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Effective Management of Participant Training

Salient Features and Organizational Implications

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GUIDELINES FOR EFFECTIVE MANAGEMENT OF PARTICIPANT TRAINING

I. INTRODUCTION

A. Purpose of this Paper

This paper has been written to assist the Organization and Administration Group of the President's Task Force on Foreign Economic Assistance in deciding how participant training should be managed in the new Aid Agency. It examines the principal functions that must be performed in administering the participant training program, summarizes the major deficiencies in present and past operations, and offers suggestions for improving future performance.

B. The Problem in Perspective

The critical shortage of skilled people is the principal obstacle to development in most newly-developing countries. Money, materials and expatriate manpower are relatively easy to provide. But a society cannot develop until it can manage its own affairs with its own people. Participant training, when effectively administered, is a conceptually-sophisticated technique. It constitutes an important method for assisting countries to obtain trained local manpower for priority needs in development programs.

In FY '61 almost 10,000 participants from about 70 countries are being trained in the U.S. and third countries at an aggregate cost of close to $50 million. The scale of the program will presumably increase in the future.

Effective administration of participant training poses complex management problems: thousands of participants from scores of countries must be trained in hundreds of fields of specialization to cope effectively with problems peculiar to scores of exotic cultures. This must be done by using thousands of training facilities in the U.S., most of which are geared primarily to train Americans to deal with American problems. (Similar situations obtain, of course, in third countries.) Most of the American (or third country) personnel who train the participants have never visited the countries from which the participants come and are therefore unfamiliar with the special problems facing the participant in his home environment.

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In order to achieve its objectives, participant training must focus on priority needs in the host countries which must be identified with considerable precision, and the specific training requirements described and communicated across cultural and organizational lines over vast geographic distances. Planning and execution of the program are dependent on the skill, understanding and disciplined performance of thousands of U.S. and host country personnel overseas and even larger numbers of people in the U.S. (and third countries). Quality control and effective communication are unusually difficult under these circumstances.

Moreover, most of the training facilities we depend on are outside the Federal Government. Since they accept our participants voluntarily, motivating them to continue cooperation and to develop training programs to meet our needs is essential. Good communication is the key.

Apart from the problem of providing effective technical training for the participants, the program has important non-technical objectives. Participants are human beings. Most are opinion leaders in their home countries. (Others are likely to become leaders in the future.) Their visit to the U.S. is a deep emotional experience which affects many of their attitudes, sometimes profoundly. We, of course, want them to leave with attitudes that we view as positive and favorable and which will reinforce their ability and desire to use their training effectively. We want them to develop some understanding of us, to acquire the non-technical values and attitudes (and the ability to communicate them) that will make them effective innovators in their home environment. We hope they will retain favorable attitudes toward the U.S. (and our program) after they return home.

Achieving these non-technical objectives requires much skill and sensitivity on the part of the people administering the program. For one thing, most of our participants are non-Caucasians. Yet race prejudice is so widespread in the U.S. that it is impossible to shield our participants from some personal contact with it. Reducing the incidence and minimizing the deleterious impact of these contacts therefore becomes an exceedingly important matter. (The anticipated increase in the number of African participants in the coming years will increase the significance of this factor.)

Apart from the race problem, there are many other factors that affect a participant's attitudes: his feelings about the quality and relevance of his training experience; the degree to which his personal anticipations and goals are realized; his relationships with the U.S. Government personnel administering his program; his English language competence; the adequacy of his living allowance; his opportunities to develop social relationships with Americans; his opportunity to apply his training when he returns, etc. All of these factors are affected by the way in which the program is administered.

The participant program offers unique public information opportunities for the over-all AID program - both in the U.S. and abroad. These opportunities have been largely overlooked in the past. The degree to which the participant program can be used to support the

(f) Backstopping the participant while he is undergoing training in the U.S. or a third country.

(g) Follow up with individual participants after their return from training to provide them with necessary technical materials, certificates of achievement, assistance in introducing new ideas, etc.

2. Operating-Support Functions

These functions include the following:

(a) Developing policies and procedures to govern all operating functions mentioned above.

(b) Assembling, collating and analyzing the information needed to develop manpower requirements and training plans. In some countries this may involve partial manpower analysis studies.

