

# **LOCAL DEVELOPMENT II URBAN PROJECT**

Submitted to  
**USAID / CAIRO**

Submitted by  
**WILBUR SMITH ASSOCIATES**

in association with

PUBLIC ADMINISTRATION SERVICE  
DEVELOPMENT CONSULTING OFFICE

DELOITTE AND TOUCHE  
ENGINEERING AND GEOLOGICAL  
CONSULTING OFFICE

**LOCAL DEVELOPMENT II URBAN PROJECT  
CONTRACT NO. 263-0182-C-00-8017**

**CONSULTANCY REPORT  
STRENGTHENING PERFORMANCE  
THROUGH ORGANIZATION DEVELOPMENT  
A PILOT EFFORT**

# LOCAL DEVELOPMENT II URBAN PROJECT

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July 28, 1991

Jack Gisiger  
Chief, Urban Development Section  
LAD, USAID

Contract No. 263-0182-C-00-8017

Dear Jack,

I am pleased to forward to you our consultancy report entitled "Strengthening Performance Through Organizational Development".

OD, as Organizational Development is affectionately referred to, is a phenomenon that grew out of the management training fields' attempt to focus on the person in the organization. Based on this humanistic approach, OD flourished in the sixties and seventies in management schools around the U.S. It now has become a standard, if not often understood, concept in U.S. corporate culture.

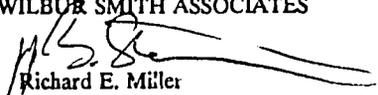
The need for OD training in our project was initiated entirely by the Egyptian training advisors and government training staff. They requested the inclusion of this approach since they felt Egypt has a very good record in technical training. In their words " Egyptians learn their facts well but they do not often cooperate well together".

As a person who had the good fortune to study and work with the leaders of the OD movement. Mr. Hailer too felt it was useful for Egypt but was sincerely concerned that the effort required someone with a sensitivity to Egyptian culture as well as to the subject matter to introduce OD into LD II Urban Training. Fortunately, we were able to get your support to accept this pilot approach when the opportunity to use David Tyler's services became available. Dave's experience in Egypt with the Advanced Seminars in LD II (Provincial) coupled with his deep understanding of the local culture made our effort feasible.

We would be happy to meet and discuss the report with you at your convenience.

Sincerely,

WILBUR SMITH ASSOCIATES

  
Richard E. Miller  
Chief of Party

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WILBUR SMITH ASSOCIATES

DELOITTE AND TOUCHE  
DEVELOPMENT CONSULTING GROUP

PUBLIC ADMINISTRATION SERVICE  
ENGINEERING AND GEOLOGICAL  
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## EXECUTIVE SUMMARY

### Introduction

This is a report on the organization development (OD) consultancy conducted by David Tyler for the USAID Local Development II Urban project at Wilbur Smith Associates over the February 6-May 6, 1991 period.

### Need for the Consultancy

This consultancy essentially developed from a request for (OD) training from the training coordinators at their meeting in October 1989 and a strong sense on the part of project executive management and the training team that the application of OD by skilled local practitioners could significantly assist the project to strengthen its performance and institutionalize its key operations in the governorates.

### Goal and Objectives of the Consultancy

The overall goal of the consultancy was to test the feasibility of a specific OD process and applications for performance improvement and institutionalization purposes in OMED, MIS, and LMU offices in the governorates, with a view towards establishing longer-term OD programs.

A key objective was to increase the organizational effectiveness and project-related performance of the LD II Urban, LMU, MIS, and OMED field offices. A second objective was to improve and accelerate the institutionalization of training in the six governorates. A third objective was to increase the capability of the Suez Governorate Training Office, as requested by the Governor.

### Accomplishments, Conclusions, and Recommendations

1. **The Overall OD Pilot Effort.** This consultancy has succeeded in designing, developing, and launching a multi-faceted OD pilot program to bring about specified organizational improvements in four LD II Urban project settings, including the governorate training units, and the LMU, MIS, and OMED offices. As of this date, two interventions—those for training institutionalization and land management—are complete and were successful in achieving their OD objectives, and two others—those for OMED and MIS—are in their initial phases. It is recommended that the project training team monitor and evaluate these efforts and make recommendations toward continuing the OD program. Recommendations and plans could be completed by September, 1991.
2. **OD for Training Institutionalization.** It is clear that, within limitations, the application of OD content and techniques, if carried out over a period of some 8-10 months, could fundamentally strengthen the operations of the governorate training units and improve their performance of essential training functions, thus contributing significantly to successful transfer and institutionalization. Recommendations cover a follow-up meeting in August and developing a plan for continuation of OD efforts through May, 1992, as well as a strategy for the post-project period.
3. **MIS/Training Coordinators' Workshop.** On March 14, 1991 the Project held a workshop for the governorate training coordinators (TC's) and heads of the MIS departments at the Suez Governorate. The workshop, which was the first in a new series of OD-based, scheduled sessions for the training coordinators, achieved its purpose of increasing joint collaboration, coordination, and planning by the TC's and MIS heads.

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4. **Strengthening Governorate Training Administration and Organization Development Workshop.** Over the May 21-June 8, 1991 period, the Project held a 6-day workshop, the second in the current series, for the governorate training coordinators, the Directors of Administration (DOA's), Program Implementation Coordinators (PIC's) and secretaries general, in order to accelerate team-building, training transfer and institutionalization. This program also sought to upgrade training program planning skills, including needs assessments and program design. The policy and program planning recommendations produced by the governorate training teams far exceeded the expectations of the workshop planners and attest to the benefits that may be achieved through OD applications.
  
5. **Land Management Organization/Administrative Procedures Workshop.** This OD-based, 8-day workshop was conducted over the June 30-July 8, 1991 period. The workshop goal was to increase the organizational effectiveness and project implementation performance of LMU's in the governorates. The OD objective of this pilot was to test the feasibility of applying small group, team-building methods in the conduct of a series of practical, product-oriented exercises performed by the LMU teams at the workshop. The content of these exercises basically tracks the key project cycle functions that the LMU's will perform in the governorates. This workshop succeeded as a strong first step in LMU team-building and strengthening performance of key functions. The final report is being produced now.

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## 1. INTRODUCTION

### 1.1. Organization Development: Role and Definition

In its LD II Urban Program Strategy Plan 1990-1992, the project emphasized the importance of introducing the content and methods of organization development (OD) into the training programs to be conducted in the six urban governorates, and provided a general definition of OD:

Over and above training for training value, LD II training will attempt to use OD (Organization Development) training as a major strategy for 1990-1992. Organization development may be defined as a conscious, planned process of developing an organization's capabilities so that it can attain and sustain an optimum level of performance as measured by efficiency, effectiveness and health. Operationally, OD is a normative process of addressing the questions: "Where are we?" "Where do we want to be?" "How do we get from where we are to where we want to be?" This OD training will be conducted as part of the strategic planning workshops at the Governorate Local Development Committee level (section 10.1, p.1).\*

### 1.2. Previous Exposure to OD

In July, 1990 the governorate training coordinators and Directors of Administration received a presentation on the essentials of OD as part of a workshop in training administration. In December, 1990 Dr. Mohga Badran presented a follow-up lecture on organization development approaches and applications in the Egyptian local development setting.

### 1.3. The Consultancy

In February, 1991 the Training Division contracted with the present consultant for a 3-month consultancy to introduce and test the feasibility of OD in the project. This consultancy was directed by the Training Team Leader, Dr. Richard Hailer, and assisted by the Team's OD Specialist, Sanaa Aassar.

Appendix 1, "Overview of Organization Development," presents a briefing paper on OD which was distributed to the LD II Urban Training Team staff and OD consultants during this consultancy.

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\* from Michael E. McGill, Organization Development for Operating Managers, New York, AMACOM, 1977, p.3.

## 2. NEEDS

### 2.1. The Right Time for OD

This consultancy essentially developed from a strong sense on the part of project executive management and the training team that the application of OD by skilled local practitioners could significantly assist the project to strengthen the performance of the OMED, MIS, and LMU offices and institutionalize the training program and system in the governorates.

In addition, the time was right for OD. The LD II Urban Project had assisted in establishing OMED, MIS, LMU, and training offices in the six urban governorates. These offices had begun operations in accordance with their missions and had undertaken their initial tasks. By early 1991 they were ready to concentrate on building capacity, improving performance, and institutionalizing their programs. At the same time, the governorate training units had received considerable training and technical assistance from the project, and were ready for a more intensive intervention. The training team leader envisaged OD as the basic vehicle for building confidence in the teams and establishing credibility in the governorates. A consultancy was required to design and develop the pilot interventions, recruit the local OD consultants, and launch the effort.

### 2.2. The Need for OD for Training Institutionalization

Beginning in January, 1991 the LD II Urban Training Team shifted its institutionalization efforts to the second phase, a 6-month transitional period, in which the governorate training offices take on significantly greater responsibilities for developing and administering their training programs. To do so well, the governorate training offices and their key personnel will need to strengthen planning, coordination, administration and organizational elements. The practice of OD is particularly needed in the current transitional phase of training institutionalization, for it provides governorate executive leadership with a range of strategies and tools with which to accomplish the transfer of functions in a more effective manner.

### 2.3. The Need for OD to Boost Performance and Credibility in OMED, MIS and LMU Offices

The governorate OMED, MIS, and to a lesser extent, LMU offices have launched their program now and are focusing on the need to increase project-related performance, both internally within the field operating units themselves and externally, in their relationships with cooperating entities and clients. The LD II Urban team leaders agree that higher performance may be hindered by such factors as inadequate perceptions of organizational mission and objectives, a relatively underdeveloped sense of service on the part of staff members, a need for greater clarity with regard to the allocation of responsibilities, a need for teamwork internally, and minimally developed outreach. On the positive side, the teams need OD for confidence-building, credibility, and acceptance in the governorates.

### 2.4. OD Request from Governor of Suez

An additional component of the consultancy developed out of conversations between the LD II Urban Chief of Party and the Governor of Suez in which the latter asked for assistance in developing the governorate training unit.

### 3. GOAL AND OBJECTIVES

The overall goal of the consultancy was to test the feasibility of a specific OD process and applications for performance improvement and institutionalization purposes, in OMED, MIS, LMU and training offices in the governorates, with a view towards establishing longer term OD programs.

The first objective of the consultancy was to increase the organizational effectiveness and project-related performance of the LD II Urban field units of Land Management, OMED, and MIS, through pilot activities in selected governorates.

The second objective was to improve and accelerate the institutionalization of training in the six governorates, largely through the mechanism of on going meetings for the training coordinators.

A third objective was to increase the capability of the Suez Governorate Training Office, as directed by the Governor, by preparing a needs assessment and recommended development plan.

### 4. KEY APPROACHES

During the conduct of the consultancy these key approaches to ensuring the success of the OD effort have been emphasized:

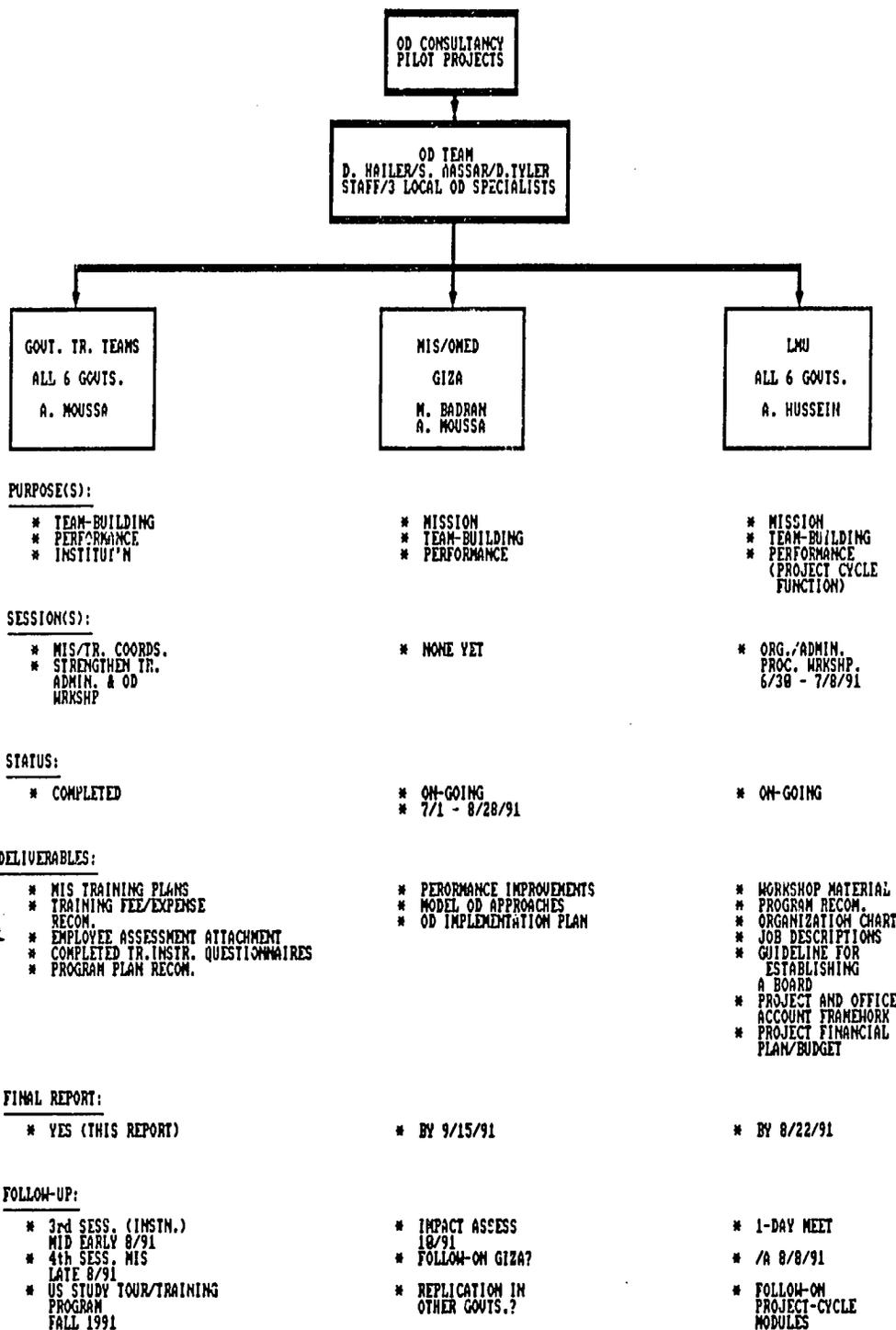
- o Building cooperative relationships with participating governors, secretaries general, the PIC's, and the training coordinators, with a view to strengthening governorate teams. Successful OD interventions require clear understanding and strong backing of top management.
- o Identifying and recruiting qualified Egyptian OD practitioners to conduct the OD diagnostic and intervention phases of the work and to take the major role in drafting recommended OD implementation plans for the post-consultancy, June 1991-June 1992 period. OD interventions will not be successful in Egypt unless they are introduced and moderated by skilled and experienced local consultants.
- o Coordinating efforts with the LD II Urban LMU, MIS, and OMED team leaders and staff, the training team leader and staff, and particularly with the designated project OD Specialist, Sanaa Aassar, whose responsibility it would be to continue the OD effort after the consultancy.
- o Conducting client-centered, participatory, and support-building needs assessments and exemplary organization development initiatives, including designing, developing and carrying out training courses, when appropriate to support the overall OD effort. It is particularly important that the clients and participants themselves take active roles in identifying their own problems, developing solutions, and making recommendations for longer term plans and efforts.
- o Assessing the results of all of the pilot OD efforts in order to determine the desirability of follow-on OD efforts and, if that assessment is positive, to recommend specific programs, applications, and approaches.

### 5. OVERVIEW AND UPDATE OF ACTIVITY

#### 5.1. Introduction

An update of the status of the OD effort at this time is presented in Figure 1 below. Notice that the OD effort is made up of three separate streams of activity. The first is the work with the governorate training teams for the purpose of institutionalization of the LD II Urban training program. A second stream centers around LMU team-building in order to improve the performance of essential project cycles functions. The third stream is performance improvement in the OMED and MIS offices in Giza governorate. Outside of these three streams of OD activity was work on supporting tasks, such as assistance in drafting the scope of work for the U.S. study tour/training program for the TC's. This supporting work is described briefly below in sections 12-15.

FIGURE 1: OVERVIEW OF THE STATUS OF THE OD PILOT EFFORT



## 6. THE FIRST STREAM: OD FOR GOVERNORATE TRAINING INSTITUTIONALIZATION

The first stream includes the MIS/Training Coordinators Workshop and the Strengthening Governorate Training Administration and Organization Development Workshop.

### 6.1. MIS/Training Coordinators Workshop

### 6.2. Background/Objective

On March 14, 1991 the LD II Urban project held a workshop for the governorate training coordinators and heads of the MIS departments. The workshop, which was the first in a new series of OD-based, scheduled sessions for the training coordinators, had as its major objective to increase joint collaboration, coordination, and planning by the governorate training coordinators and MIS heads.

### 6.3. Activity/Accomplishment

These joint teams worked together and produced final training plans for May-December, 1991. The workshop promoted team-building and initiated the turnover of the MIS training planning function to the governorates. In addition, the workshop afforded an opportunity for LD II Urban to brief the governorates on the use of the new computer training laboratory.

A specific outcome of the meeting was the request on the part of the governorates for the conduct by LD II Urban of MIS Training of Trainer (TOT) programs as the basic mechanism for the transfer of MIS skills in the governorates. Accordingly, the first of a series of MIS TOTs has been conducted recently and, at the same time, the computer training lab has offered its first courses.

Appendix 2, "Draft Program and Trainer's Guide: Training/MIS Planning and Coordination Workshop," presents a detailed program and highlights OD team-building approaches, which were prepared by the consultant.

Appendix 3, "Report on the MIS/Trainers on the Workshop," which was prepared by the project OD Specialist, provides more information on workshop outcomes.

