

TRAINING OF TRAINERS IN MANAGEMENT (TTM)

ALEXANDRIA AND CAIRO, EGYPT

MAY 20 - JULY 12, 1978

INFORMAL EVALUATION OF SESSION I

Submitted to:

James B. Riley
Urban & Industrial Development
Science and Technology
Agency for International Development
Cairo, Egypt

By:

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July 27, 1978

Mr. James Riley
c/o The American Embassy
USAID
Cairo, Arab Republic of Egypt

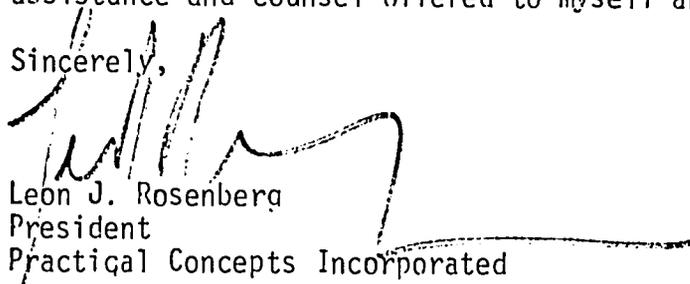
Dear Mr. Riley:

I am pleased to enclose for your review an informal evaluative review of TTM Session I (five copies). Our final report for TTM Egypt Session I was already submitted to you in Egypt, but I also include it as an appendix to the enclosed.

These documents are in addition to the report on manpower planning, already submitted to your office and to Dr. Tawfik of CAO.

My thanks to you and members of the USAID Mission for the assistance and counsel offered to myself and our PCI team.

Sincerely,



Leon J. Rosenberg
President
Practical Concepts Incorporated

cc: Robert Brandt,
USAID/Cairo

LJR:d

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SECTION I

INTRODUCTION AND SUMMARY

A. INTRODUCTION

Under the auspices of the CAO, thirty-seven representatives of the Arab Republic of Egypt (ARE) completed the PCI-led program to train them as trainers of managers. High levels of competency were achieved by at least ten of these thirty-seven participants. Nineteen agencies were represented (See Table 1). At least twenty persons are now or can quickly become competent trainers in the materials presented.

In addition to participants attending the TTM training per se (consisting of a five week residential program in Alexandria and a three week effort in Cairo), short seminars and briefings were held both by PCI staff and by TTM participants to orient participants' supervisors and colleagues to the subject matter of the program. Thus, at least seventy-five individuals have been exposed to key concepts.

B. PROGRAM CONTENT

Training Program Content: Key Management Concepts

The Program imparts principles, concepts, and techniques related to "The Project Management Approach." To simplify learning, these management concepts are packaged as a "Project Management System." However, a key learning point is that the so-called project management approach is in fact the approach now used at every level and for every kind of supervision. Task forces in government, worker groups in the Volvo factory, task teams in General Mills, etc. are all applications of the "project" approach to non-project supervisory situations.

TABLE 1

ORGANIZATIONS REPRESENTED BY ATTENDEES OF TTM EGYPT, SESSION I

CATEGORY	NUMBER	PERCENTAGE
<u>MINISTRY</u>		
● Ministry of Housing	2	5.41%
● Fayoum Governorate	1	2.70%
● Ministry of Interior	3	8.11%
● Ministry of Higher Education	1	2.7%
● Ministry of Health	2	5.41%
● Central Agency for Organization and Administration	15	40.57%
● Ministry of Local Administration (Handicraft Industries)	1	2.7%
● Institution of Social Security	1	2.7%
● Giza Governorate	1	2.7%
● International Exhibitions and Fairs	1	2.7%
● Ministry of Finance	1	2.7%
● Ministry of Social Affairs	1	2.7%
● National Institute of Management Development	1	2.7%
● Ministry of Cultural Affairs	1	2.7%
● Ministry of War Production	1	2.7%
● Central Agency for Accounting	1	2.7%
● Ministry of Industry (Wooltex Companies for Textiles)	1	2.7%
● Ministry of Foreign Affairs	1	2.7%
● Misr Car Trading Company	1	2.7%

The participant is also given a reasonably complete range of techniques for planning, designing, scheduling, allocating resources, monitoring, and evaluating projectized operations. Emphasis for data collection and analysis is upon those things that a local manager can be expected to do on his own, without expensive assistance or studies.

Program Content: Training Concepts

Emphasis is on andragogy as opposed to pedagogy, with the trainer recognizing that learning is a personal heuristic process for which he (the trainer) can help establish an environment and context, but over which the trainer has little control.

The case study method is one of the key training techniques taught and used. Students are taught how to develop cases, how to moderate and orchestrate group processes for effective use of case material, etc. An open and participative lecture style is also encouraged, to allow audience involvement. Trainees are expected to develop their own lesson plans and visual aids. They are shown how to use various audio-visual techniques. In-class emphasis is on use of flexible, "fast-moving" media -- e.g., flip charts. Use of videotape is demonstrated and each of the participants is given practical experience in videotaping. (Several portable TV cameras and videotape recording systems are normally employed in each training session.)

C. SUMMARY OF RESULTS

Each of the thirty-seven attendees of the first session was positive about the training experience and felt that much of value

had been gained. Of the forty or so Senior level officials reached through seminars and presentations, about half have expressed an active interest in continuing and extending the program. Within the Central Agency for Organization and Administration (CAOA) Drs. Tawfik, Helmi, and El Morseyy have also expressed their feeling that the TTM program addresses one of the highest priorities faced by the Government of Egypt--training government sector and public sector managers on a scale large enough to make a difference.

Materials used by PCI trainers during the first TTM session in Alexandria have been partially translated into Egyptian Arabic. If the program continues as planned, these Arabic-language materials would be refined during the second session. Thus, a finished set of Arabic language materials could be available for use during the third session.

