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# **New Entry Training Course Evaluation**

**Produced for the U.S. Agency for International Development  
Under the Auspices of the  
Academy for Educational Development**

**Margaret Range, Team Leader  
Mary Vanderbilt**

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**Education Indefinite Quantity Contract  
AID-PDC-5832-I-00-0081-00**

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## **ACKNOWLEDGEMENTS**

**The Evaluation Team wishes to express appreciation for the cooperation extended by the staff of the contracting organization, The Pragma Corporation, the personnel of AID/HRDM/TSD involved with the evaluation, and the former AID project officer, Don Foster-Gross. In addition, staff from throughout the Agency were extremely helpful in providing perspectives on the needs of newly hired employees.**

## **ASSUMPTIONS OF THE EVALUATION TEAM**

Occasionally the purpose of an evaluation becomes lost amidst the rhetoric of an external critique of a project. The Evaluation Team wishes to restate the obvious: the purpose of an evaluation is to improve the training program -- and ultimately to positively affect the entry of participants into their new organization. By providing design suggestions as well as external valuations, the Evaluation Team hopes to assist the program implementers in improving the current program and to assist AID in making future decisions.

The evaluation is based on interviews, program documents, and observation of the most recent training program. All training programs have their own characteristics, and the Evaluation Team recognizes that certain aspects of the most recent program may not be representative of all New Entry programs implemented by the contractor. Furthermore, many of the issues addressed in this report are not new -- nor are some of the design suggestions. Some have been considered previously by the contractor and, for a variety of reasons, were never fully integrated into subsequent programs. The Evaluation Team wishes to reinforce these suggestions.

The participants' daily and end-of-course evaluations by participants were reviewed, and they can be helpful in improving specific sessions. However, the Evaluation Team notes the limited usefulness of evaluations based on immediate feedback by participants, especially on the last day of a training program when they often respond in a feel-good or critical manner depending upon their like/dislike of the trainer or other factors in the course. Rarely do participants question the basic assumptions of the training program, which is what this Evaluation Team attempted to do.

While the applications of adult education methodology were rather limited in this New Entry program, the effectiveness of adult education programs often takes years to assess. Many times, participants who resist adult education methods most strongly are those who ultimately are most positively affected by them. Adult education methods, if effectively carried out, can be potent tools for learning skills and increasing self-awareness. Poorly implemented, they can alienate participants at critical early points in a training program. The Evaluation Team paid especially close attention to the adult education methods currently utilized.

## **LIST OF ABBREVIATIONS**

<b>AED</b>	<b>Academy for Educational Development</b>
<b>AID</b>	<b>Agency for International Development</b>
<b>CD</b>	<b>Career Development</b>
<b>DSP</b>	<b>Development Studies Program</b>
<b>EEO</b>	<b>Equal Employment Opportunity</b>
<b>FS</b>	<b>Foreign Service</b>
<b>FSI</b>	<b>Foreign Service Internships</b>
<b>GS</b>	<b>General Schedule employees</b>
<b>HRDM</b>	<b>Human Resources Development and Management</b>
<b>IDI</b>	<b>International Development Internship</b>
<b>IG</b>	<b>Intergovernmental Personnel</b>
<b>IQC</b>	<b>Indefinite Quantity Contract</b>
<b>IRM</b>	<b>Information Resources Management</b>
<b>MBTI</b>	<b>Myers-Briggs Type Indicator</b>
<b>MSI</b>	<b>Management Systems International</b>
<b>NETC</b>	<b>New Entry Training Course</b>
<b>NGO</b>	<b>Non-governmental Organization</b>
<b>PSC</b>	<b>Presenter Skills Courses</b>
<b>TSD</b>	<b>Training Services Division</b>
<b>TSS</b>	<b>Training Support Specialist</b>
<b>USIA</b>	<b>United States Information Agency</b>

## **EXECUTIVE SUMMARY**

What should occur in a New Entry program that provides both an orientation to the organization and some minimal skill training?

In answering this question, the evaluation looks at the reactions of new hires and other personnel involved in New Entry Training Courses, past and present, in addition to those Agency personnel deemed historians and visionaries by their peers. Each was asked: What should new employees know, understand, and think about the Agency for International Development -- given the current climate of controversy surrounding the Agency, diverging organizational cultures within AID in the post-Cold War years, and the uncertain future directions of the Agency? What role does an orientation and training program play in an individual's career-long plan to build skills for professional advancement? What effect, if any, does an orientation program for new staff have upon the beneficiaries in the field?

This report examines what has taken place in the 17 courses (one canceled) provided for under this contract since May 1989. The Evaluation Team, with the encouragement of the AID Training Services Division, also looks ahead to what should/could take place in such a course to more effectively involve and engage the course participants who joined an Agency that requires increased flexibility and commitment from its professional staff.

## **SUMMARY OF FINDINGS AND CONCLUSIONS**

In the launching of the reconfigured New Entry course in 1989, AID benefitted enormously from the knowledgeable and first-rate staff of The Pragma Corporation, who have taken the course from an uncertain beginning to what has become a well-respected anchor within the Training Services Division (TSD).

Pragma does a much-better-than-average job of managing "what is," but it is time for AID to reexamine the assumptions of the course and to explore "what could be" in an orientation/training course. Under the present course design, large amounts of information may well result in less understanding.

### **Most Contract Conditions Fulfilled**

In general, the contractor, with AID/TSD's cooperation, has quite successfully fulfilled most conditions of the contract -- based on the prior somewhat-traditional curriculum design with one-way information flow, which was utilized in the pre-1989 contract years and prescribed by the 1989 RFP.

### **Trainer Faces Tough Challenges**

Based on this traditional orientation model, the contractor faces significant training challenges in managing a program with an enormous number of AID official presenters in the course and in providing a training program for quite divergent mixes of FS/GS/IG participants with varied international experiences, career goals, and length of service in the Agency.

### **Trainer Spends More Time and Energy in Managing, Than In Training Design and Training**

It is clear that the vast majority of the trainer's time and energy has been applied to the management of the training (70-plus AID presenters and sub-contractors) rather than training per se. This means that AID has not been able to take full advantage of the skills and creativity of the contractor trainer, Judith Oki.

Overall, assuming that in-house AID presenters are the most effective way to offer orientation to a complex organization (an assumption with which the Evaluation Team does not fully agree), the contractor has done a masterful job of orchestrating presenters and incorporating into the training program the frequent structural and issue changes within the Agency. In addition, materials for participants are comprehensive and well-organized.

## Course Benefits from Close Attention Of Both Contractor and AID

The course has benefitted from the conscientious attention of both Pragma staff and AID project managers, as well as other personnel within the Training Division. The contractor has been conscientious about communicating and working with AID and in completing evaluation reports so that Agency personnel were kept well-informed about issues in the program. Furthermore, in part because of the proximity of the contractor to the AID offices, the contractor has cooperated in providing numerous peripheral services to the AID Training Division well beyond the contract requirements. Likewise, AID took interest in the successful implementation of this contract.

Post-course evaluations, as specified in the contract, could have been more formalized between AID and the contractor -- beyond the written course report filed by the Pragma trainer. However, AID personnel did not press strongly for such formal evaluations, and the diligent monitoring of week-to-week events in the course meant that AID personnel remained on top of the NETC's progress.

## Minimal Adult Education Methodology Used

While parts of the New Entry program have been excellent in execution, minimal adult education methodologies were utilized, and the techniques that were used did not always represent the most creative, state-of-the-art training design in the field. However, the Evaluation Team recognizes that budget restrictions curtailed a major curriculum redesign proposed by Pragma when they won the contract for a reconfigured course in 1989.

## Course Needs Strong Conceptual Framework, Learning Objectives, Focus on Individuals, Team Building, and Greater Creativity

The New Entry course suffers from the lack of a strong conceptual framework (as opposed to topics covered) and from the omission of clearly-stated learning objectives that are used in a consistent way throughout the course and to which each participant can personally relate.

Equally important, the conceptual framework that exists is presented primarily as something external to participants -- a bird's eye view of AID -- rather than dynamically integrating their roles and activities into the everyday working life of the Agency. This is as much a matter of methodology as training design.

Finally, there is too little in the course to remind participants of a major reason for AID's existence -- the human beneficiaries in the field or to clarify AID's philosophy of development. Both content and methodology are insufficient to make the goals come to life for participants and, as one GS person put it, "remind us that there are human beings on both ends of the policies and plans." This is especially important for GS personnel who may never work overseas.

**In a program rich with opportunity, there has been poor use of multi-sensory and cross-cultural training methods, including but not confined to standard audio-visual materials.**

**In addition, the training design fails to address the need for team building throughout the Agency and, in fact, may exacerbate some existing divisions and tensions.**

### **Course Is More About Teaching Than Learning**

**AID presenters have dominated the course by sheer numbers. Over the years by format or style, a one-way information flow permeates the curriculum. Yet the New Entry course should be about learning, not teaching. Participants would benefit more from "learning how to learn" throughout their career than to become overloaded with facts that do not yet have meaning. AID should reexamine the current course assumptions that participants need to know extensive information about every division and that, with some exceptions, presenters from those divisions are the best method for learning and understanding.**

## RECOMMENDATIONS

- AID should continue with an integrated New Entry course with GS-FS-IG personnel, four weeks in length.
- AID should examine the current content of the course, and eliminate those administrative processing functions which are normally the purview of a personnel office and best implemented immediately upon employment. The course should be scheduled one to two weeks after FS employment to allow for these tasks to be completed.
- As much as possible, AID/TSD should work toward more coordinated hiring dates for FS, GS and IG personnel. The projections for new hires need Agency-wide coordination and attention.
- A stronger conceptual framework should be developed for the course, implemented by a more tightly-controlled training style, with practical learning objectives for each session, a clearer daily tie-in to the goals and objectives, and with greater attention to constantly framing the course for participants (telling them where they have been, where they are, where they are going, and why).
- A conceptual framework should be based upon individuals: (1) the participants themselves, their roles, and how these reflect the operation and issues of the organization and (2) the human beneficiaries in the field who are affected by the success/failure of AID's projects and long-term goals. This should replace the traditional orientation approach of taking an external look at the Agency, its structure, and functions.
- AID/TSD should reexamine the assumptions of the one-way information flow in the current course design and increase the responsibility and methods of participation by trainees in their own learning process -- in other words, a learner-centered rather than presenter-driven course.
- A New Entry redesign effort should incorporate much more creative, multi-sensory, cross-cultural, and adult education methods which recognize the cognitive needs of its highly-educated participants. Additional content/methodology areas could include off-site team building, a USAID Mission simulation, adult education theory, a learning styles instrument, intercultural skills, more integration of gender-minority information, and more creative visual/audio methodologies.
- The inclusion of individual AID staff from across the Agency does have value and should be continued with considerably fewer numbers. However, if the presenter format is maintained in the short run, the responsibility for the amount and content of the information should be shifted back to participants and their needs, not a division's need to present itself.

- A conceptual way needs to be found to invite supplementary resources from throughout AID, not official representatives. In a symbolic shift to the course, "presenters" should become "guest resources" or a similar term. Likewise, participants should be encouraged to take charge of the design and implementation of sessions with AID presenters and "question the experts."
- The 75+ presenters illustrate "the smorgasbord theory" whereby an array of too much information results in information overload and limited understanding. It is more important for participants to appreciate how they relate to individual components and how these components, in turn, complement and work with each other in real life situations.
- The current contractor is quite qualified to do major parts of the redesign work, but the course could benefit from fresh eyes and energy -- working in collaboration with the contractor.
- Under the current contract and until a major redesign effort can be made, funds designated for Presenter Skills Workshops might be redirected to employing a training design specialist for a two- to four-week period to enhance (not significantly redesign) the remaining programs under the contract. If employment intake decreases, funds for one NETC program under the current contract might also be redirected to redesign efforts under a contract amendment.
- AID would benefit from a close examination of the design and adult education methodology in the FSI A-100 Course for New Professionals and, to a lesser extent, the AID Development Studies Program. Some curricula could be adapted, but not duplicated or combined with New Entry.
- Shifting from a presenter-driven course may require AID/TSD to re-educate current AID personnel (especially presenters) to new roles in the program.
- Materials should be developed/redesigned for the following areas:

A Course Handbook/Yearbook for participants with conceptual framework, goals, learning objectives, adult education theory, photocopied photographs of participants and AID guest resources, full list of speakers, session descriptions, etc. Participants need much greater description and rationale for the course, and a living record and reference to take with them for use in their careers.

A revised Trainer's Guidebook with an introduction to the conceptual framework, learning objectives, training approach and assumptions, etc., with a special section of optional exercises for different mixes of participants.

- Once a new conceptual design is created for the course, AID/TSD should create an advisory panel of people outside the Training Division with adult education backgrounds, including, for example, Toni Christiansen, Catherine Balsis, Martha Rees, Ron Grosz, and others to provide feedback and further ideas on methodology.
- The Training Division should develop and publish supervisor guidelines regarding criteria and requirements for course attendance by new hires.
- A good overview of status/numbers/issues of minorities and women could be integrated in the presentation of the AID organizational chart and in information about each division. Integrating the information throughout the course, beyond the EEO and Sexual Harassment sessions, would give people information in a consistent and matter-of-fact manner. The information needs to be mainstreamed, not marginalized in special sessions.

**Quick Summary  
EVALUATION  
SCOPE OF WORK**

The following provides succinct responses to specific questions asked in the Scope of Work. These answers are expanded in the body of the report, which is organized in a different manner.

1. **CONTRACTUAL**

- a. **Provided deliverables in qualitatively satisfactory way and in a timely fashion: Yes.**
- b. **Has contractor assisted participants to complete administrative processing: Yes, but should be eliminated from course.**

**Understand unique characteristics of AID and how these affect the way one operates within it: Adequate.**

**Use diagnostic frameworks to identify how AID differs from other organizations and formulate effective personal strategies for influencing and negotiating: Implemented by sub-contractor but not carried over sufficiently into rest of curriculum.**

**Understand and explain the development philosophy, goals, and strategies of AID: Inadequate. Explained, but limited understanding except for participants who knew which questions to ask.**

**Understand program development and budgetary process and the project and program design system through which assistance is defined and provided to collaborating governments: Fair. Difficult for those with no project experience to understand relevance.**

**Understand management and program implications of AID's decentralized structure: Adequate, somewhat affected by participants' information overload.**

**Reassess personal objectives for joining AID and clarify personal action plans: Somewhat cursory, but has potential for strong component if fully processed.**

**Generally make people better prepared to undertake their first years in AID: Yes. Improved methodology and decrease in amount of information could have even better effect.**

Have presenter skills workshops for AID staff been effective? Has contractor improved presentations of presenters? Should this feature be continued for rest of the current contract? Should these workshops be carried into new contract? **Little information (none written) available to Evaluation Team. Workshops generally not time- and cost-effective because of presenter turnover. Improved methodology would make course less dependent on skills of presenters.**

Does contractor provide adequate guidance to AID presenters to assist them in preparing for presentations? **Only fair. Needs to be much more directive and detailed with presenters, and selected information should be provided to participants prior to sessions.**

Has contractor supplied qualified staff: course manager, two professional facilitators, and training support specialist. **Yes, highly qualified. Only one facilitator has been provided full-time.**

Is training support specialist useful and appropriate, used to proper effect? Should it be carried over into new contract? **Greatly under-utilized and provides mainly technical rather than content/design assistance. If carried over, should be only partially funded under the contract.**

## **2. DYNAMICS**

Kept up with changes within and outside of AID? **Excellent.**

Shown awareness of and incorporated new management and career enhancement approaches in AID? **Yes.**

Were participant and contractor evaluations effective to adjust content and structure of the course? **Evaluations served mostly to shift or improve poor AID presentations rather than question design of the course, although some management sections were revamped.**

## **3. STRUCTURE OF PROGRAM**

a. Course too short or too long? Some topics inadequately treated? Some topics dealt with in too much depth? **Length should be maintained. Add off-site team-building, Mission simulation, adult education theory, learning styles instrument, intercultural skills, more experiential activities, more integration of gender-minority information. Participants need more understanding of individual roles and their connection to the objectives/beneficiaries of AID, and less information on specific components in AID.**

b. Sufficient application of interactive, adult-learning techniques? **Very weak.**

- c. **Appropriate length of class day? Should it be shortened to allow for individual reading or for "administratively-determined" or "political" appointees to attend? Should be no more than 6 hours per day with presentation format; longer with experiential methods. No special allowances should be made for political appointees, but they should be strongly encouraged to attend.**
- d. **Sequencing of topics appropriate? Should conceptual framework of the course be changed? Framework is topic-oriented rather than learning-oriented. Conceptual framework should integrate all four weeks with evolving theme, learning objectives and session descriptions.**
- e. **Is NETC linked properly to Project Design course? Adequate. AID/TSD needs to examine exhaustion factor in close proximity of two courses. Project Design should not be recommended for people without prior field experience.**

#### 4. FUTURE

- a. **Is contract mode suitable for future? Would alternative modalities be preferable? Long-term IQC or two-courses under one contractor preferable in order to provide full-time trainer based at AID/TSD.**
- b. **Prospects for combining NETC with similar programs? AID/TSD should look to FSI and, to a lesser degree, DSP, as resources in design or training of trainers. Components might be adapted, not combined.**
- c. **Is staff configuration of current contract optimum? No second trainer was employed by contractor. Training Support Specialist very under-utilized. With more experiential methodology, two full-time trainers would be required, but course management responsibilities would be significantly decreased. Under current contract, AID/TSD would benefit if Course Manager also had training skills.**
- d. **Current length appropriate? What would be ramifications of change on staff mix, ratio of contractor presentations to in-house presentations, ability to adapt to AID changes, and content, structure, and topic sequencing? Length appropriate but should require fewer in-house presentations and more informal participation by AID personnel.**
- e. **Does projected employee intake rate warrant changes in kind or frequency of NETC? What can be done to improve timely and full-time participation of GS professionals? What is required in workplace to support course learnings? Evaluation Team unable to obtain intake projections from throughout the Agency.**

**AID/TSD needs firmer guidelines/contracts for participation in the course. (See FSI for ideas.) Regular follow-up with participants, mentors, supervisors could provide enhanced learning.**

- f. **Minimum number of participants for cost-effectiveness? Maximum number without compromising quality? Optimum number? Unable to determine without comparable data from other programs. Maximum should be 25; Ideal, 20.**

**5. MANAGEMENT**

- a. **Has contractor provided suitable monitoring and oversight of employees? Excellent.**
- b. **Has AID TSD provided appropriate project management? Excellent.**

**6. OTHER FEDERAL PROGRAMS**

- a. **How does NETC compare with similar programs? Longer than many, but half the length of State Department/FSI A-100. Could benefit from a serious look at FSI design and methodology.**

## **I. OVERVIEW OF THE EVALUATION**

### **A. PURPOSE OF THE EVALUATION**

The purpose of this report is to evaluate the management and implementation of the four-week New Entry Training Course, which is required for all direct hire Foreign Service Officers, General Schedule professionals, employees on detail through Participating Agency Service Agreements, Intergovernmental Personnel Acts, Resource Support Service Agreements, and contract employees.

### **B. SCOPE OF WORK**

The Scope of Work, which can be found in the Appendix, covered evaluation of the four-week course, including attendance at 50 percent of the August 1992 course sessions, interviews, and review of relevant documents. A listing of persons interviewed and documents reviewed can also be found in the Appendix.

The Evaluation Team was asked to evaluate the following topics (paraphrased). These are covered in the report in a slightly different order than in the Scope of Work:

- Quality of Deliverables
- Effectiveness of Presenter Skills Workshop
- Guidance Provided for Presenters
- Staff Qualifications, Configuration
- Appropriateness of Training Support Specialist
- Currency with AID Changes and Issues
- Awareness of New Management/Career Enhancement Approaches
- Effectiveness of Evaluation
- Length of Course
- Treatment of Topics
- Methodology
- Length, Composition of Days
- Training Design and Sequencing
- Linkage with Project Design
- Suitability of Contract Mode
- Potential for Combining with Other Programs
- Improvements for GS Professionals
- Workplace Requirements to Support Learning
- Cost Effectiveness/Minimum Numbers
- Contractor's Management
- AID Management
- Comparison with Other Federal Programs

The Evaluation Team consisted of Maggie Range, an evaluation and adult education training specialist with experience in a number of AID training evaluations, and Mary Vanderbilt, who has expertise in training design and implementation for developing country NGOs.

### C. EVALUATION PLAN

The Evaluation Team reviewed relevant documents (listed in the Appendix), attended 75 percent of the sessions of one NETC program, and interviewed the following categories of people (names appear in the Appendix):

Contractor staff.

AID personnel currently/formerly concerned with training, personnel, and career development.

Current/former presenters in the course.

AID personnel from a broad range of sectors.

AID minority and women staff members.

AID personnel recommended as "historians and visionaries" in the Agency by their colleagues.

Former facilitators of the course.

Adult education/training specialists involved with AID.

Former participants in the course.

Participants in the most recent NETC course.

Evaluation specialist with an external organization.

Interviews of Recent and Past Participants: Interviews with 75 percent of the most recent participants ranged from 60 to 90 minutes in length, going well beyond the course evaluations in depth. In addition, the Evaluation Team interviewed approximately 10 former participants who completed the course in the last five years.

Interviews of AID Personnel and Presenters: In the course of interviews with AID presenters and other AID personnel, the Evaluator asked questions about Pragma management of presenters, general views of the NETC course, what should occur with participants in terms of knowledge, skills, and attitudes; what problems people experience in career advancement that might be addressed in the NETC course, their ideas on effective and memorable methodology and content from their own experiences.

Historians and Visionaries Interviewed: As part of the methodology in each interview, the Evaluation Team made a special effort to request the names of "historians and visionaries" in the Agency, who were then interviewed. This approach provided a historical perspective on career development and new entry training, and creative ideas for redesign.

Problems in Location of Documents: The contractor was cooperative with the Evaluation Team. However, there was some difficulty at both Pragma and AID in locating documents, especially with regard to narrative budget reports, records on Presenter Skills Workshops (no reports were located), and other miscellaneous records of each course.

The recent move by the AID Training Division and the Pragma contracting staff, plus the transfer of the AID project manager just prior to the evaluation, no doubt contributed to the confusion in locating all records. The absence of a few documents is not thought to significantly affect any conclusions in this report.

#### **D. CONTEXT OF EVALUATION: POLITICS AND CONTROVERSY**

This evaluation took place during a presidential election campaign against the backdrop of intense criticism of the Agency for International Development by both the Executive and Legislative branches of government; philosophical splits within the organization on its numerous objectives; and extremely low morale expressed quite openly both to participants of the NETC course and the Evaluation Team. Without doubt, the uncertainties regarding the future mission(s) of AID - - indeed, perhaps independent existence of the Agency -- affected the views of participants and other AID employees.

As background information, included with this document is a cassette copy of a report on "AID's Post-Cold War Role" by National Public Radio diplomatic correspondent, Ted Clark, which was aired as this document was being prepared. This report outlines the numerous and sometimes conflicting objectives of the Agency which any New Entry training must address.

## II. BACKGROUND OF THE CONTRACT

### A. EVOLUTION OF THE CONTRACT

In-House Training Program in Early Days: The AID training division originally handled the orientation and training of new AID personnel with an in-house training team and a series of presenters from throughout the Agency.

Shared Contract from 1985 to 1989: In January 1985, a new contract gave The Pragma Corporation and Management Systems International shared responsibility for the course, with MSI providing more of the project design and evaluation components of the course.

Pragma Takes Over 4-Week NETC Course in 1989: In 1989, the six-week course was split into two sections:

New Entry Training Program (four weeks)  
Project Design (one week for FS personnel only)

Pragma won the contract for the NETC course and MSI took sole responsibility for the Project Design course. It is the post-1989, four-week NETC training program which is being evaluated in this report.

For a more detailed account of the development of the contract, see Appendices.

### B. CONTRACT REQUIREMENTS

Contract Requirements for the New Entry Training Course included:

Projected four courses per year, for a total of 20. Sixteen courses implemented to date (plus one canceled). Course 18 scheduled for January 1993.

Projected three Presenter Skills Courses per year, for a total of 17 scheduled to date. (Number actually implemented is unavailable due to missing records.)

One full-time Training Support Specialist (TSS), based at the Learning Resource Center, with authorization of up to 260 days annually.

### C. CONTRACTUAL FULFILLMENT

#### Findings and Conclusions

The contractor has successfully fulfilled the majority of requirements under the contract, most of which are discussed in detail elsewhere in this report.

**Contractor Course Sessions:** The contractor has presented approximately 14 percent of the sessions in the course, with the sub-contractors providing another 14 percent. This meets the contract requirement that Pragma be responsible for approximately 30 percent of the sessions.

**Presenter Workshops:** Although two Presenter Skills Enhancement Workshops were required annually under the contractor, it is unclear how many have actually taken place. See Section X Course Management, Presenter Skills Workshops, for more details.

**Two Facilitators:** It was expected under contract terms that two fully-qualified facilitators would "alternate facilitation duties for designated courses for the life of the contract." In fact, the contractor provided one primary trainer for all the courses, plus a few backup trainers for supplementary services. It is unclear why two alternating facilitators never came into being; both the contractor and current/former AID personnel expressed surprise that two facilitators were designated in the contract.

**Trainer's Guide:** The Trainer's Guide, which was designed to assist presenters, has not been updated since March 1990 and has not been fully utilized under the contract terms. The Evaluation Team, who reviewed only excerpts of the old Guide, found no presenters who had seen the Guide -- or remembered seeing it. See Section X Course Management, Guidance for Presenters, for more details.

**Training Support Specialist:** See Section VI Contractor Staff for more details.

**Course Materials:** Handbooks and reading materials are well-organized and comprehensive. The contractor developed a separate handbook on overseas information.

**Course Evaluation:** Written reports of each course have been completed by the contractor and provide sufficient information for minor course corrections. In addition, six-month post-course evaluations were carried out, but with minimal responses from the field.

**Work Plans and Progress Reports:** Weekly reports were completed in oral rather than written form and have apparently proven satisfactory due to close monitoring by AID staff. However, if AID project managers had not been so consistently diligent, the lack of written reports could have been a problem.

### III. STRUCTURE OF THE COURSE

#### A. LENGTH OF COURSE

##### Findings on Course Length:

The NETC course is four weeks in length.

The overwhelming majority of participants, AID presenters, and other AID personnel expressed opinions that the course is an appropriate length, although almost all recommended some changes in content or methodology. Some recommended a shortening of the course, but none recommended that it be lengthened beyond four weeks.

##### Conclusions on Course Length:

Although the Evaluation Team initially leaned toward decreasing the length of the course, the final conclusion was that the NETC program should remain at four weeks, with significant changes in methodology and content.

In part, this change in thinking occurred because of the overwhelming opinion among those interviewed that the course was an appropriate length. Also, as thinking evolved about new designs based on adult education methodologies, it was recognized that four weeks would allow thorough processing of the learning and increase chances of significant team building among different FS/GS/IG factions.

##### Recommendation for Course Length:

- The course should remain at four weeks in length.

#### B. DAILY COURSE SCHEDULE

##### Findings on Daily Course Schedule:

The course day currently runs 6-8 hours. Participants are given handbooks on the first day of class for reading at their leisure.

##### Conclusions on Daily Course Schedule:

Six to eight hours of lecture/panel presentations are draining for participants and probably not as effective as they might be.

### Recommendations for Daily Course Schedule:

- The appropriate length of the class day is dependent on any new curriculum design features. With a presentation format, the class day should be no more than six hours per day. With a more experiential format and field trips, the day could more comfortably run longer.
- Given the external distractions for FS personnel (moving, family, etc.) and GS personnel (job responsibilities) in addition to the course, any additional reading or presentations are inappropriate.

### C. ADMINISTRATIVE PROCESSING

#### Findings on Administrative Processing:

The first week of the course is interspersed with administrative tasks before and after the formal opening of the New Entry program. These tasks consume nine percent of the curriculum time.

The Career Development division cites lack of conference space as one factor in their inability to accommodate large numbers of new hires for more of the administrative tasks. Whatever the reason, responsibility must be shifted back to the more appropriate division of AID.

When a person begins work at AID, some administrative tasks are handled by CD during a four-hour period on the first day of employment. Most intakes occur on the first day of a pay period, approximately every two weeks. The intake of personnel varies greatly from occasion to occasion, depending on the IDI enrollment and other factors.

#### Conclusions on Administrative Processing:

To outsiders, it appears that the contractor handles a number of personnel functions that would normally be implemented by an organization's personnel office immediately upon employment. It would better serve new hires if these activities took place within the first month of employment. (People attend the NETC course from one week to several years after their employment.) The contractor's responsibility for these personnel tasks evolved partially by default.

The interspersing of these tasks in the first week of the course results in a disjointed and uncohesive beginning to the building of a team who will work together in subsequent weeks. From the first day, participants are separated by their processing tasks, and the perceived better treatment of FS personnel (for instance, a lunch invitation rather than a classroom meeting) starts the group off on an unfortunate note.

### Recommendations for Administrative Processing:

- HRDM/TSD should look carefully at the curriculum and eliminate any administrative procedures which would better occur immediately upon employment. They should work with the CD personnel to accommodate more regular -- perhaps monthly -- processing of both FS and GS personnel. This should include the use of rooms in the Training Division if necessary. However, responsibility for the completion of the administrative processing by new hires should not fall to the Training Division.
- The New Entry course should take place no earlier than one week after FS employment to allow five days for administrative processing and reading in preparation for the course. (Although this was recommended in a recent IDI document, it has apparently not been implemented.)
- The current Participant Handbooks should be available to all participants either upon the first day of employment (FS) or one-two weeks before the course begins (GS/IG). (This would entail more rigorous enrollment deadlines, which are strongly recommended.) This suggestion assumes that the course begins one-two weeks after FS employment, as proposed elsewhere in this report.

### D. SCHEDULING AND EFFECTS OF EMPLOYEE INTAKE

#### Findings on Course Scheduling:

The intake of FS personnel drives the scheduling of the course, with GS employees funneled into the course as released by their supervisors. The same is true for Inspector General staff.

The intake for Foreign Service Officers is expected to drop over the next few years, although the IDI percentage will increase to 75 percent for 1993. No data were available on projected GS or other intake categories.

#### Conclusions about Course Scheduling:

GS personnel, especially, are negatively affected by the scheduling of the course and do not always receive information when it would be most useful.

The FS-based scheduling means that GS personnel may be well-established in their jobs before attending a course and, at that point, the demands of the job and their supervisors can -- and often do -- take precedence.

