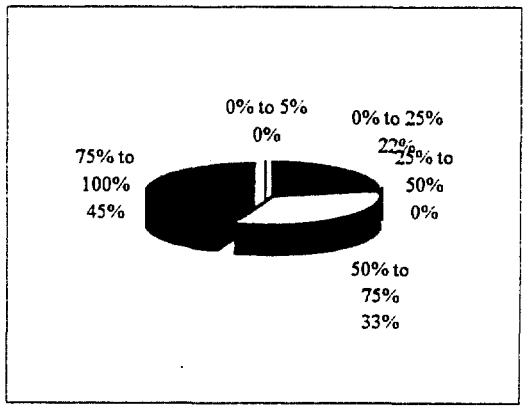
	0% to 5%	25% to 50%	50% to 75%	75% to 100%	
Percentages	0%	0%	38%	63%	1
Number of participants	0	0	3	5	8



RESULTS OF THE FOLLOW-UP IMPACT EVALUATION (EMS)

Question III.9: What portion of your time was spent on applying new knowledge relative to time spent on your other job responsibilities

	0% to 5%	0% to 25%	25% to 50%	50% to 75%	75% to 100%	
Percentages	0%	25%	0%	38%	50%	1
Number of participants	0	1	0	3	4	8



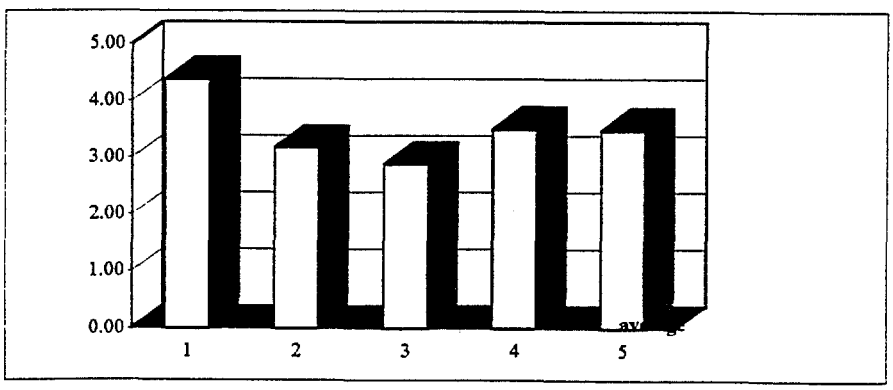
Question III.10: Extent to which transfer of knowledge rested upon:

1. **You personally**
2. **Your supervisor**
3. **Your colleagues**
4. **Your subordinates**

Participants \ Questions	1	2	3	4	Average
1	3	1	1	1	1.50
2	4	2	2	3	2.75
3	5	4	3	4	4.00
4	5	4	3	4	4.00
5	5		3	4	4.00
6	5		4	4	4.33
7	4	4	4	3	3.75
8	4	4	3	5	4.00

scale: 1=little 5=high

4.38	3.17	2.88	3.50	3.48	Average
27	11	16	28	82	Sum



RESULTS OF THE FOLLOW-UP IMPACT EVALUATION (EMS)

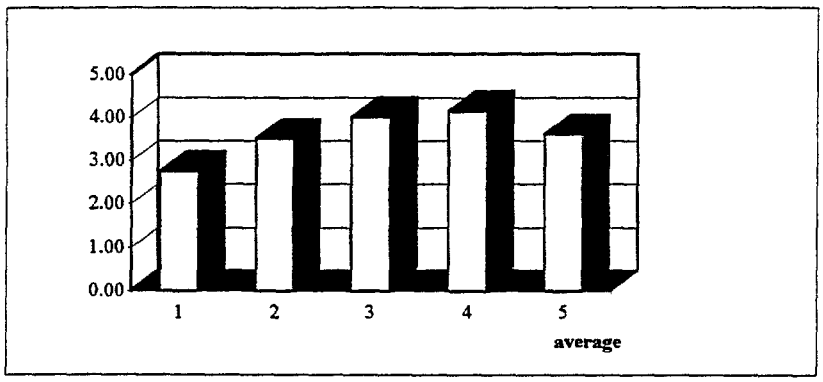
Question III.11: Level of difficulty experienced in transferring new knowledge

1. **Availability of time**
2. **Resources**
3. **Persons responsible**
4. **Overall objectives**

Participants	Questions 1	2	3	4	Average
1	1	1	3	3	2.00
2	1	2	4	4	2.75
3	2	3	4	4	3.25
4	2	3	4	4	3.25
5	4	4	4	4	4.00
6	4	5	5	5	4.75
	4	5		5	4.67
7	4	5			4.50

scale: 1=little 5=high

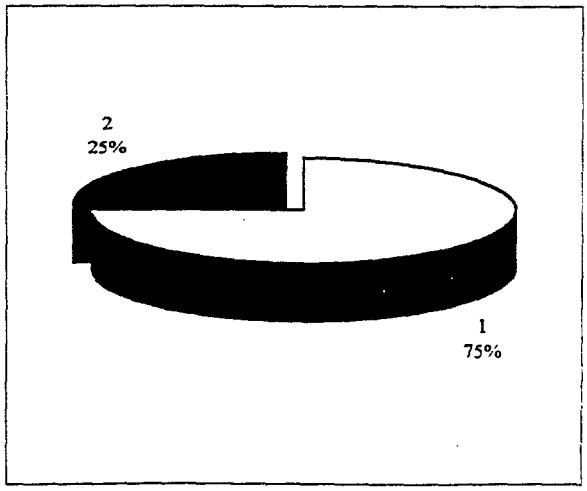
2.75	3.50	4.00	4.14	3.60	Average
22	28	24	29	103	Sum



SECTION IV: Participation in interim meetings

Question IV.1: Did you attend any of the interim meetings?

Yes	6	75%
No	2	25%
Totals	8	100%

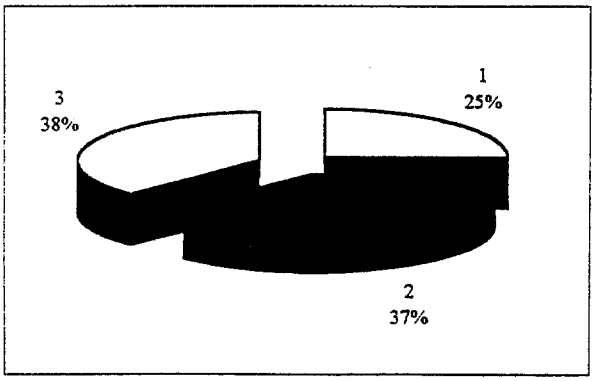


RESULTS OF THE FOLLOW-UP IMPACT EVALUATION (EMS)

Question V.2: Number of interim meetings attended.

Number of meetings

None	2	25%
One	3	38%
Two	3	38%
	8	100%



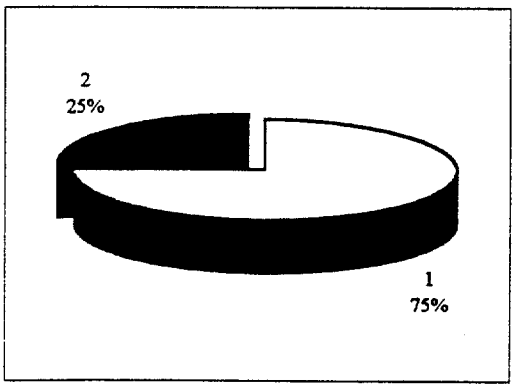
Question IV. 3: Ways in which meetings were beneficial or not beneficial.

Variable responses.

SECTION V: Post-training contacts made with others

Question V. 1: In addition to the interim meetings, did you make any contact with other participants since the program ended?

Yes	6	75%
No	2	25%
Totals	8	100%

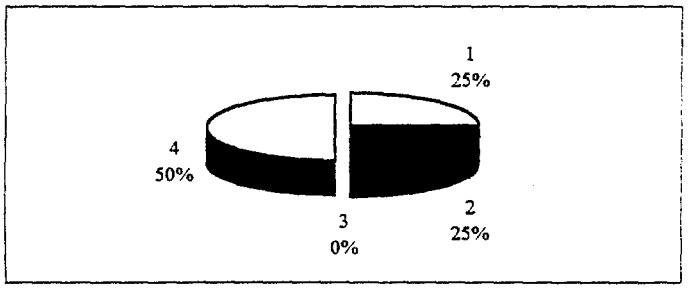


RESULTS OF THE FOLLOW-UP IMPACT EVALUATION (EMS)

Question V. 2: If yes, how often or how many times

Number of contacts

None	2	25%
One	2	25%
Two	0	0%
Three	4	50%
Totals	8	100%

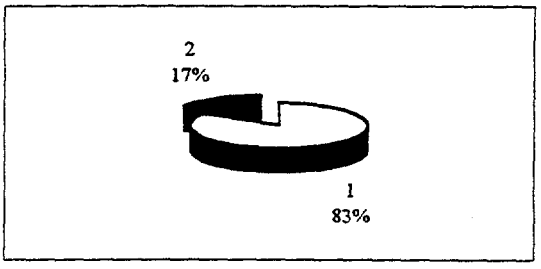


Question V.3: What happened during the encounter(s) as:

Variable responses

Question V.4: Would you categorize the meeting(s) as

Helpful	5	83%
Not helpful	1	17%
Totals	6	100%



Question V.5: Why or why not?

Variable responses

SECTION VI: General comments related to future follow-up activities

Variable responses

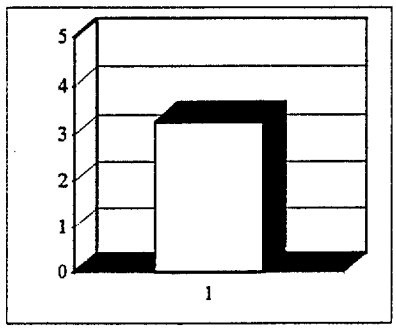
RESULTS OF THE FOLLOW-UP IMPACT EVALUATION (EMS)

SECTION VII: Overall program rating related to your job.

Question VII. 1: To what extent did you feel that your managerial skills were enhanced as a result of your participation in the program?

Extent	Participants
1	2
2	2
3	3
4	4
5	5
6	5
7	5
Average	3.25

Scale1=Low, 5=High



Question VII. 2: **Why or why not?**

Variable responses

FOLLOW-UP IMPACT EVALUATION
(Unedited Raw Data - Executive Management Seminar)

Question II.4

* It was very easy to reintegrate. My assistant took care of all the business during my absence. Only a few serious problems remained for me.
* Since I am supervising all the marketing and sales activities of the group, my colleagues at the company took care of any activities that needed urgent attention during my absence. When I came back it was to them as if I have never left.
* The timing of the program was such that we were able to get some more free time upon our return (Christmas holiday). This free time was utilized to "reflect" on what we talked about at the program.
* I revised the administration structure and I realized we were on the right track.
* Management is now done systematically.
* Apart from piling up of ordinary work, I found no difficulty of reintegration.
* Subordinates continued work. When needed, they contacted me at Pittsburgh.
* The reintegration was very smooth and without any undue problems.

Question III.6

* New workshops; bi-communal meetings
* Interest of people
* Mentoring service for university students
* Management, Marketing, personnel training
* Familiarity of all colleagues with the major concepts of the program
* Being able to exercise executive power
* Mature business environment
* Direct access to other levels of management
* High position
* It makes sense
* The employees are eager to improve performance
* The relatively high level of education of many of my colleagues
* The relatively young age of the organization
* The relatively small size of the organization
* The general economic and social environment
* The competitive pressures in the market place and the ease with which information is disseminated.

Question III.7

* Structure of the civil service
* Lack of willingness for a change by top levels of hierarchy
* Still our organization, although by now a public company, is relying on the entrepreneurial spirit of its founders, that usually operate with their "gut

feelings". Usually, first generation businessmen suffer from two syndromes: 10 I have built this company; 2) I know better; and therefore they tend to dislike change.

* Lack of time.
* Troubles at the borders (at bi-communal level).
* Lack of knowledge and interest
* Resistance to change; Organizations have built-in tendencies to resist change
* Human resource scarcity.
* If in certain areas things go well, people don't try to improve themselves
* There are people who are afraid of their positions in the organization
* There are individuals who are by nature against new things
* The fact that the organization is doing well as it is.

Question IV.3

* The meeting was one that all the participants looked forward to. The American Ambassador hosted the meeting and most of the participants attended. Contact persons are appointed to organize new meetings.
* It was only one meeting and not enough for anything.
* Since the whole group was together, this revived the friendly atmosphere that was developed in Pittsburgh.
* At the meeting organized, we did not discuss the content of the program but it benefited group spirit.
* It was only socializing.

Question V.3

* Social talk and some business talk.
* I met Loucas Louka in Iran. Although he objected to our participation in that organization, we were friends in our personal contacts.
* We usually discuss the social and political life.
* I meet some of the members of the group regularly at other bi-communal workshops and meetings.
* Discussed other issues, especially Cyprus political problem.

Question V.5

* There was no discussion on the contents of the course.
* Meetings give a good facility for exchange of ideas. It is only the meetings that allow people to get together.
* Being participants of the same Management program, lets us to talk on the same point of view.
* It gives the opportunity to know each other and make contacts more friendly instead of formal.
* In some cases, some cooperation on business matters developed. In other cases, the meetings/gatherings gave "intellectual" stimulation.

* It is important to meet with each other as often as possible so that we can exchange experiences. In addition, we can take up a specific project which we can jointly see through.

Question VI

* I would be prepared to attend any future meetings to discuss management issues.
* It is recommended that future follow up activities should be divided into two categories: 1) Social -- opportunity to meet with each other in an informal environment; 2) Business -- either to deal with a specific project or to review things discussed at the seminar. A facilitator is needed.
* Experts could be invited to give lectures and therefore give an incentive to the group to meet again, and also create a "common denominator" for further meetings of the members of the group to discuss the lecture and/or exchange ideas.
* IMDI courses give to the participants the opportunity to be friends with each other from both community. To discuss things as ordinary people and develop close friendship individually. It will be good to meet at least four times in a year with other friends.
* The seminar has been very helpful to manage many things in my professional job and in my social activities (associations).
* Management may be used as a tool to resolve conflicts. In a country where there are two communities with little contact, bi-communal contacts become very important. Bi-communal workshops and training programs are, at present, the only way that members of the two communities can meet each other and try to understand each other. When there is a solution in future, along with normal managerial tasks, managers will have to deal with conflicts, so the training in this field is very important.
* One day or weekend seminars could be organized where the members can present their experiences in applying the knowledge acquired.
* Similar meetings with like-minded individuals with more or less the same level of management position away from the workplace helps a great deal in my view the development of somebody's management abilities, despite the fact that sometimes it is difficult to identify specific areas where the resultant benefit is more obvious or pronounced.

Question VII.2

* My new learnings had been specially helpful in my work as an advisor to the final year and Master students of universities.
* Management is something we use in our professional and personal life. Management became more easy and systematic to me after the course.
* Being the senior person on my organization, I had the opportunity to compare the administration structure of my organization with the materials given to us during the course.

* The course gave "intellectual stimulation" rather than practical help (which is something positive, specially in view of the fact that Cyprus businessmen do not have ample opportunities to attend lectures, etc.)
* The content of the program was similar to things I have dealt with while taking up my MBA program. It was an opportunity to refresh my knowledge, as well as identify developments in certain fields.
* I was informed of the latest management practices. I am updated in the latest in the field of Management.
* Too much detail.
* The high standard of instruction, the high caliber of the participants and the relative ease with which we could talk to each other not to mention the fact that being away for two weeks from the pressures of work, one had the time to see through certain problems and appreciate more the importance of new concepts, processes, way of thinking and experiences of other organizations.

Appendix 2

Evaluation Results of the Cyprus-Based Program

RESULTS OF THE FOLLOW-UP IMPACT EVALUATION
(MTS)

Question II.1

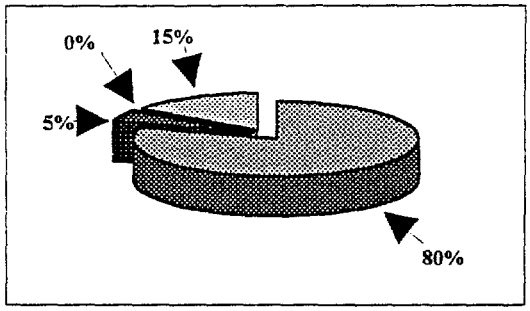
Title of person who approved participation in the program.

Variable. No comments.

Question II.2

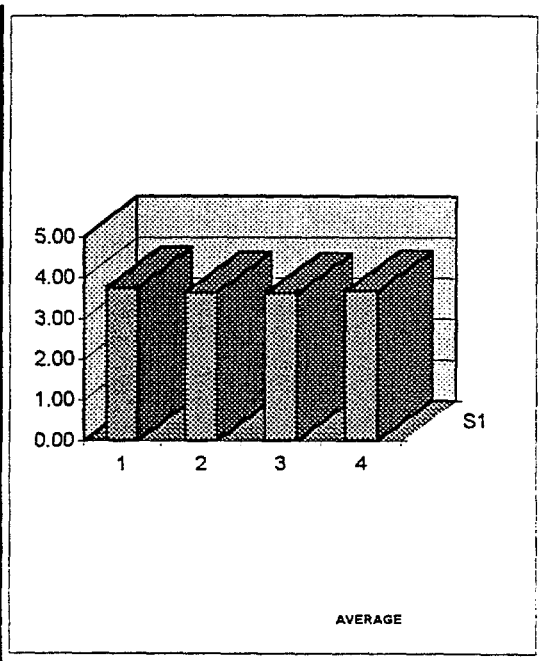
Relationship of the person who approved your participation.

1. Immediate supervisor	17	80%
2. Second level supervisor	1	5%
3. Third level supervisor	0	0%
4. Other (self or none)	3	15%
	20	100%



QUESTION II.3: Level of support given to you within the organization

PARTICIPANTS	1	2	3	
1	5	5	5	5.00
2	5	5	5	5.00
3	5	5	5	5.00
4	5	5	5	5.00
5	5	5	5	5.00
6	5	4	4	4.33
7	5	4	4	4.33
8	5	4	3	4.00
9	4	4	3	3.67
10	4	4	3	3.67
11	4	4	3	3.67
12	4	3	3	3.33
13	4	3	3	3.33
14	3	3	3	3.00
15	3	2	3	2.67
16	3	2	2	2.33
17	2	1	1	1.33
18	2	1		1.50
19	1			1.00
20	1			1.00
21	4	5	5	4.67
AVERAGE	3.76	3.63	3.61	3.67
SUM	74	64	60	198



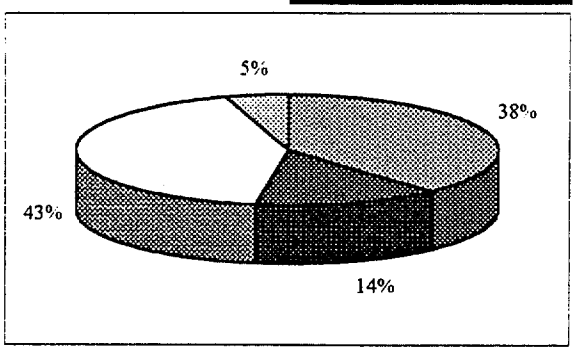
RESULTS OF THE FOLLOW-UP IMPACT EVALUATION
(MTS)

QUESTION II.4: Reintegration after training. Variable responses.

QUESTION III: Experience implementing action plan.

QUESTION III: Level at which action plan was targeted.

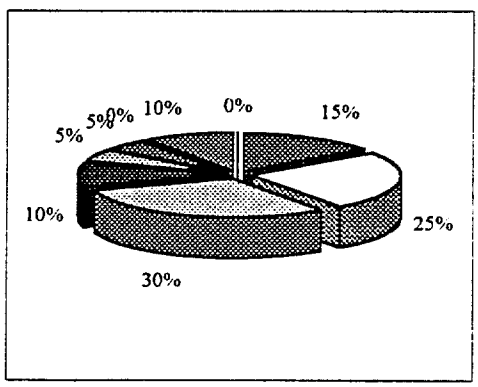
1. Self-development	8	38%
2. Departmental	3	14%
3. Organizational	9	43%
4. Other	1	5%
total of participants	21	100%



QUESTION III.2: Number of objectives set for implementation?

Number of objectives

None	0	0%
One	3	15%
Two	5	25%
Three	6	30%
Four	2	10%
Five	1	5%
Six	1	5%
Seven	0	0%
Eight	0	0%
Nine	2	10%
Totals	20	100%



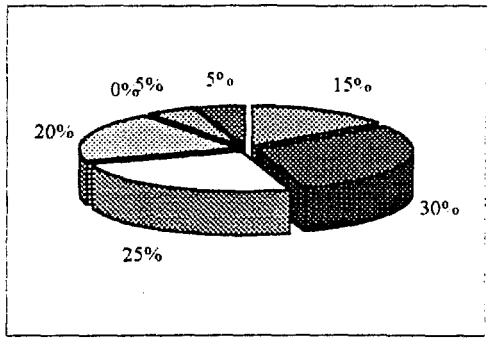
QUESTION III.3: How many did you actually implement?

Number of objectives

128

RESULTS OF THE FOLLOW-UP IMPACT EVALUATION
(MTS)

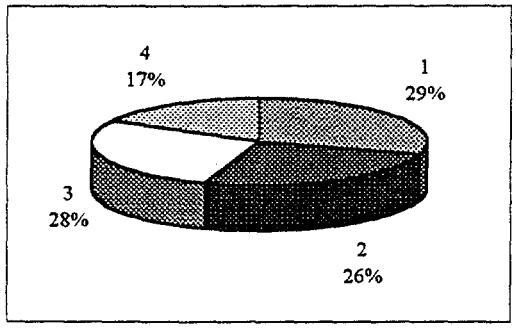
None	3	14%
One	7	29%
Two	5	24%
Three	4	19%
Four	0	0%
Five	1	5%
Six	1	5%
Totals	21	100%



QUESTION III.4: Of those implemented, state how many were directly related to.

Module

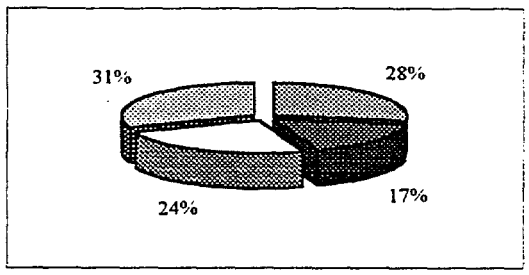
1:Strategic and Action Planing module	14	1
2: Managing People Skills module	12	2
3: Management Tools and techniques	13	3
4: Specialization module	8	4
Totals	47	



Question III.5: How many of those not implemented were directly related to.

Modules

Strategic and Action Planing module	8	28%
Managing People Skills module	5	17%
Management Tools and techniques	7	24%
Specialization module	9	31%
Totals	29	29/29



RESULTS OF THE FOLLOW-UP IMPACT EVALUATION
(MTS)

Question III.6: **Factors that facilitated the implementation of action plans.**

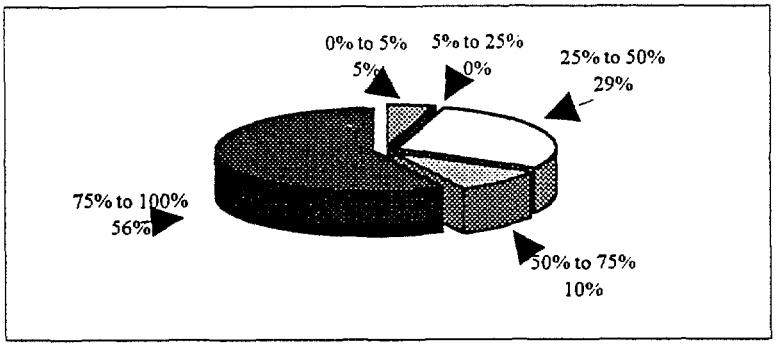
Variable responses.

Question III.7: **Factors that hindered the implementation of action plans.**

Variable responses.

