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PRINCIPAL SECRETARIES WORKSHOP
APRIL 16 - 21 1989

CLUB MAKOKOLA



**In Collaboration: The Government of Malawi
The Agency for International Development
The Academy for Educational Development
with the Institute of International Education
and Aurora Associates**

**HRID PROJECT PRINCIPAL SECRETARIES
WORKSHOP**

A REPORT

by

**JACK GANT
ALLAN HURWITZ
PATRICK MULAWU
and
GEORGE MKONDIWA**

**16 April - 21 April, 1989
Club Makokola
Mangochi, MALAWI**

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TRAINER COMMENTS

The Principal Secretaries Management workshop at Club Makokola 16-21 April, 1989 was in our opinion highly successful. Participants evaluations and comments, comments from HRID office and DPM&T, as well as our own opinions support this assessment.

The workshop was intense and hard work. The participants, the facilitator team, the secretariat and Club Makokola attendants together developed an informal learning community which was task oriented and concerned about the comfort and needs of members. Coffee and tea breaks were timely and participants were able to communicate with their offices without disruption to the workshop activities.

Commendations are due to the HRID Director, Dr. Rudi Klauss and to Mr. Nelson Mizere, Principal secretary, Department of Personnel Management and Training for their foresight in giving attention to the planning and support needs of the workshop. The needs assessment interviews conducted in January 1989, the survey questionnaire conducted in March 1989, the week of trainers preparation and design, the Audio-visual technical support from the Ministry of Agriculture, the secretarial support, and the training materials and resources were absolutely critical to the highly participant interactive workshop.

Our highest commendations go to the participants for their hard work, cooperativeness, and enthusiasm for learning, especially through a learning methodology which may have been different. The use of video feedback, short lecturettes, small group work, simulation, role playing were accepted and seemingly valued.

The western management concepts applicability of in a Malawian context was a question and concern by trainers and participants early in the workshop. The back-home action plans, the problem solving activities of DEVPOL Action Plan, plus comments from participants were evidences that they can be applied.

The workshop was successful. The real effectiveness can only be measured by the extent to which the Principal Secretaries implement their plans and practice their skills with their subordinates. To this end we the trainers make the following recommendations:

1. Principal secretaries should share their learnings with their subordinates within four weeks.
2. Principal secretaries should provide an opportunity for their deputies to take the Myers-Briggs Type Indicator and

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the management team should assess its strengths and needs based on their types and temperaments.

3. Deputies should be given an opportunity to take a situational Leadership II workshop of at least one day duration.
4. Principal secretaries should consciously practice matching leadership style to the development level of their followers, when assigning task and monitoring performance of subordinates.
5. Principal secretaries with S-3 style preferences should guard against their tendency to under supervise their subordinates.
6. A performance management system for the ministries should be developed to include the entire performance management cycle (job descriptions, training and support, monitoring and control, evaluation conferencing, personal decisions, while the system is being developed, each Principal Secretary should give immediate attention to the monitoring function.
7. DEVPOL Action Plans assigned to specific units should be stated in terms of SMART objectives (Train subordinates first) and short term targets set for their progress or accomplishment.
8. Individual and group back-home action plan for August, 1989 should be monitored monthly by DPM&T or the appropriate office.
9. Malawian trainers, Mr. P. Mulawu and Mr. G. Mkondiwa, should be utilized in training soon so that they can continue to develop their skills.
10. Both of the Malawian trainers should be given more intensive training as trainers. Although, both performed well in co-training roles they could use formalized training in designing presentation skills, managing simulations, leading and facilitating groups, group dynamics and basic human interaction skills. Training such as that provided by NTL would be appropriate. A workshop for trainers in Situational Leadership II would also be helpful.

We had great fun. It was hard work and the participants made it a pleasure.

The Facilitator Team

Jack Gant
Alan Hurwitz
George Mkondiwa
Patrick Mulawu

HRID PROJECT

The Human Resources and Institutional Development Project which funded the Principal Secretaries Workshop is a project funded under a grant agreement between the Government of the United States and the Government of Malawi.

A summary of the objectives of the Project are:

- a) Strengthen the efficiency, effectiveness and flexibility of post-secondary training and educational institutions within Malawi
- *b) Increase and improve the capacity of trained and experienced Malawian professional and technical employees currently working in critical development ministries.
- *c) Improve in-service management and administrative training for all sectors of the economy.
- d) Strengthen the institutional infrastructure of small and medium enterprise development.
- e) Increase the number of women in professional, technical and managerial fields and
- *f) Develop the capacity of the Department of Personnel Management and Training and development ministries to plan, manage, and utilize personnel efficiently and effectively.

The Principal Secretaries Workshop on "Management for Results" was seen as a critical and important activity towards the achievement of the HRID Project objectives listed above especially objectives "b", "c", and "f".

INTRODUCTION

This is the report of the Malawi Principal Secretaries' Workshop held at Makokola in Mangochi from 16 to 21 April, 1989. The workshop was sponsored by the Human Resources and Institutional Development Project of Malawi (HRID). The HRID Project is a project between the Government of Malawi and the United States of America Agency for International Development. This report is organised into the five stages of temporary system (Planning, Building, Operating, Closing, and Follow-up) and covers twenty-three one and one-half hour sessions.

The planning stage covers needs assessment, training staff preparation, and design of the workshop. The building stage covers the two sessions which included getting acquainted, sharing expectations and concerns, identifying resources, negotiating norms, and sharing the training methods which would be used.

The operating stage included sessions three through nineteen in which all training inputs were delivered.

The closing stage included sessions twenty through twenty-three. These sessions were devoted to back-home action planning for implementation of learning after the workshop. Back-home actions will be followed-up and monitored at the August, 1989 Principal Secretaries' workshop sponsored by the Malawi Institute of Management.

Recommendations are sections added through out this report to reflect some of the trainers' observations and suggestions of next steps

Planning

The planning of the workshop included 1) a proposal of alternatives to HRID by the lead facilitator from the United States of America, 2) a series of interviews of key principal secretaries during late January, 1989, 3) a survey questionnaire to all principal secretaries in March, 4) a one-week planning, design and development session by the training team, and 5) a one-day preparation with the facilitators and the secretariat at the workshop site.

The results of an analysis of the needs assessment by interview and by questionnaire indicated a need for the workshop to focus on the behavior of the manager and also be highly participant interactive. Because of a requirement of HRID, that training capacity building be a part of the objective when external consultants are used, two Malawian facilitators were selected to co-train the workshop with the two Americans. Brief bio data for the facilitator team is found on page 40 and 41. A second thrust of training capacity building was the use of training material which could be used by the Malawian facilitators in follow-up and in training for subordinates of principal secretaries.

An analysis of the needs assessment revealed a high need for training in organization and allocation of work, development of a performance management system (job planning, standards of quality, training, monitoring performance, and evaluation of subordinates), clarifying objectives to make goal statements of DEVPOL into specific objectives with targets and measurable indicators, problem solving (problem identification, problem analysis, action planning, action taking, evaluation), and development of skills (delegating, praising, reprimanding, communication, etc).