(c) Providing English language training facilities and ensuring that these facilities are employed to produce participants who are sufficiently competent in English to be selected for training in the U.S.

(d) Coordination with USIS, UN, and other programs whose activities are relevant to the USOM participant program.

(e) Developing special orientation materials, procedures and facilities for participants.

(f) Conducting evaluation studies of returned participants.

(g) Initiating and carrying through special research projects on training.

(h) Public information support activities.

3. Management Support Functions

(a) Planning, recruiting, training, and supervising U.S. and local staff needed to carry out both the operating and operating-support functions listed above.

(b) Planning, estimating and justifying funds and facilities needed to carry out the above functions.

(c) Comprehensive staff development activities to prepare USOM personnel - both U.S. and local - and host government personnel to perform their functions effectively.

4. Third Country Training

In some countries, a substantial amount of third country training takes place. The functions associated with administering third country training are generally similar to those listed below which are performed in the U.S.

public information program of the Agency is clearly contingent in part on the skill with which the training program is administered.

Since participant training is an integral part of the over-all AID program, organization, staffing policies and procedures for administering participant training must be compatible with the requirements of the over-all organization. It is entirely possible that an organization designed to simplify administration of certain aspects of the AID program will make it difficult or impossible to manage participant training effectively.

From the management viewpoint, participant training resembles an iceberg: the visible aspects are not necessarily the most significant. It is important, therefore, to view in perspective the nature, significance and relationships of all functions that must be performed if an optimum organization is to be designed.

II. The Essential Functions

There are several ways to classify the functions that must be performed in administering participant training. For this paper, it seems useful to distinguish those performed primarily in the field from those performed in Washington and, in each case, to group the functions into three categories: (1) operating functions - i.e., those closely tied to implementing specific training projects; (2) operating-support functions - i.e., substantive and administrative functions not tied closely to individual projects, but which are needed to backstop the operating functions; and, (3) management support functions - e.g., personnel, staff development, budgetary support, etc., which are needed to assure the adequate performance of the two prior groups of functions.

A. Functions Performed in the Field

1. Operating Functions

The principal operating functions that must be performed by the USOM in conjunction with the host government are the following:

(a) Determining training needs and formulating plans to meet these needs - i.e., deciding how many participants should be trained for which purposes, for how long, where and when.

(b) Selection.

(c) Preparing the training requests and obligating the funds.

(d) Preparing the participant.

(e) Processing the participant and making the numerous procedural arrangements.

B. Functions Performed in the U.S.

1. Operating Functions

(a) Reviewing and approving individual training project proposals.

(b) Reviewing individual training requests and preparation of preliminary participant programs and itineraries.

(c) Security clearance.

(d) Reception of participants.

(e) Orientation of participants after arrival.

(f) Preparation of final program and itinerary.

(g) Supervision of training and provision of administrative support to participants while in training.

(h) Reviewing reports by participants and reports on participants by their training supervisors.

(i) Evaluating individual participant programs and training facilities.

(j) Departure arrangements.

(k) For those participants who are to receive third country training after completion of U.S. training, transmitting training requests and biographical data to third countries, orienting participant prior to departure, etc.

2. Operating-Support Functions

(a) Developing and interpreting policies, procedures and operating guidelines to cover all operating functions in the field and in the U.S. (These constitute a set of performance standards.)

(b) Planning, negotiating and administering contracts for a wide variety of training facilities, resources and services.

(c) Developing and supplying special materials and services to support operational needs - e.g., for books, pamphlets and films for orientation; English language testing and training materials; materials and services for follow-up activities; evaluation procedures and instructions; etc.

(d) Analysis of technical training needs for particular countries and/or regions, in particular functional fields and/or across-the-board needs and development of special training courses, programs and other resources to meet these needs.

(e) Public information and liaison with non-government groups and organizations.

(f) Developing community contacts and procedures and arrangements for stimulating contacts between participants and private American individuals and groups.

(g) Coordination with the programs of the Bureau of Cultural and Educational Affairs in the Department of State as well as activities for which USIA is responsible.

(h) Evaluation of all phases of operations and systematic feedback of experience to improve operations in the field and in the U.S.