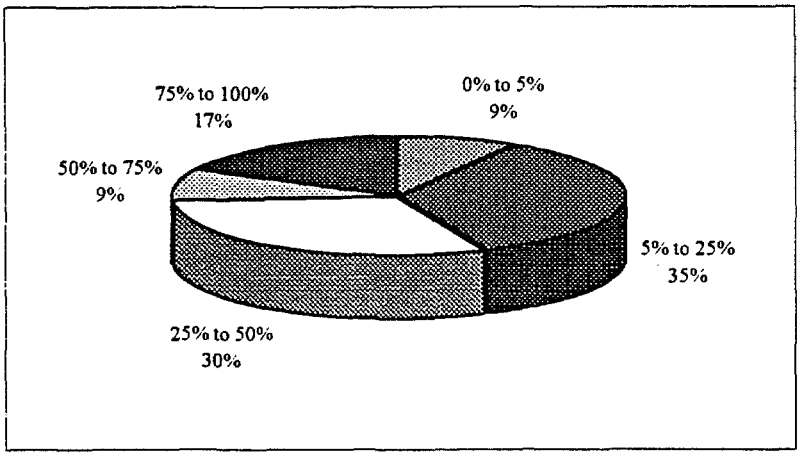
Question III.8: **Factors that facilitated the implementation of action plans:**

	0% to 5%	5% to 25%	25% to 50%	50% to 75%	75% to 100%	
Percentages	5%	0%	29%	10%	57%	100%
Number of Participants	1	0	6	2	12	21



Question III.9: **What proportion of your time was spent on implementing your action plan relative** to time spent on your other job responsibilities?

	0% to 5%	5% to 25%	25% to 50%	50% to 75%	75% to 100%	
Percentages	10%	38%	33%	10%	19%	100%
Number of Participants	2	8	7	2	4	21



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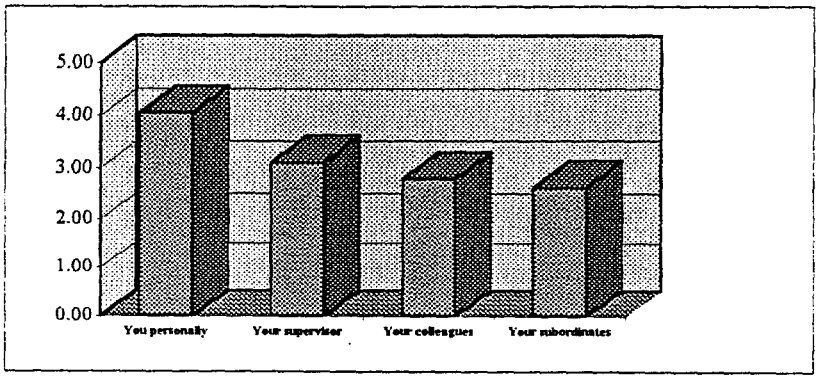
RESULTS OF THE FOLLOW-UP IMPACT EVALUATION
(MTS)

Question III.10: Extent to witch implementation of action plan rested upon

Participants	1	2	3	4	Average
1	1	1	1	1	1.00
2	1	1	1	1	1.00
3	3	1	1	1	1.50
4	3	1	1	1	1.50
5	3	1	1	1	1.50
6	3	1	1	2	1.75
7	4	2	2	2	2.50
8	4	3	2	2	2.75
9	5	4	3	3	3.75
10	5	4	3	3	3.75
11	5	4	4	4	4.25
12	5	4	4	4	4.25
13	5	5	4	4	4.50
14	5	5	4	4	4.50
15	5	5	4	5	4.75
16	5	5	4	4	4.50
17	5	5	4		4.67
18	5	4	5		4.67
19	5		4		4.50
20	4				4.00

	You personally	Your supervisor	Your colleagues	Your subordinates	
Average	4.05	3.11	2.79	2.63	3.24
Sum	81	56	53	42	232

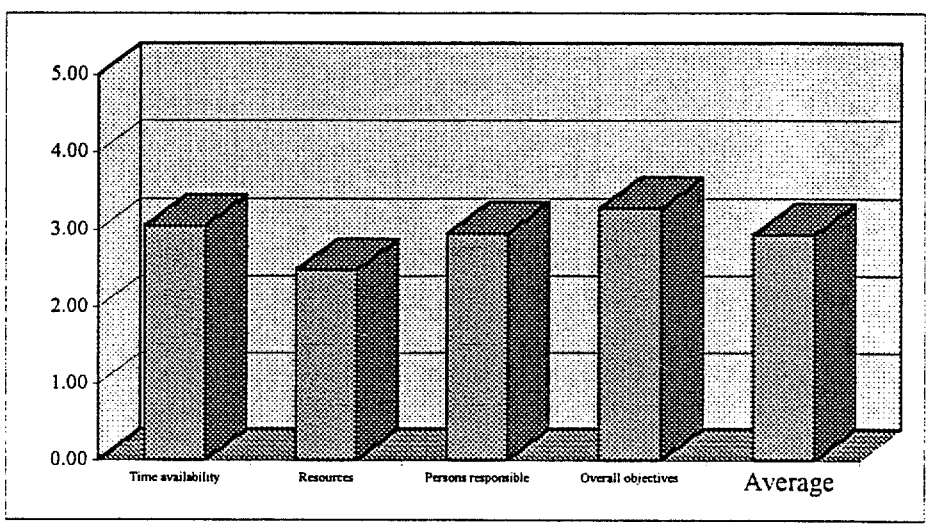


RESULTS OF THE FOLLOW-UP IMPACT EVALUATION
(MTS)

Question III.11: Level of difficulty experienced with

Participants	1	2	3	4	Average
1	1	1	1	1	1.00
2	1	1	1	2	1.25
3	2	1	2	2	1.75
4	2	2	2	3	2.25
5	2	2	2	3	2.25
6	2	2	2	3	2.25
7	2	2	2	3	2.25
8	2	2	2	3	2.25
9	3	2	3	3	2.75
10	3	2	3	3	2.75
11	3	2	3	4	3.00
12	3	2	3	4	3.00
13	3	3	3	4	3.25
14	4	3	4	4	3.75
15	5	3	4	4	4.00
16	5	4	4	5	4.50
17	5	4	5	5	4.75
18	5	4	5	3	4.25
19	5	2	5		4.00
20	2	5			3.50
21	4	3			3.50

	Time availability	Resources	Persons responsible	Overall objectives	
Average	3.05	2.48	2.95	3.28	2.94
Sum	64	52	56	59	231

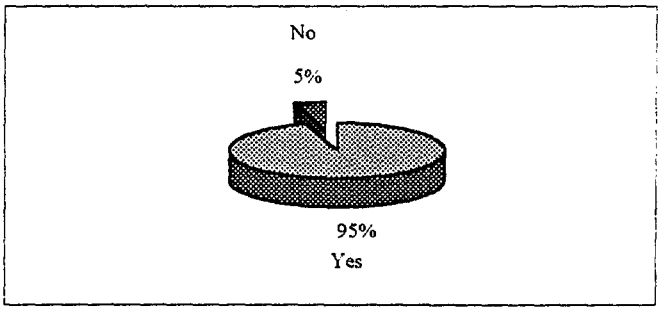


RESULTS OF THE FOLLOW-UP IMPACT EVALUATION
(MTS)

Section IV: Participation in interim meetings

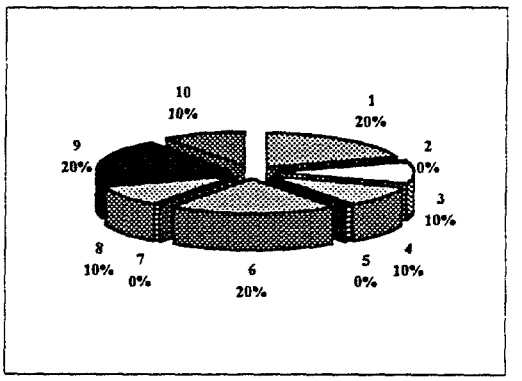
Question IV.1: Did you attend any of the interim meetings?

	Participants	Percentage
YES	20	95%
NO	1	5%



Question IV.2: If yes how often or how many times?

None (1)	3	18%
One (2)	0	0%
Two (3)	1	9%
Three (4)	1	9%
Four (5)	0	0%
Five (6)	2	18%
Six (7)	0	0%
Seven (8)	1	9%
Eight (9)	2	18%
Nine (10)	1	9%
Totals	11	100%



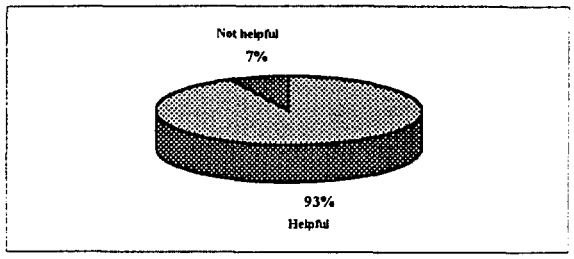
Question IV.3: What happened during the encounter(s)?

Variable responses

RESULTS OF THE FOLLOW-UP IMPACT EVALUATION
(MTS)

Question IV.4: Would you categorize the meeting(s) as:

Helpful	13	93%
Not helpful	1	7%
Total	14	100%



Question V.5: Why or why not?

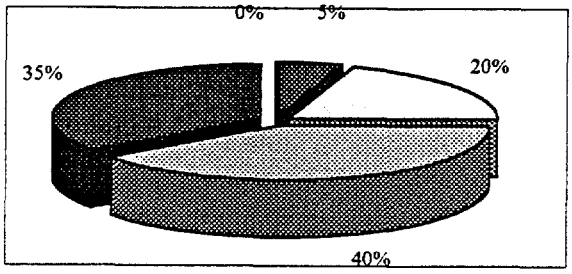
Section VI: General comments related to future action plan exercises

Variable responses

Section VII: Overall program rating related to your job.

Question VII.1: To what extent did you feel that your managerial skills were enhanced as a result of your participation in the program

	Little or nosenhancement1	2	3	4	Greater enhanced 5	Totals
Respondents	0	1	4	9	7	21
Percentages	0%	5%	19%	38%	33%	100%



Question VII.2: Why or why not?

Variable responses.

FOLLOW-UP IMPACT EVALUATION
(Unedited Raw Data - Management Training Seminar)

Question II.4

* I was in daily contact with my secretary who was able to pass on messages of an administrative nature. Classes, which were substituted by colleagues, continued to meet as usual. Work covered was entered into relevant class file. Any extraordinary events concerning participants were reported to me upon return.
* During the seminar, I was in contact with my office. Before joining the meeting I visited my office and gave directions. Later I called them and asked if there was anything. On holidays, I had been at the office to check. When I finished the seminar and returned to the office, I felt I learnt many things. I was full of energy and knowledge.
* A little improvement in communication skills with my colleagues and boss at my work environment. Positive future prospects in my career.
* During the first few weeks, I continuously tried to persuade my supervisor and others about the importance of my action plan. I found out that my colleagues and subordinates were all persuaded but my supervisor.
* Came back with more ideas in dealing with problems, new techniques for decision making, and appraisal on how goals can be achieved.
* There was not any difficulty.
* Mainly, I tried to reconsider myself, to use communication skills we have learned, to increase the understanding within my group. Communication skills were very useful and productive, I got satisfactory results both with my subordinates, colleagues and the people who apply for planning permits not satisfactory in strategic planning or programming.
* No major problems encountered.
* I am only a part-time consultant for the organization so there was no difficulty as far as reintegration was concerned.
* No problem in reintegration after training. More motivation than before.
* I was in touch with the organization all through the training, everything that happened during that period was under my control. However, when the training ended, there was an enthusiasm about what I have learned and how we can implement those ideas.
* I reintegrated without any problem. Upon returning to work I did not keep a different (or higher) profile. I kept being myself, friendly to everyone (as always) but perhaps a bit wiser and more self-assured.
* Integration after the training was smooth. Initially, I spent the first few days catching up with work. I also submitted a report on what I did on the course and how it related to my work.
* After the training I felt that my importance has increased in my department. The new room and new table was given to me. I have got more responsibilities than I had before the program.

* At the beginning, it was difficult. After that it went easier at the Newspaper. But we have some problem because of our market.
* My enthusiasm was quite high to start implementing part of the things I have learned at the course for the benefit and development of my job, my immediate environment, my colleagues and the organization in general. Unfortunately, things move too slowly in the civil service that I could not do much right away. I am working towards that direction and I hope that the action plan will be implemented on time before the end of 1996.
* After the training, I was away for another month for my master's degree so the first thing I had to do was clear up back business, not cleared up during intervening weekends.
* Unfortunately, whenever somebody returns from a training course to our department, the management shows only little interest to any knowledge or experience gained by the participant. Furthermore, if the participant of a course wants to introduce some changes based on knowledge and experience gained at a course, he must do it in a non-obvious way, otherwise he may run in trouble. On the other hand, colleagues and to a lesser extent subordinates usually show great interest in what has been gained by a colleague's participation in a course and how some of the things could have been implemented at the workplace.
* The reintegration after the training back to work was smooth. The first week was actually interesting because many were asking details about the program. It was a good time to sell some of the ideas developed during the training. These thoughts and views of the way we do things and the way we should do things were accepted by most of the colleagues and supervisors. We talked about communication, Marketing, information processing, etc.

Question III.6

* Support from supervisors, top management and colleagues.
* Personal enthusiasm; personal need to change and develop.
* Experience, personal touch and self awareness.
* Knowing my specific goals and explaining myself and my objectives to my boss better
* Already having the opportunity offered in my office
* Direct communication with departments.
* Specialization module.
* The need to establish such a company.
* The need and understanding for change.
* No hindrance from Director
* Discussion with other members of group on common experiences
* Decision for time-table, etc. depended on me.
* My drive to bring results
* Proper training I received.
* The need for a training plan.

* Need to analyze our market and increase distributors.
* The need to create a new company, have it officially registered, finish to Supermarket buildings, import the supermarket equipment, recruit and train new employees.
* The need to make promotion for sales, know-how, brochures and membership cards, passing all these to consumers.
* Hard-working, paradigm shift, good relationship, preparing time schedule, and political situation.
* Personal perseverance.
* Knowledge, self assurance, environment, organization and determination.
* The techniques and ideas learned during the training.
* Organizing thoughts and ideas better.
* Creating paradigms and working on them.
* The openness (surprisingly) of people around me for new ideas.
* Two of the objectives were such that did not involve great changes
* Commitments on the part of top management and overall management structure.
* Personal commitment
* Training program - seminar
* The training manual itself
* Previous experience
* Desire for immediate results.

Question III.7

* Not enough information to go by; not enough knowledge.
* The general state of the economy.
* Lack of financial resources.
* Hesitation to bring about (or cause) sudden changes.
* Political situation; political reasons; unexpected events.
* Lack of sufficient time.
* Lack of motivation.
* Previous habits.
* It was not the right time for promotion; printing company could not do it in right time; could not find enough people to deliver to public; the newspaper company had no place for it.
* Personal problems.
* General reluctance to change from the administration.
* Inflexible and inefficient institutions.
* Lack of technology to facilitate coding of information
* Lack of assistance at work.
* Delay in returning questionnaires by colleagues.
* No feedback from Director.
* Inability to offer incentives (substantial ones)

* Indifference from people on either side of me.
* Inertia.
* Unable to persuade the General Manager about the importance of my action plan (reorganization).
* Urgency of work; departmental job environment; institutional environment
* Negative motivation.
* Educational level of subordinates
* Subordinate resistance
* The inability of the Bank to transfer me to another division (for over a year now) reflects (I believe) the rigidity of its structure.

Question IV.3

* We managed to exchange our experiences. It was beneficial in the sense that we felt part of a group.
* Beneficial from the social point of view (contacts, exchange of ideas, etc.)
* First meeting was beneficial. I got the opportunity to share my experience and learn others' experiences and difficulties. Others were not fruitful. Attendance was so limited.
* I improved my managerial and marketing knowledge.
* Were beneficial from the point of view that you can exchange ideas and share other people's experiences.
* Acting together in order to build up a bi-communal management center.
* The meetings were very beneficial because we all had a shared base from which to work and on which to build, and we shared our experiences using a common language.
* They were beneficial because the group kept working together, empowering each other, exchanging ideas, knowledge and experience, and establishing plans for future development.
* To freshen up my memories on the subject, I felt responsible to go over my notes, find out about other people's experiences, and keep in touch with those in the group.
* Very little use, because I faced difficulty in imposing my views and objectives to the other parties due to their one-sided way of thinking.
* They provided peer support and a forum to air problems and successes.
* Practiced tools and techniques learned such as Situation Analysis, Force-field Analysis, Brainstorming, etc.
* It was not beneficial except for the fact that we saw all or some colleagues for a while for human relations.
* It was beneficial to me by coming together with other participants. During the meetings we discussed our problems and transferred our experiences to each other.
* We all realized that with personal contacts, team work and good will, a lot can be done and many things can change. We set objectives which we are trying to

implement. There are difficulties but once the environment is a bit more helpful, the targets can be achieved.

* One benefit was meeting with the group and exchanging ideas, the second one was agreeing on setting up a permanent group and start working on that.
* The meetings were beneficial in the sense of sharing views and experiences in implementing action plans. Nevertheless, without the guidance of a professional trainer, the discussions were not as "scientific" as would be desired while specific topics may have absorbed unduly long time at the expense of others.

Question V.3

* These meetings were for the Action Plan for the marketing group. We have worked on the matter. The action plan was handed out on paper to the IMDI Director.
* Only social.
* Just discussions; We discussed starting a research company and our clients.
* Discussed many things to implement the action plans and had Nescafe and cakes.
* We discussed the implementation of a marketing plan of the group and targeted potential clients (Information Research Group).
* Everybody talked about their own experiences and we found at least one common problem or achievement we shared in this course.
* We discussed in the smaller groups about the plan of action of each one of us and our plans for the future implementation of them.
* The contact was made for deciding on how and to whom we would communicate the group's proposal for the formation of a bi-communal management center. Discussion was also made on how to promote group's proposal on the organization of a major bi-communal management event.

Question V.5

* Because we kept the contact with the other community. We empowered each other and learned from each other.
* It helped to give us some feedback from the course we followed and a good feeling that you are after the same goal with the rest of the group -- to share a group feeling.
* Yes helpful. At least I realized that I wasn't the only one who couldn't satisfactorily implement the things I learned.
* We shared our knowledge and we decided to establish a new organization.
* We learnt many new things. We did some useful research also.
* Not so many people attended. It hurts to see that you can not meet friends to have made in a normal way later on.
* Coming together is an activity which encourages the peace and cooperation between two communities of Cyprus.

* The meetings helped us understand each other and built more confidence between us. We saw that we have and share the same worries, ambitions and objectives and will try to work as a team to change the status quo.
* Helpful because we managed to sum up some ideas and putting in order the action plan we have originally written down.

Question VI

* I gained most from the financial planning and project management models. The project management module allows me to approach assignments within the bank in a more structured manner.
* We plan to carry on with the action plan I have done for my own organization and maybe create new ones.
* It was a good experience for me and my colleagues. We learned many things to apply. I believe that it will be very useful for the development of my professional career in the future. There is a single word to explain: "wonderful".
* The meetings are not enough to prove our social relation. I demand the doors be opened so I can visit people (the business people) freely in their places. I think it will be more useful. I personally believe that if you limit people by regulation, you cannot benefit in them. I am sorry but this is the fact.
* Follow up work on a regular basis for peer support and more importantly, tutorial support from instructors is vital in the success of such a course. Realization takes time and needs to be supported.
* This bi-communal seminar is useful. I liked it very much.
* The smaller peer groups on basis of specialization should be encouraged to support its members to work hard and ensure their commitment in the process. The alumni association should be formed soon.
* At the moment I am in a state of flux. The duty-free shops have been taken over by a daughter company of Cyprus Airways but no manager has been appointed so I am assisting the new company get acclimatized until new procedures have been established.
* More time should be devoted on "individual action plans" and not on "group action plans". It has been however a good experience and very helpful. In our lives we have many opportunities. We must be prepared to act quickly with a strategic plan and to apply what we learn to our working environment.

Question VII.2

* The course was geared towards being applicable. I think this is a very important factor making this course successful.
* Managerial skills were enhanced because of knowledge of new techniques, awareness of new trends, and interaction with other managers/colleagues.
* The program was very effective and successful. I believe that I improved my managerial skills a lot.

* The course has given us ideas and techniques in management skills. Some were known, some were new.
* Even if you feel that your managerial skills are enhanced you cannot measure the extent if you cannot implement.
* The program helped me to focus my skills and find shortcuts in producing my work. Furthermore, sharing experiences with other participants certainly helped a lot.
* I was helped when in a training classroom teaching Conflict Resolution skills. The Gantt Chart helped me plan my job. TQM was a good background for me to proceed with implementation of ISO-9002 at work for the office procedures.
* Because I learnt a lot when compared to past experiences and find out about the techniques of Investment Appraisal.
* The external factors that were beyond my control affected the program adversely.
* I learned new management tools and techniques.
* I found the personal aspect particularly beneficial (communication skills, etc.)
* Tools and techniques and group discussions.
* I learned some modern management techniques during this course.
* To meet all my valuable friends and trainers.
* Even to meet people adds some experience to your own experience; not enough but even the limited contact is a plus.
* After my participation in the program, I developed good relationship and communication with my supervisors and subordinates. I implemented two of my three objectives in the short time.
* It helped me to trust others more, to do team-work and to organize myself and my working environment better.
* There is always room for improvement.
* Overall, the program was a refresher of what I did at University and other courses.
* I believe that as a result of my participation in the program I became more aware of the specific issues that the science of management tries to deal with. I have also gained specific knowledge as to the types of techniques that can be used towards the achievement of specific targets: e.g., how to think in a more open way, how to communicate better and how to plan in a systematic way.
* The achievement of such objectives as improving communication could be more easily achieved because it depended more on my personal effort and initiative than on others. However, the objective of empowerment can only be met with frustration in an environment which is very rigid.

Appendix 3

Creation of a Bi-communal Management Group

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Bi-communal Management Group

(Cyprus Bi-communal Management Seminars (CyBMS)

*****

Planned Activities aimed at Consolidating and Strengthening Group Projects in the field of Management

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in collaborating with:

- US Embassy in Cyprus and
  The Cyprus Fulbright Commission

- International Management Development Institute (IMDI)
  University of Pittsburgh

- Graduates of all five Bi-communal Management Seminars since 1994, temporary led by the February 1996 group

October 1996

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Actions Necessary	...	...	6

Summary Background

Since February 1994, the International Management Development Institute (IMDI) of the University of Pittsburgh has organized five bi-communal management seminars under the auspices of the Cyprus Fulbright Commission. Funding for the programs has primarily come from USAID grants administered through AMIDEAST in Washington, DC. One of the five programs was funded by UNHCR.

The primary purpose of the programs is to provide modern management skills to Cypriot managers from both communities with specialization tracks in Marketing and Investment Appraisal. It is also hoped that by participating in the seminars, managers from both communities will foster professional relations on mutual Management challenges.

These five programs have helped enhance the managerial skills of more than 100 mid to upper level managers, and 20 senior executives from both communities. Four of the programs targeting mid to upper level managers took place in Cyprus (in February 1994, May 1995, February 1996, and October 1996, respectively). The fifth one targeting senior executives was organized in Pittsburgh in December 1995.

Three additional programs are planned for 1997. Two of the three will take place in Cyprus for mid to upper level managers in February-March 1997 and October 1997, respectively. The third program will be organized in Pittsburgh for another group of senior executives in June 1997.

Progress to date

Remarkable progress has been made at individual levels, and among small groups from the same organization or from the same community. While individual success stories are too many to enumerate and hard to articulate, a representative sample is presented below:

1. Over 75% of former participants who have been surveyed give the program the highest rating for enhancing their managerial skills, particularly in performing their routine tasks, communicating with other colleagues, problem-solving and decision-making, and more importantly, developing positive attitudes towards, and better focus on their current and future careers.