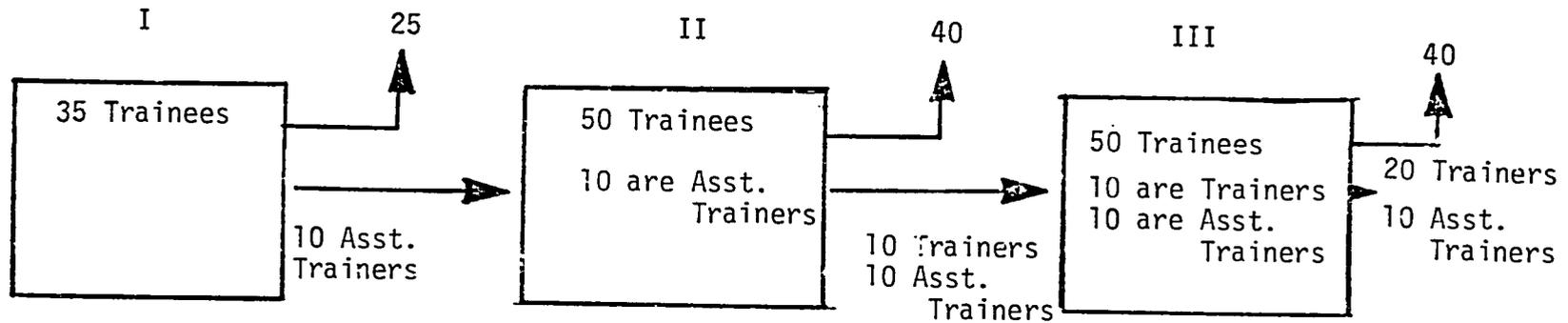
D. SHOULD THERE BE A SECOND AND THIRD TTM SESSION IN EGYPT

During the original PCI site visit to Egypt, in February of 1978, the program requested by Dr. Hassan Tawfik of CAOA was for three training programs. Graduates of the first TTM session would participate as instructors during a second session, graduates of the second would participate as instructors in the third. In this way, upon completion of the program, he would have available a strong cadre of trainers who had already had on-the-job experience training in the subject matter of choice.

The planned training sequence is shown graphically in Figure 1. If we assume that only ten members of each session actually become trainers, we will still have at the end of three sessions, thirty trainers who have proven their capability to train as well as to understand and use the management concepts in which they will be providing training. If we assume that each of those trainers trains forty managers per year, then the immediate result of our three session TTM program would be 1200 managers trained every year.

FIGURE 1

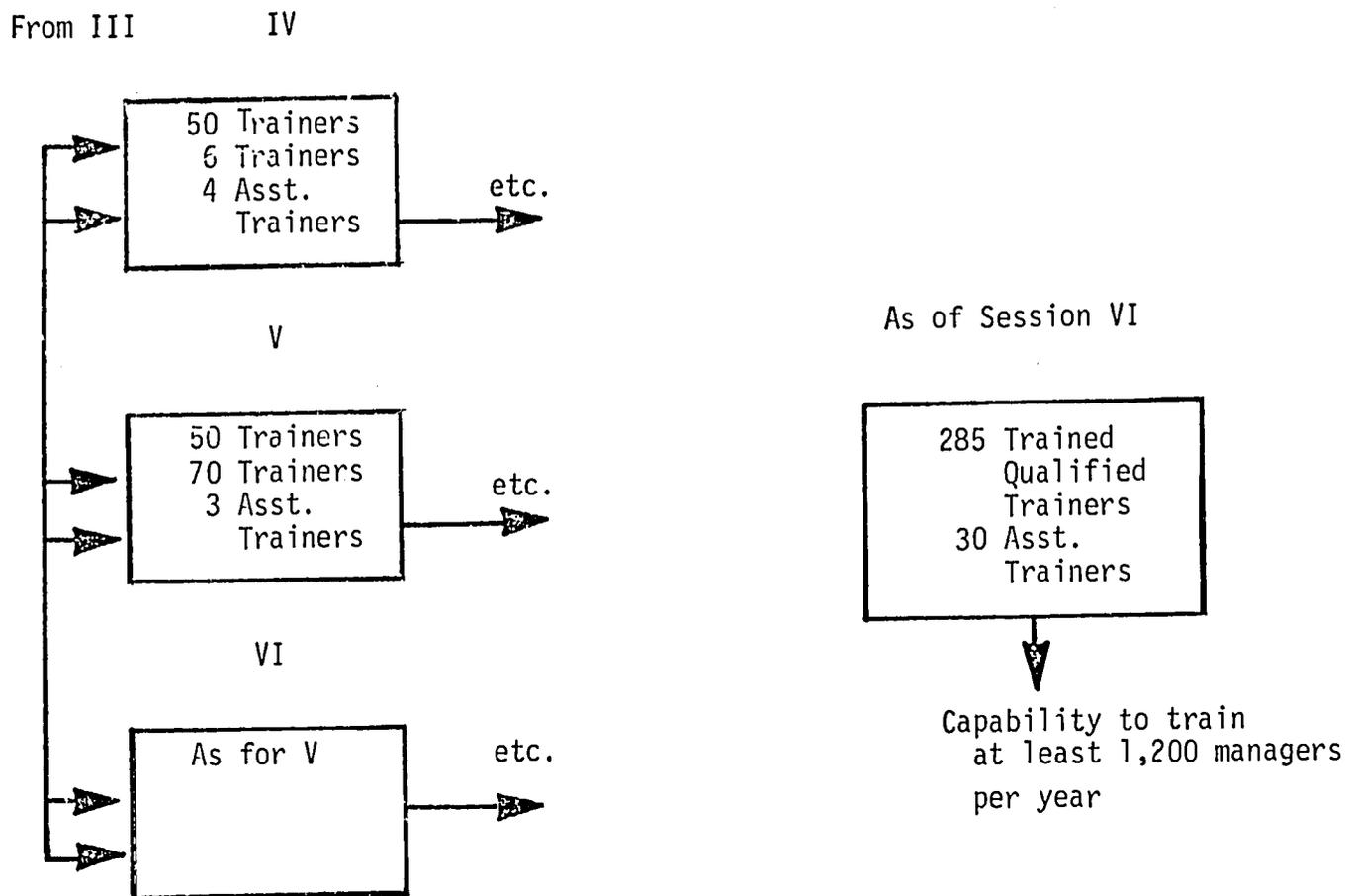
RESERVE TRAINERS IN MINISTRIES



to Figure 2

The sequence of three TTM programs allows first and second session trainees to gain actual training experience as members of PCI-led training teams. Therefore, at the close of the third session 137 individuals will have been trained and 30 will have proven their capabilities as trainers. If each of 30 trainers trains 40 managers per year, this provides an immediate capability for the Government of Egypt to train 1,200 managers per year, without contractor participation.

FIGURE 2



If CAO A continues the management training program deriving from TTM as planned, the next sessions can round out the experience of those who served as assistant trainers during PCI-led Session III. Therefore, although Sessions IV, V and VI will be held by Egyptian personnel without PCI assistance, these sessions should produce an additional group of proven trainers. Thus, upon completion of Session VI, there can be a cadre of 60 qualified and experienced trainers-- providing a capability to train at least 2,400 managers each year. (The upper limit, assuming each trainer can train only 40 managers per year, would be at least 5,400 managers trained each year--which assumes that all 137 TTM participants served as trainers).