## 7. STRENGTHENING GOVERNORATE TRAINING ADMINISTRATION AND ORGANIZATION DEVELOPMENT WORKSHOP

### 7.1. Background/Objective

Over the May 21-June 8 period, the LD II Urban Training Team held a 6-day workshop for the governorate TCs, DOA's, PIC's, and secretaries general from 5 governorates, in order to accelerate the training transfer and institutionalization process. It should be noted that the new Cairo Secretary General and ULDC Rapporteur, Mr. Ahmed El Kashif, had been invited to the workshop but did not attend. Objectives for the workshop included:

- o Updating participant skills in conducting training needs assessments, setting objectives and assuring training program quality;
- o Designing and completing the overall governorate training plan through June 30, 1991;

- o Defining the needs and roles of the governorates, the LD II TA and USAID in the training institutionalization process, and
- o Increasing cooperation among the governorate training teams, for training planning and coordination purposes.

## 7.2. Activity/Accomplishment

### 7.2.1 The Training Component

In general the more training-oriented objectives were achieved, with some exceptions and reservations.

- o While the participants did upgrade their skills in conducting training needs assessments and deriving objectives therefrom, it was noted by the moderator and others that this process tends to be perfunctorily accomplished in the governorates, emphasizing form over content. A more intensive approach is required for better work, learning, and transfer.
- o Because the participants required more time on the needs assessment and training program design elements of the training, there was not enough time to do the training program quality control component of the training. This subject is expected to receive priority emphasis in both the training coordinators' workshop to be conducted in late August, 1991 and also the fall, 1991 U.S. study tour/training program.

### 7.2.2. The OD Component

The OD component of the workshop went very well. The participants responded positively. Small group work and team-building exercises were introduced and exemplified. Governorate training unit formation, and more in-depth planning and coordination for institutionalization received priority emphasis, as may be seen in the institutionalization recommendations put forward by the training teams.

On the first day, the secretaries general, by their presence and cooperation, committed their teams to achieving workshop objectives. In the ensuing days, the individual governorate training teams began to communicate more openly and to work better internally. They began on their own to coordinate their efforts with those of other governorates on important training policy and program issues, and spontaneously suggested that they combine efforts to draft a consensus policy recommendation on standardized training fees and expenses. Five out of six secretaries general participated actively throughout the last day, during which the workshop received a visit by Qaliubia Governor Dr. Abdel Wahab Sayed Ahmad, who, for the good of the workshop, involved himself in the negotiations among governorates on recommended training fees and expenses.

## 7.3. Governorate Team Recommendations

The final consensus recommendations on the institutionalization of training in the governorates and the structures, functions, and training and technical assistance that would be necessary for that institutionalization, both in the coming year and in the post-project period, were far in advance of the expectations of the workshop planners, and attest to the efficacy of the OD strategy and process employed in the workshop. These recommendations include the following:

- o Maintaining the role of the training coordinator in the governorate training team.
- o Continuing the secretary general's Training Committee as the primary unit for training in the governorates.
- o Replacement of the TAC Training Team by the Training Department, Ministry of Local Administration (MLA), in the post-project period.
- o Assumption of the TAC's current inter-governorate training coordination role by the Ministry of Local Administration (MLA) Deputy Minister's Training Committee, working in cooperation with the Training Department.

The governorate teams also made some OD-based recommendations for the role of the LD II Urban training team in the interim, transfer period before June, 1992.

- o Preparing training cadres in both the governorates and the training department of the MLA.
- o Providing more frequent and advanced opportunities for team-building for the training teams of the six governorates together.
- o Developing a 5-year training plan for governorate training capacity-building and training plan implementation.

#### 7.4. Productivity and Products

The productivity of the governorate training teams was high, as evidenced by the products they delivered on June 8, the last day of the workshop. These included:

- o Governorate LD II Urban-related training plans through June 30, 1992;
- o Drafts of an Employee Assessment Attachment to the Annual Performance Report;
- o Recommendations on a structure of standardized training fees and expenses, to be used by the governorates for purposes of LD II Urban training programs.
- o Arabic-language responses by all 6 governorates to the training institutionalization questionnaires previously distributed. Questionnaire results will be disseminated at the follow-up workshop to be held in August, 1991.

The English and Arabic "Training Institutionalization Questionnaire" may be seen in appendices 4 and 5 respectively.

The workshop concept may be seen in Appendix 6, "Concept Paper: Strengthening Training Administration and Organization Development Workshop."

Appendix 7, "Program and Recommendations: Strengthening Governorate Training Administration and Organization Development," presents the workshop program and schedule, and also includes the recommendations formulated by the governorate training units.

## 8. THE SECOND STREAM: OD FOR LAND MANAGEMENT

### 8.1. Land Management Organization/Administrative Procedures Workshop

### 8.2. Background/Objective

Preliminary design and development steps included consultations with the LMU Team Leader. A draft OD scope of work was developed, which included using a local OD consultant for a pilot LMU OD effort in Suez governorate. Subsequently the LMU Team Leader requested the Training Team to conduct an alternate program of designing and conducting the previously scheduled training course entitled Organization/ Administrative Procedures Workshop.

The Training Team agreed and then recruited Dr. Amr Moussa to assist by incorporating team-building and other OD methods into the workshop design and also moderating the workshop itself. Dr. Amr, working with project organization development specialist Sanaa Aassar, met with the LMU staff at LD II Urban and produced a draft program centering around the conduct of two, 5-day workshops. The LMU Team Leader did not accept this plan, stating that, given a heavy workload, there was not enough time to conduct two workshops. It was then agreed to conduct one 8-day workshop over the June 30-July 8, 1991 period. The workshop was moderated by an outside consultant, Dr. Ahmad Hussain, who was recommended by Dr. Amr, and also by the Training Team's OD Specialist.

The purpose of this OD-based training is to increase the organizational effectiveness and project implementation performance of LMU's in the governorates. The OD objective of this pilot workshop was to test the feasibility of applying small-group, team-building methods in the conduct of a series of practical, product-oriented exercises to be performed by the LMU governorate teams. The content of these exercises basically tracks the key project cycle functions that the LMU team leader has requested to be covered in the workshop. These include project identification; project formulation; organizational charting; staffing; coordination; budgeting, and contracting.

### 8.3. Activity/Accomplishment

The workshop was completed on July 8, 1991. The final report on the workshop should provide strong indications of the LMU staffs' capacity to absorb this material, the ability of individuals to work as governorate team members, the general probability of success in developing and implementing local projects, and the types and levels of training and technical assistance, including OD, that may be required for these teams to work effectively. The Moderator's report is being written now, and will form the basis for recommendations for a formal OD program. From an informal evaluation, it is clear that the workshop succeeded as a strong first step in LMU team-building and strengthening performance of key functions.

The program for the workshop may be found in Appendix 8, "Preliminary Program: Organization/Administrative Procedures Workshop."

## 9. THE THIRD STREAM: OMED AND MIS OD PERFORMANCE PILOTS IN GIZA GOVERNORATE

10. **GIZA GOVERNORATE MIS ORGANIZATION DEVELOPMENT PILOT**

10.1. **Background/Objective**

The Training Team prepared a scope of work and recruited OD specialist Dr. Mohga Badran to provide organization development assistance to the MIS office in Giza governorate. The purpose of the pilot is to increase the organizational effectiveness and project-related performance of MIS offices in the governorates by testing the feasibility of an OD strategy and applications in Giza. Specific objectives include increasing the internal efficiency and effectiveness of the MIS field unit and to provide improved services to clients. Dr. Mohga is to produce an OD needs assessment and recommended implementation plan, drawing on the lessons learned in the 2-month pilot.

10.2. **Activity/Accomplishment**

Dr. Mohga has begun the needs assessment phase by interviewing LD II Urban staff and holding preliminary meetings in Giza. The largest part of this work is to be accomplished over the August-September, 1991 period, with a draft final report in October.

The MIS OD scope of work may be found in Appendix 10, "Consultant's Scope of Work: Organization Development Assistance to Giza Governorate MIS Office."

11. **GIZA GOVERNORATE OMED ORGANIZATION DEVELOPMENT PILOT**

11.1. **Background/Objective**

A scope of work for the OD effort was prepared and Dr. Amr Moussa recruited to serve as the local OD consultant. The pilot's objectives, and the responsibilities of the consultant are similar to those stated in # 10 above.

11.2. **Activity/Accomplishment**

Dr. Amr has held preliminary talks with the OMED Team Leader and will begin working more intensively in the third week of July. His work is expected to take place over the August-September period, with a final report late in October. It is likely that Drs. Amr and Mohga will work together at times in the conduct of these OD pilots in Giza governorate.

The OMED OD scope of work may be found in Appendix 11, "Consultant's Scope of Work: Organization Development Assistance to the Giza Governorate OMED Office."

12. **SUPPORTING ACTIVITIES**

The following activities were secondary to the three streams of OD activity that constituted the major focus of the consultancy.

13. **SUEZ GOVERNORATE TRAINING UNIT ORGANIZATION DEVELOPMENT PILOT**

13.1. **Note**

This effort has not materialized as originally foreseen but still appears to offer potential for development subject to a closer scrutiny of realistic needs and available resources. After developing a scope of work for a wider consultancy to assist the Suez governor to develop a training office and plan for governorate-wide training, the training team made visits to the governorate but was not successful in meeting the Governor or the Secretary General. Having only a limited time to initiate the OD pilots, the team decided to focus elsewhere, namely on the above-mentioned components. Later, it became clear that the Governor was more interested in establishing an MIS training center and procuring related equipment with the assistance of the LD II Urban Project and less interested in OD. At present it appears that the MIS team may take the lead role in a limited effort of technical assistance to the Governor.

The Suez Governorate scope of work is presented in Appendix 12, "Consultant's Scope of Work: Organization Development Assistance to the Suez Governorate Training Office."

14. **TRAINING COORDINATORS U.S. STUDY TOUR/TRAINING PROGRAM**

14.1. **Overview**

The Consultant assisted in preparing a scope of work for a 15-day U.S. study tour/training program for the governorate TCs and DOAs. This intensive program seeks to build capabilities in the management of adult education and training programs and to improve skills in the use of instructional development packages and programs for in-service education and training of public sector employees, emphasizing performance technologies. This program is tentatively scheduled for fall, 1991, and will be preceded by the visit of the Florida State Consultant to Egypt in August, 1991 for purposes of familiarization with the study tour participants and drafting the final plan for their work in the U.S.

Appendix 9, "Draft Scope of Work/RFP: U.S. Study Tour/Training Program," provides the rationale and program for the visits.

15. **INSTITUTIONALIZATION STRATEGY FORMULATION INITIATIVE**

The Training Division prepared for the USAID/LAD Office, a concept paper on the institutionalization of LD II Training and made a presentation on April 15, 1991. The purpose of the meeting was to generate an open discussion on 1) the nature and scope of institutionalization of LD II training in the post-project period, and 2) specific initiatives towards that objective through the mechanism of the Higher Technology Institute. The outcome of the meeting was agreement to discuss further the needs of an overall institutionalization effort and to study the specific short-term proposals laid out in the concept paper. Upon further review, the contractor project team decided that an intensive, short-term effort to establish the feasibility of institutionalization of LD II Urban training program was desirable and accordingly contracted out for this purpose, with the approval of USAID.

The institutionalization concept paper discussed at USAID/LAD is presented in Appendix 13, "Concept Paper: Institutionalization of LD II Training."

## 16. CONCLUSIONS AND RECOMMENDATIONS

### 16.1. Understanding the Three Streams of OD Activity

The overall OD pilot effort may be best understood and assessed on the basis of the grouping of pilots by key OD purpose or emphasis. Three streams of OD activity have been launched under this consultancy. The OD efforts that are directed to the governorate training teams support the institutionalization of training functions in the governorates. This is the first stream of OD activity. In the case of the MIS and OMED field units in Giza, the OD emphasis is primarily on increasing performance, in terms of improved systems applications and budgetary products. These efforts constitute a second stream of OD activity. For the LMU teams, the capabilities to carry out essential project cycle functions are important, and the supporting OD activities are a third stream.

### 16.2. The Overall Accomplishment

About this effort in general, it should first be stated that the project has succeeded in designing, developing, and launching a multi-faceted OD pilot program to bring about specified organizational improvements in at least four settings, including the governorate training units, and the LMU, MIS, and OMED offices. Moreover, three local OD consultants have been recruited to conduct the key, client-centered activities.

Second, the overall program is clearly underway and gives every indication of concluding at the end of the summer and producing evaluations and recommended plans in September, 1991. One pilot effort--the work with the governorate training units--is complete now, as far as this consultancy is concerned, and has yielded positive results that support continuing OD applications for the purpose of training institutionalization. A second pilot effort, the OD-based, 8-day LMU Organization/Administrative Procedures Workshop, was recently completed July 8, and a final report is expected in early August. In early August the two OMED and MIS OD consultants will begin their 2-month intensive programs in the governorates, for which evaluation data will be ready in October.

More detailed assessments and comments are provided below on an individual pilot basis.

### 16.3. OD for Training Institutionalization: First Stream

#### 16.3.1. OD is a powerful tool for institutionalization

It is clear that the application of OD content and techniques, if carried out over an extended period of some 8-10 months, could fundamentally strengthen the operations of the governorate training units and improve their performance of essential training functions, thus contributing significantly to successful transfer and institutionalization.

#### 16.3.2. Some Limiting Factors

An effective, comprehensive, program of intensive OD in the governorates would require the availability of several experienced and skilled local OD practitioners/consultants, on the supply side, and on the demand side, the willingness and capability of the governorate training teams to respond positively to a continuing OD effort, including funding. These are serious issues, whose detailed discussion and resolution depend on the information provided by the teams in their completed questionnaires and the outcome of follow-up activity with the governorate teams, including the secretaries general.

### 16.3.3. Follow-Up

In their recommendations the governorate training teams state that they do want a continuation of OD training in order to strengthen them in their governorate training office roles and activities. They have in fact submitted those recommendations to the ULDC for review and approval, and the response of the ULDC will be particularly instructive for the nature and scope of the follow-up activity.

- o Recommendation: It is recommended that the LD II Urban training team, including the expatriate and local OD consultants, prepare the design of a follow-up workshop for the governorate training team members. This Training Institutionalization Workshop is to be conducted in August, 1991.
- o The workshop should focus on training institutionalization policy, program planning, organization development requirements, and related training and technical assistance needs, in order to develop an overall strategy and implementation plan for governorate training institutionalization that is consonant with the ULDC's response to the above-mentioned recommendations.
- o The overall strategy may take into account the post-project period, while the implementation plan would provide details for the August, 1991-June, 1992 period.
- o The workshop itself should employ the same participatory, team-building, and experientially-based OD techniques that were used in the previous workshop.

## 17. SECOND STREAM CONCLUSIONS AND RECOMMENDATIONS: LAND MANAGEMENT ORGANIZATION/ADMINISTRATIVE PROCEDURES WORKSHOP AND RELATED OD

This workshop was recently conducted. It is the first step in a continuing OD program to build the capability of LMU's to carry out their mission to develop and implement local revenue generating projects. The workshop is expected to yield data to permit LMU and OD planners to assess the basic feasibility of a continuing OD effort and to design an appropriate plan. The important emphasis given to LMU capacity-building to carry out essential project cycle and project implementation activities strongly supports the development of a modularized training and development program, one that provides training and team-building in functions and capabilities when they are needed to be performed over the period of the project cycle.

- o Recommendation: It is recommended that the workshop staff assess carefully the knowledge and skills of individual team members and their performance in teams to identify and diagnose any capability gaps that may emerge in the workshop, with a view towards developing recommendations for a modularized, essential project-cycle oriented program of training and development.
- o If such an approach is deemed useful, the new plan should be detailed and costed, and its impact compared to the impact of the established and on-going training plan.
- o The differences in probable impact should be noted, and if the new training and development oriented plan is superior, it should then be submitted to project executive management for the recommended decision-making and approval.
- o The workshop Moderator's report should be received in late July. An evaluation meeting could be held at LD II Urban in the first week of August and a plan for a follow-up effort drafted by the third week of the month.

18. **THE OMED AND MIS PILOTS IN GIZA GOVERNORATE: THIRD STREAM CONCLUSIONS AND RECOMMENDATIONS**

These pilots are expected to be underway shortly and will run through the end of September, with evaluation reports, which are required deliverables of the local OD consultants, due by October, 1991.

- o Recommendation: The LD II Urban training team, and in particular the Team Leader and the OD Specialist, working with the two local OD consultants, are recommended to conduct an informal evaluation of the work of the consultants in the two offices in Giza Governorate, by meeting with them, the appropriate project staff, and the clients in the governorate.
- o On the basis of this evaluation, the feasibility of continuing OD programs should be assessed, and, if the assessment is positive, the training team should draft recommendations and an appropriate implementation plan.
- o The team could propose a continuation of activity in the governorate and/or replication of the same activity in other governorates, for example.
- o These recommendations would be submitted to project executive management and concerned USAID personnel, along with the rationale for such a plan and a description of the lessons learned from the pilot experiences, perhaps in a half-day meeting or workshop. Such an event would be held in mid or late September, 1991.

**APPENDIX 1**  
**OVERVIEW OF ORGANIZATION DEVELOPMENT**

## OVERVIEW OF ORGANIZATION DEVELOPMENT

### INTRODUCTION/PURPOSE

The following is a summary excerpt of a book entitled Organization Development for Operating Managers, and presents an overview for purposes of familiarization as we develop the OD efforts in OMED, MIS, Land Management, and apply OD techniques to the task of strengthening the governorate training unit in Suez. We hope that it will be of some use to you. Should you wish to go deeper into this material, we have the text, which features lots of diagrams and case studies, and also additional literature on the subject of OD.

