

Assistance for Trade Reform

Proposal of Training Interventions for FTFS and CD/WTO Management Strengthening

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SUBMITTED TO
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FTPS & CD/WTO Mid-/Long-Term Strengthening through Training Interventions
A Proposal

PROPOSAL
of
TRAINING INTERVENTIONS
for
FTPS & CD/WTO
MANAGEMENT STRENGTHENING

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for

Assistance for Trade Reform (ATR) Project
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SECTION 1: INTRODUCTION & EXECUTIVE SUMMARY

The FTS and CD/WTO Project documentation referenced and persons interviewed for understanding the background and issues of the ATR Project and for completing the terms of reference for this consultancy, are presented in Annex 7 of this document.

General Comments: After reading the referred-to Assistance for Trade Reform (ATR) Project documents and discussing them and other issues with Project persons, the Consultant concludes that the Project technical assistants have done well in capturing a first profile on the organizational efficiency of the FTS (August 2002 Report) and on the human resources capabilities of the CD/WTO (November 2002 Report).

The Consultant also concludes that the personnel and institutional profiling were satisfactorily done *within the limiting context of the time during which the two diagnoses were done*. Also, that the conclusions and recommendations concerning *individual technical training* seem to be on target, considering the academic backgrounds that the FTS and CD/WTO personnel come to their jobs with, and considering also what the job *titles* of those personnel are.

First Conclusions: Nonetheless, the Consultant has serious reservations about endorsing that the ATR move straight ahead with the “possible training needs” identified in Annex F of the November 2002 HR Review, and with the Project’s proposed program of training interventions identified for each FTS and CD/WTO Project individual, and presented in detail in the five Excel-based tables of the “ATR/DT2 Training Plan 2003”.

The main reasons for not directly endorsing the list of training interventions for addressing the individuals’ technical individual training “needs” are the following (reasons not listed in order of importance):

1. The list of proposed (mainly) technical training interventions is vast of and by itself and would require that the individuals dedicate important amounts of off-the-job hours to receive all the training indicated. The CD/WTO told the Consultant that he could not even spare *any* of his staff to take 10 half-days of training in business process reengineering or even 2 days for developing individual job descriptions. So it is difficult to understand, then, how the Project would successfully carry out the referred-to series of technical training activities, even if it were fully financed.
2. There are no existing job descriptions in the FTS and CD/WTO which one can use for identifying core competencies required for each position, or for knowing what the key skills areas are for each position. Thus, there is no reasonably accurate means for determining what gap exists between what the position occupant brings into the job, versus what the position’s factors for success on the job are. This also means that there is no way for the Ministry to set out performance benchmarks for their employees and/or to reasonably measure employee performance. In a word, with the continued absence of job descriptions, the two sectors have no baseline indicators for managing their respective performance.
3. The two “sectors” do not have a *clearly-defined inter-/intra organizational relationship* within the Ministry of Foreign Trade. There is an organigram, of course, but it is in possible flux and, even in its present state, there is no solid, technical organizational definition of lines of authority, responsibility and accountability. Thus it is difficult to determine who their different internal and external clients and customers are and what their clients’ demands and needs for FTS and CD/WTO

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products and services are. As with point two above, the absence of clear organizational relational definitions makes it not possible for the two sectors to accurately know how they are delivering their products and services compared with the needs and demands their clients have for those same products and services.

4. There are many sub-standard “conditions of service” in the FTS and CD/WTO (see chapter on this topic in this document) that are very likely the primary causes for much of today’s sub-standard individual and organizational performance in these two organizations. It is crucial to identify and define them clearly and then it is important that the MoFT remove those that are compromising the performance of their skilled and talented employees. Once one can state that the important organizational impediments (conditions of service) have been removed, this will allow one to much more clearly define what training is needed to improve individual and institutional performance.
5. The two diagnoses done in 2002 did not ensure they captured the crucial difference between what individuals “want” in training, versus what they “need” for improving their professional performance.
6. The referred-to list of technical training interventions for specific individuals does not address the issue of individual performance improvement that should repercutate positively over time on their institution’s performance. This is a relatively complicated issue, but it needs to be made part of the training strategy. If it is not, then the benefits of the training given to specific individuals in specific technical competency themes will be limited to the individuals themselves. The Project’s target institutions cannot afford to spend scarce training and development resources for such a limited impact.
7. The list of technical training for specific individuals is very thin on “management tools” training themes. The risk of weighting the training so heavily towards individual technical training interventions for specific individuals is precisely that in doing so, the Project will end up improving individual technical capabilities and knowledge, and when the newly-informed or skilled employee returns to the workplace, he/she will be going back to the same old system which is compromising his/her performance in the first place, despite the new skills and knowledge attained in training. The outcome will be like pouring new wine into old bottles.

Summary Conclusion: One could say, in summary, that the main missing ingredient for better defining what kinds of training interventions are required to improve the performance of both the individual and the organization, is that there are no benchmark indicators for defining what the performance of individuals and their organization should be and what training strategy should be used to ensure that training be an key mechanism for helping the Project’s target institutions develop into customer-oriented and performance-improvement-based organizations (this being what the institutional goals should be).

Recommendations: The training program proposed in this document will positively move the FTS and CD/WTO towards resolving the above issues and for achieving the mentioned institutional goal. For the immediate term, the Consultant strongly recommends that the Project principals prioritize the existing list of technical training interventions for specific individuals which has been created, and that very carefully-targeted technical training be initiated for carefully-selected individuals. Surely, some of the listed technical training is required by the Project counterpart personnel. But what training event is *priority* (what event will produce a key skills and/or performance

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improvement?) for which individuals (which individuals will create the most impact on the institution's performance?).

It is necessary to very carefully prioritize what technical training events to pay for and for whom, by using the stated selection criteria so as to ensure a win-win series of certain training activities for certain individuals. The Project must avoid a "something for everyone" approach to the technical training, which is what the present list of technical training events seems to be trying to do.

In Annex 5 of this document, the Consultant presents what he believes to be the FTS and CD/WTO strategic development issues. Annex 5 also presents the Consultant's outcome-based training and reengineering strategy and plan for FTS and CD/WTO. This is a requirement in the Consultant's statement of work for this assignment.

But in reality, it would be preferable to have the Project's Egyptian national counterpart organizations create their own *overarching training strategy* for improving the performance of their two institutions. The analysis and statement of critical issues and the design of a training and development strategic plan really need to be done by the concerned organization members so that the resultant strategic plan be a customer-owned program. This is not an original piece of advice, of course.

Nonetheless, given the gloomy picture that the CD/WTO Head painted to the Consultant concerning for the pressures of time on him and his personnel, it is uncertain how the Project can shake the counterpart personnel loose for analyzing their strategic issues and designing a strategic plan for addressing their crucial training and reengineering needs.

First Steps: The Consultant believes that it will be necessary for the Project to make an acid test for seeing to what degree there is real client commitment to improving their individual and organizational performance. He recommends a "quick hit" approach. That is, a training activity whose output is a concrete activity plan for achieving a "quick hit" performance improvement in the organization.

The most powerfully convincing training course for doing this is BPR-Business Process Reengineering (see Course 2), even though the CD/WTO Head has already told the Consultant there is no way he can set aside the time for his personnel to take this training event, even if it were given during half days, to allow his employees daily contact with their offices. (An alternative would be to give the workshop over a 3-day weekend, which has proved to be an effective solution in other programs the Consultant has run-in Egypt also!- and which is also a good test of client commitment).

The second possibility, but less "powerful" in its final impact on participants, but still extremely important for the Project overall, is a workshop on job analysis and writing position descriptions, and benchmarking (see Courses 8 & 9). By combining these two themes, the workshop can cover some important aspects of BPR, while primarily focusing on producing job descriptions for each individual in the FTS and CD/WTO.

If the second workshop option were selected, the following is recommended:

1. Conduct the job descriptions training & produce the position descriptions for each employee in the two institutions.
2. Give the participants the questionnaire in the last Annex at the end of the training.

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3. Use the information in 1 & 2 to benchmark training and development *needs*.
4. Re-design the individual training needs program with the above benchmark indicators clearly identified and defined and to refine this document's proposal.

