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THE SKILLS OF HIGHLY EFFECTIVE MANAGERS

A training program designed and conducted for
Ismailia Court
Egypt

23 – 27 March, 2002

IIE / DT2 Purchase Order No. 543
Off-the-Shelf Management Training – General Program for the
Ministry of Justice (MOJ) Management and Administrative Staff

END OF TRAINING REPORT

22 April, 2002



Certificate Number FS 3504



THE SKILLS OF HIGHLY EFFECTIVE MANAGERS

INTRODUCTION

The Administration of Justice Support (AOJS) Project is a USAID Egypt-funded activity which, in collaboration with the Egyptian Ministry of Justice (MOJ) and with USAID designs and implements its technical assistance and training activities to assist the MOJ in accomplishing strategic objectives for judicial and civil court administration reform. The Ismailia court of First Instance (ISC) is one of two of AOJS's key partner institutions and serves as one of the Project's pilot courts. The Project has conducted a variety of technical assistance and training activities in the ISC that have focused on reengineering court administrative procedures for civil cases, developing three court automation systems, and enhancing the knowledge and skills of judicial and non-judicial staff members regarding management, administrative and IT topics.

PURPOSE OF THE TRAINING PROGRAM:

The purpose of the **Skills of Highly Effective Managers** training program is to empower participants with the knowledge, skills and attitudes required for mastering the concepts, processes and techniques of effective management focusing on the basic structure of an organization and on the essential managerial functions. Discussions will enable participants to comprehend how best management practice orchestrates time, materials and human resources thereby contributing to an organization's mission.

COURSE OUTLINE:

- Defining an organization and its environment in terms of a system
- Describing the internal environment in which a manager must function
- Identifying and comparing the three basic management skills and their use at the three levels of management necessary for effective management performance:
 - Human skills
 - Conceptual skills
 - Technical skills
- Identifying the various roles that managers in organizations must perform:
Planning, organizing and controlling
- Developing the skills required for managing people in organizations:
Leading, motivating and communicating



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TRAINING COURSE DURATION & DATES:

5 days from 23 to 27 March, 2002

DAILY SCHEDULE:

First Session: 9:30 a.m. – 11:30 a.m.

Coffee Break: 11:30 a.m. – 11:45 a.m.

Second Session: 11:45 a.m. – 1:15

Lunch Break: 1:15 a.m. – 1:30 a.m.

Third Session: 1:30 p.m. – 3:00 p.m.

VENUE

Ismailia Court of First Instance

PARTICIPANTS

10 participants who are administrative staff of Ismailia Court.

TRAINING METHODOLOGY:

The training program was designed to include interactive input sessions (IIS) and skill development sessions (SDS).

Interactive Input Sessions (IIS):

IIS were designed to empower participants with the Knowledge objectives of the Project Management training course and included:

- questioning to encourage evaluation and reflection
- elicitation to encourage exchange of ideas and thinking through of the issues presented

Skill Development Sessions (SDS):

SDS were designed to empower participants with the Skill objectives of the Project Management training course and included:

- case studies
- role play
- questionnaires
- group work
- pair work
- problem solving



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- feedback from group and pair work.

Audio Visual Aids:

The following audio visual aids were used throughout the training course: white board ; flip chart ; handouts ; questionnaires / activity sheets and overhead transparencies.

TRAINING PROGRAM EVALUATION:

Level 1: Evaluation of Satisfaction

Level 1 evaluation was conducted by administering both the **IIE / DT2 Training Program Evaluation Form** and the **CDC Training Program Evaluation Form** to participants on the last day of the training program. Appendix 1 includes participants' responses to the CDC Training Program Evaluation Form. Participants' responses to the IIE / DT2 evaluation form will be sent to IIE at the end of the whole series of programs.

The following is an analysis of the Level 1 data obtained using the CDC evaluation instrument. The CDC Training Program Evaluation Form consisted of two types of items eliciting quantitative and qualitative data. There were 12 statements where participants were required to indicate the extent of their agreement with each statement using a 4-point rating scale as follows: 4 = strongly agree; 3=agree; 2=disagree and 1=strongly disagree. The quantitative items focused on 3 main areas:

- training methods and techniques
- program content and materials
- the overall satisfaction

The qualitative items consisted of 4 open-ended questions as follows:

- What did you enjoy most in this program?
- What did you enjoy least in this program?
- In what ways do you think this program could be improved?
- What are your suggestions for additional topics for future programs?

