

Jonathan Smith-Consultant
GOEIC Training Center in Dekheila - Institutional Strengthening

CONSULTANCY REPORT

on

**GOEIC TRAINING CENTER
INSTITUTIONAL STRENGTHING**

Assistance for Trade Reform (ATR)

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for

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INTRODUCTION

Terms of Reference for this Consultancy: The total amount of work envisioned for the technical assistance for the institutional strengthening of the GOEIC Training Center in Dekheila under this terms of reference is to be done over approximately four separate interventions, spread over a number of months and involving approximately 62 days of level of effort. This is the first of these expected interventions, from September 07-25, 2003, the period of time which this report covers (17 days).

The strategic objective for this entire activity is to lay the foundation for the efficient operation of the new GOEIC Training Center in Dekheila, which is scheduled to be inaugurated on October 05, 2003, once all the Center's new laboratory and office equipment is installed and ready for operations.

There are several deliverables which are called for (listed in the next paragraph). It was required that the Consultant and the GOEIC Training Center administrators decide together which ones constituted priority focus for this first intervention, particularly given the fact that the Center is scheduled to officially open for operations on or shortly after October 05, 2003. From the total of six deliverables across the total technical assistance period, the Center and the Consultant worked together on the first three only, with support from the Arab Academy for Science and Technology in Alexandria, who were contracted by the ATR Project to provide discreet inputs for deliverables two and three.

The total deliverables are:

1. Train the management and the staff of the Center in strategic planning. Through this training, assist the staff in preparing final job descriptions for all of the staff of the Center and develop annual work plans for the first year of operation of the Center;
2. Based on a needs assessment, assist in developing a training plan for the staff of the Center and implement those portions of the plan that the Training Specialist can effectively provide on his own;
3. Prepare a report identifying key training courses that will be offered repeatedly by the center that could reasonably be taught by trainers working for the Center;
4. Working with the staff of the Center, identify training providers that can implement courses in training trainers for the courses that will be offered repeatedly;
5. With the staff of the Center, prepare a database of the educational background and prior training of the staff of the Dekheila lab as a prototype for use elsewhere in GOEIC in the future; and
6. Prepare standard operating procedures for tracking the training of the staff of the Dekheila lab through the database established above.

The Arab Academy designed training courses to help achieve the following main goals for supporting the Training Center (the specific Academy deliverables are included in the Annex of this report):

1. To improve the level of English language proficiency for GOEIC staff;

2. To enhance the computer skills for GOEIC staff to enable them to work with and use efficiently the planned integrated management information system and to use the Internet to retrieve technical information;
3. To enhance the professional capabilities of the technical staff in performing required tests, inspection and sampling accurately and in the shortest possible time;
4. To enhance the managerial skills and capabilities of GOEIC's managerial and supervisory staff; and
5. In collaboration with the Trade Services Center, to develop and deliver training to the business community.

Overview of Consulting Activities: The Consultant worked two days with the GOEIC staff members to train them in how to analyze their position responsibilities and the competencies and factors for success that are essential for being successful on the job. Each of the six persons already assigned to Training Center positions wrote his/her own position description, following as best as they could the guidelines taught them (see file in CD-Rom for training materials used and the resultant position descriptions the participants wrote). They also made a first analysis of the gap that exists between what skills, knowledge, know-how, behaviors and attitudes their respective positions require, and those which they feel they possess.

The Consultant also worked hands-on with the Academy trainers for a day to ensure they gave the proper focus to the inputs they were contracted to provide for this assignment (see Annex for Academy work order). The Consultant gave the Academy trainers the position descriptions which the Center personnel wrote so that they could use them as the foundational information with which to make recommendations for courses and courses content for training the GOEIC Center personnel. The Consultant continued working intermittently with the Academy personnel during the time he worked with the Training Center, providing them feedback on the Center personnel's needs as required.

In parallel to the Academy experts' on-going design of the courses (as per their contract with ATR), the Consultant worked with the six Training Center managers in an intensive workshop environment that was designed to lead the participants through a process of discovery and production. The basic one-two learning, discovery and application approach was:

- Learn concepts, methodologies, tools and techniques of strategic planning.
- Create their own first work plan for their Training Center, using the strategic analysis and planning tools and methodologies learned in the workshop (SP training materials in CD-Rom).

The fairly classic learn-by-doing approach is deceptively simple to describe, but often difficult to apply. In this particular instance, the process of actually getting to the point of making a work plan that used tools and techniques that were being learned in the workshop, was fairly slow going. Mostly this was because the six persons working with the Consultant were not well acquainted with the concepts and *practices* of outcomes-based strategic planning. Even in an instance where a person *was* somewhat acquainted

with performance-based strategic planning, prior to this workshop none of the participants had ever before actually *designed* a performance-objectives-based work plan, much less had any of them been responsible for carrying one out.

Thus, both workshop content and the hands-on work approach was a relatively new and even difficult experience for the Training Center managers. So it was necessary to be meticulous when introducing many of the concepts, practices and tools of strategic management to the Center managers, and every attempt was made get a first part of a first strategic plan produced during the time of the consultancy, all the while trying to ensure that all persons grasped both concept and methodology for designing and managing a strategic plan. (See partial workplan produced during workshop in Annex).

In addition to the above points, the Consultant discovered that apparently the Training Center managers have been working in the Dekheila Center in relative isolation from other key GOEIC players. Namely, they have not yet formed direct, personal working relationships with their logical counterparts in the HR Department of GOEIC; with the Training Services Center; and with the Arab Academy. The Consultant spent time with the Center members on the vital importance of creating simple, direct and effective communications systems and working relationships with one and all of their counterparts, to eliminate the incipient isolation in which the Consultant believes they are already beginning to find themselves.

Because of the traditional work environment in which the Training Center exists, and because of the traditional hierarchical reporting lines the Center personnel are accustomed to, the Consultant is unsure if the Training Center will be able to create and make prevail new, direct and effective communications styles, systems and protocols. But, if they are to become a dynamic, results-based service center that effectively and efficiently respond to client needs with a value-added product, it is absolutely vital that they do so. Of course, this will necessitate their counterpart organizations following suit. The challenge of creating an effective, direct, flat communications flow is, almost more than any other single challenge facing the Center, the one that could determine the success of Center in achieving their Mission.