1.1 Common Core Management Training Proposal for the Program Offices of the FTPS and the CD/WTO

Why a common management training core, apart from the obvious idea that common needs were identified for the Program Office of FTPS (Foreign Trade Policies Office) and CD/WTO (Central Department for World Trade Organization)? A common core management training approach serves three basic purposes:

- Puts all levels of top and middle management on “the same page of music” in the common management systems development needs and interests areas, and most specifically to **get commitment from management on the implementation and institutionalization of the management systems and change management efforts which have been identified in the Assistance for Trade Reform (ATR) project analyses¹ as urgently required by FTPS and CD/WTO.**
- Rationalizes scarce resources, including little time for employees and managers to invest in training (economy of scale approach).
- Creates a critical mass of new capabilities in common needs and interests areas.²

Based on project documents which the Nathan Associates ATR Project office provided and on conversations and interviews with project members as well as with staff and officers of FTPS and CD/WTO, the following broad themes seem to represent the common professional management needs and interests identified for the FTPS and CD/WTO personnel.³

As will be seen in the strategy for providing training in these broad management themes, many of the “sub-themes” presented in the matrix of common needs for FTPS and CD/WTO are covered within these broad thematic categories (non-inclusive list).

- Business process reengineering⁴
- Managing change
- Team and leadership skills.
- Strategic planning and management methodologies and tools.
- Performance management
- Time Management

Training interventions which address these themes and many of the sub-themes in the common needs matrix (presented in Annex Section of this document) are proposed on the following pages, without special order of importance. However, it is recommended that the Business Process Reengineering and Change Management training programs be among of the first programs undertaken.

¹ *Review of the Organizational Efficiency of the Foreign Trade Sector (FTS) of Ministry of Foreign Trade*, Task 3, Institutional Development of Cooperating Agencies, Rasik Joshi & Abdel Wahab Heikel, August 05, 2002 and *Report on Review of Human Resource Capabilities* of Central Department of World Trade Organization, Ministry of Foreign Trade, Rasik Joshi & Abdel Wahab Heikel, November 07, 2002.

² Ref. The Developmental Helix in Annex section of this document.

³ The Program has identified several pertinent “technical” training interventions. This section addresses management training themes, not technical training ones.

⁴ The Under Secretary of FTS, Dr. Fawsy, mentioned that reengineering was “dropped” from Project foci “for some unknown reason”. He indirectly showed an interest in keeping a focus on reengineering. This document presents ample opportunity for getting seriously involved in substantive reengineering learning and doing.

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Section Two, while legitimately constituting part of the common core training needs profile, is focused on creating a cadre of HR professionals. As such, it is presented separately and carries with it its own specific level of effort.

Note: a special note concerning Conditions of Service is presented in Annex 4 of this document. It is important to read it, since it addresses the question of reaching training objectives.

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1.2 Overview of Common Core Training Program Proposal

Proposed Training Interventions	Proposed Duration (days)
1.2.1 List of Common Core Courses	
1. Leading Public Organization Change	3
2. Business Process Reengineering	5
3. Strategic Planning & Management (and possible inclusion of Results-Based Budgeting)	3
4. Senior Executive Development Seminar - Overview of Change Management Roles, Responsibilities and Challenges	5
5. Strategic Issues & Problem Analysis and Decision Making	5
6. MIS: MicroSoft Office Planning & Management Applications	1
7. Negotiating Techniques for Top Officials	5
8. Communications for Senior Managers and Top Officials as Appropriate, 16 proposed themes*	½ to 1 day per theme Approx. 10-12 days total*
9. Job & Task Analysis and Writing Job Descriptions	1.5 to 2
10. Setting Measurable Goals and Objectives-Benchmarking and Breakpoint BPR	2-3
11. Time Management	1 day
COMMON CORE: TOTAL DAYS PROPOSED	33 to 41-43* (see event #8)
1.2.2 List of Human Resources Systems Development Courses	
12. HR Management for Managers	28 days
13. Quality HR Management to Create a High Performance Organization	37 days
14. Training of Trainers	10 weeks
15. Creating and Managing a Strategic Training Program	37 days
16. Work Processes-Organization and Methods (O&M) for Managers and Line Management Operatives	35 days
HUMAN RESOURCES SYSTEMS DEVELOPMENT : TOTAL DAYS PROPOSED	187 days

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SECTION 2:
OBJECTIVES and CONTENT DETAILS of PROPOSED COURSES

2.1 Leading Public Organization Change (3 Days)

1.Aim

This course proposal is based on the PricewaterhouseCoopers top management training program called “Taking Charge of Change”.⁵ The training program strengthens top officials’ skills and knowledge bases to enable them to effectively “engage their organizations and their people in delivering sustained change” for shaping their future organizations. Top officials will become thoroughly familiarized with: creating change vision; developing change leadership; configuring change programs; managing change programs; and building institutional commitment to sustain change.

The level and emphasis given to change management themes are designed to address needs and interests of top officials. Example: the driving force rôle that top officials play in forming the vision, mission and goals of their organizations and in getting organizational commitment to them.

The Leading Change program should be presented to top officials prior to the strategic planning and management training program for top officials.

2.Participants

Top Officials of the Ministry administration and key client and stakeholder groups as appropriate. This course is also recommended for key line managers of the FTS and CD/WTO sectors. It can be re-focussed, keeping the themes much the same, but placing emphasis away from the governance foci seen below, to address the more operational needs and interests of senior managers.

3.Subject Areas and Durations

Introduction to Change Leadership (1 Day)

- Distinguishing between operational management and leadership; building leadership resolve; best practices in leadership and how to apply them; understanding the response to change and understanding behavioural causality and how to deal with them; creating a compelling change vision; the importance of communications for engaging people and winning commitment.

Aligning your Organization to Sustain Change (1 Day)

- Change levers (a systemic view of change); using best practices for encouraging and maintaining change commitment-leadership behavior; reward; performance management; news skills acquisition and transferring them individual to institutional impact levels; identifying what drives your organization’s performance; Burke Litwin systems thinking model.

Configuring, Managing and Leading your Change Program (1 Day)

- Selecting, building and leading teams; empowerment and cascading authority and responsibility; client-focused change targets; customer satisfaction surveys and creating feasible change targets; gathering stakeholder support; defining terms of reference;

⁵ Consultant co-designed a similar course with PriceWaterhouseCoopers in 1997 (Nicaragua) & 1999 (Tanzania). This is an adaptation of those successfully-delivered programs, the adaptation basically being to shorten the course from 3 to 5 days, given the severe time constraints of the FTS & CD/WTO personnel.

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business rationale for change and change programme guidelines; planning how change benefits will be delivered and costs incurred; infrastructure concerns-how change work will be done and who it will impact; risks and how to manage them; decision making processes; how to lead change through times of setbacks and failures; and monitoring and reporting progress.

4.Methodology

Lecture/discussion; real cases; team-based analyses

2.2 Business Process Reengineering-BPR (5 consecutive days)

1. Aim:

- present concepts on reengineering
- establish common language for change management and work process reengineering
- acquire tools and methodologies for analyzing and redesigning or reengineering work processes
- acquire an appreciation of the positive and negative dynamics in work teams
- learn how to create and manage change program teams
- promote the spirit of working in teams
- **analyze vital work processes of each sector (FTS & CD/WTO) and create a plan of action for carrying out the selected work process changes***

**(NOTE: It is recommended the FTS & CD/WTO complete steps 3 & 7-analysis of vital work processes and creation of an action plan for carrying out work process improvements. The course program objectives can include the client who is actually going to undertake a change program. Thus, the course can include work processes analyses and design of an action plan for change activities. Or, the course can be for the client who requires concepts and hands-on tools for undertaking change through work process change that include redesign, restructuring, or reengineering).*

2. Participants

Top and middle management; line managers; technical personnel, and all persons involved in strategic planning processes, quality control, organizational performance, and similar organization-wide programs and activities. Persons involved or who should be involved in creating changes within the organization, particularly work process changes.

3. Subject Areas (Course Outline):

- Module 1 -What is Reengineering?
- Module 2 -Methodology
- Module 3 -High Performance Teams
- Module 4 -Process Analysis
- Module 5 -Priority Problem Identification and Creative Solution-Making

4. Course Duration:

Basic full course: 40 hours (recommended)

Note: Course contents may be delivered with modifications to the full 40-hour basic course, depending on needs and time constraints. The modules are relatively stand-alone modules, although delivering them as such actually decreases the full impact of the course focus and impact. Each module may be shortened or lengthened, allowing for a total course delivery of 25 to 40> hours total, depending on client requirements and demands and numbers and types of hands-on practical exercises included in the program. Perceived client need or level of sophistication in management themes and materials should determine the length of the total program.