2. A team of five from Lefke University prepared a comprehensive strategic plan to revamp the administrative operations of the University after attending the February 1994 program. Before a personnel shake-up that took place shortly thereafter, at least 35% success in implementing the plan was being reported.

3. A team of three from the Cyprus Broadcasting Corporation also designed a new project applying tools and techniques learned in the Investment Appraisal specialization module. To date, they are reporting 90% success in its implementation.

4. A former participant prepared a two-year strategic plan for the Municipality of Famagusta. The plan was recently reviewed with the Mayor who expressed satisfaction with it and implementation is in progress.

5. A former participant with the Cyprus Productivity Center has since 1994 designed and organized a series of conferences in Nicosia and Limassol in collaboration with the IMDI Marketing instructor, Dr. Charles Popovich, as part of his action plan after attending the seminar.

6. A group of eight former participants from the North are working on a business plan to create a Marketing Research Company. The IMDI Marketing instructor, Dr. Charles Popovich and Senior Program Manager, Philippe Gasquet recently reviewed the plan and provided feedback. The IMDI Director and Project Director, Martin Akpo-Esambe also met with the group recently for the same purpose.

7. The February 1996 group has met about eight times since April to exchange experiences and information on the implementation of their action plans, maintain bi-communal contacts, and initiate a number of projects. They developed and submitted a proposal to the US Embassy for the creation of a Bi-communal Management Center and are planning to organize a Bi-communal Management conference soon.

8. Two participants are part of an investment group planning to open a shopping center at Famagusta next year. The project manager, one of the IMDI graduates, applied skills acquired in the program including computer software to prepare all financial analyses for multi-million pound sterling investment. The first part of the project, a supermarket, is expected to be operational early 1997.

9. A Management group has been created which is now an integral part of the Bi-communal projects in Cyprus and fully represented in the Bi-communal Steering Committee.

These are a few examples of the impact that these seminars have had on the participants, their organizations, and the island as a whole.

Planned Activities

The February 1996 group has been very active pioneering activities with the aim of consolidating and strengthening projects for the Management Group. On-going and planned activities include:

1. Approval and support of the proposed Bi-communal Management Center aimed at conducting Management training, consulting and research for both communities.

2. Designing and organizing Management conferences once or twice a year, or as needed, on a variety of topics that are mutually agreed upon.

3. Creating an alumni association of all graduates of the University of Pittsburgh's Bi-communal Management seminars, aimed at mobilizing more resources and support for the Management Group's activities.

The enthusiastic aspirations of the February 1996 group are taking the accomplishments of these programs to greater heights. A significant, though unanticipated outcome of this group's initiatives will be the building of local institutional bi-communal management training, consulting and research capacity.

Actions Necessary

1. Continuous commitment from participants of the February 1996 group to the activities that it has initiated.

2. Commitment from the Ambassador to review proposal for the creation of a Bi-communal Management Center.

3. Ambassador's acceptance to host a reception for launching of the alumni association. The association is expected to operate on an informal basis to avoid potential regulatory barriers.

4. Continuous commitment from the University of Pittsburgh to provide technical assistance when and where necessary.

5. Commitment from the Cyprus Fulbright Commission for logistics support, liaison and communication, when and where necessary.

Martin Akpo-Esambe
Director of IMDI and Project Director of CyBMS
October 1996

Appendix 4

The Core of a Strategic Plan Prepared for the Municipality of Famagusta by a Former Participant

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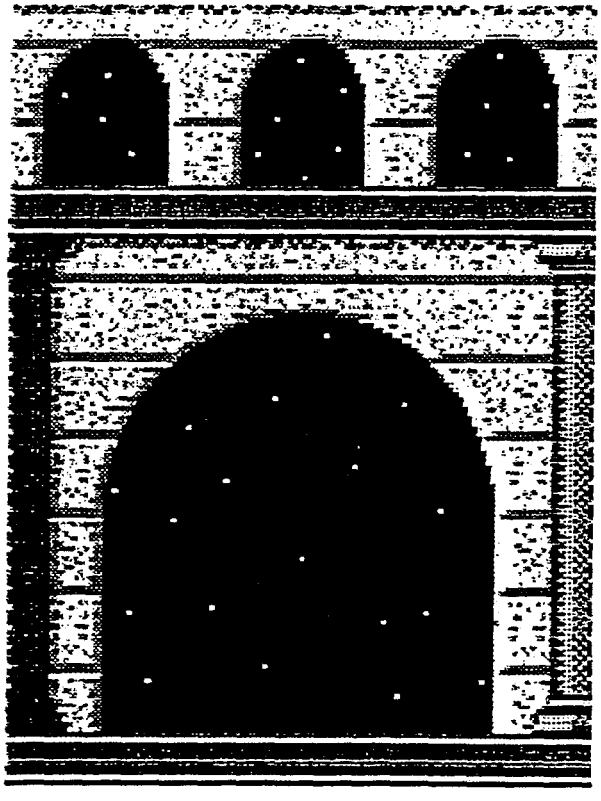
GAZİMAĞUSA BELEDİYESİ

STRATEJİK PLANI

Nisan 1996 - Nisan 1998



Bülent Kanol
Yönetsel Danışman

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Giriş

Yönetim bilimleri bize doğru örgütlenme etkin yönetim ve ehil personel için aşağıdaki yöntemleri önermektedir:

1) Stratejik Planlama
2) Hedef Yönetimi (Management by Objectives)
3) Toplam Ürün veya hizmet Kalitesi
4) Örgütsel Değişim Yönetimi

Stratejik Planlama esasen iç ve dış çevresel etkilerin incelenmesi bunun neticesinde Belediyenin güçlü unsurları ve zayıf unsurlarının saptanması ve önünde duran fırsat ve tehlikeleri en süratli ve etkin biçimde yakalaması veya bertaraf etmesini içerir.

Hedef Yönetimi Stratejik Planlama neticesinde çıkacak hedeflerin Yönetim tarafından uygulanma şeklidir.

Toplam Hizmet Kalitesi tüm Belediye çalışanlarının hedeflere varmak için toplu bir anlayış içinde çalışmasıdır.

Örgütsel Değişim Yönetimi de yukarıdakileri tümden başarmak için Örgütün içinden ve dışından gelecek tepki ve direnmeleri aşabilme metodudur.

Yaklaşık birbuçuk aydan beri yapılan çalışmada Belediyenin iç ve çevresel etkileri incelenmeye çalışılmış ve bu inceleme ışığında ekteki Stratejik Plan ve uygulama metodları elde edilmiştir.

Stratejik Plan Şeması

Tarih

1Şub-15Şub — Mevcut Misyon Ve Hedeflerin Belirlenmesi

15Şub-15May

Dış Durum Analizi
- Kamuoyu anketleri
- Devlet ve Halkla ilişkiler
- Genel veriler

Fırsat.....Tehlike

1. Yollar ve Kaldırımlar
2. Sağlık ve Temizlik
3. Gelirler
4. Halkla İlişkiler
5. Hükümetle İlişkiler

İç Durum Analizi
- Personel anketleri
- Personel mülakatları
- Genel veriler

Güç.....Zayıflık

1. Araç Gereç Noksanlığı
2. Ehliyetsiz Personel
3. Çağdaş Teknoloji Eksikliği
4. Örgütlenmede Yetersizlikler
5. Mali Yapı

15May-31May

Misyon ve Hedeflerin Yeniden Belirlenmesi

Misyon: Beldenin gelişmesini ve belde halkının ihtiyaçlarını çağdaş bir anlayış ve demokratik bir tutum içinde karşılamak.

Hedefler: 1) Kentin mevcut bozuk durumda olan yollarının her yıl 8km olmak üzere Nisan 98'e kadar toplam 16 km'sinin yenilenmesi.
2) Gelirlerin giderleri karşılama oranı (yatırımlar dahil. devlet katkısı hariç) ilk yıl %90 ama Aralık 97 itibarı ile %100 olması
3) Sağlık ve Temizlik hizmetlerinde ölçülebilir bir nitelik kriteri temelinde Nisan 98 itibarı ile %60 bir iyileşme gerçekleştirilmesi
4) 1996 sonu itibarı ile bir Halkla İlişkiler ve Tanıtım biriminin kurulması

1Haz- 15Haz — Stratejilerin Saptanması

1. Gelir -Gider dengesinin sağlanabilmesi için Mali bölümün örgütlenmesi
2. Yatırım planlarının yapılabilmesi için Nakit-Akış Tablolarının hazırlanması
3. Yönetsel eğitimden başlayarak teknik hizmetiçi eğitimin yürürlüğe konması
4. Araç gereç ihtiyacının giderilmesi
5. Bilgisayar sisteminin Mali bölümden başlayarak getirilmesi
6. Gelir artırıcı kalemlerin saptanıp gelirlerin artırılması
7. Sağlık ve Temizlik birimlerinde yeni bir örgütlenmeye gidilmesi
8. Halkla İlişkiler Bölümünün hayata geçirilmesi
9. Örgüt Şeması ve Personel İşlerinin yeniden düzenlenmesi

15Haz-30Haz — Kısa Vade Hedeflerin Konması

1Tem-31Tem — Çalışma (Aksiyon) Programlarının Hazırlanması

1Ağu-30Kas — Uygulamaya Geçiş

1Ara-31Ara — Değerlendirme ve Kontrol

KISIM 1 — *Mevcut Durum Belirlemesi*

Belediyenin Misyonu

Belediyenin esas misyonu yerinden yönetim ve halkın kendi kendini yönetmesinin bir aracı olmak ve bu yolla 'beldenin gelişmesini, belde halkının ortak yerel gereksinimlerini çağdaş bir anlayış ve demokratik bir tutum içinde karşılamak' tır.

Kaynakların Sağlanabilmesi

Kaynakların sağlanabilmesi tamamen birinciye bağlı olup birincinin şartları yerine getirildiği takdirde sorunsuz çözümlenebilecek bir konudur. Burada eğitim ve örgütlenme esastır.

Kaynakların Etkin Kullanımı

Kaynakların etkin kullanımı ise yine ilk iki konuyla ilişkili olup esasen doğru örgütlenme etkin yönetim ve ehil personel ile mümkün olacaktır.

Kısım 2 *Dış ve İç Durum Analizi*

Dış Durum Analizi

Şubat ayında başlattığımız kamuoyu/anket çalışmaları neticesinde Gazimağusa Kent halkının Belediyenin çeşitli hizmetlerinden ne oranda hoşnut veya rahatsız olduğunu belki de ilk kez bilimsel bir yöntemle saptamış durumdayız.

Uygulanan Yöntem

Gazimağusa Halkının Belediye Hizmetlerine bakışını ölçmek için Kent içindeki 15 değişik Muhtarlık/Bölgede yaklaşık 5000 adet anket dağıtılmıştır.

Bu anketler dağıtılırken Belediye Su tahsilat ekipleri ve Zabıta ekipleri iki hafta yoğun bir şekilde dağıtıma katılmışlardır.

Dağıtım tamamlandıktan sonra 2-3 hafta boyunca anketlerin geri toplatılma işlemleri yapılmış, bu arada halkın bir kısmı anketleri bizzat Belediye'ye getirirken, bir kısmı da posta yolunu kullanmıştır.

Anketlerin değerlendirilmesi 8 ana hizmetin (İçme suyu, Yollar, Temizlik, Sağlık, Eğitim, Sosyal-Kültürel, Kaldırımlar, Çarşı/Pazar, Tahsilat, Vergi/Harç, Taşımacılık) 4 değişik derece ile (Çok iyi, İyi, Orta, Zayıf) ölçülmesi ile yapılmıştır.

Değerlendirme esnasında genel sonuçlar yanında bölgesel sonuçlar da dikkate alınmıştır.

Değerlendirme sonuçları bilgisayar aracı ile tablo ve şemalaştırılıp bir rapor haline getirilmiştir

Dağıtılan anketin bir örneği ek1'de verilmiştir

Sonuçlar

Anketlere katılım %4 civarında gerçekleşmiştir. Bu oran küçük gibi görülse de halkın genel eğilimini yansıtabilmesi açısından yeterli olmuştur.

Anket sonuçları rakamsal ve şematik olarak ek2'de verilmiştir.

Ayrıca Bölgesel bazda yapılan sonuç yorumlaması da ek3'de verilmiştir.

Genel bir değerlendirme yapmak gerekirse aşırı bir derecede olmasa da halkın genel bir sıkıntısı vardır.

Yollar konusu muazzam bir şekilde ZAYIF olarak nitelendirilmektedir. Bunun yanında **Taşımacılık, Temizlik, Kaldırımlar, İçme suyu ve Sağlık** da oldukça ZAYIF ve ORTA olarak puanlanan konular olmuştur.

Eğitim, Sosyal ve Kültürel konularda halk fazla bir tepki vermemekte, mevcut durumun kendilerini rahatsız etmediğini belirtmekte ve ZAYIF yanında oldukça ORTA ve İYİ dereceler kullanılmaktadır.

Çarşı/Pazar hizmetleri ile Tahsilat işlemleri ve Vergi/Harç konuları ise halkın memnuniyet belirttiği genel olarak İYİ ve ÇOK İYİ olarak puanlanan konular olmuştur.

Yorum

Halk Kamuoyu yoklamalarına alışık olmadığı için bu çalışmaya yeterli ilgiyi göstermemiştir. Bunda, çıkacak neticenin icraata dönüşebileceği konusundaki kuşkunun etkisi büyüktür.

Bununla birlikte anketlere cevap verenler konuyu çok ciddi olarak algıladıklarını anket forumlarının arkalarına da öneri ve şikayet yazarak belli etmişlerdir. Bu insanlarda da sorunlarına ilk kez bu denli ciddi eğilen bir Belediye Örgütünün yarattığı bir heyecan gözlemlenmiştir.

Halk yolların ve daha az oranda da kaldırımların durumundan bıkmış bir durumdadır. Ayrıca genel olarak Temizlik, Sağlık ve İçme suyu konularında bir gayretin olduğunu görmekle birlikte sorunlarının henüz çözülmediğini belirtmektedir.

Halk Eğitim Sosyal ve Kültürel konularda Belediyenin faaliyetlerinin farkında olup bunları olağan çalışmalar olarak kabul etmektedir.

Açık Pazarın devreye konulması halk tarafından büyük takdirle karşılanmış ve bu hizmetin başarılı bir şekilde sunulduğu belirtilmiştir.

Tahsilat işlemlerinin halkı rahatsız etmeyecek bir şekilde devam ettiği ve vergi harç düzeylerinin de kabul edilir bir seviyede olduğu da anket sonuçlarında görülmektedir.

İç Durum Analizi

İç durum analizini gerçekleştirirken esas olarak personel içinde ek 4'te verilen yazı çerçevesinde bir araştırma baz alınmış ve personelden yazılı bilgiler yanında sözlü mülakatlar yoluyla bilgiler elde edilmiştir.

Ekteki liste yapmış olduğumuz çağrıya personelin vermiş olduğu yanıtların bir rezümesidir. Bu yanıtları incelediğimizde, personelin aşikar olarak gördüğü ve en rahat bir şekilde söyleyebileceği, sorunlar aşağıdaki gibi sıralanabilir.

A. Kaynaksal sorunlar:

1) Araç Gereç Donanım Yetersizliği: Bunlar özellikle Su İşleri, Bayındırlık, Bahçe İşleri, Zabıta, Veteriner ve Tahsilat bölümlerinde araç gereç gereği olarak ortaya çıkmaktadır.

Su İşleri Formeni	modern aletler ve motorlu bıçkı makinesi
Bayındırlık Formeni	hizmet aracı, betoniyer, kompresör ve vibratör
Bayındırlık Görevlileri	hizmet aracı, kamyon asfalt sistemleri ve fordlift
Bahçe İşleri sorumlusu	van, üretim seraları, telefon ve el aletleri
Zabıta sorumlusu	araç ve oda
Zabıta görevlileri	van tipi araç ve resmi kıyafet
Sağlık İşleri görevlisi	araç
Veteriner	modern aletler, sıcak soğuk su teşkilatı
Kültür İşleri Sorumlusu	jeneratör, telefon ve oda tanzimi

2) Bilgisayar Eksikliği: Özellikle Tahsilatlar, Muhasebe, Fonlar ve Kütük İşlemlerinde çalışan personel tarafından ısrarla vurgulanmaktadır.

B. Yönetsel Sorunlar:

1) Eğitilmiş Personel Gereği: Sağlık İşleri, Temizlik İşleri, Zabıta, Kütük Kontrolörlüğü ve Veteriner bu konuyu vurgulamıştır.

2) Kadrosuzluk, yasal boşluklar ve kadro düzenlemeleri

Bu kategoride ise kadrosuzluk, personel eksikliği, yasal düzenlemeler ve yetkilendirmeler gibi konular üzerinde durulmuştur. Örneğin Gazino Sorumlusu Merkez binada bir İşletmeler Sorumlusu ve bir de ambar amiri olmasını önermiştir.

Yukarıda yaptığım tesbitler sorunların yüzeyde görülen kısımlarının kayda geçirilmesidir. Ancak yüzeye yansımayan fakat mevcut olabilen bazı başka sorunlar da personelle teke tek ve grup olarak yaptığım bazı görüşmelerde ortaya çıkmaktadır. Bu tip sorunları ve somut önerilerimi de bir ileri safhada bilginize getirmiş olacağım.

Kısım 3

Dış ve İç Durum Analizlerine Göre SWOT(Güç,Zayıflık,Fırsat ve Tehditler)

Belediyenin Güç Kaynakları: (Göreceli olarak, yani diğer belediyelerle kıyasla)

G1) Değişime kararlı ve popüler bir liderlik
G2) Uyumlu bir Meclis
G3) Tehdit teşkil etmeyen bir mali yapı
G4) Uyumlu ve dışa bağımsız bir sendika
G5) Aktif bir kültür ve spor kolu
G5) Danışmanlık hizmetlerinin mevcudiyeti
G6) Kamuoyu desteği ve güveni

Belediye'nin Zayıflıkları:

Z1)Ehliyetsiz ve eğitimsiz personel
Z2)Miadını doldurmuş veya yetersiz araç gereç donanım
Z3)Dağınık bir örgütsel yapı
Z4)Sistemsiz bir idari ve mali yapı
Z5)Halkla iletişimde Sistemsizlik
Z6) Merkezi idarenin fiziki olarak dağınık mekanlarda oluşu
Z7) Çağdaş teknoloji eksikliği
Z8) Genel olarak yöneticilerin yönetsel zaafiyeti

Belediyenin önünde duran fırsatlar:

F1) Yeni geçirilen yasa ile ortaya çıkan olanaklar. Örneğin emlak vergisi
F2) Gazimağusa şehrinin Üniversite ve liman ile birlikte büyüyen ve zenginleşen bir konumda oluşu
F3) En temel konularda bile altyapının geliştirilmeye muhtaç durumda oluşu ve bu konuda halkın duyarlılığının yüksek oluşu
F4) Gazimağusanın tarihi zenginliği

Belediyenin karşı karşıya olduğu tehditler.:

T1) Mali yapının sistemsizlik neticesinde bozulması
T2) Şehrin büyüme ve yapılaşmadan dolayı kontroldan çıkması
T3) Mevcut veya değişmesi muhtemel Merkezi yönetimin (hükümet veya Bakanlık) hareketleri kısıtlayıcı tavırlar içine girmesi. Örneğin mali katkının durdurulması personel yasasının istenen şekilde çıkarılmaması gibi.
T4) Halkın geç altyapı hizmeti (yol,sağlık ve temizlik gibi) veya iletişimsizlik neticesinde Belediye ile işbirliğini durdurması veya desteğini çekmesi.
T5) Muhalefetin yıkıcı bir propagandaya yönelmesi

Bu durumda önümüzdeki dönem çalışmaları için Belediyenin Fırsat ve Tehditlere göre mevcut gücünü kullanmak ve zayıflıklarını gidermek için ne gibi stratejiler geliştirebileceğine bakmak gerekmektedir.

Bu neticeler ışığında:

1) Yasanın vermiş olduğu yetkiler ve olanaklar iyice belirlenmesi gerekir **(F1/T3,T4)**
2) Bu olanaklardan faydalanmak için en az gayretle en çok tahsilat yapılacak kalemlerin belirlenmesi gerekir. **(F1/T4)**
4) 2. şıkkı yerine getirebilmek için tahsilatlar ve gelirler için özel bir örgütlenmeye gidilmelidir.**(F1)**
5) Gazimağusa kentinin Şehir Planlama ve Üniversite ile birlikte fiziki bir Masterplanını çıkarmak için Belediyenin öncülük üstlenmesi gerekir.**(F2/T3,T4,T5)**
6) Belediyenin Üniversiteye ve limana yönelik özel bir strateji geliştirmesi ve bu mukayeseli avantajını nasıl kullanabileceğini saptaması gerekir.
7) Yol / Kaldırım ve Sağlık/Temizlik gibi konuların yapılan anket neticesinde bir programa bağlanması gerekir. **(F3/T4,T5)**
8) Halkla iletişimi sağlayacak bir birimin ve faaliyetler programının hayata geçirilmesi gerekir.**(T4)**
9) Bilgisayar sisteminin hemen kurulması şarttır **(T1)**
10) Araç gereç ve donanımın nasıl tanzim edileceği ile ilgili bir program yapılması gerekir. **(F3/T5)**
11) Mali ve idari sistemin yeniden yapılanması gerekir **(T1)**
12) Personelin Hizmet İçi Eğitime tabi tutulması gerekir **(T1)**

KISIM 4 Genel Hedefler

1) Kentin mevcut bozuk durumda olan yollarının her yıl 8km olmak üzere Nisan 98'e kadar toplam 16 km'sinin yenilenmesi.
2) Gelirlerin giderleri karşılama oranı (yatırımlar dahil, devlet katkısı hariç) ilk yıl %90 ama Aralık 97 itibarı ile %100 olması
3) Sağlık ve Temizlik hizmetlerinde ölçülebilir bir nitelik kriteri temelinde Nisan 98 itibarı ile %60 bir iyileşme gerçekleştirilmesi
4) 1996 sonu itibarı ile bir Halkla İlişkiler ve Tanıtım biriminin kurulması

Genel Stratejiler

1. Gelir -Gider dengesinin sağlanabilmesi için Mali bölümün örgütlenmesi
2. Yatırım planlarının yapılabilmesi için Nakit-Akış Tablolarının hazırlanması
3. Yönetsel eğitimden başlayarak teknik hizmetiçi eğitimin yürürlüğe konması
4. Araç gereç ihtiyacının giderilmesi
5. Bilgisayar sisteminin Mali bölümden başlayarak getirilmesi
6. Gelir artırıcı kalemlerin saptanıp gelirlerin artırılması
7. Sağlık ve Temizlik birimlerinde yeni bir örgütlenmeye gidilmesi
8. Halkla İlişkiler Bölümünün hayata geçirilmesi
9. Örgüt Şeması ve Personel İşlerinin yeniden düzenlenmesi

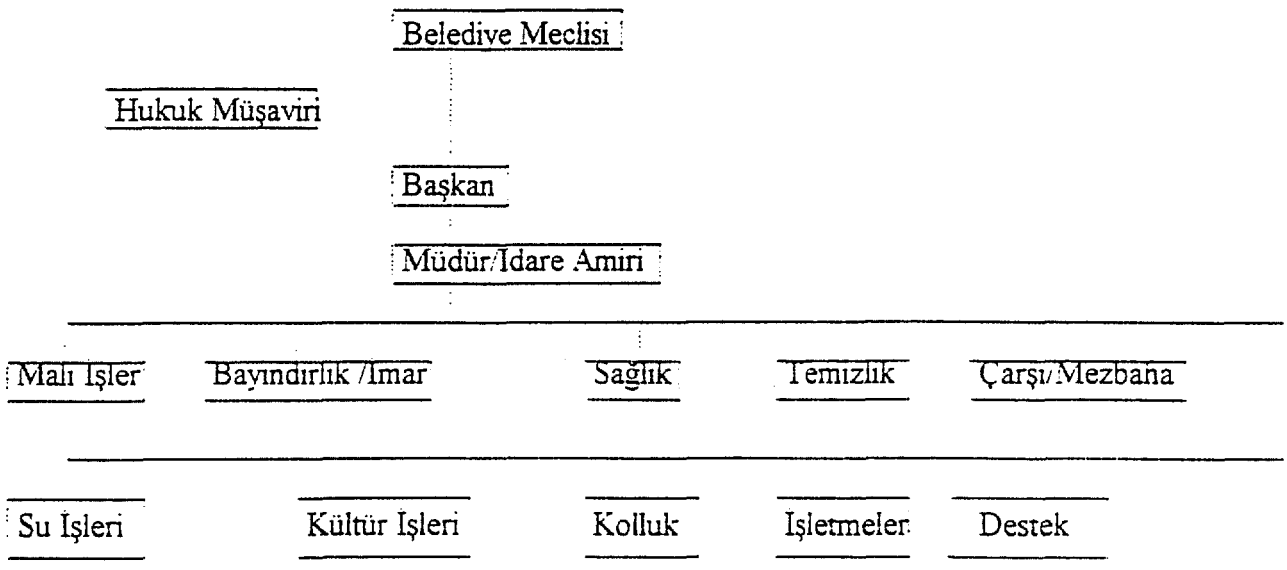
Yatırımların Planlanması

Yatırımlar yukarıda verilen hedefler esas alınarak ve ek5'teki Nakit Akış Tablosuna uygun bçimde yapılacaktır. Buna göre Yollar ve Kaldırımlar, Bilgisayar Sisteminin kurulması ve Sağlık ve Temizlik konuları yatırımların esasını teşkil edecektir.