### Recommendations about Course Scheduling:

- HRDM/TSD should explore the formal detailing of GS personnel, releasing them from current office responsibilities, as soon as possible after employment. The State Department regulations might be looked at for suggestions.
- As much as possible, the courses should be scheduled at exactly the same period every year.
- If administrative processing can be held outside the course on a monthly basis, the delay in attending an NETC course will not affect them so negatively.

### **E. LINKAGE TO PROJECT DESIGN COURSE**

#### Findings on Linkage to Project Design:

The Project Design course was separated from New Entry in 1989, and is currently undergoing design changes moving towards a three-segment six week program. A representative from Project Design currently makes a presentation to the New Entry participants during the last week of the course.

Both participants and trainers consistently express concern about the exhaustion factor after four weeks of New Entry training.

#### Conclusions on Linkage to Project Design:

The Project Design course, which includes people fresh from the field, suffers from the lack of a common level of energy and enthusiasm among its participants, and the New Entry people cannot benefit fully from the Project Design course. This exhaustion is in part caused by the current somewhat physically passive style of the NETC course.

#### Recommendations for Linkage to Project Design:

- Although a new design for the NETC program may affect energy levels in a positive way, the scheduling of the two courses back to back should be seriously studied by AID -- especially with the recent proposal for a longer Project Management course. The two courses should not be combined, and probably they should be separated by a longer time period.
- Project Design should not be recommended to those new hires who have either no field experience or no immediate need for the technical skills transferred in the course.

## **F. OTHER FEDERAL PROGRAMS**

### **Findings on Other Programs:**

New Entry is longer than most programs, except for the State Department FSI A-100 course which is nine weeks in length and based on experiential methodology. For a more complete description of the State Department and World Bank orientation programs, see the Appendix.

Courses of the World Bank and USIA are traditional in nature. Several corporate orientation programs, including IBM, Gannett, and Marriott, are quite limited in applicability outside their own businesses.

### **Conclusions on Other Programs:**

The New Entry course could benefit from adapting some of the curriculum and methodology of the FSI program, as well as parts of the DSP course. No other program curricula appear particularly useful to NETC.

### **Recommendations for Other Programs:**

- The team involved in New Entry redesign should study the FSI and DSP curricula, costs, and methodology.

#### **IV. CONCEPTUAL FRAMEWORK FOR THE COURSE**

##### **A. OVERVIEW OF THE CONCEPTUAL FRAMEWORK**

###### **Findings on the Conceptual Framework:**

The training design presents itself as a list of topics with no specific learning objectives for individual sessions or sections and few clear transitions/links from one section of the course to another. As described in the original contract, the four weeks are set forth as follows:

**Week 1: Overview of AID in Development Context**

**Week 2: Operating Effectively in AID**

**Week 3: Activities, Policies, Strategies of AID Central Bureaus**

**Week 4: Activities, Policies, Strategies of Regional Bureaus**

The schedules given to participants list only brief session titles, acronyms, and last names of presenters, session by session, with no highlighting of even a weekly theme. There were no learning objectives, session descriptions, or details on presenters.

From the patchwork of presentations, participants can note few tie-ins to past or future sessions in the course. Course objectives and schedules are not always posted for participants or referred to in a consistent way.

The lack of an overall theme, sections labeled as topics rather than as learning objectives, and only cryptic labels for each session left many participants wondering where they were, where they had been, and where they were going.

Likewise, the lack of learning objectives or session descriptions left some presenters frustrated because they repeated previous points or did not cover points in which participants were most interested. A number of participants did not fully understand the learning flow of the program.

Excerpts from the Trainer's Guidebook indicate that activity descriptions are available for some sessions. However, these have not been updated for some time and are not currently given to presenters or participants.

###### **Conclusions on the Conceptual Framework:**

The New Entry course suffers from the lack of a strong conceptual framework with learning objectives to which each participant can personally relate, an impression seconded by some AID Senior Managers.

The conceptual framework is presented for the most part as something external to participants -- a bird's eye view of AID -- rather than integrating the participants' roles and activities into the everyday working life of the Agency. This is as much a matter of methodology as training design.

Finally, there is too little in the course to remind participants of a major reason for AID's existence: the human beneficiaries in the field. Both content and methodology are insufficient to make the goals come to life for participants and, as one GS person put it, "remind us that there are human beings on both ends of the policies and plans."

Week 1 appears disjointed because of the intrusion of periodic administrative processing tasks. Week 2 -- with four days implemented by a sub-contractor -- demonstrates some cohesion, but the learnings from these sessions are not fully integrated into the rest of the course. Week 3 is an information-loaded week, interspersed with Search Team activities in small groups, which were not consistently successful. Week 4 begins to tie some things together, but the order has no well-articulated theme or clear logical flow throughout the week.

#### Recommendations for Conceptual Framework:

- A high priority for redesign of the course should be a strong conceptual design that focuses (1) on the participants and their roles as they interact with other AID employees and with the larger organization and (2) on the mission of AID as it affects beneficiaries in the field.
- Learning or behavioral objectives ("Participants will be able to...") should be developed for each session and section of the course, consistently referred to throughout the course, and should form the basis of the course evaluation. Developing learning objectives (rather than training or activity objectives) for each section and session will help AID clarify more precisely what participants are expected to take away from the course.
- In addition, session descriptions should be developed for each segment to benefit both participants and AID personnel participating in the course.

#### **B. NEW ENTRY IDENTITY AND SENSE OF TEAMWORK**

#### Findings on New Entry Team Building:

A low sense of teamwork exists among participants, who have little long-term identification with their NETC colleagues, except among those with similar job descriptions such as attorneys. This is in sharp contrast to other federal orientation and training programs such as the State Department and Peace Corps.

### Conclusions on New Entry Team Building:

The length of the course provides an excellent opportunity to build an esprit de corps among individual groups of new hires that could have ultimate long-term positive effects throughout the Agency.

The lack of strong group identity in the orientation program represents a lost opportunity for building more cohesive groups that can form career-long networks, so important in an international agency with high personnel mobility and sharp GS/FS/IG divisions.

### Recommendations for New Entry Identity:

- Each New Entry group needs to have greater identity either by number (Group 8), by year, or by name to increase their own sense of team identity and to develop a sense of being part of a larger whole and part of the historical evolution of a program within the Agency.
- Even at the expense of shortening the course, an off-site period of two to three days would provide tremendous learning and team building opportunities in the first week. It would also move participants totally away from DC distractions until some sense of group and roles were established. (FSI does this twice in a nine-week course.) The New Entry course is the critical time to build a sense of cooperation and long-term professional relationships among the diverse staff.

## V. METHODOLOGY

### A. APPLICATION OF ADULT EDUCATION TECHNIQUES

#### Findings on Adult Education Methodology:

Didactic methods dominate the methodology for the course, with the most recent program featuring no fewer than 75 presenters using very traditional methods of orientation (presentation, question and answer).

The schedule is divided into the following methodologies, according to percentage of the scheduled hours:\*

Didactic Methods (single/panel presentations)	41%
Search Team Project (small group work and presentations, poorly attended)	14%
Experiential Methods (by sub-contractors)	16%
Experiential Methods (mostly small group discussions, by contractor)	14%
Administrative Processing	9%
Field Trips, Receptions	5%

*\*These estimates are based on the most recent course schedule for August 1992; some sessions may be a mix, but are classified according to the dominant characteristic. Total classroom hours for the course are approximately 105, not including the Labor Day holiday in the August course.*

Traditional didactic education methods with one-way information flow dominated the NETC program. There were fairly sharp distinctions between long periods of information-presentation and experiential methodology.

Participants were given no introduction to adult education theory and methodology. In addition, the training (not learning) goals were presented and participant expectations were assessed in an opening session, but never really referred to again with any consistency in the course.

The course used adult education methodology to a very limited extent -- most of it concentrated in the three-day block, *Working Effectively in AID*, implemented by a sub-contractor. Other experiential sessions by the contractor were primarily based on small group discussions, such as in the Senior Managers session.

When adult education methodology was utilized by the contractor, it was not always as effective as it might be. For example, the opening warm-up exercise for participants featured a very traditional ice breaker of matching puzzle pieces to mix participants in small groups to get to know one another. Such methods can be useful in eliciting serious discussions among participants about issues related to the course or it can provide information about management styles and philosophies that can be built upon throughout the course. However, in this case, the puzzle pictures had no relevance to the course, and were not mentioned again by the trainer.

### Conclusions on Adult Education Methods:

The course design did not weave adult education methodology throughout the curriculum. Instead, there was a sharp separation of presentations and experiential activities. Although the sub-contractors used adult education methods in the Myers-Briggs Type Indicator (MBTI) and Situational Leadership sessions, the learning was not well integrated into the rest of the course.

Throughout the course, two methodological problems emerged:

The course provided no introduction to adult education theory, thereby giving no philosophical underpinnings for those participants who are initially opposed to what they see as "games."

The experiential methodology that was utilized was not taken to sufficient depth to tie into every objective of the course and appeal on both cognitive and affective levels.

A more creative use of the methods could have provided important intellectual content for participants as well as increased learning about themselves -- information that could have been built upon throughout the remainder of the course.

In the ice breaker exercise, the failure to infuse the puzzle activity with some meaning other than participants meeting one other had the effect of appearing "non-intellectual" for those initially uncomfortable with experiential education. It also had the effect of alienating those very people -- "a child's birthday game," someone described the session -- who most need convincing.

### Recommendations for Adult Education Methodology:

- The program should be redesigned to include extensive adult education methods. In the short term, adult education methods should be better woven throughout the current course curriculum.
- The training design should take into serious account two factors:  
  
Trainees are likely to be well-educated professionals who must be reached on a cognitive as well as affective level.  
  
Deep divisions still exist between GS and FS personnel, necessitating a design that emphasizes common goals, the individual roles and contributions to those goals, and extensive team building.
- Any adult education methodology must be rigorous in utilizing a blend of cognitive and experiential techniques in the same exercises.
- Adult education methodology can be a powerful means of helping a group of participants with quite different motivations and styles to learn a body of information and how to apply it to their lives. If they have never been exposed to this methodology or have experienced a poorly-implemented methodology, they often display an initial resistance that is difficult to break down. Consequently, the trainer should give them a theoretical rationale for using innovative methodology.
- It is also critical to provide written materials to supplement the experiential learning for those with various learning styles. With highly educated trainees, the training design must be extremely sophisticated -- while perhaps appearing simple on the surface.

### **B. AID PRESENTATIONS**

#### Findings on Presentations:

More than 75 individuals gave lectures or spoke on panels, comprising 42 percent or nearly 44 hours of the course. Presenters spoke from one to three hours in the course, usually with opportunity for questions and answers. Each presenter was asked to give a brief personal comment on a career highlight, their range of assignments, and a tip for newcomers.

Presenters were not preceded by supporting visuals (such as photographs) or written biographical information, and there was little experiential methodology to help the presenters become fixed in the memory of participants. Consequently,

participants tended to remember only the very best or most controversial speakers. Faces, as well as session contents, began to blur after a certain point.

In addition, the names and functions of each presenter were not always clearly explained to participants. (The schedule listed only last names and acronyms.) A large chart of the AID organization helped to place people, but the acronyms were illegible to some participants in the back of the classroom, and acronyms were still confusing to the most recently-hired employees.

### Conclusions on Presentations:

The current methodology with its reliance on approximately 75 presenters does not help the organization to come to life for participants without extensive effort on their part. The result is a more impersonal, external view of the organization rather than a sense of one's individual role and how one's role relates to other individuals in the organization.

Obviously, with any orientation, information flow to the participant is a reasonable assumption. And there are advantages to the presentation methodology:

Less demanding on the trainer.

Involves more senior AID personnel with new hires, which exposes them to the ideas and questions of new personnel, and provides potential mentoring links.

Participants see faces of people in divisions in which they are interested, and can follow up later.

However, the 40-plus hours of presentations by no fewer than 75 individuals produces a mind-numbing effect on some participants. Participants appreciated seeing the faces, but felt somewhat overwhelmed at times by the amount of information. Numerous creative ways exist to incorporate individuals from the Agency using methodology based on the learning needs of participants.

This is not to say that lectures/panels do not have a role in an effective training course. Among the 75 presenters were several highly effective speakers, such as Richard Moore whose three-hour presentation on the historical trends in development garnered high marks from participants.

### Recommendations for Presentations:

- The number of presenters should be decreased and made supplementary to experiential methodology in most parts of the course.

Even the conceptual shift to "Question the Experts" or guest resources would change the dynamics and move the classroom climate from teaching to learning.

- For further recommendations, see the sections on training ideas in the Appendix.

### C. USE OF VISUAL AND AUDIO TRAINING MATERIALS

#### Findings about Visual and Audio Training Materials:

Few multi-sensory or cross-cultural materials were used throughout the course to create the environment of an organization with an international mission. The materials used did not go beyond traditional videotapes and slides which were not always legible.

The training room itself offered no artifacts or photographs except for a detailed chart of the organization with print too small to read from the back of the room. No aural materials were used at all.

Flipcharts were prepared daily with the schedule and last names of the speakers in a somewhat unfinished style. No session objectives were posted and the overall goals for the course were not posted. Only the drawings of AID and the participant expectations remained posted throughout the course, but they were rarely noted after the first day.

#### Conclusions about Visual and Audio Training Materials:

The poor use of such materials throughout the course represents a missed opportunity to engage and excite the participants, especially those who have never worked overseas.

This important area appears to have been overlooked as a factor in the creative design of a course which appeals to all types of learners. These techniques can serve to bring together diverse learners from all sections of the Agency.

In addition, well-designed and well-used flipcharts can provide the glue for a program, giving a growing portrait of the past/present/future for the course and providing a visual sense of achievement for participants. These documents can be important reference points with which to begin each day.

#### Recommendations about Visual and Audio Training Materials:

- AID/TSD should examine the entire curriculum for ways to incorporate visual and aural materials in every session, as well as throughout the training site.

- **Flipcharts should be redesigned in a more finished and colorful manner to enhance the learning process,. document the learning, and provide lively introduction to sessions.**
- **More creative methods should be used to explain the organization of the Agency and relationship of each participant to its components. (For example, use of Polaroid photographs to illustrate presenters and participants, placing them in their spaces on the organizational chart.)**
- **Presenters could be involved in bringing more stimulation for the senses -- for example, artifacts or photographs or music that express particular meaning for them in their AID careers. Such techniques could link participants to the people and cultures in the field in much stronger ways, and help make the mission of the Agency become more vivid.**
- **Clear, attractive graphics should be utilized in a variety of ways to make the dry statistics and organizational structure more vivid and relevant to the jobs of individual participants.**

## **VI. CONTRACTOR STAFF**

### **A. STAFF CONFIGURATION**

#### **Findings on Staff Configuration:**

The current configuration differs from the contract in that there has only been one primary trainer throughout the contract (rather than two under the contract), with a few other trainers providing supplementary services. Midway through the contract, the primary trainer was promoted to Director of Training Services for Pragma, which has resulted in her carrying heavier responsibilities.

In the early part of the contract, the Course Manager position was filled by a person who also possessed training skills, although that is not a part of the job description. An intern has supplemented the contractor staff, providing back-up support on a daily basis during the course.

The Training Support Specialist serves TSD at large, but has been used in a very limited way in this course. In the most recent course, the TSS was not utilized at all because of a schedule conflict, and all audio-visual matters were handled by the Course Manager and the intern.

#### **Conclusions on Staff Configuration:**

The current trainer's increased responsibilities within her organization inevitably divert some attention from the New Entry course.

While the Course Manager has performed exceedingly well in the complex management tasks, it is worth noting that a Course Manager with training expertise would provide a more efficient configuration of talent.

The Training Support Specialist is obviously a critical person serving the entire Training Division. However, the New Entry course can utilize the TSS services in only a very limited way, and the full financial assignment to this contract does not seem warranted.

If the course were redesigned in a more experiential format, the course would require two experienced trainers as originally specified under the contract but the management demands would be considerably lessened. The course could be handled by the same total number of staff. In addition, if AID consolidated two or more courses under the same contractor, a second Trainer/Course Manager might be able to provide services for more than one course.

### Recommendations for Staff Configuration:

- In the long term, the most efficient configuration would be a contractor Primary Trainer employed full-time and on-site at AID for two or more of the TSD courses, a second Trainer who could also coordinate some of the management functions, and a Program Assistant/intern who could carry out support tasks.
- As noted elsewhere in this report, the TSS position costs, if continued, should be shared by course contracts throughout the Training Division.

### **B. TRAINING SUPPORT SPECIALIST**

#### Findings on Training Support Specialist:

This position is based in the Learning Resources Center, now conveniently located next door to the Training Division. This person is available to provide technical audio-visual services to the course trainer and to individual AID presenters. At one time, this person set up regular lunchtime films during the course, to which all AID personnel were invited.

The TSS staff have been well-educated for the most part, but with limited work experience. The position tends to have high turnover.

#### Conclusions on Training Support Specialist:

This person is under-utilized in the course, yet the audio-visual resources are especially vital in three ways:

Providing a creative, engaging way to help GS people understand the reality of the field and the mission of the Agency. These are pictures and sounds that will remain in their minds.

Providing another effective way to keep FS personnel up-to-date on current issues, state-of-the-art field programs, new terminology and analytical tools.

Providing much-needed methodological variety in the curriculum.

#### Recommendations for Training Support Specialist:

- Regular lunchtime films/videos during the course should be immediately resumed.
- Either the Training Support Specialist should be more integrated into the planning process for NETC or the contractor should gain familiarity with the resources to be in a position to recommend a much greater variety of audio-visual materials for

different course areas. One or more NETC participants could also be assigned to exploring resources appropriate to their group needs.

### **C. CONTRACTOR UP-TO-DATE ON AID CHANGES**

#### **Findings on Contractor Knowledge of AID:**

During the four-week course, the trainer for the NETC program demonstrated familiarity with both the personalities and the environment of this organization which has undergone considerable change over the last few years.

The contractor demonstrated this expertise by the selection of AID presenters, as well as the interjection of comments to supplement or steer discussions about the Agency. Interviews with AID personnel confirmed that the trainer is well-respected within the Agency for her knowledge of the organization.

#### **Conclusion on Contractor Knowledge of AID:**

Consistency (one trainer) and cumulative knowledge have been valuable in selecting appropriate presenters, directing curriculum changes, and in dealing with the constant flow of last-minute changes and substitutions. However, because NETC comprises only a part of the trainer's responsibilities within her organization, she must make special efforts to keep informed.

#### **Recommendations for Contractor Knowledge of AID:**

- This task could be made easier if the contractor trainer were on-site full-time in the Training Division with greater involvement in the TSD and other TSD courses.

## VII. PARTICIPANTS

### A. OVERVIEW OF PARTICIPANTS

#### Findings on Participant Records:

Groups varied greatly in make-up of FS/GS/IG/Other participants, with an approximate group size of 20-25.

Complete statistics on enrollment during the contract were unavailable. Raw data varied considerably according to source, with no consistent categories of participants. The contractor Final Reports on each course provide numbers but no final list of names. In addition, the files of both AID and the contractor contain numerous lists which are not identified as projected enrollment, enrollment in the first week, or completion of the course.

#### Conclusions on Participant Records:

Extremely poor records have been kept by both the contractor and AID/TSD of the actual names of individuals fully enrolled in the course. This makes future tracking and statistical studies quite difficult.

#### Recommendations for Participant Records:

- Both AID/TSD need to better document the names of those individuals actually completing the course and their professional status within the Agency.

### B. FS/GS/IG PARTICIPATION

#### Findings on FS/GS/IG Participation:

The NETC program includes several sub-groups (FS/GS/IG/others), which show great variance in percentages from course to course.

Since the beginning of this contract, the NETC program has operated with a combined FS, GS, and IG roster. The splits and tensions among these groups in the Agency are sometimes reflected in the NETC classroom.

Because AID is a foreign assistance agency, there exists a strong bias toward meeting FS needs in the course and, indeed, the course schedule is driven by the intake of FS personnel.

Despite the efforts of the contractor, the course is indeed biased towards the FS person -- much of it in the language and assumptions made by AID presenters.

Certainly, the contractor can make stronger efforts to remind presenters, but it is easy for people to slip into old patterns.

Virtually all recent GS participants perceived this bias in both session topics and jargon used by presenters. Several shared an impression that "the course was designed for FS, with GS plugged in as an afterthought." While many of those interviewed expressed feelings of being "second-class citizens," in general there was an acceptance of the situation. One participant went on to say, "GS may as well know that there's a glass ceiling. [It] would have been inappropriate to cover up [the fact] that it exists."

On the other hand, recent FS participants felt uncomfortable about the imbalance. An IDI admitted, "For me, it was OK. I remember wondering if it was OK for the GS." Another said that throughout the course, s/he continually felt frustrated for GS colleagues.

Despite displeasure with the FS tilt, both FS and GS participants voted overwhelmingly for continued integration of the training. Consensus was that, while some sessions should be separate, given the different personnel systems, a combined course prevents a reinforcement of the separation between the two systems and avoids generating an we/they feeling.

Several participants commented that it is beneficial for AID/Washington personnel to have a realistic view of how their administrative functions are represented at the Mission level, just as it is imperative that the Mission staff develop familiarity with the people and offices handling their affairs at home.

#### Conclusions on FS/GS/IG Participation:

It is to the Agency's long-term benefit that the course for all new hires continue to be integrated.

The current NETC curriculum and methodology misses an important opportunity for building relationships and a sense of teamwork among the groups and may, in fact, exacerbate the divisions between them.

#### Recommendations for FS/GS/IG Participation:

- AID should continue the integrated FS/GS/IG course, but place an emphasis on team building within the course to create some stronger long-term contacts and relationships across these divisions and perhaps, ultimately, have a positive impact upon relations within the Agency.

- The trainer should exercise special vigilance in both preparing presenters and in correcting any noticeable FS bias during a presentation.

## C. COURSE ATTENDANCE

### Findings on Course Attendance:

Sporadic attendance presents difficulties for both AID and the contractor and provides special challenges for the NETC trainer.

Approximately 50 percent of the most recent training group experienced outside distractions which affected their course attendance, participation in projects, or networking with classmates. Some attempted to carry on their regular job responsibilities; others had supervisors reluctant to permit regular attendance or pre-selecting, on little information, the sessions their employee would attend; and others experienced pressure in dealing with family or moving concerns.

While these are real concerns, other agencies, such as the State Department, deal with the attendance problem by strongly emphasizing the commitment for full enrollment and instituting payroll/leave deductions for excessive absences.

### Conclusions on Course Attendance:

These problems indicate a need for clarification of the terms of attendance by the Training Division to the rest of the Agency.

### Recommendations for Course Attendance:

- AID/TSD should explore having trainees formally detailed to NETC for the duration of the course. (An off-site team building exercise the first week should set the appropriate tone.) The State Department regulations might offer suggestions.
- AID/TSD should explore the institution of minimal attendance regulations in order to receive a certificate of completion. TSD should discuss with CD or appropriate personnel the inclusion of an NETC certificate for enrolling in other training programs or as a factor in performance evaluations.
- AID/TSD should clarify criteria for the course, institute more formal agreements for full participation, and publish supervisor guidelines regarding the expectations for course attendance.

## VIII. EVALUATIONS

### A. EFFECTIVENESS OF AID/CONTRACTOR EVALUATIONS

#### Findings on Evaluation:

It is unclear how serious the required post-course review sessions have been between Pragma and AID staff. The impression gained by the Evaluation Team is of cursory discussions, but the trainer's evaluation reports after each course have been helpful. The post-course meetings did not have clear agendas nor were results or decisions written down.

#### Conclusions on Evaluation:

The Evaluation Team questions whether or not trainers became accustomed to reacting to daily evaluations by participants, thereby merely tinkering with the roster of presentations without stepping back and questioning the basic assumptions of the course. Participants often reacted to how the speaker did (Were they entertaining, informative, etc.) rather than asking: Was this really important to my being more effective in AID?

#### Recommendations for Evaluation:

- The contractor's evaluation report to AID/TSD after each course should include an action plan of changes to be implemented.

### B. COURSE EVALUATIONS

#### Findings on Course Evaluations:

With each presentation in the course, participants are given a one-page evaluation form with a single rating scale, 1-6, which ranks both content and delivery together. In addition, two questions are asked: What was most useful? What could be done to improve the session? This means that participants fill out approximately .70 evaluations during the four weeks.

At the conclusion of the course, participants also complete a more extensive evaluation form.

Documents indicate that at least three six-month evaluation/follow-ups of participants were conducted. However, the field response, which was quite minimal, raises questions about the validity of the evaluation method.

### Conclusions on Course Evaluations:

The virtue of the Session Evaluation Form is its simplicity, and the ability of people to fill out the form quickly. The session evaluations are indeed valuable, although the form itself might be slightly changed to obtain better information. A single rating for both content and delivery confuses the issue, since the rating for each item could be strikingly different in some sessions. The two open-ended questions are valid and helpful in their succinctness.

However, these evaluation forms invite the participants to evaluate only what is before them; they do not truly assess if the learning from this session will help them become more effective down the road or if there are other methods of obtaining the knowledge which would be more efficient and memorable. The trainer loses an opportunity to tap the creative ideas of the group, and to ensure that the felt needs of the group are met by not conducting regular brief oral evaluations after each session.

Also, the written evaluation methodology currently used in NETC does not respond to different learning styles among the participants, and loses the piggy-back and idea-triggering benefits of a supplementary five-minute oral evaluation. While this is slightly more demanding for the training staff, the information obtained can be complementary to the written forms which some prefer. (This also presumes that the trainer has set a learning climate in which most people, not just a vocal few, contribute to discussions. This did not happen as effectively as it might have in the NETC course observed by the Evaluation Team.)

### Recommendations for Course Evaluations:

- Participants should be consistently reminded of the importance of evaluations in order to develop in them a sense of partnership with the trainer in improving the course for the next group of trainees. This can also increase loyalty to the Agency through making direct contributions to its improvement.
- The Session Evaluation Form should offer two categories: Usefulness of Content and Effectiveness of Methodology (or presentation).
- A brief oral evaluation at the end of each session (after the presenter has departed) would enhance the written evaluation. Everyone could be asked to mark the written rating scales for each session, and only those who prefer written methods answer the open ended questions, with the others participating in the oral evaluation. All comments should be recorded.
- All presenters should be provided with a written reaction to their presentations, based on participant evaluations. The half-page evaluations should be delivered within two weeks

of the presentation. If fewer guest resources are involved, this procedure should not become cumbersome.

- The contractor should review evaluation forms weekly and decide which resource persons would benefit from the raw data or from brief summaries by the contractor. A cover letter might be helpful in explaining to presenters the context and how the data might be interpreted.
- AID/TSD should examine methods of contacting former participants for evaluation purposes, such as coordinating with IRM to create a data base which would track participants for at least five years.
- AID/TSD should support the contractor in conducting post-course evaluations for participants. These evaluations could be done every 12-24 months rather than at six-month intervals. However, if response continues to be extremely low, other evaluation methods should be explored. (Potential reunions of former participants held in conjunction with a course could provide an opportunity for evaluation.)

## **IX. AID MANAGEMENT OF CONTRACT**

### **A. OVERVIEW OF AID MANAGEMENT**

#### **Findings on AID Management:**

No significant problems were encountered in the AID management of the contract. The project managers for most of the grant period were greatly involved with the course, attended sessions, and kept on top of issues. They also provided assistance to Pragma in obtaining agreement from potential AID presenters to participate in the course.

The management style of AID project managers has varied according to their own specialties and knowledge of adult education methodologies, and to the contractor's growing familiarity with potential AID presenters.

#### **Conclusions on AID Management:**

The current project manager, who only came on board in recent months, attended many course sessions and continues the high calibre of AID monitoring of this contract.

#### **Recommendations for AID Management:**

- Ultimately, it would be to AID's advantage to have a person with an adult education background as project manager for this particular program.
- Adult education specialists within the Training Division should continue to be involved in the review of design and methodology.

### **B. CONTRACT MODALITY**

#### **Findings on Contract Modality:**

The current modality uses a fixed price payment for each course, with the contractor staff on site only during the program.

#### **Conclusions on Contract Modality:**

The current contract modality has worked well for the most part. However, having one contractor responsible for only intermittent courses at AID is not the most efficient system. This will be increasingly true if the number of new hires and courses diminishes in future years.

This modality has meant that AID does not have a full-time trainer on site for frequent consultation and keeping up to date on changes within the Agency, and a contractor's attention and focus is divided between New Entry and other projects. While this is not a serious problem with the current facilitator who is conscientious, it is not the most ideal option for AID.

**Recommendations for Contract Modality:**

- AID should seriously consider consolidating two or more courses under the same contractor, in order to lessen management of the project and to maintain a full-time trainer on site within the Agency. (A full-time AID staff position trainer would be even more ideal, but was not considered under current hiring limitations.)

**C. COST EFFECTIVENESS**

**Findings on Cost Effectiveness:**

The total annual cost for four NETC programs per year runs approximately \$160,000. In March 1989, the original two-year contract projected four NETC courses, three Presenter Skills Courses (PSC), and one full-time Training Support Specialist.

**Conclusions on Cost Effectiveness:**

The Evaluation Team found it difficult to make cost comparisons between different federal programs because of the different accounting methods. Approximately \$40,000 seems reasonable for a four-week course with three full-time staff and assuming a minimum of two weeks of preparation time. However, if the TSS time on this contract were reduced, this amount could be applied to a primary trainer, a trainer/manager, and a project assistant.

**Recommendations for Cost Effectiveness:**

- The fixed-fee arrangement is a satisfactory one, as long as it remains based on courses actually conducted. However, the consolidation of two or more courses under one contractor would no doubt give better value.

## **D. COORDINATION WITH OTHER AID DIVISIONS**

The Evaluation Team identified three areas in which the Training Division might work more closely with other divisions within AID:

Career Development  
External Affairs  
Special Project on Training Handbooks

### **1. Career Development**

#### **Findings, Conclusions, and Recommendations:**

The Training Services Division should continue to work closely with Career Development staff to enhance awareness of professional development opportunities outside the technical requirements of the job. Participants should be presented with comprehensive career plan options for different sectors of employees, with clear objectives for the types of required skills and training mileposts for career advancement.

Such encouragement helps NETC participants to become more acutely aware of the skills required along the way, to develop a profile of their own strengths and weaknesses, and to identify the typical skill deficits that hold people back from advancement.

Through interviews with AID personnel, the Evaluation Team found certain skill deficits, such as interpersonal skills, writing and presentation skills, cited as frequent reasons for slow advancement within the Agency. (Most AID staff interviewed by the Evaluation Team were asked this question.) A small, yet rigorous study of barriers to career advancement could give more authority to certain training courses and methodologies.

In addition, some Career Development staff, such as Martha Rees, are qualified trainers and -- time permitting -- could assist with course offerings such as the MBTI and its integration in the rest of the course.