As the TTM program was originally envisioned by CAOA as consisting of three sessions, and the CAOA evaluation of the first session has been positive, CAOA has naturally indicated its interest in holding the other two sessions as planned. In the following we highlight some of the issues for and against holding the second and third TTM sessions.

Con: Arguments Suggesting That There Should Not Be a Second or Third TTM

The reasons advanced for not continuing with Sessions II and III as planned are the following:

1. CAOA does not have the organizational "clout" required to extend training to high priority ministries and projects.
2. The need for management training is so enormous, with the Government committed to full employment of all college graduates, etc., that although management improvement is clearly a priority, it would be unwise for a donor to invest in a problem of this type that "cannot be solved".
3. The goal of the TTM project is being addressed by the middle management program suggested by the Joint Business Council, which therefore substitutes in some way for Sessions II and III.
4. The process for procuring contractor services for Sessions II and III will be complicated by the difficulties already experienced in Session I--in which there was first an initial misunderstanding as to whether Washington or the USAID would pay for the program, and then the Mission was put in the embarrassing position of demanding a sole source procurement in spite of current AID policy strongly against any and all sole source procurements.

Each of the above objections is briefly discussed in the following.

1. CAOA Does Not Have the Organizational "Clout" Required to Sustain a Program of This Type.

PCI is in no position to judge the relative organizational influence of CAO A. However, it does seem reasonable to assume that no agency of government--whether in the ARE or the USA-- is able to dictate requirements to other agencies of government. However, current organizational influence of CAO A may not be of great importance.

Two points seem worth noting:

- (1) There is an extremely high demand for management training among all the ministries with which our PCI staff have come in contact. Further, there is considerable receptiveness to the idea of U.S. management technology. In this situation it seems probable that if CAO A can provide a high quality training program, other ministries will use that program because they want their personnel to receive the training irrespective of such issues as 'organizational influence'. It is worth noting in this regard that the first TTM session included representatives from 19 agencies within the ARE. Neither the individuals undertaking the training nor their supervisors expressed any discomfort at having CAO A provide training. Further, most of the individuals in the session indicated their willingness to participate as trainers in CAO A-led training programs.
- (2) If CAO A provides a quality training service, then the reputation for providing that service can create the kind of organizational status that CAO A requires to get this particular job done: training reasonably large numbers of ARE managers.

2. Management Training is Such a Big Problem That No Donor Can or Should Responsibly Address It.

It is certainly true that the need is big enough and the demand great enough that no donor can responsibly commit to meeting the full need for management training. Further, there is much to

recommend a highly targeted program or ministry specific focus to management training. It is usually easier and more visible to improve management practice and create management systems within a government agency or department-- say within the Free Zone Authority or CAO A itself, etc.

On the other hand, the magnitude of the need is sufficient to suggest that the ARE (and donors) must look for programs with a high multiplier effect. TTM provides such a potential high multiplier effect. If all of the 135 trainees were to train 40 managers per year, then management training would be provided to 5,400 managers every year.

It is a realistic target that the multiplier effect will be such that 800 managers will be trained each and every year following the three TTM sessions by the CAO A with little or no U.S. assistance.

3. TTM is to a Large Extent Replaceable by the Middle Management Program Suggested by the Joint Business Council.

The Middle Management Program does not replace TTM:

- (a) The Middle Management Program is of limited scope. It will graduate at most 400 managers over the course of three years. TTM's target is 800 trainees each and every year, 1,885 managers trained in the course of the first three years.
- (b) The Middle Management Program is to a large extent experimental and is addressed to the private sector. The TTM curriculum has proven its relevance to LDC managers in government and public sectors in scores of other countries, and that relevance has been endorsed specifically by about 75 representatives of the Government of Egypt (those attending the

TTM program and subsequent Senior Sessions and briefings).

- (c) The Middle Management Program is too expensive to extend on a large scale. Investments that will probably exceed \$4,000,000.00 will realize perhaps 400 trained managers. TTM, an investment of about \$400,000.00 in U.S. dollar costs, should realize a continuing stream of perhaps 300 managers trained each year and almost 2,000 trained during the first three program years.

4. Problems in Procurement

This procurement was difficult because there was an initial misunderstanding as to the ability of centrally financed programs to service SSA countries. AID/W determined that an operational program such as TTM, if held in Egypt for Egyptians, had to use SSA funds. Therefore, in order for PCI to provide the TTM services, a new contract had to be written to provide those SSA funds. That meant that the Agency had to undertake a sole source procurement process, which is difficult at this time. Although PCI feels that it would be in every way substantively appropriate to continue the TTM activities under a further sole source procurement, and that such a sole source procurement could be justified under normal circumstances, we recognize that current circumstances may not be normal. In which case, the importance of the program is such that we recommend that USAID/Cairo go forth with a competitive procurement. If PCI is uniquely qualified to perform this activity then we should be able to so demonstrate in a competitive proposal. If not, then a properly written scope of work should ensure that comparable service is obtained from an alternative contractor.

Pro: Reasons TTM Sessions II and III Should Go Forward

Some of the reasons arguing for continuation of the program as envisioned include:

1. There is an enormous effective demand for training of exactly the type provided by TTM. Both participants and their supervisors within the ministries have indicated a high degree of interest in having conversance with exactly those tools and techniques provided by the TTM program. Further, there has been a high degree of receptiveness to the training approach and to methods of organizing people to ensure constructive involvement of all personnel levels.

2. The Program Has Been Extremely Well Received by the Participants, Their Supervisors, and Representatives of the CAO A
There is in fact something approaching a groundswell of enthusiasm for this program and its continuation, which augurs strongly for the probability of continued success and continued commitment.

3. TTM is not just an isolated project, but has evolved as part of an integrated three-pronged program to be undertaken by CAO A. The other two prongs of this program include Senior Management Training sessions and development of a Manpower Planning System. (This integrated program is described in a separate PCI report being prepared for Dr. Tawfik of CAO A.)

4. TTM activities in Egypt were originally envisioned as including the three sessions. To terminate the program now, with the most expensive session behind us, would mean that in spite of the best efforts of participants and PCI staff, there will be little persistent value following from this program.

SECTION II

REVIEW OF OBJECTIVES AND APPROACH

The objectives of this effort, as established in the original PCI visit (February, 1978) were as follows:

A. GOAL

State-of-the-art in management practiced in key projects and ministries.