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Module 1 Sections:

- overview of reform programs worldwide: scope, urgency, scarcity of resources, etc
- 19th century overview of trends leading to reengineering and today's change management foci
- overview of resistance to change and key behaviors conducive to allowing change
- comparative look at process improvement, process redesign, and process reengineering
- overcoming (public sector) limits for change
- stakeholder and client needs and how to identify them; process reengineering is trans-functional
- finding your breakpoints for process improvements; introduction to performance benchmarking
- vision: what is it? How to develop the vision. Business vs. change vision
- essential ingredients to getting commitment for change: the "burning platform" or "convincing argument" for change
- values: individual and institutional. Discovering your institutional values.

Module 2 Sections:

- phases of discovery, redesign, and implementation of work process reengineering
- process reengineering and performance breakpoint identification
- detailed aspects of activities required in each of the three phases of process reengineering

Module 3 Sections:

- why we use work teams for process reengineering and change programs in general
- advantages and disadvantages of teams
- how to choose team members: exercise in choosing a change management team
- group dynamics
- comparative look at work groups vs. high performance change management teams
- content- vs. process-oriented team
- identifying a team's strengths and weaknesses: methodology and practice
- 4 stages of team formation (B. Tuckman's "*forming, storming, norming, performing*")
- a new look at the 4 stages: how to get to performing faster and stay there
- leadership of teams: overview of characteristics
- leadership & empowerment: what it is and what it is not
- rules of the game for high powered change teams
- the "musts" in forming high performance teams
- benchmarking your team's performance
- profiling of team member characteristics in Institution X (contributor; collaborator; communicator; challenger). The "*dream team*"
- handling team conflict: causes of conflict and productive vs non-productive conflict
- exercise: making strategy for conflict avoidance
- characteristics of high performance teams
- original thinking; "out-of-the-box" thinking and how this is important to reengineering
- communications: all aspects for ensuring successful change programs. Johari windows
- create your communications strategy for a change program (identify client, customer and stakeholder)
- feedback and criticism

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Module 4 Sections:

- tools and methodology for analyzing your work processes
- vital vs. support processes: how to distinguish and choose those which are priority for change, based on:
 - value added or no-value added analysis of activities
 - cost: benefit analysis of your work processes
 - cost:opportunity for change
- process flow mapping: how to and exercise: mapping of your vital processes and support activities
- exercise: redesign of your vital processes
- how to deliver "quick hit" solutions. What are they and why do we use them?
- exercise: selection of quick hit solutions for your organization
- problem solving techniques: including subcontracting and outsourcing or internal approaches
- (optional): create a work plan for launching your change program
- identification of training required to support change program efforts

Module 5 Sections:

- choosing your priority problems. Innovative solutions and approaches to solving problems
- 10 problem areas and selected methodologies for problem analysis (*brainstorming, Ishikawa diagramming, causal effect diagramming, root causes analysis, etc*)

Supplementary Information on *Business Process Reengineering* Course Content:

Possible inclusion in program if required or if time permits:

- development project cycle and development project management vs. change program management. How they are different and how they are similar
- specific management considerations for managing your change program and what the typical cycle of your change program may look like.
- Goal-directed project management (Milestone planning, responsibilities matrix, etc)

Possible inclusion in the program, but BEYOND the scope of these 40 hours contemplated in the *Business Process Reengineering* management course:

- strategic planning: concepts, techniques, applications, etc.

A course in Strategic Planning has been proposed in another part of this training course proposal.

5. Methodology: adult experiential workshop. Mix of theory and practical, work-place-specific, hands-on, team-based activities. During the workshop, participants produce real outcomes, such as a flow chart of a vital work process; or a statement of strategic development issues; or a strategic change plan, a training strategy, etc. for actual use once back in the workplace.

2.3 Strategic Planning & Management (and possible inclusion of Results-Based Budgeting), to Include Top FTSP and CD/WTO Decision Makers (3 Days)

1.Aim

To train top officials and managers of the technical sectors and HR managers, plus the FTS & CD/WTO personnel and their key clientele, to fully understand and skillfully handle the concepts, principles and practices of strategic planning and management, and being able to produce strategic plans with uniform standards, approach, and methodologies.

This 3-day program could be offered as a “launching pad” event in strategic planning and management, thus including top management in the event, for ensuring their buy-in to the previous training results, could be recommended. A fuller SP training program of some 5 days is suggested for line management and personnel of the FTSP and CD/WTO.

2.Participants

Top officials, managers and planners from the two offices and their clientele as appropriate. Groups should be arranged so that participants in any one course should be of approximately the same level, but should represent a mixture of top officials and managers-particularly planners and finance and HR personnel intimately involved in the strategic planning processes, and key customers and stakeholders.

3.Subject Area and Duration

Introduction to Strategic Planning & Management and Results-Based Budgeting (1 Day)

- Introduction to strategic planning; the McKinsey’s 7 Keys & the systemic view for strategic development and change; Burke Litwin & change levers; mission, vision, values; SWOT analysis; rapid analysis of environment, risks, stakeholders and mandates; team-based activities for executing strategic plans; creation of mission and vision statements. Introduction to Results-based budgeting: concepts of setting measurable objectives; measurable outputs (products and services) and outcomes (results); inputs (resources), and using the Outcome Model of Budget Planning

The Customer-Driven Organization (1 day)

- Culture and change; high performance multi-disciplinary team creation and management; communications; strategic issues & imperatives; core values & institutional drivers; defining goals & objectives and writing measurable goals statements; benchmarking & performance indicators; the client-oriented organization; vital work processes for value-added services and products; eliminating non-value-added work; defining priority services quality from a client, customer & stakeholder perspective.

Strategic Issues & Goal Directed Project Management (GDPM) (1 Day)

- Team-based case readings for identifying strategic issues; goals grid for setting clear objectives; team-based identification of strategic issues; developing strategic issues statements; strategic project planning and management capability; goal-directed projects; resources/outputs & putputs/outcomes; quick hits; getting from plan to execution; team-based creation of strategic quick-hit projects, using goal-directed project management framework; presentation and discussion and multi-layered management consensus for strategic planning and management standards and practices to use. Evaluation of future needs in strategic planning and management for different levels of public sector officials

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and succinct recommendations and agreements for designing and carrying out future training interventions to address them.

4. Methodologies

Adult experiential learning approach. Use of lecture & discussion; case studies; work groups; application to country-specific cases; debate and consensus processes; visual aids presentations.

A typical participant group should not exceed 20 persons. Above 20, it is recommended to utilize two trainers.

Since this is a core common event, it may be interesting to bring together a diversity of institutions' top officials and senior managers, with key stakeholders. This is a value call for the training organizers. If several events are chosen to cover the numbers of institutions, the same training providers and materials and cursus should be used to ensure all participants receive the same foci and emphasis in the training themes.

2.4 Senior Executive Development Seminar - Overview of Change Management Rôles, Responsibilities and Challenges (5 Consecutive Days)

1.Aim

Provide a forum for Senior Top FTPS & CD/WTO Officials to discuss problems and techniques of managing large and complex public administrations and for managing change and development processes.

2.Participants (non-inclusive indicator)

Top officials from two offices and their key stakeholder offices and organizations, as appropriate (selected department heads, and key clients, customers and stakeholders of the Government institutions) including selected executives from the private sector,etc.

3.Subject Areas and Durations

The Practice of Management (1/2 Day)

- Roles and functions of senior managers and top officials; the skills of managing (large and complex) public administrations; transferability of managerial skills; setting vision, mission, goals and objectives and clarifying expectations; inter-/intra-communications.

Developing Excellence in Organizations (1 Day)

- Attributes of excellence-driven organizations (the improvement-driven organization; the customer-driven organization, etc.); the healthy vs. unhealthy organization; managing in the Developing World

Plan Analysis (1 Day)

- Determining objectives; defining critical mass areas; assessing priorities; developing preventative and/or contingent factors.

Leadership (1/2 Day)

- Authority; responsibility; power; empowerment; cascading authority; leadership styles theories; situational leadership.

Communication (1/2 Day)

- Perception; communication models; barriers to communication; active listening; non-verbal communication; information management; E-business; the E-office.

Motivation (1/2 Day)

- Why people work; impact of cultural value systems; needs theories; motivation theories; expectancy theory.