Materials: Pre selected materials included Blanchards Situational Leadership II, Myers Brigg Type Indicator, and "Lead Out", a simulation in leadership and team building. These materials could continue to be used by Malawian trainers. Other materials were generated by the facilitators. Articles were provided by the HRID Office.

Macro Design: The Macro Design for the workshop follows:

H. R. I. D.
 PRINCIPAL SECRETARIES' WORKSHOP
 CLUB MAKOKOLA
 16-21 APRIL, 1989

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8.00 TO 9.30	Orientation Goal Setting Organisation Effectiveness	Situational Leadership Theory Style Identifica- tion	Problem Solving process Problem Selection I.D. of Probems	Problem Solving in Groups Report Out	Problem Solving in Groups RECOMMENDATIONS TO S.P.C.
T E A B R E A K					
10.00 TO 11.30	Diagnosis Developing Learning Structures	Situational Leadership Implications for Followers	Problem Solving process Demonstration	Skill Develop- ment session	BACK HOME Action Planning (Teams)
L U N C H					
1.30 TO 3.00	Self Assessment MBTI - Types Temperaments	Situational Leadership Matching Style to Situation	Problem Solving in Groups Report Out	Simulation Application of Leadership	BACK HOME Action Planning (Individual)
T E A B R E A K					
3.30 TO 5.00	Self Assessment Management Team	Situational Leadership Back Home Applications	Skill Development session	Simulation Application of Leadership	Action Plan Reporting CLOSING CEREMONY
7.30 TO 9.00	Application to DEVPOL	Leadership Team Development Application to DEVPOL		Skill CELEBRATION	

*SEE DAILY SCHEDULE FOR MORE DETAILS

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A G E N D A

Monday April 17

Session 1. Organization and Orientation

Introduction and objectives
Sharing Assumptions and
Identifying Resources and concerns
Reporting Resources and Concerns
Sharing Learning model

Session 2. Learning Structures and Expectations

Sharing of Survey Data
Organization Effectiveness Criteria
Generating Expectations and Norms in Groups
Sharing Expectations and Norms
Learning Structures
Review of Design for the week

Session 3. Self Assessment - MBTI - 1

Lecturette on Myers Briggs Types
Identification of Types and Implications
Types working with other types (small groups)
characteristics of types by Learning Groups
Characteristics of types by Community
Implications for our work

Session 4. Self Assessment Teamwork MBTI - 2

Lecturette on key Elements of Teamwork
Identification of Temperaments of Managers
Discussion how temperaments affect and Influence
Manager's work with management team
Report of Temperaments

Session 5. Application of Preferences to DEVPOL

Group work on Judging Functions
Report of Groups
Analysis of types to DEVPOL
Use of Management Team

SESSION 1: ORGANIZATION AND ORIENTATION

After brief introduction by each participant, each facilitator and each guest participant in diads and later in quartets and eights the group shared and scored on newsprint their resources (strengths in management) and their concerns about the workshop. Concerns and resources follow:

Concerns

GROUP 1:

1. Will we be Covering old ground?
2. Will the workshop seminar expose weaknesses of the individual?
3. Will we be planning in a vacuum.?
4. Will the Organization of workshop be GOOD.?
5. Will the Seminar be 'too general'?

GROUP 2:

1. Applicability of learning to back-home situation.
2. Trickle-down of learning.
3. Motivation to apply learnings and sustainability of learnings
4. How will Monitoring of implementation of learnings take place?

GROUP 3:

1. How Applicable are Western theories to our local environment.
2. Delegation versus Training Demarcation?
3. FRIDAY (Ending Time). (will we end on time)

GROUP 4:

1. Is the Schedule/Programme too tight.
2. Materials were not sent to participants in advance.

Resources (participant strengths)

GROUP 1:

1. Delegation
2. Monitoring
3. Formulation of plans
4. Communication
5. Motivation
6. Inspire cooperation
7. Decision making
8. Decision analysis
9. To discipline subordinates
10. Management of time.

GROUP 2:

1. Consultation
2. Planning
3. Decision-making
4. Development of proficiency skill
5. Development of cooperation and coordination
6. Delegation
7. Monitoring
8. Discussion and Evaluation
9. Implementation and Evaluation.
10. Creation of fall-back position.
11. Maintaining composure during crisis.

GROUP 3:

1. Delegation
2. Listening from subordinates.
3. Planning

GROUP 4:

1. Delegation
2. Planning and Organization
3. Praising/Rewarding
4. Monitoring
5. Budgetary control
6. Reprimanding

These strengths were represented by at least one member of the group NOT by each member .

Objectives and assumptions on which the workshop was designed were shared.

Objectives

Managing for Results

To develop problem solving processes

To recommend implementation

To assess preferences and types

To assess management styles and application to situations

To develop critical management skills

To develop individual and team action plans

FOCUS: THE BEHAVIOR OF THE MANAGER

Assumptions

1. Principal Secretaries are experienced managers and they can become more effective.
2. Management skills can be learned and learners with practice and desire can change their behavior.
3. Principal Secretaries will share their learnings with their management teams and provide training for the team.
4. Principal Secretaries want to learn and are willing to help each other learn.
5. Participants are willing to learn by a new different learning model.
6. Participants will manage their own motivation.
7. Participants will come with learning objectives.

The learning model for experiential learning was shared and participants were made aware of the difference between an experiential model and the usual lecture - demonstration model (model in Appendix Day 1.) .

Three concerns were targeted for later actions: 1) daily schedule, 2) ending on Friday and 3) flexibility of staff

SESSION 2: LEARNING STRUCTURES AND EXPECTATIONS

The purposes of this session were to share the results of the survey data, generate expectations held by participants concerning their learning outcomes, negotiate norms, share and develop learning structures and preview the activities of the week. The survey data were shared, and participants found no surprises in those data. There was a concern by several that so few (43%) had returned the questionnaire (see Appendix Day 1 for questionnaire and results).

The areas which participants thought were blocking their organizational effectiveness were: 1) confused organization, 2) lack of control, 3) poor training, 4) low motivation, 5) low creativity, and 6) unclear aims.

Groups developed participant expectations and norms and reported them to the community (the large group) as follows:

Expectations:

GROUP 1:

1. Control of staff
2. Different management skills
3. Flow of information and feedback system
4. Evaluation and assessment of work
5. Communication skills

GROUP 2:

1. Motivation of subordinates
2. communication skills (with Subordinates).
3. Improve organizational efficiency
4. Skill application back home.
5. Self assessment and how to cope/change

GROUP 3:

1. Crisis management
2. Objective setting
3. planning
4. Effective communication
5. Designing of organization
6. Decision making
7. Staff briefing
- 8 Motivation

GROUP 4:

1. Time management
2. Praise/Rewarding
3. Budgetary control
4. Application of the concept of delegation
5. Decision making process.

Norms

Participant generated norms follow. (astericked norms were discussed and indicators identified)

Additional norms which trainers had developed were shared also.