#### 1. What Is OD?

- o Organization development is a conscious, planned process of developing an organization's capabilities so that it can attain an optimum level of performance as measured by efficiency, effectiveness, and health. Operationally, OD is a normative process of addressing the questions: "Where are we?" "Where do we want to be?" "How do we get from where we are to where we want to be?" This process is undertaken by members of the organization using a variety of techniques, often in collaboration with a behavioral science consultant.

#### 2. What OD Is and What It Is Not

- o OD is a conscious, planned process. It is a purposeful organizational activity with a patterned relationship between its processes. Both participants and other organization members know what it is they're involved in and why.
- o OD is not simply planned organizational change. It's not change for the sake of change. It is rather focussed activity to improve performance.
  - . Performance is a function of potential. Attaining and sustaining optimum performance requires organizational processes which allow people and programs to reach their full potential. These processes are the capabilities OD seeks to develop in an organization.
  - . OD measures optimum performance of an organization in terms of its efficiency, effectiveness, and health.
  - . Effectiveness is an organization's degree of achievement in reaching its goals-that is, the extent to which stated goals are reached.
  - . Efficiency may be measured by the ratio of input to output, such as raw resources to finished goods. The general rule governing efficiency considerations is "mini-max": minimize inputs and maximize outputs.
  - . Organizational health is a function of the character and quality of the relationship between individuals and the organization. A healthy organization is characterized in three important ways. First, it effectively integrates individual and organizational goals. Second, individual and organizational problem-solving capacities are maximized. Finally, the climate encourages individual and organizational growth.
  - . In OD, progress is measured against optimum performance, as defined by the manager and the organization, in terms of efficiency, effectiveness, and health.

- o OD is not executive and/or management development revisited. OD differs in purpose, in the problems it focusses on, and in processes.
  - . The purpose of OD is to improve overall organizational efficiency, effectiveness, and health, not just the performance of a single organizational component. Typical problems addressed by OD include adaptation to management change, interorganizational conflict, lack of commitment to organizational objectives throughout the workforce, inefficient organizational structure, turnover, and lack of teamwork.
  - . Management development programs rely primarily on traditional teaching techniques--courses, conferences, books, and articles, and specialized training "packages" such as PERT and MBO. In OD, learning is experiential-on the job. Members of the organization (again, not just managers) learn while solving problems and solve problems while learning.
  - . One way of expressing the difference in processes is to say that management development is done to managers for the organization. OD is done by the organization with and for all its members.
  - . The consultant's role in OD is to aid managers and members in identifying their needs and resources for developing the capabilities of the organization. In this role, the consultant relies upon his knowledge of management and behavioral science to bring what is known about individuals and organizations to bear upon the problems of individuals and organizations.
- o OD is a variety of techniques. The specific process employed is determined by diagnosis of the organization's needs. Processes include data feedback, process consultation, team-building, techno-structural change, or any one of a number of available OD strategies.

### 3. The Diagnosis or Needs Assessment Phase of OD

- o The diagnostic phase asks and answers "Where are we?" and "Where do we want to be?" The intervention phase asks and answers "How do we get from where we are to where we want to be?" A third phase, may to be of some interest to development workers in longer-term projects, involves a maintenance phase in which the organization continues such questioning on a regular basis.
- o The diagnostic phase of any OD effort answers its questions through data collection and analysis.
- o There are basically three ways to gather data: questionnaires, interviews, and direct observation. Each method varies from simple to highly sophisticated. Even complex variations-such as "organizational mirroring" or "group sensing"- remain variants of these three basic methods.
- o Questions that managers can use as criteria to assess different data collection techniques:
  - . Is it direct or indirect?
  - . Is it structured or unstructured?
  - . Is it more or less time consuming?
  - . Is it easy or difficult to administer?
- o The survey questionnaire
  - . This is the diagnostic tool most frequently used in OD.
  - . Questionnaires are generally indirect means of collecting specific kinds of information. This indirection has both advantages and disadvantages.

- Questionnaires are structured data collection devices that usually require a forced-choice response.
- In a manager's choice of a diagnostic tool, considerations of form, important as they are, do not match the importance of content. A questionnaire is only as valuable as the question it asks are appropriate to the organization and its members.
- A common concern, for which questionnaires are used, is the "total organizational climate." A general measure of organizational climate is most appropriate when there is a feeling that something is wrong but no insight has developed into just what the problem is. Questionnaires also address specific issues.
- The relative costs and benefits of standardized versus original questionnaires are important considerations for managers in selecting data collection methods.

#### o Interviews

- Interviews are direct means of collecting information through purposeful conversation between an interviewer and one or more respondents. If there is more than one respondent, it is a group interview.
- The major limitation of face-to-face interviews is that anonymous responses are not possible. Unless the respondent has complete trust in the interviewer, it is unlikely that the data revealed will be candid and honest.
- Some work has been done with semistructured interviews, a format that tries to combine the advantages of structured and open-ended interviews.

#### o Direct observation

- This features collecting data about the organization by watching it work. Structured observational formats and organizational mirroring are two currently popular diagnostic methods.
- Direct observation is a relatively structured means of data collection. Key categories of behavior are identified and trained observers classify activities into these categories.
- Direct observation is a time-consuming means of collecting data, but it is not as time consuming as interviewing.

### i. The Range of OD Approaches

- o The many approaches to OD represent different answers to the basic intervention question: How do we get from where we are to where we want to be?
- o The seven most popular approaches to OD: 1) Survey feedback; 2) Process consultation; 3) team building; 4) laboratory training; 5) packaged programs; 6) socio-technical systems, and 7) transactional analysis.
- o Survey feedback (SF). One of the most popular approaches. May be used solo or in combination with one or more complementary approaches. Three steps define intervention through SF. First, information about the organization is gathered, usually via a survey of member attitudes and opinions. In the second step, the survey results are reported to organizational units as feedback. Finally, the organizational units examine the survey data and consider future corrective actions to be taken.

- o Process Consultation (PC). One of the primary approaches to increasing the effectiveness of managerial work groups. It may have particular interest for the operating manager who has problems at the top. The PC approach assumes that effective organizational performance depends upon effective human processes, and that when the organization performance falters it is because critical human processes have broken down at key points in the organization.
  - . The PC consultant meets with the managerial group while they are at work-in a normal task meeting. The consultant observes them paying particular attention to such functions as communication, roles and functions in groups, group problem-solving, leadership and authority, and others. He/she collects data primarily by direct observation and afterward, shares observations with the manager and the workgroup.
  - . The first aim is to make the client group aware of the processes they use to accomplish their work, to show how they work. The second is to make the client aware of the consequences of these key processes for the group's work. The third aim is to present the client with alternative processes which the group may choose to try.
- o Team building (TB). This is the single most popular approach to OD used today. Team building greatly resembles parts of both survey feedback and process consultation and is in fact a combination of these approaches.
  - . Team building begins with the assumptions that organizations do their work through a number of work teams of different kinds. There are family teams, cousin teams, project teams, and start-up teams, to name some.
  - . TB is usually defined as a process of diagnosing and improving the effectiveness of a work group with particular attention to work procedures and interpersonal relationships within it, particularly the role of the leader in relation to other group members.
  - . The process includes consultant interviews of team members, the securing of an off-site setting, and meeting there for a period of 3-5 days. Consultant's role is to help members air the personal and interpersonal issues that stand in the way of task performance. Action steps are chosen and members' responsibilities assigned before the meeting ends. Follow-through steps are developed to ensure that action is taken and that the spirit of the team is maintained.
- o Packaged Program. Packaged program approaches to OD offer standardized formats and sets of procedures and fixed goals. These are commercial approaches. Two of the more popular are Blake and Mouton's "Grid Organization Development" and Gordon Lippitt's "ITORP" (Implementing the Organizational Renewal Process).
  - . The outstanding features of packaged programs are their rigid formats and procedures derived from preconceptions of how an organization should function.
  - . The packaged program approach begins by training top management in the values and applications of the program, then moves downward through all the levels of the organization.
  - . There is a great reliance on pre-packaged, standardized, instrumented techniques: prescribed events and exercises, including paper and pencil attitudinal measurements that serve both diagnostic and intervention purposes shaping the direction and development of the group and its participants.
- o Laboratory Training. For many years the laboratory training or T-Group approach to OD received the most press coverage. In retrospect it now appears that the laboratory approach was a fad of the 1960s and not a lasting organizational phenomenon.

- . The fundamental assumption of the laboratory training approach to OD is that organizational effectiveness is a function of individual's values, attitudes, and behavioral styles, and that consequently, problems of organizational performance are problems of improper attitudes and improper behaviors of members of the organization.
  - . It follows from this assumption that the ways to enhance organizational performance and thereby increase effectiveness is to develop values, attitudes, and behavioral styles conducive to more effective performance.
  - . What the laboratory approach attempts to do is to create a particular kind of social climate, or order, and to give individuals an opportunity to experience and experiment with the skills appropriate to that order—in other words, to set out to create a human laboratory in which old attitudes and behaviors can be examined and new ones tried.
  - . The climate or lab setting includes these norms and values: free communication; consensus-building; organizational influence linked to competence, not position or personal whim; free expression of emotion as well as task-oriented behavior, and acceptance of conflict.
  - . The critical problem in the lab approach to OD is in the transfer to the work situation.
- o Socio-Technical Systems (STS). A newer alternative, infrequently practiced in the US but popular in Europe.
- . A complex and comprehensive approach to organizational change and development.
  - . STS attempts to achieve the best fit between what are believed to be the two interlocking dimensions of any production system—the technical system and its accompanying social system.
  - . The basic assumption is that in any production system there are two primary forms of organization; the technological organization, which includes the equipment, materials, and the production process layout; and the work organization, which consists of individuals who staff the technological organizations.
  - . Both the technological organization and the work organization place limits on the efficiency and effectiveness of the firm. These limits must be removed and certain social and psychological forces must be present in the work organization in order to evoke maximum organizational performance from the technological organization.
  - . In operational terms, the socio-technical systems approach to OD tries to create an organizational system in which the technical aspects of the work can be arranged in such a manner that the immediate work group experiences (1) completion of a meaningful unit of activity, (2) some degree of responsibility for their task, and (3) satisfactory interpersonal relationships.
  - . Specific STS strategies employed to bring about these changes are alterations in work flow patterns, changes in hierarchical relationships, modifications of formal communications systems, redesign of labor and inventory systems, introduction of job enrichment and enlargement, and creation of semi-autonomous work groups.

### Managing Organizational Development: a Model for Managers

For descriptive purposes there are 8 major phases in effectively managing an OD effort in an on-going organization:

o Convergence of interest

. In order for an OD effort to begin in an organization, there must be individuals who have personal motives for examining organizational processes and taking action, one who are convinced that such an effort will achieve different goals, and others who are of the opinion that the organization should be concerned with its own functioning. These people must be brought together, usually by the initiative of the manager, to share their mutual interests.

o Establishing the Charter

. Through their convergence of interest the manager forms a group which is concerned with initiating data and action processes leading toward organizational improvement. This group may be called the organization development team. Its creation leads to the development of a common frame of reference within which the OD process flows. This frame requires 1) a basis for internal organization-that is, membership in the OD team-2) establishment of the common group ends or goals, and 3) definition of the contractual relationship with the consultant. These constitute the charter of the OD team.

o Legitimation and Sponsorship

. The charter established by the OD team must be accepted by a sufficient number of persons, as well as at appropriate levels, of the larger organization to make effective organizational change possible.

o Problem Identification

. It is important for the organization, if it is to improve, to identify the attitudes, behaviors, and circumstances which account for where it is and/or hinder its move forward. It must identify its problems. In addition to providing a starting point for beginning work, problem identification also serves as an initial and important diagnosis of organization members and their skills, levels of perception, attitudes toward their work, and especially their capacity to accept change in attitudes and work behaviors. It is (or at least it can be) the locus of considerable training activity as well as diagnosis.

o The General Plan

. Evaluation of data from the problem identification phase leads first to a review and any necessary modification of the OD team goals. This allows the group to consider again whether its goals are important to enough people in the organization to evoke general commitment to their achievement. Evaluation of the data, as well as evaluation of the fact-finding as an action, indicates how these problems may be confronted. These last two items, what to do and how to do it, constitute the general plan of the OD program.

o Action Hypothesis

. An action hypothesis predicts that certain desirable consequences will result from specific actions. Each action hypothesis, therefore, implies that a desirable goal exists and that there is a means of achieving the goal. Action hypotheses thus operationalize the "what" and the "how."

- o Action Step and Formative Evaluation
  - . The action step and formative evaluation phases are described together here because they should occur simultaneously in the OD process. The action hypothesis is tested as the plan of action is executed and data on the success or failure of the plan are collected. These data are carefully evaluated, and if the plan of action needs modifying, the necessary changes are made and the revised plan is tried out. Again data are collected and evaluated and necessary revisions of action are made.
- o Consecutive cycles of plan-action-evaluation/plan-action constitute the OD program.

## 6. What GOES Wrong with OD?

- o Executives, managers, employees, and union representatives are seldom sufficiently educated in the theory of OD.
  - . Most often companies start OD efforts without properly educating all those concerned as to what they can expect of OD. Briefings, outlines, and mass presentations are commonplace and often sufficient to "kick off" an OD effort, but they are seldom substantial enough to prompt sustained commitment and investment over time. Where organization members do not clearly understand what is to occur, anxiety increases and is followed by suspicion and soon by resistance, covert and overt. A time honored axiom among OD practitioners is "communicate before, during, and after change."
- o Diagnosis prior to planning and executing OD is seldom systematic and thorough.
  - . OD often goes wrong because there is no clear understanding of what needs to be made right. At worst, diagnosis is limited to what top management thinks is wrong or where the consultant thinks he can help. All too often the diagnosis is based on the ideas of individuals at the top, and whatever distortions are manifested in these views are exaggerated on transfer to the total organization. Rarely does the whole organization membership get involved in problem identification and general planning.
- o Readiness and capability for change are assumed rather than assessed.
  - . It should by now be very clear that an effective OD effort is contingent on many variables, not the least of which are the abilities and inclinations of organizational members. Yet, remarkable as it may seem, employee ability and readiness to change are almost universally assumed and rarely ever systematically assessed.
- o OD programs are usually managed in the context of the very policies and procedures they seek to change.
  - . We know a great deal about change and how to manage it effectively. Some of what we know, like the importance of clear communication, is consistent with existing managerial knowledge and practice. But other things we know about effective change, such as the importance of participation, are not universally found in management practice. Implicit in the OD model is the conviction that managements must change the way they approach the investigation of change at the worker level.

## 7. What GOES Right with OD?

- o The things which make OD work, which make it go right, are the things emphasized here:
  - . Full information about OD, its alternate forms, and their strengths and weaknesses.

- . Full understanding of the choices which managers must make in an OD effort.
- . Full understanding of how to manage OD effectively.

## APPENDIX: DIMENSIONS OF ORGANIZATION DEVELOPMENT

This section presents a framework for evaluating alternative approaches to OD.

- o Managers do many things and play many roles. One recent listing claims that there are ten primary types of managerial activities—three interpersonal, three informational, and four decisional. In his or her interpersonal roles, the manager acts as a figurehead—the formal representative of his organization—as a liaison officer for managers and others outside his own organization, and as the leader of his organization, with all that may imply. In his informational activities, he is a monitor receiving and collecting information, a disseminator diffusing this information through his organization, and a spokesman transmitting organizational information into the environment. In his role as decision-maker, he is an entrepreneur who initiates change, a disturbance handler who resolves conflict when the organization is threatened, a resource allocator who decides where the organization will spend its efforts, and a negotiator on behalf of the organization.
- o At times these many roles and activities are complementary, but more often they are competing and conflicting. The successful manager very quickly gains an appreciation of the opportunity cost of his own and his organization's time, of the benefits forgone by doing one thing or another. No matter what he is doing, the manager is constantly faced with what he might do instead of what he must yet do. Above all else, then, the manager makes choices, choices about his own and his organization's activities.

### Dimensions of OD and Managerial Choices

- o The nature of the plan. The nature of planning differs from one organization to the next, reflecting the different styles of managers:
  - . Structured: OD approach is detailed, scheduled, and given priority.
  - . Sequentially structured: OD approach is detailed and scheduled incrementally.
  - . Unstructured: OD approach is not specifically detailed or scheduled.
- o The nature of power. Different managers wield their power differently, as best fits their needs and those of their organizations. The use of power can be differentiated through the continuum of leadership behavior. At one pole of the continuum is "boss-centered leadership" and at the other is "subordinate-centered leadership. Moving across the continuum, we find these positions:
  - . Manager makes decision and announces it.
  - . Manager "sells" decision.
  - . Manager presents ideas and invites questions.
  - . Manager presents tentative decision, subject to change.
  - . Manager presents problem, gets suggestions, makes decision.
  - . Manager defines limits, asks group to make decision.
  - . Manager permits subordinates to function within limits defined by superior.

- o The nature of power in OD approaches. Underlying each approach are implications for the distribution of power between the manager and subordinates. At times these implications are quite obvious; team building, for example, is clearly intended to bring about equalization in the distribution of power.
  - . Unilateral OD approach: OD approach supports decision-making by the manager in all instances.
  - . Shared OD approach: OD approach supports decision-making by the manager with input from subordinates.
  - . Delegated OD approach: OD approach supports decision-making by subordinates with managerial guidance.
  
- o The nature of personal relationships. All approaches to OD affect, in one fashion or another, the nature of personal relationships in organizations, and every approach to OD makes implicit or explicit assumptions about the level of personal relationships within the organization.
  
- o The nature of personal relationships in OD approaches.
  - . Impersonal approaches: OD approach does not consider personal relationships.
  - . Personal-work approaches: OD approach considers only personal relationships developed by the work situation.
  - . OD approach considers personal relationships in and out of the work.
  