B. PURPOSE

Cadre of management trainers provide training in appropriate management technologies to at least 499 managers per year (target 800, maximum 4,000 per year).

C. OUTPUTS

1. At least 120 trainer/managers competent in project management and project management systems (PMS) technology.
2. GOE trainer/managers adapt and refine PM and PMS technology to meet basic supervisory needs as well as projectized operations (matrix management, MBO, etc).
3. At least 30 GOE trainer/managers are highly competent trainers as well as possess key management skills.

4. At least 10 trainer/managers are able to impart training as well as management skills.
5. Curriculum, training approaches, and training materials adapted to meet Egyptian needs, by Egyptian personnel.
6. PMS packages, developed by trainers, demonstrate value of management technologies being taught.

D. INPUTS

Three training sessions, with participants from earlier session participating in later sessions as trainers, to both deepen understanding of concepts and provide "on the job" experience in training. (The phasing of operations was shown in Figure I.) The learning approach associated is reviewed as follows:

1. SESSION 1: Exposure to concepts; understanding and ability to use under "best-case" conditions.
For example:
MANAGEMENT CONCEPTS: Trainers understand project management as a concept, and its relationship to MBO.
TRAINING CONCEPT: Trainers exposed to case study methods and can rough out lesson plans for topics taught.
2. SESSION 2: Trainers make the bridge between concepts and realities faced in their management environment. Basic materials available in Egyptian Arabic.
For example:
MANAGEMENT CONCEPTS: Trainers understand and apply project management system concepts to non-projectized operations (i.e. use in routine supervisory situations).
TRAINING CONCEPTS: Trainees internalize use of case methods through on-the-job-training as trainers, and adapt approaches and substance

to meet local needs including development of Arabic-language visual aids.

3. SESSION 3: Management concepts and training approaches adapted and refined in earlier sessions, are proven in actual training sessions. All materials in Egyptian Arabic.

For example:

MANAGEMENT CONCEPTS: Lecture and workshop modules showing how project management concepts apply to supervisory situations, are proven.

TRAINING CONCEPTS: Participant developed lectures and workshop modules, based on participant-developed lesson plans, prove the validity of these methods to GOE needs.

SECTION III

RESULTS AS OF JULY 9, 1978

A. INPUTS

1. Participants

Thirty-seven trainees participated in the program. English language skills were not as high as hoped for, but impromptu language laboratories took up most of the slack. A side benefit of the language "problem" was that bilingual participants effected practise teaching (in Arabic) for their less linguistically adept colleagues. PCI staff having some Arabic participated, and it is probable that an Arabic language glossary could be developed during the second session.

2. Course Contract and Timing

The six-week course was compressed into five weeks to account for start-up delay introduced by delay in contract signing. All material was covered, but additional time would have been welcome for practise training and evaluation exercises.

3. Projects

The projects chosen for development of "PMS" packages were responsive to priorities as seen by the participants. However, there was limited coordination with other technically cognizant agencies, and on return to Cairo documentation of several projects required substantial revision to conform to high-level objectives and take advantage of mainstream expertise.

4. Short Term Technical Expertise

The only short term expertise requested by GOE, in addition to training and PMS expertise provided by the basic PCI team, was in manpower development. The expert was sent when requested and provided considerable assistance to CAO staff as well as to the "key project".

B. OUTPUTS

Minimum output targets for the first of three sessions have been met. However, it is doubtful that overall output targets will be met without additional sessions in which some "Session I" participants serve as trainers.

Specific output results are as follows:

1. Understanding of Management Concepts

Analysis of pre and post test results suggest that 75% or more of the participants have mastered key management concepts. (Refer to TTM/Egypt final report.) Where test results are ambiguous, it appears due in large part to problems of language, and compounded by deficiencies in the test used.

2. Understanding of Training Concepts and Techniques

All participants are aware of and expressed preference for the training approaches used in this session (e.g., case methods) to techniques normally used. They understand use of different audio-visual techniques. However, they are not generally aware of how much they have learned about training. They probably will not be confident and competent trainers until they actually train others under close supervision--e.g., as envisioned for Sessions II and III.

3. Ability to Use and Adapt Management Technology

Usage ability is judged acceptable for at least 22 of the 35 participants. However, it is not clear that the capability will

be translated into application unless participants are provided further supervised training/utilization experience. In particular the heuristic process during which trainees see how project management ideas are applicable to "routine" supervisory requirements, is just beginning for most participants. This greatly reduces the effectiveness of training, limiting the current capability to improving project management only, which addresses only a portion of the GOE's (and even CAOAs') needs.

4. Illustrative "Key" Projects

Reasonably complete PMS packages have been developed for five projects. However, only one of these (in manpower development) will be a representative of participants' best efforts. This project differs from the others in that all key personnel from the responsible ministry (CAOA) were involved and back up technical expertise (in manpower planning) was provided by PCI. A second project, for police training, should also generally represent the current participant capability as key project personnel attended the session and were subsequently able to take advantage of available Egyptian expertise. Generally, the PMS packages are not of high enough quality to be "exemplary". We attribute this largely to the fact that key personnel for the selected project did not attend the original TTM session.

C. PURPOSE

Our purpose was that CAOAs would provide appropriate management training to at least 400 managers each year. This numerical objective was based on the predictions that: (1) from among the 120 to 150 participants at least ten trainer years per year would be realized (e.g., 10 full-time trainers, 20 half-time, etc.) and up to 100 trainer years; (2) each trainer year would train 40 managers per year.

The good news is that of the 37 trainees attending the first session, twenty are deemed capable of providing quality training. Four could provide such high-quality training in English as well as Arabic.

The bad news is that we predict that none of the participants will provide the full range of such training absent the reinforcement in skills and additional confidence to be gained by serving as moderators and trainers in Sessions II and III.

If Sessions II and III were held as scheduled, we believe it quite reasonable to expect that at least 40 fully competent trainers would result.

If we assume that each trainer can train at least 40 managers per year, these 40 trainers provide an institutional capability to train 1,600 managers each year. Although multiplier effects of up to 200 trainees per year are possible, implying up to 600 trainees per year total, we believe the conservative estimate of 40 per year to be more realistic.

It seems reasonable to expect that even absent Sessions II and III, some of the trainers will modify their management or training practices. However, absent Sessions II and III, we make no prediction about the persistence of effects.

D. GOAL-LEVEL EFFECTS

If Sessions II and III are not undertaken as planned, it is doubtful that there will be any noticeable effects on management practice, except as applied to the two "case-projects".

If Sessions II and III are undertaken as planned, we anticipate that the demand for management training will be extensive, allowing CAOA to become selective as to who gets trained and thus concentrate on priority projects and ministries.