NORMS

GROUP 1:

1. Open mindness
2. Full participation in discussion
3. Seriousness
4. Rescheduling (5:00 to 6:30 p.m.) last session

GROUP 2:

1. Punctuality
2. Plan and prepare for session
3. Honesty and openness
4. Informality
5. Acceptance
6. Facilitators to be basic

GROUP 3:

1. Honesty
2. Acceptance of weakness
3. No ranking (Egalitarianism)
4. Ability to listen and absorb

GROUP 4:

1. Informality
2. Acceptance of criticism
3. Punctuality
4. Planned rotation of group composition/membership

Learning Structures: learning structures are the various groups which will be used in the workshop as follows:

Community: the entire group including facilitators

Four Learning Groups: the groups which would identify and do problem solving

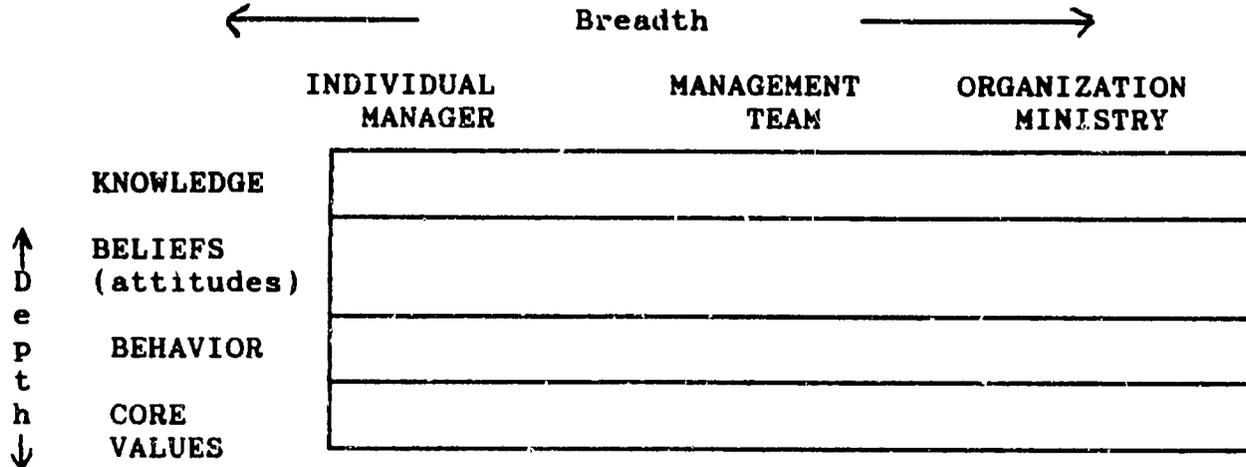
Back-home action planning groups: The groups which would plan to work on a constraint to the completion of DEVPOL action plan

Informal Groups: Coffee and tea break groups and other informal groups.

Three decisions were made on items on the list of concerns
1) the daily schedule for Monday, Tuesday, and Thursday was changed so that the last session was scheduled from 5:15 to 6:45 instead of 7:30 to 9:00 p.m.

At the end of the second session participants seemed at ease with the design and the methodology

LEVELS OF APPLICATION



The Macro design followed this paradigm. Monday was devoted to the manager and his or her style. Tuesday was devoted to the manager and his/her management team. Wednesday was devoted to team problem solving, and Thursday and Friday were devoted to the manager and the organization. The depth was primarily at the knowledge and attitude levels with some work in simulation at the behavioral level.

SESSION 3: SELF ASSESSMENT - MBTI - 1

The Myers Briggs Type Indicator had been administered on Sunday and scored. During a short explanation of the various functions (E-I, S-N, T-F, and J-P), the participants guessed their preferences and the preferences of members of their management team (see form in Appendix Day 1). The MBTI report forms were distributed and profile charts were made for the four learning groups and the community.

Community Profile

INTJ = 2	E = 12	I = 17
ISTJ = 14	S = 27	N = 2
ISFJ = 1	T = 28	F = 1
ESTJ = 12	J = 29	P = 0
STJ = 26		

Note that the principal difference among the members was on the E/I attitude scale. In "E" and "I" groups, these preferences and their implications for our working together were discussed. The implications of the -"STJ" combination for their work as the top civil servants were

also noted

With three exceptions all of the managers had SJ Temperaments. (See temperaments in Appendix Day 1). Note worthy was the tendency of SJ temperaments to praise only the most worthy and the tendency to resist change unless it is perceived as highly needed. SJ = 27 , SP = 0, NF = 0, NT = 2

SESSION 4: TEAM ASSESSMENT - MBTI

"Introduction to types" booklets were used in learning groups to better understand types and to assess the implications of various types among their management team members. (see Appendix Day 1 for "Introduction to Types").

SESSION 5: APPLICATION OF PREFERENCES TO DEVPOL

We had not been able to secure a copy of the DEVPOL Action Plans and we had only a short-time to prepare for the session due to the change in schedule. Planning was further complicated because all of the participants were of the same type on "STJ". Some observations:

1. "SJ" temperaments tend to stabilize organizations and resist changes unless they are extremely necessary changes.
2. ISTJ and ESTJ types are good administrators and executive types
3. DEVPOL needs designers "NT" and action SP temperaments to get things started and to overcome the inertia of stabilization
4. The lack of the "F" feeling function in the group tends to make decision making impersonal. Some of the goals of DEVPOL are very people oriented and some concern for helping people as represented by NF temperament would be helpful.
5. Managers need to begin to develop their "N and F" perceiving and judging functions when planning and monitoring DEVPOL Action Plans.
6. Managers need to take advantage of the NF and P represented on their management team.
7. The strong "J" (wanting closure) will probably result in premature closure without considering all of the options. Decisions may be made too quickly and the decisions will have to be re visited at a later time.
8. The brainstorming phase of the problem solving process may be

very limited and too quickly done.

9. The strong "J" will be very helpful in getting decisions made when implementing DEVPOL Action Plans.

Recommendations:

1. Principal secretaries should share their MBTI type with their subordinates and provide an opportunity for members of their management team to take the MBTI.
2. Principal secretaries should practice developing those function which they use less often.
3. Principal secretaries should analyze their job to determine which functions are most required for the various aspects of their jobs. (See Appendix Day 1).