The Training Center managers themselves were keen to underline the importance of the above-mentioned need to address and create solidly effective communications systems and protocols. They identified this as one of their five key strategic issues (shown in the section of this report on strategic issues and objectives).

WORK ACHIEVED AND NEXT STEPS

The Training Center mission statement was the first focus of attention for the workshop. The Training Center managers struggled somewhat to learn concretely and agree on what their Center's mission is and what it is not, and to stay focused on it. We worked assiduously to first analyze and understand the mission statement and to then ensure that everything done in the workshop did not lose sight of the Center's mission. The mission statement is (ref: "Action Plan to Implement the GOEIC Training Center in Dekheila", by Landos and Moharram, Task order 827, February 24, 2003):

In order to fulfill the GOEIC mission, the training center is established to assist in developing GOEIC human resources in a way that enables them to carry out the tasks assigned to each, accurately, efficiently, promptly and in the shortest time possible.

Once the participants fully understood the mission statement and agreed on what it does and does not say, it was agreed that the statement needs some improvement to add to clarity. For example, by inference of the name "training center", one supposes that the mission is to provide training services and products. But the statement is not clear and unambiguous in that regard. It should be.

The word "assist in developing human resources" is not a suitably-concrete statement. Some improvement should be sought in that statement.

A valid mission statement contains the following four basic elements:

1. Why do we exist? (e.g. what business are we in?)
2. For whom do we exist? (e.g. what do we do?)
3. What do we want to achieve? (e.g. what is our goal?)
4. How will we achieve our goals and objectives?

The Training Center mission statement is simply a bit unclear concerning those questions and it is recommended that a bit of additional effort be made to make the existing statement clearer.

The overall focus of the Consultant's work with the Training Center managers was: create a first strategic work plan whose primary objective is to create a competent body of managers who can develop and manage the Training Center work processes and systems and protocols required for getting the Training Center operation at a high performance level, thus creating a training center that competently provides demand-driven training to their client, e.g. the GOEIC human resources.

The key activities that the workshop drilled down on were concentrated on the first three deliverables for this Consultancy. They are described below, with an explanation of what results were attained, and what remains to be done:

Activity 1: Write the job position descriptions of the six staff members of the Training Center.

The training materials which the Consultant presented to the participants for guiding them in how to develop position descriptions are in the CD-Rom which accompanies this report. The consultant worked with the participants in how to:

- analyze the key competencies required for being successful in one's position;
- define what their position responsibilities and duties are and how each position is related to the other positions in the Training Center;
- distinguish between a vital task and support tasks and activities;
- analyze what the range of authority of their positions are;
- describe the performance indicators for one's position.

The Consultant provided the participants with abundant reading material on writing job descriptions and with a series of self-diagnosis tools, of which they were asked to use two for diagnosing what training and professional strengthening needs they have for being successful in their positions: 1) "Checklist" and 2) "Survey on Managerial and Supervisory Training Needs" (see these two in Annex, and complete set of tools and reading materials in CD-Rom). However, the participants preferred to not fill out the diagnostic forms, stating that they already knew what their professional strengthening needs are and that it was not necessary to use the needs identification forms. (The Consultant disagrees with the position taken).

Results for Activity 1: The participants completed their first drafts of their position descriptions and the drafts have been used by the Arab Academy and the Consultant in helping design what training courses could be given to the Training Center personnel for strengthening their skills and know-how in their jobs (see file on CD-Rom).

Note: Writing good performance-based position descriptions is difficult and often requires several iterations. As the reader of this report will appreciate, the participants had all the classic difficulties in being precise in describing their duties and responsibilities, and even more difficulty in describing the range of their positions' authority. Position performance indicators are hard to identify in the descriptions that the participants wrote.

Next steps for Activity 1: While the position descriptions are reasonably helpful for a first go at identifying Center personnel training needs, the position descriptions all need to be worked on so that they become good, clearly-written performance-based position descriptions that accurately describe what each job is all about and what core competencies are required for one to be successful on the job.

At this time, they are *not* precise enough for the outsider (or an insider, for that matter) to adequately understand what each position's true responsibilities and duties are, nor what the range of authority (reporting lines, etc) that each position has. (Example: the position description of the Managing Director does not state that the Managing Director has five line managers reporting to that position).

Unfortunately, there was not sufficient time to redo the position description drafts. However, in the meantime the Academy experts are still able to use them as general indicators for helping to determine what training supports they should provide to the Center personnel. At the same time, the IT expert from the Academy is also using the descriptions as a foundational document for carrying out one-on-one diagnoses with each of the Center personnel, for defining clearly and specifically what the specific IT training needs each Center manager are for quickly getting up to speed in vitally-required IT skills.

Activity 2: Complete the tasks identified in the ATR work order with the Arab Academy: *Provide input to ATR expatriate consultant on training curriculum for GOEIC staff in Information Technology, English, Management and Technical training.*

As mentioned above, the Academy experts utilized the position descriptions of the Center personnel for designing courses and the course contents for the currently-employed GOEIC Training Center managers. The materials developed by the Academy are in a separate file, presented on a CD-Rom together with this report.

The Consultant had work sessions with the Academy experts on several occasions during this consultancy. This ensured that questions could be dealt with as they occurred.

Results of Activity 2: The Academy delivered above and beyond what this work order with the ATR actually called for. The following products were delivered:

1. A series of courses, with course content details, that the Training Center personnel should take for strengthening their technical and managerial capabilities for managing the GOEIC Training Center in Dekheila (e.g. for closing the gap between their actual skills and knowledge and those required in their respective positions).
2. A series of courses, with course content details, that would be repeatedly offered to GOEIC employees, in each of the 4 areas mentioned in the work order.
3. An IT awareness-building program for taking GOEIC towards becoming an ICT-based organization
4. A training-of-trainers cursus to be used for training technical professionals in the art, know-how and skills of adult professional training.

As mentioned in the previous section, the Academy is in the process of making a special, one-on-one analysis of what the priority IT training needs are for each the Training Center personnel. The objective is to identify clearly what *priority software* needs each manager has and to propose crash learning courses for each individual in whatever vital software programs he/she needs for becoming optimally performant on the computer in the shortest time possible.