- o The nature of the pace. Organizations develop at different paces (or timing) according to a variety of factors. In choosing the pace of his activity, the manager must consider not only the timing tolerances of his people but also the inherent tempo of the activities themselves. The manager needs an appreciation of the pace of change in alternative approaches to OD, as described as follows:
  - . Evolutionary approaches; OD approach evolves change slowly and modestly over a long period of time.
  - . Incremental approaches: OD approach builds change upon itself in a regulated pattern, starting slowly and increasing incrementally.
  - . Rapid approaches; OD approach brings quick, immediate change.
  
- o The nature of the price. The critical costs in considering OD are real costs and opportunity costs. Real costs are the monetary investments involved in initiating and supporting an OD effort: consultant fees, support services, and salaries paid for time involved in OD. In general, the more external skill is required for any given approach to OD, the greater will be the real costs of that approach. Opportunity costs are the time and energy investment required by the organization. They amount to the benefits foregone by investing time and energy in OD instead of in another activity. Together they represent the price of any OD approach.
  
- o The nature of price in OD approaches.
  - . Inexpensive approaches; OD approach has variable real costs and low time and energy requirements resulting in low opportunity costs.

- . Moderate approaches; OD approach has variable real costs and moderate time and energy requirements resulting in moderate opportunity costs.
  - . Expensive approaches; OD approach has variable real costs and high time and energy requirements resulting in high opportunity costs.
- o The nature of professional relationship. The kind of relationship which evolves between a manager and a consultant is a product of their preferred advisory styles. There are three basic models in management consulting, each embracing a variety of specific styles and strategies. They are differentiated by the balance of power between the manager and the consultant, not by the kinds of problems they address, and they apply to all disciplines, not just to OD. They are the medical model, the consumer/purchaser model, and the client-centered model.
- o The nature of professional relationships in OD approaches.
- . Consultant-centered approaches; OD approach assigns to the consultant primary responsibility for diagnosis of needs and determination of action.
  - . Dual approaches; OD approach has client and consultant share responsibility for diagnosis of needs and determination of action.
  - . Client-centered approaches; OD approach has client hold primary responsibility for diagnosis of needs and determination of action.
- o The nature of performance criteria. This managerial measure of alternative approaches to OD considers how the performance of OD is assessed. Product-oriented performance criteria measure performance in terms of contribution to production and profit. Process-oriented performance criteria measure performance in nonproduction, nonsales terms and usually deal with the quality of organizational processes. Some organizational activities contribute both directly and indirectly to profit and should be measured by product-process criteria.
- o The nature of performance criteria in OD approaches.
- . Product-oriented approach: OD approach measured by direct contributions to profit.
  - . Product/process-oriented; OD approach measured by direct and indirect contributions to profit.
  - . Process-oriented; OD approach measured by indirect contributions to profit.

**APPENDIX 2**

**DRAFT PROGRAM AND TRAINER'S GUIDE: TRAINING/MIS PLANNING  
AND COORDINATION WORKSHOP**



Conditions for Training

9:55--10:00

Moderator sets forth the conditions or requirements for holding training. But should not discuss training process steps at length now. The conditions should be prepared in advance on a flip chart. Participants should be encouraged to copy them down.

Factors in Needs Assessment

10:00--10:30

Moderator introduces the subject of training needs assessments and emphasizes importance of quality analysis and supporting activity. The moderator asks the large group to brainstorm the factors that make for successful training needs assessments. The factors should be written on a blackboard. Participants should then be asked to edit out the redundant or similar factors and then prioritize them in a general way. The result is a list of model factors to consider for doing needs assessments.

Governorate Group Practice

10:30--11:00

Moderator should form 6 small groups comprised of at least the TC and MIS Head from a governorate. Could also include at least one LDII-U training staffer and a USAID rep, taking passive roles. Moderator should briefly review the basic needs assessment factors from flip chart. Each group to take 30 minutes to prepare an overhead projector slide or flip chart presentation of a governorate training needs assessment. Groups can use the materials that MIS recently requested them to produce. Moderator encourages the groups to analyze staff needs and capabilities against the background of current and projected LDII-U tasks and to specify training needs, not recommended solutions.

Governorate Groups Reports

11:00--11:30

The six groups report on their needs assessments, with each group limited to a 5-minute presentation.

4. BREAK

11:30--12:00

5. JOINT PLANNING/COORDINATION

12:00--1:00

Needs/Purpose

12:00--12:05

Moderator introduces the needs for and purposes of planning and coordination, against the framework of a need to decentralize the training process and institutionalize it in the governorates.

Scope

12:05--12:25

Moderator asks the large group to brainstorm the requirements of good planning and coordination in training needs assessment, plan development, administration, development, conduct, monitoring and evaluation. Participants should also note who does what when in order to satisfy training system requirements. The necessary training system functions, along with those actors figure prominently in the system, should be graphically portrayed on a flip chart. The Moderator should have prepared in advance a hand-out depicting the LDII-U procedures for obtaining approval for the conduct of a training program.

Issues and Problem Areas

12:20--12:35

Moderator asks the participants to review the training needs assessment outlines and the requirements for planning and coordinating training in their governorates, in order to surface potential issues and problem areas. Issues should be written on the blackboard or flip chart.

**Problem-Solving**

12:35--1:00

Moderator asks the large group to select two issues for discussion and resolution. Large group breaks into 6 small groups, and the latter spend 5 minutes on each of the two questions, to recommend approaches and solutions (12:35--12:45).

Volunteer Reporting Group # 1 presents on issue # 1 (12:45--12:50). Then Volunteer Reporting Group # 2 presents on issue # 2 (12:50--12:55).

Brief comments and summary by Moderator (12:55--1:00).

**6. PLAN DEVELOPMENT/PROCEDURES**

1:00--2:00

**Objectives**

1:00--1:10

Moderator states that the objective of this session is to produce a detailed outline for a recommended training plan, based on the needs assessment, and an implementation strategy which takes into account the requirements for successful planning and coordination.

Moderator reviews training/course development components from a flip chart. This would include 1) Need; 2) Goal; 3) Objectives; 4) Curriculum or Topics; 5) Methods; 6) Staffing/instructors; 7) Schedule/Dates/Duration, and 8) Required Resources, including budget.

**Plan Development**

1:10--1:40

Moderator asks large group to break into six governorate groups and prepare the outlines of Recommended Governorate MIS Training Programs. Plans should be put on overhead slides or flip charts.

**Reporting**

1:40--2:00

Moderator asks 2 groups to report, in no more than 10 minutes each, on their plans, strategies, and procedures, emphasizing the planning and coordination necessary to implement the plan.

**Lessons Learned**

2:00--2:15

Moderator elicits lessons learned and other evaluative comments from the participants on the experience of doing the needs assessment, planning and coordination, and plan development and procedures work.

**7. ACTION PLANNING/CONCLUSION**

2:15--2:30

Moderator asks the governorate groups what they could do to finish the plans, in order to present them at the next Training Coordinators meeting. Plan products would include full training needs assessments, recommended training plans and courses, implementation plans, strategies, and procedures, all geared to the particular needs, conditions, and resources of the 6 individual governorates.

**8. LUNCH**

2:30--3:15

**APPENDIX 3**

**REPORT ON THE MIS/TRAINERS' PLANNING AND COORDINATION WORKSHOP**

**Training Course Final Report**

**Name of Workshop:** Training & MIS Planning & Coordination Workshop

**Governorate:** Suez

**Trainer Site/Location:** Suez Governorate Conference Hall Governorate Building

**Date(s) Duration:** One day: 3/14/1991

**Target Group/participants:** Training Coordinators & MIS Directors of the Six Urban Governorates

**Number of Participants:** Planned 12                      Actual

**Course Budget:** Estimated                      Actual

**LD II Training Staff Involved:** R. Hailer  
Sanaa El Aassar  
Wagih Raafat  
Fathy El Badrawy

**AID/GOE/Others:** General Hosny Nabih      PIC Suez  
David Tyler                      OD Short Term Consultant  
LD II MIS Staff  
Bruce Davis  
Medhat Ayoub  
Yasser Helmy

**Trainers:** No outside trainers were involved Sanaa El Aassar acted as the moderate. Eng. Wagih Raafat participated and helped with the small group activities. Yasser Helmy introduced the new computer training lab, and took part in the group activities.

**Course Content:** (Attached)

**Training Methods:** Lecturette  
Small Group Activity  
Structured group discussion

**A.V.A.** Flip Chart Board

**Description:** This one day workshop started a line of communication between the Training Coordinators and MIS Directors. IT highlighted the importance of setting pre-requisites as a guide to select trainees. Each participants left with three basis hand out which will help him/her in future planning of training activities.

- a. Steps/stages of planning and implementing training plans.
- b. Checklist of sources of information needed for setting training needs assessment
- c. Requirements/Conditions for running MIS Training.

**Comments/Recommendations:**

- o More time is needed to reinforce the proper use of needs assessment to justify the money and effort put into training activity.
- o TA visits by MIS group need to be oriented to follow up of trainees and to provide feedback to training TA. At present they concentrate on the systems installed in each governorate.
- o More coordination between the cabinet group and MIS personnel trained by the LD II Urban.
- o Encourage starting the computer lab as an extension to training activities and to help develop the skills of a group of peer trainers as an asset to institutionalization.
- o Consider the role of both training and MIS TA as follows:

Activity	TA
Nomination of trainees	MIS
Processing nominations	Tr.C
Implementation Schedule	Tr. & MIS
Actual Implementation preparation and Logistics	Tr.
Monitoring the Course	Tr. & MIS
Evaluation of firms	Tr. & MIS
Contracting	Tr.
Follow-up of trainees, TA Visits	MIS
Feedback on impact of Tr.	Tr. & MIS
Request for Tr.	MIS & Tr.

- o Training coordinators need to spend more time on the details of Training Needs Assessment in general, not only for MIS activities. Process wise they know it and can easily recall it but the application is really what needs to be strengthened.

**Attachment:**

- A. Course outline
- B. Outcome of small group activity.

Presented by: Sanaa El Aassar

cc: Richard E. Miller/COP  
David Tyler/ODC

**Training Coordinators & MIS Directors  
Needs Assessment Workshop  
3/14/1991**

09:00	Arrival to Suez	
09:30-09:45	Opening by H.E. Governor of Suez General Overview of role of training	Suez Sec. General
10:00-10:10	Objectives of the workshop	Sanaa
10:15-10:40	The new computer Training Lab Objectives - role - feedback from the governorates	Yasser
10:40-12:00	Presentation on:	Sanaa
	o Definition of Needs Assessment Role of MIS & Tr. Coordinator in identifying Training Needs Cooperation as a must Job description as a base for training	
	o Tr. Needs Assessment for MIS Pre-requisites for selection of trainees for computer coordination with other departments Coordination and cooperation with Tr. C.	
12:00-01:30	Exercise / application	
	6 small groups/governorate	Sanaa/Wagih/Yasser
	<u>Objective</u>	
	Review the list of MIS Training Courses in the light of the information shared during the discussion and the checklist prepared by the LD II Urban Training advisor.	
	<u>Outcome</u> of the group activity	
	To be able to classify trainees according to their role in the MIS team.	
	Set appropriate dates to comply with the pre-requisites	
	<u>Duration/Time:</u> 1 hr.	
01:30-02:00	Reporting to the big group Comments Setting time to receive the final set of needs from the governorates.	
02:00-03:00	Lunch	

### **Outcome of the Small Group Activity**

Agree on target groups for MIS Training to be used as a guide in sending MIS staff to different training courses.

- |    |                       |  |                      |
|----|-----------------------|--|----------------------|
| 1. | <b>Data Entry</b>     | <b>Introduction to Computers DOS</b>   |                      |
| 2. | <b>User</b>           | <b>Introduction to Computer<br/>DOS<br/>Data Base<br/>Lotus<br/>Programming<br/>Advanced Data base<br/>Advanced DOS<br/>Clipper<br/>Network<br/>Graphics</b> |                      |
| 3. | <b>System Analyst</b> | <b>Design and system analysis<br/>Feasibility Study<br/>Design Network</b>   |                      |
| 4. | <b>Peer Trainer</b>   | <b>Basic Teaching Technique</b>  |                      |
| 5. | <b>Programmer</b>     | <b>The same courses set for a system analyst</b>   | <b>June 26, 1991</b> |

**APPENDIX 4**  
**TRAINING INSTITUTIONALIZATION QUESTIONNAIRE (ENGLISH)**

## BRIEFING PAPER AND TEST QUESTIONNAIRE

5/15/91

### 1. BACKGROUND

As you know the LD II Urban Training Program is entering its last year now. In June, 1991 training institutionalization becomes the primary focus. This effort is to be completed by June 30, 1992.

The LD II Urban Training Division has been engaged recently in the transfer to the governorates of the project training system, including programs, courses, course materials, and information hardware and software. For example, the governorates are soon to take possession of a PC for the training center and newly developed software for a training roster system. This transfer activity will be accelerated in the near future.

### 2. THIS CONSULTANCY

This consultancy is related to the current phase of institutionalization of training. We are concerned about the basic continuity of the LD II Urban training effort in the post-project period. It is important at this time to focus on the most effective ways to consolidate what we have accomplished together with you and to establish a firm framework for the continuation of training, in accordance with your program and needs.

The purpose of the consultancy is to develop a practical strategy of institutionalization and an immediately implementable plan of supporting activity. The members of the Governorate Training Committees themselves are the major contributors to this consultancy and will affect the final product through reviews and participation in the workshop entitled Strengthening Governorate Training Administration and Organization Development (May 21-23, 28-29, June 8).

### 3. TODAY'S ACTIVITY

Today we would like your participation in the first phase of the consultancy, which is concerned with the review and assessment of the adequacy of existing training institutionalization programs, plans, strategies, and resources.

It is a data collection phase.

We would like to ask you these questions.



5. The governorate has received office equipment and furniture to help in the administration and conduct of courses. Please list the equipment, not including audio-visual, that you have received from LD II Urban and rate its usefulness.

	Not useful	Somewhat useful	Useful	Very useful
Item: (xerox)	—	--	—	—
Item: (typewrtr)	—	—	—	—
Item: (other?)	—	—	—	—
Item: (other?)	—	—	—	—
Item:	—	—	—	—
Item:	—	—	—	—

6. If you have additional needs, please describe the equipment and the need.

7. What are the sources of funding for governorate training?

8. Are these sources adequate to assure excellence in the current level of training?

Yes \_\_\_ No \_\_\_

If you answered "No" please explain.

9. Has the governorate tried to develop local sources of funding for training? If so, from what sources and with what successes?

10. As you know the LD II Urban training division has been playing a regional training planning and coordination role for the six urban governorates. Assuming that LD II will complete its training activity by June 1992, do you think that it would be useful to continue this role by other means in the post-project period? If so, how might this role be filled?

11. The LD II Urban training program has conducted workshops, training coordinators' meetings and training programs (TOT) to help you in many of the areas covered in this questionnaire. Which of these workshops have you attended and how do you rate their usefulness in preparing you to conduct your own governorate training program and courses?

	Not useful	Somewhat useful	Useful	Very useful
Workshop:	—	—	—	—
Workshop:	—	—	—	—
Workshop:	—	—	—	—
Workshop:	—	—	—	—
Workshop:	—	—	—	—

12. In what subjects would you like to have additional workshops?

13. Taking into account what you have written above, and assuming that the LD II Urban training program will be transferred to the governorate, will the governorate training team be capable of effectively and efficiently administering the training program that is planned for 1992?

Yes \_\_\_ No \_\_\_

If you answered "No", state why, make recommendations for the necessary improvements and specify any T/TA that might be required to bring about those improvements.

Why:

Recommendations:

T/TA:

**TRAINING VOLUME AND COSTS**

14. How much training has DOA (Tanziim) done recently?

	<u>Courses</u>	<u>Participants</u>	<u>Part-Days</u>	<u>Cost</u>
1988	---	-----	-----	---
1989	---	-----	-----	---
1990	---	-----	-----	---
1991 (est.)	---	-----	-----	---
1992 (est.)	---	-----	-----	---

15. How much training has the TBG program done?

	<u>Courses</u>	<u>Participants</u>	<u>Part-Days</u>	<u>Cost</u>
1989	---	-----	-----	---
1990	---	-----	-----	---
1991 (est.)	---	-----	-----	---
1992 (est.)	---	-----	-----	---

16. How much training has the LD II Urban program done?

	<u>Courses</u>	<u>Participants</u>	<u>Part-Days</u>	<u>Cost</u>
1988	—	—	—	—
1989		—	—	—
1990	—	—	—	—
1991 (est.)	—	—	—	—
1992 (est.)	—	—	—	—

**NEEDS ASSESSMENTS AND PERFORMANCE GAPS**

17. Has the governorate training team conducted, or directed others to conduct, training needs assessments in the engineering departments, garages, MIS, OMED, and LMAN units for example?

Yes \_\_\_ No \_\_\_

If you answered "yes", how many needs assessments have you done in the last year?

18. How would you evaluate the overall quality of these training needs assessments? In what ways might they be strengthened? What training and technical assistance (T/TA) would be required to do so?

Low	Average	Good	Excellent
—	—	—	—

Strengthen:

Recommended T/TA:

19. Is performance gap analysis a part of the needs assessment process?

Yes \_\_\_ No \_\_\_

If yes, what can you do to promote the adoption of performance measures and programs?

## DESIGN OF TRAINING PLANS

20. Has the team designed training programs or courses?

Yes \_\_\_ No \_\_\_

If you answered "yes", approximately how many programs have you designed in the last year? \_\_\_

21. Do your training plans take into account performance gaps that were identified in the needs assessment step?

Yes \_\_\_ No \_\_\_

If "No" please state why.

22. In your opinion, is the training team's capability to design training plans adequate for the post-project period?

Yes \_\_\_ No \_\_\_

If "No" please specify any T/TA that might be required to improve this capability.

## IDENTIFICATION AND USE OF APPROPRIATE TRAINING METHODS

### INSTRUCTORS

23. Has the training team been able independently to identify and recruit adequate numbers of qualified trainers and instructors for the conduct of training, other than those supplied by LD II Urban, for example?