A G E N D A

Tuesday April 18

Session 6: The identification of leadership Style

Overview of Situational Leadership Model
Self-Analysis Instrument - Being aware of our
Tendencies in Leadership Styles.
Lecturette - The Situational Model of Leadership
Scoring of Instrument and Discussion -
The Identification of leadership Style
Tabulation of Group Style Profile

Session 7. The Implication of leadership Styles for Managing

Review of leadership Styles of Participants and
Group Discussion - the Implications of
Leadership Style
Review of Directing and Supporting Behavior and
Diagnosis of Followers
The Applications of Situational Leadership to our
own followers-Small Group Activity
Reports of Group Results and Learnings

Session 8. Matching Leadership Style to Situation -Some Video
Vignettes

Overview and Instructions
Video Vignettes and Discussion
Diagnosis of Followers' Development and Selection
of Appropriate Leadership Behavior
Lee Stimpson and Ralph Adams
Fred Jones and Jim Henderson etc
Learning Group Reports

Session 9. Back-Home Applications - Practicing changes In
Leadership Style

Selection and Analysis of Back-home Situations for
Improvement
Model role Play and Video
Practicing Changes in Style - A Role Play
Consulting Triads (w/Video Feedback)

Session 10 Application to DEVPOL

Review of Exemplary Video Role Play Sessions
Applications to Management Team Situations
Discussions - Situations as a Vehicle for Policy
Coordination and Implementation

Situational Leadership

SESSIONS 6-10:

The second day of the workshop was dedicated to Situational Leadership II, a model which helps leaders and managers to match the appropriate leadership style to particular situations. The first day focussed primarily on identification and discussion of individual types. The second was intended to move the focus from the Self to the Group or Team.

The purpose of the day was to help participants 1) understand the nature of the different leadership styles and the specific behaviors associated with each; 2) gain awareness of their own tendencies in leadership style 3) gain skill in diagnosing the development level of the subordinate and choosing appropriate leadership styles, and 4) practice new leadership behavior.

The day was divided into several components. The first Session (#6) provided participants with an overview of the model and feedback on their own style tendencies. Session 7 focused on the implications of the various styles in light of their real-back home situations. Session 8 engaged participants in diagnosing the effectiveness of various leadership styles with a special tape of video vignettes. And Sessions 9 and 10 provided the participants the opportunity to plan and then role play with video feedback new approaches to managing their own followers.

SESSION 6: SITUATIONAL LEADERSHIP STYLE IDENTIFICATION

An overview of the Situational Leadership II was presented and some aspects of follower performance were linked directly to their own leader effectiveness. Encouraging participants to look at their own responsibility and potential for creating improvements was an important theme of the workshop. The transparencies and handouts used in this overview and in the presentation on the model appear in the appendix Day 2.

Participants then completed the SL II Self instrument, followed by a presentation of the model in detail (appendix Day 2). Participants scored their instruments. Results of the group were then compiled.

SESSION 7: SITUATIONAL LEADERSHIP: IMPLICATIONS FOR FOLLOWERS

The behaviors associated with each style were reviewed. A diagnosis of the implications of participants' styles in

their back home situations was also included. Participants then diagnosed their own followers' development levels and compared follower development levels to the styles they felt they are currently using. They then discussed any possible needs for change. These discussions were to form a basis for the role-plays of actual proposed changes in Sessions 9 and 10. Participants expressed much enthusiasm for the model and for relevance to their own management.

SESSION 8: MATCHING STYLES TO SITUATIONS

With trainer assistance, participants divided into two groups and reviewed and analyzed segments of a video, produced by the authors of the materials on the Situational Leadership II. The video is designed to present a part of a situation, then ask questions and leave space for viewers to discuss and decide on answers to the questions. Each participant had a booklet with the questions asked by the narrator of the video. The scenes and questions relate to followers with varying developmental levels and leaders using different styles. The exercise is intended to sharpen participants' skills in diagnosing and critiquing others' leadership behavior.

Participants responded very well. They had different opinions on some of the diagnoses, and as the activity moved from vignette to vignette, participants demonstrated more and more understanding of the model, and more commonality in their perceptions. Many participants commented on the value of actually seeing examples of the styles which were being discussed.

SESSIONS 9 AND 10: SITUATIONAL LEADERSHIP: BACK-HOME APPLICATION

A good deal of what went before was designed to bring participants to the point of planning specific management improvements for their own followers. These sessions were designed to bring about these plans.

Participants were provided a diagnosis/planning form to assist them in preparing for a role play of an actual work situation. Each developed a description for the person playing the role of his/her subordinate. Time and help were provided to fill out the forms. Many chose to develop possibilities which emerged from the diagnoses of Session 7.

Triads were formed to give each member an opportunity to play role of leader, of follower (according to the role described by the leader), and of observer. Initially, many participants had some difficulty in getting into the role play activity. It seems this may be an unusual technique for the Malawian

context., Eventually all began; and once into the activity, participants were very enthusiastic.

Another important aspect of this activity was the opportunity for participants to be video taped. This also appeared new to many of the groups, but by the end of Session 10 all participants had been video taped at least once.

To provide this opportunity two mini studios and two viewing stations were set up in the area staffed by two technicians from the Ministry of Agriculture. Participants went to the "studio" to be taped then immediately to a viewing station to view the activity. In addition to the triads' private viewings, most of the tapes formed the basis for a review activity for the entire group at the final session on Thursday (Session 19). Though a bit apprehensive at first in some cases, it appeared that the role play and video formed an important and valuable professional and personal experience for most of the groups.

Observations

The activities of the day prompted several observations.

1. One question on the minds of the training team constantly was the relevance of what are mainly American concepts to participants' African reality. We were gratified to find that the relevance was clearly there. It was also clear that care had to be taken in using technical terms which may have a very specific (and different) meaning for the group. The usual use of the term and the use in the model need to be distinguished in these cases. 2) The group came out disproportionately high on Style 3 tendency. This seemed inconsistent with the centralized decision-making which appears to characterize much of the system. It seemed however very consistent with the groups Myers-Briggs types (STJ's) and the absence of clear job descriptions and the apparent lack of attention to the specific details of implementation plan.

A G E N D A

Wednesday's April 19

Session 11. Problem Solving Process -Problem Identification and Selection

Overview of Force Field Analysis as a Process for Problem Solving and Change
Demonstration of Process - Using an Example from Group Discussion - the Process and its Applications

Session 12. A Useful Process for Problem Solving and Change

Overview of Force Field Analysis as a Process for Problem Solving and Change
Demonstration of Process - Using an Example from Group Discussion - the Process and its Applications
Organizing for individual and Small Group Activity

Session 13. Applying the Problem Solving Process to Back-Home Situations and DEVPOL I

Organizing in Small Groups and Triads of Individuals Application of Force Field Analysis
Defining Problems and Proposed Solutions (SMART)
Identifying Driving and Restraining Forces
Selection of Areas for Action
Action Planning
Evaluation and Further Planning

Session 14. Skills Development Session

Action Planning et al (from list of possible topic areas)

SESSION 11: PROBLEM IDENTIFICATION

Days one and two were devoted to the individual manager and his/her management team. Day three was a beginning of movement to the organization level. Problem solving and manager skill development were the focus of Day Three.

Beckhards 10 criteria for organization effectiveness were reviewed. On each criterion, the participant rated the effectiveness of his/her Ministries and the Civil Service as a whole. The ratings were not shared. The criteria follow.