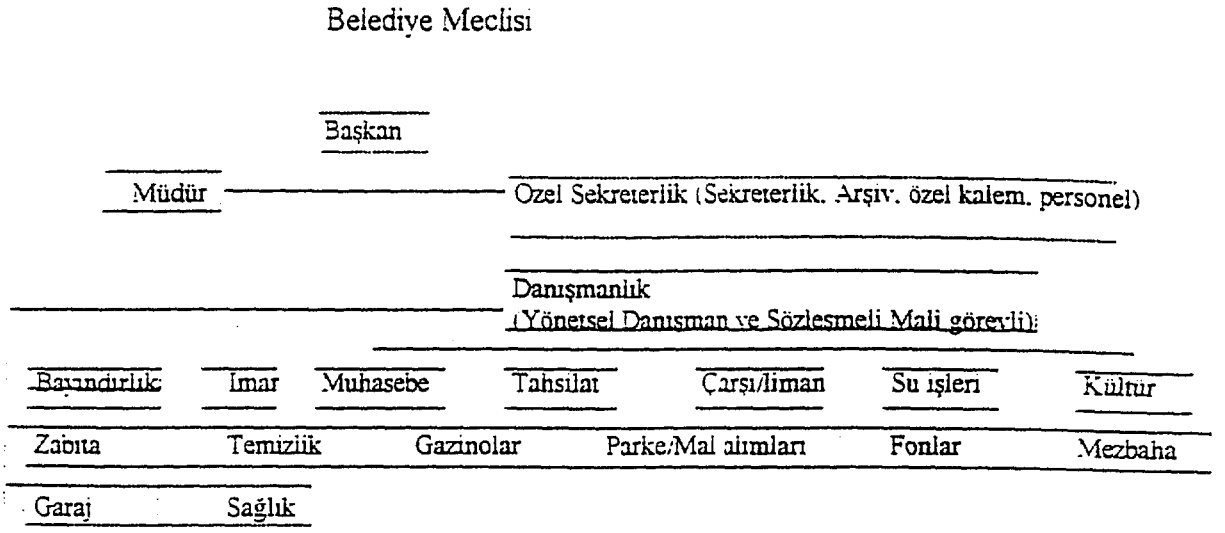
Hedeflere varmak yolunda gerekli Yönetsel ve Mali Örgütlenme

Bu örgütlenmeye gidilirken dört esastan hareket etmek gerekmektedir. 1) Belediyenin şimdiki yasal ve resmi örgüt şeması 2) Belediyenin şimdiki gerçek ve gayrı resmi örgüt şeması 3) Belediyenin saptanan hedeflere ulaşmaasını sağlayacak örgüt şeması ve 4) Belediyenin uzun vadedeki daimi örgüt şeması.

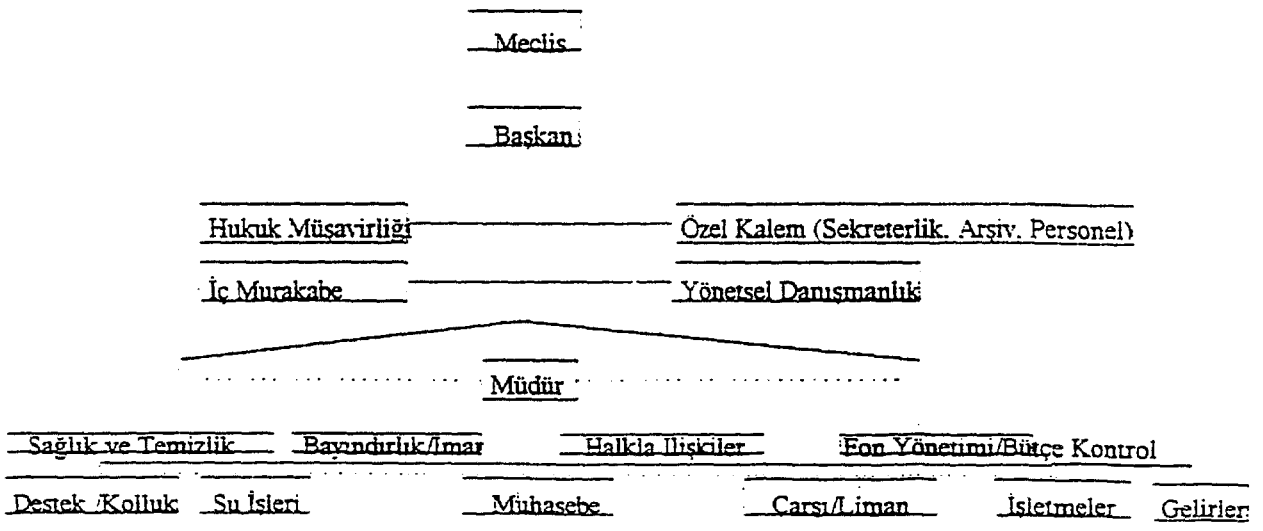
1) Şimdiki Yasal ve Resmi Örgüt Şeması



2) Şimdiki gerçek ve gayrı resmi Örgüt Şeması



3) Hedef Yönetimi Örgüt Şeması



4) Uzun Vade Daimi Örgüt Şeması

Bu şema en gerçekci ve etkili bir şekilde ancak üçüncü şema deneyiminden sonra çizilebilecek bir şema olup bu plan maksatları için şimdilik ele alınmamıştır.

Appendix 5

Progress Report of a Marketing Group's Action Plan

MARKETIN GROUP

Group Members:

1. ALPER EROĞLU
2. NECLA SÜTCÜOĞLULARI
3. ERDİNÇ AKÜN
4. EMİR ERSOY
5. İLHAN BORA
6. ÖZKAN YORGANCIOĞLU
7. BİRSEN YEŞİLÇALI

ACTION PLAN:

- Introduction of a new product/service to the market.
- To establish "Information Services Company"
  1- Business Services
  2- Social & Polytical Research
  3- Product.
- To establish a "RESEARCH COMPANY"
  (See attached Action Plan)
- The group had a couple of (4-5) meetings at TRNC and one Bi-communal meeting at Ledra Palace.

Outcomes & Decisions of Meetings:

1- In the first meeting all agreed on establishing a research company.
2- All agreed on the contiuvation of the meetings in order to discuss the matter & get to know each other more.
3- Job descriptions are specified
(See attached action plan)
4- We had a discussion on the topic of the first report which will be produced by the group. We had two ideas;
a) Produce a report at TRNC whose topic will be such that it will attract people. Then by Public Relations & Promotiong become well known at TRNC market.
b) Because TRNC is a very small market forget about doing business at TRNC. Instead try to to business in TURKEY which is a big market.
5- In order to prepare a report we look forward to find enough resources & data. Some of the group members them provide some resources from;
i) Ministry of Commerce
ii) Planning Organisation of the Government.
Also we had a discussion on how to get resources...(Customs, Banks, Government Offices, Private Enterprises, Libraries Intermet, Pittsburg, etc.)
6- As the meetings proceed we had several problems:
i) No interesting TOPIC for the report.
ii) No decision on establishment of the company (either in TRNC &/or in Turkey)
iii)Some of the group members had no time to attend the meetings (Time problem)

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iv) No seporate place for the company. (Every member had to use their homes as working place)

v) Even though we talked about many issues such as money, product, customer, data collection, team, office, public relatons, qualifications of members, time, assets, profit, name of company, target market, job descriptions, investment, geographics an so on no clear outcome or written decision had been produced from the meetings.

7- Then we had a bi-communal meeting with our Greek friends at Ledra Palace.
It was a very helpfull session for our group. One of our friends from other side gave us some ideas on how they are doing researches. Then we try to figure out new ideas & decided on the following.

-"TO FIND THE TOPIC OF THE RESEARCH"

Ask (approx 30) companies for suggestions & decide on the topic after you get the feedbach from them.

Step 1: List of Companies (variety)

Step 2: Ask questions (simple & understandable)

a) Identify business
b) Identify Clients
c) Establish how many of these companies use statistical information
d) What information do they need to improve their company.
(Ask about the area of the research company would like or might reguire)

Step 3: Research Method.

a) Questioner
b) By phone
c) Face to face contact. (Interview)
(Mostly preferable in our country-small country)

Step 4: Presentation of findings & interpretation - Report.

8- After all what had been done - we had a meeting with Mr Chuck & Mr Philippe and told them about our discussions & problems. We had some professional advices from them some of which are;
1- Set very small goals - Priority Management
2- Because we had time problems decide an a very ting thing and bring it to the next meeting. (8 members means 8 findings each meeting)
3- Discuss on Market & Market Targetting.
- Use force-fied analysis very often before decision.
4- Try to apply;
a) Situation Analysis
b) Swot Analysis
c) Target Market
d) Market Mix.

9- No meetings held afterwords.

INTRODUCING NEW PRODUCT / SERVICE 69

: INFORMATION SERVICE COMPANY

:

ACTIVITIES	RESOURCES	RESPONSIBLE PEOPLE	TIMETABLE	EVALUATION CRITERIA
Establish team	Qualified people	Alper	15 March	4 meeting takes place
Job description	Location Team members (Alper, Ilhan, Öykü, Birsen, Nejla, Emir, Yilmaz)	Alper	16 March.	
Allocation of responsibilities	Location Team members	Alper	16 March.	
Establishing working environment	Homes Libraries Fax, Telephone Computing Answering machine	Team	1 and March (31 March)	[illegible]
Collecting existing primary data	D.P.Ö Libraries Universities National Archives Internet	Team	30 April	[illegible]
Selecting + training researchers	Universities (Employment dept)	Nejla Erdinç	30 May	[illegible]
Promotion + advertising	Newspapers TV. Radio Handouts Posters et.	Eşkan Emir	continuously	
Collecting new data to meet demand	Questionnaire Researchers Media Computers/internet	Team Birsen Yilmaz	31 August	Customers Satisfaction
+ evaluation + Publication	Team Public Sector Printers	Team	15 Sept	

Habits

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Appendix 6

Excerpts of an Individual Action Plan

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ÖZKAN YORGANCIOĞLU
DIRECTOR OF YENİDÜZEN

ACTION-PLAN

To change outline of newspaper and increase the sales.

- 1 establish a thing thank group with willing friends. Some of them are responsible persons from different department of newspaper. Some of them are out of newspaper. Most of them educated at press and application high school.
- In the first meeting all of us agreed to do a public research, to learn what the people thing about YENİDÜZEN
- After we had the results, we discuss about it.
- In the following meeting we all agreed to change paper image and open it to different political, social, economical, culture and sport news.
- We made job description for nest meeting.
- Some of our friends prepared different alternative pages in new design. The others bring some new ideas about new subjects.

For Increasing The Sales:

- We began to visit hotels, airlines, restaurant.
- We found two delivery young persons in Cyrenia and Güzelyurt. We are continuing to look for Nicosia and Famagusta.
- We began to give advertisement to TV and Radio when we have important news for people.
- We are visiting beausinessmans to have some goods for promotion.
- We are looking for distributors in İstanbul and London for delivering our paper to Turkish Cypriots.
- We are also talking about our problems such as fineness, have a small market and old technology.

To Change The Newspapers Autline
YENİDÜZEN Newspaper.

Activitis	Resourses	Responsible People	Time Table	Evaluation Criteria
Establish a discossion Team	Qualified People	Özkan	March 15	
Job Description	Team Members Özkan, Sami, Başaran, İbrahim, Zafer	Sami Özuslu,	March 30	
Collection, New aidias, abirit paper from the pegale	Private Researches Companies.	Muharrem Amcazade	April 30	
Desining new outline of the paper	Tecnic Service	Başaran and Tecnic service responsible	May 15	
Printing the new paper	Tecnic Service	Özkan Başaran	July 1	

To Increase The Paper Sales
YENİDÜZEN Newspaper.

Activities	Resources Kaynaklar	Responsible People	Time Table	Evaluation Criteria
Increase the sailing Places	Airport Supermarkets Hotels Coffee Shops	Başaran Düzgün Harun Denizkan	March 30	
Increase Delivery Persons	Young People in different towns	Başaran Düzgün Hasan Felek	March 30	
Advertisement of YENİDÜZEN	TV. (BRT) Radio	Özkan Yorgancıoğlu Hasan Felek	Continually	
Find New Market for the product.	İSTANBUL and LONDON Cyprus Turkish Community	Özkan Yorgancıoğlu	May 30	
Selling promotion Promotion with coupons	Private Company J.	Özkan Başaran Harun	Continually	

Appendix 7

List of Participants who either completed a questionnaire and/or were visited

Mr. Ioannis Epaminondou
Senior Manager of Corporate & Retail Services
Hellenic Bank
CYPRUS

Mr. Loucas Louca
Manager
Cyprus Development Bank
CYPRUS

Mr. Sophocles Michaelides
Assistant Manager Exchange Control and Foreign Investments
Cyprus Bank
CYPRUS

Mr. Iacovos Constantinides
Sales Manager
Elma Holdings Ltd. & Silvex
CYPRUS

Ms. Barbara Lillika
Director of Strategic Marketing Division
Market Way
CYPRUS

Mr. Miltos Miltiadou
Senior VAT Officer
Customs
CYPRUS

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President
Electrical Board
CYPRUS

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Cam Tourism
CYPRUS
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Mr. Dervish Besimler
CYPRUS
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EVCAF Officer
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Ms. Nejla Sutcuoglulari
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APPENDIX D

Conflict Resolution:
Impact Evaluation of Advanced Trainees

THE CYPRUS CONSORTIUM

Long Term Impact Evaluation Report for the Advanced Training of Trainers Program

March 1997

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EXECUTIVE SUMMARY

In October 1996, the Cyprus Consortium evaluation team of James Notter of the Institute for Multi-Track Diplomacy and Wendy MacLeod of Conflict Management Group conducted evaluation interviews with the participants in the October 1995 Training of Trainers workshop. The purpose of the trip was to assess the ongoing implementation of the trainers' skills and measure impact of the overall conflict resolution effort on the Cyprus system.

In the year since the October 1995 Advanced Training of Trainers program, the Trainers Group has developed and implemented at least ten ongoing conflict resolution projects, most of which center around training in conflict resolution skills and the facilitation of dialogue and discussion around the Cyprus issue. They have witnessed a great expansion of their work, to the point where they are no longer able to meet the increasing demand for conflict resolution training.

The sheer numbers of people involved demonstrates the growing strength of the movement in Cyprus toward peace, reconciliation, and cooperation. The conflict resolution work that these trainers are spearheading is changing the way the public discusses the Cyprus issue in some circumstances, and has begun to generate new language, new assumptions, and new ways of thinking about conflict in parts of both communities. In a limited way, the trainers have even observed a shift in how the conflict and conflict resolution work is discussed in the media and among politicians. The people who pursue conflict resolution are subjected to fewer public attacks, and the public suspicion of this work has decreased dramatically in the last few years.

Despite this progress, the trainers noted that even positive impact, as shown in media coverage, for instance, is sometimes outweighed by the recent resurgence of nationalism on the island. The trainers also lack the financial resources needed to fully support this work, and they have been unsuccessful in addressing the issues of organization, coordination, and institutionalization of this work. The trainers realize that they need more training for themselves in order to take their groups to a more advanced level. They are also unable to meet the increasing demand for training, thus they have requested another round of training of trainers for new participants. They also want to expand their training activities in both communities in order to work with specific issues, include people from Greece and Turkey, involve the youth in both communities more, and expand training into the villages with non-English speakers.

This corps of local trainers on the island has brought the principles and practices of conflict resolution into the daily lives of hundreds of people in both communities. The challenge now is to take their work to the next level, to support the local conflict resolution infrastructure so that it can broaden its impact, expand its activities, and begin to support the structures and policies that will build lasting peace in Cyprus.

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INTRODUCTION

The Cyprus Consortium evaluation team of James Notter of the Institute for Multi-Track Diplomacy and Wendy MacLeod of Conflict Management Group interviewed participants in the October 1995 Training of Trainers workshop in a visit to the island from October 25–November 2, 1996. The purpose of the trip was to assess the ongoing implementation of the trainers' skills and measure impact of the overall conflict resolution effort on the Cyprus system. Interviews were conducted with all of the participants who were in the October 1995 workshop who were present on the island at the time of the visit. A total of twenty-two of the twenty-eight participants from the October training were interviewed.

While some of the October 1995 participants have not been very active in the continually expanding bicommunal conflict resolution community due to personal and professional commitments, the majority do participate regularly in training projects and other bicommunal activities. The trainers remain enthusiastic and hopeful about the positive effects of their efforts, despite not infrequent setbacks, such as the violent events of August 1996, the seemingly arbitrary closings of the checkpoints, and logistical difficulties. Just over half of the October 1995 participants are still active as trainers; most of the remainder participate occasionally in already organized bicommunal activities.

Interviews with the participants yielded four principal topics, around which this report will be organized.

(1) **Activities and Goals:** the activities in which the trainers have been involved, including specific goals for their work as trainers.

(2) **Impact:** the impact conflict resolution work has had on the island, including the impact of their own projects and the impact of conflict resolution training in general has had on the island.

(3) **Challenges:** the challenges they have faced and expect to face in doing this work.

(4) **Needs and Next Steps:** the needs of their work and the next steps they propose in order to keep the process moving forward.

ACTIVITIES AND GOALS

The participants in the Advanced Training of Trainers program are now known on the island as the "Trainers Group." These people, many of whom began their involvement with the Cyprus Consortium in 1991 and 1992, have been working together as a group since 1994, and their overarching goal has been to build and support a peacebuilding movement in Cyprus. Since their earlier trainings in 1993 (Oxford and CASP) and 1994 (Project Leaders), they have been developing local projects that support bicommunal understanding and peace. In this section of the report, we will document the various projects that the Trainers Group has developed and implemented over the last year, and we will identify the specific goals they had and methodologies they used for these projects.

Activities of the Trainers Group

The scope of activity in which members of the Trainers Group engaged is extraordinarily broad. There are currently ten groups meeting on a regular basis. During the Cyprus Consortium training events of that summer (including Project Leaders One, Project Leaders Two, and the Training of Trainers programs), people in the Trainers Group developed a long list of ideas for bicommunal projects and trainings. In the year following those events, the Trainers Group worked closely with Fulbright Scholar Dr. Ben Broome to develop more concrete action plans for these projects. In the summer of 1995, the group had identified fifteen different projects. Following the Advanced Training of Trainers program in October 1995, the group re-focused its efforts based on its advanced training ability, bringing in more training-related projects. The eight projects listed below represent the most active groups doing bicommunal work that have developed over the last few years.

1. Trainers Group: this group was the subject of this evaluation trip. Their focus is on the design and implementation of various peacebuilding activities in Cyprus. Members of this group are responsible for initiating most of the groups listed hereafter. This group includes most of the members of the Bicommunal Steering Committee. The Trainers Group meets regularly, usually once a week, at the Ledra Palace.

2. Young Business Leaders: This group began meeting in March 1995. At this time, political tensions prevented them from meeting bicommunally, so the young Turkish-Cypriot and Greek-Cypriot business leaders had separate weekend residential workshops to explore the obstacles facing business leaders working towards cooperation with the other community. They used Cyprus Fulbright Scholar Ben Broome's methodology of "Interactive Management": a group problem-solving methodology employed in complex situations where the different perspectives and perceptions are synthesized

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into a comprehensive understanding of all the various concerns, fears, and aspirations of the participants. Later, the group met bicommunally at the Ledra Palace to share their respective "products" and had three additional bicommunal meetings outside of Nicosia. In addition, the group was invited to Brussels and Strasbourg as the guest of the Head of Delegation of the European Union in Cyprus. While there, the group was able to examine closely the workings of the EU, as one their primary concerns as businessmen is the accession of Cyprus to the EU. The group has continued to meet over the last year, discussing other sensitive issues such as security.

3. Youth Leaders: This group has been meeting since May 1996, and is made up of youth representatives of the majority of the political parties in both communities of Cyprus. They are working to develop a deeper understanding the issues facing youth in Cyprus, and are currently addressing the question of around which goals to concentrate their efforts of improving the future of youth on the island. The group also had an initial monocommunal meeting where they developed respective presentations on problems, challenges, threats, and fears facing the youth of Cyprus in the next decade that were then presented to a bicommunal meeting of the participants.

4. Women's Group: The group began work in April 1996, with a focus on "Pain and Suffering in Cyprus Through Women's Eyes." The group has define the system of problems in which pain and suffering are embedded and is in the process of developing a shared vision for the future, including an integrated agenda, which will support the implementation of various bicommunal women's projects.

5. Educators: The Educators Group was formed and given an introductory conflict resolution training during the October 1995 Training of Trainers workshop. The participants in the group are representative of a wide range of academic institutions: public and private; and primary, secondary, and tertiary levels. In follow-up meetings, discussions have centered around a comparison of the two educational systems on Cyprus. At the same time, a number of projects with the general aim of promoting peacebuilding activities were started. One such project involves bringing children from each side into contact with each other, to start building bridges of communication and trust. Members of the Educators group have also started "letters to the other side"—a pen-pal project enabling students in the two communities to learn about each other and life on the "other side." The group also organized a second Educators workshop for interested colleagues that took place in May 1996, wholly designed and facilitated by the Turkish- and Greek-Cypriot trainers. This new group has merged with the original group and continues to meet at the Ledra Palace. A new bicommunal group of Educators was formed of participants in the August 1996 Boston Educators workshop. Two trainers form the October 1995 training who participated on the Boston training team are now facilitating follow-up meetings on the island.

6. Citizens Group: The citizens group has been meeting approximately every three weeks since its creation during the October 1995 Training of Trainers. It is made up of Turkish and Greek Cypriots of various backgrounds, and the numbers are constantly growing. The group has focused on basic conflict resolution and communication skills and has conducted dialogue sessions on several aspects of the Cyprus problem. They are currently working on an action plan for their shared vision of the future as well as an implementation plan.

7. European Union-Federation Study Group: The group has had many meetings around a variety of topics, including: advantages of a federal Cyprus entering the European Union and the difficulties, fears, and concerns related to this, a well as discussion of projects that might be financed by the EU. The group has organized several presentations and invited high-level speakers such as the Head of Delegation of the European Union to Cyprus and the Swiss Chargé d'Affaires to address issues of federalism and accession to the European Union, as well as to present the bodies, policies, institutions, and funds of the EU. They plan to hold more meetings in order to better inform members of both communities about the EU and federalism issues.