This was not requested in the work order, but all of us who worked together during this consultancy agreed that the priority need of the GOEIC Training Center managers is to

get their IT skills (e.g. software applications skills) improved without delay. It is recommended that ATR and GOEIC management approve a crash IT skills learning program for the Center managers as soon as the Academy submits their analysis concerning each Center manager's priority IT training needs. The Academy began to carry out the diagnoses on September 22nd. Their recommendations should be submitted at about the time this report is submitted.

The ATR work order requires the Academy to submit one course, with course content details, which would be repeated frequently for GOEIC personnel. They actually submitted more than one suggestion.

The Consultant identified several *very probable* professional strengthening needs that the Training Center managers will have in the short-/medium-term. At his request, the Academy provided a list of several management and technical (but non-laboratory) courses that address those themes the Consultant believes the Center personnel should get good exposure to through training interventions. That list is included in the work the Academy performed under this work order. At the appropriate moment, the Academy can and will develop a course content description for any of those themes on the list, as required.

Issue concerning development of training programs and a training plan for GOEIC personnel:

- The persons in the Academy and the managers of the Training Center of Dekheila all mention that they do not yet have information concerning the courses and their frequency that the GOEIC HR department has identified for GOEIC personnel for the rest of 2003 and for 2004. Therefore, they are unable to plan their Training Center's resources utilization and they cannot make a schedule of training program events (a training calendar) for the Center at Dekheila at this time.

As a result, it is not known at this time if the course designs that the Academy has submitted are actually going to be courses for which the Academy must anticipate scheduling trainers. In all likelihood, the priority courses which the Academy will produce for the GOEIC personnel in the Dekheila Center will be (mostly) the highly technical courses in laboratory testing and the like. But, to be able to plan ahead, the Center and the Academy need the GOEIC information in order to begin to create a training calendar (how many rooms need reserving for what courses, what dates, etc).

On September 24th, the Consultant met the Director of the GOEIC HR Department. He mentioned this concern.

Issue concerning leadership and teambuilding needs of the staff personnel of the Training Center at Dekheila:

- A significant added value to the workshop which the Consultant delivered to the Center personnel would have been to have Academy personnel and key GOEIC

administration personnel present in the same workshop, since the training themes covered and the hands-on work for starting the design of the first Center work plan all present interest and concerns of the various customer and key stakeholder groups of the Training Center. Also, this would have been an effective way to bring the different client and stakeholder groups together in a dynamic forum of collaboration and exchange, this being a first step in building up the idea that these groups are a team of persons working together for the success of the Center's mission.

It is also the Consultant's strong belief that the staff personnel of the Training Center themselves need a top-level leadership and teambuilding workshop to get them launched on the road to creating themselves into a solid team of Training Center managers. But this training would only be particularly effective if it also included other key GOEIC players and stakeholders.

Note on the training courses: There are a few course descriptions in the Academy portfolio presented here which perhaps need a bit of explanation, as follows:

- The IT awareness course: if the GOEIC is going to become an IT-based institution, which is what is being talked about, then there will be a serious need to get top management on board with reference to what that actually means. The Consultant's recent work doing an IT Gap Analysis in Egyptian Industry brought out a serious need to build awareness of what IT can do and why and how it used to drive a business or an organization. Therefore, an IT awareness-building event has been created here for the GOEIC management.
- Building up the computer-use skills of the Center's management is, of course, crucial because they simply need them in order to be efficient on the job. But what this means is far greater than simply developing individual skills for individual, stand-alone computer users. One is actually doing this in the context of an institution which is in the process of moving from a manual -work-based institution to a knowledge-based institution. It could be supposed, then, that a large systems-integration platform, such as Oracle, would be contemplated for the future GOEIC. Therefore, for those needs, there are several Oracle programs presented in this training portfolio.
- Business process reengineering: this is presented as an obligatory program for any/all areas of GOEIC which will undertake restructuring, particularly restructuring activities which will rely heavily on IT systems (LANs, WANs, and the like). GOEIC offices will, therefore, need to take a long, hard look at their redundant administrative processes and, in most cases, will find that they need to overhaul ineffective, redundant and antiquated work processes *before* they automate. If they fail to do this, then the result will be to automate ineffective, redundant and antiquated work processes, this making bad processes only faster, leaving organizational inefficiency in place. Therefore, a program of courses in business process reengineering is offered in this training portfolio.
- Training in office systems, such as in standardization of files, file coding and the like, are presented here, particularly considering that the Training Center is new and without any office work systems in place, much less such basic elements as

electronic and manual filing systems. It would be lamentable to lose the opportunity to build modern, efficient Training Center office work systems from the start, considering that this is a clean, start-up operation. So training programs on how to do the right thing and to do it right in this important area are offered. The Consultant fears that the GOEIC will prefer to parachute in on the Center the GOEIC's traditional office forms and procedures. This would be unfortunate, since it would require the Center to conform to the old, traditional office procedures, rather than build up modern, efficient systems for the Center and use that opportunity to pull the GOEIC systems up to the newer, more modern and efficient office and work systems that the Center has the opportunity to create from this moment forward.

Activity 3: Train the management and the staff of the Center in strategic planning. Through this training, assist the staff in preparing final job descriptions for all of the staff of the Center and develop annual work plans for the first year of operation of the Center.

The strategic planning tools and core training materials which the Consultant provided the participants are included in the CD-Rom that is attached to this report. The participants have a copy of this same file.

We did not have time to do more than make a quick overview tour of the most crucial topics in the SP materials. The overview got the participants pointed in the general direction of north and they were able to begin creating their first work plan. The participants have a copy of the Consultant's training materials on strategic planning, so they can review them on their own. Of course, many of the materials require a good presentation on the concepts and principles and thoughtful analytical group discussions, followed by practical, hands-on practice sessions. It would be a good idea to follow up on this overview presentation with a more thorough training session on strategic planning.

What might constitute a "thorough" training in strategic planning? It is the Consultant's experience that a thorough training workshop on Strategic Planning, for technical and managerial persons who have general notions and some basic experiences in strategic and results-based planning, usually takes some 40 hours of course time to do it properly, especially for carrying out practical exercises during the workshop and, most importantly, if the final product is to be a strategic work plan draft. A work plan of substance cannot usually be produced within this time frame.

When the group of participants is a practiced group of managers and supervisors, a solid overview of strategic planning principles and concepts, with some practical exercises included, might require 18-20 hours. But this would not allow time for developing any kind of substantive strategic work plan.

