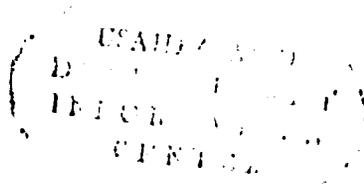


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DEFINITION OF PROJECTS AND
ACTIVITIES IN SUPPORT OF
GOVERNMENT-WIDE MANAGEMENT
IMPROVEMENT IN THE
ARAB REPUBLIC OF EGYPT

Submitted to:

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From:

August 29, 1978

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AIU/500-17-00-0000
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INTRODUCTION

During the course of our work to train trainers of managers under the auspices of the Central Agency for Organization and Administration (CAOA), PCI had the privilege to help CAO A staff articulate their priorities in terms of a coherent program. In the following, we outline our understanding of the CAO A program for improving management practice throughout the Government of Egypt.

We present this program outline to help the CAO A implement the individual projects that comprise the program outline. The enclosed is by no means intended as a comprehensive statement of CAO A operations and priorities. Rather, it attempts to be a focused consolidation of the highest priorities set forth by CAO A management in their discussions with PCI regarding management training.

To the extent that this document does help CAO A plot its course for future operations, it is a testimony to the vision and insight of the current leader of CAO A, Dr. Hassan Tawfik, and to the good offices of those members of the CAO A who gave us day-to-day assistance, most notable among these being Doctors Helmi and El Morsey.

SECTION I - THE PROGRAM GOAL

Review of CAOAs priorities and its "shopping list" regarding desirable activities leads us to the conclusion that there is a clear and focused single objective which unifies CAOAs priorities. By definition, we consider that single objective to be CAOAs program goal. That program goal may be stated as follows:

To have state-of-the-art management technology applied to priority Ministries, programs, and projects.

The indicators of goal level success would consist initially of improved systems and processes of management actually adopted by key organizations, programs, and projects. Over time, we should see better projects--and more effective functions--reductions in cost and schedule overruns, and an increase in "purpose level" successes.

CAOA cannot overhaul government management overnight. No entity has the resources to accomplish that task. However, CAOAs can introduce best-case management practices to priority areas. This will have immediate effects in terms of improved operations and additional multiplier effects as others adopt improved management practices.

The full flavor of this program goal can be determined by constituent projects necessary to achieve this goal, as set forth in summary fashion in Figure 1.

As can be noted from Figure 1, the major elements in the program are exactly the priorities that have been, on several occasions, voiced by CAOAs:

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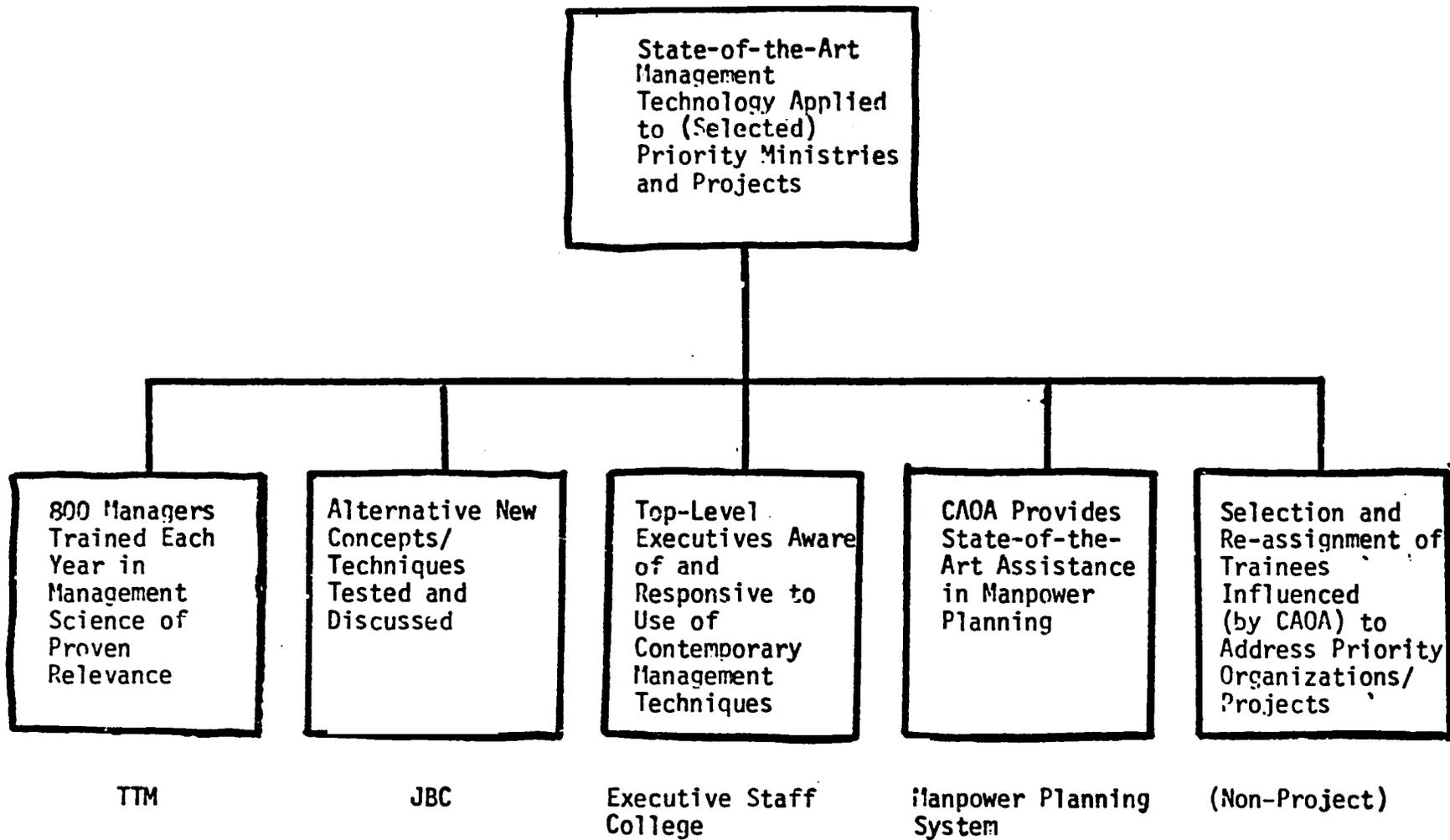


FIGURE I. SIMPLIFIED CAOA PROGRAM AND PROJECT ORGANIZATION

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1. Training Trainers of Managers to provide the capability for training relatively large numbers of managers.
2. Manpower planning activities to effect efficient utilization of scarce manpower resources and appropriate training and career experiences.
3. Training senior level executives to make them more effective managers and more responsive to management initiatives from subordinates.

From CAO's point of view, the middle management project* is best used as a source of complementary management ideas and personnel--helping create an environment conducive to continuing management improvement.

The remaining element of the program is CAO's use of its influence and persuasion to ensure that the right individuals are subjected to the desired training experiences, etc.

In the following we outline possible project plans, including technical assistance activities, for each of the three priority projects under this program: TTM, Senior Executive Training, and Manpower Planning.

* The fourth project noted in Figure 1.-- Joint Business Council (JBC)

SECTION II - WORK SCHEDULE FOR COMPLETING TTM SESSIONS II AND III

A schedule of work for completing Sessions II and III of the TTM Program is shown in Figure II. The sequence shown is a logical one, not intended to reflect timing. However, it is reasonable to complete the entire program of two six-week sessions within a six-month period.

The schedule shown is exactly that planned earlier* with the exception that at the end of Phase II, in order to ensure that Phase III materials are adequately translated into Arabic and are of high quality, we propose that a CAO representative come to Washington to assist our team in the translation process. This representative will not need to perform the bulk of the translation, but will help supervise translations and provide quality control.

We also offer as an option work with "live projects" as was undertaken during Session I.

The basic curriculum for the Phase II session, to be revised during Phase II session for Phase III, is shown in Table 1.

It is our belief that the enclosed, together with this statement of work from the previous contract awarded to PCI, should provide the basis for a procurement, whether competitive or sole source.

Upon discussion with our staff, we believe that the program can be either residential or can be held in Cairo using CAO facilities.

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SECTION III - THE EXECUTIVE MANAGEMENT "STAFF COLLEGE"

Top management personnel in the government of Egypt tend to be highly specialized professionals with little background in, and often little understanding of, management. Yet, their primary job is exactly that, management. CAO A feels it has a role and a responsibility to equip top managers with the skills and attitudes necessary to function as top management: preferably as a requirement for assuming a top management role.