Problem solving and Decision making (1 Day)

- Defining the problem; gathering the data; developing criteria-generating alternatives; comparing alternatives; risk analysis, implementing the decision (getting to action).

4.Methodology

Lecture/discussion; case studies; self-analysis exercises; application (practical) exercises

2.5 Strategic Issues & Problem Analysis and Decision Making (5 consecutive days)

1.Aim

To train top officials and managers and supervisors at all levels in FTS and CD/WTO to identify problems, determine causes, determine corrective action and plan the implementation of decisions.

2.Participants

Top officials, managers and staff from the FTS and CD/WTO specifically and from the top Ministry of Foreign Trade (MoFT) management as appropriate. Groups should be arranged so that participants in any one course should be of approximately the same level, but should represent a mixture of top officials, customers and stakeholders.

3.Subject Areas and Proposed Durations

Situation Review (1 Day)

- Determining situational problems and concerns; assessing impact and urgency; setting strategic issues and priorities; determining need for action; application (practical) exercises.

Problem Analysis (1 Day)

- Defining the strategic issues and problems; gathering data on the problem; assessing and evaluating the data; determining the cause of the problem; application (practical) exercises.

Decision Making (1 Day)

- Writing the decision statement (could include focus on strategic issues and strategic imperatives statements); factors affecting decisions; styles of decision-making; pitfalls in making decisions; setting criteria; generating alternatives; comparing alternatives; risk analysis; application (practical) exercises.

Implementing the Decision (1 Day)

- Defining the objective; developing the activity list; determining time limits; assigning responsibilities; determining critical areas; setting milestones/check points; developing preventive/facilitative actions; developing contingent or corrective actions; managing the implementation plan; application (practical) exercises.

Innovation and Creativity (1 Day)

- Setting an innovative organizational climate; blockages to creativity; aids to creativity; the innovative process; pioneering and paradigm shifting; rewarding creative thinking; overcoming resistance to change; application (practical) exercises.

4.Methodologies

Adult experiential learning approach. Use of lecture & discussion; case studies; work groups; application to country-specific cases; visual aids presentations.

A typical participant group should not exceed 20 persons. Above 20, it is recommended to utilize two trainers.

2.6 MIS: MS Office Planning & Management Applications (1 Day)

1.Aim

To provide strategic planning documents users and creators (top officials, managers and supervisors at all levels in all institutions and sectors) the basic understandings and skills acquisition for exploiting MS Office planning tools, with the idea of helping them select a harmonized and standardized strategic planning and evaluation software. For top-down and bottom-up users and creators of strategic plans to interface and understand the crucial strategic planning and project evaluation factors that can go into a fully-integrated software-based program. Explore and understand management issues concerning information needs at different levels and phases of the strategic planning processes.

2.Participants

Top officials, managers and key individuals in the planning, M&E and evaluation processes. Groups should be arranged so that participants in any one course should be of approximately the same level, but should also represent a mixture of information users: Government officials, line managers-particularly planners and finance and HR personnel intimately involved in the strategic planning processes.

3. Subject Area and Duration

Overview of Goal Directed Project Management (GDPM) (Half Day);

- Results-based budgets; Activity-based costing; project performance evaluations; MS Office applications to the overview aspects of strategic planning and management.

Acquisition of basic MS Office Planning skills. (Half Day)

- Mini-practice sessions with MS Office tools. Discussion of challenges & benefits of using MS Office in strategic planning and management; brainstorming on how to mainstream the software application in the project offices; quick overview of MS Project. Consensus on next steps for selecting and mainstreaming an appropriate software tool for strategic planning support.

4.Methodologies

Computer-based learning for second half day. It is not expected that all participants be able to manipulate the computer software during this introductory phase of planning.

Note: MS Office includes planning tools. This is not the only available off-the-shelf software for effective strategic planning, monitoring and evaluation. The following points explain why MS Office (and other planning software, of course including the hugely more-sophisticated MS Project software) planning applications should be looked at, using the common core training forum for doing so:

- Is a total planning tool for text, timing, resources, budget in all planning phases and in activities' implementation, follow-up and evaluation.
- Gives global inter-relation and inter-connectivity of tasks, sub-tasks, objectives, results, etc.
- With more sophisticated tools, there is the possibility for using a single document to integrate all individual strategic plans. Permits creation of independent strategic training plans, communication plans, strategic plans, etc. while similarly permitting integration of

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all into single planning document which can then be collapsed or expanded to see partial or complete scope and activities. Thus, is highly effective (especially) for top management users and decision makers who can selectively focus on exactly what they want to see.

- Constitutes an integral planning tool that provides a forward look, a rolling follow-up look, and an evaluation of real-time results and resources expenditures.
- Easy to update and follow budgetary aspects, level of effort, expenditure, etc. all in real time, thus providing a dynamic tool for evaluating real-time performance at all levels.
- Depending on the sophistication of the planning software chosen, ideal for large, complex projects. Avoids the necessity of having several planning documents, all separate for monitoring, for expenditures, etc.
- Ideal computer-based document for decision making.

2.7 Negotiating Techniques for Top Officials (5 Days)

1.Aim

Build practical skills of top officials in the techniques of negotiation in order to strengthen the capacity of the top Ministry echelons to negotiate agreements with WTO, as well as with potential donors and contractors and with other top officials, particularly within multi-sector trade programs and projects.

Note: the content of this program should be carefully selected by project, donor and Ministry experts in the subject matter. The consultant has presented an overview of what would be expected to be covered, but is not knowledgeable enough in the different key topics of WTO agreements negotiations to be able to sketch out detailed training course content here.

It is imagined that a basic training would be given to indicated persons who have not yet taken any training in the subject matter and that perhaps an advanced course would be given to persons who took the “basic” training in negotiations some two years ago, but who now require a higher technical level and sophistication in the subject..

2.Participants

Selected top officials and key senior managers as appropriate.

3.Subject Areas and Durations

Introduction (1/2 Day)

- What is negotiating? Negotiating in every-day life; types of negotiation; purposes of negotiation; negotiations in spirit of mutual benefit; what is consensus?

Stages of Negotiation (1/2 Day)

Guidelines for Negotiating (1/2 Day)

Types and use of Power ((1/2 Day)

Styles of Negotiating (1/2 Day)

Tactics in Negotiating (1/2 Day)

Contracting and Contract Management (1 Day)

Mock negotiations (1.5 Days)

4.Methodology

Lecture/discussion; video presentations; mock negotiations and plenary sessions to critique the role-playing (video for playback).

**2.8 Communications for Senior Managers and Key Line Managers and Staff
as Appropriate
(1/2 to 1 day per Theme)**

1.Aim

Facilitate internal and external communications at all levels and in all directions, by learning and using modern communications attitudes, tools and methods that simplify the communications processes in the workplace. Develop the awareness and the capacity for analyzing current communications processes and for creating innovative and effective systems for reducing bottlenecks that cause delays due to redundant and cumbersome communications requirements and systems. Increase absorptive capacity of recurrent budgets, investment and credit program budgets, etc. by using modern, performant communications systems for information flow and utilization.

2.Participants

All managers and staff concerned by the aims stated above.

3.Theme Areas and Recommended Target Populations

Writing effective analytical documents and reports	Managers & staff
Effective oral communication	All levels
Effective meetings	All levels
The art & technique of listening and self expression	All levels
Teams and communications	Managers & staff
Giving and receiving feedback	All levels
E-mail communications (incl. etiquette, etc)	All levels
The independent manager of tomorrow: effective personal utilization of computer for meeting communications needs	All levels
The art and technique of selling ideas to management	All levels
Conflict resolution	All levels
Using graphics (PowerPoint, etc) presentations effectively	All levels
Identifying & responding to others' need to know	All levels
Formulating communications strategies for creating and using quick, flexible information turnaround	All levels
Giving and taking constructive criticism	All levels
Internet communications: how to, why to	All levels
Costs of not having access to information	All levels

2.9 Job & Task Analysis and Writing Job Descriptions (1.5-2 days)

1.Aim

- Present basic concepts for analyzing positions and job tasks in the FTS & CD/WTO
- Create a common language
- Understand & be able to use tools and techniques for analyzing and describing vital tasks of job positions
- Conduct diagnostics of the functions of the persons presently holding positions in the FTS & CD/WTO
- Identify gaps between person's competencies and skills sets and the core competencies and key skills sets required for ensuring success in the position
- Define individual training and professional development needs as per the gap analysis
- **Write a job description for each position occupied, using the job description methodology learned in this training activity**

2.Participants

Each occupant of the existing positions in FTS & CD/WTO and HR personnel of the Ministry, as appropriate.