Results of Activity 3: As mentioned, this workshop on strategic planning was only able to provide the participants with the essentials for getting started in the design and creation

of the Center's first work plan. Given the constraints of time and the overall lack of participants' familiarity with the content materials, our workshop only covered the following strategic planning and goal-oriented project management themes, all at least superficially, some in a bit more depth:

- Overview of strategic planning concepts and practices
- Mission
- Overview of results-based activity planning
- Overview of resources-based planning
- Outputs and outcomes
- Responsibilities matrix
- Cascade effect
- SWOT analysis
- Strategic issues analysis
- Writing good objectives (SMART)
- MS Project as a planning tool
- Burke-Litwin (systems view of the organization and of planning)
- Empowerment, responsibility and accountability
- Individual responsibilities in team-based activities

The Consultant abbreviated the discussions on many of the above subjects, and limited the practical exercises to a SWOT analysis (see Annex) and a mission statement analysis, in order to move the participants more quickly into the analysis of strategic issues. The participants formed a work group and developed a first list of what they felt were the key strategic issues of the Training Center (Annex 2). In reading the left column, one can appreciate that there was (expected) confusion over what constitutes a strategic issue, what is an objective and what is just an activity.

Most importantly, while performing the strategic issues diagnosis, it quickly became clear that the participants still had considerable confusion over the Center's mission. Much time was therefore spent performing a careful diagnostic comparison between the list of "strategic issues" which the participants had just come up with (see column on the left) and the Center's mission statement.

Only by walking through the diagnostic exercise with the Consultant could the participants then develop a refined list of five priority strategic issues (column on right).

The creation of two statements of objectives for two of the strategic issues was done in the same meticulous way: the Consultant walked the participants through the analytical process of creating the objectives statements of two strategic issues, using the SMART approach for doing so. The general lack of the participants' familiarity with creating SMART objectives made the diagnostic exercises very laborious and difficult, but the participants were pleased with their final results and could appreciate what a SMART objective is...they had come up with two themselves.

The last day of the consultant's time with the participants was devoted to developing the first activities for each of the two strategic objectives which the participants had now

developed (Annex 2). The participants learned how to present strategic issue, objectives, activities, time start/end, responsibility and assumptions in a simple MS Word format, following the examples which were provided them in the training materials. By referring to sample documents given to them, the participants also learned how to use a simple table for making a PERT presentation timeline of activities, again using a basic MS Word format. (Sample materials in CD).

Detailed work plan activities were developed for some of the objectives of one strategic issue (professional strengthening of Center's managers); and one broad-brush activity list was created for a second strategic issue (creation of a training plan for GOEIC employees). The Center personnel need to complete all the rest of the work plan, using what has been done as a model, and using the strategic planning tools and approaches they learned during the training sessions.

Issue concerning the creation of a training plan for GOEIC personnel: The training plan for GOEIC employees is only able to be hinted at right now, since the Center has no concrete inputs yet from the GOEIC HR department. Nonetheless, the participants were able to come up with some logical first activities they need to accomplish for this strategic objective.

Much, if not all of what they have to plan for this strategic objective requires information that they can get only if they urgently meet with and discuss concrete information with GOEIC HR persons and the Academy experts. After doing so, perhaps only after *several* productive work output meetings, all of which need to be planned and carried out, each Center manager will be able to produce his/her first detailed activities for their respective department. Once done, they can feed that to the General Manager who can then combine their individual department work plans together with the planned activities for each of the other strategic objectives (which the Center managers need to complete in group work sessions).

The Training Center will then have a completed work plan for 2003. They have set a deadline of October 05 for doing so, to coincide with the date of the Center's inauguration. This is an ambitious deadline, given the magnitude of things that must be planned and carried out for getting the Center truly operational during the remainder of 2003. However, the Center managers have declared they will try to meet this deadline which they themselves have established.

They have set November 30th as the deadline for creating the Center's 2004 strategic plan. Again, the Center must rely on inputs from the GOEIC HR department for doing so. And they will have to work as a team with Academy advisors and GOEIC HR persons for making it reality.

CONCLUSION AND RECOMMENDATION CONCERNING THE STATUS OF THE STRATEGIC PLAN AND THE TAKING ON OF THE REMAINING THREE DELIVERABLES

Much was accomplished during the time the Consultant worked with the Training Center participants, particularly considering that the Center managers are inexperienced in what it takes to be managers and administrators of a training institute. While there is still much to be done, thanks to the interest and dedication of the managers in the Center, positive advances have been made. The positive interest the participants showed, and the efforts they made in getting an incipient work plan written up, albeit imperfect and still incomplete, deserves positive comment.

The Training Center should not be allowed to lose the momentum that was created during the days the Consultant worked with the managers. The Consultant believes that the Center's managers will not be able to sustain the momentum on their own, however. It is the Consultant's opinion that the Center will need the continued, daily guidance of an expert (perhaps from the Academy) in order to get their 2003 work plan done by October 5th, and for the 2004 strategic plan to get done by November 30th. The GOEIC personnel training plan is only one strategic issue. There are four other complex and complicated strategic issues which need to be planned out. The challenge to do this is daunting for even experienced planners, and the Training Center management is not an experienced body of strategic planners.

The Center managers are mentally ready and interested in moving forward. Their enthusiasm should be capitalized on by providing them with the necessary, continued and continuous technical assistance required for getting through the entire process of making a first strategic work plan for the remainder of 2003, and then one for 2004.

It is recommended that they complete what they have started before tackling the other deliverables which have been set out for this approximately 62-day input of technical assistance to the Training Center at Dekheila. And it is hoped they can be given discreet technical assistance to push their work to date to fruition.

Some 2-4 consultant days should be sufficient for getting the managers guided through to completion of the 2003 work plan which they have begun (see Annex section).

CONCLUSION AND RECOMMENDATION CONCERNING THE TRAINING NEEDS OF THE MANAGEMENT STAFF OF THE TRAINING CENTER

To optimize the chances of getting the Training Center operations kick-started *correctly*, it is recommended that the managers of the Training Center be given a one-month, total-immersion training program in:

1. general administration and work systems
2. management of a training institute
3. design, planning, management, evaluation of adult professional training programs
4. training needs assessments

5. computer s/w applications

The total immersion approach would allow the managers to quickly learn the essentials of the above themes, all of which are vital skills areas for being able to run a credible, demand-driven training operation. If the managers do not get up and running with those skills under their belts from the very start of the Center's operations, the Consultant fears that they will not have the required (initial or basic) competencies for managing the extremely complex and complicated operations of a demand-driven training organization. The Consultant also fears that if the managers do not quickly get a solid immersion in the mentioned themes, that they will not be able to project themselves as credibly-prepared training center managers. Lack of credibility could severely affect the professional image of the Training Center right from the start.