ORGANIZATION HEALTH AND EFFECTIVENESS*

- a) Manages against goals and plans
- b) Form follows function
- c) Decisions made near sources of data
- d) Rewards linked to performance
- e) Communication laterally and vertically, undistorted
- f) Win/lose behavior minimized, collaboration maximized
- g) High conflict on tasks/ideas
- h) Organization, an open system
- i) Management strategy supports units, maintains unit's integrity
- j) Operates in "Action-Research" mode

* Adapted from
Organization Development: Strategies and models by
Richard Beckhard.

The action research models and Beckard's change model were shared (see modules in Appendix Day 1).

Participants were introduced to the writing of SMART objective (see appendix Day 1) in helping them get more specific in their DEVPOL Action Plan. SMART objectives are

Specific
Measurable
Attainable
Relevant and Important
Trackable

In the four learning groups participants identified Action Plan objectives from DEVEPOL and restated them in SMART objective format.

NOTE Session 12, 13, 15 16, and 20 are reported together after Session 14 & 19. All of these sessions dealt with problem solving. Skill sessions 14 and 19 are reported together.

SESSION 14: SKILL SESSION "PERFORMANCE MANAGEMENT SYSTEM"

A lecturette on a Performance Management System cycle was given (see Appendix Day 1 for the cycle). The cycle included a job description, training and support, monitoring, evaluation conference, and personnel decision, and a plan for improvements. Four groups were formed to complete work on four phases of the cycle:

- 1) Job description, 2) Training and support, 3) Monitoring and control, and 4) Evaluation conferencing.

Outcome from this exercise pointed up the need for updated job descriptions, a monitoring and control system, and evaluation conferencing process to substitute for the present confidential report. Nearly everyone states that the confidential report is inadequate. The reports follow:

GROUP 1

1. Job descriptions
2. Job descriptions are clear
2. Standards of performance are clear
3. Subordinate is involved in development
4. Subordinate has competence/potential to successfully do task. Job descriptions are open to revision
5. Skills needed by the manager
 - a) Ability to collect information from subordinates
 - b) Ability to interview followers
 - c) Ability to listen to followers
 - d) Ability to organize and supervise
 - e) Knowledge of the organization and its objectives
6. How will job description be developed in the various ministries?
 - a) Ask followers to write down what they are doing
 - b) Discuss with the group of followers
 - c) Discuss with individuals
 - d) Discuss the agreed description with your Management Team
 - e) After discussion distribute copies to all staff
7. How will standards of performance be developed and articulated?
 - a) Setting goals to be achieved

- b) Develop Training programmes
- c) Establish monitoring and evaluation system.

8 Recommendations for improvement

- a) Requirement for Ministries to prepare job description for middle and upper level staff
- b) Ministries should establish system for reviewing job description periodically

GROUP 2: Training and Support

1. Subordinates are adequately trained to perform the tasks of the job description
2. Training is available in the ministry
3. The manager is capable and available to train.
4. The subordinate is involved in the identification assessment of his/her training needs
5. There is training available to meet needs created by revisions in the job description.
6. What skills are needed by the manager
 - a) Communication
 - b) Listening
 - c) Delegating
 - d) coaching
7. How will the manager and subordinate gain the skills
 - a) On job training (both within and outside)
8. How will training be available
 - a) Identification of trainers within the Ministry.
 - b) If not available we look for external trainers.
9. How will training be evaluated
 - a) Through the performance of trainers and output
 - b) Interviews
 - c) Performance appraisal
10. Recommendations
 - a) Recruitment of Training Manager
 - b) Establishment of Training Unit
 - c) Training of Trainers

GROUP 3: Monitoring

1. Supervision is provided in tracking performance based on agreed upon standards (quality and quantity)
2. Subordinates are given feedback on performance (Reinforcement theory)
3. A system of tracking by objectives (individual and work unit) attainment is in place
4. Feedback is provided on how the person and units are achieving
5. Regressive and positive development performance are appropriately handled in timely manner.
6. Rewards (Praise etc) are commensurate with performance and the needs of the person or work unit.
7. What skills are needed by the manager and management team
 - a) Knowledgeable
 - b) Judgement
 - c) Good communication
 - d) Listener
 - e) Planning
8. How can a P.S. institute a system of monitoring by units, by individual

Units

- a) Plan functions/objectives for the unit and program of monitoring and reporting back
- b) The Principal Secretaries should establish a communication channel with the unit through the unit leader.
- c) Meetings
- d) Reporting system
- e) Periodic visits to the units

Individual

- a) Set, clear job descriptions
 - b) Visits
 - c) Meetings
 - d) Reports
9. What rewards (incentives) other than pay and promotion can the manager use?
- a) Increased responsibilities

- b) Training to acquire extra skills
- c) Praising
- d) Improving accommodation
- e) Improving conditions of services

10. Recommendations

- a) Managers to train in order to have necessary skills to monitor and control units
- b) Periodic meetings
- c) Establishing clear reporting systems
- d) Share reporting systems.

GROUP 4:

Evaluating a feedback

1. There are periodic and annual evaluation of performance based on assignment and performance standards
2. Data are used to support assessments
3. Both subordinate and super ordinate provide data and suggestions
4. Two-way communication in an open meeting between management and subordinate prevails
5. Plans are developed for next steps
6. What skills are needed by the manager and management team?
 - a) Supportive, directive -various other management skills
 - b) Leadership skills
 - c) Flexibility - match his strokes for the folks
 - d) Communication skills even in negative situations
 - e) Motivator
 - f) Planning skills and assess activities against the plan and job description (analytical)
7. How should the manager conduct the evaluation conference
 - a) Conduct of the conference
 - b) Open - 2 way communication
 - c) Listen to workers
 - d) Supportive and directive
 - *e) Praise and rewards
 - f) Make the subordinate be put at ease
 - g) Develop review forward plans with worker
 - h) Assess his achievements
 - i) Make use of available data for assessment in the conference

8. What recommendations do you have for performance appraisal system.
- a) Performance appraisal system
 - b) Clear job description with SMART objectives
 - c) Periodic monitoring of achievements towards stated goals
 - d) Appropriate corrective or praising/reward measure
 - e) Two way communication in an open meeting
 - f) Emphasize positive feed back to subordinate
 - g) Clear set of data with criteria for assessments
 - h) Update present confidential report system.

SESSION 19: PRACTICE IN IDENTIFYING LEADERSHIP STYLE AND CELEBRATION

The purpose of this session was to give participants practice in identifying leadership styles. Participants' videotaped role plays (recorded on Tuesday) were used. Styles were identified. Salient points included:

1. Participants tend to identify with their own style tendency.
2. Managers may use more than one style in a conference if multiple tasks are involved and the followers development level is different for the different tasks.
3. Most managers chose to role play styles S-2 and S-3.
4. Managers need to continue to practice S-1 and S-4 styles if DEVPOL Action Plans are to be achieved.
5. The principal secretaries should provide an opportunity for their management teams to learn situational leadership.

A brief celebration was held at the end of the session to symbolize the beginning of the "Closing-down" stage of the temporary system.