The following table shows the quantitative results of participants' satisfaction with the training program. The data is reported in terms of the means (averages) of each item and frequency distribution of responses for each rating on the four-point rating scale used. In interpreting the data, a mean of 3.5 and higher indicates high satisfaction. A mean in the range of 2.5 - 3.4 indicates satisfaction and any mean less than 2.5 indicates dissatisfaction. A total of 10 participants evaluated the program.



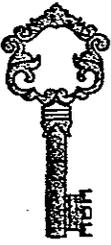


Table 1: Means & Frequency Distribution of Participants' Evaluation of Satisfaction

Items on the CDC Evaluation Instrument	Frequency Distribution				Mean
	4	3	2	1	
Training Methods & Techniques					
Trainer clearly explained objectives of program.	100%	--	--	--	4.0
Trainer had effective presentation skills.	100%	--	--	--	4.0
Trainers established rapport with participants.	100%	--	--	--	4.0
Trainer encouraged participation.	100%	--	--	--	4.0
Trainer answered questions satisfactorily.	100%	--	--	--	4.0
Trainer used time well.	100%	--	--	--	4.0
Trainer used stimulating activities.	90%	10%	--	--	3.9
Trainer used sufficient activities to practice skills taught.	100%	--	--	--	4.0
Program Content and Materials					
Content was appropriate.	100%	--	--	--	4.0
Instructional materials were sufficient.	70%	10%	20%	--	3.5
Quality of materials was good.	100%	--	--	--	4.0
Overall Evaluation					
Overall satisfaction with program	100%	--	--	--	4.0

On examining the means of each item in Table 1 above, it can be seen that all (100%) participants were extremely satisfied (mean of 3.5 or higher) with all aspects of the program. In fact, the mean rating of almost all the items (with the exception of 2 items) was 4.0. The statement "the trainer used stimulating activities" was assigned a mean of 3.9 and the statement "instructional materials were sufficient" received a mean rating of 3.5. Nine participants strongly agreed that activities were stimulating while one participant just agreed. Regarding materials, 7 participants strongly agreed that the materials were sufficient, one participant just agreed, while 2 participants disagreed.



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Qualitative Data

Participants' responses to each of the 4 open-ended questions were examined and the common patterns were identified. All 10 participants stated that the trainer was the key factor that they enjoyed most. The commented positively on the trainer's presentation skills and the effective way he handled the group discussion. Several participants noted that they enjoyed the democratic interaction.

Because participants were very satisfied with the program there were no responses to the question 'what did you like least in the program?' Only 1 participant stated that the program was too short and this actually reflected a very positive attitude.

Regarding suggestions for improving the program, 6 participants stated that they wanted more programs. Only 2 participants noted that they should have a break after 1.5 or 2 hours and not after three hours.

Only 1 participant suggested a topic on communication. Most participants did not comment on this question.

Level 2: Evaluation of Learning

Level 2 evaluation was conducted using a test designed by the instructor and administered to participants on the first day of the training program (pre test) in order to establish a base line for measuring improvement and on the last day of the training program (post test). The test consisted of 10 statements. Participants were required to "agree" or "disagree" with each statement and indicate reasons for their responses. The test was scored out of 10.

The following tables show the pre and post test scores for the group. Participants' pre and post test answer sheets are included in Appendix 2.



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RESULTS OF LEVEL 2 ASSESSMENT

Table 2: Frequency Distribution Of Pre Test Scores

SCORES	FREQUENCY
8.5	1
7	2
6.5	1
6	2
5	1
4	2
3.5	1

Participants' pre test scores ranged from 3.5 – 8.5 out of a total possible score of 10.

Table 3: Frequency Distribution Of Post Test Scores

SCORES	FREQUENCY
9	3
8	5
7	2

Participants' post test scores ranged from 7 – 9 out of a total possible score of 10.

Table 4: Overall Mean Scores For Pre And Post Test

PRE TEST SCORES	POST TEST SCORES
5.8	8.1
58%	81%

Tables 2, 3 and 4 show that there was a considerable gain in participants' knowledge as assessed by the pre and post tests. At the beginning of the program, the mean of participants' score was 58% and by the end of the program the mean score of the group increased to 81%.



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CONCLUSIONS AND RECOMMENDATIONS

- Participants' responses to the Level 1 evaluation instruments (attached in Appendix 1) indicated their high satisfaction with all aspects of the training program.
- The Level 2 Evaluation results (pre and post test results) indicate a considerable gain in participants' acquisition of the targeted training program KSAs. It is expected that this gain will be reflected in performance improvement



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