3.Thematic Areas

- Introduction
- Tools for identifying vital tasks and for distinguishing between vital and support tasks
- Opportunity chart for identifying position performance needs
- Flow charting vital tasks: project deployment methodology
- Factors for success: individual position profiling
- Core competencies: classification and prioritization. Core competencies for tomorrow's managers
- Factor evaluation system: 9 factors and the sub-factors in a factor evaluation system
- The 4 elements that comprise a position description
- Tasks and responsibilities statements
- Distinguishing between job descriptions for managers and job descriptions for technical and staff positions
- Key characteristics of core executive qualifications
- Leadership competencies and their definitions: leading change; leading people; results-driven; business acumen; and building communications & coalitions
- Writing executive qualifications statements
- Challenge-context-action-result model

4.Methodologies

Adult experiential learning approach. Use of lecture & discussion; work groups for individual and group analysis of positions; application to specific and existing positions in sectors; group presentations for debate and clarification.

This participant group should include the entire group of FTS & CD/WTO personnel and management. If not possible, then the training should be first one group in its entirety, then the other group. It is essential that every person for every active position be involved in this training, since the course output is a job description for each person in each existing position.

2.10 Setting Measurable Goals and Objectives-Benchmarking and “Breakpoint BPR” (“Breakpoint Business Process Reengineering”) (2-3 Days)

1.Aim

Put into practice the best concepts and principles for customer-based definitions of performances and behaviors to be improved for improving services and products deliveries

2.Participants

Senior Managers with responsibility for and capable of affecting how FTS & CD/WTO will become a performance-improvement-driven and customer-driven sectors. Duration of 2-3 days will depend on participant’s familiarization with each of the below themes. The course duration would change accordingly.

3.Theme Areas

- Benchmarking & best practices
- Identifying internal & external customers and clients
- Client perceptions of value-added and non-value-added activities
- Client satisfaction survey (CSS): a powerful tool for identifying client and customer needs and expectations and for benchmarking performance goals and for monitoring and evaluating performance improvement. Why to use a CSS; costs; do you need an outside expert; when to do follow-up CSS
 - Institutional and personal values
 - Creating your institution’s customer-satisfaction vision
 - Formulating your customer-based institutional policy based on results of your CSS
 - Diagnosing your own organizational efficiency
 - Identifying problems and causes for poor efficiency
 - Going beyond the limits of the public sector-breaking paradigms
 - Innovative thinking
 - Establishing performance breakpoints in relation to fundamental problems and customer and client needs and perceptions (“Breakpoint BPR”)
 - Short-term “quick hits” and how to set their benchmarks
 - Mid-to-long-term processes performance improvements and how to set their benchmarks
 - Choosing strategic process performance issues in relation to benchmarking
 - Competitiveness-where you find it and why you use it
 - Individual performance benchmarking
 - Institutional performance benchmarking
 - Benchmarking performance of high-performance teams; maintaining team performance standards
 - Defining goals and objectives in relation to Key Results Areas (KRAs)
 - Planning benchmarks and Milestone Planning
 - MS Project as a benchmarking tool: historic view, real-time and forward-looking (rolling) planning

2.11 Effective Time Management - A Special Need in FTS & CD/WTO All personnel of both sectors 1 day
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This is a special page on the subject of effective personal time management. None of the personnel surveyed (questionnaires and interviews) by the Project personnel identified a training need in time management skills. This is not unusual, since most persons do not realize that much of what negatively impacts on their professional performance is due to sub-standard “conditions of service” (eg, insufficient or inadequate equipment, poor office space, lack of supplies, cumbersome and redundant work procedures, etc), all of which constitute time stealers. And almost no employees ever recognize that they themselves are disorganized and that they waste time, and that this constitutes a serious compromise on their job performance.

But two key persons on the Program indicated that the lack of good time management skills constitute a real training need in the FTS and CD/WTO offices. One ATR Technical Assistant mentioned time management skills as one of the two top-priority training needs (the other two being English Skills for Effective Meetings and Writing Effective Reports). And the CD/WTO Head, Mr. Waleed el Nozahy, emphatically pleaded that he and his sector are seriously overburdened with work, to the extent that the CD/WTO personnel could not be released to do training, not even in the key training events that would improve their on-the-job effectiveness and efficiency! Although Mr. Waleed did not *say* that he and his personnel needed to develop effective time management practices, a one-hour visit to Mr. Waleed’s office showed dramatically that both he and his personnel need to work smarter, not harder, and that applied time management skills would do much to help them be able to do so.

At best, the need would seem alarming. (The Consultant had neither the time nor the mandate to investigate this “phenomenon”, but the evidence of this need seems pretty clear, so it has been placed here as a common core need for training).

It is the Consultant’s belief that a dynamic, “hard-hitting” 1-day training intervention would greatly enhance the sector personnel’s ability to begin to work smarter, not just harder.

1.Aim of the training: Learn strategies you can use to manage your time, be more in control and reduce stress. Learn applied techniques and methodologies for analyzing your time and for identifying how you may be both the cause and the solution to your time challenges.

2.Course content: The time management issues covered during the 1-day course would minimally be:

Shifting priorities and crisis management. Management guru Peter Drucker says that "crisis management is actually the form of management preferred by most managers" The irony is that actions taken prior to the crisis could have prevented the fire in the first place.

The telephone. The telephone-our greatest communication tool can be our biggest enemy to effectiveness if you don't know how to control its hold over you.

Lack of priorities/objectives. This probably the biggest/ most important time waster. It affects all we do both professionally and personally. Those who accomplish the most in a day know exactly what they want to accomplish. Unfortunately too many of us think that goals and objectives are yearly things and not daily considerations. This results in too

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much time spent on the minor things and not on the things which are important to our work/lives.

Attempting too much. Many people today feel that they have to accomplish everything yesterday and don't give themselves enough time to do things properly. This leads only to half finished projects and no feeling of achievement.

Drop-in visitors. Knowing how to deal with interruptions is one of the best skills you can learn.

Ineffective delegation. Good delegation is considered a key skill in both managers and leaders. The best managers have an ability to delegate work to staff and ensure it is done correctly. This is probably the best way of building a teams moral and reducing your workload at the same time. The general rule is -this; if one of your staff can do it 80% as well as you can, then delegate it.

The cluttered desk. The most effective people work from clear desks.

Procrastination. The biggest thief of time; not decision making but decision avoidance. By reducing the amount of procrastinating you do you can substantially increase the amount of active time available to you.

The inability to say "no!". The general rule is; if people can dump their work or problems on to your shoulders they will do it . Some of the most stressed people around lack the skill to 'just say no' for fear of upsetting people.

Meetings. Studies have shown that the average manager spends about 17 hours a week in meetings and about 6 hours in the planning time and untold hours in the follow up.

Techniques and Methodologies for time analysis, covered in course:

Your goal is to increase your self management. The following techniques and methodologies are the best ways to achieve this:

1. Always define your objectives as clearly as possible.

Your long term goals should impact on your daily activities and be included on your "to do" list. Without a goal or objective people tend to just drift personally and professionally

2. Analyse your use of time.

If you are constantly asking yourself "What is the most important use of my time, right now?" it will help you to focus on 'important tasks' and stop reacting to tasks which seem urgent (or pleasant to do) but carry no importance towards your goals.

3. Have a plan-create a plan.

Your yearly plan should be reviewed daily and reset as your achievements are met. Successful people make lists constantly. It enables them to stay on top of priorities and enable them to remain flexible to changing priorities. This should be done for both personal and business goals.

4. Action plan analysis.

Good time management enables you to measure the progress towards your goals because "What you can measure, you can control". Always try to be proactive.

Time management (or self management) is not a hard subject to understand, but unless you are committed to build time management techniques into your daily routine you'll only achieve partial (or no) results. The lesson to learn is that the more time we spend planning our time and activities the more time we will have for those activities. By setting goals and eliminating time wasters and doing this everyday you may find you will have extra time in the week to spend on those people and activities most important to you.

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**Proposed Training Program for Stenghtening the HR Functions of the Ministry of Foreign Trade-
Attaining Self-Sufficiency in Analyzing, Creating, Carrying Out, Managing and Evaluating
Training Needs & Programs**

Introductory Explanation

As explained earlier, many of the training themes proposed in this document for top Managers are also appropriate for “staff members” of the FTPS and CD/WTO, either to take together with top officials, or to take as a specific groups.