The Academy has prepared a list of course materials which could reasonably be included in a one-month total immersion curriculum of the sort that the Consultant is recommending here (see the materials they present in the file in the CD-Rom). There may well be other local organizations capable of producing such a total immersion cursus for the six managers. If so, they could be approached by ATR and invited to propose a total immersion program in (minimally) the above themes.

ANNEX 1

ACTIVITY 1

COMPETENCY GAP ANALYSIS FORMS FOR TRAINING CENTER MANAGERS TO USE IN ANALYSING THEIR TRAINING NEEDS

ISSUES CONCERNING PROFESSIONAL DEVELOPMENT NEEDS
First cut on Issues for TNA focus

Some things to look for that may give indicators for knowledge & skills strengthening

Personal attributes for holding top level positions:

- Excellent leadership skills.
- Excellent people mngnt. skills
- Excellent business transaction skills.
- Capabilities in influencing decision making.
- Personal & professional flexibility and adaptability.
- Self-starter
- Team player
- Total personal integrity
- Effective oral and written communication skills
- Excellent organizational skills
- At ease working at all levels of the organization
- Innovative/original thinker
- Thinks fast on feet
- High energy and enjoys working with people
- Establishes excellent personal and business relations
- Efficient worker and works trans-functionally
- Pro-active
- Results-oriented

Possible questions for getting at information concerning on-the-job requirements

- What are the current key tasks and responsibilities of your position?
- What qualifications must an individual currently have to hold this position?
- What crucial technical and managerial changes do you foresee in the tasks, activities, responsibilities, authority for this position?
- Given the above, what should be the key qualifications of the person who would continue to hold this position or of the person who would take this position in the future?
- What are the strategic issues and strategic plans in your organization that are driving the human resources of your organization overall?
- What are the short- & medium-term measurable performance improvement goals of your institution?
- What are the driving forces that are directing the strategic institutional performance improvement goals of your organization?

Evaluation: A “CHECKLIST” of Training Needs

INSTRUCTIONS: Read the below list of training themes carefully. Example: #2: “use of strategic planning” identifies a training program or event in which the participant would learn the methods and techniques of strategic planning in order to become able to actually carry out strategic planning in the workplace.

For each of the 50 training themes:

- Check “yes” if you feel you have a real need for training in that theme.
- If you are not sure, check “?” (the question mark).
- Check “no” if you believe your skills and knowledge of the theme are satisfactory enough so you do not require any training to strengthening your performance in the theme are or if you do not need to improve your knowledge or skills in the theme in order to move onto another position where those hands-on skills would be required.

	THEME	YES	?	NO
1	Be a manager and direct & manage people			
2	Carry out strategic planning			
3	Controls and how to control			
4	How to organize			
5	Policy interpretation and how to carry out the policies and procedures in my organization			
6	How to improve job performance. Example: motivating people			
7	Personnel discipline, including avoiding and dealing with conflict			
8	How to improve work methods			
9	How to carry out effective research			
10	Learning new jobs			
11	How to classify different work tasks and responsibilities			
12	How to study and analyze new ideas			
13	Keeping order			
14	How to evaluate and classify people’s performance			
15	Work efficiency: reducing waste (time, materials, level of effort)			
16	How to improve my on-the-job performance			
17	How to improve the morale of the personnel in my section who report to me			
18	How to effectively sell ideas to my peers and superiors			
19	How to delegate authority			
20	How to make employees responsible for their own performance on the job and for their own work outputs and outcomes			
21	How to get commitment and collaboration from people (teamwork; independent working, etc.)			
22	How to distinguish and prioritize and distinguish between details that are really important and those that are not			
23	How to interpret charts, statistical analyses, spread sheets, etc.			
24	How to improve my oral presentation skills			
25	How to remove negative factors and roadblocks in the workplace			
26	How to effectively and efficiently direct staff meetings conferences			
27	How to effectively and efficiently communicate upwards, downwards, etc.			
28	How to put into practice the principles and techniques of good management			
29	How to make yes/no decisions			
30	How to be an effective negotiator (with donors, with the administrative hierarchy, with unions, etc.)			

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	THEME	YES	?	NO
31	How to create and write effective reports			
32	Effectively supervising people			
33	How to create measurable performance indicators for individuals as well as for institutions			
34	Results-based budgeting (how to create budgets using concepts and practices of strategic planning for effective and efficient financial resources management)			
35	How to define results-based performance			
36	How to design and create strategic plans for human resources development			
37	Distinguishing between problems that can be solved through training interventions and those whose solutions require other types of interventions.			
38	How to analyze and improve work processes			
39	How to analyze cost: benefit in: 1) solving a problem through training or through other types of interventions, versus 2) letting the problem continue to exist.			
40	Thinking out of the box (how to be an innovative thinker to find original solutions to traditional problems)			
41	Defining my and my service's information needs to the IT experts			
42	Working more intelligently instead of harder			
43	Using statistics and analyses for decision			
44	Being a manager as coach in my work			
45	How to analyze our clients' needs			
46	How to conceptualize, design, budget, plan and manage work projects.			
47	Root cause analysis to problems and rank them according to their importance			
48	Managing change			
49	Distinguishing between value-added and non-value-added tasks in work processes.			
50	Keeping up to date on current information and ideas in my profession (ideas, best practices, work methods, trends, fashion, technology, general information, etc)			

Survey on Managerial & Supervisory Training Needs

INSTRUCTIONS:

- 1) For each item in the left column, in the **center** column write the number that ranks your feeling about *how important* that behavior, competence, or skill is to your *top official supervisory role* in general

- 2) For each item in the left column, in the **right** column write the number that ranks your indication of *how much need for training you have on the subject*

- 3) Use the following scale:

COMPETENCE OR SKILL SCORING

0 represents neither importance or unimportance	0 represents neither little nor much need for training
1 represents very low degree of importance	1 represents very little need for training
2 represents a low degree of importance	2 represents little need for training
3 represents a high degree of importance	3 represents much need for training
4 represents a very high degree of importance	4 represents very much need for training