(i) Research and development.

(j) Central services to facilitate efficient administration - e.g., on preparation of maintenance allowance checks, processing of health and accident insurance claims, program documentation routing and distribution, interpreters, etc.

(k) Backstopping of regional training facilities, such as those in Puerto Rico, Hawaii, Monterrey, American University in Beirut, etc.

3. Management Support Functions

(a) Administering the participant support segments of the inter-regional program - i.e., determining the amounts of funds needed for staff, participating agency support, travel, etc. needed to carry out the operating and operating-support and management-support functions in the U.S.; and preparing, justifying and administering the budget for these activities.

(b) Backstopping overseas training personnel - i.e., recruiting, selecting, orienting and training, reassigning, evaluating, etc. over a hundred training officers in overseas Missions.

(c) Negotiating support agreements with participating agencies.

(d) Supervising and otherwise administering over 250 personnel in AID who are responsible for implementing participant training.

(e) Staff development - i.e., training personnel in AID, in the participating agencies, the field Missions and personnel employed by contractors and in training facilities to perform their respective roles effectively. This involves development of special training programs, regional conferences, etc.

(f) Maintaining records, preparing statistics and reports on participant training operations to satisfy a variety of management and information needs.

(g) Preparing materials to backstop those portions of the Congressional Presentation which relate to participant training.

(h) Establishing and utilizing a variety of management controls to support effective administration of all aspects of the program.

III. Performance Deficiencies

An assessment of performance can be approached in several ways. One way is to review the functions that have to be performed in the field and in Washington or third countries and to assess the effectiveness of performance of each of these functions and the degree to which performance standards are adhered to. Another way is to examine the final results of the program - i.e., the degree to which the technical objectives and non-technical objectives of participant training have actually been achieved. Still another way is to assess the responsiveness of the organization to meeting the real needs of the program, to adjusting to changes in requirements and to feedback from experience which indicates necessary changes in operational procedures. All of these facets of over-all performance are relevant to an assessment of management effectiveness in operating the participant program.

Unfortunately, comprehensive information on all of these matters is extremely difficult to obtain. That our level of over-all effectiveness leaves something to be desired is obvious to everyone concerned with the program. A study of returned participants in the Philippines, performed by the Institute for Social Research of the University of Michigan in 1958, clearly shows that over-all performance was deficient. The following findings of this study - each of which refers to participants in a different field of activity - speak for themselves:

"Their training programs were mostly observation tours, a large majority were dissatisfied with the planning and organization of these tours."

"They expressed a great deal of dissatisfaction with the planning of the training programs. They also learned much less about life in the United States than they had expected."

"In general, this group was not too happy about the training program. They were more dissatisfied than most with the administration of the program...they were also more disgruntled about the lack of social opportunities."

"...They were personally extremely disappointed with the results of their training. They had expected to acquire skills and knowledge, do something for their country, and at the same time enhance their own careers. They had accomplished none of these objectives. In fact, they reported that they would now have better jobs if they had not gone to the United States for training."

"Upon their return to the Philippines, few were given assignments using their training. They did not find their training relevant to their jobs; they did not foresee any opportunity to use their training; nor were they able to transmit the skills they had learned from others."

"They emphasized the need for more careful planning of the program and were nearly unanimous in wanting a program of longer duration."

"The chief complaints they leveled against the training program were that the training should be (1) more carefully planned, (2) more specifically related to their jobs and (3) more specialized, allowing them to spend more time in one place...although their general attitudes toward Americans may be described as favorable, four out of five bitterly recalled personally disturbing experiences in which they either observed or were themselves the objects of racial discrimination."

These quotes are removed from context, but they reflect some of the views of different groups of participants who had undergone training in the United States in various fields of activity. They do not, of course, tell the whole story, but they have been included simply to point out that much can be done to improve the effectiveness of the program.