SECTION IV

KEY PROBLEM AND DISCUSSION

USAID/Cairo has indicated that funds may not be available for Sessions II and III. This is based in part on the fact that the stated goal-- applying state of the art management to key ARE Projects and Ministries-- is going to be addressed by a "middle management training" project about to be funded. That project provides for training of up to 400 individuals in the course of three years in both the U.S. and Egypt.

If GOE and USAID/ Cairo are serious about seeing management as a pacing factor in development, then the substitution of the "middle management" for the "TTM" project should be carefully reconsidered:

1. The middle management project will have at most 400 individuals applying state-of-the-art management technology, and at that only after three years. That is, the project will "graduate" at most 400 persons. The first three TTM sessions will create a cadre of (graduate) 135 individual trainers. If each of those train 40 persons per year, the TTM project will yield 5,400 graduates per year. It is our minimum expectation that at least 400 per year will be so trained.

CONCLUSION: TTM can address the management needs of the Government of Egypt on a scale that can make a difference. The middle

management program will not, unless enlarged enormously in scope.

2. TTM will create an Egyptian institutional capability that will have a persistent and continuing effect. The middle management program will not.

For a further investment of about \$250,000 U.S., the TTM multiplier effects should produce at least 400 and up to 1,000 trained personnel per year. The middle management project will produce 400 trainees after three years, at a cost in excess of \$4,000,000.

CONCLUSION: The middle management program is too expensive per trainee, to extend on a large scale. TTM is cost effective enough that it may be operative at a level sufficient to meet an important need of the ARE for trained managers.

3. The middle management program is aimed primarily at the private sector and its curriculum is not proven relevant to government of Egypt needs. TTM is aimed primarily at government and public sector managers and its curriculum has been proven (in Session I) relevant to the needs and interests of CAO and other ministries.

CONCLUSION: The middle management project is not an appropriate replacement for TTM.

APPENDIX: PROJECT COMPLETION REPORT TRAINING OF TRAINERS IN MANAGEMENT
(TTM) SEMINAR IN ALEXANDRIA, EGYPT, AND PROJECT FOLLOW-UP
MANAGEMENT COUNSEL IN CAIRO, EGYPT. MAY 20-JULY 12, 1978

PROJECT COMPLETION REPORT

TRAINING OF TRAINERS IN MANAGEMENT
(TTM) SEMINAR IN ALEXANDRIA, EGYPT

AND

PROJECT FOLLOW-UP MANAGEMENT
COUNSEL IN CAIRO, EGYPT

MAY 20 -- JULY 12, 1978

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July 14, 1978

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SECTION I: EXECUTIVE SUMMARY

A. INTRODUCTION

A seminar of "Training of Trainers in Management (TTM)" was held in Alexandria, Egypt at the San Stefano Hotel. This was followed by a three-week period of project development in Cairo, Egypt. The seminar and project development phase were conducted by Practical Concepts Incorporated (PCI) under terms of contract AID/SOD/IT-C-0001 with the Agency for International Development.

The objectives of the contract were to conduct a TTM Seminar in management principles and practices with specific project development in Cairo. The TTM program officially began on the twentieth of May in Alexandria and closed on the twelfth day of July, 1978 in Cairo, Egypt. All participants were Egyptian. The seminar was conducted in English.

B. PARTICIPANTS

There were thirty-seven participants who attended the TTM Seminar; thirty-five from the Cairo government and public sector, and two from Alexandria. Thirty-one were male; six were female. A total of nineteen ministries were represented. The fifteen participants from the Central Agency for Organization and Administration (CAOA) comprised the largest single group from a single ministry (41 percent). All other ministries were represented by fewer than four persons. A majority of the participants are employed at the national level as supervisors/administrators of their various departments and offices. (Refer to Appendix B)

The "Needs Assessment" Questionnaire (Refer to Appendix H) administered to the participants during the second day of the seminar showed that they felt they must learn (Refer to Appendix H) for their work. The majority of the participants stated that they must learn:

- Non-Project Administrative Duties/Supervision;
- Training Project Staff in Their Jobs;
- Writing Reports and Presenting Findings to Others;
- Evaluation of Project Performance and Achieved Results;
- Definition of Project Objectives and Priorities.

In addition, the participants were most interested in learning about:

- Planning project cost, time schedules, operations;
- Dealing with foreign or U.N. donor agencies;
- Managing the activities of large organizations and agencies;
- Identifying future development projects;
- Monitoring projects/reporting on work in progress.

After an analysis of the responses of the needs assessment questionnaire, refinements were made to the TTM curricula. An increased emphasis was given to the topic areas of (Refer to Table II-D):

- Defining objectives;
- Measuring performance;
- Scheduling;
- Resource Allocation;
- Training.

Each of these topics are major units within the entire potential TTM curriculum. Therefore, the TTM trainers were able to design special plenary and workshop sessions to meet the specific needs and wants expressed by the participants.

C. ACHIEVEMENTS

All participants graduated from the seminar and were awarded two certificates on July 12, 1978:

- Completion of the TTM Seminar (From USAID);
- Completion of the use and training of the Logical Framework and related Project Management System concepts (from PCI in cooperation with the CAO).

An analysis of the pre/post tests administered and the individual projects developed during the seminar showed a significant gain in knowledge by the participants of concepts not previously known.

D. PARTICIPANT EVALUATION OF TTM SEMINAR

The participants were asked to evaluate the seminar during the last day in Alexandria. The results are included in the Appendix G. In general and with very few exceptions, the answers given were extremely positive on the seminar

in every way. The few written comments were complimentary in every case.*

The topics found most interesting were:

- Logical Framework (75%) and
- Practical Training (61%).

The topics considered most useful were:

- Creative Problem-Solving (47%) and
- Practical Training (44%).

The topic considered least useful was Performance Networking (39%).

* This is an exceptional outcome. In most seminars, at least one attendee takes it upon himself to comment negatively--even if just in a teasing way.

SECTION II: EGYPT PROGRAM CONFIGURATION

A. CONCENTRATED TTM SEMINAR

The TTM Seminar presented in Alexandria, Egypt was equivalent in quality to TTM regional seminars previously offered (AID Contract AID/IT-c-2471). However, the participants were in a more intensive learning situation than was originally planned. Due to circumstances beyond the control of either PCI, USAID, or CAO, the facilities for the residential seminar were not available for a six-week period. Thus, the daily sessions were extended by 25 percent and required both the participants and the trainers to work a six-day week.