8. Peace Concert Group: This group organized an enormously successful concert with the theme "Peace" in October 1995, which over 500 people attended. They are currently planning a series of follow-up concerts.

Members of the Trainers Group are also involved in some bicommunal activities that were created by other people. For example, there is a Lawyers Group that has been meeting since March 1996 and focuses on changes in laws of the two communities since 1974. There is also a bicommunal management group that was created by participants in the February 1996 training program in Modern Management techniques organized by the Fulbright Commission and administered by the International Management Development Institute of the University of Pittsburgh. The group meets monthly and has drafted an action plan for meeting the needs in its members' working environments for training and advice on management issues. Their activities target the whole business community of the island as well as other professionals who might benefit from training, consulting, or research in the field of management.

In addition to these groups meeting regularly, the participants also mentioned several one-time events where they had used their skills of training, facilitation, and/or conflict resolution to put on a conflict resolution program. These projects included a training done for women in Turkey at the Habitat II meeting and a meeting of members of environmental organizations who asked one of the trainers for help with communication skills. Other activities included a project trying to set up links between conflict

resolution proponents in the two communities via the Internet and a project with members of Neve Shalom, a mixed village in Israel made up of Israelis and Palestinians.

Not everyone, of course, is involved in all of these activities. Fourteen of the twenty-two people interviewed were actively involved in training projects. Of the eight that were not, three had done one non-repeating training event that was separated from the rest of the group's activities. Only one interviewee reported not being involved in peace work at all any more. During the interviews, the participants constantly referred to a "core" group of very active people, which they numbered from eight to twelve people.

Clearly this group of trainers has established a broad base of conflict resolution activities on the island that is, for the moment, self-sustaining. This was an explicit goal of this group, as recorded in an evaluation questionnaire at the October Advanced Training of Trainers, and has long been a goal of the Cyprus Consortium.

Goals and Methodologies of the Training Programs

Far and away, the goals most often cited by the trainers when implementing their own programs reflected the intangible: a desire to make their participants feel they are a part of a larger peacebuilding process; to enable the bicommunal community to act as a supplement to the political process; and to promote understanding of both sides by trying to "break down walls and build bridges"—bridges that will be in place and strong once a definitive resolution is reached. One trainer remembered his own experience of wanting to have friends on the "other side," and wants to facilitate that same experience for others, to help "create relationships and a deeper understanding."

Other more concrete goals of the trainers include: involving more and more people in bicommunal activities, whether purely for social reasons or to become part of a larger movement; passing on skills in communication and listening; teaching people to be patient and not jump to defend themselves; securing funding to train another group of trainers; and transferring of conflict resolution and communication skills from the bicommunal setting to participants' and trainers' every day work and personal contexts.

The primary method for achieving these goals was facilitated discussion and dialogue, often with an accompanying session on communication skills. Some groups began solely by providing space for dialogue, since that was clearly the demand of the participants, but they quickly saw the need to inject skills training into the process in order to create meaningful dialogues and discussions. Without the skills training, dialogues would devolve into positional debates, or even shouting matches. Some of the programs also use

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the Interactive Management methodology, which has been introduced to the island by Dr. Benjamin Broome, the former resident Fulbright Scholar on conflict resolution. This methodology uses computers and dialogue to create vision statements and action plans that reflect a consensus among the group. The Women's group and the Youth Leaders group are both using this methodology. Interactive Management is often used in combination with training in communication and other conflict resolution skills.

IMPACT

The impact the Trainers group has had on the island can be measured in two different ways. First, we can examine the impact these trainers had on the specific individuals who have been participating in the Trainer-led projects. Just as the Cyprus Consortium has conducted evaluations with its participants, we can examine how this new crop of participants—this time trained by Greek and Turkish Cypriots—has been affected by this work.

Second, we can examine the collective impact that this work has had on Cyprus. This will include an analysis of what the trainers' projects have been accomplishing, as well as an analysis of how the island has changed since the beginning of the Cyprus Consortium's intervention, as the Trainers' activities can best be understood as a part of that larger process.

Impact on Participants

Regarding the micro-level impact, not a single interviewee expressed major disappointment with the results of a specific training program they conducted. The trainers saw how specific individuals in the training were able to internalize the skills and apply them in the training/dialogue situation right there. They saw the participants begin to phrase things differently, ask questions differently, and approach a difficult topic with the desire to learn and understand instead of attack, debate, and convince. These are core skills that the Cyprus Consortium taught the trainers, and now these trainers are passing them on. They see these skills as the centerpiece of the conflict transformation process.

The trainers have not performed any rigorous evaluation processes themselves. They do not use written instruments, or anything that is systematic or that gathers data from a large number of participants. Their evaluation is intuitive, or based on observation of a limited number of situations. Usually they describe it in physical terms, like being able to "see it in their eyes." They have, at times, noticed application of skills in other settings. For example, one trainer noticed his participants using new language in a press release following a training event.

Impact on the Social System

Regarding the macro-level impact on the Cyprus situation in general, the trainers responded in two different ways. First, they identified five different areas in society where the conflict resolution work was having an impact in Cyprus, and we will report on each of those areas below. Second, nearly every single participant also referred to two, specific bicommunal gatherings that symbolized the powerful effect this movement is having in Cyprus. These gatherings were organized primarily by the people in the Trainers Group, and

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they generated a great deal of hope and momentum within the conflict resolution movement at a time of great tension and despair. In order to understand the extent of the impact of these two events, they will be described in some detail here.

August–September 1996 was one of the most violent periods in Cyprus since the war in 1974. During this period, there was an intense resurgence of nationalism and hard-line stances on both sides of the island. Despite this harsh environment, the social movement in support of conflict resolution on the island continued to push forward. On September 30, 1996, at the initiative of members of the Trainers Group, members of the diplomatic community on Cyprus hosted a bicommunal meeting in the UN Buffer Zone to show support for bicommunal cooperation and to call for an end to the violence. Three hundred people showed up, most of whom had participated in one of the Cyprus Consortium training events over the last few years.

This successful event led to an even more successful event in October. The UN in Cyprus normally celebrates UN Day on October 24th, but due to the violence and tension of the summer, they had canceled the celebration for 1996. Based on the success of the September 30th gathering, however, the UN decided to reinstate their plan to celebrate UN Day on October 24th with a large gathering in the Buffer Zone. Again, they relied mostly on the Trainers Group to organize the event and gather the names for the invitation list. Nearly 3,000 people attended this celebration, and many waited for hours at the entrance to the Buffer Zone to attend the function. The trainers told stories of youths from each community desperately seeking to talk to someone from the other side, just to see what they were like. Many of the trainers were approached at this meeting by people who wanted to get more involved in the conflict resolution projects.

Both of these gatherings were organized primarily by the people the Cyprus Consortium trained last October. The fact that these two major demonstrations of good will could be organized in the midst of renewed tensions on the island is testament to the strength of the movement these peacebuilders have created. This is a very specific indication of the impact the conflict resolution work is having on Cyprus, and the Trainers Group was acutely aware of this fact.

In addition to these events as symbols of the broad impact, the trainers also reported five specific areas where they saw the impact of this conflict resolution work: (1) an increase in the number of people interested and involved in bicommunal conflict resolution work; (2) the development of new attitudes, new questions, and new discussions around the conflict that reflect principles of conflict resolution; (3) a reduction in the number of attacks that conflict resolution work receives from the "hard-liners" in both communities and a general decrease in suspicion of this work; (4) a change in

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the way the media covers the conflict or the conflict resolution work; and (5) the way politicians view conflict resolution work and how the conflict is treated in political discourse. In addition, some participants made reference to the lack of impact or to negative impacts from this work, and these will be described as well.

Increased Numbers

Over two-thirds of the interviewees made specific comments about the impact being measured in the increased numbers of people being involved in this work and the increased opportunities for bicommunal contact. The proliferation of bicommunal groups meeting around varying topics of mutual interest—from women's issues to young business leaders—was cited as evidence of a positive impact. One person said that thousands are now involved in conflict resolution in one way or another, although most referred to numbers in the hundreds. "Even the critics are curious to attend," as one person noted.

One trainer noted that from the time of the separation of the two communities in 1974 until the early 1990s there was hardly any bicommunal dialogue or contact, and that since the Bicommunal Steering Committee and Trainers Group have given way to these new groups, one can see how the two communities are slowly learning from each other. He likened the exchange of views of history and explorations of how the "other side" thinks to "stones being thrown into a pool, with the learnings spreading to the edges of the pool like ripples." The various bicommunal groups create a forum for shared experiences; consequently stories are shared among members and positive experiences and interactions with the "other" become almost collective, giving people a broader base to draw on and sustain their faith in the inherent benefit of a healthy, productive relationship with members of the other community.

In addition to the numbers currently participating, many cited the importance of the very large number of people who want to be involved, but have not yet had the opportunity. Several mentioned that the current training staff cannot keep up with the demand. "Lots wanting to join—becoming a movement." Many trainers noticed this at the two bicommunal gatherings this fall, where many people would search out people from the Trainers Group to ask them how to get involved. The increasing number of people involved gives the movement legitimacy.

New Attitudes, Questions, Discussions

One third of the respondents noticed how this work had changed the way the public thought or acted around conflict. For example, after the killings this summer, one Turkish-Cypriot trainer noticed that some of his colleagues

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questioned the use of excessive force during the Greek-Cypriot motorcycle rally event in August (where a Greek Cypriot was beaten to death with clubs). They wondered why the transgressor was not handcuffed, arrested, and taken away. Why did he have to be killed? Before, this trainer noted, they would not even have questioned.

They said there is now alternative thinking about war, and a new vocabulary for discussing these issues. Three years ago, one respondent claims, the concept of understanding the need behind a position could not even be explained to the average person. Today people are comfortable with the idea. New concepts are being introduced, like the concept that Greek Cypriots and Turkish Cypriots can talk like friends. Where it used to be implied that meeting the other side was a threat to your own community, it is now publicly accepted that people meet. "That is progress," said one of the interviewees.

Despite this progress, however, there was also some skepticism about how widespread this change in attitudes is in the two communities. Many participants, while commenting on the positive impacts their work has had on attitudes, simultaneously pointed out that this progress is being made within a context of rising nationalism and confrontation. One participants felt that sometimes it was if they were working in an "aquarium," where they would have an impact on their participants, but the impact would not reach into the broader community as much. With such limited data, it is impossible to conclude one way or the other on the question of whether or not this work has had a "significant" impact on the broader community. Clearly the work is making a difference regarding community attitudes, but the extent of that impact remains unclear.

Fewer Attacks and a Reduction in Suspicion

One third of the respondents mentioned the difference they had noticed in the attacks they used to endure for doing this work, and in each case they cited a reduction in attacks. 1993, 1994, and early 1995 were marked by a good deal more suspicion surrounding the conflict resolution work and those involved in it, and over time this wariness has been dispelled through increasing involvement, third party support, and a realization that those involved are not all "radical" left wing activists or "intellectuals." People involved in conflict resolution work are now less frequently attacked as being traitors and spies than previously, although some noted that attacks do still happen from some sectors of society. This change was attributed by one person to the work with high-profile policy leaders at Airlie and Coolfont. It has made the work publicly more legitimate.

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Media Coverage of Conflict and Conflict Resolution

Only five of the twenty-two interviewees pointed to the media when describing the impact of this work, and the impact they described was mixed. They did note that there were now a handful of journalists who gave positive coverage to conflict resolution activities. This, however, was limited mostly to one major newspaper and one major radio station. For the most part, however, this positive impact seemed to be outweighed by the negative impact the media continued to play on the island, both in general and in relation to conflict resolution work. "Yes, there is a little difference," one respondent stated, "but the difference is negligible."

Politicians and Political Discourse

The analysis of impact at the political level given by the Trainers Group was mixed. One fourth of the participants noticed a positive impact at the political level. One trainer noted that "especially" after the August 1996 violence at Dherynia, "even the politicians use our language now." This was echoed by another trainer, who also commented that several community leaders who have participated in the two workshops for public policy leaders have modified their language choice. As noted above, this support from the political establishment is linked to the decrease in suspicion about the conflict resolution work.

An almost equal number of participants, however, claim that there was no change in the tone of political discourse. The politicians who do not support this work are quite vocal in Cyprus. Playing off of the resurgence of nationalism in Cyprus, these politicians can create enough noise to "drown out" the positive work being done by the Trainers Group, according to some of the trainers.

Impact at the governmental level is not solely confined to the governments of the two communities on Cyprus, however. The conflict resolution work being led by these trainers is also involving the diplomatic community on Cyprus. The success of the trainers group and the rapid expansion of bicommunal activity has galvanized the diplomatic community around their efforts. Certain key diplomats have been convinced of the importance of conflict resolution activities as part of the process of building bridges between the two communities—bridges that help change the existing climate and that are strong enough to continue to stand once a resolution to the Cyprus problem is achieved.

The involvement and backing of the diplomatic community is very important to the trainers, as it lends them a certain legitimacy. The increasingly strong support from the diplomatic community has been very helpful. When the trainers wanted to convene a bicommunal meeting

following the violence of the summer, they asked the diplomatic community to be involved. The meeting convened on September 30 was called by a group of diplomatic missions on the island, including that of the United States. The trainers were quick to note, however, that they could not have developed these relationships without the help of Dr. Ben Broome, whose ability to work full-time on this and position as a Fulbright Scholar facilitated these relationships.

Negative Impact or Lack of Impact

As noted above, some of the comments about the positive impact of this work were paired with comments that this positive impact is sometimes "outweighed" by forces in the community that oppose conflict resolution work. People change within themselves, one person argues, but that is not a worthwhile project—what Cyprus needs is change on a larger scale. Others pointed out that whatever change is being brought about by this work, is being overshadowed by the resurgence of nationalism. "Relatively speaking," one person argues, "the impact is negligible in terms of the average man on the street." These criticisms were in the minority. Only two of the twenty-three people interviewed gave primarily negative accounts of the impact.

The other negative impact that can be cited is the impact that this intense work has had on the trainers themselves. Some trainers' personal lives have suffered, with families feeling resentful of time spent on bicommunal activities. Some careers have suffered as well, with a few trainers feeling they spend more time out of the office than they can afford from a professional perspective. In addition, a few trainers are feeling the financial pinch of continually providing snacks and drinks for participants in workshops they facilitate.

Conclusion

The programs being run by the Trainers Group are meeting with great success. Their own participants have reported positive experiences, and judging by the rapid expansion of the programs and the long list of people waiting to become involved, the work of the Trainers Group has great value for the population in Cyprus. In addition to the impact that these trainings have on individuals, it is clear that the collective work of the Trainers Group is also impacting the social system in both communities in ways that support peace and conflict resolution. Popular attitudes towards this work have changed, allowing for an easier expansion of their activities. They have even been able to garner limited support from the media and the political establishment for this work.

Members of the Trainers Group do still endure some attacks against their work, and a significant portion of the population on both sides does question

the value of conflict resolution activities, but the social movement these people have helped to create remains strong. Despite renewed violence and an increase in nationalism, this movement has been able to mobilize hundreds and, in one case, thousands of people in support of peaceful conflict resolution. With the explicit support of the international community on Cyprus and the institutional support of the Cyprus Fulbright Commission, they are forging ahead.

CHALLENGES

Resources

The single biggest issue raised in the category of challenges is lack of resources. In most cases, this came out as lack of time. The trainers do not have enough time to meet the demand for training on the island. They also do not have enough time to succeed in coordinating or organizing all of the work they are doing. This explains why nearly half of the people trained in October 1995 are not very active in training one year later. The dozen or so people that are doing a lot of training are the ones that have enough free time to devote to doing this work. And even those people are being stretched to their limits. Many of these trainers spend three nights a week to do this work, in addition to every other week-end for a training event. Lack of time makes doing the training and coordinating the work very difficult.

Another important challenge in the resource category is the lack of money. The trainers find it difficult to put on training events when they have to spend their own money for refreshments, flip charts, and other supplies. They also are searching for money to hire someone full time (or, better yet, two people–one in each community) who can take over the logistical details of coordinating the work and sharing information among all the trainers.

Institutionalization and Coordination of Activities

At the October 1995 Advanced Training of Trainers, the trainers reported that getting clarity around organization, coordination, and institutionalization as an explicit long-term goal for the trainers group. During the interviews in October 1996, each trainer was asked about the organization and institutionalization issue, and nearly all of them expressed disappointment. The trainers have not yet been able to resolve their differences regarding the Bicommunal Steering Committee.

The Bicommunal Steering Committee was formed in November 1992 to serve in an advisory capacity to the Institute for Multi-Track Diplomacy as it developing its early training program in Cyprus. Since the Advanced Training of Trainers in October 1995, however, the Bicommunal Steering Committee has not been meeting regularly as a group. Most (but not all) of the members of the Committee were part of the Trainers Group, and since that group was meeting once a week, Steering Committee meetings simply faded away. The simultaneous existence of the Steering Committee and the Trainers Group has created some confusion and conflict around authority and leadership within the movement.

This issue is complicated by the fact that the Steering Committee was the closest thing this movement has ever had to an institution. It had been

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granted a permanent room in the Ledra Palace to facilitate meeting, and there was some talk of getting phone lines put in–one to each community. The phone lines, however, were never put in, and when the evaluation team visited that room in October 1996, there was a thick layer of dust over everything. The Trainers Group is very concerned about institutionalization, seeing it as an important part of coordinating their activities, but they have not found a vehicle for institutionalizing.

Some trainers, especially Turkish Cypriots, question the desirability of institutionalization. It has been made clear that institutionalization would complicate their work. If they were to gather in one organization, they would be more vulnerable to attacks, and access to the buffer zone would be limited, to the detriment of their larger goals.

To date, the fact that the institutionalization issue has not been resolved is not a huge problem in itself. The Trainers Group has demonstrated clearly that it can move forward with this movement without clearly organized institutions with rigid structures. However, the issue of institutionalization relates directly to the issues of coordination, information sharing, and strategic planning for the training activities. The trainers expressed a great deal of frustration with their inability to communicate and coordinate activities between the two communities. For many training programs, the Greek-Cypriot and Turkish-Cypriot trainers were not able to prepare or plan together before the event. Without a clear structure for control of the group, it was difficult for the various trainers to coordinate work with each other, and communication difficulties, both within communities and between them, caused problems.

Follow Up

Some of these issues concerning institutionalization and coordination are addressed by the presence of the Cyprus Fulbright Commission, which is one of the sponsors for this work. The Fulbright Commission brought Dr. Ben Broome to Cyprus in the fall of 1994 as a resident Scholar on conflict resolution. He was also present at two of the Cyprus Consortium training events in the summer of 1994. He recently returned from Cyprus permanently in January 1997. Ben worked closely with the Trainers group, both between the 1994 Training of Trainers and the 1995 Advanced Training of Trainers, and also in the year following the 1995 event. Ben has been working with the group using a specific methodology, called interactive management, which he has used to help the Trainers Group implement the ideas they generated at the Cyprus Consortium trainings.

In addition to providing a structured methodology for developing and organizing their conflict resolution projects, Dr. Broome has been playing the primary coordination role for the Trainers Group. Almost every single

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trainer mentioned Dr. Broome during the interview, usually in the context of, "I wonder what will happen when Ben leaves." Broome had the ability to travel across the Green line with ease, and he had access to the diplomatic community, as well. As a Fulbright Scholar and as an American, Broome has much more "clout" than the trainers themselves have. Ben has also worked very closely with the U.S. Embassy staff, who has, in turn, been very involved in supporting the Trainers Group. Without the Fulbright connection, the Trainers Group does not have that kind of access. Full-time support of a Fulbright Scholar to provide moral and logistical support, facilitation, and coordination has been a key factor to the success of the AMIDEAST-sponsored work.

However, Dr. Broome's presence presents, in one sense, a dilemma—one that two members of the Trainers Group alluded to in their interviews. That is, Dr. Broome's ability to assist in the coordination of the activities and to facilitate communication across the Green Line was recognized as very valuable, but at the same time, these two participants were concerned that it inhibited the members of the Training Group from taking responsibility for these issues. One participant referred to the fact that many times they act as Dr. Broome's "assistants." This is indeed an important issue—particularly in Cyprus, where an over-reliance on the third party has arguably contributed to the political stalemate—but other participants referred to this reliance in a positive light. The Trainers Group relied on Dr. Broome not because they were incapable of addressing the issue of control and authority, but because the physical separation of the two sides made it impossible to do so. Dr. Broome's departure will present a special challenge to the trainers' ability to continue their work and build on the foundation that has been created over the last few years.

Vision

Finally, another challenge expressed by a few trainers was that of a lack of vision—not only for how the various bicommunal groups fit together, work together, and feed off each other, but for the peacebuilding and conflict resolution movement as a whole: "where we want this to end."

Other Issues

Resources and Institutionalization/Coordination were by far the most important challenges existing according to the people interviewed, but they did refer to some other issues as well. Several trainers referred to the language barrier. Nearly all of the work has been done in English, and that limits the scope of the work. Also, most of the events take place in Nicosia at night, and that also limits participation by people from the villages.

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Some members of the group are also concerned about the lack of participation from people on the "right" of the political spectrum. During 1993 and 1994, participation by people close to the authorities was more commonplace than in the last year. In this sense, the group has become more homogenized in the last year, and several trainers cited this as a challenge. A few trainers also cited the eagerness and impatience of the participants as a challenge. They want to jump right into discussions of substantive issues surrounding the Cyprus problem, without engaging in any conflict resolution or communication skills training. One trainer remarked that a bicommunal group was in fact "simply a forum for discussion."

In addition, many members of the group feel challenged by the current political situation and the rise of nationalism over the last year. This has a negative effect on the availability of permissions to do the bicommunal work, and it is also threatening to people in the group. One trainer described the computer training business he runs, indicating that he trains 2,000 children each year, and two thirds of these children have nationalist parents. This makes defending the peace work publicly impossible for him. One of the interviewees has been publicly threatened for supporting this work.

Since the violence of the summer, some Greek Cypriots now protest every weekend at the checkpoint to the UN Buffer Zone, trying to dissuade tourists from visiting the North. This makes it socially awkward for the trainers to enter the buffer zone for bicommunal work, and it has also led to the closing of the checkpoint by the authorities in the North, preventing any bicommunal work scheduled for that day. This, in fact, happened while the evaluators were in Cyprus in November and prevented them from meeting with some of the trainers to discuss evaluation.

Conclusion

Although the Trainers Group has been very successful, they are simultaneously beset with a lack of important resources. The most active people in the Trainers Group are stretched to their limits regarding their time and their financial support of this work. None of them is able to work full-time on this, and they do not have the money to hire people to organize the logistical details and provide the much needed coordination function. The trainers are frustrated by their own inability to effectively coordinate the work, and there is ambiguity about the role of existing coordinating bodies like the Bicommunal Steering Committee, as well. The Fulbright Conflict Resolution Scholar has helped tremendously to coordinate and provide a communication link across the Green Line in ways the members of the Trainers Group could not, but frustration remains. These internal challenges, along with external challenges like the rise in nationalism on the island, have restricted the Group's ability to expand their work, but the group for the most part remains optimistic about being able to deal with these challenges.

NEEDS AND NEXT STEPS

In the interviews, we asked each trainer to talk about what the Trainers Group needed from the Cyprus Consortium (or from other groups), and what the next steps should be. Responses were organized into the following six categories of needs and next steps: (1) more training and training-related experience for the Trainers Group; (2) develop new activities, other than training, for Trainers Group; (3) better organization/institutionalization; (4) expansion of training and bicommunal interaction for both communities on Cyprus; (5) better governmental relations and help with dealing with politicians; and (6) more resources to support the work.

1. More Training/Experiences For Trainers Group

The trainers pointed to two separate needs. First, some (but not all) of the trainers felt that the Trainers Group themselves needed more training. Several made reference to the fact that they were qualified to do training in communication skills, but they could not do the more advanced work that they had seen done by the Consortium. They needed advanced training in techniques. Some also requested training on project planning and fundraising and how to organize workshops. Other trainers also felt that beyond the techniques, the Trainers Group needed to connect together as a group again and receive some training in team building. In addition to formal training, several of the trainers asked to be included by the Consortium in projects other than the Cyprus project. They want the opportunity to gain experience in conflict resolution in a context other than Cyprus.