The findings of the evaluation studies show that training failures are attributable to malperformance of almost any of the functions discussed in Part II. Striking inadequacies in program planning, preparation of training requests, selection and preparation of the participants characterize performance in many USOMs. In the U.S. and third countries the preparation of training programs and itineraries leaves much to be desired; the application and interpretation of policies and procedures is very uneven; no provision is made for systematic feedback of participants' performance and attitudes, of the training facilities employed, of the various administrative procedures employed; there is minimal responsiveness to changing program requirements; as a result of poor public relations and poor communication with training facilities, we are "wearing out our welcome" at a growing number of establishments; inadequate attention is paid to accomplishing the non-technical objectives of the program; insufficient effort is applied to developing new training facilities to meet specific requirements.

From the management viewpoint, the major problems can be grouped as follows:

A. Lack of Knowledge

One of the most serious inadequacies in the management of participant training is attributable to the fact that the program is inherently complex and is being operated with grossly inadequate efforts to increase the knowledge upon which management judgments should be based. The lack of knowledge is apparent in all aspects of the activity and is attributable to inadequate research, almost no efforts to obtain systematic feedback and an organizational structure that makes it extremely difficult to transmit information effectively once it is obtained. We know too little about some of the most fundamental questions, including the factors that bear on programming judgment, training requirements, effective cross-cultural communication motivation, appropriate training content and experiences, affect on attitudes of various types of training experiences, etc. Much of the training that is being provided is arranged with very little sensitivity to, or analysis of, the inherent objectives or knowledge of the effectiveness of the programs and techniques used. The patterns of operations that were structured in the past - based largely on visceral judgments of how one could best meet problems that arose in the past - have become institutionalized and continue to be followed largely without question.

In summary, we don't know enough about the basic requirements of the program, of the training process, of how to communicate effectively across cultural lines, of how appropriate our standards and procedures are, of how effectively we have been achieving our results. Lack of knowledge consitutes one of the major weaknesses of our present operation.

B. Poor Management Communication

Effective communication is particularly difficult to achieve in participant training: a training request must be prepared in written form which will convey to a trainer in the U.S. (or a third country) enough information for him to design a training experience that will equip a specific participant to deal effectively with the problems of a specific job in a particular situation. The American trainer will usually know little about the country and nothing about the project or the role of the participant in it beyond the information contained in the training request. The training request must cross bureaucratic and cultural boundaries in the host country, travel thousands of miles, cross more bureaucratic boundaries in the U.S. (or a third country) and then travel hundreds or thousands of miles more before it reaches its ultimate destination(s). At each stage it is subject to misinterpretation or distortion. Moreover, the volume of paper is enormous; at least one third the airgrams and cables between ICA/W and the field pertain to participant training.

Superimposed on this basic communication load are the requirements for transmitting other operational information, for adjusting policies and procedures and for obtaining feedback.

In Washington, the training community consists of 260 people in ICA split into 12 organizational units plus over 400 additional people in our 30 participating federal agencies. In addition, there are thousands of individuals in the training facilities around the country (and in third countries) and thousands in the host countries who must be reached. All of these people must know what is expected of them and must be motivated to perform in accordance with approved performance standards and criteria.

The inherently severe communication problem has been exacerbated by decentralized organizational arrangements and by failure to recognize that much more effort - i.e., staff and money - is needed to improve communications than has heretofore been devoted to the problem.

In many ways, the most serious problem exists vis-a-vis the nongovernment training facility people in the U.S. and third countries. Training facility people are poorly informed on a wide range of matters important to the way in which they carry out their roles in participant training. They complain, often with some feeling, that no one gives them adequate information. Their statements attest to their ignorance of ICA concepts, methods, and objectives. Not only do they frequently lack the knowledge required to provide the specific training, but they also lack that essential for motivating them to cooperate with us.

There is reason for concern in our relationships with those whom we compensate - e.g., the universities. But there is greater reason for concern in our relationships with those whom we do not compensate and who may be quietly withholding or withdrawing their assistance. In certain fields - particularly industry, transportation and certain public services - this problem has become extremely serious.

Improving communication with training facility people is not a simple matter. A number of techniques must be employed, all of which require more staff and resources than ICA has heretofore been willing to provide. Special written materials and films should be developed. Conferences in various regions of the country should be held. Special oral presentations of various kinds should be developed and given to hundreds of groups in the U.S. and third countries. Substantial revision and improvement of the training request (PIO/P) and related documentation must be made so that it will express training requirements with precision, give the circumstances of training utilization, expose the reasons for providing training and detail the qualifications of the participant. Finally, regional offices should be established in the U.S. whose functions would be primarily to improve communication with the training facilities in their region through frequent personal contacts.