These modifications ensured the continued quality of the course and the high transfer level of knowledge to the participants considered necessary and sufficient in a TTM seminar. Therefore, an intended six-week seminar was presented in five weeks of extended daily work and a six-day working week.

The TTM seminar in Alexandria was attended by various short-term consultants and persons from CAO and USAID. These persons were authorized to attend either by CAO or USAID for periods of one day to several weeks. They provided feedback on the seminar to their respective agencies. (A complete list can be found in Appendix D)

Mr. Borollosey from the USAID office of Urban and Industrial Development, Science and Technology observed during the first week and episodically throughout the seminar. Mr. James Riley, USAID Project Manager of the TTM program contract in Egypt attended during the final week of the seminar in Alexandria.

B. PARTICIPANT ENGLISH SKILLS

A pre-course English test was administered on the first day of the seminar. The participants required an average of twenty minutes to complete the test. This is twice the average time required in previous seminars. Although some of the delay was undoubtedly caused by ambiguities in the test itself (the test is to be reworked), we inferred from this result some problems in English-language skill. Therefore, materials were modified in favor of simplicity and clarity.

C. CURRICULUM CHANGES MADE ON-SITE

Special materials were developed on-site to deal with participants' needs, and to increase the effectiveness of existing materials. Materials developed on-site include:

- Resource Needs Chart--for determining resources needed for each activity;
- Resource Allocation Chart--for use in planning resources used over time;
- Glossary of Arabic and English terms for TTM;
- Project Cycle graphics;
- New Modules on Human Dynamics, Situational Leadership Theory, Matrix Management and Systems Approach to Management.
- New Workshops on Contracting, Objective Setting, Problem Identification and Organizational Change.

D. TTM SEMINAR TOPIC EMPHASIS

The analysis of the participant needs assessment resulted in increased emphasis during the seminar on:

- PMS: Design (and objective setting) 22% total time;
- Training concepts and application 19% total time;
- PMS: Implementation (including resource allocation and performance measurement) 19% total time.

A breakdown of time devoted to teach topic can be found in Table II-D.

The seminar is designed with a plenary session to workshop session ratio of 1:2. This ratio changes during the course to include increased workshop emphasis during the last three weeks.

TABLE II-D

SUMMARY OF HOURS
SPENT ON EACH TOPIC AREA DURING THE TTM EGYPT SEMINAR

<u>TOPIC</u>	<u>HOURS</u>	<u>PERCENTAGE TOTAL</u>
1 Systems Approach to Management: PMS	7	4
2. PMS: Design	41	22
3. PMS: Implementation	36	19
4. PMS: Reporting and Monitoring	8	4
5. PMS: Evaluation	12	7
6. Training Concepts and Video Presentations	35	19
7. Individual Project Application	27	15
8. Organization, Management and Individual Behavior	19	10
Subtotal:	185	100%
9. Seminar Logistics	21	
Total:	206 hours	

Topics 1-5 include plenary to workshop ratio of 1:2.

E. CAIRO PROJECT FOLLOW-UP (MANAGEMENT COUNSEL)

The TTM Seminar was followed by three weeks of project development in Cairo. This included extensive work with several projects identified during the program in Alexandria. In addition, three evening sessions were arranged for continued work with all participants. Two sessions were also offered for the seminar personnel of CAO A and supervisors of the participants.

The projects which received extensive assistance in Cairo included:

- Manpower Development (CAOA)
- Executive Training (CAOA)
- National Police Training (Ministry of Interior-MOI)
- Traffic Planning in Cairo (MOI)
- Handicraft Industry Exportation

These projects received direct consultation from PCI personnel in Cairo.

Each project involved extensive interviews with the seminar participants, their colleagues and direct supervisors. It was during these meetings that organizational objectives were established and plans were made for implementing each project. PCI provided specialized consultancies for periods of one to three weeks to work with specific projects. Expertise provided included:

- Manpower Planning
- Training Program Development
- Integrated Management and Systems Analysis
- Civil Service/Government Programs
- Programming for Social Change in Government Programs

F. PARTICIPANTS' TRAINING RESPONSIBILITIES: PAST, PRESENT AND FUTURE

An analysis of the bio-data forms revealed that somewhat less than 50% of the participants were previously responsible for training. About 40% are responsible for training staff in their present jobs. Training provided by the attendees is normally at the manager level or above or with project/program staff. Responsi-

bilities for training staff have usually been in designing/planning/managing projects or general project management and evaluation. Approximately 60% believe they will be involved in training others after returning to their jobs from the TTM program.

APPENDIX A: BREAKDOWN OF PARTICIPANTS BY SEX, COUNTRY AND MINISTRY

BREAKDOWN OF PARTICIPANTS BY SEX, COUNTRY AND MINISTRY

CATEGORY	NUMBER	PERCENTAGE
<u>SEX</u>		
● Male	31	84
● Female	6	16
<u>COUNTRY</u>		
● Egypt	37	100
<u>MINISTRY (OR SPONSORING ORGANIZATION)</u>		
● Ministry of Housing	2	5.4
● Fayoum Governorate	1	2.7
● Ministry of Interior	3	8.1
● Ministry of Higher Education	1	2.7
● Ministry of Health	2	5.4
● Central Agency for Organization and Administration	15	40.6
● Ministry of Local Administration (Handicraft Industries)	1	2.7
● Institution of Social Security	1	2.7
● Giza Governorate	1	2.7
● International Exhibitions and Fairs	1	2.7
● Ministry of Finance	1	2.7
● Ministry of Social Affairs	1	2.7
● National Institute of Management Development	1	2.7
● Ministry of Cultural Affairs	1	2.7
● Ministry of War Production	1	2.7
● Central Agency for Accounting	1	2.7
● Ministry of Industry (Wooltex Companies for Textiles)	1	2.7
● Ministry of Foreign Affairs	1	2.7
● Misr Car Trading Company	1	2.7

APPENDIX B: LIST OF PARTICIPANTS

LIST OF PARTICIPANTS

Mr. Abbas Ahmed Mohamed
Head of Training Divisions
Helwan Portland Cement Company
Ministry of Housing
Cairo, Egypt

Mr. Abd El Fattah Sayed Saad Sorour
Governorate -- Fayoum Building
Fayoum Governorate
Fayoum, Egypt

Mr. Abd El Halim Amin Mohamed
Colonel, Head of Planning and Technique Research
Police Academy Training Sector
Ministry of Interior
Cairo, Egypt

Mr. Abdel Latif Shalash
Director of Cooperation with International Organizations
Ministry of Higher Education
Cairo, Egypt