The learning goals, concerns, resources and norms were studied together with those of the Trainers (See Appendix I) and was reached. In addition, the Trainers of the workshop had made some assumptions about the workshop. These assumptions together with the input of the participants shaped the contents of the workshop programme. The assumptions by the trainers are at Appendix Day 1.

A G E N D A

Thursday April 20

Session 15. Problem Solving in Groups No. 3

Introduction of Sessions
Learning Groups share Agenda
Group work on Problems
Action Planning
Report to community

Session 16. Skills Development Session in Groups of 2

Skill Development continued from Session 14
(Skills selected from topic list)

Session 17
and 18 Simulation Application of Leadership

This is a three hour simulation which provides managers with an opportunity to apply skills in an organization setting. The simulation involves five regional divisions of a company and a central office in a day to day operation. This structured experience provides practice opportunities for many of the previously learned skills. The managers are pressured with short time-lines and directives from the central authority.

Session 19. Skills Development in Groups of 3

Skills Development continued from Session 16
Video tape: "In Search of Excellence"
Celebrations: Informal processing across learning
groups

SESSION 16: SKILLS DEVELOPMENT ACTION PLANNING AND COMMUNICATION

Earlier, Participants selected from the following list of skills those which they wished to work on during Session 16.

Skills Session

Choose 4

1. Monitoring/controlling staff
2. Management skills
3. * listening
4. * attending behavior
5. * praising
6. * reprimanding
7. * objective setting
8. Process of delegation
9. Crisis management
10. Decision making
11. Motivation
12. Time management
13. Performance management system
14. Evaluation and assessment of work
15. Effective communication
16. Conducting effective meetings
17. Action planning

Those with asterisks received highest priority with action planning receiving the highest. Session 16 was divided into two parts: one hour on action planning and one-half hour on Communication, conducting effective meetings, praising, reprimanding, and delegating.

Action Planning

A short lecture/discussion with handouts was held on the communication process (Berlo's model), attending behavior, twenty-one steps to effective meetings, paraphrasing, perceptions checking, describing behaviour, freeing and binding statements, praising and reprimanding. The session was driven by the handouts which had been prepared. No practice or simulations could be used because of the limited time available.

Short sessions on the skills listed above would be very worthwhile for continued training of principal secretaries (Handouts are in Appendix Day 4).

The purpose of this session was to provide participants an overview and some basic tools in planning for the actual implementation of activities. This session seemed additionally important, since this had been identified as a weaker management

area by many. The skills session was intended to share the tools and provide an opportunity to put them to use on real problems. The tools selected were Action Mapping, Roles and Responsibility Charting, and Time (Gantt) Charting.

Concepts and tools were presented (see Appendix Day 3). Participants, in learning groups, or sub-divisions put the tools to use. Since most of the groups were at a point in their problem solving to begin do action planning many of the groups (and sub-groups) applied the new tools directly to their problem. Evidence of the use of the tools appeared in many of the final reports of the problem solving groups. Participants responded enthusiastically to the material. Time was short to fully develop the task.

OVERVIEW-PROBLEM SOLVING SESSIONS 12, 13, 15, 20

The problem solving sequence was designed to support participants in applying the learning of the workshop to real-life management problems back home. It had two main objectives (intended outputs): 1) Plans for Direct Managerial Actions (by participants themselves) in relation to the chosen problem a) with their followers (direct reports) and b) with their colleagues (fellow participants and others); and 2) Recommendations to others in the System, around any areas which were felt to be beyond their own decision-making sphere. The entire sequence had several components and took place during four different sessions (12, 13, 15 & 20) over the last three days of the workshop.

SESSION 12: PROBLEM SOLVING DEMONSTRATION

After the learning groups had selected problems to address (in Session 11), an overview of the Force Field Analysis approach to problem solving was presented to the entire group. The theory and the steps of the process were described itself (copies of the transparencies in the appendix). A problem was selected from those identified by the groups in the previous session, for a demonstration of the process with the entire group. The specific problem selected was Lowering the Infant Mortality Rate (IMR) from 151/1000 to 60 /1000 by 1995.

The participants then divided into groups of three and four to prioritize the restraining forces according to two criteria.

- 1) Importance to the Identified Objective (1-10)
- 2) Influence of the Group Potentially to Reduce or Eliminate it (1-10).

SESSION 13: PROBLEM SOLVING: PRIORITIZING AND SELECTING FORCES FOR ACTION

The results of the prioritization process were tabulated and one Restraining Force was selected for further work in the large group. It was The High Incidence of Mosquito Related Disease.

The group then brainstormed some possible activities which might reduce or eliminate this Restraining force. It was explained that the next step would be to create a specific action plan for one of the selected activities, and that action planning would be covered in one of the upcoming skill sessions. The participants then reorganized into their learning groups to apply the same process to their own selected problem.

SESSION 15: PROBLEM SOLVING

Participants reconvened in their learning (now problem solving groups). They continued applying the process to their selected problems, with the help and support of the workshop facilitators. By this time all the groups were using the process and making good progress in working their problems. The group was asked to plan for reporting out by the last part of the first session on Friday (Session 20).

SESSION 20: PROBLEM SOLVING ACTION TAKING

Learning (problem solving) groups worked to complete their analysis and proposed plans of action. The timing of the Skills Session on Action Planning worked out well coming just at the time most of the groups were ready to turn their chosen strategies into specific plans. During this session in addition to working their own groups, some groups sent representatives to participants in other groups to negotiate aspects of the proposed actions and gain support of others who were involved in that problem area, or in the group's proposed plans.

The groups then reported on their problem solving activities and proposed plans of action. Reports follow:

The group then identified the Driving and Restraining Forces related to the objective.

Objective for Solution/Change Reduction of IMR
from 151/1000 to 60/100 (by 1995
+'s (Driving Forces) -'s (Restraining forces)

1. Priority area of Ministry of health	Financial resources limited
2. Priority area of Ministry of Agriculture	Illiteracy
3. Availability of potable water	Large families
	a) cultural factors
	b) economic factors
4. Improvements in sanitation	Resistance to change
5. People in villagers want population reduction	Mosquito borne illness (Malaria)
6. Immunization programmes	Other priority illnesses
7. Distribution of condoms	Staff shortages
8. Improvement in communicable disease control	Impassible roads
9. Activities in Health Education	Inadequate hospitals
10. Nutritional programmes	Limits on water supply and sanitation
11. Increase in energy supplies	Resistance to child spacing
12. Child spacing	Low immunization coverage
13. Community development activities	Shortage of drugs
14. Improvement of drug supplies	Diminishing land availability
15. Training Health and Community workers	Malnutrition

Action Plan

Objectives:

Reduce the infant mortality rate from 151/1000 to 60/1000 by 1995.