This is a value call for the FTS and CD/WTO officials. However, it is recommended that the target audiences be combined wherever and whenever possible, not only for economy of scale reasons, but it also makes sense to combine target audiences in training events where the themes are pertinent for building mutually-dependent skills sets and knowledge bases. After all, the target populations of FTS and CD/WTO do not work in isolation of each other.

In addition to the above-presented proposal for a common core training program, which would be in addition to the specifically-technical training interventions recommended by the Nathan Project personnel in collaboration with their FTS and CD/WTO counterparts, this document underlines here the importance of strengthening the functions of the HR divisions of the Ministry of Foreign Trade (or any Ministry, for that matter). They need to be modernized so that they can shift away from their traditional paper-pushing personnel administration roles (attendance control and pay and holiday and benefits controls, etc.) and transform themselves into true, HR planning and management professionals who provide their Ministry with a self-sufficiently operating Human Resources system that can (minimally) analyze, create, carry out, manage and evaluate the Ministry’s HR training programs.

In a word, it is necessary for the Ministry of Trade to create an in-house cadre of HR professionals with the capability and capacity to take over from the donor-provided technical assistance efforts that right now are helping the Ministry in creating and managing HR training and development programs.

The Ministry requires professional HR “operatives” who posses certain practical, hands-on HR systems knowledge and skills that top officials would not normally get so involved in, at least not in the details, but on which they count for ensuring that their sectors’ training and development needs are competently being taken care of.

While the proposed training interventions that are described on the immediately-following pages are focused on those HR personnel, it is not necessarily “off limits” to or outside the interests of other top Ministry officials and other HR sectors of other Ministries who may, naturally, be included in the proposed training and development program that is proposed on these following pages if they show the interest and need.

2.12 Human Resources Management for Managers
(28 Days in short modules)

1.Aim

Train senior and mid-level managers, particularly human resources personnel and managers in the techniques of modern HR management, and acquaint them thoroughly with the HRM systems designs. Create capacity for substantive change in the Ministry's traditional personnel administration systems.

2.Participants

HR managers and administrators, including key senior managers from planning and finance from all Ministry directorates (offices, units, departments, etc). FTS & CD/WTO line management and technical personnel as appropriate.

3.Subject Areas and Durations

Introduction (1 Day)

- What is personnel management; personnel management versus management of personnel; role and function of personnel units; role and function of personnel management professionals

Perception and Communication (2 Days)

- Impact on personnel management; what is perception; bases of perception; problems in perception; a communications model; the Johari windows; right to know; need to know; barriers to communication; listening and active listening; non-verbal communication; information transparency; coaching

Report Writing (2 Days)

- Importance in personnel management; structure of reports; data gathering and analysis; writing the report; rights of employees to see personnel reports under transparent personnel & HR systems; importance of "a paper trail" in personnel management

The Staffing Function (8 Days)

- Defining the establishment; organization analysis; values analysis; job analysis; writing job descriptions; evaluating performance with and without job descriptions; communicating job duties, responsibilities and performance standards to personnel; recruitment methods and presentation of new HRP and recruitments systems to be implemented for tomorrow's public administration; interviewing techniques for new candidates; employment tests-value and non-value added factors

Job Evaluation and Classification (4 Days)

- Purpose; job evaluation systems to be implemented in a new public administration; implementing performance evaluations system; determining pay and benefits for performance; performance evaluations grievance systems to be implemented in the new merit and performance based employment and promotion system; communicating new norms and procedures and rights and obligations of management and personnel under the new public administration of tomorrow.

HRD-Human Resources Development (10 days total)

Manpower planning (3 days)

Career planning (1 Day)

Training and Development (3 days)

Performance Evaluations (2 days)

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Personnel Records (2 Days)

- Types and purposes; establishing a computerized records system; computerized HR systems protocols; maintaining a records system.

4.Methodologies

Lecture/discussion; case studies; readings and discussions of new HRM systems; team-based analyses of existing systems; activities and practical exercises using selected institutions.

2.13 Quality Human Resources Management to Create a High-Performance Organization- Managers:	
Phase 1	(20 days)
Phase 2	(17 days)
Total	37 days

1.Aim

Train senior and mid-level managers, particularly human resources managers in the techniques of modern personnel management, and acquaint them thoroughly with modern HRM systems designs being used in successful organizations. Create awareness and capacity for substantive change in the organization's traditional personnel administration systems and for converting into high-quality, institutional performance-improvement-oriented systems.

2.Participants

Ministry HR managers and administrators, including key senior managers from planning and finance from other federal and regional administration institutions related to Ministry or among the key Ministry counterparts.

NOTE: if participants took course 2.12, then it would be expected that only Phase 2 of this event be given, with perhaps a quick overview of the first phase's topics.

3.Subject Areas and Durations

Phase 1: 22 days

Introduction (1 Day)

- What is personnel management; personnel management versus management of personnel; role and function of personnel units; role and function of personnel management professionals

Perception and Communication (2 Days)

- Impact on personnel management; what is perception; bases of perception; problems in perception; a communications model; the Johari windows; right to know; need to know; barriers to communication; listening and active listening; non-verbal communication; information transparency; coaching

Report Writing (2 Days)

- Importance in personnel management; structure of reports; data gathering and analysis; writing the report; rights of employees to see personnel reports; importance of "a paper trail" in personnel management

The Staffing Function (8 Days)

- Defining the establishment; organization analysis; values analysis; job analysis; writing job descriptions; evaluating performance with and without job descriptions; communicating job duties, responsibilities and performance standards to personnel; recruitment methods and presentation of new HRP and recruitments systems to be implemented for tomorrow's public administration; interviewing techniques for new candidates; employment tests-value and non-value added factors

Job Evaluation and Classification (4 Days)

- Purpose: capacity to develop and use modern job evaluation systems; implementing performance evaluations system; determining pay and benefits for performance; performance evaluations grievance systems to be implemented in the new merit and

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performance based employment and promotion system; communicating new norms and procedures and rights and obligations of management and personnel in tomorrow's HR administration.

Phase 2: (17 Days)

Quality HR Management for Tomorrow's High-Performance Organization.

Today's HR Manager (1 Day)

- Arts and sciences of managing human beings; human resources leadership; how to support human resources with quality services; managing human beings is not HR techniques.

Manpower planning (3 days)

- The art and science of HR planning; job analysis for knowledge-based institutions; matching job descriptions and hiring and assignation of personnel; tying national education standards and curricula to national manpower needs; information and data collection/management challenges for manpower forecasting in a changing world;

Career planning (2 days)

- Modern managers as trainer and coach; enabling learning; creating a career-minded public administration; linking professional improvement programs with career advancement; fast-tracking professionals; attracting and retaining highly-skilled employees;

Managing Human Resources (2 days)

- Communication; motivation; leadership; manpower planning (include specific HR data and issues in today's public administrations and the impact on tomorrow's administration); work organization and reporting systems; getting from individual performance to institutional performance; merit & performance-based employment systems; ethical issues related to personnel in the workplace; individual versus team-based performance results; handling conflict (including labor relations aspects); add other themes.. "factors for success" as appropriate.

Training and Development (2 Days)

- Design, planning, implementation of strategic training programs fully integrated into organization's strategic objectives; strategic training approaches, to include: distinguishing between manager and supervisor needs and needs of non-managers; techniques and methods for analyzing training needs; benchmarking performance; choosing appropriate HR development processes; how to decide when an HR problem does not have a training solution; training programs and organizational strategic objectives; transfer of knowledge and know-how to the workplace;

Performance Evaluations (3 Days)

- Comprehensive look at modern concepts and practices of performance evaluations; OJT and Coaching; the manager as trainer and coach; managing poor performance; methods and techniques for supporting HR with quality services; HR leadership skills;

Personnel Records (2 Days)

- Data-based record keeping; transparency of personnel records; software for different uses in record keeping; inter-/intra-departmental and institutional records; issues for records storage; linking personnel records with finance departments; managers' and employees' access to records issues; Types and purposes; establishing a computerized records system; computerized HR systems protocols; maintaining a records system.

4.Methodologies

Lecture/discussion; case studies; readings and discussions of new HRM systems; analysis of existing records and systems; team-based analyses of existing systems; activities and practical exercises using selected institutions.