CAOA is currently holding two-week seminars for senior managers. These seminars are well attended and the curriculum is, in PCI's judgment, a good one. However, there is a very real question as to whether a two-week program is sufficient to impart all the skills necessary and, equally important, whether two weeks is a long enough duration to allow changes in attitude-- towards a more flexible and responsive style of management-- to take place.

Therefore, CAO A envisions a project that would review the needs and opportunities for senior management training with the view to developing a truly responsive program. Among the options to be considered would be to establish a prestigious "staff college" (presumably in cooperation with other Egyptian institutions). Another option to be considered will be simply to maintain the current two-week program either as is or with modifications. And the full spectrum of alternatives between these two options needs to be considered.

The specific project envisioned at this juncture would be to perform a brief needs analysis, including an evaluation of the current two-week program, in order to develop an ideal curriculum. That curriculum would then be analyzed in cooperation with representatives from other government

organizations, to develop a plan for implementing that curriculum with the minimum of donor assistance.

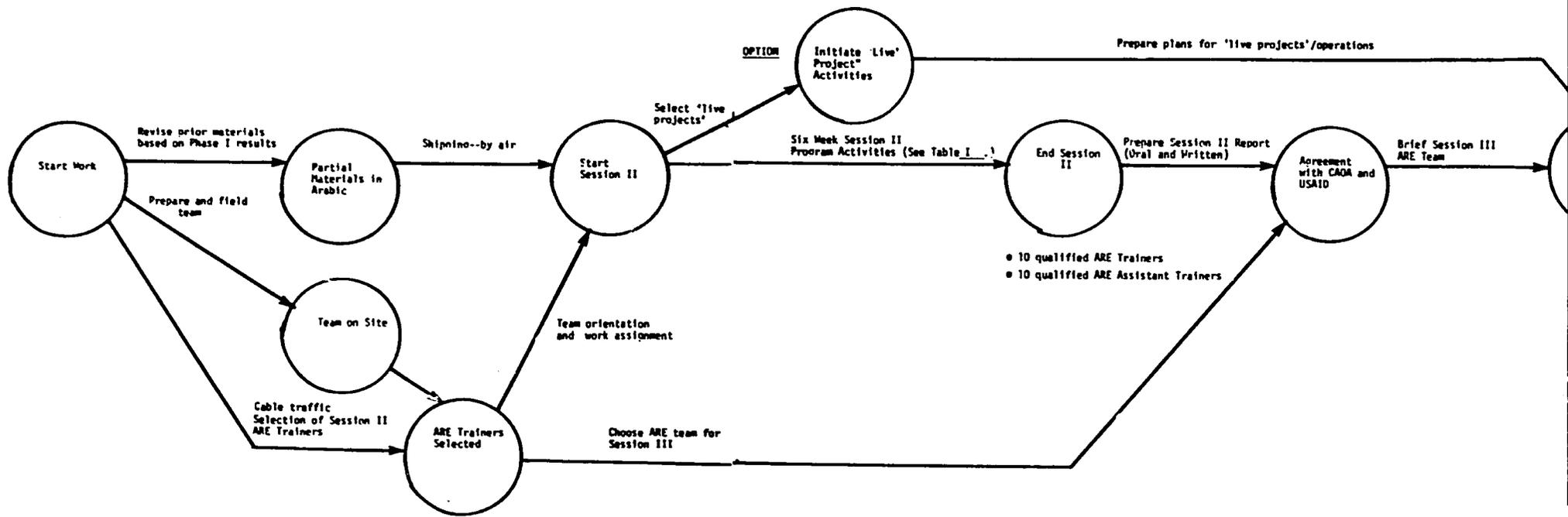
A schedule and approach for such curriculum development activity are shown in Figure 3. Activities are discussed in the following.