These efforts, if conducted skillfully, would pay off handsomely. In addition to obtaining more effective training for participants and expanding the available training resources, they would have an important concomitant effect in reinforcing the public information program of AID: a welcome harvest of public understanding and support would be reaped.

C. Inadequate Performance Criteria and Standards

The size and decentralized character of the training community, which comprises thousands of people in all parts of the world, and the critical interdependence of the numerous functions listed in Part II above, make it imperative that clear, comprehensive performance criteria (i.e., training policies and procedures) and standards be established and communicated to all of the personnel responsible for applying them. Staff capability to perform must be assured through selection and training of properly-qualified personnel. Management controls must be established to enforce application of these performance criteria and standards. Systematic feedback must be obtained so that the need to modify existing criteria and standards can be recognized promptly and appropriate action taken. Finally, the organization must be such that there is adequate staff capability to develop and modify the criteria quickly and to communicate changes effectively.

ICA and its predecessor agencies have never really faced up to this problem. As a result, the staff, responsibility and authority relationships needed to do these were never provided. Consequently, there are large gaps in performance standards and criteria. Those that exist are honored in the breach as much as in the observance.

Organizational arrangements prevent effective enforcement, management controls are sketchy, there is no systematic feedback and no way of assuring adequate staff capabilities through effective selection and training of personnel. Performance varies dramatically from Mission to Mission, among the several training staffs in TCA/W, among the participating agencies, etc.

In addition to performance deficiencies, one of the striking aspects of the present situation is our inflexibility and lack of responsiveness to changing program requirements, on the one hand, and experience on the other. Even modest changes are difficult under present arrangements. The significant changes implied in the new AID program will require major structural changes in the training organization if the training aspects of the new program are to be carried out effectively.

D. Inadequacies in Staff Capabilities

Performance has suffered from both qualitative and quantitative staffing deficiencies.

The qualitative deficiencies are attributable both to improperly qualified personnel and an almost complete lack of systematic staff development training. Both factors stem from the acute lack of knowledge discussed above coupled with a naive management philosophy that assumed participant training involves little more than processing papers and making arrangements.

Actually, the skill requirements are high. In the field, for example, performance of the functions discussed in Part II above requires USOM Training Officers with a high order of conceptual skill, executive ability and substantial training and experience. A description of the functions of a USOM Training Officer is attached as Appendix 1. Acquiring such people implies careful selection and special training. The latter requires either skilled overhead staff in Washington to plan and carry out such training programs or funds to have it done by contractors or consultants.

In Washington, the problem is even more difficult. There has never been a thorough analysis of the variety of qualifications needed by the professional personnel (i.e., the project managers) in ICA and the participating agencies. Obviously, this cannot be done until clear preformance criteria and standards are established. Employee morale is low. There is no - and never has been - a systematic staff development program for Washington training personnel. Career development opportunities are limited. We have simply assumed that these people are qualified professionally, understand their roles thoroughly, and perform effectively. Certainly some do. But there is little doubt that many do not. Yet these are key people: even if all the other weaknesses were remedied, unless we can strengthen our staff in Washington we will be unable to improve performance.

Quantitative deficiencies are particularly noticeable in the area of support functions: we have not had adequate staff to develop performance criteria and standards; to improve communication with nongovernment training facilities personnel; to develop and carry out staff development programs for USOM Training Officers, ICA and participating agency training personnel.

They are also noticeable in the field: USOM Training Officers in many countries are seriously understaffed so that they are unable to perform some of their key functions. This invariably results in performance deficiencies.

IV. A Look Ahead

A. The Need

The AID program has high aspirations: its avowed goal of compressing the historic time-scale of development from traditional to modern societies in dozens of countries is an awesome undertaking. Our ingenuity and resources will be hard-pressed to meet the needs of a program of this scope and complexity.

Developing the human resources - particularly the high-level manpower - in most of the newly-developing countries is perhaps the most difficult problem AID faces. More effective management of participant training is essential if an effective attack on this problem is to be mounted.