In addition to their own professional development, the trainers felt that the Trainers Group needed to be expanded, so they requested another training of trainers program for new participants. Several of the trainers said that they could produce twenty to thirty people, all trained in conflict resolution, who would be willing and able to participate in a training of trainers program. Many trainers felt that a new group of trainers was desperately needed to meet the overwhelming demand for training that they sensed in the community.

2. Other Activities Aside from Training for the Trainers Group

Although most of the trainers were focused on developing their training capabilities, a small number of trainers had become more "activist" focused. These trainers, mostly Greek Cypriots, felt that the Trainers Group needed to "defend" their positions in the media more often, and develop more activist projects that focusing on sending out their message: "make a voice and force the media to deal with it," as one trainer put it. They wanted more public exposure for this work and the people involved with it. One trainer also

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expressed a desire to create small peer groups of trainers that would meet regularly to monitor the learning and development of the trainers.

3. Better Organization and Institutionalization

The needs and next steps regarding the organization of this work follow logically from the challenges identified above. Several trainers called for a more democratic process for choosing the "leaders" of this movement, and there was a split about the role the Bicommunal Steering Committee should play. Nearly all of the trainers wanted to develop some structures for coordination of all the different activities. In the interviews, the trainers told us that a new coordinating group was being formed, but it had not yet been operative long enough to make a judgment as to its effectiveness. Many felt the need to develop clarity of goals and to develop a strategic plan. They wanted a mechanism to coordinate, without losing the autonomy of the different groups. It should also be noted that at the time of the interviews, it was not known among the trainers that Dr. Broome's Fulbright position would be filled immediately upon his departure, which would address these issues as well.

Regarding institutionalization, many people in both communities expressed the desire to have full-time staff people working to organize these projects, to keep records, maintain communication and serve as an institutional base for the work. Many wanted two offices, one in each community, connected via electronic mail. Of course, not one of the trainers was able to identify the resources to put such a plan into action, and many trainers, particularly in the Turkish-Cypriot community, expressed doubts in the political feasibility of this kind of institutionalization.

4. Expansion of Training and Bicommunal Interaction for the Public

The trainers had many different ideas for new directions in training for the general public in Cyprus. Here is a list of the different types of training that they wanted to pursue in the future:

- Deep workshops on specific issues, like identity, demilitarization, federation, etc.
- Workshops involving people from Turkey and Greece; develop solidarity with the peacemakers in those two countries
- More workshops with youth. This was perhaps the most popular idea among the trainers. They all noted how eager the young people in both communities were to pursue this work.
- Provide training to people from the villages
- Provide more social contact. Bring families together. The trainers feel that it is vital to meet with the other side in any kind of activity.

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As noted above, the trainers feel that they cannot expand or begin to develop these new activities unless more trainers are trained first.

5. Governmental Relations and Dealing with Politicians

Several trainers made reference to different things "Track One," or governments, could do to support this process. Some wanted the Western powers to pressure Greece and Turkey, and another trainer wanted the superpowers to "stop supporting the people in the island who are against peace." Other trainers wanted the embassies on the island to get more involved and take the process under their wings. One trainer eloquently identified what the trainers needed to do in order to get Track One more involved: "We need to create a safer environment for political leaders to take brave actions."

6. Resources

Most of the trainers identified the need for money to support this work. Money was needed for supplies, refreshments at training events, and salary money to support full-time help in coordinating this work. Some trainers also noted that the two rooms dedicated for bicommunal work at the Ledra Palace were being used to their capacity, and they needed more room to support the many different projects that are now active. In particular, they want a place where they can meet without having to get permissions.

Conclusion

In order to further strengthen this budding movement and take it to the next level, the Trainers Group will need more training—both for themselves and for a new group of trainers. The new group of trainers has already been identified, and as soon as they are trained as trainers, they could begin to meet some of the constantly increasing demand for this work. The trainers group themselves could also benefit from more training and the opportunity to assist the Cyprus Consortium in their other training projects. They have identified specific target audiences for expanded training programs, but they will need to address the challenges of institutionalization and lack of resources before they can expand in the ways they have identified.

CONCLUSION

In August 1994, following the first Training of Trainers event, the Cyprus Consortium had just finished an intense round of conflict resolution training events, reaching several hundred participants in the two communities on Cyprus. The Trainers Group, however, did not feel confident enough to strike out on their own and do training. Their activities over the next year were confined mostly to working with Fulbright Scholar Ben Broome. Meeting nearly once every week, the group began to become more organized and focused on developing a training agenda.

When the October 1995 Advanced Training of Trainers program was completed, the Trainers Group was now actively involved in doing training and ready to develop their own programs. At that training, they identified two major long-term goals: (1) to provide training events on their own, both bicommunally and within each community; and (2) to make some decisions and get some clarity about the organization and institutionalization of this work.

In the year since the October 1995 Advanced Training of Trainers program, the Trainers Group clearly accomplished their first goal. The trainers have developed and implemented at least ten ongoing conflict resolution projects, most of which center around training in conflict resolution skills and the facilitation of dialogue and discussion around the Cyprus issue. In some cases, they rely on assistance from Fulbright Scholar Ben Broome, but in most cases they are training and facilitating on their own, often in bicommunal pairs. They have witnessed a great expansion of their work, to the point where the current Trainers Group is stretched beyond its capacity, and there are still many new people who are requesting training.

The sheer numbers of people involved demonstrates the growing strength of the movement in Cyprus toward peace, reconciliation, and cooperation. The conflict resolution work that these trainers are spearheading is changing the way the public discusses the Cyprus issue in some circumstances, and has begun to generate new language, new assumptions, and new ways of thinking about conflict in both communities. In a limited way, the trainers have even observed a shift in how the conflict and conflict resolution work is discussed in the media and among politicians. The people who pursue conflict resolution are subjected to fewer public attacks, and the public suspicion of this work has decreased dramatically in the last few years.

Despite this progress, the trainers have noted that even the positive impact, as shown in media coverage, for instance, is sometimes outweighed by a recent resurgence of nationalism and confrontation on the island. This nationalist movement is very popular in both communities, indicating that although the conflict resolution movement is growing, it still represents a

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minority in both communities on Cyprus. The trainers lack the financial resources needed to fully support this work, and they have been unsuccessful in addressing the issues of organization, coordination, and institutionalization of this work.

Out of these challenges, the trainers have identified several needs and next steps. First, they need more training for themselves, and they have requested another round of training of trainers. They are stretched to the limit as it stands now, and they need more trainers on the island to meet the demand for conflict resolution training. The ten ongoing projects they have developed in both communities are not enough. They want to expand their training activities in order to work with specific issues, include people from Greece and Turkey, involve the youth in both communities more, and expand training into the villages with non-English speakers.

As one trainer pointed out, if the Cyprus Consortium had tried to start this conflict resolution movement today, it would be defeated by the nationalist factions in Cyprus. Fortunately, the Cyprus Consortium started in 1991 and by now has helped create a social movement that can withstand the pressure from these groups and continue to do conflict resolution work. The corps of local trainers on the island has brought the principles and practices of conflict resolution into the daily lives of hundreds more people in both communities, a feat that the Cyprus Consortium could not have accomplished by itself, from overseas. The challenge now is to take this work to the next level, to support the local conflict resolution infrastructure so that it can broaden its impact, expand its activities, and begin to support the structures and policies that will build lasting peace in Cyprus.

APPENDIX E

Training for Journalists Report

Training for Journalists from Cyprus

March 30 - April 12, 1997
Washington, DC

Organized by the

International Center for Journalists
Washington, DC

Sponsored by

AMIDEAST
Washington, DC

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Training For Journalists From Cyprus

March 30 - April 12, 1997

Theme: The Media and Ethnic Conflict

The International Center for Journalists, with the sponsorship of AMIDEAST, conducted a training program for 19 Cypriot journalists, March 30 - April 12, 1997. This was the second in a series of programs which brought together media professionals from the Turkish and Greek Cypriot communities to meet peacefully to discuss issues affecting them and establish bonds for future cooperation. The program included workshops on journalism and conflict management, visits to media organizations, and meetings with journalists in Washington, D.C. Print participants attended the annual convention of the American Society of Newspaper Editors and broadcast participants visited television and radio stations in Washington, DC, Baltimore and Philadelphia. The participants rated the program as outstanding or excellent in their final evaluation. They also agreed to be in regular contact and to conduct bi-communal media activities when they return to Cyprus.

I Rationale and Objectives

The media are often described as the "Third Force" in a conflict because of the profound impact of mass communications on emotions and decisions. Whether they intend to or not, the media "mediate" conflict. They define, shape and often exacerbate conflict by the stories they decide to cover, what they choose to see and ignore in a situation, what "facts" they include, how they characterize these "facts," and by their own biases and language.

Yet journalists frequently do not recognize or accept responsibility for the power they wield. In Cyprus they have played a key role in building and maintaining the adversarial relationship between and within the Greek and Turkish Cypriot communities. Because the media practitioners are strongly influenced by the centuries-old adversarial perspectives and mistrust between Greeks and Turks in the region, they have exacerbated stereotypes, promulgated opinions rather than

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providing information and appeared to have forsaken the role of journalists for that of advocates.

The media are central to the development of a solution acceptable to both communities, and to social and political reconciliation on the island if a political agreement is reached. In order to adequately handle this massive responsibility, journalists need to be well-grounded in the highest standards of professionalism, and in the principles and practices of the media in a democratic society. They also need to develop a better understanding of the processes of conflict resolution and negotiation, and the media's impact on those processes.

In response to this, the Cyprus-America Scholarship Program of AMIDEAST, the Cyprus Fulbright Commission, the International Center for Journalists (ICFJ) and the Conflict Management Group organized a Training Program for Journalists from Cyprus. The first workshop, held June 16-29, 1996, was designed for general managers and senior editors with a focus on modern media management. The second, which is summarized in this report, took place March 30 - April 12, 1997.

The aim of the program was to improve the quality of information reaching the public through the news media. A secondary goal was to provide Greek and Turkish Cypriot editors, publishers and journalists with an opportunity to interact and form professional bonds for future cooperation.

Specifically, the training activity enabled the participants to:

1. become familiar with the professional and ethical standards and practices of the media system in the United States and to explore their relevance to the situation in Cyprus;
2. enhance their journalistic skills;
3. increase their understanding of negotiation, mediation, and conflict resolution, and the potential contributions of the media to that process;
4. improve understanding and trust between themselves.

In an effort to provide print media participants an opportunity to meet with leading editors from the United States, the workshop was planned to coincide with the 1997 convention of the American Society of Newspapers Editors (ASNE) in Washington, DC.

II Participants

A total of 19 journalists participated in this workshop -- ten Greek Cypriots and nine Turkish Cypriots. As planned, this group was composed mostly of reporters, columnists, section editors, producers and television presenters.

The participants were chosen by AMIDEAST and the Cyprus Fulbright Commission using a profile suggested by the International Center for Journalists. The Center recommended that participants have at least three years of professional experience in journalism and that they represent a broad spectrum of political ideologies in the island.

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The group tended to be young, but experienced. The youngest has been working as a photojournalist for the Greek Cypriot newspaper, *Alithia*, since 1992. The oldest participant, a former teacher and a published poet, has been writing about social and cultural issues for the Turkish Cypriot paper, *Ortam*, since 1983. Many of them held diplomas in mass media from Cyprus, while a few studied either in England or Turkey. While one of the participants earned a journalism degree from the University of Arizona, almost all of them had not previously visited the United States.

Unlike the previous workshop, where there were no women participants (reflecting the lack of women in senior media positions), this group included six women journalists. Four were Turkish Cypriots and two were Greek Cypriots.

Most of the participants worked for newspapers, magazines or news agencies. Five members of the delegation worked with radio or television stations. There was only one broadcast journalist from the Turkish Cypriot community.

A list of participants can be found in Annex I on page 8.

III Program Description

The program, which lasted for two weeks, had three major components:

Part One: Advanced Journalism

At the start of the program, the participants attended an orientation which covered administrative details, the logistics of living in Washington, DC and a review of the two-week schedule. No significant changes were suggested to the schedule, indicating that the organizers were successful in tailoring it to meet the participants' needs. To break the ice, the participants were divided into Greek-Turkish Cypriot teams and asked to introduce each other to the entire group. They were also given a tour of Washington, DC to introduce them the highlights of the city.

The next day included two panel discussions: one focused on the working conditions of American journalists and the other, on ethical standards used by U.S. journalists. The first panel included a discussion on issues like pay scales, racial relations, training, media biases, reportage of race issues, gender issues and freedom of information.

In the second panel, the participants discussed various codes of ethics in the United States and later began drafting one of their own. Work on this possible code of ethics for Cypriot journalists is expected to continue in Cyprus.

Due to the number of participants, the delegation was split into two groups for the professional appointments on April 2. Group I visited *USA Today* and attended the daily press briefing at the U.S. State Department. Group II visited the press gallery at the U.S. House of Representatives and National Public Radio. All newsworthy information gathered during these visits,

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especially the State Department, were shared with the entire group and used to file stories to their respective publications or stations in Cyprus.

Three sessions were devoted to advanced journalism issues during the second week of the program. Under the guidance of Professor Edmund Ghreeb of The Jerusalem Fund, the participants examined the role of the media in the Palestine conflict. They examined how journalists covered the conflict and the media's role in exacerbating or resolving conflict.

The participants also discussed the civic journalism movement in the United States and the role that ombudsmen play in bridging relations between newspapers and the communities they serve. A final session introduced the participants to key aspects of digital journalism, such as computer-assisted reporting and how to use Internet resources for reporting.

"I enjoyed every moment of the discussion sessions," wrote one participant during the evaluation. "It was very good that we were very interactive rather than just listening to others to give lectures." Some participants did complain, however, that the American discussion leaders spoke too fast for them to understand the topics more deeply.

Part Two: Media's Role in Conflict Resolution

This portion focused on helping the participants understand the stages and dynamics of ethnic and regional conflicts, present-day approaches to managing and resolving them, and the differing perceptions, interests and needs of the Greek and Turkish Cypriot communities about the conflict.

During these sessions, the participants were divided into smaller working groups -- often on a bi-communal basis. As Greek and Turkish Cypriots, they gave several suggestions on how they could meet each community's physical and emotional security concerns. These included complete demilitarization of the island, joining the European Union, encouraging mixed marriages, learning each other's language and asking all non-Cypriot settlers to leave the island.

Two facilitators from the Boston-based Conflict Management Group led this portion of the program.

Much bi-communal confidence-building also occurred outside of the official program -- for example, in the evenings as the group went out to dinner together or gathered in a room to celebrate one of the participant's birthday or to have drinks. During one gathering, the participants began singing similar folk songs in Greek and in Turkish.

One participant later wrote: "All issues related to conflict resolution were very interesting and (I) learned a lot of new things." Another wrote that more time should have been spent on discussing the Cyprus conflict.

Part Three: Professional Convention and Visits

Toward the end of the second week, the group was divided into two. A group consisting of

13 print journalists, attended the 1997 convention of the American Society of Newspaper Editors. The second group, which was composed of six broadcasters, visited radio and television stations in Philadelphia, Baltimore and around metropolitan Washington, DC.

During the ASNE Convention, held April 8-11 in Washington, DC, the participants listened to American editors assess their jobs; watched presentations on the current state of the workforce; listened to discussions on newspaper content; and heard how newspapers can better reach out to their communities. They also listened to the speeches of Shannon Lucid, the astronaut who holds the record for staying the longest in space, and Dr. Madeline Albright, the U.S. Secretary of State. Some of the participants also managed to ask President Bill Clinton questions regarding the Cyprus conflict, after he delivered a major policy speech marking the closure of the ASNE convention.

"The ASNE Convention was, as expected, excellent and very useful," wrote one participant. "I think, however, some sessions were not useful to us due to the locality of the issues. However, meeting the top editors of the U.S. and hearing their problems is sure a once-in-a-lifetime opportunity."

The group of broadcast journalists visited four commercial and public television stations and two public radio stations in three of the major U.S. media markets. They visited WBAL-TV, the CBS Network affiliate in Baltimore; and WHYY, the PBS affiliate in Philadelphia. In metropolitan Washington, DC, they visited Channel 48, a Hispanic station; and WETA, a major public radio and television.

During their visits, the participants were struck by the fact that the Cyprus stations -- which are relatively new -- were already using advanced digital equipment while the stations they visited used mostly analog equipment.

"It was interesting for us to have the chance to visit two more cities in the U.S." wrote one participant. "...I cannot say that the visits to the local TV and radio stations were not beneficial. However, it would have been better for us to have the chance to visit national networks having new technologies..."

At the end of the program the participants reconvened in Washington, DC to discuss what they could do next when they return to Cyprus. It was clear from the discussions that they wanted to have a continuing dialogue in Cyprus and requested the Cyprus Fullbright Commission to facilitate the process.

A final session was held where participants had an opportunity to provide oral and written assessments about the program. Finally, Adlai Amor, ICFJ Training Director and Kate Archambault, director of the Cyprus-America Scholarship Program of AMIDEAST, presented certificates of participation to the journalists.

For this training program, ICFJ assembled a variety of working journalists and other trainers

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to assist with the sessions and discussions. Among the key trainers were Deborah Williams, an assistant producer at National Public Radio (NPR); Luis Rafael, editor of *La Nacion*; John Lang, reporter for Scripps-Howard Newspapers; Frank Stasio, NPR newscaster and an independent radio producer; Sheila Heen and Doug Stone of the Conflict Management Group; Wendell Cochran, a digital journalism expert from The American University; and Professor Edmund Ghreeb, a media scholar with The Jerusalem Fund.

The participants were given a variety of instructional materials to augment the discussions during their training. These included a compilation of clippings on the topics discussed in workshop sessions and books on journalism and media management. The books included *Ten Practical Tips on Business Reporting*, by Paul Hemp; *Ten Practical Tips on Environmental Reporting* by Peter Nelson; *Basic Media Writing* by Melvin Mencher; and *Getting to Yes*, by Roger Fisher and William Ury

The training schedule is attached as Annex II on page 10. Biographical sketches of the core faculty and staff is attached as Annex III on page 23.

IV Evaluation

At the conclusion of the program, participants were asked to complete an evaluation form assessing the content, administration and design of the program. (ICFJ includes a standard evaluation component in all its programs and tailors the questionnaire to suit each program). All of the 19 participants in the program completed the questionnaires.

Over-all, the participants rated the program highly -- 11 of them gave it a 4, while 8 gave it a 5. (Out of a range of 1 to 5, 1 is Poor/Not Useful and 5 is Outstanding /Useful). "We have to thank AMIDEAST that gave us the opportunity to meet each other. For many of us, it was the first time that they spoke to Turkish Cypriots and us. And this is very important," wrote one participant. "Journalists -- unfortunately -- can't solve the Cyprus problem, but they can help the politicians to do it. (The) fact that Turks (sic) and Greeks (sic) Cypriot journalists met each other and became friends here in the U.S., I think is very useful."

In terms of the impact and value of the program, a majority of the participants said that it met their professional expectations. Eighteen participants said that it also helped to improve their professional skills and knowledge. "It was a lot better than I expected," one participant wrote. "The expertise and quality of the people invited to speak was excellent."

In general, most of the participants found the quantity of the discussion sessions to be enough, though two said it was not enough and one added that it was too much. However, they did suggest that the program would have been enhanced by inviting international affairs journalists and officials involved in the Cyprus conflict to address the participants.

Most of the participants found the quantity of the instructional materials to be enough, though

four said it was too much. One participant said that the materials he got introduced him to a new world and added value to his practice of journalism. But many did not find time to read all the materials. "I didn't have time to read as much as I wished to have. But I will certainly do it when I go back home," wrote one participant.

The participants who attended the ASNE convention found it useful and said that integrating the convention into the training program was a good idea. They were especially pleased to have had an opportunity to meet President Clinton. "I found the convention, as well as the things we have seen at the convention, also helpful (when we go back to Cyprus)," wrote one participant.

Nearly all participants said the duration of the program was just right, though one said that it was too short. In general, they gave very high marks to the quality of the workshop staff, the meeting rooms, ground transportation and over-all scheduling and management. However, their hotel, Carlyle Suites, was given a mixed rating. One participant complained of cockroaches and unchanged sheets in her room, adding that the hotel staff were not always that helpful. One of them suggested that in the future, if funds permit, a better hotel could be used.

When asked that areas should be covered in similar programs in the future for Cypriot journalists, the participants listed the following: international journalism, more ethnic conflict resolution sessions, more time spent on digital journalism, photojournalism, hands-on work on advanced reporting and writing techniques, visits to stations that use digital technologies and visits to more commercial stations.

The tabulated evaluation can be found in Annex IV on page 25.

V Finances

A statement of expenses is being submitted separately.

Training For Journalists From Cyprus

March 30 - April 12, 1997

Theme: The Media and Ethnic Conflict

Annex I
Participants

Fezile ATÜF is the World Service Correspondent of the newspaper, *Kibris Gazetesi,* which she joined in 1992. She studied at Istanbul University in Turkey and took a course in English at the Oxford College of Further Education.

Andreas K. BIMBISHIS is the Agriculture Reporter of the newspaper, *The Aghon.* He has also covered the political and defense beats for the same newspaper. He studied at the American Academy and attended a workshop in London run by the International Federation of Journalists.

Ekaterini CHRISTODOULOU is a reporter for the daily, *Simerini.* She studied journalism at Europa College and also photography and photojournalism from Athens College.

Emilia N. CHRISTOFI is a Sub-editor, Cyprus News Agency, which she joined in 1992. She has also worked as the English news editor of Cyprus Broadcasting Corporation, as well as for the *Cyprus Mail.* She studied law at the University of Wolverhampton, England.

Costakis S. CONSTANTINOU is the Political Editor of the daily, *Haravhi.* He first worked as a journalist in 1991 when he joined *Akel.* He holds a doctoral degree in sociology from Bulgaria.

George T. CONSTANTINOU is a Photojournalist working for the newspaper, *Alithia*, since 1992. He also contributes to *MEGA Magazine* as well as to AVS Media Productions. He holds a mass media diploma from Europa College.

Hadon DENIZKAN has been a Photojournalist for the newspaper, *Yenidüzen,* since 1994. Prior to that, he also worked as a photojournalist for the magazine, *Medya Market*, and the newspapers, *Ortam* and *Yenigun.*

Burhan ERASLAN has been a Correspondent and Reporter for the newspaper, *Yenidüzen*, since 1984. He studied at Turk Maarif College and at Hacettep University.

Sertaç GÖRGÜNER is a Reporter for the newspaper, *Kibris,* which he joined in 1995. Prior to that, he worked as a reporter for *Demokrat* and *Yenidüzen.* He holds a masters of science degree from the University of Swansea in Wales.

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Nazire Selgin GÜRKAN has been a Correspondent of the TAK News Agency since 1989 and covers mostly political news. She is a graduate of the Faculty of Press and Broadcasting in Istanbul.

Özgül GÜRKUT has been a Correspondent of the publication, *Kibris*, since 1992. She holds a masters degree from Istanbul University.

Neriman GÜRSEL joined the newspaper, *Ortam*, as a writer in 1983. She covers such areas as women's issues, literature and the environment. Prior to that, she worked as a primary school teacher for 33 years in Cyprus. She is a graduate of the Teachers Training College.

Dionysia HADJIKYRIACOU is an Editor, Cyprus Broadcasting Corporation, where she has worked for its television division since 1977. She has also worked as an editor and announcer for the Greek State Radio. She is a graduate of London University.

Mehmet KANSU is a Freelance Journalist and Poet. He worked twice for the newspaper, *Halkin Sesi*. He also worked as a teacher and became the assistant director of basic education at the Education and Culture Ministry in Lefkosa. He is a graduate of Hacettep University.

Panayiotis KAPARIS is a Reporter for Logos TV, which he joined in 1991. Prior to that he was a school teacher. He studied theology at the Aristotelian University in Thessaloniki and also for diplomas in mass media and public relations and advertising at Europa College.