Yes \_\_\_ No \_\_\_

If you answered "No" please state why.

24. If you indicated yes, approximately how many instructors and trainers have been recruited for governorate training programs?
25. If yes, from where were these trainers recruited?
26. Do you think that the training team is now ready and capable of recruiting the numbers of qualified trainers necessary to conduct training programs in 1991 and 1992?  
Yes \_\_\_ No \_\_\_
27. If you answered no, please suggest some solutions to this problem, including recommendations for T/TA.

#### PROGRAM AND COURSE MATERIALS

28. Have you had the opportunity to use any of the courses, or course materials developed and provided by the LD II Urban project?  
Yes \_\_\_ No \_\_\_
29. If you answered yes, would you please specify which courses/materials you used:
30. If you have not used the LD II materials, do you expect to do so in the future?  
Yes \_\_\_ No \_\_\_  
If you answered "No" please state why.

31. Have you used materials from other sources?

Yes \_\_\_ No \_\_\_

32. If you answered yes, please describe those sources.

33. Is the training team capable of developing or contracting for course materials?

Yes \_\_\_ No \_\_\_

34. If not, please specify how this process might be improved and what additional T/TA might be required to do so.

#### TRAINING FACILITIES

35. At what training facilities does the governorate training team conduct its programs?

36. How would you assess the overall quality of the facilities mentioned in the preceding answer?

Poor \_\_ Average \_\_ Good \_\_ Excellent \_\_

#1

#2

#3

37. If your rating was less than "good" please identify the most important gaps which need to be remedied in order to assure quality training facilities.

#1

#2

#3

## OBTAINING PROFESSIONAL TRAINING SERVICES

38. Has the training team contracted to obtain professional services for the conduct of governorate training programs or courses?

Yes \_\_\_ No \_\_\_

If you answered "No" do you expect to contract for such services in the post-project period?

Yes \_\_\_ No \_\_\_

39. If so, how would you assess the training team's capability to draft scopes of work, review bids, and monitor contract performance?

	Poor	Average	Good	Excellent
Scope	___	___	___	___
Bids	___	___	___	___
Contracts	___	___	___	___

40. If you answered less than "Good" for any of the three functions, what improvements would you recommend and what T/TA might be useful?

## MONITORING, EVALUATION, AND IMPACT ASSESSMENT

41. What monitoring and evaluation activities does the training team currently perform?

42. How are the results of this evaluation used?

43. Does the training team conduct follow-up, on-job assessments of the impact of training programs and courses?

Yes \_\_\_ No \_\_\_

If you answered "Yes" please describe how this impact information is used.

44. If you have not done impact assessments, do you expect to in the post-project period?

Yes \_\_\_ No \_\_\_

If you answered yes, what T/TA would you recommend in order to build this capability in the training team?

#### TRAINING INFORMATION SYSTEMS

45. Does the training team regularly collect and maintain data on its training activity?

Yes \_\_\_ No \_\_\_

46. If you answered "Yes" please state how this information is used. Is this information used in support of training program planning and decision-making for example?

47. The project has begun to deliver computers and related introductory-level training to the governorate training offices. In your opinion, for what training functions should the computer be used?
48. The LD II Urban program has provided each governorate with an automated data system called the Training Roster System." How do you plan to use this system to:
- o Gather student/trainee data?
  - o develop statistical reports?
  - o produce graphics for reports?
49. In order to build the ability of the governorate training office to use information for decision-making, what T/TA would you recommend to take place before the end of the project?

**USE OF AUDIO-VISUAL EQUIPMENT**

50. The governorate training offices have acquired a range of audio-visual equipment to be used in their training programs. The equipment includes flip charts, 35 mm slide projectors with tape cassette functions, film strip machines, and other related items. How would you rate their frequency of use?

Chart	Flip Board	White Proj	35mm Strip	Film Proj	Ovrhd
Never	—	—	—	—	—
Sometimes	—	—	—	—	—
Frequently	—	—	—	—	—
Always	—	—	—	—	—

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Chart	Board	Flip Proj	White Strip	35mm Proj	Film	Ovrhd
Never	—	—	—	—	—	—
Sometimes	—	—	—	—	—	—
Frequently	—	—	—	—	—	—
Always	—	—	—	—	—	—

51. If you have used other audio-visual equipment with frequency and success, would you please note them here and indicate how you used them?

Item:

Item:

Item:

52. If you have not used your audio-visual equipment very often, would you please state why, and note any important constraints (technical, behavioral, bureaucratic) on use.

53. What recommendations would you make for increasing the use and quality impact of this equipment in your training programs, including T/TA?

54. Please use this space, if you wish, to make any additional comments on any subject in the questionnaire. Thank you very much for your attention and time.

**APPENDIX 5**

**TRAINING INSTITUTIONALIZATION QUESTIONNAIRE (ARABIC)**

## استبيان تصميل التدريب بالمحافظات

المحافظة : \_\_\_\_\_ الإدارة : \_\_\_\_\_ التاريخ : \_\_\_\_\_

### نظام التدريب ، التخطيط ، الإدارة

١ - الرجاء وصف العناصر الاساسيه لنظام التدريب بالمحافظات ( التنظيم - الدور - التمويل ) على سبيل المثال من هم الاعضاء الاساسيين فى فريق التدريب .

٢ - الرجاء وصف عملية تخطيط برنامج التدريب بالمحافظة والذى ينتج عنه اعداد الخطة السنويه للتدريب ( متضمنه برنامج التدريب الممول من المنحه الاجماليه - تدريب مشروع التنمية المحليه حضى (٢) ودورات المديرية ) .

٣ - ما هى اقتراحاتك لتحسين عملية تخطيط برنامج التدريب بالمحافظات ؟

٤ - ماهى مواطن القوة والضعف بالنسبة لعمليات ادارة التدريب التى تتبعها حاليا ؟ ( اى مجموعه الانشطه التى تشمل حصر الاحتياجات - تصميم التدريب - وضع المادة التدريبيه والدورات ، الجوانب الاداريه والمعاونه ، تجهيز اماكن التدريب - اختيار المدربين وتدبير الخدمات الاخرى اللازمه للتدريب ، المتابعه والتقييم وقياس العائد - معلومات خاصه بالتدريب والميزانيه .

٥ - حملت المحافظه على بعض التجهيزات من مشروع التنميه المحليه حضرى (٢) والتى تساعد فى ادارة وتنفيذ الدورات . الرجا ذكر هذه التجهيزات (بدون ذكر الوسائل السعبيه والبصريه ) واذكر مدى فائدتها .

الصفى      ليست مفيده      مفيده الى حد ما      مفيده      مفيدة جدا

_____	_____	_____	_____	آلة تصوير
_____	_____	_____	_____	آلة تصوير
_____	_____	_____	_____	أخرى
_____	_____	_____	_____	أخرى
_____	_____	_____	_____	أخرى
_____	_____	_____	_____	أخرى

٦ - اذا كان لديك احتياجات اخرى الرجا وصف ماهى وماهى الحاجه اليها بالتحديد .

٧ - ماهى مصادر تمويل التدريب بالمحافظة ؟

٨ - هل هذه المصادر كافيه لضمان المستوى المتميز للتنفيذ ؟  
( نعم — لا — )  
اذا كانت الاجابه (لا) الرجا التوضيح .

٩ - هل قامت المحافظة باى محارنه لتنمية موارد لتمويل التدريب ؟  
اذا كان الامر كذلك ماهى المصادر وما مدى النجاح فى الحصول  
عليها ؟

١٠- يقوم مشروع التنمية المحليه حضى (٢) (التدريب) بدور المخطط  
والمنسق بين المحافظات الحضرية الست . وبفرض أن دور مشروع  
التنميه ينتهى بنهاية شهر يرنيو ١٩٩٢ هل ترى انه من المفيد  
الاستمرار فى هذا الدور بوسيلة أخرى بعد انتهاء المشروع ؟ اذا  
كان الامر كذلك كيف يمكن القيام بهذا الدور ؟

١١- قام مشروع التنمية المحليه حضري (٢) (التدريب) بتنفيذ عدة اجتماعات للسادة منسقو التدريب بالمحافظات - حلقات نقاشيه ومختبرات ودورات اعداد تدريبيه لتقديم المعاونه فى بعض المجالات التى جاء ذكرها فى هذا الاستبيان . ماهى اللقاءات التى حضرتها وما هو تقييمك / تقديرك للفائدة التى اكتسبتها من خلالها القيام بتنفيذ برنامج ودورات التدريب بمحافظةك ؟

ليست مفيدته      مفيدته الى حد ما      مفيدته جدا

مختبر	مختبر	مختبر	مختبر
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

١٢- ماهى الموضوعات التى ترى ان تكون مجالا لبعض المختبرات التى ترغب فى المشاركة فى اعمالها ؟

١٣- اذا اخذت فى الاعتبار الاجابات التى دونتها عليه وعلى فرض ان برنامج تدريب مشروع التنمية المحليه حضري (٢) سوف يتم نقله الى المحافظات . هل تعتقد ان مسئولوا التدريب بالمحافظات سوف يكون لديهم القدرة على ادارة برنامج التدريب المخطط للتنفيذ لعام ١٩٩٢ بفاعليه وكفايه ؟

( نعم — لا — )

فى حالة الاجابه (بـ لا) اذكر لماذا ؟ ضع التوصيات للتعديل المطلوب مع تحديد المعونه الفنيه فى مجال التدريب المفروض للوصول الى هذا التعديل .

لماذا :

التوصيات :

المعونه الفنيه فى مجال التدريب :

حجم وتكلفة التدريب :

١٤- ماهو حجم التدريب الذى قامت بتنفيذه مديرية التنظيم والادارة مؤخرا ؟

الدورات	المشاركين	يوم/تدريب	التكلفه
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

١٥- ماهو حجم التدريب الذى تم بتمويل المنحه الاجماليه ؟

دورات	دارسين	يوم/تدريب	التكلفه
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

١٦- ماهو التدريب الذى تم بتمويل مشروع التنمية المحليه حضرى (٢) ؟

دورات	دارسين	يوم/تدريب	التكلفه
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

١٩٨٨

١٩٨٩

١٩٩٠

١٩٩١ (تقديرى)

١٩٩٢ (تقديرى)

### حصص الاحتياجات وفجوة الاداء

١٧- هل قام جهاز التدريب بالمحافظة باجراء حصص للاحتياجات او قام بتكليف خارجى باجراءه وذلك فى المجالات التاليه على سبيل المثال : الادارات الهندسيه - الجراجات - الحاسب الالى - التخطيط والتنمية الاقتصاديه وادارة الاراضى ؟  
(نعم — لا —)

فى حالة الاجابه بنعم - ما حجم عمليات حصص الاحتياجات التى قمت باجراءها فى العام الماضى .

١٨- ماهو تقييمك العام لمدى جودة ما تم من حصص الاحتياجات التدريبيه وماهى سبل تقويتها وتحسينها ؟ ما هى المعونه الفنيه اللازمه فى مجال التدريب اللازمه حتى يمكن ذلك .

ممتازة      جيدة      متوسطه      ضعيفه

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

التقويه

المعونه الفنيه  
المقترحه فى مجال  
التدريب .

١٩- هل كان تحليل فجوة الاداء احد عناصر حصر الاحتياجات ؟

(نعم — لا —)

اذا كانت الاجابه (نعم) ما الذى يمكنك عمله لضمان تبني/تطبيق برامج قياس الاداء ؟

### تصميم خطط التدريب

٢٠- هل قام مسئولو التدريب بتقييم اى برامج او دورات تدريبيه ؟

(نعم — لا —)

اذا كانت الاجابه (نعم) اذكر على وجه التقريب عدد البرامج التى قمت بتقييمها خلال العام الماضى ؟

٢١- هل نأخذ فى الاعتبار عند وضع خطة التدريب فجوة الاداء التى تم التعرف عليها من خلال حصر الاحتياجات ؟

(نعم — لا —)

فى حالة الاجابه بـ (لا) الرجا ذكر السبب .

٢٢- فى رأيك هل تعتقد ان لدى فريق التدريب بالمحافظة القدرة الكافيه على تصميم خطط التدريب بعد انتهاء فترة المشروع ؟

(نعم — لا —)

اذا كانت الاجابه بـ (لا) حدد المعونه الفنيه التى قد تكون مطلوبه لتحسين هذه القدرة .

التعرف على الاساليب التدريبيه المناسبه واستخدامها

المدرّبون

٢٣- هل تمكن فريق التدريب بالمحافظه وبدون اى مساعدة خارجيه من تحديد والتعاقد مع عدد كاف من المدربين ذوى الكفاءه العاليه للقيام بعمليات التدريب بخلاف المدربين الذين تم تحديدهم بمساعدة مشروع التنميه المحليه حضري (٢) ؟

(نعم — لا —)

اذا كانت الاجابه ب (لا) الرجاء ذكر السبب .

٢٥- فى حالة (نعم) . ماهى الجهات التى تم الرجوع اليها للتعاقد ؟

٢٦- هل فى راىك ان فريق التدريب بالمحافظه اصبح مستعدا وقادرا على التعاقد مع عدد من المدربين المؤهلين المطلوبين للاشتراك فى برامج التدريب عامى ١٩٩١، ١٩٩٢ ؟

(نعم — لا —)

٢٧- اذا كانت الاجابه ب (لا) الرجاء اقتراح بعض الحلول لهذه المشكله بما فى ذلك اى توصيات بالنسبه للمعونه الفنيه اللازمه فى مجال التدريب .

## المادة التدريبية

٢٨- هل امكنك استخدام/الاستفادة بأحد دورات مشروع التنمية الحضريه (٢) اى المادة التدريبية التى حصلت عليها المحافظه من خلال التدريب ؟

(نعم — لا —)

٢٩- فى حالة الاجابه بـ (نعم) الرجا تحديد ماهى هذه المادة او دوره .

٣٠- اذا لم تكن قد استفدت بآى من هذه الدورات بعد هل تتوقع ان تستخدمه فى المستقبل ؟

(نعم — لا —)

فى حالة الاجابه بـ (لا) حدد السبب .

٣١- هل قمت باستخدام مادة تدريبية من اى جهة اخرى ؟

(نعم — لا —)

٣٢- فى حالة الاجابه بـ (نعم) الرجا وصف هذا المصدر/المصادر

٣٣- هل لدى قسم التدريب القدرة على اعداد مادة تدريبية او التعاقد لاعداد مادة تدريبية ؟

(نعم — لا —)

٣٤- اذا كانت الاجابه ب (لا) حدد كيف يمكن تعديل/تطوير هذه الجزئيه وما هي المعونه الفنيه اللازمه لتحقيق ذلك .

اماكن التدريب

٣٥- اين يتم تنفيذ الدورات التدريبيه /برنامج تدريب المحافظه ؟

٣٦- ماهو تقييمك العام لهذا المكان/الاماكن ؟

ممتازة      جيدة      متوسط      ضعيفه  
\_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_

- ١
- ٢
- ٣

٣٧- اذا كان تقديرك اقل من جيد الرجا تحديد الشغرات الهامه التي يجب تلافياها/اصلاحها لضمان الحصول على مكان مناسب لتنفيذ برنامج التدريب .

- ١
- ٢
- ٣

الحصول على خدمات تدريبيه فى مجال التدريب

٣٨- هل قام قسم / اداره التدريب باجراء تعاقد للحصول على خدمات فنيه متخصصه لتنفيذ دورات التدريب/برنامج التدريب بالمحافظه ؟

(نعم — لا —)

إذا كانت الاجابه بـ (لا) هل تتوقع ان يتم اجراء مثل هذه التعاقدات بعد انتهاء مشروع التنمية المحليه حضري (٢) ؟

( نعم — لا — )

٣٩- إذا كانت الاجابه بـ (نعم) كيف يمكنك تقييم قدرات اخصائيو التدريب على القيام بالاتي ؟

ممتاز      جيد      متوسط      ضعيف  
\_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_

تحديد مجال العمل

مراجعة العروض

متابعة تنفيذ العقد

٤٠- إذا جاءت اجابتك اقل من تقدير جيد لاي من هذه الاعمال ماهو التطوير/ التعديل الذى تقترحه وماهى المعونه الفنيه اللازمه والتي يمكن ان تفيد للوصول الى ذلك ؟

متابعه - تقييم - تقدير عائد التدريب

٤١- ماهى اعمال التقييم والمتابعه التى يقوم بها قسم / ادارة التدريب فى الوقت الحالى ؟

٤٢- كيف يتم الاستفادة بنتائج هذا التقييم ؟

٤٣- هل يقوم مسئول التدريب/فريق التدريب بمتابعة وتقييم عائد التدريب فى مواقع العمل ؟

(نعم — لا —)

اذا كانت الاجابه بـ (نعم) كيف يتم استخدام نتائج تقييم عائد التدريب .

٤٤- اذا لم تكن قد قمت بعمليات تقييم عائد التدريب فى الوقت الحالى هل تتوقع ان تقوم به بعد انتهاء مشروع التنميه المحليه حفرى (٢) ؟

(نعم — لا —)

اذا كانت الاجابه بـ (نعم) ماهى المعونه الفنيه التى تقترحها لبناء قدرة فريق التدريب/مسئولوالتدريب بالقيام بهذه المهمه ؟

نظم معلومات ادارة التدريب

٤٥- هل تقوم ادارة التدريب بجمع وحفظ كل بيانات انشطة التدريب بصفه منتظمه ؟

(نعم — لا —)

٤٦- اذا كانت الاجابه بـ (نعم) حدد كيف يتم استخدام والاستفادة من هذه البيانات . هل يتم الاستعانه بهذه البيانات فى عمليات اتخاذ القرار وتخطيط برامج التدريب ؟

٤٧- بدأ المشروع فى تسليم الحاسبات الاليه وقام بعمل التدريب المبدئى لمكاتب التدريب بالمحافظات ، فما هى المهام التى يجب ان تستخدم فيها هذه الحاسبات فى رأيك ؟

٤٨- قام مشروع التنميه المحليه (٢) حضرى بأمداد المحافظات بنظام الى يسمى "نظام قوائم التدريب" ماهى خطتك لاستخدام هذا النظام .