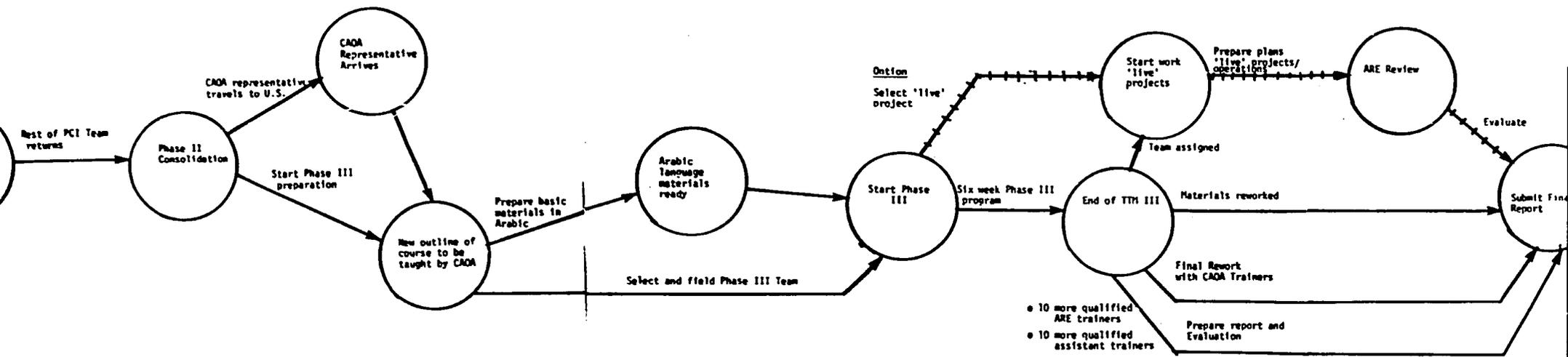
Development of a truly effective Senior Session cannot be accomplished at one stroke. Rather, we would recommend a two-phase program. First would be a planning phase to establish learning objectives, cooperating institutions, methods and duration of training, etc. The second phase would, of course, be actual implementation of the Phase I plan to provide full-scale training to senior managers.

This does not mean, of course, that important improvements cannot be made during Phase I. As proven elements of curricula are found to be available (e.g., appropriate management training courses available through the University of Cairo), recommendations for modification of the existing program would be considered immediately. In this way the course and the institutional relationships required to support it can evolve over time.

At this juncture, however, it is possible only to plan out in detail Phase I: Development of a Final Curriculum and a Plan for Implementation. Key sub-elements of that plan are basically those "events" (shown in circles) noted in the implementation schedule (Figure 3):

- Learning approaches clarified and problems highlighted through actual test training experiences.
- Feasibility, timing, and "salability" of such a program established with ministries other than CAO.





Schedule for Completion of Phase II and Phase III of the TTI Program for the CADA, Egypt.