Andreas PARASCHOS works as a Political Reporter for Antena TV. He also worked as a political reporter for *Phileleftheros* and for the Cyprus Broadcasting Corporation. He holds a masters degree in international journalism from Moscow University.

Georgios PAVLIDES is a Reporter, Astra Radiostage, a company he joined in 1995. Prior to that he also worked as reporter for the newspaper, *Neolea*. He holds a masters degree in journalism from the Moscow State University, from which he graduated in 1990.

Andis PETROU has been a Reporter and Photographer for *The Cyprus Weekly* since 1994. He also worked for the newspaper, *Phileleftheros*, and for such U.S. publications as *The Tombstone Epitaph* and the *Arizona Daily Wildcat*. He is a journalism graduate of the University of Arizona.

Mete TÜMERKAN has been a TV News Editor, Producer and Presenter of Bayrak Radio and Television since 1991. Prior to that, he was a marketing executive for UNIPAC Packaging Industries and a chemistry and computer science teacher. He is a graduate of the Middle East Technical University in Ankara.

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Training for Journalists from Cyprus

March 30 - April 12, 1997

Theme: The Media and Ethnic Conflict

Annex II

Workshop Schedule

Arrivals from Cyprus
March 30, 1997, Sunday

02:25 pm Turkish Cypriot journalists will arrive from Frankfurt on Delta 61 at the Washington-Dulles Airport. You will be met by a representative of Prime Transportation Services, tel.: (703) 861-5465; pager: (703) 233-0934).

06:04 pm Greek Cypriot journalists will arrive from New York on American Airlines 4873 at the Washington-Dulles Airport. You will be met by a representative of Prime Transportation Services, tel.: (703) 861-5465; pager: (703) 233-0934).

Accommodations for you have been reserved at:
The Carlyle Suites Hotel
1731 New Hampshire Avenue, NW
Washington, D.C. 20009
Tel: (202) 234-3200 Fax: (202) 387-0085

Upon check-in, the hotel may require you to make a cash deposit or a credit card to cover incidental expenses such as phone calls, room service and laundry. This is a standard industry practice. Upon checking out, make sure that all your bills have been paid.

In case of an emergency, please contact Adlai J. Amor, Director of Training Design and Technology, at (703) 525-4406, or Mary Beth Lennon, Program Manager, at (202) 543-0675.
Office Address: International Center for Journalists
1616 H Street, NW, Third Floor
Washington, D.C. 20006
Tel.: (202) 737-3700 Fax: (202) 737-0530 E-mail: editor@icfj.org

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Day One: Orientation
March 31, 1997, Monday
Goss Conference Room (Ground Floor)
The Grange Building, 1616 H Street, NW, Washington DC

09:30 am Depart for the tour and the day's sessions at the International Center for Journalists. Transportation provided by Prime Transportation Services.

An Overview of Washington, D.C.
This will give you a general idea of the district where you will be living during the next two weeks. This tour will give you the highlights of the District of Columbia, including the Mall, Georgetown, the White House and the Capitol.

11:30 **Session I: Welcome and Introductions**
- Words of welcome by
  Adlai J. Amor, Director of Training Design and Technology, ICFJ
  Kate Archambault, Director, CASP, AMIDEAST
-Introductions, review of the schedule and tips for living in D.C.
  Adlai J. Amor
  Mary Beth Lennon, Program Manager, ICFJ

01:00 Welcome Lunch
You will be joined by the rest of the ICFJ staff.

02:30 **Session II: Development and Characteristics of Modern U.S. Media**
There are six characteristics that make the U.S. press unique: it is a business, it is a public trust, it is unregulated, it is non-ideological, it is community-based and it has no set definition of what is news.

Discussion leader: Whayne Dillehay, Executive Vice President, ICFJ

04:30 End of day. Return to The Carlyle Suites Hotel.

Day Two: Advanced Journalism
April 1, 1997, Tuesday
Goss Conference Room (Ground Floor)
The Grange Building, 1616 H Street, NW, Washington D.C.

09:00 am Depart for The Grange Building, headquarters of the International Center for Journalists. Transportation provided by Prime Transportation Services.

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09:15 **Session III: Issues and Challenges Facing Today's Journalists**
American journalists will join the participants in a free-flowing discussion of the issues and challenges confronting them today. This includes issues of access, gender, freedom of information, diversity, pay scales and working conditions.

Discussion Leaders: Laura Iiyoma, Editor/Producer, Pacifica Network News
Luis Rafael, Editor, *La Nacion*
John Lang, Scripps-Howard Newspapers
Moderator: Deborah Williams, Assistant Editor, "Talk of the Nation," National Public Radio

12:15 pm Welcome by William Siemering, President, ICFJ

12:30 Lunch

02:30 **Session IV: Ethics and the Modern Journalist**
A discussion of the standards and ethical codes used by U.S. journalists in their daily work.

Discussion Leader: Frank Stasio, Independent Radio Producer

04:30 End of day. Return to The Carlyle Suites Hotel.

Day Three: Professional Appointments
April 2, 1997, Wednesday

Group I:
09:15 am Depart for today's appointments. Transportation provided by Prime Transportation Services. Please bring your passports. ICFJ Associate John Guardiano will serve as the group's escort.

10:00 **Visit to USA Today**
1000 Wilson Boulevard
Arlington, VA 22229
Contact: Ms. Victoria Spigai
Tel.: (703) 276-3698 Fax: (703) 558-3812

USA Today is a national newspaper launched 11 years ago by Freedom Forum Chairman Allen H. Neuharth. It has a daily circulation of more than one million and its international edition is available in many parts of the world. The paper is credited with aggressive coverage of ethnic and minority issues and has established special training programs for minority journalists.

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11:00 Depart for lunch (on your own) at the Shops at the National Press Building. You will be dropped off and picked up at the entrance on the corner of 14th and F Streets, NW

In addition to restaurants, there are many food stands on the third floor. We recommend that you eat lunch before the State Department Press Briefing since it may not conclude until 3:00 pm.

12:45 pm Depart for the State Department Press Briefing.

1:30 **State Department Press Briefing**
2201 C Street, NW
Washington, DC 20520
Contact: Ms. Jennifer Poole
Tel.: (202) 674-2492

This is a regular daily briefing by Nicholas Burns, Spokesman of the Department of State. During the briefing, only journalists accredited to the State Department may ask questions, however Mr. Burns will speak to the group for a few minutes following the briefing to answer your questions.

02:45 End of day. Return to The Carlyle Suites Hotel.

Group II:

10:00 am Depart for today's appointments. Transportation provided by Prime Transportation Services. Please bring your passports. ICFJ Associate Eugene Prunty will serve as the group's escort.

10:30 **U.S. House of Representatives Print Gallery**
H-315 U.S. Capitol
Washington, D.C.
Contact: Mr. Jerry Gallegos, Deputy Superintendent
Tel.: (202) 225-3945

The U.S. House of Representatives Print Gallery is a complex of offices set aside for representatives of the daily print press, periodical publications, and still photographers who cover both houses of the U.S. Congress. The gallery's staff provides correspondents with legislative information about floor proceedings, assistance with coverage of hearings and special events, and information about Congressional activities. The Radio-TV Gallery has studios where reporters can interview members of Congress.

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11:30 Depart the U.S. Capitol Building for lunch (on your own) at Union Station.
In addition to restaurants, there are many food stands on the lower level. We recommend that you eat lunch before your visit to National Public Radio since it will not conclude until 3:00 pm.

12:30 pm Depart for National Public Radio.

01:00 **National Public Radio**
635 Massachusetts Avenue, NW
Washington, DC
Contact: Ms. Sally Sherman-Felker, Audience Services
Tel.: (202) 414-2324

To foster the professionalism of non-commercial radio stations, the Corporation for Public Broadcasting created National Public Radio (NPR) in February 1970. Created to provide national leadership in news gathering and production, NPR now has 555 member stations which carry its programming. During the visit, you will watch the broadcast of "Talk of the Nation," beginning at 2:00 pm.

03:00 End of day. Return to The Carlyle Suites Hotel.

Day Four: The Media's Role in Inter-Ethnic Resolution
April 3, 1997, Thursday
The Warfield Room, Carlyle Suites Hotel

09:15 am **Session V: Introduction to Conflict Analysis and Management**
The assumptions we have about conflict and conflict resolution affect how we deal with conflict and the outcomes we obtain. This session will begin with an exercise designed to help participants examine their own approaches and assumptions in negotiation, and the impact those assumptions have on the outcomes. A discussion of the basic factors that influence conflict escalation and the processes and principles for resolution will follow.

Discussion Leaders: Sheila Heen and Doug Stone, Consultants, Conflict Management Group

12:30 pm Lunch on your own.
Refer to your folders for restaurants around The Carlyle Suites Hotel.

02:00 **Session VI: Methods of Resolving Conflict**
The difference between power-, rights- and interest-based methods of dealing with conflict will be explored. Participants will practice "getting underneath the surface" of a conflict to practicing getting behind positions to analyze the

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interests and needs of the other side.
Discussion Leaders: Sheila Heen and Doug Stone, Consultants, Conflict Management Group

04:00 **Session VII: Intractable Conflict: A Panel Discussion**
Panelists:
Ambassador Nelson Ledsky, National Democratic Institute for International Affairs
Joseph Montville, Center for Strategic and International Studies
Dr. Christopher Mitchell, Institute for Conflict Analysis and Resolution, George Mason University
Moderators: Sheila Heen and Doug Stone, Consultants, Conflict Management Group

05:30 End of day. Return to the Carlyle Suites Hotel.

06:45 Depart for an informal group dinner at Tony Cheng's Mongolian Restaurant, 619 H St., NW, Washington, DC, tel: (202) 842-8669.

Take the Red Line from Dupont Circle (direction: Wheaton) and stop at Gallery Place-Chinatown (third stop). It is only a few doors away from the Metro. Alternatively, you may want to share taxis from the hotel, which will cost approximately $9.00 for a group of 3 people. The restaurant is on H Street, between 6th and 7th Streets.

07:00 Informal group dinner, featuring Mongolian food.

10:00 Return to The Carlyle Suites Hotel by taxi or metro.

Day Five
April 4, 1997, Friday
The Warfield Room, Carlyle Suites Hotel

09:15 **Session VIII: Communication Patterns in Conflict**
Participants will discuss and practice tools for analyzing factors of communication that influence the dynamics of a conflict, as well as for de-escalating conflict. Skills for effective communication.

Discussion Leaders: Sheila Heen and Doug Stone, Consultants, Conflict Management Group

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12:30 pm Lunch on your own.
Refer to your folders for restaurants around The Carlyle Suites Hotel.

02:00 **Session IX: Implications for the Media in Cyprus**
What does it all mean for journalists and the media industry in Cyprus?

Discussion Leaders: Sheila Heen and Doug Stone, Consultants, Conflict Management Group

03:30 Coffee break

03:45 **Session X: Application and Re-entry**
Where do we go from here?
Discussion Leaders: Sheila Heen and Doug Stone, Consultants, Conflict Management Group

05:00 End of day. Return to The Carlyle Suites Hotel.

Day Six
April 5, 1997, Saturday
Free Day

Day Seven
April 6, 1997, Sunday
Free Day

Day Eight: Advanced Journalism
April 7, 1997, Monday

09:45 am Depart for today's appointments. Transportation provided by Prime Transportation Services. ICFJ Associate Eugene Prunty will serve as the group's escort.

Jerusalem Fund Center for Policy Analysis on Palestine
2435 Virginia Avenue (Potomac Plaza Building)
Washington, DC 20037
Tel: (202) 338-1290; Fax: (202) 333-7742
Contact: Heidi Shoup, Director

The Jerusalem Fund is dedicated to the service of Palestinians living in Israel, the West Bank and Gaza. Its Center for Policy Analysis on Palestine offers publications and symposia on issues confronting Palestinians in those areas, as well as on relations between the United States and the Middle East.

10:00 **Session XI: Reporting Conflict: Lessons from Palestine**
A well-known author and Middle East scholar will share his research and his thoughts on how the conflict in Palestine has been covered by the international media.
Discussion Leader: Prof. Edmund Ghareeb, Media Scholar

11:30 Return to ICFJ Headquarters. **Group I** has free time until Session XII begins at 3:15 pm. **Group II** is advised to have lunch before departing for the State Department Press Briefing.
Refer to your folders for restaurants around the Grange Building.

12:30 pm Group II departs from ICFJ Headquarters for the State Department Press Briefing.

1:30 **State Department Press Briefing**
2201 C Street, NW
Washington, DC 20520
Contact: Ms. Jennifer Poole
Tel.: (202) 674-2492

This is a regular daily briefing by Nicholas Burns, Spokesman of the Department of State. During the briefing, only journalists accredited to the State Department may ask questions, however Mr. Burns will speak to the group for a few minutes following the briefing to answer your questions.

03:15 **Session XII: The Media and the Community: Ombudsmen and Civic Journalism**
One of the most controversial trends in the U.S. media today is civic or public journalism. This session re-examines the role that the media plays in American contemporary society.

Discussion Leader: Phil Robbins, Former Ombudsman, *Stars and Stripes*

04:30 Review of Program
-Adlai Amor and Mary Beth Lennon

05:00 End of day. Return to The Carlyle Suites Hotel.

Day Nine: Digital Journalism, Professional Convention, and Appointments
April 8, 1997, Tuesday
Conference Room, AMIDEAST
Suite 1100, 1730 M Street, NW, Washington, D.C.

All Participants:

08:30 am Depart for today's appointments. Transportation provided by Prime Transportation Services. ICFJ Associate Eugene Prunty will serve as the group's escort.

09:00 **Session XIII: Digital Journalism**
A session on the Internet and how print and broadcast companies are using to make use of this tool, especially for computer-assisted reporting.

Discussion leader: Prof. Wendell Cochran, American University

11:00 Return to The Carlyle Suites Hotel. Lunch on your own.
Refer to your folders for restaurants around The Carlyle Suites.

Print Participants: ***Please refer to the attached Convention Preview and Orange Schedule***

01:30 pm Registration for the annual convention of the American Society of Newspaper Editors, J. W. Marriott Hotel, Washington, D.C. You will leave as a group from the ICFJ Office, accompanied by Adlai Amor.

J. W. Marriott Hotel
1331 Pennsylvania Avenue, NW
Washington, D.C. 20004
Tel: (202) 393-2000

For print participants attending the ASNE Convention, please take either a taxi or the Metro every day. Buses will be provided by ASNE to bring all convention participants from the J.W. Marriott Hotel to the various receptions in the evenings. J.W. Marriott Hotel is about four blocks from the ICFJ Office, near the White House.

For those traveling on the Metro from The Carlyle Suites, take the Red Line to Metro Center (direction: Wheaton) and walk one and a half blocks to the hotel.

3:00 pm Opening session of the 1997 Annual Convention of the American Society of Newspaper Editors, J. W. Marriott Hotel, Washington, D.C.

Broadcast Participants:

12:15 pm Depart The Carlyle Suites Hotel for WETA. ICFJ Associate Eugene Prunty will serve as the group's escort.

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01:00 pm **Visit to WETA Radio-FM 90.9**
3700 South Four Mile Run
Arlington, VA 22206-2304
Tel.: (202) 998-2855 Fax: (202) 998-2790
Contact: Tom Livingston, Vice President for Radio
Craig Curtis, Program Director

WETA is a public radio and television station serving the Washington, D.C. area. Today's visit to the station will focus on WETA Radio, founded in 1970. WETA carried nationally syndicated public radio programs, as well as local news.

02:00 pm End of day. Return to the Carlyle Suites Hotel.

Day Ten: Professional Convention and Appointments
April 9, 1997, Wednesday

Print Participants:
Attend sessions at ASNE Convention. Refer to attached convention schedule.

Broadcast Participants:

08:15 am Depart for today's excursion to Baltimore, Maryland. Transportation provided by Prime Transportation Services. ICFJ Associate John Guardiano will serve as the group's escort.

Upon arrival in Baltimore, an overview of the city will be provided.

9:45 am **Visit to WBAL-TV Channel 11 (CBS)**
3800 Hooper Avenue
Baltimore, MD 21211
Contact: Charlene Branch, Newsroom Assistant
Tel.: (410) 338-6500

WBAL-TV is owned by the Hearst Corporation. WBAL serves viewers in Baltimore City and in neighboring counties. Today's visit will include an opportunity to speak with Tina Joly, Assistant News Director.

10:45 am Appointment ends.
The rest of the day will be devoted to visiting Baltimore, one of the oldest cities in the United States. Your tour will include a visit to the Innner Harbor, the centerpiece of Baltimore's famous renaissance in the 1970's, as well as Fells Point, Federal Hill, and Greektown, Baltimore's Greek-American neighborhood, an example of

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Baltimore's many ethnic neighborhoods.

03:00 pm Depart for Washington, D.C.

Day Eleven: Professional Convention and Appointments
April 10, 1997, Thursday
Print Participants:

Attend sessions at ASNE Convention. Refer to attached convention schedule.

Broadcast Participants:

08:30 am Depart for today's excursion to Philadelphia, Pennsylvania. Transportation provided by Prime Transportation Services. ICFJ Associate John Guardiano will serve as the group's escort.

Upon arrival in Philadelphia, an overview of the city and its role in the history of the United States will be provided.

11:30 **Arrive at Reading Terminal Market**
51 North 12th Street
Philadelphia, PA

Please eat lunch at the Reading Terminal Market. You may wish to browse through the stores at the market.

01:00 pm **Depart for WHYY**

01:30 pm **Visit to WHYY**
Independence Mall West
150 North 6th Street
Philadelphia, PA 19106
Contact: Gwen Klaus (arranged through Sandra Chatfield, Volunteer Coordinator)

Founded over 40 years ago, WHYY TV 12 and Radio FM 91 are affiliated with the Public Broadcasting Service (PBS) and National Public Radio (NPR), respectively. The nationally known program "Fresh Air" is produced at the WHYY studios and is broadcast on public radio stations throughout the United States. Today's tour of the Radio Department will include an opportunity to speak with Robbie Harris, News Director, and Fred Brown, Radio Manager.

02:30 Appointment ends. Free time in Philadelphia.

04:00 Depart for Washington, D.C.

Day Twelve: Professional Convention, Appointments, and Conclusion
April 11, 1997, Friday

Print Participants:

Attend sessions at ASNE Convention. Refer to the attached convention schedule.

Broadcast Participants:

09:45 am Depart for today's appointments. Transportation provided by Prime Transportation Services. ICFJ Associate Eugene Prunty will serve as the group's escort.

10:30 **Channel 48 Meeting and Tour**
962 Wayne Avenue, Ninth Floor
Silver Spring, MD
Contact: Mr. Ernesto Clavijo, News Director
Tel.: (301) 589-4800 Fax: (301) 495-9556

Channel 48 serves the growing Spanish-speaking community of the Washington, D.C. area. It carries local news, as well as news and programming from Univision. Mr. Clavijo will discuss how Channel 48 serves the Hispanic community in Washington.

11:30 Return to The Carlyle Suites Hotel.

All Participants:
Goss Conference Room (Ground Floor)
The Grange Building, 1616 H Street, NW, Washington DC

For print participants attending the ASNE Convention, please walk (approximately three blocks) or take a taxi to ICFJ. For broadcast participants, please share a taxi to ICFJ.

03:00 pm - **Session XIV: Sharing the Lessons with Others**
A discussion of how the ties that have developed during the workshop can be strengthened and how they can be continued back in Cyprus.

Discussion Leader: Adlai J. Amor

04:30 - 05:30 **Evaluation**
Standard ICFJ evaluation form (adapted for this workshop) will be filled out by the participants. An open discussion will follow. A brief ceremony, including the awarding of certificates of completion, will follow.

06:30 Depart The Carlyle Suites Hotel for the closing dinner at Jenkins Hill Restaurant,

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219 Pennsylvania Avenue, SE, Washington, D.C., tel.: (202) 544-4066. Transportation provided by Prime Transportation Services.

Jenkins Hill is a lively, all-American restaurant located in historic Capitol Hill. The closing dinner will feature prime rib. If, however, you cannot eat beef, please let the staff know before April 9.

07:00 - 10:00 pm — Closing Dinner

Day 12: Departure for Cyprus
April 12, 1996, Saturday

12:00 noon — Greek Cypriot journalists will depart from The Carlyle Suites Hotel for Washington National Airport. Transportation provided by Prime Transportation Services.

02:50 pm — Greek Cypriot journalists will depart on American Airlines 494 from Washington National Airport.

02:30 pm — Turkish Cypriot journalists will depart from The Carlyle Suites Hotel for Washington National Airport. Transportation provided by Prime Transportation Services.

05:05 pm — Turkish Cypriot journalists will depart on Delta 4634 from Washington National Airport.

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Training For Journalists From Cyprus

March 30 - April 12, 1997

Theme: The Media and Ethnic Conflict

Annex III

Speakers and Staff

Adlai J. AMOR is director of training design and technology of the International Center for Journalists. Previously, headed the Conservation News Service of WWF International, Switzerland, where he established a radio service and news distribution networks in Spanish, French and Chinese. He also served as deputy executive editor of Depthnews Asia, training director of the Press Foundation of Asia, and publisher of the central Philippines daily, *NewsTime*. He has a master's degree in journalism from Columbia University. He is co-author of *Science Journalism in Asia.*

Wendell COCHRAN was previously the special projects editor at the Gannett News Service, where he directed award-winning computer-assisted reporting projects. Prior to that, he worked as a reporter at the *Kansas City Star* and the *Des Moines Register* (Des Moines, Iowa). He won the Amos Tuck Media Award for Economic Understanding, the John Hancock Award for Excellence in Business and Economics Journalism. He holds a masters degree in journalism from the University of Missouri and currently teaches journalism at the American University.

Whayne DILLEHAY is vice president of the International Center for Journalists. He was editor of the magazine, *The International Economy*, prior to joining ICFJ. Previously, he worked as a staff assistant for two congressmen in the Capitol, and as a journalist for a variety of publications. He holds an undergraduate degree in international economic affairs from Georgetown University and a masters degree from the Medill School of Journalism, Northwestern University.

Sheila HEEN is a consultant at the Conflict Management Group in Boston. She used to work at the Harvard Negotiation Project, where she specialized in negotiation theory, developing teaching materials and teaching pedagogy to trainers and teachers. She has worked with such corporate clients as Canadian National Railway and Pillsbury. Along with Douglas Stone and Bruce Patton, she is currently writing a book, *Difficult Conversations: How to Discuss the Undiscussable*. She earned a bachelors degree from Occidental College and a law degree from Harvard Law School.

Laura IIYOMA is editor of the Pacifica Network News, a newscast which services 60 radio stations in the U.S. and abroad. She is also president of the Washington, DC chapter of the Asian-American Journalists Association. She was s researcher for KNX News Radio and a reporter/anchor of KPFK -- all in Los Angeles. She has a degree in psychology and biology from the University of California in Los Angeles.

John LANG is currently editor of the Scripps-Howard News Service in Washington, DC. In 1994, he worked in Fiji where, as a Knight International Press Fellow, he helped to establish the Fiji Journalism Training Institute. He worked as managing editor of *Defence and Diplomacy*, as a senior editor of *The Washington Post*, as senior editorial consultant of *The Straits Times* (Singapore) and as assistant managing editor of *US News and World Report*. He is a journalism graduate of Memphis State University.

Mary Beth LENNON is program manager of the International Center for Journalists. She previously worked as a project coordinator at American Association for the Advancement of Science (1991-96) in the division of Education and Human Resources Programs and as a graduate assistant for *The Americas*, a journal of Latin American History. She holds a bachelor's degree in history and political science from College of Notre Dame of Maryland and a masters in Latin American history from The Catholic University of America (1991).

Luis RAFAEL is editor of the weekly Spanish-language newspaper, *La Nacion* (The Nation) published from Washington, DC. Prior to that, he was editor of *El Diario La Prensa* in New York. He also served as a main news editor of WADO, which broadcasts in the New York-New Jersey area. Originally from Venezuela, he served as a diplomat to China, Japan, the Philippines, Paraguay and the Caribbean. He holds a masters degree in social science from Lund University, Sweden.