Mr. Abdel Rahaman Mohamed Mohamed Salama
Chief, Promotion Section
Personnel Management
Ministry of Health
Cairo, Egypt

Mr. Ahmed El Rifaie
Deputy Director
Organization and Management Department
Ministry of Interior
Cairo, Egypt

Mr. Ahmed Mohamed Ibrahim
Central Agency for Organization and Administration
Cairo, Egypt

Mr. Ahmed Rafat Abd El Fattah Hassan
Ministry of Local Administration
Handicraft Industries
Cairo, Egypt

Ms. Amina Hafez Mahmoud
Management Researcher
Central Agency for Organization and Administration
Cairo, Egypt

Mr. Anwar Benyamin Amira
Director of Organization and Administration Department
Institution of Social Security
Cairo, Egypt

Mrs. Azza Sobhi Abdel Moneim
Researcher
Central Agency for Organization and Administration
Cairo, Egypt

Mr. Fathy Abd El Hakim El Batal
General Security Director
Giza Governorate
Cairo, Egypt

Mr. Gamal Kamil El-Sherief
Director of Foreign Communication
International Exhibitions and Fairs
Cairo, Egypt

Mr. Gamal Shafik Said
Senior Administrator
Ministry of Finance
Department of Production Taxes
Cairo, Egypt

Mr. Ibrahim Hassan Khalil
Deputy General Manager of Social Security
Ministry of Social Affairs
Cairo, Egypt

Mr. Kamal Mousa El Darawy
Controller of Information and Administrative Documentation
National Institute of Management Development
Cairo, Egypt

Mr. Lokman Nour El Din Helmi
Division Head
Central Agency for Organization and Administration
Cairo, Egypt

Mr. Mamdouh El Badri
Department of Organization and Administration
Ministry of Interior
Cairo, Egypt

Mr. Mahmoud Youssef M. Sadek
Director of Research Division
Ministry of Cultural Personnel Affairs
Cairo, Egypt

Mr. Mohamed Anwar Abbas
Personnel Administrator
Ministry of War Production
Cairo, Egypt

Mr. Mohamed Abdul Salam El Baragh
Training Specialist
Central Agency for Organization and Administration
Alexandria, Egypt

Mr. Mohamed Nabeeh El Sayed Bakhati
Prime Auditor
Central Agency for Accounting
Cairo, Egypt

Mr. Mohamed Tewfic Abd El Aziem
Administrative Manager
Wooltex Companies for Textiles
Cairo, Egypt

Mr. Mustafa Kamal Mohamed Khamis
Director of Finance and Commerce Department Organization Affairs
Central Agency for Organization and Administration
Cairo, Egypt

Mr. Nabil Tawfil Hassan
Division Head
Central Agency for Organization and Administration
Cairo, Egypt

Mr. Nabil Ismail Raslan
Executive Conference Programme
Central Agency for Organization and Administration
Cairo, Egypt

Miss Nabila Abdel El Aalem
Administrative and Recruitment Office
United Nations Technical Assistance
The Department of International Cooperation for Development
Ministry of Foreign Affairs
Cairo, Egypt

Ms. Nayera El Deeb
Researcher
Central Agency for Organization and Administration
Cairo, Egypt

Mr. Nour El Din El Sobki
Ministry of Health
Cairo, Egypt

Mrs. Omaila Faad Mohanna
Civil Service Department
Central Agency for Organization and Administration
Cairo, Egypt

Mr. Rashad Ahmed Meshref
Management Researcher
Central Agency for Organization and Administration
Cairo, Egypt

Mr. Mohamed Said El Morsey
Director General
Organization Methods Department
Central Agency for Organization and Administration
Cairo, Egypt

Mrs. Samia Labib
Management Specialist
Central Agency for Organization and Administration
Cairo, Egypt

Mr. Wadie Yacoub Michail
Organization and Manpower Section
Misr Car Trading Company
Cairo, Egypt

Mr. Yehia Abd El Salam Sheta
General Manager
Ministry of Housing
Cairo, Egypt

Mr. Wahid Mohamed Kalil El-Daba
Central Agency for Organization and Administration
Cairo, Egypt

Mr. Mahmoud Mohamed Ismail
Director
Central Agency for Organization and Administration
Cairo, Egypt

APPENDIX C: TTM/EGYPT SAMPLE AGENDA

TTM/EGYPT SAMPLE AGENDA

Sunday 11, 1978

8:00	Plenary	Day's Objectives
8:10	Plenary	Yesterday in Review (Blue Group)
8:30	Plenary	Resource Allocation and Management
9:30	Workshop	Individual Resource Allocation Exercise
11:30	Plenary	Motivation and Organizational Change
12:30	Lunch	
14:30	Plenary	Evaluation Planning and Project EOPS
15:30	Workshop	Case Study--Group Exercise
17:30	End of Day	

APPENDIX D: CAO A CONSULTANTS' VISIT SCHEDULE

CAOA CONSULTANTS' VISIT SCHEDULE

<u>NAME</u>	<u>DATE</u>
Dr. Adel Rashed	Wednesday, 24 May
Dr. Fadel Abbas	Thursday, 25 May
Dr. Fouad Abu Ismail	Monday, 29 May
Dr. Amin Al Durghamy	Tuesday, 30 May Wednesday, 31 May
Dr. Fadel Abbas	Monday, 5 June Tuesday, 6 June Wednesday, 7 June
Dr. Abdel Rashed	Saturday, 10 June
Dr. Bakry Attia and/or	Sunday, 11 June and/or
Dr. Fathy Moharram	Monday, 12, June
Dr. Ibrahim Omar	Tuesday, 13 June Wednesday, 14 June
Dr. Fouad Abu Ismail	Saturday, 17 June Sunday, 18 June
Dr. Bakry Attia	Monday, 19 June
Dr. Fathy Moharram	Tuesday, 20 June Wednesday, 21 June

APPENDIX E: DIRECTORY OF PROJECTS

DIRECTORY OF PROJECTS

- Effectiveness of Executive Training ^{1/} ^{2/} (CAOA)
- Training Project (CAOA) ^{2/}
- Performance Standard of Civil Servants
- Work Simplification
- Human Relations (CAOA)
- Selection System (CAOA)
- Training Project (CAOA)
- Motivation (CAOA)
- Manpower Availability
- Training Police Officers at Managerial Levels ^{1/}
- Training Project
- Training Project
- Training Project
- Training Project (Industrial)
- Training Project (Vehicle Mechanics)
- Training Project (Secretaries and PR People)
- Training Project (Giza Governorate)
- Overstaffing in Egypt's Government ^{2/}
- Suitable Number of Employees Based Upon Rate Performance Workload ^{2/}
- Handicrafts ^{2/}
- Manpower Development and Selection ^{1/} ^{2/}
- Traffic Jam in Cairo ^{1/} ^{2/}