Objective: To build 15,000 Rural cost houses over 10 years

Present state: 1,500 per year

Future state:

15,000 10 years

Specific Yes

Measurable	Yes
Achievable	Realistic
Realistic	Yes
Trackable	Yes

Background information

- o The target group for the project: village people
- o They can get loans of up K1,000 per person
- o They should contribute 10% of the loan amount in advance
- o Interest charge on the loan is twelve and a half percent
- o The people should also contribute in the form of locally available building materials like bricks
- o Government also provided expertise on how to build the houses

Driving Forces

- Housing is the basic need
- Funds are available
- Technical expertise available
- Land is available
- Materials are available

Restraining Forces

- Contribution of 10% by applicants
- Cost of building materials has gone up
- Transport for materials
- Interest charge of twelve and a half percent.
- Inadequate publicity
- Delays in providing self-help inputs

Rating	Importance	Influence
Contribution of 10% for applicants	9	7 (16)
The cost of building	9	4 (13)
Inadequate transport	10	5 (15)
Interest charge of 12 1/2%	5	5 (10)
Inadequate publicity	9	9 (18)
Delays in providing self-help inputs	8	4 (12)

Plan of Action

- | | |
|---------------------------------------|--|
| 1. Inadequate of publicity | Publicity through D.D. C.
Mass media
Party machinery
Chitukuko cha Amai M'Malawi
Extension workers |
| 2. Contribution of 10% for applicants | Awareness campaign
Encourage income generating |

3. Inadequate transport

activities
Create interest to
charitable organizations
e.g. Christian Service
committee.

Action plan for restraint relating to inadequate publicity

- Action: To inform people about the Rural Low /cost Houses

Plan of Action

Steps - Briefing the D.D.C., C.C.A.M., C.S.S., M.C.P.
- Prepare newsbrief for Radio and Newspapers

Results

To make people aware of the scheme

Publicity

Roles and Responsibilities

Name			
Dept. Head	I	I	I
Follower 1	RR	P	
Follower 2	P	R	
Follower 3		P	R
Follower 4	P		P
Follower 5		P	
Follower 6		P	
Follower 7	P		P

Time Charting

List of Activities
Project etc.

Time

Periods

	May	June	July	August
Briefing the Organization	x x x x			
Recruitment and Training of External workers	x x x x	x x x x		
Prepare Briefs for Radio and Newspapers	x x x x			
Evaluation			x x x	x x x x

Recommendations

- Having recognized the restraining forces, it is recommended that people form clubs to make bricks and produce other required materials.
- Encourage income generating activities.

As they reported, groups were asked on a scale (1-10) the likelihood that they would actually carry out the proposed plans. All described the likelihood as very high (7-9).

Observations

1) The groups took to and learned the process very well. They were able to apply the analysis effectively to their situations in most cases. Two limitations persist: a) the propensity to bite of large pieces of situations, which defy direct solutions, and b) the difficulty in creating action plans which go to the implementation level, even regarding their own actions as top managers.

Four groups each produced analyses and plans which reflected good thinking and good work. They see the plans as having a good possibility of being carried out. They did not produce significant recommendations for actions by others in the system. This was surprising in that management groups most often find it easier to say what others might do than they themselves. Perhaps this occurrence was due to their own high level in the system and the way the process played out.

A G E N D A

Friday April 21

Session 20. Problem Solving in Groups No. 4

Groups continue to develop Action Plans on problems
Report final recommendations to S.P.C.

Session 21. Back-Home Action Planning (Teams)

Teams which may have been developed work on specific changes (e.g. Performance Management system)
develop action plans for future work

Session 22. Back-Home Action Planning (Individual)

Individuals or Diads develop plans for their learning and the training of their management team

Session 23. Action Plan Reporting

Plans are reported to the group.

SESSION 21: BACK-HOME ACTIONS PLANS (TEAM)

The workshop emphasized the need for participants to develop group and individual back home action plans. It had been learned during the week that without specific action plans not much can be expected to change in the back-home situation as the result of the workshop.

Group and individual approaches ("force-field analysis", action mapping, Gantt Charting, responsibility charting) were employed in the development of group action plans.

SESSION 22: BACK-HOME ACTION PLANS (INDIVIDUAL)

The workshop emphasized the need for participants to develop group and individual back-home action plans. It had been learned during the week that without specific action plans not much can be expected to change in the back-home situation as the result of the workshop.

Group and individual action plans were developed during the workshop using problem solving approaches i.e. "force - field analysis, action mapping, Gantt Charting, responsibility charting".

Some of the groups action plans follow:

The objectives of the individual action plans which were to be achieved by August, 1989 included:

- a) Publish an issue of "This is Malawi" magazine for 25th Anniversary of Independence by 5/7/89
- b) To develop a printing program for the Government Printer and a Servicing program for the Principal Office Equipment Officer.
- c) To revise the Public Service Regulations
- d) To reduce the prices of meat
- e) To complete the rehabilitation of the VIP guest house in area 3 of Lilongwe Old Town.
- f) To improve the system of monitoring expenditure in the Office of the President and Cabinet.
- g) To develop a performance monitoring system for the Department of Housing and Physical Planning.

SESSION 23: REPORTING BACK-HOME ACTION PLANS

Each participant reported the SMART objective for his/her back-home action plan. these plans are scheduled for implementation and reported at the August, 1989 Principal secretaries' workshop sponsored by the Malawi Institute of Management.

Group back-home actions plans were also reported by the various groups.

The workshop ended on with high enthusiasm and encouragement for future action. Rudi klaus and Nelson Mizere made closing comment to the participants to end the workshop activity. An official closing of the workshop followed.

RECOMMENDATIONS

Principal secretaries should share their MBTI type with their subordinates and provide an opportunity for member of their management team to take the MBTI.

Principal secretaries should practice developing those functions which they use less often.

Principal secretaries should analyze their jobs to determine which functions are most required for the various aspects of their jobs (see Appendix Day 1)

Ministries be required to prepare and update job descriptions for middle and upper level staff.

Ministries should establish a system for reviewing job descriptions periodically.

Consideration should be given to the establishment of training units within the ministries.

Training of trainers workshops should be provided for those with training responsibilities.

Managers should receive training in order to develop the necessary skills to monitor and control performance in their units.

Each ministry should establish clear reporting systems for their units and these systems should be shared.

Principal secretaries should provide an opportunity for their management teams to learn Situational Leadership.

Evaluation

The purpose of instituting an evaluation mechanism was to ensure that the trainers have a daily feedback on the feelings of the participants. Four out of the five days of the workshop were evaluated. A scale of 1-9 (with 9 most effective) was used. The distributions median and range were calculated.

The evaluation form is in the planning section of the appendices.