\* جمع بيانات المدرب/المتدرب ؟

\* عمل تقارير احصائيه ؟

\* عمل رسومات للتقارير ؟

٤٩- من اجل بناء قدرة مكتب التدريب بالمحافظه على استخدام المعلومات لاتخاذ القرار . ماهى فى رأيك المساعدة الفنيه او التدريب التى توصى باجرائه قبل نهاية هذا المشروع ؟

## استخدام الوسائل السمعية والبصرية

٥٠- حصلت مكاتب التدريب بالمحافظة على قدر من وسائل تدريب سمعية وبصرية لاستخدامها في البرامج التدريبية . وهذه الوسائل تشمل لوحات الكتابه - آله عرض ٣٥ مم - وآلات عرض شفافات . ماهو معدل استخدام هذه الاجهزه ؟

آله عرض راسيه	آله عرض بفيلم	آله عرض ٣٥ مم	سبوره بيضاء	لوحة كتابه ورقيه	
_____	_____	_____	_____	_____	مطلقا
_____	_____	_____	_____	_____	احيانا
_____	_____	_____	_____	_____	غالبا
_____	_____	_____	_____	_____	دائما

٥١- اذا كنت قد استخدمت اجهزة او وسائل اخرى بنجاح ولاكثر من مره هل يمكن ان تذكر هذه الوسائل وان تبين كيف استخدمتها ؟

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٥٢- اذا لم تكن قد استخدمت الوسائل السمعية - البصرية بكثيرة فالرجا ذكر السبب . مع ذكر اى معوقات هامه (فنيه - سلوكيه - روتينيه ) .

٥٢- ماهى التوصيات التى توصى بها لزيادة استخدام وكفاثة هذه  
المعدات فى برامجك التدريبيه بما فى ذلك المعونه الفنيه او  
التدريب ؟

٥٤- ملاحظات اضافيه على اى موضوع من الموضوعات التى تضمنها الاستبيان  
مع الشكر والتقدير .

**APPENDIX 6**

**CONCEPT PAPER: STRENGTHENING GOVERNORATE TRAINING ADMINISTRATION  
AND ORGANIZATION DEVELOPMENT WORKSHOP**

**SCOPE OF WORK  
STRENGTHENING GOVERNORATE TRAINING ADMINISTRATION AND  
ORGANIZATION DEVELOPMENT WORKSHOP  
LOCATION TBD, POSSIBLE QALUBIA, APRIL 22-23, 1991**

**BACKGROUND**

This workshop is the second in the series of 1991 Training Group Meetings for the Training Coordinators and DOA personnel that have as their overall goal to assist the governorates to develop effective and self-sustaining training offices capable of providing a wide range of services in support of all governorate training activity.

The first such meeting in 1991, which was the Training/MIS Planning and Coordination Workshop, was successfully conducted in Suez, March 14, 1991 as governorate MIS Office heads and training coordinators produced a comprehensive MIS needs assessment and recommended training plan for the six governorates through the end of 1991.

The subjects designated for this second workshop, training administration and organization development, are not new to the TC's and DOA's. The LDII-Urban project conducted an initial workshop in training administration for this target audience in late July, 1990. Participants received and reviewed the newly prepared Arabic-language administration manual, with a view to adapting it to their own purposes in the governorates. This meeting also included a presentation on the essentials of organization development. In December, 1990 Dr. Mohga Badran presented a follow-up lecture on organization development approaches and their applications in the Egyptian setting.

**BASIC NEEDS**

Beginning in January, 1991 the LDII-Urban Training Division shifted its institutionalization efforts to the second phase, a 6-month transitional period, in which the governorate training offices take on significantly greater responsibilities for developing and administering their training programs. In order to do so efficiently and effectively, governorate training offices and their key personnel will need to strengthen planning, coordination, administration, and organization development efforts.

Integrated Program Planning. Specifically, the Governor, and his training team, comprised of the Secretary-General, the DOA, TC and PIC, will be increasingly responsible for simultaneously conducting several training programs, including that of LDII-Urban, the DOA, and TBG. And perhaps there are or will be other training programs for which the Governor and the training team will have to take major responsibility. In order to assure that these programs achieve their objectives, and do so in a cost-efficient manner, making the best use of relatively scarce resources, the training team needs to put together an integrated program plan for governorate training. To date the governorates have not done this. They could do so more easily if they were to strengthen their understanding and skills in strategic and program planning.

Allocation of Responsibilities for Integrated Program Implementation. Training program implementation, and the related transfer of LDII-U training functions, take place in a relatively complex setting of organizational structures and requirements, overlapping functions, multiple responsibilities, relatively undefined roles, fairly frequent changes in leadership, and scarce resources.

The governorate training team will have to reduce as much as possible the program uncertainties associated with this sometimes challenging operating climate by developing and adhering to very basic, straightforward, and clear program implementation plans. It will be important to reach consensus in the team, as the key implementing group, on who does what when. The team needs to strengthen its understanding and skills in allocating responsibilities. The importance of this cannot be overemphasized, given the larger and more complex volume of training work that the team will take on during this transitional phase.

At a meeting on March 26, the Secretaries-General were briefed on the institutionalization matrix prepared by the LDII-U Training Division and agreed to review it and provide their comments. This is a good first step. What is needed past the short-term, however, is in-depth understanding, consensus and team-building effort for allocation of responsibilities concerning the 15 functions covered in the matrix, for all members of the training team.

Training Program Planning: Needs Assessments, Setting Objectives, and Quality Control. Beginning in June, 1991 according to the draft institutionalization matrix, the TAC will no longer be providing the major technical assistance effort in conducting training needs assessments, designing courses, and developing curricula for the majority of LDII-U training courses; the 15 functions will have been transferred to the governorate training team, including the TC, DOA, and appropriate Office Head.

Governorate training teams have not had sufficient experience in conducting training needs assessments, and lack adequate information on practical methods and techniques for doing so.

Based on the results of regularly conducted and special purpose training needs assessments, the training team will be routinely designing new courses and revising old ones. While many knowledge and skill components are required to do this, setting appropriate, clear, and observable objectives is very important.

These teams will also need to understand, and know how to apply, quality control guidelines for assuring the quality of new course curricula.

Organization development. As stated above, the training coordinators and DOAs have been introduced to the subject of organization development. But, since they have not had OD opportunities since, it is questionable to what extent they have a clear understanding of the nature, scope, and applications of OD, and its utility in the governorate setting.

OD has been defined as a "conscious, planned process of developing an organization's capabilities so that it can attain an optimum level of performance as measured by efficiency, effectiveness, and health. Operationally, OD is a normative process of addressing the questions: Where are we? Where do we want to be? How do we get from where we are to where we want to be? This process is undertaken by members of the organization using a variety of techniques, often in collaboration with a behavioral science consultant."

From the LDII-Urban project perspective, the introduction and practice of OD in the six urban governorates is particularly needed in the current transitional phase of institutionalization, for it provides governorate executive leadership with a range of strategies and tools with which to accomplish this transfer of functions from LDII-Urban efficiently and effectively. The LDII-U project is currently conducting OD demonstration and feasibility pilot efforts in the governorates for the OMED, MIS, and Land Managements offices, and the experience gained in this activity could be used to better inform the governorate executives about OD's potential.

## OBJECTIVES OF THE CONSULTANCY

To conduct a workshop in which the participants, organized into governorate training and development teams, achieve the following outcomes:

- o Increased understanding, particularly on the part of the Secretaries-General, of the nature, structure, and functions of the overall governorate training system (What could an ideal governorate training system do? How could it assist in meeting governorate local development purposes? What is required to be done to get to the ideal state?).

Note: Sanaa suggested that Amr may want to familiarize himself with the current status of governorate training, in order to build on the known.

Note: There are implicit behavioral objectives here to have the Secretaries-General realize the benefits of the governorate training system for local development and to be motivated to undertake system integration and development.

- o Production of a comprehensive, integrated governorate-wide training plan and schedule, incorporating the LDII-Urban, Training Block Grant (TBG), DOA and other training programs, for the 1991-1992 period.
- o As a function of the activity required to produce the integrated plan, and using the institutionalization of functions chart which was recently given to the Secretaries-General, production of a revised chart, with an increased and clear understanding of the allocation of responsibilities for carrying out training in the 1991-1992 period.
- o A clear, practical overall strategy for initiating and conducting training needs assessments, including allocation of responsibilities, and the coordination and sharing of activities and resources, if and when appropriate.
- o An increase in skills in the conduct of training needs assessments for specific programs and courses, including an ability to carry out the basic steps, including analyzing initial requests and needs, identifying target groups to be trained, studying their needs, and determining the level and kind of training.
- o A more comprehensive understanding of the basic components of training course planning and development, including objectives, target audience, duration, dates, content and objectives for topics, allocation of time per topic, methods to be used to communicate the content, materials required, other resources required, monitoring and evaluation, and budget.
- o Increased skills in applying the training assurance guidelines developed by the LDII-U training staff, and available in the training manual.
- o An increased understanding of the subject of organization development, its objectives, scope, strategies, methods, and techniques; first hand experience with an illustrative OD activity, and a group consensus report on the ways in which OD might be applied in the governorates to assist governorate executives to achieve their objectives.

#### SCOPE OF WORK

The Consultant shall carry out the following activities in support of the Workshop;

Design the outline of the workshop program and the experientially-focussed strategies and methods for carrying it out;

Present an outline of the program to the appropriate Training Division staff and work with them to produce a final outline, to be approved by the Head of the Division;

Work with the Division Organization Development Specialist (ODS) to develop the details of the program and relevant strategies, and to develop course materials, relying primarily on those that have already prepared, such as the training administration manual;

Take the lead role as a moderator in the conduct of the workshop but share this activity with the ODS;

Conduct an action planning and follow up session to ascertain the interest and willingness of participants to take next steps to 1) integrate governorate program planning for training and 2) use OD approaches to assist them to achieve their objectives;

Work with the ODS to devise, administer, and feedback results from, an evaluation activity that is appropriate to the participants, and

Following the workshop, write a summary report evaluating the workshop, highlighting its strengths and weaknesses and recommending areas for further development in the governorates.

**APPENDIX 7**

**PROGRAM AND RECOMMENDATIONS: STRENGTHENING TRAINING  
ADMINISTRATION AND ORGANIZATION DEVELOPMENT WORKSHOP**

**Strengthening Governorate Training Administration  
And Organization Development Workshop  
From May 21 - June 8, 1991**

**Rationale:**

The Administration and Organization Development Workshop is considered an asset to the training institutionalization process. Besides, it is treated as one of the prerequisites for the proposed overseas training for the training staff, namely, senior DOA staff and training Coordinators of the six urban governorates. The level of participation will be used to measure the capability of the target group to join the overseas training.

**Objectives:**

By the end of the six day workshop on " Training Administration Development the trainee will be able to:

1. Update their skills in conducting training needs assessment, setting objectives and assuring training program quality through screening the existing methods and suggesting new ones.
2. Design training programs, with the required coordination, and scheduling to reach the annual plan for the year 1991-1992.
3. Define the needs and roles of the governorates, the LD I Urban TA and AID in the training institutionalization process.

**Dates and Duration:**

- Part 1:            May 21 - 23 , 1991 ( 3 days)  
                      From 9 : 30 A.M - 2:30 P.M.
- Part 2:            May 28 - 29, 1991 ( 2 days)  
                      From 9:30 A.M - 2:30 P.M.
- Part 3:            June 8, 1991 ( one day)  
                      From 9:30 A.M - 2:30 P.M.

**Participants and Attendance Procedure:**

The secretary generals and PICs of the six governorates are invited to attend and participate in the workshop on May 21, 1991 and June 8, 1991 only. The training coordinators and directors of DOAs attend all six days i.e from May 21 - June 8, 1991 ( according to attached list of participants).

**Site / Location**

Shoubra El Khcima City Social Club assembly hall Qualiubia Governorate.

**Residence Procedure:**

- o Participants will receive full per diem according to approved regulations and are responsible for their own accommodations.

- o The LD II Urban Office will provide transportation from the office to the training site and back.
- o All participants meet in the LD II Urban Office at 8:15 A.M. and return at 3:00 P.M.

Topics / Outline:

See attached schedule

Time Schedule

<u>Date/ Date</u>	<u>Session 1</u>	<u>Session 2</u>	<u>Session 3</u>
Tues. 5 /21	9:30 - 10:30  Opening objectives Procedure of work: Small group on What do you expect from training? How can you measure it?	11:00 - 12:30  Groups Presentations Objective: Come of a consensus on the two questions	1:00 - 2:30  Current Status of training in the governorates presentation by 2 of the six governorates
Wed. 5/ 22	Data Collection sources of training Needs Assessment lecturette (A.M) Small group: Advantage and disadvantages of each source- reasons.	Groups presentation to come to a consensus on the most appropriate source(s)	Small working groups on: How to define the Training Needs Assessment and reach and reach consensus.
Thurs. 5/23	Small working groups: Develop a list of programs/ courses which assess the training needs in the different areas of activities. Use the two examples which will be distributed to the participants.	Presentation & Discussion to come to an agreement on the list of programs that meet the training needs.	Small working groups: What are the components of a training plan ?

**Task:**

To be accomplished at work during the period of 5/25 - 2/27/1991:  
Prepare a quarterly plan to cover the period till June 1992.

N.B Before they leave on 5/23, participants will receive the training plan prepared by the LD II Urban (Tr. TA) which covers the period till Dec. 1991.

Time Schedule

<u>Date/ Date</u>	<u>Session 1</u>	<u>Session 2</u>	<u>Session 3</u>
Tues.5 /28	9:30 - 10:30	11:00 - 12:30	1:00 - 2:30
	<ul style="list-style-type: none"> <li>o Summary of the previous days</li> <li>o Present plan of work for the 2 days</li> <li>o Presentations of the governorates on the task</li> </ul>	<ul style="list-style-type: none"> <li>Continue</li> <li>o Comments by the participants and moderator.</li> </ul>	<ul style="list-style-type: none"> <li>Presentation by Cairo Governorate on their view of the Instit. Matrix</li> </ul>
Wed. 5/29	Each working group.	Continue the task.	Two of the six governorates present their revised plan as an example.

Task:

To be accomplished at work during the period of 6/30 - 6/08/1991:

- o Prepare the training plan in the final form and present it to the secretary general.
- o Fill out the institutionalization matrix (for those who do not do it or need to revise it).

Sat 6/8	<ul style="list-style-type: none"> <li>o Summary of the previous 5 days ( A.H.</li> <li>o Presentations on the " How" part of the Matrix</li> <li>o Comments by: Sec. Gen.- PIC- Participants - USAID</li> </ul>	Continue	<ul style="list-style-type: none"> <li>Summary</li> <li>Conclusions</li> <li>&amp;</li> <li>Comments</li> <li>Evaluation</li> </ul>
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June 26, 1991

**Recommendations for  
Strengthening 6 Governorate  
Training Administration & Organization  
Development Workshop  
Conducted in Shoubra El Kheima  
on 5/21/1991 - 6/08/1991  
(6 days)**

**Introduction:**

The LD II Urban Project will possibly end in 9/30/1992 i.e after one year. This imposes the necessity to seek means and methods to ensure the continuity and establishment of organizational structures set up in the framework of the LD II agreement and proved successful in activating training through the agreement period. This will provide benefit from the expertise and potentials realized.

Upon the lengthy discussions conducted in the Workshop the attendees recommend the following:

1. The continuity of training coordinator system according to the nominations of each governorate, provided that the training coordinator will act as the Rapporteur of the training committee in each governorate.
2. The urban Governorates Secretary General's Committee will continue to carry its responsibilities provided that it performs its duties. The training dept. - Ministry of local administration is to replace TAC upon the contract termination.
3.
  - a. The Secretary General's Committee in cooperation with the training dept. - Ministry of local administration will coordinate the various urban governorates developing master plans, following up and conducting general assessments. This will enable the exchange of expertise, utilizing the distinguished activities of each governorate and rationalizing the consumption of the available financial resources.
  - b. The Governorates High Training Committee will play the same role currently performed in assessing training needs in each governorate and coordinating the directories and departments. The committee will also continue developing plans, following up, assessing and implementing training in cooperation with each coordinator.
4. Until the alternate system or any other alternative is ratified, the remaining agreement period is regarded as a transitional period where the TAC will continue to do the following:-
  - a. Prepare and train the training cadres responsible for the new system in each training dept. in the ministry and governorates.
  - b. Complete the equipping of the governorates training centers.
  - c. Carry out the required procedures to recommend the orientation of the regulations, forms, follow-up and assessment methods and tools and all aspects relevant to the training process.
  - d. Intensify the 6 governorates joined meetings so as to form a close work group.
  - e. Develop a 5-year training plan to be the base for governorates activities in that respect.

5. The attendees approved the financial categories determined for the training process based on the attached proposal.
6. The recommendation and various committee recommends the necessity to hold a seminar for the URban Governorates with the objective to find alternate funding resources to replace the USAID Grant.
7. Due to the limited period for carrying out and establishing the alternate system successfully, the attendees hope to extend the training activities of the LD II Urban Project or the Special alternate project that holds training its basic activity.

The Proposed Financial rates for  
USAID funded Training

<u>ITEM</u>	<u>Proposed fees (L.E)</u>
1. <u>Lectures:</u>	
Minister/ his level	40 L.E/hr
1st. Under Secretary/ his level	35 L.E/hr
Under Secretary/ his level	30 L.E/hr
General Director/ his level	25 L.E/hr
1st. Grade	20 L.E/hr
2nd. Grade	15 L.E/hr
3rd. Grade/ in case of practical applications	10 L.E/hr
2. <u>Supervision/ Administration</u>	
Technical Supervision	50
Administrative Supervision	70
Assisting Services & Secretarial Work	80
	<u>200</u>
3. a. <u>Transportation &amp; Perdiem</u>	10 L.E/day + in gov. Transportational allowances
	50 L.E/day - Outside Gov.
b. <u>Stationary</u>	5 L.E / person
c. <u>Field visits</u>	pending on actual

The recommendation issuing committee recommends to review the transport fees given for the participants attending seminars in conference or workshops (not more than 3 days) as the proposal did not include this case.