### **2. External Affairs**

#### **Findings, Conclusions, and Recommendations:**

While the mandate of External Affairs is oriented more to the external environment, this division does possess materials and audio-visual aids that could be useful for the course.

In addition, External Affairs operates a Speakers' Bureau, which places them in a position of being able to recommend especially good speakers who may be unknown to the contractor. Of course, speakers need to be evaluated on more than speaking ability alone.

### 3. AID Program and Management Handbooks

#### Findings, Conclusions, and Recommendations:

A project is underway to revamp the AID Program and Management Handbooks in a more straight-forward, reader-friendly way. Not only would these handbooks be of use in the course, but one of the authors, Catherine Balsis, has extensive experience in adult education methodologies and could provide advice, training and/or training design expertise to the program.

## **IX. COURSE MANAGEMENT BY CONTRACTOR**

### **A. MANAGEMENT BY CONTRACTOR**

#### **Findings on Management by Contractor:**

The course, under the current contract, was initially managed by Loren Allred, who later became a trainer for the NETC program. The current manager, Yvette Malcioln, has been in place since August 1989. Initially, the trainer Judith Oki was more involved in management of speakers because of her knowledge of AID; now, more of those tasks are handled by Ms. Malcioln.

Reports have been completed; materials are well organized. The Evaluation Team had difficulty locating only a few documents, but it should be noted that the same situation existed at AID.

#### **Conclusions on Management by Contractor:**

Management of the course demonstrates good organization and efficient achievement of tasks.

#### **Recommendations for Management by Contractor:**

No recommendation.

### **B. PRESENTER SKILLS WORKSHOPS**

#### **Findings on Presenter Skills Workshops:**

The Evaluation Team has been unable to locate complete documents for these thrice-annual workshops either at AID or Pragma. No class lists, dates, or specific instructors have been confirmed, except through oral interviews.

Workshops were initially conducted by Sharon Peterson, a consultant to External Affairs, at no cost to AID/TSD except for management expenses of Pragma. When Ms. Peterson departed External Affairs, Pragma employed another public speaking consultant, Larry Tracey, paid for under the consultant allocation for each New Entry course.

Workshop invitations went out to all presenters, rather than being targeted to those most in need, although Pragma staff would occasionally encourage particular presenters to attend. The Pragma staff noted improvement in the presentations of some AID personnel, but Pragma also worked individually with several presenters to improve their programs.

The Evaluation Team was unable to locate many presenters who attended, and many other presenters interviewed were unaware of the existence of the workshops. A few people were extremely enthusiastic about the videotaping techniques used by Peterson, and only positive comments were made about the Tracey workshop.

#### Conclusions on Presenter Skills Workshops:

Conducting Presenter Workshops for New Entry speakers could be described as "running in place." While these workshops provide a real service to AID in general, they are not particularly time- and cost-effective under this contract because:

The high turnover of speakers and last minute substitutions has meant uncertainty as to whether or not a "trained" presenter would appear.

Presenters most in need of assistance would not always be among those taking the course, and the contractor had no real control over enrollment.

If experiential methodology were used, the course would be less dependent on the skills and consistency of presenters.

There is too little information available to determine the true effectiveness of the workshops. The Evaluation Team concludes that, even if the courses were effective, they are not the best use of funds to improve the overall NETC course.

#### Recommendations for Presenter Skills Workshops:

- The Presenter Skills Workshops should not be repeated.
- Under the current contract, the remaining funds should be used to contract for a training design specialist who could help the contractor make better use of a smaller number of essential AID presenters, enhanced by an adult education methodology less dependent on individual presentation skills.

#### **C. GUIDANCE TO AID PRESENTERS**

##### Findings on Guidance of Presenters:

Guidance for presenters by the contractor took place in one or more of four forms:

1. Letter listing the session topic, biographical profiles of participants.

2. Personal calls by the contractor, especially with problematic sessions.
3. Presenter Skills Workshops
4. The Trainer's Guidebook.

Most presenters indicated satisfaction with the degree of briefing, but not all recalled receiving materials and some did not read materials before the session. Several presenters expressed concern about not having adequate information about where they fit in the larger context, so that they could build on and not duplicate other sessions.

Session evaluation forms completed by participants (or, in some cases, summaries) were provided to some, but not all presenters. During the sessions themselves, the trainer remained in the back of the room or left the room entirely, reinforcing an impression that the "guest speaker" was in control of the session.

Two Senior Managers questioned the need for all information about the Agency to be presented by AID personnel and suggested that the information might be better presented through exercises conducted by a contractor or other external trainer with excellent presentation or training skills.

#### Conclusions on Guidance for Presenters:

Given the current design assumptions of the course and the lack of specific learning objectives, the contractor briefings have been adequate. However, the sessions could be greatly improved by the contractor exerting more control over the content and format of the sessions.

A more pro-active stance by the contractor could enhance the presentations, which currently suggest that the participants and their needs are secondary to the speakers' "need" to present material.

In addition, the general guidance for presenters currently allows for too much inconsistency between presenters, which mean that some presenters provide detailed information on subjects for which one sentence or paragraph would be adequate.

It is obvious that an ethos has built up over the years whereby some AID divisions may perceive a "right" to a certain amount of orientation time and general control over their own sessions. In any redesign effort, a certain amount of firm guidance on AID/TSD's part will be required to educate presenters with old patterns about new roles in the course.

### Recommendation for Guidance to Presenters:

- The terminology of "presenter" should be changed to "guest resource" or a similar term, which would better reflect the ideal relationship between participants and visiting AID personnel.
- The contractor should exert greater control over the content of the presentation, utilizing learning objectives, remaining physically present in the front of the classroom, and giving greater pre-session guidance to participants about the resource person's area. This would enable participants to take greater responsibility for the sessions.
- Under the current contract, the contractor should prepare a list of questions to be used in each program which presenters should address in written form prior to the course. (See Appendix for ideas, keeping in mind that the Evaluation Team recommends a much more low-key role for guest resources in the program.) Participants should contribute to this list of questions. Basic biographical and division information regarding the speaker and subject matter should be given to participants prior to the resource person's attendance, resulting in sessions that are driven by participant questions and needs, rather than by presenter preferences. Presenters would then supplement the knowledge of participants, moving much more quickly to the real issues in which the trainees are interested.
- AID/TSD should examine the assumption that personnel from various divisions are in fact the best resources to explain AID. AID/TSD might explore the possibility of an external trained speaker/reporter who might be able to research and extract the most relevant information in a succinct, lively manner. (A cassette of the National Public Radio report on AID's Post-Cold War Objectives by diplomatic correspondent Ted Clark is offered as an example.)

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**APPENDIX A  
COMPENDIUM OF TRAINING IDEAS**

**TRAINING DESIGN IDEAS  
Developed by the Evaluation Team  
During Course of NETC Evaluation  
November 1992**

These suggestions are based on observation of one New Entry course, which may/may not be representative of all NETC programs. Most suggestions have not been discussed with the contractor and, therefore, have not been evaluated for feasibility. They represent a compendium of observations and ideas, and are not listed in any particular order.

**SECTION 1**

**CONCEPTUAL DESIGN:**

**One Theme:** One thread should be carried throughout the four weeks, not in one-week segments. Every objective and session should be related directly and systematically to this theme. The theme and goals should be posted throughout the program and referred to in every session. Must be much more up-front about this and not assume that people "get it."

**Learning How To Learn:** Another approach is to explain the first day that this course is learning how to learn in a complex agency v. giving them the AID Information Packet. Explain that no one could teach all that one wants/needs to know about AID in four weeks (and few will remember it), that it is more important to look at one's own style and skills in learning how to learn and how to apply those skills throughout a career in AID.

**Individuals:** Another flow to the course could be based on these questions: Who are we? How do our jobs illustrate the organization and character of AID? How will we interact with each other and why? How will we interact with people outside the Agency? How do these interactions illustrate the history and issues within AID?

**AID Project Process:** Another framework could take the project process from conception, through political maneuvering, funding requests and approval, implementation, evaluation, and impact. Drawing on all the resources needed to go through this process would bring the functions represented by the trainees to life.

**Case Studies:** A series of case studies could be helpful if they each focused on a long-term goal within AID. Cases could explore the evolution of the goal, mobilization of personnel and resources, evaluation. These studies would provide background for more in-depth discussions among participants and AID resource personnel.

Other ideas: (1) What people in a Mission actually do, day by day, illustrating whom they relate to in their country and in Washington as examples of the issues within AID. (2) Where AID fits in the international community, the fact that other countries have AID-like organizations, who are major players, etc. (3) Perspective of an AID contractor trying to understand and work the way through the AID system.

## **FOCUS ON INDIVIDUALS AS REPRESENTATIVES, NOT THE AGENCY AS AN ORGANIZATION**

**Focus on Individual Participants In the Organization and Beneficiaries of the Organization:** The design could start with the individuals in the course: Who are we as participants? Why are we working here? Who are we serving in the field? How will we operate and communicate with each other within AID? How will we spend our days? What may be the chief personal and professional issues as we move through the Agency, both by division and/or geographically? How will our job responsibilities cause us to rely on each other's expertise. Focus on their roles, how they will interact with each other and other people in AID, using organizational divisions as backdrop. Constantly use personal examples from the group rather than view AID from an external perspective. Or one might use sample names to illustrate careers of people from different sectors, gender, race, and how their careers and daily job responsibilities progress. Use the individual and the real-life experience to then provide the content on that region or division.

The focus on the individual could also feature individuals in the field, providing the link of Why does AID exist? Why do projects in the field exist? How have people in developing countries benefitted? Individual stories. Use photographs to illustrate Juan, the village entrepreneur, Shirley, the farmer, Talat, the health care worker, etc. The focus on individual beneficiaries as illustrative of AID's goals could be highlighted by giving names (as above) to a symbolic male, female, child (even using manikins) and consistently asking throughout the course how policies, individual jobs and decisions by participants might affect these individuals. Photographs or manikins in the classroom can serve as visual reminders to the real reasons for the course.

The personalizing and visual presentation of other representative groups with whom AID must deal could also make the course come alive -- for instance, the NGO contractor, the Minister of Agriculture, the Congressman, the host country NGO representative, etc.

Yet another way of focusing on individuals could take individuals in the class and illustrate the perspectives, preoccupations, and issues of their respective divisions and, through exercises, illustrate how they will interact in the future and how they need each other to better fulfill the goals of AID (always returning to the goals).

## **WHO IS IN CHARGE?**

The course needs to reassert the learning needs of the participants and the control of the trainer. Vocabulary is important. Therefore, the term "presenter" should be dropped in favor of guest resource or external resource person.

The terminology should emphasize to both AID personnel who come to the classroom and to

participants themselves that the course is learner-driven. Methods should be used to elicit more learning or information needs from the participants and have those needs more greatly control the amount and direction of information which a resource person brings. This must be balanced with the basic information (lesser amount than currently given) that the trainer deems necessary to understand how AID functions.

Also, more effort could be made to personalize the guest resources, such as asking them to bring a photograph or artifact that was especially important to them in their career or illustrative of an achievement. This would give added visual stimulus to the memory of participants.

## **METHODOLOGICAL FLOW**

The current course would benefit from a more integrated methodology rather than the blocks of presentation and experiential exercises that now exist. This would help all types of learners to maintain interest and satisfy their needs.

## **LEARNING OBJECTIVES**

Each day should be started and ended with the learning objectives (by the end of this session you will be able to...). The overall course objectives and daily objectives should be posted throughout the course and constantly referred to.

## **COURSE HANDBOOK**

Participants should have a course handbook that lists, week by week and session by session, learning objectives and session descriptions and how each session relates to the whole.

## **AID ORGANIZATIONAL CHART**

The AID organization chart could provide a more legible and understandable reflection of the life of the Agency. This chart needs to be personalized for each group with a less complex presentation of acronyms and names. (New people are still looking up acronyms.) For example, a chart could illustrate the Washington divisions and the field structure, using Polaroid photos of the external resource people or of the participants to personalize each division and help people remember.

An organization chart could also use a new conceptual model based on geography or how a project moves through the organization. Small illustrations such as \$ signs or a field Mission building, Congress, etc. could enliven the visual, and help people fix it in their minds.

Exercises should be developed to provide information about AID on index cards, to place in a timeline. More visuals, such an enlarged timeline could be used for Richard Moore's presentation, noting what each period of development meant to beneficiaries in the field and to AID Mission staff in a more day-to-day manner.

## **OPENING EXERCISES**

Any opening icebreaker must be sophisticated enough to provide sufficient content to those skeptics in the course. For example, the small groups' exercise for introductions could be built around people's motivations for joining AID. Those motivations could be based on the Myers-Briggs Type Inventory or another instrument, building a foundation for use throughout the course. As each group with a particular motivation forms, this could be documented and posted, and also contribute to the building of posted individual profiles.

## **BUILDING INDIVIDUAL AND TEAM PROFILES: A TRAINING DIVISION PORTRAIT GALLERY**

Personal profiles of participants need to be strengthened especially for team-building purposes, as well as for the participants themselves and for external resource personnel. For example, Polaroid pictures could be taken the first day, building a flip chart profile of each participant and adding information about participants through each exercise. This cumulative profile building strengthens group identity, self-confidence, feelings of equal importance in the group, and can be used as "PR" as outsiders visit the training division. Posting the profiles of each participant along the hallway walls would also enliven the atmosphere of the Training Division. External resource people could be encourage to come early to study the "gallery" -- especially those who fail to read the bio profiles sent to them.

## **ADULT EDUCATION FRAMEWORK**

Participants, especially these highly educated employees, need a theoretical framework for adult education methodology so the methods are not seen as "fun and games" or leftovers from the 1960s. This can be done in two ways:

Presenting and posting the Adult Education model as a conceptual framework for methodology of the course and acknowledging up front that people will have varying comfort levels with the process and that cognitive as well as affective methods will try to respond to different needs.

Starting off the course with the Kolb Learning Model and Inventory of Learning Styles to illustrate how each individual in the group may approach the course. This theory and personal information for participants provides a good anchor to an adult education course.

## **TRAINING STYLE**

Could be much tighter, linking objectives, telling participants in each session why trainer is doing things, linking past to present and future.

## **PRESENTERS OR EXTERNAL RESOURCE PEOPLE**

Presenters could be asked to bring an object or photography that illustrates an important professional experience or philosophy.

To avoid duplication of information and "running on," the participants and the trainer need to be clearly in charge of what and how much information is provided. This could be done in a variety of ways, for example (not in order of importance):

Asking external resource people to fill out a profile of their division (or be interviewed about) including information such as the following...

One-sentence goal of their division.

# employees, males, females, minorities at each level.  
(This would serve to educate/enlighten participants by building a reality-based profile without overemphasizing contentious issues.)

Which other divisions they work most closely with.

Up to three most pressing or controversial issues in their division in the past two years.

Three words they would attach to the organizational culture or ambiance of their divisions. (Might be better dealt with in person in the session.)

How is your bureau/division viewed by the rest of the Agency?

Is the mission of your bureau clearly understood by the rest of the Agency? What misperceptions exist?

What do you see as AID's strengths and weaknesses?

Some information could be standardized and updated when the external resource people arrive in the class. These standard format profiles could be presented on flip charts before the resource person comes, be photocopied for the course handbook.

One or more participants from the group could be in charge of either arranging for the guest resource, devising a list of questions from the group, and facilitating the session.

## **TYPICAL DAY INFORMATION**

Participants need to hear how AID staff spend a typical day, the tasks that illustrate the issues, satisfactions and frustrations of working for the Agency.

## **EXTERNAL PERSPECTIVES**

Participants could hear more from those who deal with AID, for example an NGO and how they bid on RFPs, their expectations, frustrations, and hopes in dealing with AID.

There could also be a broader perspective of international agencies to help people understand how AID is only one organization providing funds and services throughout the world. Who else will people deal with in Washington and in their Missions?

## **FLIP CHARTS**

Ways could be found to preserve flip charts for use in several programs, using more legible finished presentations.

## **NEW ENTRY YEARBOOK**

A New Entry Yearbook could be presented to each group of participants involved in its design. This could include photocopies of the Polaroid pictures and profile information on each participant. The book could also include a photocopy of a Polaroid picture of each external resource person. This method could help build group identity, and serve as a visual and practical reference manual in the future. This could be combined with a course handbook with learning objectives and session descriptions.

## **INFORMATION ON WOMEN and MINORITIES**

A good overview of status/numbers/issues of minorities and women could be done in the organizational chart and in information about each division. Integrating the information throughout the course, beyond the EEO and Sexual Harassment sessions, would give people information in a consistent and matter-of-fact manner. The information needs to be mainstreamed, not marginalized in special sessions.

## **OFF-SITE TEAM BUILDING**

Even at the expense of shortening the course, an off-site period two to three days would provide tremendous learning and team building in the first week. It would also get participants totally away from D.C. distractions until some sense of group and roles were established. (FSI does this twice in a nine-week course.) The New Entry course is the critical time to build a sense of cooperation among staff.

## **OUT OF CLASSROOM ACTIVITIES**

The curriculum could include more visits to AID offices for briefings, such as regional offices where photographs and artifacts help illustrate the flavor of each area. Also, a visit to an NGO contractor would illustrate how they see and deal with the Agency.

## **SIMULATIONS**

A simulation would be ideal for illustrating the complex issues of development which AID must deal with on a daily basis. This could be Simulated Society (SimSoc), A Day in the Life of A Mission, or the simulation used in FSI.

A Day in the Life of A Mission could use examples of interaction with all different divisions of AID. It could be personalized, using participants: Don, sitting in Kinshasa, has a budget question on a new project for Sally in D.C. The simulation could also include meetings with an NGO, Ministry officials, and preparing for a director's or Congressional visit.

## **REGIONAL PROFILES**

Sessions illustrating regional priorities could be more succinctly presented prior to the guest resource's attendance. In addition, effort could be made to provide more colorful creations of the regions to orient participants to cultural and professional environments. This is the time to show photographs of Mission buildings in regions around the world. (Some photographs are shown during the initial security briefing.)

## **ATTENDANCE**

Participants must understand that they are either in or out of the course -- no observation roles or Chinese menu selection.

## **INDIVIDUAL RESPONSIBILITIES**

Small group roles and responsibilities should be rotated giving each person more of an opportunity to present, facilitate, or fully participate.

## **VISUALS**

The Training Division and training room could benefit from more photographs, lively bulletin boards, or communication centers to enliven the regimented physical structure of the division.

## **CULTURAL INFLUENCES**

One day a week could be designated to bring in an ethnic sweet or food rather than the current cookie selection. Any methods that could give the course a more international flavor would remind FS of their mission and help GS to feel more involved and excited.

Cultural music could be played at break time. Participants could be encouraged to bring their own examples. The lunchtime films are also valuable in this regard.

## **PARTICIPANT RESOURCES**

**The professional and cultural experiences of participants could be used to much greater degrees -  
- having them bring artifacts, material, photo albums, etc. to personalize their experiences. GS  
could be encouraged to bring symbols of their cross-cultural experiences as they define them if  
they have not worked overseas. This personalizing of cross-cultural experience could be the  
basis of training in cross-cultural communications, which was requested by several participants.**

## Categorized Recommendations

### Audio-visual and multisensory

1. The lunchtime video series should be reinstated immediately, with the help of Katie Wood, the Training Support Specialist.
2. The overhead projector, generally a poor medium, should be avoided; presenters and TSD should instead coordinate with XA to produce high quality, color slides of any material that needs to be presented in such a manner.
3. Any film presented within a session should leave ample time for connection to the session topic and to AID's work in that area.
4. Handouts should be kept to a minimum. Those that are necessary should be included in the participant handbook and referred to during the presentation.
5. Any straight lecturing should be kept to a maximum of fifteen to twenty minutes, to allow for participant interaction and processing. The most effective presentations will most likely be those which use three or more methods of communication.
6. Other methods which may be used are:
  - role plays
  - question and answer sessions
  - panel discussions
  - open discussions
  - simulations
  - background music
7. The training room needs more life. This could include colorful, development-related posters and photographs, and perhaps a weekly display of handcrafts, traditional tools, cookware, clothing, or sectoral issues, such as environment, population, gender, health, or education. Participants and other AID staff could help with these displays, which would not only reduce the feeling of 'the same four walls,' but also provide the missing link between AID's administrative work and development that participants and senior management alike have mentioned.
8. Course goals and participant expectations should be left posted and referred to throughout the course.

### Facilitators

1. The facilitator should be in the training room at all times and should intervene when it's obvious that some of the participants are not following or have lost interest in a speaker. A well-phrased question that either brings the speaker around to making a connection between the topic being presented and the framework for the day/week/course, forces illustration with examples, or brings the participants into discussion would be appropriate from time to time throughout the presentations.
2. At the end of each day, it would be extremely helpful for the facilitator to spend a few minutes assisting the participants in reviewing the salient themes discussed and highlighting the expectations and goals (from the beginning of the course) which were met. At this time, the group should decide which expectations/goals are not being met and what can be done to facilitate that

process, as well as group needs that have arisen and new issues that have been raised.

3. Likewise, it would be useful if the facilitator were to spend equal time at the beginning of the day presenting a lineup of the sessions that will occur during the day ahead. The facilitator should elicit from the participants ideas of expectations for the sessions. That way, the appropriate questions can be asked of the presenter to assure that expectations are reasonably well-met.
4. Barring the reintroduction of the skills enhancement workshop and attendance by all presenters, the facilitator should make sure that either she or the course manager connects with each presenter well in advance of the respective sessions, informs him or her of the framework into which the presentation fits, and assists in identifying effective means of presentation and interaction.

### Cross-cultural

1. Given the business of the Agency and the fact that many of the new hires have no overseas experience, some solid cross-cultural training which addresses both GS (multicultural workforce) and FS (cross-cultural communication) needs is essential. This can be achieved through a series of simple, twenty minute exercises, perhaps between sessions, interspersed throughout the NETC, in addition to a two-hour simulation. Cross-cultural issues should receive added emphasis during the MBTI and leadership styles sessions.
2. Resources for cross-cultural training ideas are listed in the "Training Resources" appendix. As an example, following are descriptions of a twenty minute exercise and a two-hour simulation:
  - a. Twenty-minute exercise: Participants pair off and start a conversation on a controversial topic. After two minutes, they are asked to stand toe to toe and continue the discussions. Two minutes later, they are asked to stand back to back and continue. After two minutes of back to back discussion, participants are asked how they felt during each stage of the exercise. After some initial voicing of how excruciating different parts were to different participants, the facilitator steers the discussion toward the role of proximity, eye contact, and body contact in conversation and how that varies from culture to culture. Many participants will doubtless have firsthand experiences to relate.
  - b. Two-hour cross-cultural simulation: "The Yahoos and the Zezoos"  
Participants are broken into two groups and brought to separate rooms. One group are Yahoos and the other are Zezoos. Each group represents a culture with distinct characteristics and customs, likes and dislikes. Each group is given a list of its traits and the object of a future meeting with the other group. Participants are given thirty minutes to study and discuss their cultures and their mission.

Basically, the Yahoos are a beautiful culture in a beautiful country. First of all, they pronounce their name "Ya-HOO" with the stress on the second syllable. To hear it pronounced otherwise is considered truly offensive. Secondly, they greet each other by rubbing each other's right legs (leg to leg), while nodding their heads vigorously and exclaiming, "Yahoo." They

consider the right hand sacred. Yahoos speak very softly and never make eye contact when conversing. Men are subservient; women are leaders. Tea is always finished before business may be discussed. The Yahoos have a national treasure, their flowers, around which they celebrate an annual two week long flower festival, with tennis matches, lawn parties and dancing. Because of the country's remoteness, it has seldom been visited by outsiders, and the time of the flower festival is considered a time of Yahoo togetherness.

The group playing the Zezoos receive none of the above information, nor do the Yahoos receive cultural information about the Zezoos. The Zezoos, who are culturally not unlike Americans, know practically nothing about Yahoo culture, but have heard legends about the flower festival. They have decided that it would be a unique and highly marketable tourist destination. The Zezoos are to send a delegation to the Yahoos, with the objective of securing permission for Zezoo tourists to attend the flower festival. They know only that they must try not to offend the Yahoos if they are to succeed in their mission.

The simulation consists of two fifteen minute diplomatic visits, with five minute breaks after each one. During the first break, each group reorganizes its negotiation strategy based on the events of the first visit. During the second break, the Yahoos decide whether or not to accept the Zezoo proposal. The decision is announced and all participants discuss the reasons for the decision.

#### Gender/Race Issues

1. Issues of gender and race in the workplace, in AID specifically, and as a cross-cultural consideration should be addressed throughout the NETC, but unlike cross-cultural segments, should be treated within each existing session. Simple questions such as, "What about women?" and "How might this affect race relations in that community?" set forth by presenters, facilitators, and participants would encourage open and continual assessment of impact and participation. A month of such low-key, yet high impact activity in NETC would hopefully result in lifelong habit for participants.

#### Team-building

1. Team-building not only encourages working together (e.g. transcending FS/GS/IG distinctions) toward a common goal, but also creates a level of interaction that forges a class identity. Each NETC then becomes a cohesive unit which will both work together throughout the course sessions and look to each other for support throughout their careers.
2. A two-day residential session at the beginning of the course would provide participants the space to concentrate on team-building without distractions from home or office. Simultaneously, team-building exercises serve to introduce traditional learners to the theory and practice of experiential learning. This will only work if it is mandatory for all participants.

3. Examples of team-building exercises are:

- a. Broken Squares: Participants sit around tables (or the floor) in groups of five, plus one observer. Each participant is given a certain number of geometric shapes (cut from tag-board). The shapes, together, will form five squares of equal size. The task is for each participant to build one of the five squares using only pieces from his or her group. The game should be continued until all groups have all of their squares completed. The rules are that nobody is allowed to talk or otherwise communicate. You may give pieces to other participants in your group, but (a) you may not indicate what to do with those pieces, (b) you may not take pieces unless offered, and (c) if a piece is given to you, you must accept it. Discussion then follows, with comments from the observers, centering around the difficulties encountered in the process, and leading to what that says about working in teams.
  - b. Group Task: Broken into groups of six to eight participants, each group is given identical materials. The groups must then build an indicated construction, using all of the materials provided. Examples of constructions are kites, model houses, towers, a pie... Kites/pies are good because they provide a measurable criterion for success (i.e., they must fly given the conditions of that particular day/they must be edible). The rules are: (1) all materials provided must be used, (2) no extra materials may be used, (3) participants will spend thirty minutes planning the end result, during which time they may not touch the materials in any way--however, they may look at them--, and (4) they will then have ten to fifteen minutes (depending on the complexity of the task) to complete the task. Topics to be discussed within the group while glue is drying/pie is baking/whatever: how participants worked as a group, based on what was discussed in Broken Squares; how they could improve their coordination/respect/desired outcome; gender/race issues: who dominated/why/what does that say about individual as well as group behavior patterns? What are implications for future interactions in groups?
4. After the initial concentration on team-building, reinforcing activities should occur throughout the course, whether they involve the planning and implementation of social events, search reports, or group facilitation responsibilities.

Integrating Gender Content in AID's New Entry Training  
and Project Design Process Courses

To be sure gender becomes an integrated cross-cutting issue throughout our New Entry Courses, I would propose we reexamine each course session asking where gender considerations logically could be injected. This would include:

New Entry

1. Introduce gender at the beginning of the course, stating it is one of AID's cross-cutting themes.
2. In drafting talking points for the Administrator's Welcome Talk to New Entry Participants, include a point on gender as a development issue.
3. Continue to include a "WID" section, but in addition to the current "stage 1" (the existing "information and history") add a "stage 2" (to provide "skills" needed to analyze gender issues).
4. Try a role play and/or game with a gender issue.
5. Be sure each sector search interview includes questions to elicit gender content information.
6. Ask each presenter of every session to reexamine his/her session to include gender issues.
7. In the "Bridge" session between New Entry and Project Design be sure a review of WID issues is included.

Project Design Process

1. Include Don Spears' logical framework exercises which help focus on gender issues.
2. Integrate gender issues into training on the different aspects of the project cycle sessions, particularly for project identification and design and project analysis. The most impact could be made in areas of data collection for each of these areas (i.e., sex disaggregated). More sensitivity to gender-disaggregated project benefits and costs would be very valuable for project analysis training.
3. Be sure project case studies are selected which include gender issues.

Section 4

Suggestions From Former NETC Trainer Nancy Swing

FAX TO: Don Foster-Gross, Loren Allred, and Judith Oki

FROM: Nancy Swing

DATE: August 28, 1990

PAGE 1 OF 4

SOME THOUGHTS ABOUT NETC

As I sat at the back of the room, I jotted down some notes as thoughts occurred to me. These are not meant to be recommendations; rather they're random thoughts for consideration. I wonder if they might be useful as background for our discussion on Thursday. Obviously, there are other topics, but here are some thoughts about NETC:

1. Perhaps we should separate the administrative/personnel sequence from the course, per se. The current linkage starts the course with a lot of rather boring administrative detail, rather than an upbeat experience for the participants.

2. Would it be possible to have almost weekly personnel briefings for new employees as soon as they come on board? Many (CS) participants reported that they were getting this personnel info far too late -- in some cases 3 months.

3. Maybe the logical result of (1) and (2) would be to retain the full four weeks and add some of the content (and sector search time) which participants are requesting and which seems to make sense in terms of rounding out necessary entry-level skills and knowledge. (Specifics below)

4. It would seem to make sense to schedule a half-day per week of unprogrammed time for the participants to work on their sector search. They report that they need more time for the analysis and preparation of their reports. Certainly observation of the reports this time indicated that their felt needs were real -- lots of data, not much analysis. [By way of comparison, the revised A-100 course for Junior Officers at FSI added a half-day per week of unstructured time to everyone's benefit.]

5. Shouldn't Vicky's discussion be in a "Resources" sequence, not in the Orientation?

6. I am perceiving a real need for a session on listening skills for these participants. Their skills are very poor; yet listening will be critical to success on the job.

7. Some participants are reporting that they would like a session on writing skills, specifically cable-writing but perhaps also report-writing.

8. Can we list the full name and job title for each presenter in the schedule?

9. Are we perceived as presenting so many models (MBTI, conflict resolution, power, situational leadership, etc.) that the utility of these models decreases as the plethora becomes overwhelming?

10. Are we presenting too much information of a similar nature during the day on historical perspective? Is it difficult/important for the participants to pick up the nuances? Should we cut it to a half-day of Rick Moore, making sure that he picks up key points from the other presentations and put another foundation-topic in the afternoon? Alternatively, might we have an exercise in the afternoon; e.g., (1) Case studies in development approaches from each perspective; or (2) small groups with the same development problem but asked to "solve" it from different approaches to development.