B. Lessons from Experience

If we are to take advantage of the opportunity we now have, we must, as a first step, read the lessons of the past. A few loom large:

1. Participant training has never been recognized as a management problem of the size, complexity and significance it actually is;

2. The vital interrelationships of the numerous functions, and the resources needed to carry them out, have not been understood because they are not very visible;

3. This lack of recognition, understanding and visibility has been both a cause and an effect of the fragmented patterns of responsibility and authority that have characterized the organizational arrangements in the past;

4. Fragmented authority, inefficient management communication, lack of status, recognition and visibility in turn contributed to the other deficiencies discussed in Part III above.

C. The Opportunity: A Suggested Approach

This vicious circle can be broken by:

1. Consolidating the responsibility and authority for performing all of the interrelated functions into one organizational unit;

2. Providing this organizational unit with the status and recognition needed to command the caliber of leadership, key professional staff and other resources it needs.

Centralized authority and responsibility for performing all the participant training functions - both line and staff- is mandatory. The peculiarly complex communication problem in participant training, the functional interrelationships and the scope of the activity demand it. Although proper organization by itself will not solve all of the problems, it will make it possible to identify and attack them. Fragmentation - however rationalized - will not.

But a centralized office accorded inadequate recognition and status will not suffice. It will be exceedingly difficult - indeed, probably impossible - to attract leadership of the professional stature and caliber needed if, for example, the office is buried in the Office of Management Services. It should be placed on the same level as the three program and four staff offices in AID. Its director should attend the executive staff meetings of the Agency. He needs this status and recognition in order to obtain the support for the resources he will need and to facilitate his dealing with other U.S. government agencies, with non-governmental training facilities, and with multi-lateral organizations. (Incidentally, the office should not be called the Office of Participant Training. It should be named the Office of Technical Assistance Training or Development Assistance Training or something similar. Participant training is ICA jargon which is meaningless to outsiders.)

Finally, in addition to centralized organization and proper status, a substantial increase in resources - money and staff - will be needed to tackle such problems as improving communication with non-governmental training facilities, identifying special training needs and developing special facilities to meet them, staff development, research and development, and evaluation.

These proposals hardly seem unreasonable when the nature and scope of the task is understood. The Bureau of Cultural and Educational Affairs in the Department of State, by way of comparison, has a smaller and far simpler program to administer. Yet it is directed by an Assistant Secretary of State. The same is true for the Peace Corps.

If these proposals are followed, and the right leadership is selected for the new office, AID can anticipate substantial dividends in improved public support for the program, better training and an organization that is more effective and more responsive to program needs as identified by the regional bureaus and the missions.

Attachment

FUNCTIONS OF MISSION TRAINING OFFICER

I. General

The Training Officer, acting in a staff capacity, is the principal technical advisor to the Mission on training as an element of a country program. Basic to this phase of the country program is the direct relationship of manpower training to economic and human resource development in the cooperating country.

The Training Officer looks at current and future manpower requirements and participates with the manpower specialist and other mission technicians in determining the training required to meet these needs, thereby assuring training programs which are realistically responsive to the evolving human resources requirement of the cooperating country. Emphasis in the training function, therefore, is not on documentation nor logistic arrangements, but on the substance of manpower requirements and analysis to relate the development of training plans to these requirements in coordination with other technical specialists.

In meeting these manpower requirements, and making program recommendations, the Training Officer considers different types of training available such as--training in the United States or third countries or within the country, including the use of in-service training, on-the-job training, refresher courses and workshops.

The Training Officer advises the Mission Director, senior Mission staff, and key host government officials on training priorities related to manpower requirements as expressed or derived from the country development program;

advises these officials on overall agency training policies, procedures and standards; assists the mission Technical Divisions and Program Office in planning the training elements of the country program; seeks out and encourages the development of local training facilities; develops and supervises effective implementation procedures for the training element of the program; coordinates follow-up activities for returned participants; provides guidance and assistance to the participant training operations under agency financed contracts; and within agency guidelines, establishes and supervises evaluation procedures to determine the effectiveness of the training program and recommends corrective actions as necessary. In countries providing third country training, the Training Officer also is responsible for arranging and coordinating the training programs of the participants arriving for training.