Recommendations issuing Committee

Signature

Name:

General Basim Sabra  
Mr. Saad Kamel  
Mr. Mahmoud Ismail

**APPENDIX 8**

**PROGRAM: ORGANIZATION/ADMINISTRATIVE PROCEDURES WORKSHOP**

**LAND MANAGEMENT UNIT (LMU) TRAINING  
LM-043 ORGANIZATIONAL/ADMINISTRATIVE PROCEDURES WORKSHOP  
June 30 - July 8, 1991**

**Target Group/Participants**

Day 1 - Day 8 : Directors of LMU + 2 key members of LMU  
Day 5 - Day 7 : Directors of LMU + 2 key staff and a Legal/ or Financial Representative

**Daily Workshop Hours** : 9:00 AM 2:30 PM

**Site Location** : Nile Hotel next to Mobil Building (TAC offices) in Cairo Governorate.

**Workshop Outline**

Day 1 6/30/91 : Opening - Objectives of the Workshop; LMU Project identification; planning information guidelines; project formulation; (project development guidelines)

Day 2+3 7/1/91 - 7/2/91 : Responsibilities of LMU and the PIG (Project Implementation Group); Review of decrees and resolutions; internal organization chart; job descriptions and qualifications; roles and responsibilities; additional staff recommendations needed to implement projects;

Day 4 7/3/91 : Coordination - Lecture on lines of communication and needed coordination within the governorate unit (related to LMU)

- o Working relationships
- o Coordination with outside organizations in the governorate

Day 5 7/4/91 : Continue with coordination procedures, introduce case study on office and project accounting framework; recommend accounting framework; procedures and need for a of balanced budget in a revolving fund concept to sustain office and project operations for at least three or more years.

Day 6 7/5/91 : Holiday

Day 7-8 7/6/91 - 7/7/91 : Working groups continue setting project and office budgets and reaching recommendations;

Day 9 7/8/91 : Using Outside Organizations

- o Dealing with consultants/recommendations on desired qualifications and experience;
- o Dealing with contractors recommendation on desired qualifications and experience;

- o Recommendations regarding an RFP (Request For Proposal) for using consultant/contractors for a Pilot project unique to each governorates.**
- o Summary and comments**
- o Final workshop evaluation**
- o Plan for back to work.**

**APPENDIX 9**

**CONSULTANT'S SCOPE OF WORK: ORGANIZATION DEVELOPMENT  
ASSISTANCE TO GIZA GOVERNORATE MIS OFFICE**

## **CONSULTANCY: ORGANIZATION DEVELOPMENT ASSISTANCE TO THE MIS OFFICE IN GIZA GOVERNORATE**

### **Background**

MIS units, with staffs of 5-10 GOE employees are now operating in LDII-U governorates. In each of the six governorates, the GOE has established an information directorate and put the LDII-U supported MIS unit under it. At present the MIS units are responsible for establishing a trained systems team that is capable of designing, developing, installing, and transferring applications packages to clients in the governorate.

### **Need**

MIS units are now focusing on the need to increase efficiency and effectiveness, both internally, within the field operating units, and externally, in the provision of services to clients. Although the MIS units are operating reasonably well, they can perform better.

Higher performance may be hindered by such factors as inadequate perceptions of organizational mission and objectives, a relatively underdeveloped sense of service, a need for greater clarity with regard to the allocation of responsibilities, a need for improved teamwork internally, and better cooperation externally.

### **Basic Objective**

The purpose of this consultancy is to increase the organizational effectiveness and project-related performance of MIS units in the governorates through the first step of designing and developing an implementation plan for a program of team-building and organization development for the Giza governorate MIS office.

The LDII-U MIS Office has formulated "Objectives for MIS Organizational Development," which are appended to this scope.

### **Key Consultancy Strategies**

- o Close coordination of efforts with the LDII-U MIS and Training Divisions, particularly those staff assigned to Giza governorate.
- o Building cooperative relationships with the Giza Governor, the Secretary-General, the Program Implementation Coordinator (PIC), the Training Coordinator (TC) and the MIS Office Head, among others.
- o Conducting client-centered, participatory, and support-building needs assessments and initial organization development initiatives, including conducting training courses in support of the overall effort.

### **Scope of Work**

1. **Needs Assessment.** This would involve data collection and diagnosis through a brief literature search; interviews with the personnel mentioned above, and such other personnel and governorate units that may be identified by the LDII-U staff and senior governorate executives; the conduct of mini-workshops, training courses, and sessions for assessment and OD demonstration purposes; analysis of findings, and presentation to Giza governorate and LDII-U management.

A key focus is on task performance, including interaction with and provision of services to clients. This needs assessment is to consider the adequacy of operating policies, organization structure and functions, staffing, roles and responsibilities and assess the need for employee re-training. In this regard, the Consultant is requested to pay particular attention to the "Objectives for MIS Organizational Development" paper mentioned above. The paper should serve as a point of initial discussion between LDII-U MIS and the Consultant.

2. Plan Development. Based on the needs assessment, relevant activity would include:

- o Developing details of the plans for team-building, training, and organization development over the longer-term period June 1, 1991--June 30, 1992;
- o Continuing the process of consultation with the MIS Office Head and staff, and the key personnel in any other agencies that may have been identified, including holding a second round of mini-workshops to focus on the organization development plans and obtain Giza governorate approval;
- o Setting forth the objectives and related performance indicators for the longer-term organization development plan;
- o Developing a built-in system of monitoring and evaluation of activities to be used as baseline information for measuring the impact of training and the consultancy, after a period to be decided by the OD Consultant, probably occurring within 4-6 months;
- o Specifying the activities, delivery strategies, methods, staffing and resources, both human and material, that will be required to implement the program;
- o Indicating any workshops, seminars, and conferences that will be necessary to support the longer-term plan, and providing related program details;
- o Making recommendations for any changes in operating policies, organizational structures, functions, and staffing patterns, including the possible need for re-training, that may be required to improve organizational performance, and
- o Developing an overall draft budget.

Deliverables and Scheduling

1. Needs Assessment Report and Briefing. A diagnostic report featuring the elements described in the scope of work shall be delivered to the LDII-U Training and MIS Heads or their designees, no later than 3 weeks after contract signing. At the same time, the Consultant shall brief these and other personnel on the needs assessment and experience to date.
2. Implementation Plan Report and Briefing. The Consultant shall deliver to the LDII-U Training and MIS Division Heads or their designees, no later than 5 weeks after contract signing, an implementation plan for the conduct of an organization development and performance improvement program for the period June 1, 1991--June 30, 1992.
3. Training and Organization Development Courses/Interventions. A list of training courses recommended to be held during the implementation period, including title, need, objective, curriculum, methods, materials, required resources, schedule, location, and budget. This list should be a part of the implementation plan.

4. Course Curricula and Materials. The Consultant shall provide to the LDII-U Training Advisor copies of the curricula and materials for all training courses given during the initial needs assessment and plan development period. This requirement also covers the programs and working papers for all organization development interventions that were conducted.

Level of Effort and Duration of the Consultancy

20 working days over a 7-week period.

**APPENDIX 10**

**CONSULTANT'S SCOPE OF WORK: ORGANIZATION DEVELOPMENT  
ASSISTANCE TO GIZA GOVERNORATE OMED OFFICE**

## **CONSULTANCY: ORGANIZATION DEVELOPMENT ASSISTANCE TO THE OFFICE OF MANAGEMENT AND ECONOMIC DEVELOPMENT (OMED) IN GIZA GOVERNORATE**

### **Background**

LDII-U supported GOE OMEDs are now operating in the six urban governorates. With staffs ranging from five to ten GOE employees, the OMEDs are responsible for preparing governorate-wide budgets and carrying out related budget cycle activities. It is foreseen that OMEDs will also begin providing capital investment planning and management analysis services to their governorate-level clients.

### **Need**

OMEDs are now focusing on the need to increase efficiency and effectiveness, both internally, within the field operating units, and externally, in the provision of services to clients. Although the OMEDs are operating reasonably well, they can perform better.

Higher performance may be hindered by such factors as inadequate perceptions of organizational mission and objectives, a relatively underdeveloped sense of service, a need for greater clarity with regard to the allocation of responsibilities, a need for improved teamwork internally and better cooperation externally.

### **Basic Objective**

The purpose of the consultancy is to increase the organizational effectiveness and project-related performance of OMEDs in the governorates through the first step of designing and developing an implementation plan for a program of team building and organization development for the OMED office in Giza.

### **Key Consultancy Strategies**

- o Close coordination of efforts with LDII-U OMED Division Head and staff, the Training Division Head, the Training Coordinator assigned to the governorate, and the OD Consultant, among others.
- o Building cooperative relationships with the Suez Governor, Secretary-General, Program Implementation Coordinator (PIC) the Training Coordinator (TC) and the LMU Head and staff, among others.
- o Conducting client-centered, participatory, and support-building needs assessments and initial organization development initiatives, including conducting training courses in support of the overall effort.

### **Scope of Work**

- o **Needs Assessment**. This would involve data collection and diagnosis through a brief literature search; interviews with the personnel mentioned above, and such other personnel and governorate units that may be identified by LDII-U staff and governorate senior executives; the conduct of mini-workshops, training courses, and sessions with staff for assessment and to identify areas of improvement; analysis of findings, and presentation to LM Office and LDII-U staff and management.

A key focus is on task performance, including interaction with and provision of services to clients. This needs assessment will consider the adequacy of policies, organizational structure, functions, staffing, jobs, and responsibilities, and identify needs for the re-training of personnel.

- o **Plan Development.** Based on the needs assessment, relevant activity would include:
- . Developing details of the plans for team building and organization development over the longer term (July 1--June 30, 1992);
  - . Continuing the process of consultation with LMU Head and staff, and the key personnel in any other agencies that have been identified for purposes of coordination and cooperation, including holding a second round of mini-workshops to focus on the organization development plans and obtain local, Suez governorate and LDII-U approval;
  - . Setting forth the objectives and related performance indicators for the longer-term organizational development plan;
  - . Developing a built-in system of monitoring and evaluation of activities to be used as baseline information for measuring the impact of training and the consultancy, after a period to be decided by the OD Consultant, probably occurring within 4-6 months;
  - . Specifying the activities, delivery strategies, and methods, staffing and resources, both human and material, that will be required to implement the plan;
  - . Indicating any workshops, seminars, and conferences that will be necessary to support the longer-term plan, and providing related program details;
  - . Making recommendations for any changes in operating policies, office organizational structure, functions, and staffing patterns, including the need for re-training, that may be required to improve organizational performance, and
  - . Developing a overall draft budget.

#### **Deliverables and Scheduling**

1. **Needs Assessment Report and Briefing.** A diagnostic report featuring the elements described in the scope of work shall be delivered to the LDII-U Training and Land Management Division Heads or their designees, no later than 3 weeks after contract signing. At the same time, the Consultant shall brief these and other personnel on the needs assessment and experience to date.
2. **Implementation Plan Report and Briefing.** The Consultant shall deliver to the LDII-U Training and Land Management Division Heads or their designees, no later than 7 weeks after contract signing, an implementation plan for the conduct of an organization development and performance improvement program for the period July 1, 1991--June 30, 1992. At the time of submission of the implementation plan, the Consultant shall provide a single briefing on the plan and experience to date.
3. **Training and Organization Development Courses/Interventions.** A list of training courses recommended to be held during the implementation period, including title, need, objective, curriculum, methods, materials, required resources, schedule, location, and budget. This list should be a part of the implementation plan.
4. **Course Curricula and Materials.** The Consultant shall provide to the LDII-U Training Advisor, no later than 8 weeks after contract signing, copies of the curricula and materials for all training courses given during the initial needs assessment and plan development period. This would also include the programs and working papers for any organization development interventions that were conducted.

#### **Level of Effort and Duration of the Consultancy**

20 Working days over a eight-week period.

**APPENDIX 11**

**CONSULTANT'S SCOPE OF WORK: ORGANIZATION DEVELOPMENT  
ASSISTANCE TO THE SUEZ GOVERNORATE TRAINING OFFICE**

## **CONSULTANCY: ORGANIZATION DEVELOPMENT ASSISTANCE TO THE GOVERNORATE TRAINING OFFICE, SUEZ GOVERNORATE**

### Background

The Governor of Suez recently requested the LDII-Urbain project to provide assistance to develop the governorate training office. The governor aims to strengthen its capability in training administration and programming; he recently stated to the LDII-U Chief of Party that he wanted all governorate employees to receive training.

### Need

Although a training office exists at the governorate, it has little experience and has not yet built an organization that could operate effectively at the level intended by the Governor.

### Basic Objective

The objective of this consultancy is to develop an implementation plan for strengthening the governorate training office's capability to administer and program intensive, longer-term training activities in support of governorate-wide work objectives.

### Key Implementation Strategies

- o Close coordination of effort with LDII-U Training Division, the OD Consultant, and project management, among others.
- o Building cooperative relationships with the Governor, the Secretary-General, the Program Implementation Coordinator (PIC),

the Training Coordinator (TC), and the staff of the training office, and that of the DOA and related entities.

- o Conduct of a range of needs assessment, planning and development activity featuring client self-assessment and participation approaches, including conducting training courses in support of the overall effort.

### Scope of Work

- o Needs Assessment. This would involve data collection and diagnosis through a brief literature search; interviews with the LDII-U and governorate training office personnel mentioned above, and such other personnel and governorate units that may be identified by the governorate senior executives; the conduct of mini-workshops, training courses, and related sessions with staff for assessment purposes; analysis of findings; and presentation to training unit staff, governorate managers and executives, and the appropriate personnel at LDII-U. The needs assessment should also take into account the nature, scope, and adequacy of training policy at the governorate level. It should also address the subject of the structure, functions, staffing, roles, and responsibilities of the Training Office, and explore needs for re-training of personnel.

- o **Plan Development.** Based on the needs assessment, relevant activity would include:
  - . Developing the details of the implementation plans for improving training administration and programming, organization development and training, work planning, and outreach;
  - . Continuing the process of consultation with the Training Coordinator, the Governorate Training office staff, and any other key personnel identified in the needs assessment, including holding a second round of mini-workshops, in order to orient and prepare personnel for the longer-term implementation effort, and obtain governorate and LDII-U approval for the plan;
  - . Setting forth the objectives and related performance indicators for the longer-term organizational development plan;
  - . Developing a built-in system of monitoring and evaluation of activities to be used as baseline information for measuring the impact of training and the consultancy, after a period to be decided by the OD consultant, probably occurring within 4-6 months;
  - . Specifying the activities, delivery strategies, and methods, staffing and resources, both human and material, that will be required to implement the plan;
  - . Indicating any workshops, seminars, and conferences that will be necessary to support the longer-term plan, and providing related program details;
  - . Making recommendations for any changes in policy, office organizational structure, functions, and staffing, including the need for re-training, that may be required to improve organizational performance, and
  - . Developing a draft overall budget.

#### **Deliverables and Scheduling**

1. **Needs Assessment Report and Briefing.** A diagnostic report featuring the elements described in the scope of work shall be delivered to the LDII-U Training Division Head or his designee no later than 4 weeks after contract signing. The consultant shall also brief the Training Division, LDII-U project management, and other interested personnel in a single meeting on the needs assessment findings.
2. **Implementation Plan and Briefing.** The consultant shall deliver to the LDII-U Training Division Head or his designee, no later than 8 weeks after contract signing, a plan, based on the content of the needs assessment, for the conduct of an organization development program to strengthen training administration, management, and programming in Suez governorate (June 1, 1991 to June 30, 1992). This plan should address the Governor's request for training for all governorate employees. At the time of submission of the implementation plan, the Consultant shall provide a single briefing on the plan and experience to date.
3. **Training and Organization Development Courses/Interventions.** A list of training courses recommended to be held during the implementation period, including title, need, objective, curriculum, methods, materials, required resources, schedule, location, and budget. This list should be a part of the implementation plan.
4. **Course Curricula and Materials.** The Consultant shall provide to the LDII-U Training Advisor, no later than 10 weeks after contract signing, copies of the curricula and materials for any training courses given during the initial needs assessment and plan development period. This would also include the programs and working papers for any organization development interventions that were conducted.

**Level of Effort and Duration of the Consultancy**

25 working days over a ten-week period.

**APPENDIX 12**

**DRAFT SCOPE OF WORK/RFP: US STUDY TOUR/TRAINING PROGRAM**

**SCOPE-OF-WORK**  
**TO CONDUCT A US STUDY TOUR/TRAINING PROGRAM**  
**FOR LOCAL DEVELOPMENT II-URBAN TRAINING COORDINATORS**

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**1. GENERAL BACKGROUND**

The USAID-supported Local Development II-Urban (LDII-U) Project gives technical and financial assistance to Government of Egypt (GOE) departments in governorates, cities, and city districts. The recipients of this assistance are the Operations and Maintenance facilities, Solid Waste Management Authorities, Engineering Departments, Finance and Planning Offices, and Training Offices.

The key objective of LDII-U project-funded and supported training courses is to close performance gaps in skill levels of governorate officials as identified by the project technical assistance staff, the participants' supervisors, and the governorate training officers. Participants are selected for training from a variety of positions from managers to mechanics as they relate to project goals. Courses are designed and conducted by local agencies, private training firms and institutions. Course materials have been developed for over forty different areas of study.