11. Would the bridge to Jim's sequence be improved by starting with a case study depicting the problems which arise from ignoring the factors upon which he will expand; e.g., "Let's look at some concepts and skills which might have helped in this situation." Alternatively, we might develop one or more "Day-in-the-Life" cases depicting typical days for different types of AID officers. These could be used during the first week as part of the orientation, then returned to in Jim's (and perhaps Bo's) sequence to show how what they have to talk about is really relevant to the world the AID officer has to work in.

12. Disaster Assistance was a disaster. How can something so intrinsically interesting be made so boring? Scores of slides in a dark room depicting org chart after org chart. Where are the slides of the disasters and AID's response so this stuff becomes real? An alternative:

- (1) Start with the room: "You are in the operations center. When a disaster occurs...." Then take us on a verbal tour of the room. Make us see and hear and feel what goes on in this fascinating place when you work on a disaster.
- (2) Use a recent disaster as an example of what you do. Include the main points that you want to make about your operation in that example, so the dry stuff takes on the life-and-death qualities of your real world.
- (3) ~~Keep in the slides unless you've got visuals to go along and illustrate your points.~~
- (4) A succession of players coming in to recite for five minutes, "I'm in charge of ....., and my chief

responsibilities are..." is boring and not useful for this group. Have two or three spokespeople at the most; consider perhaps a panel; or just let a couple of folks really tell it like it is. It doesn't have to be sensational, just interesting and compelling.

13. Could the multilateral financial institutions session be improved by having a panel of AID, World Bank and IADB reps talk about some common issues?

14. The Role of Economics in Dev. session covered a lot of the same ground as Broad-based Sustainable Ec. Growth and others of that first Friday. Should we add Fox to the first Friday and cut this session?

15. It seems like we need a discussion of other factors in development; i.e., politics, cultural/social/psychological factors; appropriate technology, "development with a human face". Should we have a panel on "Key Factors in Development" with an economist, an environmentalist, an anthropologist, etc.?

16. All these economists have a very narrow view of development (all data, no human factors). Should we get an economist like Jim Weaver who takes non-economic factors into account when discussing the economics of development?

17. What about a panel of PVO reps to talk about their AID projects?

18. What about a panel of consulting firm reps to do the same?

19. We really need an overview of PID, PAAD, etc. upfront. Participants are getting lost in all the acronyms. This stuff might even be incorporated in the "Day in the Life" overview case studies.

20. The Mid-Course Review time (1/2 hour) is too short. We can't cover all the topics and can't validate participants' observations. Let's do it right and take an hour to do it.

21. What about weekly NETC awards a la Tyler Groo? Every participant has a weekly award which he/she can give to any participant for a job well done.

22. It feels like we need an opening slide/video show on development -- an overview, across sectors, of what AID does. The context of all this discussion seems to be missing.

23. Should we encourage sector folks to show slides of a typical project? Those that did seemed to be much appreciated.

24. We really could use microphones on each participant-

table. Folks can't hear each other's comments/questions from the floor.

25. Ag and Rural Development's panel after lunch was a step in the right direction, but it needs work to make it more lively and interesting.

26. Could we video the groups' presentations of the sector search so they could later review their performance?

27. Perhaps it would be useful to have a staff person from each sector in the room during the sector search presentations. This "expert" could answer questions, clarify any misrepresentations in the presentations, etc. [Again, this is what is done with the similar projects at FSI.]

28. Because a presenter couldn't come at the last minute, we did something which should probably be continued -- devote the last session of the sector search presentations day to discussing what the participants learned from the experience, feedback from staff, specific points from the videotapes (if presentations were videoed), etc.

29. We have a map of Africa, why not the other continents, so presenters can refer to maps as appropriate. Like most Americans, our participants' geography is a little shaky.

30. Should we condense the Bureaus into a panel with reps from each Bureau responding to the moderator's questions re key points?

31. We started to do this a little bit, but more is likely to be better: What if we held up, at the end of each day, some key resources (print and video) from the Training Library for those who want to know more about the topic(s) of that day?

32. Perhaps we should ask the senior managers to bring an example of excellence from their experience for the management values session. The memo which I wrote clearly needs to state more specifically what their role in this sequence is.

33. Revising the last day to end with Cauterucci's speech made for a positive, upbeat ending to the course. Moving Janet Tuthill's overview of the Project Design sequence to earlier in the day made better logic.

## Misc. Notes on NETC Course By Evaluation Team

Week three, September 7-11, 1992

Wednesday

Session I - Gender Issues in Development

Ed Comstock - GENESYS/Rosalie Huisinga-Norem - R&D/WID

Comstock introduced and showed an IAF "grassroots..." video on the Jamaica Women's Cooperative Construction project. Huisinga-Norem then asked participants to identify constraints, opportunities the women faced, and the implications of considering gender in development. A presentation by Comstock followed, outlining what WID is and is not, both within AID and on a broader scale. Information was included on how to access R&D/WID materials and information.

Speakers presented a key project through a well-made video as an illustration of how WID can work. However, themes from the video were not really brought back to illustrate how WID concepts work within the AID funding process, AID's role in ensuring the participation of women in the development of their communities, or the pros and cons of WID vs. GID. Most of the participants were not experienced enough to know which issues to highlight when asked to identify the constraints, opportunities, and implications outlined in the video, and the presenters subsequently did not raise those issues.

**Conclusion:** Neither the issues and the background of WID/GID nor how they are addressed through AID's policies and programs were adequately presented, leaving the participants with insufficient basis for informed discussion.

Friday

Session III - Performance Management

Sherrie Hailstorks - FA/HRDM/PRES/PMA

The presentation covered in detail the procedures for both FS and GS personal performance evaluations. Participants were advised on how to make sure that they were being evaluated fairly and on a timely basis, as well as the ramifications of giving and/or receiving a poor evaluation or no evaluation.

Hailstorks started out with questions for the participants, in order to see how much they already knew about the subject to be treated, how many were FS/GS, their areas of experience, their career tracks, and the like. She used flipcharts and asked for feedback during the presentation. Additionally, she defined inside vocabulary as she went along (in addition to using such words as "doing" and "ding"). The participants were captivated by her tough ex-cop delivery.

There were negative reactions to two things that Hailstorks said during the presentation, one an unintended racial slur ("jumping around like Indians") and at one point when she was telling the participants not to worry about their performance reviews or promotions, ending with the advice, "Just do your work. GS, just come to work." However, overall she was well-received and her delivery was solid.

**Conclusion:** Hailstorks' session is promising in both content and delivery. She needs to remember her audience, though.

WEEK IV - September 14 - 18, 1992

Monday

Session I - Career Development/Planning

Dovie Golden, CD and Robin Gallagher, Staffing

This session was divided into two locations, for FS and GS. FS's sessions were followed by lunch with AFSA. The following are notes on the GS sessions.

Only four participants showed up, so most of the morning was spent addressing individuals' career concerns. When asked initially to identify some of their career concerns, participants came up with the logistics of upward and horizontal mobility, and the "step system." Lack of concerns was attributed to the length of time that the participants had been working with AID already.

As the above concerns were addressed, complementary issues covered included performance evaluations, training, the implications of leave without pay, re-employment rights, status vs. non-status jobs, GS/FS conversion, and the RIF process.

The conversational atmosphere, around one table, was conducive to open discussion of individual concerns and situations. Both presenters were good about linking concerns to individuals who could address them on an ongoing basis within AID.

Before the session, Golden mentioned some disillusionment over the fact that people come into AID hoping to become directly involved in development project implementation and end up administrating them. Is there a way to address this in the recruitment/NETC process?

Reports indicate that the FS session was satisfactory. Some GS were resentful that FS was whisked away to another building (a different room/building is seen as a treat) and also treated to lunch, while GS stayed in the same room as always, no lunch. This made them feel second class.

**Conclusion/Recommendation:** It is clear that FS and GS need to continue with separate sessions for this material. However, they need to be treated more equally, perhaps with GS going over to SA-2 and lunching with senior women and minority mentors. Since the information solicited and received is individual in nature, it was nice to have so few attend. The sessions should be divided not only by GS/FS, but also into subgroups of no more than four or five participants per CDO.

Session II - Contracting

Cathy Cunningham

Cunningham first showed where she is on the organizational chart and spoke about what she does in general terms. She then asked for a couple of examples of new entries' current assignments and explained how the contracts office affects and interacts with each of their offices. A past study had raised the question of whether AID's procurement system takes too long, to which the answer, in the same study, was no. The process is lengthy, but supposedly in order to avoid mistakes.

Along with a handout, Cunningham explained the procurement process from beginning to end, as well as the differences between grants, cooperative agreements, and contracts.

Issues raised by participants during the Q & A period were:

- inequity in salaries of local (FSN) vs. US personnel
- buy and hire USA vs. host country personnel, products, and services

**Conclusion:** Although Cunningham began by engaging the participants, they were soon lost in technical issues. What is needed at this stage is a broad overview of the project development and funding process. Details should be given only in the Project Design week.

### Session III - Search Report

**Focus & Concentrate** - Allen Vargas, Debbie Grieser, Diana Esposito, Modupe Broderick

The subject of the search, Focus and Concentrate, refers to the Agency's method of program prioritization and implementation. Supposedly, the Agency focuses on certain types of projects, then concentrates its program countries and budgets to areas where such projects are likely to be successful.

The whole group sat in front of the class and presented one by one. The individual reports were not explicitly linked to one another, but the individuals raised issues which incited comments and discussion by the participants.

Watching this group present, in the same lecture style that has been presented to them throughout the NETC, makes the observer think that perhaps presentation skills enhancement should be a part of NETC. It received negative comments when it was included in the past, and was removed from the syllabus, but obviously a need exists within the Agency for good presenters. Perhaps if it were linked with the adult learning cycle and a more experiential training course, such a session would be better received.

**Conclusion:** See final search report.

### Tuesday

#### Session I - Search Report

**Advanced Developing Countries (MDCs)** - Susan Fine, Steve Sharp, Owen Nicholson, Ken Strange, Mike Green, Fran Maki

Susan defined MDCs using GNP vs. HDI (1990 UN Human Development Report) ratings, then outlined AID's policy of engagement/disengagement, which sets criteria for when AID intervenes and steps out of an area.

Steve concentrated on the LAC region, having interviewed several AID personnel from that bureau. According to one source, MDC's are AID's next big challenge. It was suggested that AID may, in the future, play the role of broker between governments and specialized US government agencies, which will actually implement the programs. In this scenario, AID would no longer have specific country desks, but rather one "poverty desk" to deal with food aid and the like for the poorest, most disaster-plagued countries.

Owen presented Asia, focusing on Thailand, since it is considered the readiest Asian nation for "graduation" from AID programs. He started by presenting criteria for disengagement and indicated that there seemed to be no coherent, consistent

guidance from AID/W. An interesting twist was that Owen went into the details of the search process, i.e. how he got his information.

Ken, who focused on Europe, stated that AID's activities in the region are driven by special interest groups in the US and what he called "democratic differentiation." It was predicted that the US would be in and out of Eastern Europe in three to six years, and that Czechoslovakia and Hungary would be the first to "graduate."

Mike highlighted administrative issues, concentrating on the fact that AID's administration often hinders, rather than helps, project implementation overseas.

Fran briefly explained the six types of contracts that AID uses and where to find information and regulations concerning each type.

**Conclusion:** See final search report.

#### Session II - Search Report

##### "Opening of USAID Mission in Iswherewestan"

John Mark Winfield, Rebecca Latorraca, Virginia Poole, Kris Smathers

The presentation was a role play of opening speeches by the mission director and staff of USAID's presence in the fictitious republic of Iswherewestan. Through the role play, the group presented the logistics and issues involved in setting up a new post. The speeches were followed by questions and answers.

Ideally, the establishment of a new mission takes two years, and involves the following steps:

Presidential commitment --> Congressional approval --> State Department task force -  
-> AID (area) task force --> Country to country agreement --> AID advance team -->  
National Security Decision Directive (NSDD) --> Skeleton staff.

**Conclusion:** For the most part, the search reports were a repetition of what the participants had seen so far from the presenters: straight lecture. While the reports served the purpose of getting most of the participants out and about in AID (some avoided their discomfort with approaching people for information by not participating), they did nothing to enhance the participants' presentation skills. The last report was the only attempt at variation of presentation format by participants, yet within the role play, the participants reverted to speeches as their sole means of communicating their ideas to the citizens of Iswherewestan.

#### Session III - The Office of the Counsel General

Chris Randolph

Chris Randolph explained the structure and function of the GC's office.

**Conclusion:** Perhaps the Search Reports should be specifically billed as a workshop on presentation and training skills, since few of the presenters demonstrated adequate skills in this area.

#### Session IV - The Inspector General: Overview and Investigations

Gordon Ransome and Donna Dinkler

Ransome stressed that the people in the field are the eyes and ears that ensure integrity in systems and flow in the delivery of goods and services. Investigation focuses primarily on violations of Title XVIII of the US Penal Code, and therefore usually refers to criminal investigation. An audit focuses on financial accuracy and is, therefore, a financial investigation.

A video on fraud was shown which highlighted past IG investigation successes.

**Conclusion/Recommendation:** The presenters cleared up some uncertainty of the difference between audits and investigations, as well as illustrating their points with stories from the field. The tone was very much routine, as if bad things are happening all the time out there. Emphasis was, perhaps unduly, placed on fraud that occurs in the field, and especially with FSN perpetrators. While this makes a more exciting presentation than AID/W scandals, the two must be treated equally, if only to show that AID is not necessarily always the good guy, nor FSNs always the bad guys.

Session V - Audits  
Whitney Glenn/Coinage Gothard

The two presenters discussed the history and standards of audits with reference to the history and needs of AID. Audits emerged as a means of documenting AID's internal control system and establishing new guidelines.

The department's activities are primarily carrying out performance audits on AID's programs and systems worldwide. The presentation outlined how performance audits are carried out, and stressed that auditing should be viewed by management as one of their internal control systems. Managers should dialogue with their auditors, rather than being audited from without.

**Conclusion/Recommendation:** The presentation took some of the mystery and uneasiness away from the audit process. It would be helpful to take the participants through a few sample audit situations, including what led to the audit, the focus of the audit in each case, the process, results and what happens to those results.

Wednesday

Session I - Overseas Briefing Center (at FSI)  
Fran Webb, Jo Ann Hutchison, OBC staff

The purpose of the Overseas Briefing Center is to provide training and disperse information. There are two programs.

Training centers around briefing FSOs before going overseas. Topics covered include the Overseas Security Network (SOS), Regulations, Allowances and Finance (RALF), ESL, foreign language training, administrative skills, and enhancing knowledge about living and working overseas.

The OBC Information Center receives about 17,000 visitors per year. It contains overseas publications and information regarding Foreign Service life, brochures, and a video and audio department. In order to provide more specific information

regarding posts, the Center provides visitors with a returnee file, country studies, post newsletters, and country boxes. In these boxes can be found the post reports, recommendations, and information on spouse employment, education, medical considerations and facilities, pets, security and the like.

The Center also has informational brochures put out by the OBC, as well as legal forms and checklists which facilitate moving and living overseas. Included in the Center's documentation are powers of attorney, living wills, pet regulations, insurance brochures, and American mail order catalogues for use overseas. Additionally, the OBC has post reports on CD-ROM.

**Conclusion/Recommendation:** A concise overview of the center's services was followed by ample time for browsing around the library. For FS the introduction was just what they needed to set off in search of specific information. Some participants, however, left following the presentation for lack of focus. It would have been helpful to have a brief session for GS on TDY procedures and information before releasing them to browse, in order to provide some focus.

#### **Session II - Overseas Management Support** Bob Wyland

Wyland outlined the duties of Executive Officers (XOs). Among the tasks listed were providing support to employees and advice to the mission director on communications, managing local human resources, project procurement, and program support. It was estimated that the XO typically works 50-70 hours per week.

Cited as a problem for XOs is the fact that more contracting officers are weaker in procurement than in any other area. As a result, AID sometimes gives XO/IDIs more hands-on training in which, after an initial three or four contracting/procurement courses at AID/W, they are sent to gain four to six weeks experience in a mission. Wyland says that this experience is much more intense, comparable to five or six months at AID/W.

**Conclusion:** This session provided a bit more valuable insight where Mission Perspective fell short. The information was well-presented (though it could have been more interactive) and held the attention of both FS and GS.

#### **Session III - Information Resources Management** Louise Wolff/Dan Bradley/Kathy ?

Wolff summarized the services, staff, and structure of IRM and how to access them. These include telephone systems, computers, LAN, and other communications equipment, as well as troubleshooting services and technical support.

Bradley gave an overview of what communications and computer systems look like at a mission. There are no mainframes at missions, just PCs and micros. Over the last few years there has been a shift from Wang to open systems in order to increase competition and lower costs. How much access to PCs and other communications modes exists at each mission depends on individual mission directors. AID is now at 50% Wang WP and 50% Word Perfect/Lotus/dBase. They have now moved away from minis to LAN/e-mail.

**Conclusion/Recommendation:** Much of the information in this session was rather specific and intertwined with the reluctance of the speakers to be there, their contradictions of each other, and the presence of their supervisor, who corrected them to the distraction of the participants. The session might be better spent creating an awareness of some of the communications patterns and problems that AID currently has and how IRM is equipped to support or alleviate them.

Session IV - CDIE (@ CDIE)  
Michelle Schemp/John Butch

The two presenters ran through the extensive facilities of the library, which includes not only a circulation library and interlibrary loan privileges, but also AID and World Bank documents on microfiche and a database of more than 80,000 documents on everything that AID has ever funded. This database includes descriptions of all of AID's projects since 1984. CDIE capabilities include access to on-line and CD-ROM databases, including Dunn & Bradstreet. Schemp asked for help from new staff in updating the database.

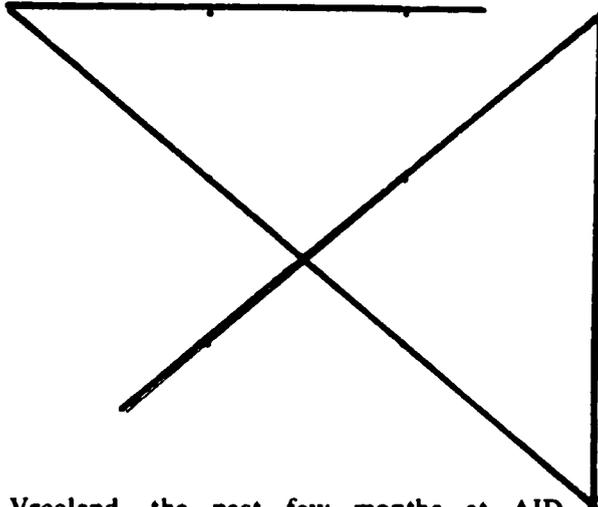
Most of the above facilities are also accessible by mission staff through CDIE's services. The Center sends out "Topical Updates" as new information becomes available, "New This Month," an annotated listing of new materials, and "Current Contents Bulletin," photocopies of the tables of contents from current periodicals. Upon request, CDIE will photocopy articles for mission staff. CDIE also sends out "Requests and Responses," a listing of all the recent requests for research services received and processed.

CDIE's research services are geared toward helping mission personnel make better-informed decisions, better policy, and better project design through the use of past experience. The CDIE staff provides proactive research on specific topics as requested by AID personnel, with missions receiving priority on short-term research.

**Conclusion:** Participants enjoyed the session at CDIE. First of all, any trip outside of the training room, even if just across the street, is welcome. Secondly, they were learning about how to directly access services that are in place to help them do their jobs, rather than merely hearing information that may or may not be useful to them in the future.

Session V - Evaluation Initiatives  
Nena Vreeland - POL/CDIE/E

Perhaps most interesting about Vreeland's presentation was her tip to newcomers, which was to disregard hierarchy. She told them that they shouldn't stop at the level above them and to take advantage of open door invitations. People who make things happen in the Agency are those who cross the lines. You do not have to stay in your box. To illustrate this point she drew nine dots (three rows of three), which she then asked the participants to connect with four straight lines without lifting the pen from the paper. The point is that if you go outside the constraints of the box formed by the nine dots, the task is possible. Those who viewed the situation narrowly and stayed in the box failed:



According to Vreeland, the past few months at AID have been the most interesting due to external pressure to account for activities in a credible manner. Evaluation in AID was originally used to address project implementation problems. Central management evaluations look at results in a log frame format. Grand goals were used as PR and were rarely attained. Over the last few years, however, Congress has no longer been satisfied with anecdotes of success and demanded a more complete picture. They wanted to know what it all added up to. The AID administrator launched "Evaluation Initiative," through which new resources were channeled toward evaluation and the evaluation staff tripled to address new objectives.

Among the new objectives was to look at issues concerning management and organization in AID. The first study examined AID presence in host countries, with alternatives to missions. The study is controversial and, as yet, unpublished. In the typical AID evaluation, a project manager will write a scope of work, a DH or PSC will fly to the mission, an evaluation team will spend a month in the field, during which it will write up the evaluation, debrief at the mission, and fly home. Most AID evaluations are non-collaborative and do not reflect participation of FSNs nor input on the part of the project manager.

More recently, however--more or less over the past year--the PRISM evaluation system was adopted. This method of program assessment is based on what a project hopes to accomplish over the next five to eight years in measurable, attainable objectives. Vreeland outlined how and when AID is planning on taking action on the recommendations of the OMB/"SWAT" team evaluation.

**Conclusion:** This session was very thorough and started out with an engaging activity. The general interest in the wealth of information was dampened a bit by the method of presentation, but both the presenter and the material have potential for further, interactive inclusion in the course.

Thursday

Session I - Management Values in AID  
Judith Oki

First, Oki drew from the participants the outstanding tips that they'd heard over the four weeks of the course. The list which was generated was:

- Develop mentoring relationships.
- Never become a bureaucrat.
- Don't be afraid to ask AID people questions.
- Be nice to everybody.
- Disregard the hierarchy.
- Find the opportunity in every adversity.
- Get away from the embassy community and interact with host nationals.
- Look for opportunities - don't wait for someone to tell you what to do.

The film, "Excellence in the Public Sector" was then shown. The film presents two success stories to illustrate cases of excellence in management. In the case studies, generally management power was decentralized and the purpose of the agencies involved (a defense manufacturing plant and the New York City Juvenile Justice Department) was redefined, linking parts to a whole and defining mission according to employees' views and commitments.

In small groups facilitated by AID senior managers, participants examined the relevance of the film to AID as far as excellence in management. Conclusions arrived at were:

- In AID, there is a lack of common vision agency-wide and a lack of knowledge regarding the outcome of actions.
- There is also a lack of understanding of how individuals mesh with the organizational vision.
- People are allowed to take the ball and run with it in some cases (individuals as opposed to departments).
- There are problems with the administration letting go of some areas, interpreted as a lack of trust in field employees and the mission system.
- It is difficult to do a good, committed job when your assignment will be changed in two years.
- There can be no "atmosphere which supports change" where there is no trust.
- Paperwork supplants the substantive issues of development.
- People really do believe in what they're doing. This is the common bond from which a vision will come.

Participants were then challenged by the senior managers: Can you as individuals make your visions influence your divisions and/or the Agency as a whole?

The managers further urged participants to move away from the tullage: What do you see in the full part of AID?

Participants were given worksheets with four questions and time for individual thought, then grouped by profession with the senior managers (two or three participants per group) to share responses to the worksheet. The assignment was to reach an agreement on three to four core values in AID and come up with examples. The values/examples were then presented to the senior managers, who shared their views on the subject.

Overall, participants had trouble pinpointing examples of excellence in AID. What came up was not related to process or structure (examples of excellence which stuck in their minds from the previous weeks' presentations were: plastic sheeting, small

ruminants, ORT... ). This is because AID is results-oriented. The excellence, where it exists, relates to specific project successes, rather than to core values. As one participant summed it up, "Instead of excellence, I saw commitment."

The senior managers were impressed that the trainees were at the stage of trying to figure out how to get beyond the constraints and make an impact. They were asked how junior officers could make an impact, as well as where to draw the line professionally between encouragement for risk-taking and tolerance for failure. They were told that one can distinguish the types of mistakes that are and are not acceptable in the Agency. Based on that, make proactive choices and take programmatic risks. It's the only way an agency in flux can interact with societies in flux.

**Conclusion/Recommendation:** This session was perhaps the most useful of all for the participants and came at an opportune moment in the program. The senior managers' insight should be tapped more frequently in NETC, perhaps forming small mentoring groups and giving weekly working lunch assignments in which the groups address certain issues from the week's sessions.

#### Session II - Training and Staff Development Lucy Sotar

Sotar first gave an overview of training opportunities presently available to AID employees both within and external to AID. Each branch (GS and FS) has a core curriculum, to be complemented by follow-on training in such areas as management, the environment, languages, trade and investment, and area studies. Sotar emphasized the equity in training between FS and GS and pointed out that it didn't used to be that way. Also mentioned were the advent of competency-based certification programs (such as project management, which would combine project design and project implementation, thus eliminating the current project design course) and the possibility of automated transfer using AID-specific software.

Sotar walked participants through the 1992 Training Course Directory. When asked about grade level vs. experience as course prerequisites, she said that the Training Division looks at both grade level and job description and, where appropriate, disregards grade level requirements.

**Conclusion/Recommendation:** This session might have been more helpful if presented in conjunction with the participants' goals and career planning. For example: "You are a program officer. Your goal is to be a mission director two years from now. What training do you need, and how can you obtain it?" Then take participants through the process of applying for the training, approval, etc. In such a format, options such as short-term versus long-term training, technical training, government to government exchange, and leave without pay could have been explored further.

#### Session III - Action Planning Judith Oki

Participants were give thirty minutes in which to individually set two to three long range career goals, as well as short-term (6-12 months) objectives relating to those

goals. They were given a worksheet to determine what they should take into consideration when setting goals, i.e., personal preferences for level of challenge, working conditions, levels of interaction with people, and such. At the end of the thirty minutes, several participants read their goals out loud.

**Conclusion:** Considering that this session closed with thirty minutes remaining, the action plans could have been processed more thoroughly than they were. The exercise was carried out and then dropped. It could have been introduced by a piece on how to set measurable, attainable goals, and been drawn out to formulate individual action plans, rather than just goals (How am I realistically going to attain these goals?).

This should be a strong synthesis session. It should enable participants to see a clear link between their training and their careers.

Friday

Session I - Career Development  
Dovie Golden/Martha Rees/Graham Thompson

Golden asked for participants' expectations for the session:

1. Determine which of yesterday's career goals are realistic.
2. List training courses that are crucial to career development.
3. Give realistic scenario for the next five years (what can IDI expect, etc.)?
4. Clarify the roles of CDO versus Staffing personnel.
5. Give an idea of what will happen to IDIs during their Washington year.
6. Advise what to do if your CDO isn't working out.
7. Give tips for discovering interesting jobs.
8. Assess the possibility of changing backstops.
9. Give statistics on IDIs: # of applications, future of program, etc.

The presenters then worked at addressing the above concerns:

1. Not really addressed.
2. Depends entirely on career path chosen.
3. Not thoroughly addressed, but see #9 below.
4. Staffing makes assignments to fill open positions, while CDOs are advocates for the employees assigned to them, i.e. help them find the right job, make sure they receive requisite training and experience, etc. They also serve the Agency by providing the best personnel for each position and provide a third party, objective opinion in staffing and personnel matters.
5. The Washington year for IDIs is spent in formal training, probably half training and working and half language training. During the first year, an IDI will be assigned to the bureau and, hopefully (but not necessarily), the office which deals with the country and job where the IDI will be working overseas. This will serve as the IDI's home base until tenure. Some will not spend a whole year in Washington.
6. Talk to Cecila Pitas or Graham Thompson.
7. GS: Make contacts, find out trends, develop breadth and depth of skills, and talk to CDO.

FS: Same as above, plus keep in touch with situation and people in Washington, and read everything that comes through the mission.

8. One often changes backstops when one changes assignments.
9. The ratio of applicants to IDIs hired is 50:1. This is at the CD level, which means that the 50 have already been weeded out of many more. The number of positions currently open to new IDIs is six in Administration, six in Project Development, and six in Financial Management. In addition, there is the possibility that some will open soon in Environment and Health.

Following the above responses, Thompson went through AID personnel statistics:

There are currently approximately 20,000 people working for AID:

10,000	Institutional Contracts
5,500	FSN and US PSCs
1,100	FSN Direct Hires
1,750	FSO
1,700	GS

There are currently 1,130 staff in the field.

Of the 1,750 FSOs:

260 are Senior Foreign Service  
410 are FS1  
560 are FS2  
400 are FS3/4/5/6

Approximately 1/3 of FS staff are Technical, 1/3 Program, and 1/3 Administrative.

Approximately 79% of FS staff are men.

There is about a 5% turnover rate (1% withdraw, 4% retire) per year.

In order to reach level	4	from level 5,	it takes approximately	18 months.
	3			36-42 months.
	2			5 years.
	1			6.5 years.
	SFS			5.5 years.

Women and minorities tend to move a little faster than others in senior levels.

**Conclusion:** This session was extremely captivating for all participants. Their remaining questions were, for the most part, answered and they were provided with information on the make-up of AID staff and likelihood of promotion. Many participants expressed regrets that the statistics were not made available earlier.

Session II - Oral Evaluation

Judith Oki

Participants were asked to individually list ways in which they now feel they belong to AID:

- People were honest and open.
- Presenters accepted us as a part of the AID group.

•We now know what the different offices are and what they do.

Participants were asked to form small groups and spend 20 minutes deciding which three components of the four weeks of NETC were most important to keep, and which three the most important to drop, add, or modify.

Keep:

- MBTI/Leadership Style - spread it out and weave it in throughout 4 weeks
- Professor Moore of AU
- Budget Process and the Hill, especially O'Sullivan
- Regional Bureau Panel (presenting together made reactions and differences more acute).
- Big picture concept (variety of presenters)
- EERs (performance evaluations)

Fix:

- Benefits and security briefing - not a good kickoff to the class, not timely
- Mission Perspective - lacks content
- Contracts - remember the audience (too technically specific)
- Operating Effectively in AID - consolidate
- Search Interviews - need better coordination with CDIE and the presentation schedule
- Comments from Administrator should be more appropriate.
- There should be an orientation and organization session of an hour or two for the speakers.

**Conclusion:** All of the participants' recommendations reflect a collective experience with the course in its current structure. Overall, participants felt that the course is worthwhile, and cited specific sessions that either helped them to achieve a specific understanding of certain aspects of the agency, or which represented quality in presentation. Of particular mention on the negative side are widespread discontent with the quality of the presentations and concern over the poor use of time.