2.14 Training of Trainers (10 weeks)

1. Aim

The Training Officer is envisioned as the focal point for coordination of all training and HRD activities in the organization. The overall FTS & CD/WTO training program will need to rely on highly competent persons with knowledge of adult experiential continuing education and training concepts, principles and current practices. The senior managers responsible for transfer of knowledge and know-how in their specialty areas, including Strategic Planning and Management, will need to rely on competent Training Officers to ensure that the on-the-job training and coaching interventions that *they* are involved in are strategically designed, delivered and evaluated. The Training Officers need the skills and knowledge to assume the full array of responsibilities associated with training other trainers, with training managers to be trainers and coaches, and with designing and directing strategic training programs in public institutions.

2. Participants

Personnel appointed as Training Officers in the Ministry for FTS & CD/WTO, combined with existing Ministry HR personnel, who might have some knowledge of the fundamentals of training and HRD practices and techniques and who will serve as the focal point contact for all training/HRD activities in their respective directorates. Selected adult continuing education and training professionals from local training institutes.

Participant profile:

Desireable qualifications for becoming Training Officers:

University degree completed

Complete fluency in English

Medium- to-high computer literacy in MS Word and MS Office planning tools, including MS PowerPoint

Highly skilled or quickly “trainable” in Internet research skills Has or will have dedicated PC with Internet access line

Highly effective communicator, orally and written

Good knowledge of public institution’s operations

Self-starter, able to work with minimal supervision

Good math skills

Interest and/or experience in training and HRD

Topics (minimum) and Durations of Training of Trainers (Total 10 weeks)

Training needs analysis	2 weeks
Government organization and special projects	2 days
Records management	2 days
Learning theory & how adults learn	3 days
Developing training objectives-strategic training plans	2 days
Determining course content	2 days
Developing course and lesson plans	3 days
Facilitating/leading adult training sessions	3 days
Group dynamics	3 days
Evaluating training-Kirkpatrick’s 4 Levels, etc	4 days
Career pathing and planning	4 days
Report writing	2 days
Practice training	2 weeks

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4.Methodology

Mixture of lecture/discussion; case studies; practical experience; practice sessions (video taped and play back with group constructive critique, etc)

2.15 Creating and Managing a Strategic Training Program (37 Days)

1.Aim

To examine specific management problems facing development and training programs in the organization and to exchange experiences with officials of national training institutes in the country and/or region for building mutually-beneficial relations.

2.Participants

Key senior managers involved in strategic planning, planners, HR department heads and key senior administrators of national training institutions

3.Subject Areas and Durations

Scene setting/training (1 day)

- Purpose of training; philosophies of training; responsibilities in training; government training; policies; peculiarities of administration training

Planning (5 Days)

- Determining aim/purpose/mission; determining key result areas; setting objectives; determining training needs; determining staff requirements; determining building & equipment and materials requirements; determining services to be offered; determining training programs and schedules; reconciling/adapting what subject matter requires to time availability of training participants

Organizing (3 Days)

- Designing the organizational structure; allocating duties, responsibilities & authority; establishing lines of reporting; establishing methods of coordination inter-/intra-organizational and departmental; milestone planning and responsibilities matrix; incorporating an MS Office- or MS Project-based training plan into the organization's strategic plan.

Budgeting (2 Days)

- Forecasting resources availability and expenditures; assuring sources of finance; developing financial budgets and expenditure control and reporting systems.

Staffing (7 Days)

- Forecasting staffing needs; number and qualifications; job descriptions and job specifications; recruiting and selecting staff; finding, selecting and managing staff; development and implementation of performance appraisal systems; linking training results with rewards; creating a staff development system; self-motivated learning endeavors and recognizing them; how to accommodate new demands and motivations of newly-skilled trainees; how to deliver non-monetary rewards and recognition to trainees showing improved performance; how to ensure transfer of learning and skills to the workplace

Controlling (3 days)

- Determining needed types of control systems; developing standards; establishing control systems; maintaining control systems; budget controls; staff performance controls; controlling use of equipment, materials; purchasing and inventory controls; controlling inappropriate designation of trainees to avoid training becoming a perc system only.

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Information Systems (3 Days)

- Determine types of data needed; developing collection systems; developing data storage systems; developing data retrieval systems; records management and control; training course data; training participant data; statistics and projections; getting training information mainstreamed into personnel systems and records, and keeping the information accessible;

Directing and Leadership (5 days)

- Striving for creating centers and institutions of excellence; leadership styles; current management practices issues; transferability of management styles between cultures; the empowering manager; differences between managing and leading; enlightened leadership for developing HR learning for enhancing institution's performance; developing quality of work life; the communicating manager; employee motivation-what makes employees tick; how to avoid building expectations through training and not delivering; group dynamics; the involved manager as coach.

Policy and Politics (3 Days)

- Dealing with government institutions; dealing with Donor groups; dealing with Top Officials and Managers; dealing with special interest groups (stakeholders); dealing with client groups; determining training policy areas; defining and developing policy statements; implementing and maintaining good policies.

Donor Agencies (1 Day)

- Agency financing; agency interests; helping the agencies help you; obtaining funding and showing a return on investment to the agencies; reporting requirements; creating and maintaining a communications system with agencies

Consultants and Outside Training Experts (1 Day)

- Plan ahead; when to know you need to use a consultant; finding consulting and training provider services; Internet-based research for locating services; contracting with training providers and independent services; making the training provider and consultant want to return; controlling the consultant

Marketing (1 Day)

- Once you have a quality training program and trainers, how do you take your product to the market; Determining your potential market; determining client needs; determining marketing techniques; making a persuasive presentation

Evaluating Training (2 Days)

- Kirkpatrick's 4 Levels; the Development Helix; purpose and importance; areas of evaluation; principles and methods of evaluation; using solid evaluations for getting future funding; why and how to use evaluations for determining next training programs

4.Methodologies

Lecture/discussion; team-based analyses and practical exercises; role playing; real case materials and situations; self-assessment exercises.

**2.16 Work Processes: Organization and Methods for Managers and
Line Management Operatives
(34 Days, given in short modules)**

1.Aim

Develop a cadre of managers and key line personnel capable of assessing and improving organizational structures, systems, and procedures.

2.Participants

Key senior and middle managers and line personnel who are in a position to recommend and affect changes in organizational structures, systems and procedures. Given the importance of this proposed event, it is recommended that appropriate sector top officials be included in selected parts of this training.

3.Subject Areas and Durations

Introduction (1 Day)

- What is O & M; responsibilities of line and staff; principles of modern management of tomorrow's public administration

Work Study Concepts (2 Days)

- Productivity-what it is and what it is not in modern terms; factors negatively impacting productivity; what is work study; principles of work study; basic methods of work study; the human factor in work study; manual versus knowledge work.

Methods and Study Techniques (5 Days)

- Basic procedures; data gathering (interviews); data gathering (charts); organization charts, process charts, work distribution charts, man/machine charts, layout charts, string diagrams, multiple activity charts; principles and techniques of critical examination; designing, installing, maintaining systems.

Work Measurement (2 Days)

- Definition and purpose; work sampling; time study; predetermined times and standard data; quantitative versus qualitative aspects of work measurement

Records Management (4 Days)

- Information management concepts; manual versus computerized systems; efficient information retrieval systems; transparency and availability of records information; the cost of not having information; records and review and disposal of files; records for a merit and performance-based employment and promotion system; the need to know; the right to know; selecting appropriate levels of computerization of office systems.

Forms Management (5 Days)

- Purposes of forms; user-friendly forms; essential and non-essential forms and information on forms; analysis and re-design of existing key forms; forms in a bi-lingual environment; forms control systems; changes in forms control with computerized records; the computerization revolution in forms, forms keeping, access to forms and information, and rules and norms for access to forms: read-only forms and files versus multi-user files and forms; economy of scale in computerized forms and files systems; garbage in, garbage out considerations when computerizing forms and files systems

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Report Writing (2 Days)

- Types of managers' reports; value-added and non-value-added reports; need to know; need to inform; data gathering and analysis; writing daily reports versus writing analytical reports; today's desk top manager makes his own reports;

Making Presentations (3 Days)

- Types of presentations; using graphics to enhance presentations; preparation for making presentations; preparing the audience; delivery techniques; how to sell an idea to management

Practice assignments on the job (10 days)*

4.Methodology

Lecture/discussion; case studies; rôle playing; self-assessment exercises; review of existing systems, records, forms, work styles, etc. Decisions on eliminating non-value-added records, forms, procedures and proposals for eliminating non-value-added aspects and supplanting them with new, efficient and value-added changes.