TOP OFFICIALS-TOP MANAGERS & SUPERVISORS

Management & Supervisory Behavior	Importance of the Behavior, Competence or Skill					Need for Training				
	Very Low		Very High			Very Low		Very High		
	0	1	2	3	4	0	1	2	3	4
1. Use of motivation theories; taking individual differences into account										
2. Follow up to ensure subordinates understand instructions & orders										
3. Establishing clear goals & objectives at beginning of tasks & assignments										
4. Establishing clearly understood deadlines										
5. Getting enthusiastic buy-in from subordinates on job tasks										
6. Explaining to others how to perform tasks										
7. Facilitating information-sharing along up/down vertical and horizontal lines										
8. Follow-up with subordinates to see how tasks and job										

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responsibilities are going											
9.Positive reinforcement to individuals when deserved											
10.Knowing what motivates your subordinates											
11.Issuing clear orders											
12.Creating and maintaining positive feelings in a group											
13.Giving effective corrective actions to individuals when needed											
14.Giving clear, specific & effective feedback on individual performance											
15.Giving regular feedback on individual performance											
16.Resolving conflicts among individuals											
17.Setting good management examples for others to follow											
18.Setting good technical performance standards for others to follow											
19.Setting priorities among competing interests											
20.Running efficient and effective meetings											
21.Meeting deadlines											
22.Setting and communicating vision for area of responsibility											
Management & Supervisory Competence											
1.Business understanding											
2.Information search skills											
3.Negotiating skills											
5.Project management skills											
6.Relationship-building skills											
7.Performance goals & objectives setting skills											
8.Writing skills											
9.Verbal communication skills											
10.Presentation skills											
11.Overall career-specific knowledge											
12.Job-specific updating											
13.Questioning & analysis skills											
14.Data gathering, analysis & interpretation											
15.Use of information for decision-making											
16.Group process skills											
17.Balancing organizational & individual needs & interests											

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18.Coaching skills										
19.Observation skills										
20.Organizational systems skills										
21.Organizational development skills										
22.Systems skills										
23.Work processes skills										
24.Product & services quality control										
25.Delegation skills										
26.Yes/No Decision making										
27.Accountability management										
28.Team-based task assignment & management										
29.Creating interventions to meet customer & client needs										
Technical Skills Competencies of Managers & Supervisors										
1.Computer competence										
2.Cost-benefit analysis skill										
3.IT systems skills										
4.Records management skills										
5.Evaluation skills										
6.Data reduction skills										
7.Results-based budgeting skills										
8.Strategic Planning skills										
9.Analytical skills (sequential análisis; causal análisis, etc)										
10.Internet skills										
11.E-business knowledge										
12.Budgets and financial analysis										
13.Resources planning										
14.Resources management										
15.Statistics analysis										
Other needs: list below										

ANNEX 2

GOEIC TRAINING CENTER-DEKHEILA

SWOT ANALYSIS STRATEGIC ISSUES & STRATEGIC OBJECTIVES

SWOT ANALYSIS
GOEIC Training Center-Dekheila
September 2003

SWOT Analysis Results produced by GOEIC Training Center personnel
 16 September 2003

<p>Strengths</p> <ol style="list-style-type: none"> 1. Training building and space 2. Equipment 3. Active managers & staff personnel 4. Library and information sources 5. Lots of trainees 	<p>Weaknesses</p> <ol style="list-style-type: none"> 1. Facilities are not in the city center 2. No lodging facilities available at center for trainees 3. Equipment not yet installed 4. Management staff need training 5. Standard specifications & important ___? (unclear) reference not in the library yet
<p>Opportunities</p> <ol style="list-style-type: none"> 1. Institute coordinator who they have ___ex. (need to clarify what this sentence says) 2. ATR budget and financing 3. Active GOEIC chairman 4. Active GOEIC president heads up the committee for Training Center support 5. Creative and active Minister 6. Egypt is a known location 	<p>Threats</p> <ol style="list-style-type: none"> 1. Training Center staff positions not yet legally confirmed (authorized) 2. No budget (per diem) for extra activities requiring travel outside Alexandria, this causing personal expenses and negatively affecting staff morale 3. No independent rules and flexibility for Center 4. No budget for trainees who come from ___? (word does not appear on the photocopy...need to get)

STRATEGIC ISSUES
Identified by the GOEIC Training Center Personnel
September 16-17, 2003

GOEIC MISSION STATEMENT: *In order to fulfill GOEIC mission, the training center is established to assist in developing GOEIC human resources in a way that enables them to carry out the tasks assigned, to each accurately, efficiently, promptly and in the shortest possible time*

Ref: Action Plan to Implement the GOEIC Training Center in Dekheila, Feb 24, 2003, John Landos, Dr. Moharram

FIRST LISTING OF SIs	REVISED LISTING OF SIs
<ul style="list-style-type: none"> • Training (professional strengthening & training) program required for GOEIC employees • Complete Training Center construction • Communication <p>e.g. *cooperation w/with training department of GOEIC *link with Arab Academy *website creation *Link with training services center</p> <ul style="list-style-type: none"> • Training Center management staff technical and managerial skills training program • Provide Center with world (international) standards specifications for Library • Provide annual guide, including available courses • Availability of communication with similar international training centers • Create Training Center as special, independent unit • Provide training to import/export business sector • Provide training to Middle East business sector • Provide video conference link (system) with American University and US Congressional Library 	<ol style="list-style-type: none"> 1. Training (professional strengthening & training) program required for GOEIC employees 2. Create and carry out the technical and managerial training programs required for the staff of the Training Center 3. Create and make operational the Training Center internal structure and work systems 4. Create and make operational the inter-/intra - offices communications protocols and systems (within the Center and with all collaborating offices with whom the Center deals) 5. Create Training Center as a separate, independent organization (independent cost center, para-statal entity, etc)