Session III - End of Course Message  
Peggy Thome

The message brought an atmosphere of doom and gloom to the end of the course. Thome gave a fairly positive closing address, then rapidly announced that budget approval was to come the week after the airing of a "60 Minutes" segment on another AID scandal. She explained that if the budget were to be approved at \$474m instead of \$512m or \$519m, AID will have a RIF and the first to go will be those GS employees with the least number of days' history with the Agency. Basically she dug herself a hole with an offhand comment which those GS with the least number of days' history with the Agency did not let slide.

Finally, Doug Broome said a few words in closing about AID's training program.

**Conclusion:** There is no reason for an overall good course to end on a sour note. The participants need to go to their assignments with a feeling of commitment toward their own and the Agency's goals.

strategies for goal setting, task assignments and common understandings of individual and team scopes of work. Pragma-facilitated TPMs have been conducted for The Measles Initiative for Africa, HEALTHCOM, PRITECH, and short- and long-term multidisciplinary technical assistance and evaluation teams preparing to work in Central America and Pakistan.

### USAID/GUATEMALA

#### Guatemala Junior Year Abroad

Contract No. 4-89-1-0160

Amount: \$758,617

Date: April 1989 - October 1990

The Pragma Corporation, as a subcontractor to META, Inc., is administering this training and education program whereby each year 100 Guatemalan college students are selected for participation in this program on the basis of potential for leadership, economic need, and membership in special concern groups such as women, the rural poor, or minority populations. The overall goal of the program is to contribute to the formation of more effective human resources, thereby ensuring the leadership and technical skills needed for the progressive, balanced and pluralistic development of Guatemala. Principal elements of the program include intensive English language training, academic study in the students' fields of specialization, practical training/internships and linkages with the community.

*Project Officer:* Richard Martin

*Telephone:* 011-5022-345-009

### THE PRAGMA PRACTICAL TRAINING PROGRAM (PPTP)

Date: 1987 - 1989

Pragma worked with the Embassy of Malaysia to provide paid practical training in U.S. industry for foreign nationals studying in U.S. universities for periods of up to 18 months. Practical "hands on" work experience allowed

these students or recent graduates to apply theoretical knowledge in the work place. This was an invaluable experience in preparing the graduates for productive work upon return home. Pragma placed trainees in such companies as Johnson & Johnson, Texas Instruments, URS International, Howard Needles, and the Motorola Corporation.

### A.I.D./WASHINGTON

#### New Entry Training Course

Contract No. OTR-0000-C-00-5041, 9051

Amount: \$1,673,418

Date: 1985 - Present

This project, which began in January 1985, implements 4-week training and orientation programs for newly-hired A.I.D. professionals. The training covers the Agency functions and the development context in which A.I.D. operates. Participants are given a grounding in A.I.D. policies, strategies and procedures both in Washington and the overseas missions. Pragma provides a project manager, facilitator, technical support specialist, and several trainers in specific fields. Our staff works with the A.I.D. Training Division to continually evaluate the program, redesign it when necessary and monitor changes in Agency policies and personnel.

*Project Officer:* Joseph Langbis,

M/PM/TD/PCT

*Telephone:* 202-663-2338

### A.I.D./WASHINGTON

#### Food Needs Assessment Project

Contract No. OTR-0000-C-00-7232-00

Amount: \$1,257,445

Date: September 1987 - September 1990

Although this is primarily an agricultural project, there are training components in it. for a description of this project, please refer to the agriculture section.

**Week I**  
**August 24-28, 1992**  
**NEW ENTRY TRAINING COURSE (NETC)**

MONDAY August 24	TUESDAY August 25	WEDNESDAY August 26	THURSDAY August 27	FRIDAY August 28
<p>9:00-9:30  <b>Room 1042, SA-1</b>                      Welcome and Oath of Office for New Employees</p> <p>9:30-12:30                      New Employees Meet Personnel Officers and Process Papers</p>	<p>9:00-12:00                      NETC Orientation (Oki, Maicioln, Pragma, Langlois, FA/HRDM/TSD/PSB)</p>	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;"> <p>8:45-9:30                          Administrative Appointments</p> </div> <p>9:30-12:00                      for GS Employees Assigned Readings</p> <p>for FS Employees Language Requirements and MLAT test (Mason, FA/HRDM/TSD)</p>	<p>9:00-12:00                      Historical Perspective: U.S. Involvement in Development (Moore, Amer. U.)</p>	<p>8:30-9:45                      A.I.D. Organizational Structure (Rogers, OPS/PRC, Moore FA/AMS)</p> <p>10:00-11:15                      Economic Support Fund and Development Assistance (Painter, FA/B/PB)</p> <p>11:30-12:15                      Role of Project and Non-Project Assistance (Askin, Rozelle, AFR)</p>
LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
<p>1:30-2:00                      Administrative Review</p> <p>2:00-5:00                      Overseas Security, Security Briefing, Privacy Act and Security Passes (Lazerson and Streufert, IG/SEC)</p>	<p>1:30-2:00                      Learning Resources Center (Boissevain, HRDM/TD)</p> <p>2:15-4:30                      Personnel Systems &amp; Career Development (Thome, Thompson, &amp; SCD Team)</p>	<p>1:30-4:00                      Employee Benefits Rights and Responsibilities (Riehl, HRDM/ESD)</p>	<p>1:00-2:15                      Overview: Current A.I.D. Directions and Initiatives (Askin, HRDM)</p> <p>2:30-3:15                      Summary Discussion (Askin)</p>	<p>1:30-2:45                      Food for Peace (Gallespie, FHA/FFP)</p> <p>3:00-4:00                      Private and Voluntary Organizations (McIntyre, FHA/PVC)</p>

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\*\* All sessions are held in SA-14 (1000 Wilson Blvd., Rosslyn, VA) Upper Mezzanine Training Room 141, unless otherwise noted \*\*

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**August 31-September 4, 1992**  
**NEW ENTRY TRAINING COURSE (NETC)**

MONDAY August 31	TUESDAY September 1	WEDNESDAY September 2	THURSDAY September 3	FRIDAY September 4
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9:00-12:00  
**Regional Perspectives**  
 (Stepanek, TAC, Davis  
 ASIA, Mondrem, NE,  
 Thomas, EUR, Kader,  
 AFR.)

8:45-9:45  
**Management in A.I.D.**  
 (Sherper, AID/C)

10:00-11:45  
Operating Effectively in  
A.I.D.  
 Introduction to Type:  
 Myers-Briggs  
 (Razak)

9:00-12:00  
Operating Effectively in  
A.I.D.  
 Situational Leadership  
 (Carney)

9:00-12:00  
Operating Effectively In  
A.I.D.  
 Power and Influence Cont.  
 (Carney)

9:00-10:30  
**The Budget and Program**  
**Cycle**  
 (Milow, FA/B/PB)

10:45-11:30  
**AID and the Hill**  
 (O'Sullivan, LEG)

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LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
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1:00-2:30  
**Mission Perspective**  
 (Merrill, FA/HRDM/R)

1:30-4:30  
**Myers-Briggs (cont.)**  
 (Razak)

1:30-4:30  
Operating Effectively In  
A.I.D.  
 Power and Influence  
 (Carney)

1:30-3:00  
Operating Effectively in  
AID: Negotiation  
 (Carney)

1:30-2:15  
**External Affairs**  
 (Murchie, XA/IDC)

3:00-4:00  
**Disaster Assistance at**  
**Command Center, OFDA**  
 Rm. 1262A, NS (Burke  
 and team)

3:15-4:30  
**Search Assignments**

2:30-3:30  
**Employee Ethics**  
 (Miller, GC)

4:30-5:30  
**Administrator's Reception,**  
 NS

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**Week III**  
**September 7-11, 1992**  
**NEW ENTRY TRAINING COURSE (NETC)**

MONDAY September 7	TUESDAY September 8	WEDNESDAY September 9	THURSDAY September 10	FRIDAY September 11
<p>Labor Day</p>	<p>8:45-10:00 Financial Management (King, FA/FM)</p> <p>10:15-11:30 Environment and Natural Resources (Swallow, R&amp;D/ENR, Brokaw, LAC/DR, Thomas, AFR)</p> <p>11:45-12:15 Nutrition (Anthony, R&amp;D/N)</p>	<p>9:00-10:00 Gender Issues (Huisinga-Norem, R&amp;D/WID, Comstock, GENESYS)</p> <p>10:15-11:45 Health Programs (Wrin, R&amp;D/H/CD)</p>	<p>9:00-12:00 Search Interviews <u>for the remainder of the day.</u></p> <p>* All Employees Meeting 10-11 a.m., Dean Acheson Auditorium, NS</p>	<p>9:00-10:15 Agriculture and Rural Development (Beebe, R&amp;D/AG, Stoner, AFR, Balis, NE,)</p> <p>10:30-12:00 Democracy and Governance (Schoux, LAC/DI)</p>
LUNCH		LUNCH		LUNCH
<p>[10]</p>	<p>2:00-5:00 Search Interviews</p>	<p>2:00-3:00 Population (Starbird, R&amp;D/POP)</p> <p>3:15-4:15 Housing and Urban Programs (Kimm, OP/PRE/HUP)</p>	<p>Search Interviews</p>	<p>1:30-4:30 Performance Management (McGowan, Hailstorks, HRDM/PMES)</p>

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*September 14-18, 1992*  
**NEW ENTRY TRAINING COURSE (NETC)**

MONDAY September 14	TUESDAY September 15	WEDNESDAY September 16	THURSDAY September 17	FRIDAY September 18
9:00-12:00 Career Development/Planning (Golden, Pitas, Rheingans, HRDM/SCD)  * <u>FS report to SA-1</u>	9:00-12:00 Search Reports	<u>Room C-3, SA-3</u> 9:00-9:30 Overseas Briefing Center (Telkins, OBC)  9:45-10:15 Management Ser. (Weiland, FA/AMS)  10:15-11:15 Info Resources Management (IRM) (Wolff, Adams, FA/IRM/CLS)  <u>Rm. 105, SA-18</u> 11:45-12:30 CDIE (Christopherson, CDIE)	8:45-12:00 Management Values in A.I.D. (Oki, Van Dusen, R&D/H, Owens FA/FM/CONT, Gillmore, AFR/SWA, Dotherow FA/OMS, Hill, POL/PAR, Mein, IG/RM)	8:45-11:15 Plan Reviews and Written Evaluations  11:30-12:00 Project Design Link (Tuthill)
LUNCH/AFSA		LUNCH		LUNCH
2:00-3:15 Contracting (Cunningham, FA/OP/OD)  3:30-5:00 Search Reports	1:30-2:45 The Inspector General Overview & Investigations (Richardson, IG/I, Dinkler, RIG/I/LAA/W)  3:00-4:00 Audits (Gothard, IG/A/PSA)	2:00-3:00 Evaluation Initiative (Vreeland, POL/CDIE/E/SS/S)	2:00-3:00 Training and Staff Development (Sotar, FA/HRDM/TSD)  3:15-5:00 Action Planning (Oki)	1:30-3:00 Program Review  3:15-3:45 End of Course Message (Thome, FA/HRDM/SCD)

\*\* All sessions are held in SA-14 (1000 Wilson Blvd., Rosslyn, VA) Upper Mezzanine, Room 141, unless otherwise noted \*\*

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Appendix E - 1988 Course Schedule

NEW ENTRY TRAINING PROGRAM  
 March 28 - April 22, 1988  
 Week I

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MONDAY March 28	TUESDAY March 29	WEDNESDAY March 30	THURSDAY March 31	FRIDAY April 1
9:00-12:00 SA-1 Rm 1042  Welcome (D. Mein/FSP)  Oath of Office  Processing Papers  FSP Assignments (Branch Staff)  (New FS Only)  Employee Rights, Benefits, and Responsibilities (Slifkin/FSP)	9:00-11:00 Separate Group Discussions Foreign Service: Career development; planning, tenuring, assignment sys- tem, evaluations, training opportunities (Speicher, Ward, Pitas/FSP) (SA-2, Room 207)  Civil Service: Life, Health, Retirement; Employee Responsibility for Performance Management; Conduct Expectations (Hampton, Byge, CSP) (Kauffman, M/IM/ID) (SA-2, Room 202)  11:00-12:00 EPAP (Askin/M/IM/EPM)	9:00-11:00 Questions/Answers on Language Requirements/ Testing/Training (Hall/M/IM/TD)  MLAT Test for FS Personnel (Mason/M/IM/ID) (SA-2, Pm 207)  or time for administrative appts	9:00-10:15 America's Involvement in International Economic Development (Weaver/DSP)  10:30-12:00 Development Strategies: The Economic Perspective (Batchelder/PFC)	9:00-9:30 Types of Assistance in A.I.D. (Oki)  9:30-10:45 Economic Support Fu (Adams/PFC)  11:00-12:00 Role of Projects (Graham/AFR)
L U N C H				
2:00-3:00 Privacy Act and Security Briefing (IG) (SA-2, Rm 207)  3:00-4:45 Security Passes (SA-16, Rm 415)	1:00-2:00 Employee Ethics (Miller/GC)  2:00-2:30 Library Resources (Boissvain)  2:30-4:45 Time for Administrative Appointments	1:00-3:30 NEIP Start-up (Oki, Arnold, Thompson, Curtis, Schwarzwald) SA-2, Rm 207)  4:00-4:45 Administrator's Welcome 5th Floor Reception Area New State	1:30-2:45 Development Per- formance 1950- present (Rock/DSP)  3:00-4:15 Summary (Batchelder, Rock, Weaver)	1:30-2:45 Food for Peace (Holtzman/FFP)  3:00-4:15 Disaster Assistance (Ducker/OFDA/IAC) (At Command Center)

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NEW ENTRY TRAINING PROGRAM  
 March 28 - April 22, 1988  
 Week III

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MONDAY April 11	TUESDAY April 12	WEDNESDAY April 13	THURSDAY April 14	FRIDAY April 15
8:00-9:50 <u>U.S. and Nat'l Resources in Africa</u> (Wahab/AFR/IR)	REGIONAL BUREAUS 9:00-11:00 <u>Africa Bureau</u> (Greeley and team)	9:00-10:00 Summary - Bureaus (Oki)	9:00-4:45 EXACTION Simulation (Cruz, Pearson) Bring Bag Lunch	9:00-12:00 Operating Effective in A.I.D.
10:00-10:50 RE/IDP (Nicastro, Frame)	11:00-12:00 <u>Latin America/Caribbean Bureau</u> (Romano and team)	10:15-11:15 <u>Multilateral Donors and Donor Coordination</u> (Grigsby/PFC)		
11:00-12:00 <u>Private Voluntary Organizations and AID</u> (McIntosh/FWC)		11:30-12:00 Women in Development (Raney/PIC/WID)		
		12:15 Brownbag WID (Optional)		
LUNCH				
1:00-4:45 <u>Mission Perspective</u> 1:00-2:00 AID and the Embassy (Neher/State)	1:30-2:30 <u>LAC Bureau (cont)</u> (Romano and team)	1:30-3:15 Focus Groups (Thompson, Oki, Schwarzwalder)		1:30-3:45 OFA (cont) (Thompson)
2:15-3:15 The USAID Mission (Dichter/AFR/SIA)	2:45-4:45 <u>Asia/Near East Bureau</u> (Benedict and team)	3:30-4:45 Overseas Briefing Center (In Rosslyn) (Spouses welcome)		
3:30-4:30 Mission Panel				

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## Descriptions by the Evaluation Team

**Other Orientations  
FSI and World Bank**

According to AID reports (specifically, the scope of work for this evaluation and a proposal for the 1990 redesign of the IDI program), NETC enjoys a reputation of excellence among public sector training programs. In order to gain a basis for comparison, the evaluation team assessed the programs of other agencies with international scope.

**FSI**

As the training branch of the Department of State, FSI conducts orientation and professional development courses for all State employees. General Schedule personnel receive one week of "entry-on-duty" orientation, which includes benefits, security and other administrative requirements, as well as sessions on the concepts of public service and customer service. Foreign Service specialists, such as doctors, nurses, secretaries, and communications personnel to be assigned overseas, receive a 3.5 week orientation. The most similar orientation to NETC is the A-100 Course for New Professionals. Designed for new Foreign Service Officers, the course begins on the first day of the new hires' employment (or rather, their first assignment is the course) and lasts for nine weeks.

Each course trains between 32 and 50 participants. Generally, there are four or five mid-career personnel among the participants, but this does not present a problem since all are new to the Foreign Service. Four, and sometimes five courses, depending on hiring, are given per year. In the case of a fifth course, it is offered simultaneously with the fourth. Since all of FSI's training, except for relatively few specific skills sessions, is carried out in-house, the cost per head for the entire nine weeks is only \$1,000. This budget covers the training sessions which are contracted out and transportation, meals and lodging for two two-day residential experiences in West Virginia. It does not include salaries for in-house staff, nor equipment, rent and the like. These are included in FSI's operational budget. In addition to the contractors, FSI provides approximately six staff members per course. They include training specialists, program specialists to provide constancy in organizational structure, and educational specialists, who maintain the theoretical frameworks involved in the course. The six fixed staff make themselves available to participants both formally (during the class day) and socially (after hours). This is important in supporting a "seamless change" between the participants who enter the course and those that leave nine weeks later. Each class assumes an identity which its members maintain throughout their foreign service careers.

Previously, according to A-100 Chairman Geoffrey Moore, A-100 was "a parade of talking heads" presenting a traditional orientation, much like the one that AID now offers. In an attempt to reformat the course, a cable was sent to all ambassadors asking what the major problems were with junior officers. The responses overwhelmingly indicated that junior officers severely lacked presentation and writing skills, and that their interpersonal skills were extremely poor. This discovery supported a dramatic redesign in 1988. The purpose of FSI's A-100 course is now threefold. First, it provides new hires with an idea of State's organizational culture. Secondly, the course is a forum for career planning. Third, in accordance with the ambassadors' request, A-100 concentrates on presentation, team-building and management skills throughout the nine weeks of the course.

Currently, the course uses a variety of learner-centered training methods to transfer skills, concepts, and information. FSI has retained some of the old format in as far as maintaining a range of presenters both from within and outside of State. In addition, an attempt has been made to draw in presenters from other Foreign Service agencies, such as USIA, AID, DOD, and the Marines. This gives participants a realistic view of who will be at the embassies, as well as how they work together. The broad perspective of their careers has immediate value within the course in the form of an embassy simulation in week eight. As part of speaking and presentation skills development, participants break into ten groups during week two to research topics both inside and outside of State for hour-long presentations during the final weeks of the program.

During the course, two off-site sessions, lasting two days each, take the participants to West Virginia in order to build group cohesion and to experience the principles discussed in the training room. The first off-site, which occurs during week three, involves team-building exercises using ropes course activities, "Cutward Boundish in a mild sort of way," according to Moore. The second off-site, during week eight, is an embassy simulation in which the group divides into embassy staff and host country nationals. The object is to simulate day-to-day embassy operation while also preparing for a vice-presidential visit. The experience serves as a synthesis of the previous weeks' sessions and provides the new FSOs with mentors who are ex-ambassadors.

The shift toward a more participatory format was met with a great deal of resistance on the part of the participants. Now, however, after almost four years, the participants are asking for more participatory activities. Additionally, during each course, "a few people very loudly" complain about the physical activity involved in the first off-site. However, FSI's formal structure allows a great deal of leverage in such situations. The fact that the participants are detailed to the Orientation Division for the duration of the course allows staff to demand "a day's work for a day's pay." Participants are graded on presentations and tests, and attendance and active participation in the full course are required of all participants, with attendance affecting annual leave time.

Moore emphasized that this would not be possible without the support of senior officials within State. In government agencies, there is an institutional bias against training, the idea being that all there were hired because they are intelligent, and therefore don't need training. State has the advantage of a formalized, separate training division, FSI, which serves as an "institutional bulwark."

Current distractions from the course include the fact that most participants have just moved to the Washington area; there is not enough free time at the beginning of the course for participants to deal with the logistics of moving. Moore says that the subsequent move overseas does not present as much of a problem, because participants tend to be more secure by that time. Similar to the situation at AID, Moore would like to split the personnel activities, such as MLAT testing, security briefing, and introduction to benefits, from A-100. Although he feels that they "contaminate the course," he concedes that getting them out of the way does help participants to concentrate more on the course content.

Moore is comfortable with the nine week course length for the purpose of transferring all of the necessary skills and awareness to junior officers. The length of the course allows FSI to encourage patterns of sound judgment and action. At this point, they are trying to emphasize that those who think for themselves will

advance, and that a senior officer's actions shouldn't necessarily foreshadow one's own.

Finally, Moore has been looking for ways to combine the general orientations of foreign service agencies. He envisions combining two weeks to one month at the beginning with team-building exercises off-site, management, and other generic skills. Agencies would then split and do their own agency-specific training. According to Moore, USIA is enthusiastic about the idea, while AID said no. His advice to AID's TSD is, "Use your own resources, and don't be so damned insular. Share your toys with other kids on the block."

## World Bank

Orientation at the World Bank is far less comprehensive. There are two categories of new hires, each with its own entry training. The 'professional' level consists of mid-career hires and participants in the Young Professionals Program, recruited from all member countries. 'Support' level staff are mostly locally recruited. According to Morti Pommarazu, World Bank's Chief of Training, the two levels' entry trainings were separated several years ago for several reasons. First, the difference in length of time already on the job created a questionable need for orientation among participants, as well as time conflicts with their offices. Secondly, while the professional staff, mostly PhDs, felt that the presence of support staff in the training brought down the intellectual level of discussion, support staff felt intimidated and did not feel that they could participate.

Immediately upon hire, and prior to orientation training, all staff go through 'induction,' which involves swearing in and entry-on-duty processing. Both levels also have a session on working in a multicultural environment. The session is geared toward awareness-raising rather than personalizing, and focuses primarily on how to deal with specific, known, identifiable characteristic cultural traits present at the Bank.

Professional staff and their spouses, if interested, attend a three-day orientation. During this time they receive an overview of the Bank's functions, the relationship and interaction among functions, an idea of what the Bank's business is, and what support is available to them in terms of research, publication services, and external relations. Professional entry training is offered approximately every other month, depending on intake. The average class size is twenty-nine, plus three or four spouses; the minimum is twenty participants.

In addition to a similar introduction to the Bank, support staff attend two days of training in basic office technical skills (electronic mail, word processing, etc.) and a tour of the Bank's buildings and grounds, for a total of five days' orientation. Training is offered twice per month, so that all incoming staff receive training soon after entering on duty. There are usually ten to twenty participants per course.

All orientation training is conducted in-house, with senior staff and other Bank personnel as speakers. In terms of methodology, the orientation sessions are traditional, with approximately two thirds of the time devoted to speakers, discussion and question and answer sessions. These are supplemented by videos and slides. The only direct cost for the courses, according to Pemmarazu, is a buffet lunch given for the new hires on the first day of each course.

Finally, Moore has been looking for ways to combine the general orientations of foreign service agencies. He envisions combining two weeks to one month at the beginning with team-building exercises off-site, management, and other generic skills. Agencies would then split and do their own agency-specific training. According to Moore, USIA is enthusiastic about the idea, while AID said no. His advice to AID's TSD is, "Use your own resources, and don't be so damned insular. Share your toys with other kids on the block."

### **A-100 GOALS**

1. To introduce Junior Officers to the profession of diplomacy, the work of the Department, and the mission of the Foreign Service.
2. To assist Junior Officers in understanding the terms of their employment and the goals of the Department's career development system.
3. To introduce and enhance the social skills required of a diplomat and to provide opportunities for practicing these skills.
4. To help participants develop other core skills required by the Foreign Service.
5. To instill a sense of professionalism, responsibility, and service.
6. To promote esprit de corps.

**GUIDELINES FOR PROFESSIONAL PARTICIPATION IN A-100**

**AS AN OFFICER IN THIS COURSE YOU ARE EXPECTED TO:**

**Attend all sessions unless excused**

**Arrive on time for all sessions. (Annual leave will be deducted for unexcused tardiness or absence)**

**Sit in your assigned seat**

**Dress and conduct yourself professionally**

**Prepare and submit all assignments on time**

**Give a respectful hearing to all speakers.  
Refrain from disrupting the session (talking, passing notes, asking questions of purely personal interest, etc.)**

**Refrain from eating during sessions or smoking in the classroom**

**Help keep the classroom and lounge clean and in order.  
Keep excess gear in your locker**

**Participate responsibly and support the responsible participation of your colleagues**

**Observe the letter and spirit of EEO guidelines**

wd 1016

# Daily Class Schedule

SIXTY-FIFTH CLASS  
WEEK ONE

SCHOOL OF PROFESSIONAL STUDIES  
JUNIOR OFFICER PROGRAM CENTER  
FOREIGN SERVICE INSTITUTE  
DEPARTMENT OF STATE

COURSE TITLE ORIENTATION PROGRAM FOR FOREIGN SERVICE OFFICERS

ROOM (unless otherwise indicated)  
SA-3, ROOM A-111

COORDINATOR JOHN LIMBERT

CHAIRMAN GEOFFREY MOORE

PROGRAM ASSISTANT  
COURSE MANAGER - ANITA MCGILLIAN

REGISTRAR

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<p>OCTOBER 19, 1992</p> <p>8:45-9:15 SWEARING-IN LYNDON RAYON DEPUTY DIRECTOR RECRUITMENT, EXAMINATION &amp; EMPLOYMENT 37252</p> <p>9:15-12:00 INTRODUCTION OF STAFF INTRODUCTION BY CLASS MEMBERS GEOFFREY MOORE DEPUTY DIRECTOR ORIENTATION DIVISION</p> <p>12:00-1:00 LUNCH</p>	<p>OCTOBER 20, 1992</p> <p>8:30-10:15 MEDICAL INSURANCE COVERAGE: WORKER'S COMPENSATION BLAKE HIGGS OFFICE OF MEDICAL SERVICES 73616</p> <p>10:30-11:15 STATE DEPT FEDERAL CREDIT UNION KACIA DOTY MARKETING COORDINATOR 766-5016</p> <p>11:30-12:15 POST-RELATED RESOURCES: OVERSEAS BRIEFING CENTER (OBC) CLASS WILL MEET IN OBC</p> <p>12:15-1:15 LUNCH</p>	<p>OCTOBER 21, 1992</p> <p>EAST AUDITORIUM IN MAIN STATE</p> <p>9:00-9:30 FOREIGN SERVICE LOUNGE- EMPLOYEE SERVICES CENTER MAGGI MORSE EMPLOYEE SERVICES SPECIALIST 73422</p> <p>9:30-9:55 AMERICAN SECURITY BANK LEN PILARSKI ASSISTANT MANAGER (202) 684-4752</p> <p>10:15-11:15 RETIREMENT PROGRAM MARY BELL RETIREMENT SERVICES SPECIALIST 79337 ROOM 1251</p> <p>11:30-11:45 EMPLOYEE CONSULTATION SERVICE ANN WEISS DIRECTOR 74929</p> <p>11:45 ID PHOTO-ROOM 1250, EMPLOYEE SERVICES CENTER 73222</p>	<p>OCTOBER 22, 1992</p> <p>8:15 CLASS WILL BOARD A SPECIAL BUS IN FRONT OF FBI</p> <p>8:30-5:00 SECURITY PROGRAMS IN THE FOREIGN SERVICE DIPLOMATIC TRAINING CENTER DUNE LORING, VIRGINIA BOLF PETER COORDINATOR 204-6170</p>	<p>OCTOBER 23, 1992</p> <p>8:30-9:00 WELCOME MR. LAWRENCE TAYLOR DIRECTOR FOREIGN SERVICE INSTITUTE</p> <p>9:15-10:45 MARTHA GOWLAND MODERN LANGUAGE APTITUDE TEST CURRICULUM AND TRAINING SPECIALIST RESEARCH, EVALUATION AND DEVELOPMENT SCHOOL OF LANGUAGE STUDIES 88259</p> <p>11:00-12:30 INTRODUCTION TO A WEEK IN THE LIFE... (CLASSIFIED) GEOFFREY MOORE</p> <p>12:30-1:30 LUNCH</p>
LUNCH				
<p>1:00-2:30 INTRODUCTION TO THE COURSE GEOFFREY MOORE DEPUTY DIRECTOR ORIENTATION DIVISION</p> <p>2:45-4:30 ENTRY-ON-DUTY PROCESSING MARLENE CURTAIN DARLENE BURTON RECRUITMENT AND EMPLOYMENT 87162</p> <p>4:30-5:00 PER DIEM APPLICATION FORM GERALD ROBERTSON OFFICE OF THE REGISTRAR B-LEVEL 88270</p>	<p>2:15-2:45 CAREER DEVELOPMENT AND DISCUSSION OF FIRST ASSIGNMENT RICHARD GIBSON CHIEF JUNIOR OFFICER OFFICE OF CAREER DEVELOPMENT AND ASSIGNMENTS BUREAU OF PERSONNEL 77692</p> <p>3:00-4:30 YOUR FIRST ASSIGNMENT: THINGS TO CONSIDER STAFF</p> <p>4:30-5:00 EVALUATION OVERVIEW STAFF</p> <p>5:00 SOCIAL COMMITTEE</p>	<p>A-100 CLASSROOM FSI, SA-3</p> <p>2:00-3:30 FOREIGN LANGUAGE PROGRAMS TREA BEVEN, HEAD LANGUAGE TESTING UNIT SCHOOL OF LANGUAGE STUDIES 88251</p> <p>3:45-5:00 PER DIEM AND VOUCHERS RAY EVON SYSTEMS ACCOUNTANT OFFICE OF FINANCE AND MANAGEMENT 36923</p>	<p>1:30-4:00 RESEARCH ON POSTS OVERSEAS BRIEFING CENTER</p>	