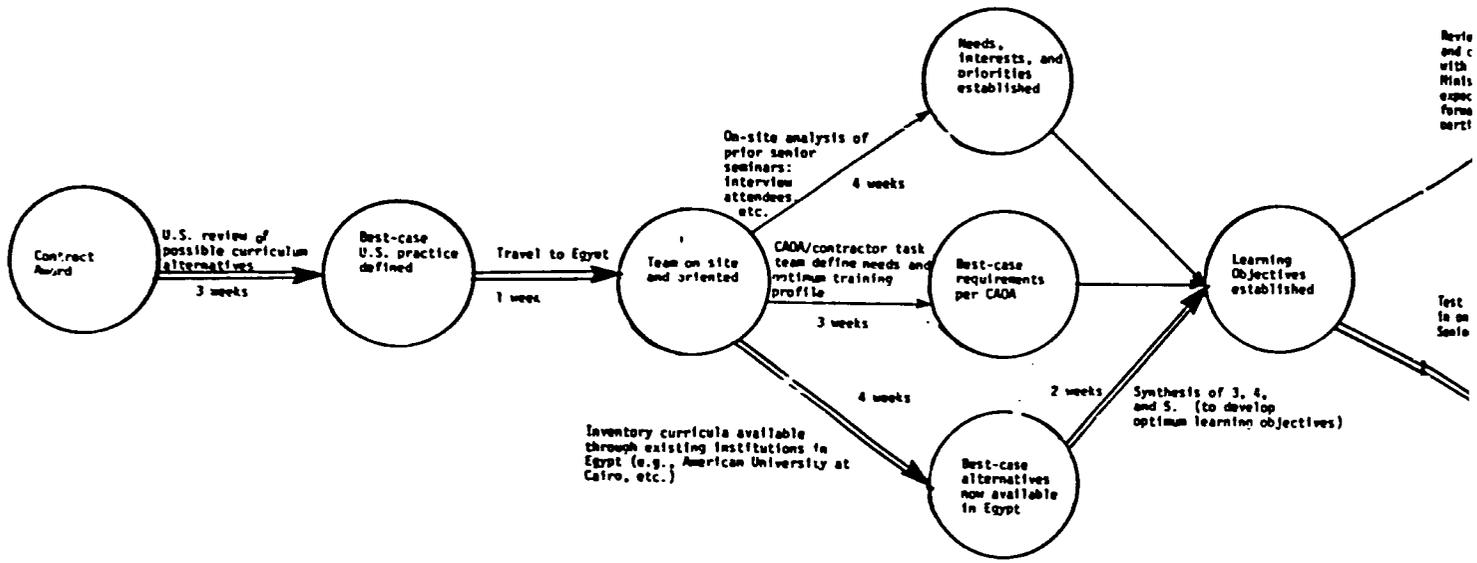
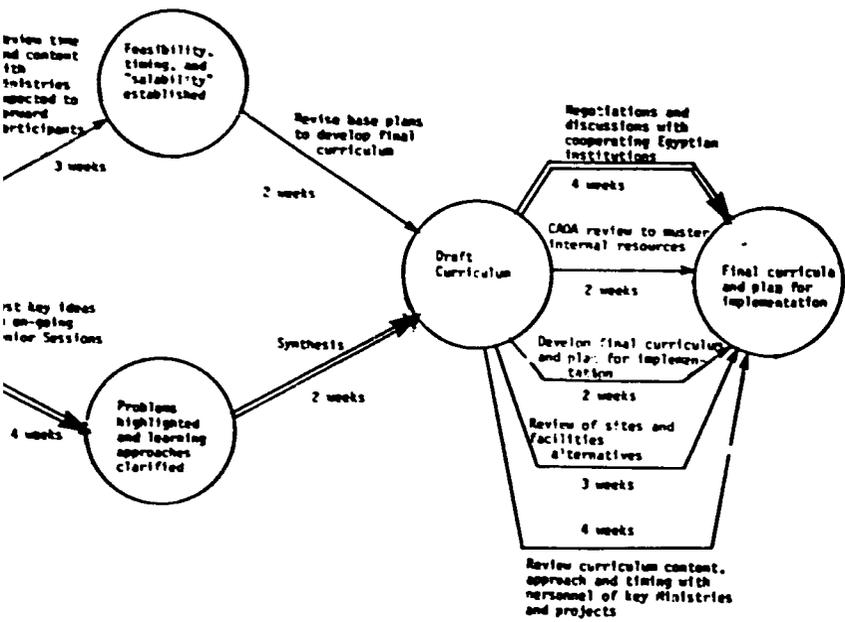


FIGURE 11/ Implementation Schedule for Project to Establish "Staff College" for Senior Managers
 "Critical Path" shown in heavier line, suggests time-to-completion of 27 weeks.

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- Learning objectives established to consider the needs, priorities, and interests of other ministries and programs, best-case requirements in accordance with CAO A thinking, and best-case alternatives now available to potentially cooperating institutions in Egypt.

All of the above will, of course, be considered in the light of best-case practices as defined in the U.S. and Egypt.

To further clarify our proposed project plan, we discuss individual activities (shown in Figure 3).

Note: All activities will be undertaken in close cooperation not just with CAO A staff but also with other CAO A consultants--for example, the team from Japan which is already participating extensively in the Senior Seminars.

1. Review of Executive Training Programs.

U.S. organizations, both governmental and business, have now acquired extensive experience in training senior executives. The "Staff College" concept, usually in cooperation with universities, has been used since the war and is by no means associated solely with the military. Internal programs for such major corporations as AT&T now service substantial numbers of top-level managers. And, much less customized programs are available through U.S. universities and such organizations as the American Management Association. All of these alternative approaches, including those available through the U.S. Civil Service Commission, will be reviewed to suggest a full range of content and approaches for such training.

2. Travel to Egypt.

A team of at least three individuals is envisioned for work in Egypt. At least one of these individuals should be extensively familiar with the TTM program, both because that will assure reasonable familiarity with CAO A

current operations, and, far more important, because CAO A is considering making an important investment in the management style and concepts being taught in TTM. Therefore, the program for senior executives must embody, or at least be compatible with, the training, management approaches, and style being taught by TTM.

3. On-Site Analysis of Prior Senior Seminars.

There is already a high effective demand for training of senior level executives. Starting this year, a portion of that demand is being met by two-week seminars. Therefore, we have a built-in data base available to us for needs assessment, etc., on the part of prior participants in such Senior Sessions and their supervisors. This task consists of a number of subelements, including:

- a. Developing instrumentation for interviews;
- b. Selecting individuals for interview;
- c. Selecting and training individuals to hold the interviews (in addition to the contractor team, members of CAO A staff should become skilled at performing this type of interview);
- d. Actual conduct of the interviews; and
- e. Data analysis, including validation of selected data.