GOEIC TRAINING CENTER AT DEKHALIA TABLE OF STATEMENTS OF STRATEGIC ISSUES AND OBJECTIVES

Developed by GOEIC TC staff, September 20-22, 2003

STRATEGIC ISSUE	OBJECTIVES
1. Create & secure legal mandate for the creation and operation of the Training Center at Dekheila	Training Center should be legally established to assume and carry out their new roles and responsibilities
2. Create and carry out the technical and managerial training programs required for the staff of the Training Center	During remainder of 2003, and throughout 2004, the Training Center staff will improve their professional competencies (skills, know-how, knowledge, behaviors and attitudes) by taking initial management and technical training activities, to ensure they have the proper tools, techniques and methodologies for achieving optimum performance as managers and support personnel of a training center. (As required, staff will take on-going, up-date training programs).
3. Training (professional strengthening & training) program required for GOEIC employees	<i>Objective similar to #2, only specific to GOEIC employees. Staff writing objectives statement.</i>
4. Create and make operational the inter-/intra - offices communications protocols and systems (within the Center and with all collaborating offices with whom the Center deals)	<i>Immediate Objective:</i> NLT mid-October 2003, define and prioritize first communications and records systems and protocols and determine type and LOE of technical assistance required for achieving mid-term objective. <i>Mid-Term Objective:</i> Beginning mid-October 2003, and on on-going basis, create Training Center communication systems and protocols in order to have standardized, timely and effective internal and external communications systems and protocols; to include creation of a complete and rational internal records and documents filing and retrieval system that is both manual and electronic.
5. Create and make operational Training Center internal structure & work systems	<i>Objective similar to #4, only specific to subject of Center's operational structure and internal work systems. Staff writing objectives statement.</i>
6. Create Training Center as a separate, independent organization (independent cost center, para-statal entity, etc)	<i>Staff writing objectives statement.</i>

GOEIC Training Center Partial Activities Workplan for October –December 2003

The participants developed these first workplan activities for Strategic Objectives 2 & 3 on September 23, 2003.

TC staff committed to completing the statements of objectives & to completing the detailing of work activities, using the simple workplan format below.

Missing: 1) descriptions of outputs and outcomes, to be developed after the participants master writing good strategic objectives for the remaining issues (see above), and after completing the complete description of activities for all objectives. 2) Timelined activities, (PERT chart).

Strategic Issues	Strategic Objectives	Activities	Time Begin-End	Responsible	Outputs	Assumptions
1. Create & secure legal mandate for the creation and operation of the Training Center at Dekheila	Training Center should be legally established to assume and carry out their new roles and responsibilities	Action is in hands of the GOEIC central administration	Not known	GOEIC top management	The legal mandate document for creation of GOEIC TC	
2. Create and carry out the technical and managerial training programs required for the staff of the Training Center	During remainder of 2003, and throughout 2004, the Training Center staff will improve their professional competencies (skills, know-how, knowledge, behaviors and attitudes) by taking initial management and technical training activities, to ensure they have the proper tools, techniques and methodologies for achieving optimum performance as managers and support personnel of a training center. (As required, staff will take on-going, up-date training programs).	<p><u>Activity 1:</u> Create & Carry out ELT training program for GTC staff</p> <p>1.a: Eval. Test for each TC member</p> <p>1.b: Determine Eng. level each employee</p> <p>1.c: AA create program schedule for each empl. by level</p> <p>1.d: staff begin Eng training</p> <p>1.e: test results @end 1st program</p> <p>1.f: report results & request following module financing</p> <p>1.g: Begin next module Eng training</p> <p><u>Activity 2:</u> Create 7 carry out computer training for GTC staff</p> <p>2.a: Individ. Eval of priority s/w training needs w/AA IT expert</p> <p>2.b: create indiv trng prog in s/w for each</p>	<p>Aug 01, '03</p> <p>Aug 05</p> <p>Aug 15, '03</p> <p>Sept 27-Oct 06</p> <p>Oct 08</p> <p>Oct 12</p> <p>22 Sept</p> <p>27 Oct-06</p>	<p>AA</p> <p>AA, ATR, GTHR, GTC</p> <p>AA</p> <p>AA/GTC</p> <p>AA/GTC</p> <p>AA/GTC</p> <p>AA/GTC</p> <p>AA</p> <p>AA</p>	<p>GTC staff pass levels tests</p> <p>All GTC members competently using</p>	<p>All pass & continued training approved</p> <p>Tailored s/w training strategy approved</p>

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		TC member, as per indiv needs 2.c: Deliver trng request to GOEIC & ATR 2.d: Approval given 2.e: first tailored training for each TC member delivered 2.f: eval of follow-up s/w training required 2.g: Request for second tailored trng in s/w delivered 2.h: Approval obtained 2.i: 2 nd tailored s/w training initiated	Oct Oct 08 Oct 10 Oct 14-18 Oct 20-30 01 Nov 02 Nov 05 Nov	GTC ATR/GOEIC AA AA/GTC GTC ATR/GOEIC AA/GTC	required s/w programs on the job by end 2003	
3.Training (professional strengthening & training) program required for GOEIC employees	<i>Objective similar to #2, only specific to GOEIC employees. Staff writing objectives statement.</i>	Activity 3: Training programs for GOEIC employees being delivered w/AA support, in GTC-Dekheila 3.a: Complete delivery & installation of equipment in GTC 3.b: Each TC manager creates own training plan for his/her dept 3.b.1 Trng plan for 2003 created 3.b.2: 2003 Trng programs begin in GTC 3.c: Training program for 2004 designed & planned 3.c.1: Submit 2004 plan for approval 3.c.2: 2004 plan reviewed & approved	Oct 05 Oct 05 Oct 06 Oct 10 Nov 30 Dec 01 Dec 15	ATR/GOEIC GTC managers GTC mngnt AA/GTC GTC/AA GTC GM GOEIC/ATR	Equipment installed & operational Indiv departments' plan document Plan document Plan doc.	On-time delivery 7 instal. of equipment GOEIC HR Dpt provide required info NLT Sept 30 GOEIC HR Dpt provide info NLT Nov 15 Timely approval by GOEIC & ATR

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		3.c.3: report on 2003 training activities by each GTC mngr & consolidated report by GM, delivered to GOEIC & ATR	Dec 15	GTC/AA		
		3.c.3: 2004 training programs initiated	Jan 01, 2004	AA/GTC		
4.Create and make operational the inter-/intra - offices communications protocols and systems (within the Center and with all collaborating offices with whom the Center deals)	<p><i>Immediate Objective:</i> NLT mid-October 2003, define and prioritize first communications and records systems and protocols and determine type and LOE of technical assistance required for achieving mid-term objective.</p> <p><i>Mid-Term Objective:</i> Beginning mid-October 2003, and on on-going basis, create Training Center communication systems and protocols in order to have standardized, timely and effective internal and external communications systems and protocols; to include creation of a complete and rational internal records and documents filing and retrieval system that is both manual and electronic.</p>					
5.Create and make operational Training Center internal structure & work systems	<i>Objective similar to #4, only specific to subject of Center's operational structure and internal work systems. Staff writing objectives statement.</i>					
6.Create Training Center as a separate, independent organization (independent cost center, para-statal entity, etc)	<i>Staff writing objectives statement.</i>					