# Daily Class Schedule

SIXTY-FIFTH CLASS  
WEEK TWO

SCHOOL OF PROFESSIONAL STUDIES  
JUNIOR OFFICER PROGRAM CENTER  
FOREIGN SERVICE INSTITUTE  
DEPARTMENT OF STATE

COURSE TITLE

ORIENTATION PROGRAM FOR FOREIGN SERVICE OFFICERS

ROOM (unless otherwise indicated)  
SA-3, ROOM A-111

COORDINATOR  
JOHN LIMBERT

CHAIRMAN  
GEOFFREY MOORE

PROGRAM ASSISTANT  
COURSE MANAGER - ANITA MCGILLIAN

REGISTRAR

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<p>OCTOBER 26, 1992</p> <p>8:15-10:15 HISTORY OF DIPLOMACY &amp; THE FOREIGN SERVICE (2) DR. JAMES MILLER OFFICE OF THE HISTORIAN BUREAU OF PUBLIC AFFAIRS 31143</p> <p>10:30-12:00 STANDARDS OF CONDUCT &amp; DISCIPLINARY PROCEDURES CASSIE L. GENE EMPLOYEE RELATIONS OFFICER OFFICE OF EMPLOYEE RELATIONS 516-1837</p> <p>12:00-1:00 LUNCH</p>	<p>OCTOBER 27, 1992</p> <p>8:45-10:45 THE AMBASSADOR &amp; THE COUNTRY TEAM HERBERT HAGERTY</p> <p>11:00-12:00 CORE FUNCTIONAL PANEL: FOREIGN SERVICE CONSULAR WORK DONNA HAMILTON DEPUTY EXECUTIVE DIRECTOR FOR CONSULAR AFFAIRS 73118 AND HOLCOMBE THOMAS MANAGEMENT ANALYST FOR CONSULAR AFFAIRS 73602</p> <p>12:15-1:45 BROWN-BAG LUNCH PERRY SEANLE DIRECTOR RECRUITMENT, EXAMINATION &amp; EMPLOYMENT BUREAU OF PERSONNEL 87252</p>	<p>OCTOBER 28, 1992</p> <p>8:45-9:45 CORE FUNCTIONAL PANEL: ADMINISTRATIVE WORK IN THE FOREIGN SERVICE JOHN SHERBURN SPECIAL ASSISTANT TO UNDER SECRETARY FOR MANAGEMENT AND GEOFFREY MOORE</p> <p>10:00-11:30 HOW CONAL DESIGNATION WORKS BARBARA HARVEY DEPUTY ASSISTANT SECRETARY FOR PERSONNEL 78182</p> <p>11:45-1:00 BROWN-BAG LUNCH WITH CDOs RICHARD GIBSON DAVID ROBINSON KAREN CHRISTIANSEN TYONNE GURNEY 77691</p>	<p>OCTOBER 29, 1992</p> <p>8:30-8:00 INTERVIEWS WITH CDOs ROOM 2419, MAIN STATE 77691</p> <p>8:30-4:00 WAGE PRACTICE &amp; RESEARCH FOR PARTICIPANT PRESENTATIONS (GROUP A)</p>	<p>OCTOBER 30, 1992</p> <p>8:30-9:30 FOREIGN SERVICE UNCOMED JUNIOR OFFICER'S CAREER CANDIDATE EMPLOYEE EVALUATION REPORT KEITH WAUGHOPF, DIRECTOR OFFICE OF PERFORMANCE EVALUATION BUREAU OF PERSONNEL 73614</p> <p>9:45-10:45 FOREIGN SERVICE GRIEVANCE PROCESS THOMAS O'HERON, ATTORNEY BUREAU OF PERSONNEL 235-0810</p> <p>11:00-12:00 CIVIL SERVICE IN THE DEPARTMENT ROSALIE D'ANGELO SPECIAL ASSISTANT CHIEF OF BUREAU FOR CIVIL SERVICE EMPLOYEES</p> <p>12:00-1:00 LUNCH</p>
LUNCH				
<p>1:00-2:15 THE MYERS-BLIGGS TYPE INDICATOR: INTRODUCTION TO TYPE SHAWN DESCOURGUES EDUCATION SPECIALIST</p> <p>2:30-4:30 STRUCTURE AND FUNCTIONS OF THE DEPT OF STATE HERBERT HAGERTY MINISTER-COUNSELOR, RETIRED</p>	<p>2:00-3:00 TRAVEL QUESTIONS &amp; ANSWERS RAY EVON 86923</p> <p>3:15-4:15 CORE FUNCTIONAL PANEL: ECONOMIC &amp; COMMERCIAL WORK IN THE FOREIGN SERVICE LISA FOX, DIRECTOR ECONOMIC &amp; COMMERCIAL STUDIES SCHOOL OF PROFESSIONAL STUDIES 88139 AND JOHN LYLE, CHIEF TEXTILE DIVISION OFFICE OF MULTILATERAL TRADE AFFAIRS BUREAU OF ECONOMIC AND BUSINESS AFFAIRS 73569</p>	<p>1:00-2:00 CORE FUNCTIONAL WORK: POLITICAL WORK IN THE FOREIGN SERVICE JAMES HUFF, DIRECTOR POLITICAL TRAINING SCHOOL OF PROFESSIONAL STUDIES 88140</p> <p>2:15-4:45 DISCUSSION OF A "WEEK IN THE LIFE..." GEOFFREY MOORE</p>		<p>1:00-4:00 NETI INTERPRETED STAFF</p>

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# Daily Class Schedule

SIXTY-FIFTH CLASS  
WEEK THREE

SCHOOL OF PROFESSIONAL STUDIES  
JUNIOR OFFICER PROGRAM CENTER  
FOREIGN SERVICE INSTITUTE  
DEPARTMENT OF STATE

COURSE TITLE <b>ORIENTATION PROGRAM FOR FOREIGN SERVICE OFFICERS</b>		ROOM (unless otherwise indicated) SA-3, ROOM A-111
COORDINATOR <b>JOHN LIMBERT</b>	CHAIRMAN <b>GEOFFREY MOORE</b>	
PROGRAM ASSISTANT COURSE MANAGER - <b>ANITA MCGILLIAN</b>	REGISTRAR	

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>NOVEMBER 2, 1992</b>  <b>8:45-11:00</b> <b>LISTENING AND FEEDBACK</b> <b>DR. JANE BOWEN</b>  <b>11:15-12:15</b> <b>INTRODUCTION TO</b> <b>PARTICIPANT</b> <b>PRESENTATIONS</b>  <b>12:15-1:15</b> <b>LUNCHE</b>	<b>NOVEMBER 3, 1992</b>  <b>9:00-10:15</b> <b>EEO CONSIDERATIONS</b> <b>AUDELY MORTON</b> <b>DEPUTY ASSISTANT</b> <b>SECRETARY</b> <b>EQUAL EMPLOYMENT</b> <b>OPPORTUNITY &amp;</b> <b>CIVIL RIGHTS</b> <b>79294</b>  <b>10:30-12:00</b> <b>ETHICS: RULES</b> <b>OF THE GAME</b> <b>BOB BLOEM</b> <b>74799</b>  <b>12:00-1:30</b> <b>LUNCHE</b>	<b>NOVEMBER 4, 1992</b>  <b>9:00</b> <b>CLASS WILL BOARD THE</b> <b>BUS IN FRONT OF SA-3</b> <b>AND DEPART FOR COOLFRONT</b> <b>CENTER, BERKELEY</b> <b>SPRING, WEST VIRGINIA</b> <b>(304) 288-4500</b>	<b>NOVEMBER 5, 1992</b>  <b>OFFSITE PROGRAM AT</b> <b>COOLFRONT CENTER</b>	<b>NOVEMBER 6, 1992</b>  <b>1:30</b> <b>CLASS WILL BOARD THE</b> <b>BUS AT COOLFRONT &amp;</b> <b>RETURN TO FSI (SA-3)</b>

LUNCH

<b>1:30-3:30</b> <b>BRIEFING ON</b> <b>TEAMBUILDING SEGMENT</b> <b>WENDY WATKINS</b> <b>TEAMBUILDING ASSOC.</b> <b>635-1450</b>  <b>3:45-5:00</b> <b>TO BE ANNOUNCED</b>	<b>1:00-3:30</b> <b>HISTORY OF DIPLOMACY &amp;</b> <b>THE FOREIGN SERVICE (II)</b> <b>DR. JAMES MILLER</b> <b>OFFICE OF THE</b> <b>HISTORIAN</b> <b>BUREAU OF PUBLIC</b> <b>AFFAIRS</b> <b>31143</b>  <b>3:45-4:45</b> <b>INTERVIEWING SKILLS</b> <b>STAFF</b>			
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# Daily Class Schedule

SIXTY-FIFTH CLASS  
WEEK FOUR

SCHOOL OF PROFESSIONAL STUDIES  
JUNIOR OFFICER PROGRAM CENTER  
FOREIGN SERVICE INSTITUTE  
DEPARTMENT OF STATE

COURSE TITLE ORIENTATION PROGRAM FOR FOREIGN SERVICE OFFICERS

ROOM (unless otherwise indicated)  
SA-3, ROOM A-111

COORDINATOR JOHN LIMBERT

CHAIRMAN GEOFFREY MOORE

PROGRAM ASSISTANT  
COURSE MANAGER - ANITA MCGILLIAN

REGISTRAR

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<p>NOVEMBER 9, 1992</p> <p>8:30-9:00 SPEECH DYNAMICS GROUP A RAY CHAMBERS JAMES BOSTAIN COORDINATORS (810) 299-8844</p> <p>9:30-4:00 WANG PRACTICE &amp; RESEARCH FOR PARTICIPANT PRESENTATIONS (GROUP B)</p>	<p>NOVEMBER 10, 1992</p> <p>8:30-9:00 SPEECH DYNAMICS (GROUP A) RAY CHAMBERS JAMES BOSTAIN COORDINATORS (919) 299-8844</p> <p>9:30-4:00 WANG PRACTICE &amp; RESEARCH FOR PARTICIPANT PRESENTATIONS (GROUP B)</p>	<p>NOVEMBER 11, 1992</p> <p>HOLIDAY</p>	<p>NOVEMBER 12, 1992</p> <p>8:30-9:00 SPEECH DYNAMICS (GROUP DYNAMICS) RAY CHAMBERS JAMES BOSTAIN COORDINATORS (919) 299-8844</p> <p>9:30-4:00 WANG PRACTICE &amp; RESEARCH FOR PARTICIPANT PRESENTATIONS (GROUP A)</p>	<p>NOVEMBER 13, 1992</p> <p>8:30-9:00 SPEECH DYNAMICS (GROUP DYNAMICS) RAY CHAMBERS JAMES BOSTAIN COORDINATORS (919) 299-8844</p> <p>9:30-4:00 WANG PRACTICE &amp; RESEARCH FOR PARTICIPANT PRESENTATIONS (GROUP A)</p>
LUNCH				

11.2

# Daily Class Schedule

SIXTY-FIFTH CLASS  
WEEK FIVE

SCHOOL OF PROFESSIONAL STUDIES  
JUNIOR OFFICER PROGRAM CENTER  
FOREIGN SERVICE INSTITUTE  
DEPARTMENT OF STATE

COURSE TITLE

ORIENTATION PROGRAM FOR FOREIGN SERVICE OFFICERS

ROOM (unless otherwise indicated)  
SA-3, ROOM A-111

COORDINATOR

JOHN LIMBERT

CHAIRMAN

GEOFFREY MOORE

PROGRAM ASSISTANT

COURSE MANAGER - ANITA MCGILLIAN

REGISTRAR

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<p>NOVEMBER 16, 1992</p> <p>8:30-12:00 ADDRESSING THE TOUGH QUESTIONS ABOUT AMERICAN SOCIETY (GROUP I) DR. RICHARD HUBER</p> <p>12:00-1:00 LUNCHE</p>	<p>NOVEMBER 17, 1992</p> <p>8:30-12:00 ADDRESSING THE TOUGH QUESTIONS ABOUT AMERICAN SOCIETY (GROUP I) DR. RICHARD HUBER</p> <p>12:00-1:00 LUNCHE</p>	<p>NOVEMBER 18, 1992</p> <p>8:30-9:30 PARTICIPANT PRESENTATION I</p> <p>9:45-11:30 OFFSITE PRACTICUM STAFF</p> <p>11:30-12:15 LUNCHE</p>	<p>NOVEMBER 19, 1992</p> <p>8:30-9:30 PARTICIPANT PRESENTATION II</p> <p>9:45-10:45 PARTICIPANT PRESENTATION III</p> <p>11:00-12:00 PARTICIPANT PRESENTATION IV</p> <p>12:30-2:00 AFSA LUNCHEON FOREIGN SERVICE CLUB 2101 E STREET N.W. (VIA SHUTTLE TO MAIN STATION OR METRO) ENTER AT E STREET</p>	<p>NOVEMBER 20, 1992</p> <p>8:30-10:00 THE BRIDGE DR. JANE BOWEN</p> <p>10:15-12:15 PARTICIPANT PRESENTATION V</p>
L U N C H				
<p>1:00-4:30 ADDRESSING THE TOUGH QUESTIONS ABOUT AMERICAN SOCIETY (GROUP II) DR. RICHARD HUBER</p>	<p>1:00-4:30 ADDRESSING THE TOUGH QUESTIONS ABOUT AMERICAN SOCIETY (GROUP II) DR. RICHARD HUBER</p>	<p>12:30 CLASS WILL MEET AT THE METRO &amp; LEAVE FOR PENTAGON</p> <p>12:50 CLASS WILL MEET ESCORTS AT PENTAGON STATION</p> <p>1:15-4:00 DEPARTMENT OF DEFENSE BRIEFING ARRANGED BY MICHAEL BYERS, CHIEF, ODS SPEAKERS' BUREAU, OFFICE OF THE ASSISTANT SECRETARY OF DEFENSE FOR PUBLIC AFFAIRS 695-6105</p>	<p>2:30-4:30 PRINCIPAL'S CONFERENCE ROOM 7510 7TH FLOOR MAIN STATION</p>	<p>1:00-3:00 MANAGING YOUR PSN'S GEOFFREY MOORE</p> <p>3:15-4:45 FOREIGN SERVICE SECRETARIES VIRGINIA TAYLOR DIRECTOR OFFICE OF MANAGEMENT TRAINING SCHOOL OF PROFESSIONAL STUDIES 57279</p>

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# Daily Class Schedule

SIXTY-FIFTH CLASS  
WEEK SIX

SCHOOL OF PROFESSIONAL STUDIES  
JUNIOR OFFICER PROGRAM CENTER  
FOREIGN SERVICE INSTITUTE  
DEPARTMENT OF STATE

COURSE TITLE **ORIENTATION PROGRAM FOR FOREIGN SERVICE OFFICERS**

ROOM (unless otherwise indicated)  
SA-3, ROOM A-111

COORDINATOR **JOHN LIMBERT**

CHAIRMAN **GEOFFREY MOORE**

PROGRAM ASSISTANT  
COURSE MANAGER - **ANITA MCGILLIAN**

REGISTRAR

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<p><b>NOVEMBER 23, 1992</b></p> <p><b>8:45-11:15</b> FOREIGN SERVICE WRITING I BACK TO BASICS: INTRODUCTION AND PRINCIPLES HERBERT HENERTY</p> <p><b>11:15-12:15</b> PARTICIPANT PRESENTATION VI</p> <p><b>12:15-1:15</b> LUNCHEON</p>	<p><b>NOVEMBER 24, 1992</b></p> <p><b>9:00-10:30</b> MEETING WITH MR. LAWRENCE TAYLOR DIRECTOR FOREIGN SERVICE INSTITUTE</p> <p><b>10:45-11:45</b> PARTICIPANT PRESENTATION VII</p> <p><b>12:00-1:00</b> LUNCHEON</p>	<p><b>NOVEMBER 25, 1992</b></p> <p><b>8:45-11:15</b> FOREIGN SERVICE WRITING II COMMUNICATING IN THE FOREIGN SERVICE HERBERT HENERTY</p> <p><b>11:15-1:00</b> LUNCHEON</p>	<p><b>NOVEMBER 26, 1992</b></p> <p>HOLIDAY</p>	<p><b>NOVEMBER 27, 1992</b></p> <p>TO BE ANNOUNCED</p>
<b>LUNCH</b>				
<p><b>1:15-2:45</b> CONFLICT MANAGEMENT I SHAWN DESCOURAUX EDUCATION SPECIALIST ORIENTATION DIVISION</p> <p><b>3:00-5:00</b> TO BE ANNOUNCED</p>	<p><b>1:00-4:00</b> WORKING WITHIN THE SYSTEM AMBASSADOR EDWARD PECK POLITICAL TRADECRAFT COORDINATOR OFFICE OF POLITICAL TRAINING 56430 AND AMBASSADOR THOMAS BOYATT PRESIDENT U.S. DEFENSE SYSTEMS</p>	<p><b>1:00-3:30</b> CONFLICT MANAGEMENT II SHAWN DESCOURAUX EDUCATION SPECIALIST</p> <p><b>3:45-4:45</b> PARTICIPANT PRESENTATION VIII</p>		

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# Daily Class Schedule

SIXTY-FIFTH CLASS  
WEEK SEVEN

SCHOOL OF PROFESSIONAL STUDIES  
JUNIOR OFFICER PROGRAM CENTE  
FOREIGN SERVICE INSTITUTE  
DEPARTMENT OF STATE

COURSE TITLE  
**ORIENTATION PROGRAM FOR FOREIGN SERVICE OFFICERS**

ROOM (unless otherwise indicated)  
SA-3, ROOM A-111

COORDINATOR  
**JOHN LIMBERT**

CHAIRMAN  
**GEOFFREY MOORE**

PROGRAM ASSISTANT  
COURSE MANAGER - **ANITA MCGILLIAN**

REGISTRAR

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<p>NOVEMBER 30, 1992</p> <p>8:30-12:00 SITUATIONAL LEADERSHIP BARCOON TALLEY PRESIDENT CORPORATE &amp; GOVERNMENT CONSULTING, INC. (202) 537-7000</p> <p>12:00-1:00 LUNCH</p>	<p>DECEMBER 1, 1992</p> <p>8:45-9:45 AGENCY FOR INTERNATIONAL DEVELOPMENT TERRY LIEBCHER DIRECTOR STAFFING AND CAREER DEVELOPMENT 31490</p> <p>10:00-11:30 INTRODUCTION TO ANTHURIA STAFF</p> <p>11:30-12:30 LUNCH</p>	<p>DECEMBER 2, 1992</p> <p>8:45-11:45 FOREIGN SERVICE WRITING IV DEBACHES AND REPORTING HERBERT EMERTY</p> <p>11:45-1:30 LUNCH</p>	<p>DECEMBER 3, 1992</p> <p>8:00 BOARD BUS AT SA-3 TO GO TO LANSLEY</p> <p>8:30-4:15 PROGRAM AT CIA (CLASSIFIED)</p>	<p>DECEMBER 4, 1992</p> <p>8:30-4:00 CONTRASTING AMERICAN VALUES DR. GARY WEAVER SCHOOL OF INTERNATIONAL SERVICE AMERICAN UNIVERSITY AND MR. KEAN</p>
LUNCH				
<p>1:00-4:00 FOREIGN SERVICE WRITING III HERBERT EMERTY</p>	<p>1:00-2:00 THE U.S. AND FOREIGN COMMERCIAL SERVICE CHARLES FORD DEPUTY ASSISTANT SECRETARY FOR INTERNATIONAL OPERATIONS U.S. AND FOREIGN COMMERCIAL SERVICE DEPARTMENT OF COMMERCE (202) 377-8300</p> <p>2:15-3:00 HOTTAGES AND HURRICANS STAFF</p>	<p>2:00-4:00 PROGRAM AT THE UNITED STATES INFORMATION AGENCY PROGRAM BY THE TRAINING AND DEVELOPMENT DIVISION METRO: BLUP/ORANGE LIKE TO FEDERAL CENTER</p>		

# Daily Class Schedule

SIXTY-FIFTH CLASS  
WEEK EIGHT

SCHOOL OF PROFESSIONAL STUDIES  
JUNIOR OFFICER PROGRAM CENTER  
FOREIGN SERVICE INSTITUTE  
DEPARTMENT OF STATE

COURSE TITLE **ORIENTATION PROGRAM FOR FOREIGN SERVICE OFFICERS**

ROOM (unless otherwise indicated)  
SA-3, ROOM A-111

COORDINATOR **JOHN LIMBERT**

CHAIRMAN **GEOFFREY MOORE**

PROGRAM ASSISTANT  
COURSE MANAGER - **ANITA MCGILLIAN**

REGISTRAR

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<p>DECEMBER 7, 1992</p> <p>8:30-11:30 MANAGEMENT ROLE PLAYS DR. JANE POWEN</p> <p>11:30-1:00 LUNCH</p>	<p>DECEMBER 8, 1992</p> <p>8:45-9:45 PARTICIPANT PRESENTATION IX</p> <p>10:00-11:00 THE MARINE SECURITY GUARD PROGRAM OVERSEAS CAPTAIN D.J. PETIT ASSISTANT OPERATIONS OFFICER MARINE SECURITY GUARD BATTALION QUANTICO, VIRGINIA 440-2142</p> <p>11:15-12:15 PARTICIPANT PRESENTATION X</p> <p>12:15-1:15 LUNCH</p>	<p>DECEMBER 9, 1992</p> <p>9:00 BUS LEAVES FOR HILLTOP HOUSE, HARPERS FERRY WEST VIRGINIA (304) 535-2132</p>	<p>DECEMBER 10, 1992</p> <p>EMBASSY SIMULATION</p>	<p>DECEMBER 11, 1992</p> <p>2:00 BUS LEAVES HILLTOP HOUSE FOR ROSSLYN</p>
LUNCH				
<p>1:00-4:30 ANTHURIA PREPARATION</p>	<p>1:15-4:30 ANTHURIA PREPARATION</p>			

# Daily Class Schedule

SIXTY-FIFTH CLASS  
WEEK NINE

SCHOOL OF PROFESSIONAL STUDIES  
JUNIOR OFFICER PROGRAM CENTER  
FOREIGN SERVICE INSTITUTE  
DEPARTMENT OF STATE

COURSE TITLE **ORIENTATION PROGRAM FOR FOREIGN SERVICE OFFICERS** ROOM (unless otherwise indicated) SA-3, ROOM A-111

COORDINATOR **JOHN LIMBERT** CHAIRMAN **GEOFFREY MOORE**

PROGRAM ASSISTANT COURSE MANAGER - **ANITA MCGILLIAN** REGISTRAR

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<p>DECEMBER 14, 1992</p> <p>0:30-11:30</p> <p>PREPARATION FOR SCISS OVERSEAS NANCY FORBORD FSI EDUCATION SPECIALIST OFFICE OF POLITICAL TRAINING 88140</p> <p>11:45-12:45</p> <p>MAIL AND POUCH SERVICE OVERSEAS JOHN CRANSEL DEPUTY CHIEF DIPLOMATIC POUCH &amp; MAIL DIVISION 235-4686</p> <p>12:45-1:30</p>	<p>DECEMBER 15, 1992</p> <p>8:30-10:30</p> <p>ADMINISTRATION &amp; TOUR MICHAEL BORA POST MANAGEMENT OFFICER BUREAU OF AFRICAN AFFAIRS 72206</p> <p>10:45-11:45</p> <p>ASSISTING THE FOREIGN SERVICE AT HOME (FLO) AND THE COMMUNITY LIAISON OFFICER (CLO) AT POST MARYAM MINUTILLO DIRECTOR FAMILY LIAISON OFFICE ROOM 1812A 71076</p> <p>11:45-1:00</p> <p>LUNCH</p>	<p>DECEMBER 16, 1992</p> <p>8:45-10:00</p> <p>STAYING HEALTHY OVERSEAS DR. JOHN MERRILL CLINICAL DIRECTOR OFFICE OF MEDICAL SERVICES 72072</p> <p>10:15-11:45</p> <p>EFFECTIVE ADJUSTMENT OVERSEAS DR. HAL RINIER MEDICAL DIRECTOR FOR MENTAL HEALTH PROGRAMS OFFICE OF MEDICAL SERVICES 72068</p> <p>11:45-1:00</p> <p>LUNCH</p>	<p>DECEMBER 17, 1992</p> <p>8:45-12:45</p> <p>PROTOCOL &amp; REPRESENTATION ENTERTAINING NANCY FORBORD EDUCATION SPECIALIST OFFICE OF POLITICAL TRAINING 88140</p> <p>12:45-2:15</p> <p>BROWN-BAG LUNCH WITH MR. LAWRENCE TAYLOR DIRECTOR FOREIGN SERVICE INSTITUTE</p>	<p>DECEMBER 18, 1992</p> <p>8:30-9:45</p> <p>COURSE WRAP-UP ADMINISTRATIVE INFORMATION GEOFFREY MOORE &amp; ORIENTATION DIVISION STAFF</p> <p>12:00</p> <p>SWEARING-IN CEREMONY BENJAMIN FRANKLIN ROOM 6TH FLOOR MAIN STAGE (CLASS MEMBERS &amp; THEIR GUESTS MUST ASSEMBLE IN THE C STREET LOBBY BY 11:00 A.M.)</p>
LUNCH				
<p>1:30-3:00</p> <p>TRAVEL, TRANSPORTATION &amp; SHIPMENT OF EFFECTS DONALD WILLETT CHIEF TRAVEL REGULATIONS STAFF</p> <p>3:15-5:00</p> <p>FOREIGN SERVICE WRITING V LETTERS TO POST AND WIND-UP HERBERT HASENTY</p>	<p>1:00-2:00</p> <p>DEPENDENT EMPLOYMENT OPPORTUNITIES OVERSEAS DAVID BALL EMPLOYMENT PROGRAM COORDINATOR FAMILY LIAISON OFFICE 71076</p> <p>2:15-3:15</p> <p>DIPLOMATIC PRIVILEGES AND IMMUNITIES LINDA JACOBSON ATTORNEY ADVISED OFFICE OF SPECIAL FUNCTIONAL PROBLEMS OFFICE OF THE LEGAL ADVISER 71074</p> <p>3:30-4:30</p> <p>OFFICE OF FOREIGN MISSIONS WILLIAM McQUADE EXECUTIVE ASSISTANT TO THE DIRECTOR OFFICE OF FOREIGN MISSIONS 74884</p>	<p>1:00-2:30</p> <p>YOUR SECOND &amp; THIRD ASSIGNMENTS RICHARD GIBSON &amp; CDC STAFF OFFICE OF CAREER DEVELOPMENT &amp; ASSIGNMENT 77691</p>	<p>2:30-3:00</p> <p>SUPPORT SERVICES AVAILABLE IN OFFICE OF FSI REGISTRAR; CHECK-OUT PROCEDURES FROM FSI AND THE DEPARTMENT GERALD ROBERTSON OFFICE OF THE REGISTRAR 88370</p>	

## Other Observations By the Evaluation Team

THIS NETC (August/September 1992)

### I. PROFILE OF PARTICIPANTS

Immediately following the most recent course (August/September 1992), a significant sample of the participants was interviewed regarding NETC expectations and experience. Of those interviewed, 46.7% were women and 52.3% men. General Service personnel comprised 52.3% of those interviewed, while Foreign Service Officers represented 46.7% of the sampling. Due to the class composition, all FS interviewed were International Development Interns.

The exclusion of mid-career officers among the FS hires--the average prior to this course was 46.7%--is the climax of a hiring trend which began with the revamping of the IDI program in 1991. According to Graham Thompson of Career Development, the percentage of IDIs among FS hires is expected to be approximately 75% in 1993. This NETC strayed from the norm in one other aspect. While this group of new hires had been working with the Agency for anywhere between two weeks and 2.5 years at the time the course started, there were some who had worked indirectly for AID (i.e., as a Personal Services Contractor or Peace Corps staff) for as long as twelve years.

### II. COURSE ATTENDANCE

Approximately half of the participants in this NETC had outside distractions which detracted from course attendance, participation, or networking with classmates. While one of the participants who had been at AID for some time was constantly juggling office and training responsibilities, the majority found their offices supportive of their attendance. In fact, due to the class schedule, those whose offices were close to the training site found that they were able to keep their backlog of work to a minimum by checking in with their offices before or after sessions several times a week. The majority of the distractions were equally divided between family concerns and being in the process of moving either to or from the Washington area. There were no leanings toward FS or GS personnel, nor toward males or females, in this area.

### III. GS/FS REACTIONS

Because AID is a foreign assistance agency, there is a strong bias toward meeting FS needs in the course. While virtually all of the GS participants perceived the emphasis on activities geared toward FS and, indeed, many admitted to feeling like second-class citizens, in general there was an acceptance of the situation. As one GS hire phrased it, "A bit more should be done for GS and can't be." The same participant went on to say, "GS may as well know that there's a glass ceiling. What would have been inappropriate would have been to cover up that it exists."

FS participants, on the other hand, generally felt uncomfortable about the imbalance. An IDI admitted, "For me it was OK. I remember wondering if it was OK for the GS." Another said that throughout the course, s/he continually felt frustrated for GS colleagues.

Participants, FS and GS alike, were unanimous in the opinion that the course remain as one orientation for all new hires. Consensus was that, although some sessions should be separate given the different personnel systems, a combined course keeps from underlining the separation between the two systems and avoids

generating an "us/them" feeling. Several participants commented that it is beneficial for AID/W personnel to have a realistic view of what their administrative processes represent at the mission level, just as it is imperative that mission staff develop familiarity with the people and offices that will be handling their affairs at home. Basically, the idea circulating among the participants is that they want to be sure that everyone else realizes that there are real people at both ends of the paperwork.

Emphatic agreement to keep the mixture of GS and FS in the course came with an equally strong request that the course be thoroughly integrated. It was stated that at present, it looks as though the course had been designed for FS, and that GS had been plugged in as an afterthought. In fact, one trainee thought that "GS won out because they got a better perspective on what FS does than vice versa." The course needs to focus around the idea that all personnel are working toward a common mission.

Rather than separate sessions focusing on how GS does such-and-such in Washington, how FS does such-and-such at the mission, how GS works with paper and how FS works with people, NETC should be integrated by a common theme of working together, with each session focusing on an objective and participants determining how each of them, as a part of AID, will contribute toward the attainment of the objective. "The idea is to give both GS and FS better knowledge of what AID does," summarized a participant.

#### IV. COURSE GOALS

The goals of the New Entry Training Course were partially met in this most recent course. The greatest learning, according to the trainees, was that they, as individuals, had to look out for their own careers. Career advancement depends on more than simply doing an excellent job. "It was made clear that the onus is on the individual. Advancement depends on basic situations, how you deal with people, having the proper witnesses, and going through the proper channels," according to a trainee. Exposure to both AID's organizational culture and a variety of personnel in the context of the course was an invaluable asset. Moreover, advice to network, find a mentor, and take advantage of 'open door' invitations were seen as right on target.

Most of those interviewed, having completed the course, feel more comfortable and equipped to operate effectively within AID and just as, if not more, enthusiastic than when the course started. Familiarity with the organizational chart, being able to connect faces and names with offices, and the general openness and enthusiasm of the presenters had much to contribute to this feeling. Nevertheless, several trainees added phrases like, "... but not as familiar and comfortable as I'd hoped I would be," "... but apprehensive about future direction," "... but more concerned," and "... well, more realistic." All of the IDIs interviewed mentioned inadequate coverage of mission life and function. Many GS confirmed this gap. This could be a unifying link in the course. A participant voiced concern that the course "detaches AID from development. Why are we here?"

The lack of a unifying theme to tie the course together created uncertainty among participants as far as the direction of the Agency and the purpose of the course. Many stated that the course achieved its purpose on some levels, while it failed to attain it on others. As individuals, participants seem to have gained a great deal in terms of networking and career development. They also have a clear idea of

the organizational structure of the Agency. Several individuals, however, pinpointed a lack of understanding of how AID functions as the key to not feeling totally at home: What are the processes that these individuals are involved in? How do they work together? Who makes the decisions?