In order to develop effective and independently operating governorate training capabilities, the LDII-U project has been providing technical assistance in training to the six urban governorates. The project has furnished and equipped each governorate to serve the adult education needs of all employees. An audio-visual capability is being developed in each of the training centers, with overhead projectors, slide projectors, flip charts and related equipment and supplies. IBM-compatible micro-computers and software are also being supplied to governorate training centers (See # 13 below for a list of computer equipment). Using these computers, the governorate training staffs are implementing training participant roster information systems.

The project has also supported and trained the governorate Training Coordinators (TC's), the subjects of this scope of work, to play increasingly important roles in governorate training in general, and in the implementation of LDII-U-related training in particular. LDII-U has assisted the TC's by conducting workshops on training methods and administration, the automation of training administration, and by providing the above-mentioned course materials, for the conduct of local courses.

**2. THE TRAINING COORDINATORS**

The Training Coordinator in each governorate is the person responsible for implementing the project training in his/her respective governorate. Typically, TC's are university graduates with 10-15 years experience in the governorate civil service. But they are mostly inexperienced in the basics of training. TC's are highly motivated and dedicated to serving the training needs of the governorate. They must work with dozens of different office heads to establish training programs for each component of the program. Therefore, they require good consulting skills and grounding in training essentials from a managerial perspective. All have been chosen by their respective governors to work with the LDII-U Training Division staff to implement the project training program. Most of the TC's are also responsible for all aspects of training within the governorate.

Their responsibilities include conducting training needs assessments with the appropriate department heads and staff; scheduling training and locating facilities; monitoring participants during training; evaluating the effectiveness of training; accounting for all training expenses, and reporting on the progress of training.

Most of the TC's have received formal training in Egypt on each of their assigned functions. The LDII-Urban Project has begun to automate the governorate training offices with IBM microcomputers. Project staff have developed and trained governorate administrative staff in data entry and reporting on the course rosters, course accounting, and course planning. Computer Assisted Instruction has also been introduced to each Governorate. Thus, the TC's have the necessary motivation and prerequisite training to benefit from a study tour/training program in the US.

### 3. THE DIRECTORS OF DOA TRAINING CENTERS

Accompanying the Training Coordinators will be the Directors of the DOA Training Centers. These Directors work under the Director of Administration, who in turn is the representative at the governorate level of the Central Organization for Administration (COA). While these Directors of Training Centers are employees of the DOA/COA, they nevertheless are affiliated with and serve the purpose of the governor and governorate to which they are assigned.

The Directors are involved in planning, implementation, follow-up, and evaluation of governorate training programs. Frequently the LDII-U TC's and the DOA Directors are involved in joint activities and coordination, and in fact in two governorates the DOA Director and the TC are one and the same individual. For purposes of this study tour/training program, the needs of the TC's are the same as those of the Directors.

### 4. OBJECTIVES

The study tour/training program has these objectives for the participants:

- o Increased understanding of the management of adult education and training programs, through visits with the managers of such programs at appropriate institutions, and attendance at a 3-4 day course on training program development and administration;
- o Greater familiarity with the roles and responsibilities of public sector Training Directors at city, state, and national levels, through visits to appropriate agencies;
- o Improved knowledge of the instructional development packages and programs for in-service education and training of public sector employees, emphasizing the use of performance technologies, through visits with instructional developers at appropriate State Universities;
- o Improved skills in training program monitoring, evaluation, and post-training impact assessment, including an improved understanding of evaluation goals, strategies, and methods, and an ability to draft simple, practical evaluation instruments, analyse results, and make recommendations for improvement, through attendance at a 4-5 day workshop specifically designed for this purpose.
- o Greater awareness of the options for the use of computer assisted instructional packages and audio-visual aids in the Egyptian setting, through visits with knowledgeable instructional programmers, and attendance at a short course on the development and use of audio-visual materials, including equipment. Again, while the training centers have been furnished with equipment, the training coordinators need ideas and practice on how to use them. See # 13 for a list of computer items supplied to the governorate training centers.
- o Heightened sense of professional esteem and affiliation with the training and development profession, in part as a result of visits to such professional societies as the American Society for Training and Development (ASTD) and the National Society for Performance and Instruction (NSPI), and in part through participation in a selected regional, national, or international training and development conferences, if possible.

5. **DURATION**

15 days, counting weekends.

6. **DATES**

The period November 2-16, 1991 is a recommended time for participant training in the US. Participants are expected to fly directly to the US for the tour on a Friday arriving the same day. They will need at least one day rest on Saturday and will have a contractor-conducted educational tour on Sunday.

7. **NUMBER OF PARTICIPANTS**

12 Training Officers, comprised of 6 Directors of the DOA Training Centers, and 6 Training Coordinators. In addition, An Arabic-speaking LDII-U Project Training Officer will accompany the group. Thus, the training team will total 13.

8. **LANGUAGE OF INSTRUCTION**

Arabic. English language skills are elementary; visits could be conducted in English but it's best that an interpreter accompany. All instruction sessions should be in Arabic.

9. **PRODUCTS**

The participants are expected to produce the following for use upon return to Egypt:

- o A completed, up-to-date 2-or 3-ring notebook or daily log that contains the highlights of visits and meetings, working papers and handouts from any seminars and workshops attended, and any other useful informational materials.
- o A report that will help the TC's to brief Governors, Secretaries-General, PICs and selected Heads of Departments on the study tour/training program experience and lessons learned. Specifically the participants should assess their programs from a knowledge and technology transfer perspective, and develop a series of recommendations for 1) improvements in the training system and process 2) methods for introducing needed innovations into the system.
- o Overall plans, curricula, and collected materials for teaching colleagues and peers the most useful subjects learned during the study tour/training program. These plans and curricula should contain: course or module titles; need for this instruction; audience; objectives; overall program strategy; methods; materials; resources required, including personnel, and budget.

The TC's will be expected to present a briefing on their accomplishments to 1) their executive and senior managers, and 2) the LDII-U Training Advisor and staff, upon their return to Egypt.

10. **COURSE MATERIALS**

Course materials shall be prepared in Arabic, including trainee manuals, case study materials, and other class materials as appropriate.

11. **TRAINEE MANUAL**

In addition to curriculum materials covering the courses to be offered, and other materials covering the visits to universities, agencies, training centers, and other entities, the Trainee Manual shall contain trainee self evaluation materials, programmed to assist the trainee to note significant activity in the daily log and evaluate its usefulness for application to the Egyptian setting.

12. **PRE-TRAINING CONTRACTOR VISIT TO EGYPT**

The designated project manager of the successful offeror shall visit Egypt for for three weeks for purposes of familiarization with the LDII-U project, its training program, and the participants in the study tour/training program. The contractor shall participate in a training evaluation workshop tentatively scheduled for August 19-20, 1991 and shall also conduct an informal training needs assessment, working with the participants in their governorates.

13. **LIST OF COMPUTER ITEMS FURNISHED TO GOVERNORATES**

o Hardware

- . An Everex Step-268 computer and technical manual
- . An AT 102 compatible keyboard
- . A Genius mouse
- . An Eversion Monitor
- . An Epson-dot matrix printer
- . A 110-220 stabilizer
- . A soft Mesh 14 C screen filter

o Software

- . Microsoft MS-DOS 3.3 operating system
- . Harvard Graphics
- . Formtool
- . Lotus 123 release 2.2
- . Nafitha 01
- . dBASE III Plus.
- . ARABWORD

14. **INSTRUCTIONS TO PROPOSERS**

In addition to the program requirements set forth in sections 1-12, prospective offerors are requested to take the following requirements into account in their proposals.

- o Proposals. The university is requested to submit to the Training Advisor, LDII-Urban, c/o Wilbur Smith, 1097 Corniche El Nile, Garden City, Cairo, the technical proposal and budget no later than September 20, 1991.
- o Proposal Organization and Contents. Proposals are to be no longer than ten (10) typed, single-spaced pages, and organized as follows:
  - . Introduction/need for program;
  - . Program goal and objectives;
  - . Overall program strategy/approach;

- . **Program content and instructional methods, including both courses and visits;**
- . **Other Resources/Opportunities available to participants;**
- . **Schedule and itinerary;**
- . **Contractor organization and staffing, including key personnel resumes;**
- . **Services to be provided to participants: lodging, food, transport, communications, other;**
- . **Participant monitoring and evaluation**
- . **Budget, and**
- . **Organizational capability and experience statement.**

**APPENDIX 13**

**CONCEPT PAPER: INSTITUTIONALIZATION OF LD II TRAINING**

-98-

10/10/2010

**CONCEPT PAPER**  
**INSTITUTIONALIZATION OF TRAINING**

**1. INTRODUCTION**

The purpose of this paper is to generate discussion on the institutionalization of training in the GOE in the post-LD II period and specify related subjects and issues for further research and feasibility analysis.

During the course of their meetings, both formal and informal, the LD II Training Contractors have had opportunities to discuss institutionalization and now wish to collaborate on this important effort. Such collaboration could be made final in the 1991-1992 period.

The experience of the LD II Urban project has been positive, especially in the area of multi-governorate training, with a manageable number of governorates. The Computer Training Lab and the GOE interest in computer training centers afford other opportunities. Finally, our initiatives on certification and interest in the Higher Technology Institute also open up areas of involvement.

**2. BACKGROUND**

**A. Definition of Institutionalization of Training.** The LDII-U Workplan states (p.126):

Institutionalization of LD II Urban Training will be accomplished when each Governorate Training Unit is able to demonstrate competence in preparing the following functions:

1. To conduct a training needs assessment for governorate engineering departments, garages, MIS, OMED, and Land Management Unit.
2. To design an in-service training program to reduce the performance gaps identified in the needs assessment.
3. To identify the appropriate training methods to carry out the program.
  - A. Correct instructors.
  - B. Appropriate training materials (especially from the LD II Urban materials).
  - C. Training facilities.
  - D. Contracting procedures.
4. To evaluate each program and the impact of training on job performance.
5. To identify short and long range training plans for the governorate.
6. To work together with other governorates in all of the above.

**B. Update on LDII-Urban Training Institutionalization.** The 1990 status report states:

Institutionalization of LD II Urban training is well underway. Course materials have been developed, qualified instructors identified, facilities completed and governorate training officials informed on every aspect of LD II Urban training. (p. 4-9)

A firm physical base for training in each governorate was established after the project completely furnished training rooms and offices and even helped build new facilities in Suez and Qalubiya. (p. 4-1)

Most of the LDII-Urban training courses were offered in the governorates using materials developed by the Project. (p. 4-1)

Regional training centers such as TOMOHAR (Ministry of Housing) and PVTD (Ministry of Industry) were programmed for technical courses by the governorates through the initiative of the Project training advisors and governorate training coordinators. (p. 4-1).

With the move to the Mobil Building, it was possible to offer courses and seminars for all the six governorate representatives at once, thus allowing cross-fertilization between governorate technical staff...(p. 4-1)

A Training Certification team was established to study the feasibility of certifying LD II Urban courses through the appropriate GOE Authorities. (p. 4-1)

In addition, the following actions have been taken in support of training institutionalization:

The LD II Urban Training Roster and Budget Tracking System has been Arabized and is now being introduced into the governorates, two of them having received training already and the rest scheduled for the short-term.

The Ministry of Higher Education recommended using the Higher Technological Institute in the certification process. A pilot program was conducted with the Institute which conducted an LD II Urban Computer Training Course. The staff of the Institute has examined the feasibility of a diploma program using the LD II Urban training materials for "streams" in MIS and BSDS training, and has submitted a proposal which is now under review.

A 9-month train-the-trainer program for the governorate training coordinators, directors of administration, and to a lesser extent, program implementation coordinators and secretaries general, is now underway. The training coordinators received an orientation to the training roster and budget system in February, and in March attended a second session, working with the governorate MIS office heads, to review governorate MIS training needs assessments and recommend training programs for the next 9 months.

In the third workshop in this series, which will be attended by the secretaries-general, training coordinators, DOA's and PIC's, and conducted by a local training and organization development specialist, the governorate groups will be asked to describe the structure, functioning, staffing and resources of optimum governorate training offices, to produce an integrated, one-year training plan (to include the the DOA, TBG, and LDII-Urban programs), and to determine the allocation of responsibilities in each governorate for the conduct of the integrated training plan. This two-day training session has been designed to encourage the secretaries-general and their training staffs to begin to take active responsibility for the institutionalization of training activity in the governorates.

The ULDC have recommended that the Training Coordinators get extensive training in the US in adult education and training strategies; instructional development packages and programs for in-service education and training of public sector employees; program monitoring, evaluation, and post-training impact assessment methodologies, and computer-assisted instructional packages and audio-visual aids. Participants in this program, which is scheduled to take place in the fall 1991, will be expected upon their return to develop a series of recommendations for 1) improvements in the training system and process and 2) methods for introducing needed innovations into the system.

In summary, then, the LD II Urban project has taken key basic steps towards developing a capability for self-sustaining training programming and operations in the six urban governorates.

### 3. ASSUMPTIONS FOR INSTITUTIONALIZATION PROGRAMMING

Continued Funding. Both the urban and provincial sectors will need to have continued funding for the overall local development training effort. At present the major sources of funding are 1) the funds budgeted to the Directors of Administration for the conduct of local development training in administration and management, 2) those funds, currently LE 100,000 per governorate per year, available through the TBG program, and 3) the LD II funding. Other possibilities for funding, including the Social Fund, other international donor sources, and Tanzim Wa El Idaara, might be explored. The generation of local revenues for training should also be pursued by the LD II Training Contractors group.

Decentralization of Training. For a number of reasons, training works best if it takes place fairly close to where participants work and live. Here our emphasis is on regional and local training, as opposed to exclusively centralized training. Participation and productivity are enhanced and cost effectiveness and efficiencies obtained, through a mix of regionally and locally-based training.

Integration with the GOE Training System, Structures and Resources. A high degree of institutionalization will not likely be achieved unless the LD II training programs have been successfully transferred to the GOE system, are embodied in the appropriate GOE organizational structures, and use resources that are available to the system.

Build on Past Strengths. Training capacity-building and institutionalization are primarily developmental activities which take place on a gradual, step-by-step basis building on past achievements. Although still underway, the activities and accomplishments described in section 2 are solid and provide a basis on which to build. The ULDC 6-governorate grouping has worked successfully, after funding issues were resolved, and should continue after LD II, but not necessarily in the current configuration. For example, Port Said, Ismailia, and Suez governorates might constitute an effective grouping.

### 4. INSTITUTIONALIZATION NEEDS

- A. Institutionalization at the Governorate Level. Against a background of demands for better program performance, the Governors will increasingly rely on locally institutionalized training capabilities to assist them to achieve their objectives. Functioning, funded, flexible governorate training offices, solving problems through training, manpower, and organization development approaches, and making use of varied training resources in the governorates, are needed. At present, however, the governorates have serious limitations in their ability to identify the training resources and personnel required to develop and conduct their own programs.
- B. Identifying and Using Local Education and Training Resources. The governorates need to make the best use of local and regional training resources. These might include the many training institutes, facilities, and personnel that exist in and under the programs of the various ministries. Although numerous training resources exist in a governorate or region, communication among them has been very limited, and little is known about their activities. Some are underutilized. Others have become inactive for want of program demand and/or funding. These latter resources are, in effect, wasted. There is a need to identify and make better use of these resources and to harness them, through improved cooperation and coordination with the concerned ministries, for purposes of local development.

- C. Institutionalized Support for Training at Regional Levels. Perhaps not all governorates will be able to build and sustain training programs and operations like those generated by LD II. Small governorates may be hardpressed to sustain training. In some cases, decentralization of training to the level of individual governorates may not be cost-effective or efficient. As the LD II training programs wind down, there will be a need for support and technical assistance for governorate training offices, particularly for those that have not yet begun to participate in institutionalization programs. In this regard, it may be useful to explore the concept of institutionalizing multi-governorate regional-level support to governorate training offices. Such support could be provided by Regional Training Centers, for example.
- D. Coordination of Regional Training Efforts. To date, it has been the LD II contractors who have taken the initiative to develop, coordinate, and conduct multi-governorate training activities. Certainly, in the post-LD II period, there will be a continuing need for coordination of governorate efforts in the training field, and at present, it is not clear how this function will be sustained and through what mechanism. Setting up Regional Training Councils, made up of governorate training representatives and other selected regional and national members, may be one way to meet this need.
- E. A National-Level Agent of Institutionalization. There is a need for a national perspective on program viability and course quality, preferably from outside of the Ministry of Local Administration. LD II's search for a Sakkara replacement has led to the Higher Technological Institute (HTI) as a possible agent of institutionalization. The HTI was recommended by the Ministry of Education as a potential certifying authority and repository for LD II materials. Several meetings have been held between with HTI and a formal proposal has been submitted to LD II Urban by HTI. At the same time, LD II Provincial has been talking to HTI with regard to the transfer and conduct of the Advanced Seminars program. Clearly there is a need in LD II for a national-level institution to provide a range of educational, support, operational, and evaluative services to support the institutionalization of training.
- F. National Training Policy, Strategy, Coordination, and Leadership. The transfer and institutionalization of the LD II training functions to the GOE system is a relatively complicated process that will most likely require a review of training policies, reformulations of overall training strategy, and several rounds of planning and decision-making before the shape of the institutionalization system becomes clear. Strong leadership will need to be demonstrated in both the planning and implementation periods. At present it is not clear whether these capabilities and leadership will exist in the post-project period. Establishing a National Local Development Training Council, for example, might serve to focus policy, strategy and coordination, and is thus one of several ideas that might be explored.

## ADDENDUM

Sooner or later we'll need to specify who does what where; some preliminary answers are as follows:

- o Governorate training units could do needs assessments, program administration, course and program scheduling, participant selection, and course evaluation;
- o Regional units, councils, or institutions might support evaluation, impact assessment, provide T/TA/TOT, coordinate regional level programs, identify region-wide resources and coordinate sharing.
- o Central unit could provide decision-making, policy, program integration, program research and development, T/TA/TOT, certification of courses, linkages to other national programs, and international liaison.