ANNEX 3

TERMS OF REFERENCE Final Updated Version of June 30, 2003



Assistance for Trade Reform (ATR)

Nathan-MSI Group

Contract Number PCE-I-00-98-00016-00 TO# 827

Scope of Work: TRAINING Specialist for the GOEIC Training Center

JUNE 2003

BACKGROUND – The Egypt ATR Project

The Assistance for Trade Reform project is an USAID-funded project implemented by the Nathan -MSI group. The project's objectives are to:

2. Establish a World Trade Organization (WTO) unit within the Ministry of Foreign Trade (MOFT) and to form the necessary intra- and inter-ministerial coordinating mechanisms incumbent upon WTO compliance;
3. Continue and finalize the reengineering efforts as contained in the Foreign Trade Policy Sector (FTPS) reengineering study and to expand/complete this effort in Commercial Representation Sector (CRS) and General Organization for Export and Import Control (GOEIC) so that their operations facilitate trade liberalization and enhance Egypt's export prospects; and,
4. Facilitate the automation of the above four units with appropriate information technologies.

To meet these objectives, the Nathan-MSI team will undertake the following tasks:

1. Task 1: Establish a WTO Unit;
2. Task 2: Trade Liberalization and WTO Compliance Policies;
3. Task 3: Institutional Development of the Cooperating Divisions Working in Foreign Trade;
4. Task 4: Organization of In-Country and Off-Shore Training Activities, Workshops and Seminars; and,
5. Task 5: Implementation of Information Technology Plan for Cooperating Divisions and WTO Unit and Procurement of Equipment and Software.

Terms of Reference: Training Specialist

ATR is helping to establish a Training Center at GOEIC's Dekheila lab that will contribute to the lab's effort to become accredited and create a systematic system for upgrading the skills of professionals in that lab and in other labs around Egypt.

ATR's effort to support the Center is following three separate tracks. First, ATR is procuring the equipment necessary to equip the Center. This includes the acquisition of books, translation equipment, computers, and lab equipment, among other items.

Second, ATR is supporting the provision of training in the Center prior to completion and the initiation of programs to train trainers for the Center. Finally, ATR is providing technical assistance to the staff of the Center in how to run effective training programs for the staff of the lab and the rest of GOEIC. This terms of reference is designed to support this latter activity as well as the effort to train trainers.

The action plan for the Training Center set out clear goals for the Center. These include:

1. To improve the level of English language proficiency for GOEIC staff;
2. To enhance the computer skills for GOEIC staff to enable them to work with and use efficiently the planned integrated management information system and to use the Internet to retrieve technical information;
3. To enhance the professional capabilities of the technical staff in performing required tests, inspection and sampling accurately and in the shortest possible time;
4. To enhance the managerial skills and capabilities of GOEIC's managerial and supervisory staff; and
5. In collaboration with the Trade Services Center, to develop and deliver training to the business community

While an action plan for implementing the Training Center set out a timetable of tasks to be completed, it focused primarily on the acquisition and installation of equipment. As important as the physical equipment of the Center surely are, it is also important to develop the human resources of the Center and to ensure that the staff are well trained in the skills needed to operate the Center and that they have well designed job descriptions and work plans. This Terms of Reference is structured to provide expert technical assistance to the Center staff to ensure that when the equipment for the Center has been purchased and installed, they are ready to make maximum use of it in implementing training plans for GOEIC.

Expected Results

The expected results of this activity are to lay the foundation for the efficient operation of the Training Center. Through this consultancy, the staff of the Center will work with the consultant to develop job descriptions for all of the employees of the Center and work plans based on those job descriptions. The consultant will assist the management of the Center in developing a training program for the staff as well as identifying those training courses that should be offered regularly through the Center. The staff will become familiar with how to develop, implement, and manage training plans.

Deliverables

Working with the staff of the Center, the short term Training Specialist will:

- Train the management and the staff of the Center in strategic planning. Through this training, assist the staff in preparing final job descriptions for all of the staff of the Center and develop annual work plans for the first year of operation of the Center;
- Based on a needs assessment, assist in developing a training plan for the staff of the Center and implement those portions of the plan that the Training Specialist can effectively provide on his own;
- Prepare a report identifying key training courses that will be offered repeatedly by the center that could reasonably be taught by trainers working for the Center;
- Working with the staff of the Center, identify training providers that can implement courses in training trainers for the courses that will be offered repeatedly;
- With the staff of the Center, prepare a database of the educational background and prior training of the staff of the Dekheila lab as a prototype for use elsewhere in GOEIC in the future; and
- Prepare standard operating procedures for tracking the training of the staff of the Dekheila lab through the database established above.

Level of Effort

The work to be done under this terms of reference will have to be done over a number of months. Therefore it is expected that the short term Training Specialist shall put in 62 days of level of effort, including travel time for up to four trips to Egypt, between July 1, 2003 and October 31, 2003.

ANNEX 4

**TERMS OF REFERENCE FOR THE ARAB
ACADEMY**

TERMS OF REFERENCE FOR THE ARAB ACADEMY FOR SCIENCE AND TECHNOLOGY FOR THIS CONSULTANCY

Purpose of this Activity

Provide input to ATR expatriate consultant on training curriculum for GOEIC staff in Information Technology, English, Management and Technical training.

Proposed Activity

The Arab Academy will provide experts in the four areas listed above to enable the ATR consultant and GOEIC to develop a training system and programs for GOEIC staff. In each of the four areas, the AA will :

- Suggest basic courses that are to be repeated continuously at the GTCD and for which training of trainers programs need to be developed.
- Suggest a complete curriculum for one course in each of the four areas.
- Suggest performance benchmarks.

Expected results : ATR consultant has input for developing training programs and plans

Deliverables: complete suggested curriculums for the four courses stated above and for training of trainers.