A solid example of this concern is that the participants left the course with a clear understanding that tensions and transitions are presently dominating the Agency's actions. Also clear was the fact that they have no control over the resolution of the problems. Although 'no one' knows what the outcome of the present situation will be, the participants would feel more at ease, some of them hypothesized, if they were familiar with the processes by which such situations are resolved. Another example is that AID's programs are presented in terms of money that is 'obligated' under certain procedures. Few of the participants, however, left the course with an understanding of the money in real terms: Where did it come from (the understood concept being that it comes from Congress, rather than a percentage of taxpayer dollars, World Bank funds--where do they get their money?--etc.)? Where will it go (the understood concept being that it goes to contracts, governments, AID missions, rather than to specific projects and people)? What does it buy/do? Who does this? For whom? Why?

In the same way, most participants felt that the Myers-Briggs Type Indicator and parallel activities helped them to understand how they, personally, interact with others, yet many did not see the relevance of the sessions to their work at AID. Likewise, it was mentioned that it would be helpful to have an idea of how AID works with other public and private agencies, both at home and at the mission level. One participant pointed out that it would be beneficial to gain an understanding of development in the sense of a collaborative international donor/implementer community, stressing coordination and cooperation to maximize the resources and strengths of each component. The participant noted that NETC presents AID as if it were the only donor agency acting in program areas, leaving new hires with a narrow view of the Agency's mission.

#### V. LENGTH, STRUCTURE OF COURSE

Recent participants generally agreed that the length of NETC was commensurate with the task at hand (earlier participants tend to remember the course as too long), but that the time was not optimally utilized. A number of suggestions were made for rearrangement of the material within the given time frame. Although such alternatives as afternoons off with more homework, one or two days per week for a longer period of time, and the like were considered, many thought that this would only cause more distraction because of other obligations.

On the whole, it was felt that administrative procedures such as security briefings, swearing in, and explanations of benefits, which vary between FS, IDI, GS, and IG hires, should be taken care of within a few days of hiring. Some people feel that they signed important papers several months ago and only recently found out their significance. The course could additionally sacrifice some of the more technical content, such as contracting and procurement details, to be addressed at a later date in a career-specific context. This would free up space to address the common linkages which would ultimately help the new hires to hit the ground running and work toward AID's mission as parts of a team.

Participants who had had previous experience working in development and/or contracting overseas felt that the timing of the project design phase, immediately after the NETC, was good, as there was a natural flow from one course to the other. They also recognized that it was above the heads of those new hires with no experience in the area. Said one experienced participant who found the class both relevant and interesting, "I'm surprised they could stay awake." It was pointed out that most NETC participants' roles in project design will be passive, and further suggested that new hires should not go directly into Project Design with no field experience unless there is a specific reason for them to do so.

## VI. CONTENT AND METHODOLOGY

One of the most widely held views among NETC participants was that the range of presenters from within AID was instrumental in conveying what seemed to be the major messages of the course. The concepts of networking and establishing mentoring relationships were constantly reinforced throughout the training. Moreover, the participants were pleasantly surprised to find that, in spite of morale problems in the Agency, the individuals that make up AID are still very much dedicated and driven by their work. Their openness and flexibility in discussing current issues served to reassure the participants.

Virtually all the participants recognized, for any one of several reasons, that scheduling so many speakers is problematic. One IDI called the current course format "a facilitator's nightmare." The primary drawback cited was the lack of control that the contractor had on who from each division gave the presentation and how they presented. It appeared to the participants that a large percentage of the presenters either lacked training skills or were simply uncomfortable speaking in front of groups. Other trainees pointed out that people who had administrative, program, or technical jobs outside of the course, and worked a session into their schedules, came ill-prepared. Perhaps most important was the point that many of the presenters were experts in their areas, but were not necessarily tuned in to the needs of the new hires or how their particular presentation fit into the program as a whole.

Apart from the suggestion that the presenters be formally prepared for their sessions, the majority of the trainees interviewed said that this must be the best way to run the course because they knew of no other methodologies. A few, however, did have concrete suggestions for how to improve this aspect of the course. One recommendation was that participants become more involved with the presenters in their areas of career interest before their sessions, establishing a mentoring relationship on the one hand and simultaneously keeping them updated on the interrelation of course sessions. Several participants said that given more time, it would be beneficial to process more of the course concepts with their peers, and perhaps their mentors, in smaller groups. Many of the participants were concerned that small group work would defeat the purpose of having the mixed group, i.e., stepping out of one's backstop and getting an overview of the Agency. Others countered, however, that as long as care was taken to change group configuration frequently, rather than assigning groups by backstop, FS or GS, table, etc., small groups would work out well.

The importance of variety and the need for visual reinforcement in the learning process were stressed by the majority of the participants interviewed. So many numbers and places and names and acronyms tend to lose their meaning when

they are connected to neither a common theme nor visual images and activity. Well-made visual supports, such as slide shows of projects, posters on the training room walls, and relevant films, would do much to enhance the learning environment. The organizational chart was cited as an example of a learning aid, and a specific video ("No video is better than a bad video," advised one participant) and the use of the overhead projector as examples of hindrances.

Regarding activities, it was suggested that the course illustrate the AID project process from conception, through funding requests and approval, to implementation, evaluation, and impact. Drawing on all the resources needed to go through this process would bring the functions represented by the trainees to life. Also recommended was a series of case studies, each focusing on an actual long-term goal within AID. The cases would explore the evolution of the goal, the mobilization of the personnel and resources to reach the goal, whether or not the goal was achieved, and the reasons. Such studies would provide background for more in-depth discussions among participants and presenters, rather than the current format of a few questions and answers after each presentation. Search interviews, with more structure and direction than they have at present, were generally perceived as a good way to encourage participants to explore the Agency.

NETC participants recognized that their colleagues have much to offer in terms of experience and perspective. One suggestion to better tap participant resources was to have a participant who has been a PSC or an FSN prior to signing on with AID tell what it is like to be on the other end of AID activities. Otherwise, participants thought it best to keep the sharing of participant experience informal, since to do otherwise would first of all be beyond the long-range planning capabilities of the course designers and, secondly, create a tense "I'm experienced - you're not" type of atmosphere in the course.

## VII. ISSUES

As was mentioned earlier in this chapter, the candor and openness of the presenters made the participants feel very secure about asking about the most controversial issues. Most felt that the presenters did not try to cover anything up, and one went so far as to state that the participants didn't need to raise the issues because the presenters and facilitators brought them out into the open themselves.

Issues that were never really raised (or questioned) were the needs of women and minority employees. Trainees would like to have seen senior minorities represented at the program and policy levels, rather than just in the HRDM staff. One participant said that, due to the absence of minorities in the program, he wondered if they existed outside of HRDM. Another said that she was surprised at the percentage of male versus female FSOs. She feels that quota-filling has lowered the level of respect for women at AID. A need was cited for senior minorities and women to be mentors. Otherwise, new hires begin to doubt that it is possible to attain their professional goals.

Additionally, it was mentioned that it would be helpful to have a session presenting historical examples of issues affecting women and minorities in AID, how the Agency has responded, and the outcome. The same was found to be true of issues surrounding sexual harassment. One trainee summed it up by stating that, given the importance of EEO issues on everyone's performance evaluation, the matter is given

little time in the course. It would be helpful for managers to know what is considered good EEO practice in the Agency.

In spite of the variety of comments for restructuring NETC, all the participants interviewed agreed that the course was beneficial. Even those who had entered the course with reservation came out of it pleasantly surprised. The overall usefulness in preparing new hires to operate more effectively within AID is not challenged. "I'm fortunate to be in an organization which offers it. We're lucky to have it, but AID also gets something out of making us take it. The course is pacifying, and new employees come out of it with a better impression of AID."

## Historical Background of the Contract

The contract under evaluation is an agreement between the United States Agency for International Development and The Pragma Corporation of Falls Church, Virginia. It covers the period beginning May, 1989 and continuing until April, 1994 or the delivery of twenty NETC classes, whichever comes first. As of this evaluation, sixteen classes have been delivered (and one canceled) under the contract, which is essentially a renewal of the prior agreement (September, 1986 - April, 1989) with the same contractor in combination with MSI. In 1988, the course was shortened from its original six weeks to four weeks plus an optional week of Project Design. At this stage, MSI moved over to the Project Design course and Pragma assumed full responsibility for NETC.

During the first contract, Marilyn Arnold was the AID Project Director and also drafted the new contract. Carol Pearson was the contractor's Project Manager and Caroline Curtis (9/86 - 6/88) and Lorin Allred (6/88 - 11/89) were Project Assistants. Contractor-supplied Facilitators during the first contract were Larry Heilman (first course), Tony Schwarzwalder (second course), Callie Curtis (third course), Dick Mulaney, and Judith Oki, who co-facilitated one course with Mulaney in 1987, then facilitated the four 1988 courses.

With the new contract, it was decided that the course needed continuity in facilitation. While Judith Oki has been the primary facilitator, the following people have all facilitated one or more NETC classes for Pragma under the new contract: Joanne Burke (1 course), Nancy Swing (2 courses), Yvonne Hubbard (2 courses), and Lorin Allred (1 course). Allred continued on as Project Manager for Pragma until November, 1989, when Yvette Malciola, the present Project Manager, took over. At AID, the NETC Project Director from mid-1988 until mid-1992 was Donald Foster-Gross. In 1992, Joseph Langlois became AID's NETC Project Director.

In addition to the course itself, given up to four times per year, the present contract includes Skills Enhancement Workshops (SEWs) for the presenters and a materials development component consisting of a Training Guide. Records of SEWs are scant, but Pragma says that three or four have been given under this contract, by Larry Tracy and Sharon Peterson. The last Training Guide revision occurred in 1989. Judith Oki reports that she is currently working on another revision. The budget for this contract is based on a fixed price per course delivery, rather than per year.

A controversial element of the new contract is the Training Support Specialist. The TSS provides audio-visual support to the contractor. In the past, this was done by offering a series of lunchtime videos and the presentation of the session on the Learning Resource Center. Recently, however, the responsibilities of the TSS were curtailed due to the TSD's move to SA-14 and were never fully reinstated. The TSS is currently an employee of the LRC funded through the contract with Pragma.

Traditionally, the course has been based on a broad range of speakers representing the various programs and functions within the Agency. Additionally, a lack of predictability in hiring trends, in combination with conflicts from the trainees' offices, has made planning difficult for the facilitators. In its 1988 project proposal, Pragma suggested redesigning NETC to parallel an organizational diagnosis program. Costs and logistics prevented the plan from being implemented, but some minor problems have been resolved over the course of the two contracts. First of all, while the number of speakers has remained more or less constant, the amount of

time they speak has been lessened. According to Pragma, the course now tries to include the speakers in panels, question and answer sessions, and other interactive formats, rather than as individual speakers.

According to Pragma, the quality of the course has improved enormously as the NETC has gained legitimacy within the Agency. The shift in perception of the validity of the course has permitted more new hires to attend. The speakers are increasingly eager to participate in the presentations and mentoring offered in the course. They report that it keeps them in touch with the people entering the Agency, with new hiring trends, and with development issues.

A further requirement under the present contract is that the contractor perform a follow-up evaluation with the participants six months after their NETC. Due to the time involved in researching the current addresses and phone numbers of past participants, Pragma admits very loose compliance with this term. To date, in December 1989 a brainstorming session was held with past participants with the purpose of discovering what had been most and least valuable to them in the first months/years of their AID careers. Additionally, a questionnaire was mailed to all 1989-1990 participants. Approximately forty responses were received.

WARD/CONTRACT

THIS CONTRACT IS A FIRM FIXED PRICE CONTRACT

DATE OF AWARD: 7/1/89

OTR-0000-C-00-905'-00

EFFECTIVE DATE

N/A

ISSUE DATE

9552006

CODE: CAW

ADMINISTERED BY: Other than the...

Agency for International Development  
Management Services Branch  
Office of Procurement, SA-14, Room 1566  
Washington, D.C. 20523-1426

Technical Office: PFM/PM/TD/PCT

*Cont.*

NAME AND ADDRESS OF CONTRACTOR (No. street, city, county, State, and ZIP Code)

DELIVERY

The Pragma Corporation  
116 East Broad Street  
Falls Church, Virginia 22046

FOB ORIGIN  OTHER (No. 6, Inc.)

(703) 237-9326

DISCOUNT FOR PROMPT PAYMENT

DUNS #: 03-899-2228

N/A

SUBMIT INVOICES (1 copy unless otherwise specified to the address shown in...)

G.2 & Block 12

SP PRO MARK FOR

CODE

PAYMENT WILL BE MADE BY

CODE

Office of Training, Room 309, SA-2  
4/PM/TD/PCT, Washington, D.C. 20523

Office of Financial Management M/FM/WAOD  
SA-2, Room 103  
Washington, D.C. 20523-0204

AUTHORITY FOR USING OTHER THAN FULL AND OPEN COMPETITION

ACCOUNTING AND APPROPRIATION DATA

N/A

72-1191000

41 USC 2304(c)

41 USC 253(c)

COEA-89-15500-S131

ITEM NO

SUPPLIES/SERVICES

QUANTITY

UNIT

UNIT PRICE

AMOUNT

0001	1st NETP Course	1(one)	course	\$32,628	\$32,628
0002	2nd, 3rd and 4th NETP Courses	3(three)	course	\$32,628	\$97,884
0003	Three Presenter Skills Courses	3 (three)	course	\$1,147	\$ 3,441
0004	One full-time TSP* *Training Support Specialist	1(one)	ea.	\$33,477	\$33,477

5/1/89 - 4/30/90

15G. TOTAL AMOUNT OF CONTRACT \$167,430

16. TABLE OF CONTENTS

W/SEC	DESCRIPTION	PAGE(S)	W/SEC	DESCRIPTION	PAGE(S)
PART I - THE SCHEDULE			PART II - CONTRACT CLAUSES		
A	SOLICITATION/CONTRACT FORM		I	CONTRACT CLAUSES	
B	SUPPLIES/SERVICES AND PRICES/COSTS		PART III - LIST OF DOCUMENTS, EXHIBITS AND OTHER ATTACH		
C	DESCRIPTION/SPECS/WORK STATEMENT		J	LIST OF ATTACHMENTS	
D	PACKAGING AND MARKING		PART IV - REPRESENTATIONS AND INSTRUCTIONS		
E	INSPECTION AND ACCEPTANCE		K	REPRESENTATIONS, CERTIFICATIONS AND OTHER STATEMENTS OF OFFERORS	
F	DELIVERIES OR PERFORMANCE		L	INSTRS. CONDS. AND NOTICES TO OFFERS	
G	CONTRACT ADMINISTRATION DATA		M	EVALUATION FACTORS FOR AWARD	
H	SPECIAL CONTRACT REQUIREMENTS				

CONTRACTING OFFICER WILL COMPLETE ITEM 17 OR 18 AS APPLICABLE

CONTRACTOR'S NEGOTIATED AGREEMENT (Contractor is required to sign this document and return 11 copies to issuing office.) Contractor agrees to furnish and deliver all items or perform all the services set forth or otherwise identified above and on any continuation sheets for the consideration stated herein. The rights and obligations of the parties to this contract shall be subject to and governed by the following documents: (a) this award/contract, (b) the solicitation, if any, and (c) such provisions, representations, certifications, and specifications, as are attached or incorporated by reference herein. (Attachments are listed herein.)

AWARD (Contractor is not required to sign this document.) You offer on Solicitation Number including the additions or changes made by you which additions or changes are set forth in full above, is hereby accepted as to the items listed above and on any continuation sheets. This award consummates the contract which consists of the following documents: (a) the Government's solicitation and your offer, and (b) this award/contract. No further contractual document is necessary.

A. NAME AND TITLE OF SIGNER (Type or print)

20A. NAME OF CONTRACTING OFFICER

J. DEFAY PRES

Carolyn R. Eldridge

B. NAME OF CONTRACTOR

19C. DATE SIGNED

20B. UNITED STATES OF AMERICA

20C. DATE SIGNED

(Signature of person authorized to sign)

3-15-89

BY

(Signature of Contracting Officer)

PART I  
THE SCHEDULE

SECTION B - SERVICES AND PRICES

B.1 Purpose

The purpose of this contract is to have the Contractor conduct the New Entry Training Program (NETP) courses approximately 4 times a year in the Washington D.C. area .

B.2 Prices/Costs

The contractor shall provide the services as stated in Section C of this contract. These services will be provided in accordance with the following established fixed price schedule:

<u>Base Year</u>	<u>UNIT PRICE</u>	<u>QUANTITY</u>	<u>TOTAL</u>
<u>Item 0001</u>			
Design, implementation, and evaluation of first NETP course.	<u>\$32,628</u>	1 ea	<u>\$32,628</u>
<u>Item 0002</u>			
Redesign, implementation, and evaluation of the next three NETP courses.	<u>\$32,628</u>	3 ea	<u>\$97,884</u>
<u>Item 0003</u>			
Presenter skills enhancement workshops	<u>\$ 1,147</u>	3 ea	<u>\$ 3,441</u>
<u>Item 0004</u>			
One full-time training support specialist for one year	<u>\$33,477</u>	1	<u>\$33,477</u>
<u>Option 1 for Year 2</u>			
<u>Item 0005</u>			
Redesign, implementation, and evaluation of next four NETP courses.	<u>\$34,259.50</u>	4 ea	<u>\$137,038</u>

Item 0006

Presenter skills enhancement workshops	<u>\$1,204</u>	3 ea	<u>\$3,613</u>
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Item 0007

One full-time training support specialist for one year	<u>\$3<sup>5</sup>,150</u>	1	<u>\$3<sup>5</sup>,150</u>
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Option 2 for Year 3

Item 0008

Redesign, implementation, and evaluation of next four NETP courses.	<u>\$35,972.50</u>	4 ea	<u>\$143,890</u>
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Item 0009

Presenter skills enhancement workshops	<u>\$1,265</u>	3 ea	<u>\$3,794</u>
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Item 0010

One full-time training support specialist for one year	<u>\$36,908</u>	1	<u>\$36,908</u>
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Option 3 for Year 4

Item 0011

Redesign, implementation, and evaluation of next four NETP courses.	<u>\$37,771</u>	4 ea	<u>\$151,084</u>
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Item 0012

Presenter skills enhancement workshops	<u>\$1,328</u>	3 ea	<u>\$3,984</u>
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Item 0013

One full-time training support specialist for one year	<u>\$38,753</u>	1	<u>\$38,753</u>
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Option 4 for Year 5

110

Item 0014

Redesign, implementation, and evaluation of next four NETP courses.	<u>\$39,659.50</u>	4 ea	<u>\$158,638</u>
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Item 0015

Presenter skills enhancement workshops	<u>\$1,394</u>	3 ea	<u>\$4,183</u>
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Item 0016

One full-time training support specialist for one year	<u>\$40,691</u>	1	<u>\$40,691</u>
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TOTAL PRICE OF BASIC YEAR AND ALL OPTIONS:			<u>\$925,156</u>
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NOTE: A.I.D. reserves the right to call forth the options prior to the completion of each year.

SECTION C - DESCRIPTION/WORK STATEMENT

C.1 BACKGROUND

The New Entry Training Program (NETP) is required for all new Direct Hire Foreign Service Officers, GS professionals, employees on detail through Participating Agency Service Agreements, Intergovernmental Personnel Act or Resource Support Service Agreements, and contract employees (who may take NETP on a space available basis). The purpose of the training is to provide new employees with the basic knowledge and skills required to operate effectively in their positions. The NETP consists of four weeks of instruction and will accommodate up to a maximum of thirty (30) new hires per class. When the NETP was started in September 1986 it was six weeks in length. The contract for these services was performed by an 8(a) firm (Pragma Corporation). After evaluation of four courses it was decided to reduce the course length to four weeks and immediately follow it with the one-week Project Design Course which is under a separate contract.

The NETP class is held at SA-2; Room 207; 515 22nd St., Washington, D.C. from 9:00 a.m. to 4:30 p.m. for the duration of the course.

Although the contractor presents roughly 1/3rd of the sessions in the Program, we rely heavily on the expertise and experience of Agency personnel to discuss policies, programs, strategies, and procedures. The Agency presenters assure that participants receive information which is current and accurate. Use of Agency presenters also gives participants an opportunity to be exposed to Agency experts and their perceptions of the Agency. New employees have found this exposure and opportunity to interact with experienced personnel invaluable in developing an understanding of the Agency.

### Characteristics of New Entrants

Most of the new employees who have completed the New Entry program have substantial prior experience in development work. Frequently they have had project implementation experience through the Peace Corps, private voluntary organizations, and/or as private contractors working on A.I.D. projects. Others have long had an interest in development assistance and are making a career move that will enable them to apply substantial professional expertise to the development arena. Each cycle of NETP has a diverse composition of participants in terms of professional, sectoral and geographical experience and expertise.

The NETP course is comprised primarily of three different categories of personnel:

-- International Development Interns (IDI's): A.I.D.'s programs are so diverse and far-reaching that highly specialized talents and years of professional experience are required to plan and administer them. For that reason, in 1968 the Agency initiated the International Development Intern (IDI) Program. This entry-level program trains qualified persons to become career Foreign Service Officers who will assume positions of increasing responsibility for planning, implementing and managing A.I.D.'s foreign economic assistance programs. Interns develop the specialized talents A.I.D.'s programs require, and are immersed in the professional international development network to which they will belong.

Following completion of the NETP, IDI's are assigned to various A.I.D./W bureaus for a period of one year or longer for on-the-job training in their fields of expertise. The Agency provides them with language training if necessary before assigning them overseas.

-- Mid-level Foreign Service personnel usually have already had extensive experience with A.I.D. development projects either as contractors, Peace Corps volunteers, or from having worked in private industry in the U.S. and overseas. After completion of the NETP they either go immediately overseas (if they have already met the language tenuring requirements) or they go into language training before their assignment overseas.

-- GS personnel (grades GS-9 and above) report to their A.I.D./W assignments after completion of NETP. Most of the GS personnel have been on the job for a month or longer before taking the NETP course.

## C.2 TRAINING GOALS AND OBJECTIVES

### A. Goals

The broad objectives of the New Entry Training Program are to provide each participant with an orientation to A.I.D.'s

- development philosophy
- goals, objectives, and strategy
- program directions
- distinctive organizational characteristics
- procedures and management systems
- changing direction and role

### B. Objectives

The orientation program assists participants to:

- complete the administrative processing;
- understand the unique characteristics of the Agency and how these affect the way one operates within it;
- use diagnostic frameworks to identify how A.I.D. differs from other organizations and formulate effective personal strategies for influencing and negotiating;
- understand and explain the development philosophy, goals, and strategies of the Agency;
- understand the program development and budgetary process and the project design system through which assistance is defined and provided to collaborating governments;
- understand the management and program implications of A.I.D.'s decentralized structure, and

- reassess personal objectives for joining the Agency and clarify personal action plans.

### C.3 SCOPE OF WORK

#### A. General

The Contractor is responsible for the design, implementation, evaluation, and redesign as appropriate, of high quality New Entry Training Program courses (each course to be four weeks in length). In furtherance of this, the Contractor will provide a Course Manager, professional Facilitators, a Training Support Specialist (TSS), two Presenter Skills Enhancement Workshops annually, and selected course materials as more fully described in C(d) Personnel below.

#### B. Presenter Skills Enhancement Workshops (PSE)

Three one-day workshops will be arranged and implemented annually by the Contractor, with the assistance of Sharon Peterson, Office of External Affairs (XA) or her replacement. The purpose of these workshops is to improve the quality of presentations made by Agency personnel. Dates for the workshops will be determined after signature of this contract. The workshops are to be held at SA-2 in Room 207.

i. Contractor Responsibilities. The Contractor will be responsible for coordinating/scheduling the speaker enhancement activities, and contacting all course speakers to schedule them in one of the three workshops, or in one-on-one coaching sessions with the Office of External Affairs. The Contractor will be responsible for evaluating the workshops and monitoring their effectiveness in improving the presenters' skills in later NETP courses. The Course Manager and Facilitator, assisted by Sharon Peterson, and the A.I.D. Project Manager, will develop an evaluation/observation form for use in the NETP courses to evaluate speakers. The course Facilitator will compare before and after evaluations on participating speakers and report to the A.I.D. Project Manager on the effectiveness of this special training.

ii. Office of External Affairs (XA) Responsibilities. Sharon Peterson, or another qualified person designated by XA, will meet with workshop groups and individuals in one-on-one sessions to provide them with techniques and tips for improving their presentations. Individual videotaping sessions will be conducted and an evaluation/critique provided to each participating speaker. Ms. Peterson will also collaborate with the Contractor in developing speaker evaluation forms mentioned above in paragraph i.

C. The New Entry Course

a. Outline

The following is the proposed outline and sequencing for the four weeks:

(1) Week I - Gives a broad overview of A.I.D. in the development context. The history of development and differing definitions and approaches to development are presented to serve as a basis for future discussions. How the Agency is organized and how it relates to other governments, other donors and developing countries is also covered.

(2) Week II - Examines how to operate effectively within A.I.D., focusing on A.I.D.'s organizational culture, power and influence. Subjects include, how to negotiate effectively, how to make effective presentations, what part projects play in the program, and what constitutes "excellence" in the organization.

(3) Week III - Focuses on the activities, policies, and strategies of the Central Bureaus in A.I.D.

(4) Week IV - Looks at the activities, policies and strategies of the Regional Bureaus and also touches on how the Missions operate.

b. Schedule

The Contractor will implement four NETP courses between May 1, 1989 and April 30, 1990. The A.I.D. Project Manager will provide the Contractor with specific course dates within sixty (60) days of the signing of the contract.

c. Course Design/Planning

Design Phase: The course design will be patterned on the objectives of the course shown in C.2, Training Goals and Objectives above, and the suggested syllabus outline as shown in Attachment 1. As part of the design responsibilities, the Contractor will select and/or develop materials for classroom instruction. Before implementing each course, the Contractor will submit for A.I.D. Project Manager approval, the course outline, a list of presenters and contractor personnel engaged, samples of training aids and supporting materials to be used and any other information relevant to course implementation. During the design phase, a training guide for classroom presenters and course facilitator will be developed by the Contractor. The Contractor may choose to build on and modify or update as appropriate, an existing training guide available in A.I.D..

d. Personnel

To carry out these responsibilities the Contractor will provide the following staff:

- A Course Manager
- Two fully qualified Professional Facilitators who shall alternate facilitation duties for designated courses for the life of the contract.

-A full-time Training Support Specialist (TSS) who will be located in the Training Division in SA-2.



e. Personnel Duties

(1) Course Manager: This person will serve as the principal liaison between A.I.D. and the Contractor, will have overall responsibility for supervision of other Contractor personnel, will oversee all aspects of implementation and evaluation of the NETP, and will ensure that proper logistical and administrative support is provided for each course. The Course Manager will remind all speakers/presenters in writing of the time/date/place of their presentation/participation.

The Course Manager must have the following qualifications:

- have at least two years overseas work experience, preferably in connection with the implementation of a development project or program in a developing country;
- knowledge of A.I.D. programs and policies and A.I.D.-field operations; and
- at least two years experience in managing an activity comparable in complexity and responsibility to duties described here.

(2) Facilitators

 The Facilitators must demonstrate full professional competence associated with the entire range of skills needed to help adults learn and have at least three years current experience working as a trainer and/or course facilitator. The facilitators should have an interest in and knowledge of overseas development to enable them to successfully carry out the following tasks:

(a) Conduct an on-going review of the course objectives and syllabus and make such adjustments/improvements in each course with regard to speakers or topics to be covered as may be requested and approved by the A.I.D. Project Manager.

(b) In consultation with the A.I.D. Project Manager, identify for all sessions well-qualified and suitable trainers/speakers, mainly from within A.I.D. The Contractor, in consultation with the facilitators, will obtain the A.I.D. Project Manager's approval of speakers at least two weeks prior to each course. (See Item B.3.c, Course Design/Planning above).

(c) Work closely with course participants and the presenters/instructors to ensure that both course and session objectives are fully defined, understood and met, and that sessions are linked, integrated and flow smoothly from one to the other.

(d) Conduct course evaluation (see Item 3.g, Course Evaluation below).

(e) Make improvements and changes based on course evaluations.

(f) Prepare and keep current the New Entry Course Trainer's Guide. The purpose of the guide is to assist the presenters to make effective presentations. Additional information or changes may be required as deemed necessary by the A.I.D. Project Manager.

The Trainer's Guide should be modularized, that is, composed of a section offering generalized guidance to every speaker regardless of the subject matter being presented. Included here would be information about the makeup of the specific audience the presenter will be addressing, bio-data; tips on how to make effective presentations, etc. A second section should offer specific information about the topic for which the speaker is responsible. An illustrative outline of the content of the Trainer's Guide is found in Attachment 2. Additional information or changes may be required as deemed necessary by the A.I.D. project manager.

### (3) TRAINING SUPPORT SPECIALIST

The Contractor will provide a full-time Training Support Specialist (TSS). This person will be located in SA-2 and will provide services related to audio visual and classroom logistical services in preparing for and implementing all the NETP and other courses given in the Training Division of A.I.D. In providing those services, the TSS will:

(a) - Set up, operate, and dismount all audio visual and other equipment required by course project managers and trainers. This equipment will include film and slide projectors, opaque and overhead projectors, videotape playback machines and monitors, paper and easels, and other material needed for classroom presentations.

(b) - Organize and maintain all storage/supply rooms including the main basement storage facility.

(c) - Clean and make simple repairs on equipment. In cases where repair of equipment is beyond the capability of the Training Support Specialist, he/she will be responsible for notifying the Project Manager so that outside resources can be utilized for repairs.

(d) - Set up, show and reshelve films and videotapes which are used by A.I.D. or contractor employees. Register and manage inventory of films and videotapes loaned outside the Training Division.

(e) - Monitor continually the location of the audio visual and other equipment and make sure everything is secure at the end of the day.

(f) - In coordination with Project Managers determine the appropriate seating plan and arrange the classrooms to suit the purposes of the training activities.

(g) - Arrange for the distribution of teaching aids such as pens, paper, and writing boards.

(h) - Move heavy furniture, equipment and supplies as required by project managers.

(i) - Inventory expendable supplies such as writing board pens, batteries, coffee bar supplies, bulbs, and tools.

(j) - The Training Support Specialist shall furnish, quarterly, short status reports in English about classroom equipment and materials.