In selecting respondents to the initial survey, we will also "hold back" a group of respondents who will be surveyed during the last phases of the curriculum development to ensure that the program as actually developed meets the requirements of those who have not been actively involved in its construction (see Task 15).

4. CAO/Contractor Task Team-Defined Curriculum Choices.

One of the best sources of information regarding the subject are the ideas already in the minds of the CAO staff who have already considered this issue. Therefore, the contractor should work closely with the staff to define the curriculum choices deemed most appropriate to CAO's vantage point.

5. Inventory Curricula Available through Existing Institutions in Egypt.

Some of the training already being provided in Egypt will be of high potential relevance to a Senior Seminar. For example, it would be surprising if the University of Cairo did not turn out to have both curricula and faculty able to undertake important portions of this senior "Staff College". Therefore, a specific activity under this project will be to inventory those curricula and obtain the insights and recommendations of senior faculty at potential cooperating institutions.

6. Synthesis of Tasks 3, 4, and 5 (Above).

A synthesis of the results of prior analyses in a coherent statement of learning objectives and approach is envisioned. The synthesis should involve CAO, the contractor, staff from cooperating institutions, and possibly members of "client organizations"--those organizations which would be forwarding their personnel for training. At the option of CAO and U.S. AID/Cairo, U.S. AID personnel might also participate in this synthesis.

7. Develop Lesson Plans and Rough Agendas.

A statement of learning objectives is just the beginning of a curriculum development activity. These objectives must now be made coherent in terms of lesson plans and rough agendas specifying the duration and approach to training.

8. Review Time and Content with Ministries Expected to Forward Participants.

We know that ministries are willing and even eager to forward participants for a two-week session. We presume, with good evidence, that ministries would want topics covered that are not already included within the two-week program. But, the question is, what price the ministries are willing to pay for additional topic coverage. Is it better to have a four-week program covering only the highest priority topics or to maintain the current two-week program but change the agenda? Or, extend to a three- or four-month program for a total immersion training experience? These alternatives must be considered in light of what will be thought most responsive to the needs of the ministries who would be forwarding participants. This is the activity that will be undertaken as part of Task 8.

9. Revise Lesson Plans, Etc., to Develop Draft Curriculum.

This activity will tie previous tasks together to define a training course that makes sense to CAOAs and to potential client organizations. The curriculum will include definition of complete content and approach, and probable sources of instructors, audio-visual materials, etc.

10. Test Key Ideas in Ongoing Senior Sessions.

Very possibly, some of the learning objectives set forth in this project will differ from preceding objectives. (We have already reviewed the Senior Session curriculum.) Therefore, in cooperation with the consultants providing senior-level training, we will introduce selected potentially controversial or difficult topics into these Senior Sessions to judge the audience's reaction and interest. We are confident of our ability to perform this task constructively, as we have very good collegial relationships with the other consultants to CAOAs.

11. Revise Lesson Plans, Etc. to Develop Final Draft Curriculum.

All prior work will be synthesized and brought together in an activity to develop not just a curriculum but a coherent, focused plan for implementation. This activity will be in close cooperation with all parallel activities (Tasks 12-15, inclusive).

12. CAO A Review of Internal Resources.

The key element of this project will be to determine the level of capability within CAO A to actually provide the training and manage the implementation. This is, therefore, brought out as a separate topic to be worked on closely with CAO A staff.

13. Review of Sites and Facilities Alternatives.

Again in close cooperation with CAO A personnel, simple issues of logistics will be worked out together with potential cooperating institutions.

14. "Negotiations" and Discussions with Cooperating Egyptian Institutions.

We anticipate that other Egyptian institutions will be a large part of any ongoing program for Senior Sessions. More specifically, we would expect the University of Cairo to be heavily involved. Therefore, the project envisions continuing discussions with such institutions to involve them and to ensure that they are ready, able and willing to play appropriate roles in implementation and training.

15. Review of Curriculum Content, Approach and Timing with Personnel of Key Ministries and Projects.

The proof of the pudding is in the eating. Therefore, the final curriculum timing, etc., and all other details of the envisioned senior Staff College will be discussed with the client audiences to ensure that there will continue to be a high effective demand for such training.