^{1/} Priority Project Worked on in Cairo

^{2/} Team Effort

- UN Recruitment in Egypt
- Housing
- Increased Performance in Purchasing and Storing in Local Medical Zones
- High Standard in Health Services

APPENDIX F: PARTICIPANTS AT SENIOR SESSION

PARTICIPANTS AT SENIOR SESSION

(CONDUCTED IN CAO A EXECUTIVE TRAINING CENTER)

- | | | |
|-----|---------------------------------|---|
| 1. | Mrs. Laila Nabih | Manager of Budget Administration |
| 2. | Mr. Soliman Nazmy Ismail | Director of Research in Training |
| 3. | Mr. Salah El Din Zaki Kame1 | Director of Organization (Finance and Production) |
| 4. | Mr. Ibrahim Abdel Rehman Hegazi | Director of Research in Organization |
| 5. | Mr. Salah El Din Halawa | Director of Organization |
| 6. | Mr. Mokhtar Kishk | General Manager, Training Department |
| 7. | Mr. Amin El Dirghami | University Professor and Consultant to the Central Agency for Organization and Management |
| 8. | Mr. Mohamed Eltayeb | Chief Executive of the Central Administration for Research at CAO A |
| 9. | Mr. Mohamed El Baragh | Director of Training Management Center (Alexandria Branch) |
| 10. | Mr. Amal Girgis Michael | Executive Conference Program |
| 11. | Mr. Hoda Hanter | Manager Training Sector |
| 12. | Mr. Amal Ahmed Amin | Manager Training Sector |
| 13. | Mr. Asmaa Azzam | Assistant Research |
| 14. | Mr. Mohamed Said El Morsy | CAOA |
| 15. | Mr. Yehia Aly Badran | Position Budget Department |
| 16. | Mr. Fatruh Abdel Halim | Classification Foundation |
| 17. | Mr. Yehia Sakr | General Department for Planning |
| 18. | Mr. Fathy Zeitour | Inspector |
| 19. | Mr. Mahmoud Higazy | General Director, Training |
| 20. | Mr. Tawfic Hassan | Information Center |
| 21. | Mr. Ahmed Ahmed Ismail | Dept. of Organization and Simplification |
| 22. | Mr. Kazukuni Osaka | Advisor, CAO A |
| 23. | Mr. Hiroshi Ike | Advisor, CAO A |
| 24. | Mr. A. Mohsen Selim | Head, Special Operations Center Department |
| 25. | Mr. M. Mounir Helmy | Director, General Technical Cooperations |
| 26. | Col. Abdel Halim Amin | College of Training and Management, Improvement Police Academy |

- | | |
|------------------------------|---------------------------------------|
| 27. Mr. Amal Mahmoud | Budget Administrator |
| 28. Mr. A. Seif El Pessouki | General Manager, Training Department |
| 29. Dr. Abdel Fattah Baddour | General Director, Manpower Planning |
| 30. Mr. Hassan Ahmed Shaban | Under Secretary for Operations Center |

APPENDIX G : PARTICIPANTS' EVALUATION RESPONSES

PARTICIPANTS' EVALUATION RESPONSES

Answers of the 28 participants:

Question 1: The readings (articles/books) were:

- 0 very difficult
- 3 quite difficult
- 25 not too difficult
- 7 not difficult at all

Question 2: The written handouts were:

- 1 too many
- 15 quite a lot
- 11 not too many
- 8 not many at all

Question 3: The workshop cases (Sincestan etc.) were:

- 0 very difficult
- 5 quite difficult
- 17 not too difficult
- 14 not difficult at all

Question 4: The pace/speed of instruction was:

- 1 too fast
- 16 quite fast
- 10 not too fast
- 9 not fast at all

Question 5: The staff as trainers were:

- 35 very good
- 1 quite good
- 0 not so good
- 0 not good at all

Question 6: The training facilities were:

30 very good
6 quite good
0 not so good
0 not good at all

Question 7: The living accommodations were:

29 very good
6 quite good
1 not so good
0 not good at all

Question 8: The concepts of TTM were:

0 very difficult to understand
6 quite difficult
21 not too difficult
9 not difficult at all

Question 9: The TTM technical vocabulary:

1 very difficult to understand
7 quite difficult
14 not too difficult
14 not difficult at all

Question 10: The staff's foreign language accents were:

1 very difficult to follow
6 quite difficult
15 not too difficult
14 not difficult at all

Question 11: The total amount of work required was:

- 8 too much work
- 20 quite a lot
- 8 not too much
- 0 not much at all

Question 12: The number of TTM topics covered was:

- 9 too many topics
- 14 quite a lot
- 13 not too many
- 0 not many at all

Question 13: The training technique of practical workshops was:

- 26 very good
- 9 quite good
- 1 not very good
- 0 not good at all

Question 14: The use of PMS tools for your back home projects was:

- 16 very helpful
- 15 quite helpful
- 4 not too helpful
- 1 not helpful at all

Question 15: The final week's review of TTM topics helped me understand:

- 23 all topics better
- 13 some topics better
- 0 not many topics
- 0 none at all

Question 16: As a reinforcement of learning, the practice teaching sessions were:

21 very helpful
 14 quite helpful
 1 not too helpful
 0 not helpful at all

Questions 17, 18, 19 and 20

Topics	most <u>Interesting</u>	least <u>Interesting</u>	most <u>useful</u>	least <u>useful</u>
Creative Problem Solving	17	3	17	2
Logical Framework	27	4	14	4
Performance Networking	14	9	5	14
Evaluation/Monitoring	17	9	8	2
Communication	18	3	11	5
Back Home Project	6	8	7	3
Practical Training	22	2	16	1
Management Theory	7	11	15	4
Human Factors	12	2	13	5

APPENDIX H: TTM EVALUATION INSTRUMENTS

TTM EVALUATION INSTRUMENTS

Several different forms are administered during the seminar to evaluate participant performance. The Bio-Data, Needs Assessment Questionnaire and TTM Questionnaire provide an understanding of the entrance level needs and specific knowledge levels of each participant. These evaluation instruments comprise the "Pre-Course" tools.

The "Post-Course" evaluation instruments include the Post-TTM Evaluation Questionnaire, TTM Seminar Participant Evaluation and individual project package completion.