(f) Course Materials

The Contractor will request and assemble all necessary course materials made available by pertinent Agency offices. Additionally, some course materials may have to be purchased

from outside sources. Such procurement will be approved by the A.I.D. Project Manager on a case-by-case basis. The Contractor will be responsible for reproducing or managing the reproduction and compiling of handouts for each NETP course (accommodating up to a maximum of thirty (30) students per course).

The following materials are required for each participant:

(1) Handbooks. The Contractor will provide well-organized course handbooks containing course information, objectives, schedules, and weekly readings. These compilations will contain material, some written by the Contractor, some provided by the Agency. Binders will be provided by the Contractor. A.I.D. will make paperstock and reproduction facilities available to the Contractor.

(2) Reading Materials. Readings normally are selected by the presenters responsible for the particular session in consultation with the Course Facilitator. Materials should be closely related to speakers' presentations or exercises. Duplication of these materials, if necessary, will be accomplished by the Contractor as described above.

#### g. Course Evaluation

The Contractor will prepare a draft course evaluation report and submit it to the A.I.D. Project Manager two weeks after the completion of each of the NETP courses. The draft evaluation will include a typed summary and analysis of the written and oral critiques of the participants. Speaker evaluations are to measure the extent to which the session contributed to assisting the majority of participants achieve the objectives of the modules and the course. The Contractor will review the draft report with the A.I.D. Project Manager, other A.I.D. staff, and with Contract members of the Training Team who have made presentations. The Contractor will then prepare a final course evaluation which incorporates the comments, observations, and recommendations of all parties. On the basis of the evaluations, A.I.D. may request that the course be redesigned. Examples of acceptable course evaluation formats can be obtained from the A.I.D. Project Manager.

#### 4. Work Plans and Progress Reports

During the implementation of each course the Contractor will provide the A.I.D. Project Manager with a weekly written summary on the progress of the implementation and point out any

problems or difficulties that may have been experienced. In addition to the written report, the Contractor will be in continuous contact with the A.I.D. Project Manager. From Course Preparation through Evaluation, the Contractor, the A.I.D. Project Manager, and others as A.I.D. judges necessary, will meet weekly to discuss the progress of the activities.

#### SECTION D - PACKAGING AND MARKING

This section does not apply.

#### SECTION E - INSPECTION AND ACCEPTANCE

##### E.1. Clauses Incorporated by Reference

This Contract incorporates the following clauses by reference, with the same force and effect as if given in full text. Upon request the Contracting Officer will make their full text available:

- 52.246-2 Inspection of Supplies - Fixed Price (JUL 1985)
- 52.246-4 Inspection of Services - Fixed Price (APR 1984)
- 52.246-16 Responsibility For Services (APR 1984)

##### E.2. Technical Directions

The A.I.D. Project Manager provides technical direction and general guidance to the Contractor and key resource personnel, and has final approval over course scheduling, resource personnel, course content and redesign.

As used herein, "Technical Directions" are directions to the Contractor which fill in details, suggest possible lines of inquiry, or otherwise complete the general scope of the work. "Technical Directions" must be within the terms of this contract, shall not change or modify the contract in any way, and shall not constitute changes (as described in the clause of this contract entitled "Changes - Fixed Price (AUG 1987)", which may only be accomplished by the Contracting Officer. The Contractor shall notify the Contracting Officer in writing of any "Technical Directions" which he/she considers to constitute changes prior to proceeding therewith.

#### SECTION F - DELIVERIES OR PERFORMANCE

##### F.1 Period of Performance

- (a) The effective date of this contract is May 1, 1989, and the expiration date is April 30, 1990.

(b) This contract has the option of being extended for four (4) additional years. The FAR clause 52.217-8 will apply. The Government shall notify the contractor within 60 days of the contract completion date if the option to extend will be exercised.

F.2

Delivery Schedule

(a) Oral Progress Reports(from course preparation through evaluation): The contractor shall meet weekly with the A.I.D. Project Manager to discuss the progress of the activities.

(b) Written Progress Reports: During the implementation of each course, the contractor shall provide the A.I.D. Project Manager with a weekly written progress report.

(c) NETP Course Design: (i) A.I.D. will provide the contractor with specific course dates within 30 days of execution of the contract and its options, if applicable. (ii) The contractor shall submit two draft copies of the course design and syllabus three weeks prior to the conduct of each course. (iii) A.I.D. shall review and approve the draft course design and syllabus within five days of receipt. (iv) The contractor shall submit a sufficient number of copies of the final course design and syllabus for all presenters and participants within three days after approval of the draft. (v) The contractor shall submit a list of the presenters intended to speak two weeks prior to the conduct of each course. (vi)

A.I.D. approves the list of presenters within two days of receipt. (vii) The contractor shall submit samples of training aids and supporting materials to be used in the NETP course two weeks prior to the conduct of each course. (viii) A.I.D. shall approve the training aids within two days of receipt.

(d) NETP Trainer's Guide: (i) The contractor shall submit two draft copies of the trainer's guide two weeks prior to the conduct of each course. (ii) A.I.D. shall approve the draft trainer's guide within two days of receipt. (iii) The contractor shall submit two copies of the final trainer's guide five days prior to the conduct of each course.

(e) NETP Course Materials: (i) The contractor shall submit one draft copy of the course handbook five days prior to the conduct of each course. (ii) A.I.D. shall approve the draft handbook within one day of receipt. (iii) The contractor shall submit sufficient copies of the final handbooks for each participant three days prior to the conduct of each course. (iv) The contractor shall submit a list of reading materials five days prior to the conduct of each course. (v) A.I.D. shall approve the list of reading materials within two days of receipt. (vi) The contractor shall submit sufficient copies of the reading materials for each participant three days prior to the conduct of each course.

(f) NETP Course: The contractor shall conduct a four week NETP course.

Note: A.I.D. reserves the right to cancel a NETP course by giving the contractor 30 days advance notice prior to the scheduled starting day of the course, and providing a new schedule for all remaining courses within 30 days of the cancellation notice.

(g) NETP Course Evaluation: (i) The contractor shall submit one draft copy of the course evaluation forms five days prior to the conduct of each course. (ii) A.I.D. shall approve the draft course evaluation forms within one day of receipt. (iii) The contractor shall submit sufficient copies of the final evaluation form for each participant three days prior to the conduct of each course. (iv) The contractor shall submit two copies of the draft course evaluation report within two weeks of the completion of each of the NETP courses. (v) A.I.D. shall approve the drafts within one week of receipt. (vi) The contractor shall submit final course evaluation reports within two weeks of A.I.D.'s approval of the draft.

(h) Presenter Skills Enhancement Workshop: (i) A.I.D. will provide the contractor with specific workshop dates within 30 days of execution of the contract or option. (ii) The contractor shall submit a list of participants for the workshops five days prior to conduct of each workshop. (iii) The contractor shall submit two copies of a training outline draft for the workshops five days prior to conduct of each workshop. (iv) A.I.D. shall approve the draft outline within one day of receipt. (v) The contractor shall submit two copies of the final outline three days prior to conduct of each workshop. (vi) The contractor shall present one day Presentation Skills Enhancement Workshops.

(i) Training Support Specialist: The training support specialist will immediately start working upon signature of the contract. The contractor shall submit one copy of a brief quarterly status report on classroom equipment and materials.

F.2 Stop-Work Order

Pursuant to the clause in Part II, Section I of this contract, entitled "52.212-13, Stop Work Order (APR 1984)," the Contracting Officer may, at any time, require the Contractor to stop all or any part of the work called for by this contract for a period of 90 days.

SECTION G - CONTRACT ADMINISTRATION DATA

G.1 Cognizant A.I.D. Project Manager

Don Foster-Gross M/Pm/TD/PCT  
Room 309, SA-2 Office of Training  
Washington, DC 20523

G.2 Payment Office

The payment office is the Office of Financial Management, M/FM/WAOD; SA-2, Room 103; Washington, D.C. 20523

G.3 Contract Administration Office

The contract administration office is the Office of Procurement; A.I.D./W Projects Division; Management Services Branch (OP/W/MS), SA-14, Room 1566; Washington, D.C. 20523.

G.4. Accounting and Appropriation Data

PIO/T No.: 9552006  
Appropriation No.: 72-1181000  
Allotment: 800-14-000-00-28-81  
Budget Plan Code: COEA-89-15500-S131  
Amount Obligated: \$126,000  
Total Estimated Amount: \$167,430  
Funding Period: Effective date of contract through 12/31/89.

SECTION H - SPECIAL CONTRACT REQUIREMENTS

H.1 Key Personnel

1. The key personnel whose service the Contractor shall furnish for the performance of this contract are as follows:

New Entry Training Program

Course Manager	Loren Allred
Facilitator	Judith Oki
Alternate Facilitators	Nancy Swing
	Yvonne Hubbard
Training Support Specialist	Bernd Cordes

Presenter Skills Enhancement Workshop

Course Manager	Carol Pearson
Assistant Course Manager	Damayati Dakan

2. The personnel specified above are considered to be essential to the work being performed hereunder. Prior to diverting any of the specified individuals to other programs, the Contractor shall notify the Contracting Officer reasonably in advance and shall submit justification (including proposed substitutions (along with curriculum vitae) in sufficient detail to permit evaluation of the impact on the program. No diversion shall be made by the Contractor without the written consent of the Contracting Officer; provided, that the Contracting Officer may ratify in writing such diversion and such ratification shall constitute the consent of the Contracting Officer and the Agency Project Officer not later than 30 days after the diversion of any of the specified individuals. Failure to do so may be considered nonperformance by the Contractor. The listing of key personnel may, with the consent of the contracting parties, be amended from time to time during the course of this contract to either add or delete personnel, as appropriate.

H.2

Logistical Support

A.I.D. will provide training facilities, audio-visual aid equipment (i.e. video, slide projector, easels, flipcharts, video camera), and basic training supplies (i.e. paper, writing pads, markers). The contractor shall provide A.I.D. with a list of all audio-visual equipment and basic training supplies required to conduct the NETP course and Presenter Skills Enhancement Workshops 30 days prior to each session. A.I.D. will make paperstock and reproduction facilities available to the contractor for duplication of Course Handbook and Reading Materials.

## **APPENDIX J**

### **DOCUMENTS CONSULTED**

**Original Contract**  
**Contract Amendments**  
**Contractor Reports of Each Course**  
**Final Reports on Courses**  
**Summaries of Participant Evaluation for 2 Years**  
**One six-month post-course evaluation report.**  
**Daily evaluations for 6 programs.**  
**Course Syllabi and Schedules**  
**List of Handouts**  
**Copy of Participant Workbooks**  
**Needs Assessment for Course 16**  
**Course Rosters**  
**Bio-Data Sheets of Participants**  
**Excerpts from The Trainer's Guidebook**  
**CVs of Contractor Staff**  
**TSS Job Descriptions**  
**Miscellaneous Budget Documents**  
**AID Correspondence**  
**IDI Description**  
**FSI A-100 Curricula**  
**TSD Course Descriptions**  
**News Clippings and Documents on Recent Issues in AID**

## APPENDIX K

### INTERVIEWS CONDUCTED

#### PARTICIPANTS

75% NETC Participants in August 1992 Course

Approximately 20 Former Participants

Interviews were conducted with the following personnel. In addition, brief conversations were held with another 20 AID employees.

Allred, Loren, Pragma, former NETC Course Manager and Trainer  
Arnold, Marilyn, former AID/HRDM/TSD Project Manager  
Askin, Peter, COMP/DETAIL SUP  
Balsis, Catherine, Adult Education specialist, author of AID Program Mgmt. Handbooks  
Bernbaum, Marcy, FA/HRDM/TSD  
Bloom, Peter, LAC/DR  
Boissevain, Ellen, Learning Resources Center, FA/HRDM/TSD/PCT  
Broderick, Modupe, AFR/SA  
Broome, Doug, FA/HRDM/TSD/PST  
Brown, Keith, AFR/SA, Senior Managers  
Burke, Joanne, OFDA, former NETC Facilitator  
Christiansen-Wagner, Toni, LAC/CEN  
Crosswell, Mike, POL/SP, ex-NETC.  
Curtis, Calle, former NETC Course Manager  
Davis, Peter, ASIA/FPM  
Esposito, Diana, FA/PPE  
Fine, Susan, AFR/EA/U  
Fittipaldi, Mark, GC/LE, ex-NETC participant/presenter  
Foster-Gross, Don USAID/Swaziland, ex-NETC Project Manager  
Gall, Pirie, FA/HRDM/OD  
Golden, Dovie, FA/HRDM/SCD/CD  
Grieser, Debbie, FA/FM  
Gupta, Prem, Pragma Controller  
Hedlund, Robert, R&D/Agr  
Hicks, John, AA/AFR  
Hill, George, POL/PAR  
House, Deborah, Gannett Inc.  
Hsieh, Eileen, GC, NETC  
Langlois, Joseph, FA/HRDM/PSB  
Maki, Francis, FA/PPE  
Malcioln, Yvette, Pragma, NETC Course Manager  
Maushammer, Robert, POL/PAR  
Merrill, Hank, FA/HRDM/R

Moore, Roberta, FA/AMS, presenter  
Nathani, Nina, GC, ex-NETC  
Neu, Patricia, World Learning Inc., evaluation specialist  
Nicholson, Owen, IG/A/FA  
Oki, Judith, Pragma, NETC principal trainer  
Patalive, Charles, FA/HRDM/SCD/CD  
Painter, James, FA/B/PB presenter  
Perlenn, Zandra, AID/HRDM/TSD  
Perry, Deborah, External Affairs  
Pitas, Cecilia, FA/HRDM/SCD/CD  
Poole, Virginia, R&D/POP/PE  
Porter, Melvin, FA/HRDM/CD  
Raider, Patricia, AF/DP/PSE  
Randolph, Christopher, GC, ex-NETC  
Reed, Diane, IBM Corporation  
Rees, Martha, FA/HRDM/SCD/CD  
Rheingans, Chuck, FA/HRDM/SCD/CD  
Seong, John, RFMC  
Sharp, Steven, PO/OD  
Sherper, Ken, A/AID  
Smathers, Kris, FA/FM  
Sotar, Lucy, FA/HRDM/TSD  
Spriggs, Ed, GC/AFR  
Stickel, Wendy, POL/CDIE  
Strong, Sandy, FA/PPE  
Thome, Peggy, FA/HRDM/SCD  
Thompson, Graham, FA/HRDM/SCD/CD  
Tuthill, Janet, trainer for Project Design course, MSI  
Vargas, Allen, USAID/Managua OFIN  
Williams, Ralph, EUR/EMS  
Winfield, John, FA/OMS  
Wolgin, Jerry, AFR/ARTS

**OUTLINE OF INTERVIEWS  
For Current Participants**

**Introduction**

Explain that evaluators are independent contractors to Academy for Educational Development employed by AID to evaluate the New Entry Training Course. They have no connection with the people or organization (Pragma) that conduct the course.

Explain that AID periodically evaluates such courses, and this is a routine evaluation. However, with budget cuts and other changes at AID, the organization is taking this opportunity to look closely at this course and to determine if fundamental changes need to be made.

All answers will be confidential. The final report will go to AID, with Pragma receiving a copy.

**I. PARTICIPANTS PROFILE**

- (1) ...GS            ...FS
- (2) ...MALE        ...FEMALE
- (3) IDI.....
- (4) RPCV (or similar).....
- (5) Function/Backstop:.....
- (6) Months/Years Connected with AID.....  
    Formal..... Informal (Contractor).....
- (7) Months/Years in Developing Countries.....
- (8) Expectation of Career at AID:  
    Lifetime Career.....  
    Interim Career.....
- (9) Motivation for Joining AID:  
    ....Commitment to AID's Mission

....Good job, salary, stability, etc.

....Opportunity to Work Overseas

Other.....

## II. COURSE ATTENDANCE

(1) How did you feel about attending the course?

....Enthusiastic

....Fulfilling a requirement or no strong feelings

....Unenthusiastic

Would not have chosen it voluntarily.

(2) Did you have external demands (family, moving, office expectations) competing with course? How did this affect your participation? What would be your recommendation for improving the course for people with demands such as yours?

## III. GS/FS Reactions

(1) As a GS/FS, how well did the course meet your needs? What could be done to better serve people in your category?

(2) What are the advantages/disadvantages of the course for a mixed group?

(3) What do you think about options such as splitting the groups entirely or for part of the course?

## IV. Course Goals

(1) The course is designed to better prepare you as an individual to function effectively within the organization -- to understand your own role and style and the structure, goals, issues of the organization. What are the major ways that the course achieved this for you?

(2) Are there any ways that it failed to reach this goal? Any issues, personal concerns that were not addressed?

(3) After the course, did you have any new issues or concerns about working for AID?

(4) Did you feel more or less enthusiastic about working for AID or about the same?

(5) What are the major things in the course that you will remember or use in the future?

(6) This course is part orientation, part skills training. How do you feel about the balance?

#### V. Length, Structure of Course

(1) How do you feel about the length of the course? Too long? Too short? Just right?

(2) Do you like the structure of the course (five days a week, four weeks)? Are there other options you would prefer? (Example: afternoons off; more individual work or reading; two days when first hired, then longer course later, etc.)

(3) Which parts of the course were really important to you immediately after employment? Which areas could be addressed later? Optionally?

(4) How well does it work for you to have the project design course immediately after New Entry? Any suggestions?

#### VI. Methodology

(1) In learning about the organization, which methods do you prefer? ...Individual work. ...Small group work. ...Large group sessions.

(2) How do you feel about the current mix of lectures/panels and more experiential ways of learning?

(3) What would be the most effective way for you to learn about how AID operates in reality, beyond the charts and statistics?

(4) If given a choice, would you like more/less/about the same input and control over what you learn in the course? Examples: Form small teams and take responsibility for which people address each area and guiding them in what information is given. Panels consisting entirely of two-minute outlines and then questions from participants. Etc.

(5) What were the major things that helped your learning during the course? What hindered your learning? Examples: methodology, room temperature, external pressures, etc.

(6) How well do you feel the course utilized the resources of participants in the group? What else could be done?

#### VII. Content of Course

(1) If you had to delete 25 percent of the course, what would you do?

(2) Do you feel that you understand the unique characteristics of AID and how these affect your job?

(3) Do you feel you understand how programs and projects are developed, approved, and funded?

(4) Do you feel that you better understand your own style and skills for operating effectively in the system?

#### VII. Issues

(1) How did you feel the course handled controversial issues in AID? Were any ignored that you feel were important? Were any raised and not explored fully enough?

(2) WOMEN AND MINORITIES: Were the needs of women/minority employees addressed adequately in the course? What would you like to see? Examples: More addressing of problems faced by women/minorities in their careers and professional lives. Resources within AID for problems. Women or minority presenters talking about the career issues.

(3) ALL PARTICIPANTS: Would you like more information about sexual harassment -- definitions, resources, etc.?

(4) Participants were told at the beginning of the course that this was a safe time to ask questions, take risks, challenge ideas and assumptions? How comfortable did you feel in doing so? What helped or hindered you?

(5) Presenters are sometimes chosen to reflect the realities of AID (views, gender, race, etc.), rather than for their presentation skills. What would be your criteria for selecting presenters?

(6) If the staff were starting over designing a New Entry Course and questioning all the old assumptions about what people need to know and when, what would be your recommendations?

(7) Any other comments?

### C. Background

The New Entry Training Course is required for all new direct hire Foreign Service Officers, General Schedule professionals, employees on detail through Participating Agency Service Agreements, Intergovernmental Personnel Acts, Resource Support Service Agreements, and (on a space available basis) contract employees, such as new researchers working for A.I.D.'s Center for Development Information and Evaluation (CDIE). The training was designed to provide new employees with the basic knowledge and skills required to operate effectively in their positions and in their careers.

The New Entry Training Course (NETC) consists of four weeks of instruction and accommodates approximately thirty new hires per class. When the NETC was started in September 1986, it was a six-week course. After evaluation of the first four courses, the course was reduced to four weeks; and immediately followed by a one-week Project Design course which is under a separate contract. Together, the two courses comprise the New Entry Training Program (NETP) for a five-week program. This evaluation covers only the four-week NETC element.

The contractor is supposed to present directly about one-third of the sessions in NETC. For the other sessions the contractor engages A.I.D. staff to provide expertise and experience in discussing policies, programs, and procedures. The Agency presenters ensure that participants receive accurate, current information. Use of A.I.D. presenters also provides participants exposure to Agency experts and their various perceptions of the Agency.

### III. Statement of Work

A. The principal objectives of the evaluation are as follows:

- (1) identify and assess the strengths of the program and improvements needed to achieve course and contract objectives;
- (2) identify lessons learned by the current stage of the activity;
- (3) make recommendations as to the scope and content of future new entry training as it may evolve from the current course; and
- (4) identify alternative contract modalities, types, or structures for follow-on new entry training.

Evaluation of the Scope of Work

New Entry Training Course - Evaluation

I. Activity to be Evaluated

Title: New Entry Training Course  
Contract Number: OTR-0000-C-00-9051-00  
LOP funding: \$925,156  
Obligated to date: \$763,499  
LOP period: 5/89 - 4/94 or after 20 courses (whichever comes first)  
Contractor: The Pragma Corporation/Falls Church, Virginia

II. Evaluation Statement of Work

A. Activity

Conduct an evaluation of the AID-funded New Entry Training Course (NETC). Evaluate the training activity's current status and likelihood of meeting stated objectives. Make recommendations for redefining objectives in any follow-on training activity.

B. Purpose of Evaluation

The evaluation is critical to determining the most appropriate and cost effective new entry training for the new A.I.D. work force of the 1990's. The current NETC has been called a model in the federal sector. A.I.D. wishes to continue a high quality program in times of internal and external change.

- (1) Assess the effectiveness of NETC in providing new employees with information about how A.I.D. conducts its business and the internal and external environments in which A.I.D. operates.
- (2) The evaluation will measure as much as possible the success to date and the prospects of satisfying the goals and objectives of the training by the activity completion date.
- (3) The evaluation will provide essential input for decisions about future new entry training contract(s).
- (4) As NETC is an important part of the reinstated comprehensive 2-year International Development Internship (IDI) Program, the evaluation will provide information to the IDI Program on how well NETC is meeting the special needs of the IDIs in its course content and schedule in synchronizing IDI intake and New Entry Training Program (NETP) courses.

## B. Questions Needing Answers

The evaluation will focus on the issues listed below. In responding to them, the evaluators must ensure that the final report clearly distinguishes among their findings (empirically based), their conclusions (interpretations of the evidence and judgment based on the interpretation), and their recommendations (which should be actionable).

### (1) Contractual

- (a) Has the contractor provided all deliverables in a qualitatively satisfactory way and in a timely fashion?
- (b) Has the contractor met the objectives stipulated in the contract by assisting participants to do the following:
  - complete administrative processing;
  - understand the unique characteristics of A.I.D. and how these affect the way one operates within it;
  - use diagnostic frameworks to identify how A.I.D. differs from other organizations and formulate effective personal strategies for influencing and negotiating;
  - understand and explain the development philosophy, goals, and strategies of the Agency;
  - understand the program development and budgetary process and the project and program design system through which assistance is defined and provided to collaborating governments;
  - understand the management and program implications of A.I.D.'s decentralized structure;
  - reassess personal objectives for joining A.I.D. and clarify personal action plans; and
  - generally make people better prepared to undertake their first years in A.I.D..
- (c) Have the presenter skills workshops for AID staff been effective? Have they improved the presentations of presenters and participants? Should this feature be continued for the rest

of the current contract? Should these workshops--or similar activities--be carried into a new contract?

- (d) Does the contractor provide adequate guidance to A.I.D. presenters to assist them in preparing for the presentations?
- (e) Has the contractor supplied qualified staff:
  - course manager;
  - two professional facilitators; and
  - training support specialist?
- (f) Is it appropriate and useful to have the training support specialist supplied under the contract? Has this position been used to proper effect? Should this position be carried over into a new contract?

(2) Dynamics

- (a) Has the NETC satisfactorily kept up with the fast moving change(s) within and outside of A.I.D.? Has the contractor kept current with new key players and key topics?
- (b) Has the contractor shown awareness of new management and career enhancement approaches in A.I.D. and incorporated these changes into the NETC?
- (c) Were the participant and the contractor evaluations effective to adjust the content and structure of the course, as required?

(3) Structure

- (a) Is the NETC too short or too long? Are some topics left inadequately treated? Are some topics dealt with in too much depth?
- (b) Is there sufficient application of interactive, adult-learning techniques?
- (c) Is the class day of appropriate length? Should it be shortened to allow for individual reading (and perhaps homework) or for "administratively-determined" or "political" appointees to attend?

- (d) Is the internal sequencing of topics appropriate? Should the conceptual framework of the course be changed, now or in the future?
- (e) Is the new entry training linked properly to the one-week Project Design Process Course which follows New Entry Training and which is also targeted toward new staff? (While this evaluation will not cover the Project Design Course, the contractor should gather information on the relationship between the two courses. Information on the current status of the project management training can be obtained from staff in the Project and Management Training Branch (HRDM/TSD/PMT.)

(4) Future

- (a) Is the current contract mode suitable for the future? What alternative modalities would be preferable and why?
- (b) What are the prospects for combining A.I.D. new entry training with similar programs of other foreign affairs agencies? Can or should this be done? How would this be structured? What would be the cost parameters?
- (c) Is the staff configuration of the current contract optimum for the future? What changes are recommended and why?
- (d) Is the current NETC program the right length? What changes are recommended? What would be the ramifications of any changes upon the following:
  - staff mix;
  - ratio of contractor presentations to in-house presentations;
  - ability to adapt to Agency changes; and
  - content, structure, and topic sequencing.
- (e) Does A.I.D.'s projected employee intake-rate over the coming few years warrant changes in the kind or frequency of new-entry training provided? What, if anything, can be done to

improve the timely and full-time participation of GS professionals in the course? What is required in the workplace to support the course learnings?

- (f) What is the minimum number of participants that can be in a NETC course if cost effectiveness is an operative criterion? What is the maximum number that can be handled without seriously compromising quality? What is the optimum number?

(5) Management

- (a) Has the contractor provided suitable monitoring and oversight of its employees?

- (b) Has A.I.D.'s Training and Staff Development Division (TSD) provided appropriate project management? Has TSD's involvement in courses themselves been appropriate and timely? Are any changes needed?

(6) Other Federal Programs

- (a) How does NETP compare with similar programs elsewhere in the federal sector (particularly the Department of State)? Are there lessons to be learned?

#### IV. Methods and Procedures

The evaluation requires one principal investigator with a long-term evaluation and training perspective with proven experience in adult learning. Familiarity with A.I.D. is highly desirable, and familiarity with the foreign service environment is essential. Knowledge of new entry training programs in other U.S. foreign affairs agencies and multilateral agencies is very desirable. The evaluation should commence one week before the next New Entry Training Program class and end four weeks after it ends.

Prior to commencing its work the evaluator will receive for review the following documents:

- original contract;
- amended contract;
- all contractor's reports;

- all summaries of participants' evaluations for the past two years, including six-month follow-on evaluations as well as in-course evaluations;
- course schedules and syllabi for each course in the past two years;
- list of handouts for each course in the past two years; and
- copy of both participant workbooks

The contractor will interview all appropriate employees of the Office of Human Resources Development and Management; a statistically relevant sample of employees who have taken NETC and their supervisors; selected samples from the group of A.I.D. presenters; all contractor and other external presenters. The contractor will sit in on approximately 50 percent of the sessions of New Entry course and use the rest of the time for interviews of current and past NETC participants as well as presenters. The level of effort for the evaluator will be (to be determined).

The team should meet with the prime contractor and A.I.D.'s Training and Staff Development Division (TSD) during the week before the next NETC (scheduled for August 24 - September 18, 1992). The evaluator will present a summary of the proposed evaluation strategy to the TSD during the first week.

The final evaluation report should clearly state each topic or question it addresses, the methodology used to answer the question or address the topic, and the recommendation(s) based on the findings. The recommendations should also state any assumptions used.

#### V. Team Composition

The evaluation will be conducted by an external contractor with no previous association with A.I.D.'s New Entry Training Program.

##### A. Supplied by Contractor

The team will be comprised of a principal investigator who will be responsible for writing the final product and who has adult learning and evaluation credentials. One additional interviewer may be necessary.

##### B. Other

- (1) The NETC contractor (PRAGMA) will make its staff available as resource persons.

- (2) A.I.D.'s Training and Staff Development Division will make its staff available as resource persons.
- (3) The Evaluation Team will provide its own clerical, computer, reproduction, and word-processing services.

## VI. Reporting Requirements

### A. Format

The following sections must be included in the written report:

- (1) basic activity identification and funding data sheet;
- (2) executive summary not to exceed three single-spaced pages; and
- (3) body of the report not to exceed forty single-spaced pages exclusive of graphs, tables, and charts. Details can be supplied in appendices, if necessary. The report must provide information (evidence and analysis) which form the bases of the conclusions and recommendations about what directions to take.

### B. Appendices

The appendices should include at minimum the following:

- (1) evaluation scope of work;
- (2) details not supplied in the body of the report;
- (3) list of persons contacted with current positions indicated; and
- (4) citation of documents consulted.

### C. Copies

The contractor will provide five copies of the final report to HRDM/TSD.

Justification for Use of External  
Resources for Consulting Services

1. Justification

- a. The Training and Staff Development Division of the Office of Human Resources Development and Management intends to engage an evaluation team to assess the progress to date of the New Entry Training Course (NETC), and to make recommendations as to the most appropriate, cost-effective new entry training for the decade of the 1990's. The purpose is to examine the management of contractor and A.I.D. resources applied to the NETC and to develop a set of sessions learned and recommendations for revising the training activity. The cost of the evaluation is estimated at approximately \$\_\_\_\_\_.
- b. This effort represents the first evaluation of the NETC contract and is not duplicative of prior work.
- c. Personnel are not available in AID/Washington to undertake the evaluation in a timely manner. Specific expertise required includes a principal investigator with at least five years of background and experience in the design, evaluation, and implementation of in-house training programs for new entry personnel; plus clear knowledge of foreign affairs agencies.

2. Approval

I approve the requested work and use of persons other than direct hire A.I.D. employees in the performance of the work described in the PIO/T to which this is attached.

By \_\_\_\_\_ Date \_\_\_\_\_  
Lucy M. Sotar  
Director  
Training and Staff  
Development Division

**REQUIRING OFFICER CERTIFICATION**

I certify that to the best of my knowledge:

1. The required work is not a fragmentation of a known long-term requirement for the services of the recommended contractor.
2. No A.I.D. employee or other individual resource, such as experts, consultants, or personal services contractors, are available timely to perform the required work.
3. No A.I.D. employee has recommended the use of any individual under a delivery order who was not initially located and identified by the contractor.

By \_\_\_\_\_

Joseph L. Langlois  
Education Development Officer

\_\_\_\_\_ Date