3. The tables below represent a summary of the daily evaluations.

Monday

Sess. Points

	1	2	3	4	5	6	7	8	9	Med.	Range.	Res
1				1		2	8	8	5	8	4-9	24
2						6	3	7	7	8	6-9	24
3				2			4	12	8	8	7-9	26
4				3	3	6	1	5	9	8	5-9	26
5		1	2		5	4	6	6	4	7	4-9	30
Self		1			2	1	3	6	1	8	7-8	14

Tuesday

Sess. Scores

	1	2	3	4	5	6	7	8	9	Med	Rang.	Re p.
6						3		15	12	8	6-9	3
7						4	6	12	9	8	6-9	3
8				1	1	2	3	15	9	8	4-9	3
9			1		1	7	5	9	7	8	3-9	3
10		2		1	2	5	2	3	4	5	2-9	3
Self						1	4	12	6	8	6-9	2

Wednesday

Sess. Scores

	1	2	3	4	5	6	7	8	9	Median	Range	No. of Respo
11						2	4	8	10	8	6-9	24
12						1	2	11	7	8	6-9	22
13					1	2	6	8	5	8	5-9	22
14				1	4		5	4	7	8	4-9	22
15												
Self						3	3	10	2	8	6-9	18

THURSDAY

Sess. Distributions

	1	2	3	4	5	6	7	8	9	Med.	Range.	Resp
15							6	8	11	8	7-9	25
16					1	2	5	14	3	8	5-9	25
17				1		1	5	10	8	8	4-9	25
18					1	1	5	10	8	8	4-9	25
19						1	1	9	1	8	6-9	10
Self							6	10	3	8	7-9	19

It will be noted from these tables that participants were satisfied with the delivery and content of various sessions. The evaluations reports the first day were not as satisfactory as the proceeding days. This is not a surprise because the participants were not yet accustomed to the temporary system which was established. The transition from the permanent to the temporary system creates some shocks which if not properly handled could be detrimental to the aims and objective of a training event.

BIO-DATA

**James "Jack" Gant Ph.D., President
GANT ASSOCIATES INC.
Tallahassee, Fla.**

**EXPERIENCE: Teacher-Secondary Schools; Principal-Secondary
Schools; Consultant - Fla. State Dept. of Education; Staff Member
- Fla Bd. of Higher Education; Dean, School of Education-The
State University. Substantial skills and training in development
and conflict resolution.**

**INTERNATIONAL EXPERIENCE: Consulting and facilitation
assignments carried out in Africa (incl. Malawi), S.E. Asia, and
the Caribbean.**

Dr. Alan Hurwitz

**Dr. Alan Hurwitz has trained managers and consulted to Public and
Private Sector organizations in the United States and in many
countries in Africa, Laten America, Europe, and the Caribbean.
He specializes in helping managers from different perspectives,
departments, and/or organizations to develop common goals and
collaborate effectively toward them. Dr. Hurwitz has a B.A. form
Yale University and Ed.D. in organization development and
international education from the University of Massachusetts. He
is the Principal of Alan Hurwitz Associates (AHA) outside Boston,
Massachusetts.**

George Mkondiwa

George Mkondiwa obtained a B.A. (Public Administration) from Chancellor College, University of Malawi in 1977. He served in the National Bank of Malawi as a Management Trainee before joining the Civil Service. In 1983 he obtained a Master's degree in Developing Studies from the Institute of Social Studies in the Hague, The Netherlands after attending various short courses in areas of human resources development, rural development management, general management and loans administration. George Mkondiwa was a recipient of a Pearson Fellowship to study and research in Public administration and Management at the Universities of Ottawa and Carleton in Canada in 1987/88 during which time he also worked as a faculty member of the Canadian Centre for Management Studies. Presently George is Chief Training Officer in the Department of Personnel Management and Training.

Patrick M. Mulawu

Qualified as a T2 teacher at Domasi T. College in 1966. Obtained Diplomas in Agricultural Extension, Education, Administration and an MA in Rural Social Development all at University of Reading, UK.

Attended various short courses in Technical education, Training Management and General Management.

EXPERIENCE: Worked as a School teacher, Farm Manager of an Agricultural Research Station; Staff and Farmer Training Officer, Vice Principal of Natural Resources College, Principal Training Officer in the Ministry of Agriculture, Chief Training Officer in the Department of Personnel Management and Training. Currently working as a Deputy Field Coordinator for Human Resources and Institutional Development Project.

Principal Secretaries' Management Workshop
Club Makokola
Mangochi
16-21 April, 1989

Executive Summary

The Malawi Principal Secretaries' Management Workshop was sponsored by the Human Resources and Institutional Development Project, a joint project between the Government of the United States of America and the government of Malawi. The focus of the workshop was on the behavior of the manager.

The workshop design followed from: 1) an assessment of the managers personality types and temperament to 2) the management styles of the manager and his/her management team to 3) the actions plans of DEVPOL. The goal of the workshop was to increase the principal secretaries' knowledge and attitudes toward self in relation to the manager's team and his/her leadership in implementing the action plans of DEVPOL.

Two American Drs. Jack Gant and Allan Hurwitz and two Malawian, George Mkondiwa (DPM&T), and Patrick Mulawu (HRID) formed the team of facilitators.

A needs assessment was conducted which included interviews of key principal secretaries (available in late January), a survey questionnaire to all principal secretaries, and a survey of the participants upon entry into the workshop. An analysis of these data from the three sources was utilized to select the content of the workshop; which covered the following:

1. The types and temperaments of the principal secretaries and their management teams and their implications for management, to an effective and healthy organization, and to the achievement of the DEVPOL Action Plans.
2. The leadership style tendencies of the principal secretaries and the implications of those styles to the implementation of DEVPOL Action Plans
3. Problem solving techniques and application to selected DEVPOL Action plan.
4. Specific techniques and skills included force field analysis, action research, action planning, Gantt charting, responsibility charting, effective meeting management, communication skills, praising, reprimanding, coaching, delegating, and writing specific objectives.
5. Specific Back-home action plans were developed to be achieved by the August, 1989 Principal Secretaries' Workshop.

The methodology utilized by the facilitators was short lecturettes followed by small group application of learnings. Groups of two, three, five, and nine were used at various times.

Simulations, role-plays, and problem solving groups were used. Role plays were video taped and used for feedback and also for identification of styles of situational leadership. The workshop was highly participant interactive.

Several observations concerning the types, temperaments, and leadership style preferences of the group seem noteworthy. First, there is no one best type, temperament, or leadership style. The manager's temperament and style preference need to fit the particular situation. The manager needs to be flexible in his or her use of a particular style.

The problem solving process was discussed and used by groups to identify, analyze, and action plan four DEVPOL Action Plans:

A performance management system was described and participants recommended the development of such a system to include: 1) updated job descriptions, 2) training and support 3) monitoring of performance, 4) evaluation conferencing system, 5) personnel decision. The present Confidential Report was deemed inadequate and in need of replacement.

Group and individual action plans were developed for short-term actions to be achieved and reported at the August, 1989 Principal Secretaries' Workshop sponsored by the Malawi Institute of Management.

Some of the interesting findings from the self Assessment were:

- 1) All principal secretaries except three had SJ temperament. This temperament is common among executives and fits the high level of the principal secretary. Two serious concerns of this temperament are the tendency to resist change and the tendency to praise only the most worthy. Principal secretaries should monitor performance and catch people performing well and praise them.
- 2) The majority of the principal secretaries tended to use style S-3, high supportive behavior and low directing behavior. This style tends to under supervise subordinates. This tendency of under supervision and under giving of direction and monitoring performance suggests that implementation of DEVPOL Action Plans may suffer.