Frank STASIO is an independent radio producer and a media education specialist. He taught radio production and journalism at The National Learning Center in Washington, DC. Prior to that, he worked as a producer and newscaster for the popular show, "All Things Considered" at National Public Radio. He has worked as news director at WOI AM/FM (Ames, Iowa), as a reporter for WHO AM (Des Moines, Iowa) and as a news director of WGRQ (Buffalo, NY). He earned a bachelors degree in mass communications from the State University College in Buffalo, NY.

William SIEMERING is the president of the International Center for Journalists. He is a recipient of a McArthur Foundation Fellowship in recognition of his work in public radio and has also received the Edward R. Murrow Award, the industry's highest honor. He worked as a producer/reporter and as manager of stations in New York and Minnesota. He was the first program director of National Public Radio. Since 1993, he has been actively involved in developing independent radio in Central and Easter Europe and Africa.

Douglas STONE is a consultant for the Conflict Management Group and is the associate director of the Harvard Negotiation Project. He has been engaged in conflict resolution work in South Africa, Cyprus and the US and has taught negotiation to lawyers, diplomats and community leaders in South America and Australia. Prior to his work with CMG, he practiced transactional and regulatory banking law in Boston and New York. He received his bachelor's degree in history from Brown University and his law degree from Harvard University.

Deborah A. WILLIAMS is the award-winning assistant editor of the program, "Talk of the Nation," aired daily by National Public Radio. She has been an NPR field producer, working in South Africa, England, Ireland, Israel, the Gaza Strip and Egypt. She is the creator of a weekly jazz and African music show at WPFW-FM, called "Stolen Moments."In 1995, she won an Alfred I. DuPont-Columbia University Award for her coverage of the South African elections. Ms. Williams is a communications graduate of Howard University.

International ICFJ CENTER FOR JOURNALISTS

Training For Journalists From Cyprus

March 30 - April 12, 1997

Theme: The Media and Ethnic Conflict

Annex IV

Post-Program Evaluation

(19 participants = 19 respondents = 100%)

The ICFJ conducts many programs for media professionals annually. In order to improve the effectiveness of these programs and to help design new ones, we depend on participants like you to provide candid comments and constructive criticism. Please answer the following questions by circling the number that best describes your experience, on a scale of 1 (Poor or Not useful) to 5 (Excellent or Very useful). ***Tabulated responses are italicized in bold.***

I. Discussion Sessions

1. The *quantity* of the discussion sessions was: *(2)* Not Enough *(13)* Enough *(1)* Too Much

2. The *quality* of the following discussion sessions was:

	Poor/ Not Useful				Excellent/ Very Useful	
a. Welcome and Introductions	1	2	3	4 *(4)*	5 *(15)*	
b. Development and Characteristics of the Modern U.S. Media	1	2	3 *(4)*	4 *(9)*	5 *(6)*	
c. Issues & Challenges Facing Today's Journalists	1	2	3 *(5)*	4 *(10)*	5 *(4)*	
d. Ethics and the Modern Journalist	1	2	3 *(6)*	4 *(8)*	5 *(4)*	
e. Introduction to Conflict Analysis and Management	1	2	3 *(1)*	4 *(3)*	5 *(14)*	
f. Methods of Resolving Conflict	1	2 *(1)*	3	4 *(3)*	5 *(16)*	
g. Communication Patterns in Conflict	1	2	3 *(2)*	4 *(3)*	5 *(14)*	
h. Implications for the Media in Cyprus	1	2 *(2)*	3 *(3)*	4 *(3)*	5 *(11)*	
i. Intractable Conflict (Canceled)						
j. Application and Re-entry	1	2 *(1)*	3 *(2)*	4 *(4)*	5 *(11)*	
k. Reporting Conflict: Lessons from Palestine	1	2 *(1)*	3 *(2)*	4 *(4)*	5 *(9)*	
l. The Media and the Community: Ombudsmen and Civic Journalism	1	2 *(9)*	3 *(3)*	4 *(6)*	5	
m. Digital Journalism		1	2 *(5)*	3 *(4)*	4 *(6)*	5 *(4)*
n. Sharing the Lessons With Others	1	2	3 *(2)*	4 *(4)*	5 *(13)*	

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Comments:

- *"I benefitted from this program. I could not participate as much because of the language barrier but I was able to understand the arguments made. I have learned negotiation techniques and procedures and how to improve one-to-one relationships. I believe that these meetings in this environment are important for us to see the other's viewpoint and concerns, allowing us to be more understanding."*
- *"The weak point of the quality of the discussion was that even if we adequately covered ways to resolve conflict we did very little on how to apply these to journalism and our reporting skills. I do not believe that I will report on issue relevant to the Cyprus problem any differently than the way I have been before."*
- *"Generally over-all the program was very useful but there should be more things on U.S. journalism with probable discussions with journalists covering world affairs."*
- *"The discussion sessions were useful but I think that themes as development and characteristics of U.S. media, issues and challenges, ethics and modern journalism were just theory. Being with American journalists I discovered that the image that the lessons were trying to give wasn't real."*
- *"Discussion was very helpful for me. I got chance to learn what my Greek friends think about us and Cyprus problem. And I got impression that most of Cypriot doesn't know what they want. They've just say that they want peace, but they don't do anything. It was just like this in our group. We're all friendly but when we come to a tension point, we all start to talk like our officials. (I'm not talking about myself). I think we have clear our mind and do something for our future and especially for our children."*
- *"All issues related to conflict resolution were very interesting and learned a lot of new things. I also found reporting conflict lesson from Palestine particularly useful and relevant to Cypriot journalists."*
- *"It would be better if we had the chance to meet and discuss with MP member and journalists from the big networks. I think that it would be useful if we had the chance to have more discussion on digital journalism."*
- *"All the topics were very interesting. Very important experience."*
- *"It was really a very good training for us as journalists and as meeting of Greeks and Turks. We learned so much...And some of us learned to put his prejudices aside."*
- *"Quality of the discussion session were good but I think not enough to express our views on the Cyprus problem. Considering all the discussion we had I am not in a position to say that there had been no discussion at all but not enough. To be honest if someone wants to take such a position to help for the solution of conflict should consider the facts and try to find out the real Cyprus history. Trying to put facts as they are and do not hesitate to hurt anybody that is not aware of the truth."*
- *"I like best the 'conflict' session. I'm sure that if I find myself in a big conflict, I could find more solution ways. Some of the speaker ignored that English is not our native language so sometimes I didn't understand them."*
- *"The time that used to the Methods of Resolving Conflict is very little, it must be discussed more."*
- *"I enjoyed every moment of the discussion sessions. It was very good that we were*

interactive rather than just listening the others to give lectures. Arguments were useful for both sides to understand each other."

- *"The discussion sessions not that many. I would have been happier if we could have had the opportunity to have more conflict resolution meetings, as these brought G/C and T/C together. Again there would have been more visits for News Agency journalists to news agencies. although I appreciated the visit at Scripps Howard."*
- *"Coming from a country and community that suffered I all aspects, I was honoured to be allowed to take part in such an excellently thought and organized. Everything to me was new, exciting. It was an unforgettable experience. Maybe I couldn't learn and benefit from all the programme. But what I have learned will help me create and innovate in my future working. Thank you."*

II. Professional Visits and ASNE Convention

1. The *quantity* of the visits was: __Not Enough *(12)* Enough *(3)* Too Much

2. The *quality* of the following visits was:

	Poor/ Not Useful				Excellent/ Very Useful
a. An Overview of Washington, DC	1	2 *(1)*	3 *(2)*	4 *(8)*	5 *(7)*
b. State Department Press Briefing	1	2	3	4 *(6)*	5 *(12)*
Group I Only (Ten participants only)					
c. USA Today	1	2	3 *(3)*	4 *(4)*	5 *(3)*
Group II Only (Nine participants only)					
d. US House of Representatives Print Gallery	1	2	3 *(3)*	4 *(4)*	5 *(3)*
e. National Public Radio	1	2 *(1)*	3	4 *(5)*	5 *(4)*

3. ASNE: For 13 Print Participants Only:

a. I found the ASNE Convention	*(12)* Useful	__Useless
b. Integrating a convention such as ASNE with a training program is:	*(12)* Good idea	__Bad idea

c. The *quality* of the ASNE Convention was:	1	2	3 *(1)*	4 *(3)*	5 *(9)*

4. Other Visits: For 6 Broadcast Participants Only:

1. The *quantity* of the other visits to Baltimore, Philadelphia and around Washington, DC was: *(1)* Not Enough *(4)* Enough *(2)* Too Much

2. The *quality* of the following visits was:

	Poor/ Not Useful				Excellent/ Very Useful
a. WETA Radio/TV (Washington, DC)	1	2	3 *(4)*	4 *(2)*	5
b. WBAL-TV Channel 11 (Baltimore)	1	2	3 *(3)*	4 *(3)*	5

c. WHYY TV and Radio (Philadelphia)	1	2 *1*	3 *(4)*	4	5 *(1)*
d. Channel 48 (Washington, DC)	1	2	3 *(2)*	4 *(3)*	5

Comments:

- *"The overview of Washington DC could be better. Try to integrate 3-4 more hours into the schedule for touring DC.."*
- *"I think the best we got from the ASNE convention was all those publications concerning journalism that we'll read them thoroughly when we get back home."*
- *"The overview of the Washington and the visit to the State Department were interesting an useful and also a very good experience. The ASNE convention gave to us the true image of the USA press."*
- *"It was very useful experience."*
- *"Visiting big networks and having the chance to see digital equipment would have given us something completely new for us. But still new things and new ideas came up that were quite useful."*
- *"It would be better if we had the chance to visit the big network and modern stations."*
- *"The discussions of the ASNE convention is very useful."*
- *"ASNE convention was a very good experience for us as a journalists and as a Cypriot, especially as a small and isolated county. We shared the technology and the experience and many other things."*
- *"It was interesting for us to have the chance to visit two more cities in US. And thus being able to see how things or let's say life, goes on in the US. On the other hand I would prefer or wish to have the chance to visit one of the networks such as ABC, NBC or CNN. I cannot say that the visits to the local TV and radio stations were not beneficial. However it would have been better for us to have the chance to visit national networks having new technologies so that we should have the chance to see the way of development in the field of media."*
- *"It was very good for me to meet Nicholas Burns and wrote a news about his speech. But I wish to go a big news agency with the all participant."*
- *"We get very useful knowledge during the ASNE convention discussions."*
- *"ASNE Convention was interesting especially with US President Bill Clinton But I found the convention, as well as the things we have seen at the convention, also helpful (when we go back to Cyprus). I think the worst part of it was Greeks and Turkish were more separated during this program which was not good."*
- *"The ASNE convention was, as expected, excellent and very useful. It think, however, some sessions were not useful to us due to the locality of the issues. However, meeting the top editors of the US and hearing their problems is surely a once-in-a- lifetime opportunity. We also had the chance to meet Albright & Clinton and file stories."*
- *"ASNE convention was a dream that became true. Very well organized. In that hall the spirit and brain and heart of USA was echoing. I admired all of them. I learned that those professionals are thinking and working very vigorously. I think that's why they are and USA press is world champion. The lessons I got is: As a Turkish Cypriot we have to work immensely to US and to peace."*

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- *"I was able to closely listen and view the U.S. leaders and media representatives. I also observed the presentation techniques to keep participants interested in these conferences and forums. I feel lucky to be part of the program."*

III. Instructional Materials

1. The *quantity* of the instructional materials (folder, hand-outs) was: __Not Enough *(13)* Enough *(4)* Too Much

2. The quality of the instructional materials (folder, hand-outs) was:

	Not useful				Very Useful
	1	2	3	4 *(8)*	5 *(10)*

Comments:

- *"The material distributed during our stay has introduced a new world and has added value in evaluating our business. I will, as much as possible, carry this material with me for future reference and share it with my colleagues. The only negative I see is that the material only covered the USA."*
- *"Instructional materials both in quality and quantity was enough and very useful. If I should say, so of the speeches made in convention could be conveyed to us. That would be very beneficial."*
- *"Too many. I don't know how to take them back to Cyprus. This includes the material I have got from the convention."*
- *"Books, newspapers and the materials are useful everywhere and not died!"*
- *"I think I need at least 3 months to read all the instructional materials. I am going to share them with my other colleagues."*
- *"I think the quantity and the quality of materials given were enough although we could not have the chance to read them. I think when I return back to my country I will definitely try to read all of the material given."*
- *"Those materials will really be very useful for us. As we haven't enough time to read them, I'm sure when we will return to Cyprus we will find time to read and learn more."*
- *"It would be better if we had these materials in computer disk or in CD ROMS."*
- *"I didn't have much time to read as much as I wished to have. But I will certainly do it when I go back home."*
- *"AMIDEAST and ICFJ and Fullbright thought everything for us. I can't make any critics about this."*

IV. Administration

1. The length of this program was: *(1)* Too Short *(17)* Just Right __ Too Long

2. Please rate the following aspects of the program:

	Poor/ Not Useful				Excellent/ Very Useful
a. Quality of the group escorts (Eugene Prunty and John Guardiano)	1	2 *(1)*	3 *(2)*	4 *(5)*	5 *(10)*

b. Courtesy and helpfulness of the staff (ICFJ, AMIDEAST and Fullbright)	1	2	3	4	5 *(18)*
c. Meeting rooms and other facilities	1	2	3	4 *(4)*	5 *(14)*
d. Hotel accommodations	1 *(1)*	2 *(1)*	3 *(5)*	4 *(7)*	5 *(4)*
e. Ground transportation	1	2	3 *(1)*	4 *(5)*	5 *(12)*
f. Over-all scheduling and management	1	2	3	4 *(5)*	5 *(13)*

Comments:

- *"Everything was OK."*
- *"Organization of the whole program was excellent. Everybody we met at AMIDEAST and ICFJ were very friendly and made us feel at home. Not a minute did I feel homesick."*
- *"Everything was excellent."*
- *"What are you waiting me to say. As a Cypriot it wasn't even a dream for me (such a trip). I learned so much and while learning I enjoyed so much!"*
- *"First of all I should point out that courtesy and helpfulness of the staff was excellent. Also transportation was excellent. However, I cannot say the same for the hotel quality. It could have been much better."*
- *"To stay with my Greek friends was nice. I met new friends and I am very happy."*
- *"To see the Washington DC and New York pleased me. I am very hopeful all of the visitings."*
- *"I think Du Pont area is an excellent place for anyone to stay; but the hotel can be better. Staff is helpful as much as they can be."*
- *"I would like to take the opportunity to thank all organizers for their carefulness, dedication and the way they handled their jobs."*
- *"I would like to note that I found the hotel poor in the hygiene issue (cockroaches in my room), smoke (cigarette) fumes coming inside my room and the fact that the bed cover was dirty. The staff at the hotel were also not always helpful."*
- *"I have to thank you for all the good organization of the whole workshop. Everything was perfect."*
- *"Buses from the hotel to the Marriott for the ASNE should have been made available for us."*
- *"The second week of the program we were split into groups, and this interrupted communication between the two communities."*

V. Impact and Value

1. Did the training program meet your expectations: *(17)* Yes __ No

Other comments:

- *"There are people who have worked in or for Cyprus (i.e. ambassadors, special representative and others) that in my opinion can contribute in the training program."*
- *"It was a good experience but it could be better."*
- *"Except for the integration of conflict resolution technics into my professional*

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capacity."

- *"But I was expecting more on the everyday life of US journalists."*
- *"I didn't come here with specific expectations. I was open to receive anything new and helpful."*
- *"It was a lot better than what I expected. The expertise and quality of the people invited to speak was excellent."*
- *"If people come to the training programme with an "open mind," then I'm sure they learned something. If not' that's their tough luck!"*
- *"Also, after this program, I have a lot of knowledge about USA."*
- *"In most of the cases, yes."*
- *"Yes, I learned so much . And I learned the key of learning also (some skills, I mean)."*
- *"Yes, it did. I made new friends both American and Cypriots from either community. Contacts created will help me professionally in the future a well."*
- *"But it could be more productive."*

2. Did the training program help to improve your professional skills and knowledge? *(18)* Yes __ No

Other comments:

- *"I learned that in Cyprus, we are not doing our job as a professional. We have to think big and gain our independence (as a media)."*
- *"I got to know well American media for which I only read or heard about it. This made me compare it with English media which we use as a model at my station."*
- *"Yes, very much. Near program I found time to breathe the culture of America (especially Washington, DC)."*
- *"It was nice to learn how my American colleagues work. I saw new technology."*
- *"It's nice to see the way Americans see (or not see) the world. I used to believe in 'independent' newspapers; now I think it is absolutely necessary for a free society."*
- *"We learned a lot and when we return to our community we will remember what we have forgotten."*
- *"I have a broader view on many issues now. I heard useful advice form top journalists at the ASNE and the discussion issues."*
- *"Not only my professional skills but also it help to improve my personal life."*
- *"The training program did not as much as the ASNE convention."*
- *"The Fulbright in Cyprus can organize a meeting in Nicosia with all those who have participated in the workshop till now and listen to their suggestions about the program."*

3. What areas should be covered in future programs for journalists from Cyprus?

- *"Along with the NPR visits to private (commercial) TV and radio stations."*
- *"You have to give more attention to the Resolving Conflict's method."*
- *"International relations and journalism. University and journalism (for example, visit a journalism school or bring in a journalism professor for a session.).*

- *"Bring journalism teachers in which can go into advanced reporting techniques. For example, specify tips on writing and reporting. Also veteran journalists who can share their experiences with us."*
- *"Emphasize more on the profession of a journalist, e.g. how an American journalist covers certain issues."*
- *"I think that one area that could have more attention is the relations between young people from the two communities."*
- *"Perhaps we can be asked to do some journalistic work in the future in such program. Also some knowledge of US politics would be welcomed."*
- *"A bit more on conflict resolution and some discussions and exercises."*
- *"More discussion on Cyprus problem may help journalists from both sides to understand their differences and get rid of their ideas which they think they are unchangeable."*
- *"Discussion about the role of media in Cyprus."*
- *"Perhaps you may ask the attendants (before coming) what they are expecting to see and do."*
- *"Visiting big networks."*
- *"I'm sure you know what you have to do. You don't need my opinions. I trust you."*
- *"It would be better to cover programs for the future, US digital journalism and visits to digital stations."*
- *"Digital journalism or using of computers in media is very important. So I think more time should be used for digital journalism."*
- *"More discussions on methods of resolving conflict."*
- *"More lessons on methods to resolving conflict."*
- *"Photo journalist."*

VI. Over-all, I would rate this training program as:

Poor/ Not Useful				Excellent/ Very Useful
1	2	3	4 *(11)*	5 *(8)*

Other Comments:

- *"Training course make good relations between Turkish Cypriot and Greek Cypriot."*
- *"The best side of the training program is to get together the Turkish and Greek Cypriots."*
- *"I would rate this training program very useful. But considering the facilities and opportunities that US has, I think we could have more to see and more to learn here in USA."*
- *"First of all, I would like to say a great thanks for all you do for us. It was an excellent chance for me to meet so friendly people. I learned a lot thing. I had the chance to visit museums and stations. I would be more happy if I had the chance to visit more modern station, but this it was the exception of the perfect training."*
- *"Thanks to all people who gave us this opportunity. It was good experience. I was happy to be here and be with my Greek Cypriot colleagues. I hope we'll be good example for*

the others, especially to our leaders. However, I've some critics about workshop. In my opinion it could be more interesting -- we should have more discussion and the solution ways of Cyprus problem."

- *"You did excellent work. Keep it up."*
- *"You made a start; and a very good start. The rest up to us. I want to thank you for everything you have done. I learned so much personally. It was a very good experience for me. Thanks."*
- *"I am going to be happy if I could find an opportunity to improve my English. Maybe you can organized something."*
- *"Before I came to the programme, I had only 1 Greek Cypriot friend. She was my best friend from the university in England. Now I believe I have 11 more friends. This is good because when you are friends with someone, then you can trust them more."*
- *"This programme was beyond my expectations. Everything was well thought and organized."*
- *"I was more than impressed. I take back home not only the increased knowledge gained from the workshop but also the friendship with my fellow T/C. When we were working together at the ASNE, covering the Clinton Statements, I felt that there is a hope after all for all of us in Cyprus. Thank you."*
- *"The process should go on. After all not many journalists around the world have the chance to shake hands with Bill Clinton."*
- *"Need for more discussions. I would like a continuation of this workshop/get-together with Turkish Cypriots back in Cyprus."*
- *"This workshop proved that the Cyprus problem isn't problem between Greek and Turkish Cypriots. Two communities can live together. The Cyprus problem is an international problem. For this reason the United States of America should to give more for the solutions to the problems."*
- *"We have to thank AMIDEAST that gave us the opportunity to meet each other. For many of us it was the first time that they spoke to Turks Cypriots and us. And this is very important. Journalists -- unfortunately -- can't solve the Cyprus problem but they can help the politicians to do it. That fact that Turks and Greeks Cypriots journalists met each other and become friends here in the USA, I think is very useful!"*
- *"The main benefit to us was that we were given the opportunity to meet and discussion with the T/C issues that concern us both."*

Thank you!

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APPENDIX F

Statistics

OVERALL STATISTICS
As of May 1997

	Total Participants	Greek Cypriots	Turkish Cypriots	Male	Female	Withdrew
Full Scholarship Participants (withdrawals not included)	473	372	101	304	169	26
Partial Scholarship Participants (withdrawals not included)	328	188	140	227	101	24
Short-Term Technical Trainees (withdrawals not included)	410	310	100	299	111	18
Conflict Resolution Trainees	416	226	190	274	142	-
Journalism Trainees	38	19	19	29	9	1
Bi-Communal Management Trainees	172	91	81	133	39	-
COMBINED TOTALS	**1,837**	**1,206**	**631**	**1,266**	**571**	**69**

CONFLICT RESOLUTION TRAINING
Statistics as of May 1997

	Total Participants	Greek Cypriots	Turkish Cypriots	Male	Female
CASP Student Workshop I May 1993, 101-0004	47	36	11	24	23
CASP Student Workshop II May 1994, 101-0107	22	14	8	14	8
CASP Student Workshop III May 1996, 101-0109	29	19	10	19	10
Training of Trainers I August 1994, 101-0507	29	15	14	17	12
Training of Trainers II October 1995, 101-0209	27	14	13	14	13
CASP Alumni Workshops August-September 1994, 101-0407	107	53	54	75	32
Policy Makers Workshop I July 1994, 101-0207	40	20	20	33	7
Policy Makers Workshop II July 1996, 101-0309	20	10	10	18	2
Bi-Communal Project Leaders May-June 1994, 101-0307	65	30	35	40	25
Teachers Workshop July 1996, 101-0409	30	15	15	20	10
Youth Summer Camp June 1997, 101-0509					

COMBINED TOTALS	**416**	**226**	**190**	**274**	**142**

JOURNALISM TRAINING
Statistics as of May 1997

JOURNALISM TRAINING 101-0010	Total Participants	Greek Cypriots	Turkish Cypriots	Male	Female
Senior Editors June 1996	19	9	10	17	2
Reporters April 1997	19	10	9	12	7

COMBINED TOTALS	38	19	19	29	9

MANAGEMENT TRAINING
Statistics as of May 1997

MANAGEMENT I 101-0005	Total Participants	Greek Cypriots	Turkish Cypriots	Male	Female
Mid-Level Managers February-March 1994	52	31	21	41	11

MANAGEMENT II 101-0008	Total Participants	Greek Cypriots	Turkish Cypriots	Male	Female
Mid-Level Managers February 1996	39	18	21	28	11
Mid-Level Managers October 1996	28	13	15	18	10
Mid-Level Managers March 1997	34	20	14	29	5
Senior Executives December 1996	19	9	10	17	2
Senior Executives June 1997					

COMBINED TOTALS	**172**	**91**	**81**	**133**	**39**