II. Organization

Depending on the nature of the functions performed as discussed below, the training function may be established as an Office of Training reporting directly to the Mission Director or may be located organizationally in the Program Office. However, regardless of what alternative is chosen, the training function is centralized within a single organization unit and is not assigned to a technical operating division or to any other staff office.

The organizational location to which the training function is assigned depends upon the scope, complexity, and emphasis of the training elements of the country program. Where the training function includes the training of cooperating country nationals locally or where the mission acts as the training agent for other Missions, the training function is normally established as an

independent office reporting to the Mission Director. In other instances, the training function is normally established as a separate unit within the Program Office unless special circumstances make it desirable to assign the function to the Executive Office.

III. Functions

The Training Officer carries out the functions enumerated below in close collaboration with and due regard for the responsibilities of other Mission offices, contractors, U. S. participating agencies, cooperating country agencies and the activities of other organizations administering training programs for local nationals:

A. Policy, Planning, and Programming

1. Policy

a. Advises the Mission and host government on Agency training policies.

b. Interprets Agency directives pertaining to training and develops for the Mission the necessary internal directives to assure effective planning and implementation of training programs.

2. Planning

a. Advises and assists Mission Officers in developing training programs to assure that (1) they reflect the cooperating country's existing human resources, the priorities of the country's training needs, and the types of training required, and (2) takes into account training programs available through organizations such as the UN, the Colombo Plan,

private foundations, and other organizations involved in programs providing training abroad for cooperating country personnel.

b. Plans as required the training elements of projects in fields where no Mission technicians are available.

3. Programming

a. Participates in the review of the country program to assure the adequacy and soundness of training activities in relation to training policies and priorities, and that the proposed allocation of funds reflect operating experience and contain realistic and consistent cost estimates.

b. Assures that adequate English language training facilities are available to meet the English language competence needs of the training program.

B. Implementation

1. Training Within Country

Advises and assists Mission in the implementation of training activities carried on within the country program. In this role: (a) provides advice and assistance on training techniques on in-service refresher workshops, training programs, etc.; (b) cooperates with technicians in assisting cooperating country personnel to maximize use of local training resources and facilities.

2. The Participant Training Program

a. Selection

(1) Advises and assists Mission and cooperating country officials in developing participant selection criteria, standards and procedures prior to the consideration of individual applicants.

(2) Cooperates with technicians in selection of participants: technical specialists are responsible for assessing the technical qualifications of the participants; the Training Officer concentrates on other factors such as English language competence and cultural adaptability.

b. Preparing the Training Request

Advises and assists technicians in the preparation of the training document (PIO/P) to assure that the information shown, including the content, scope and objective of the program to be followed by a participant is clear, adequate and complete.

c. Preparing the Participant

(1) English Language Training

Assures that participants are competent in English prior to departure.

(2) Pre-Departure Orientation

Conducts orientation sessions to inform the participants about the Agency program, the regulations

and procedures governing training and the arrangements made for the participant.

d. Administrative Arrangements and Processing

Assures that all required administrative arrangements entailed in preparing participants for departure are completed, including preparation of bio-data, physical examinations, travel arrangements, security clearance, visas and other necessary documents. Maximum reliance is placed on the Mission Executive Office for completing these administrative arrangements.

e. Follow-Up of Returned Participants

Works with the Mission technical divisions and USIS to develop a comprehensive program for follow-up on returned participants pursuant to guidelines in M. O. 1375.1.

C. Evaluation

Establishes appropriate evaluation procedures to determine the effectiveness of the training programs and the utilization being made by the individuals of the training in relation to the country's manpower requirements.

D. Third Country Training

Coordinates the arrangements and administration of third country training programs for Agency-sponsored participants from other countries. This includes reviewing and issuing PIO/Ps received from other Missions, working with the Mission technical divisions

and/or host government ministries or training organizations to develop programs and itineraries, issuing call forwards, arranging for interpreters and escorts, orienting participants upon arrival, arranging for housing, maintenance allowances and travel and reviewing and preparing interim and final reports on the training.

E. Records and Reports

1. Maintains accurate and complete records and statistics on Mission participant training program.

2. Prepares reports required by the Agency or Mission.

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