**NOTE: the 10-day indicator for practice assignments is to allow time to develop and present new ideas and tools for adding value to existing, redundant and outmoded work methods.*

SECTION 3: ANNEXES

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ANNEX 1: CONSULTANT'S SCOPE OF WORK

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Annex 1. Consultant's Scope of Work

Working under the general direction of the Chief of the Party, the scope of work of the Institutional Development and Training Specialist will broadly cover the following:

- (a) Study and review the reports on organizational diagnosis and human resource and training needs prepared by ATR team members as they relate to the Program Office of FTPS and the CD/WTO. Discuss with ATR team members the current situation and their findings on the training needs of individual professional/technical staff in those offices.
- (b) Visit the relevant department and interview selected individual staff to supplement the data already available, if necessary.
- (c) With assistance from the existing long-term staff of ATR, synthesize the training needs related information already available to develop a composite long term training plans for the Program Office of FTPS and the CD/WTO. The plan should highlight specific training needs of individual staff, how such needs can be met, proposals on specific training programs in terms of content, specialization and duration.
- (d) Ensure that the training plan proposals are in line with the measures being developed under Task 3 (Institutional Development) and Task 5 (Introduction of Modern Information Technologies.)
- (e) Discuss the proposals with ATR team members and the leadership of FTPS and the head of the CD/WTO respectively.
- (f) Prepare with the help of the ATR experts, an action plan on how the training proposals can be gradually implemented.

EXPECTED RESULTS

The main expected outcome of this activity is to produce an integrated and composite training plan for developing capabilities of individual professional/technical staff within the Program Office of FTPS and CD/WTO and how such a plan can be implemented. The proposals will cover full details of appropriate training programs and duration.

DELIVERABLE

- (a) Proposals on integrated and composite training plan for the Program Office of FTPS and one for CD/WTO, detailing requirements for each individual staff.

ANNEX 2: COMMON NEEDS MATRIX

FTS & CD/WTO

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ANNEX 2: FT S & CD/WTO Common Needs Matrix

FTS Needs (from August 2002 report)		CD/WTO Needs (from November 2002 report)	Institutional Impediments eg. Job Constraints (from both reports)	In Which Proposed Course is Need Addressed?
<p><i>NOTE:</i> 1) p. 11: training must be hands-on & relevant. ST workshops have not produced desired results.</p> <p>2) p. 12: where top management and officers are most capable (good analytical skills, modern equipment, etc), the FTS is overwhelmed...top management & scheduled officers work late every day...little time for top management to focus on long-term corporate management issues</p>		<p><i>NOTE:</i> 1) p. 4-5: most of the staff have had special training courses ranging from 3 days to 3 months...and have benefited greatly from these activities</p> <p>2) p. 3 ...some staff are grossly overworked while others have relatively less workload</p>		<p><i>NOTE: Basic Premise: There will be a fixed number of individuals who are exposed to a repetition of themes, methodologies, techniques a certain number of repeated times, from different perspectives, and over a sufficiently long amount of time, in order to build a critical mass of newly-skilled and informed persons required to improve individual and institutional performance required .to bring about change.</i> REF: Developmental Helix presented in this Report</p>
1	Long-term & Strategic planning	Work planning p.8	No formal statement of approved long-term strategies mission of FTS is found FTS Report, p. 4	1.3-Strategic Planning & Management 1.5-Strategic issues & Problem Analysis and Decision Making 1.6-MIS for Planning & Management Applications
2	Introducing change (change management)	Critical management skills p. 8		1.1-Leading Public Organization Change 1.2-BPR 1.3-Strategic Planning & Management 1.4-Senior Executive Development Seminar-Overview of Change Management roles, responsibilities & Challenges 1.8-Communications for Senior Managers & Top Officials
3	BPR (Business Process Reengineering) pp. 10, 21-22 Simplifying Administrative Systems & Procedures. Cit. p10: "take concrete steps to dev. & introduce sound organization, management & operational systems to improve FTS performance at every level"		Weak organizational and management practices (delegation of authority, job descriptions, performance standards, communication and reporting relationship...)	1.2-BPR 1.3- Strategic Planning & Management 1.10- Setting Measurable goals and Objectives-Benchmarking & "Breakpoint BPR"

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	Develop new processes p.21 & administrative structures to improve delivery of services & products to clients p.21			
4	Benchmarking p. 16	Establishing performance criteria, & evaluating performance, setting performance targets, etc. ... p. 8		1.2-BPR 1.3-Strategic Planning & Management 1.6-MIS for Planning & Management Applications 1.9-Job & Task Analysis and Writing Job Descriptions 1.10-Setting Measurable Goals and Objectives-Benchmarking and "Breakpoint BPR"
5	Performance management p. 16 including quality assurance (TQM) focus, Annex B, p. 1	Critical management skills Establishing performance criteria, & evaluating performance, setting performance targets, etc. ... p. 8		1.3-Strategic Planning & Management 1.4-Senior Executive Development Seminar-Overview of Change Management roles, responsibilities & Challenges 1.8-Communications for Senior Management & Top Officials 1.10-Setting Measurable goals and Objectives-Benchmarking & "Breakpoint BPR" 1.11-Time Management
6	Writing job descriptions (core competency and performance -& results-based job descriptions)	Writing job descriptions (core competency and performance -& results-based job descriptions) p.7	FTS lacks HRD/HRP systems (inferred on p. 2 of FTS report)	1.9-Job & Task Analysis and Writing Job Descriptions
7	High-performance Teams & Leadership p. 17	Critical management & leadership skills strengthening for heads of departments, p. 7-8 Leadership, accountability, team-building, delegation of authority, work planning, establishing performance criteria, & evaluating performance, setting performance targets, etc. ... p. 8	Lack of professional & technical guidance	1.2-BPR 1.3-Strategic Planning & Management 1.4-Senior Executive Development Seminar-Overview of Change Management roles, responsibilities & Challenges
8	Systematic M&E of progress & performance is lacking	Evaluating performance, p.8		1.2-BPR 1.3-Strategic Planning & Management 1.6-MIS for Planning & Management Applications 1.10-Setting Measurable goals and Objectives-Benchmarking & "Breakpoint BPR"
9	Computer training, p. 23	Information technology, computer operation p. 8	Lack of adequate technical facilities: information- related technology, such as high-speed computers, broad band internet servers, telephone & fax services and lines....	1.6-MIS for Planning & Management Applications 1.8- Communications for Senior Managers & Top Officials

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10	Research capabilities in foreign trade -eg. Personal research & analytical skills strengthening	Research and analytical skills, p.8	Lack of adequate data and facilities for carrying out in-depth analysis of various agreements, proposals, cases. FTS's core function of administering and evaluating foreign trade policy has remained rather diffused. There is a need to place foreign trade policy function in clear focus.	
11	Strengthen 2 nd level management. capabilities	Critical management & leadership skills strengthening for heads of departments, p. 7-8 Leadership, accountability, team-building, delegation of authority, work planning, establishing performance criteria, & evaluating performance, setting performance targets, etc. ... p. 8		ENTIRE PROPOSED PROGRAM, ESPECIALLY FOLLOWING: 1.1-Leading Public Organization Change 1.2-BPR 1.3-Strategic Planning & Management 1.4-Senior Executive Development Seminar-Overview of Change Management roles, responsibilities & Challenges 1.6-MIS for Planning & Management Applications 1.9-Job & Task analysis and Writing Job Descriptions 1.8-Communications for Senior Managers & Top Officials 1.11-Time Management
12	Development of management capabilities, especially at senior & top management levels, needs attention p.11	Critical management & leadership skills strengthening for heads of departments, p. 7-8 Leadership, accountability, team-building, delegation of authority, work planning, establishing performance criteria, & evaluating performance, setting performance targets, etc. ... p. 8	FTS needs a more developed management structure	ENTIRE PROPOSED PROGRAM, ESPECIALLY FOLLOWING: 1.1-Leading Public Organization Change 1.2-BPR 1.3-Strategic Planning & Management 1.4-Senior Executive Development Seminar-Overview of Change Management roles, responsibilities & Challenges 1.6-MIS for Planning & Management Applications 1.8-Communications for Senior Managers & Top Officials 1.9-Job & Task analysis and Writing Job Descriptions 1.11-Time Management

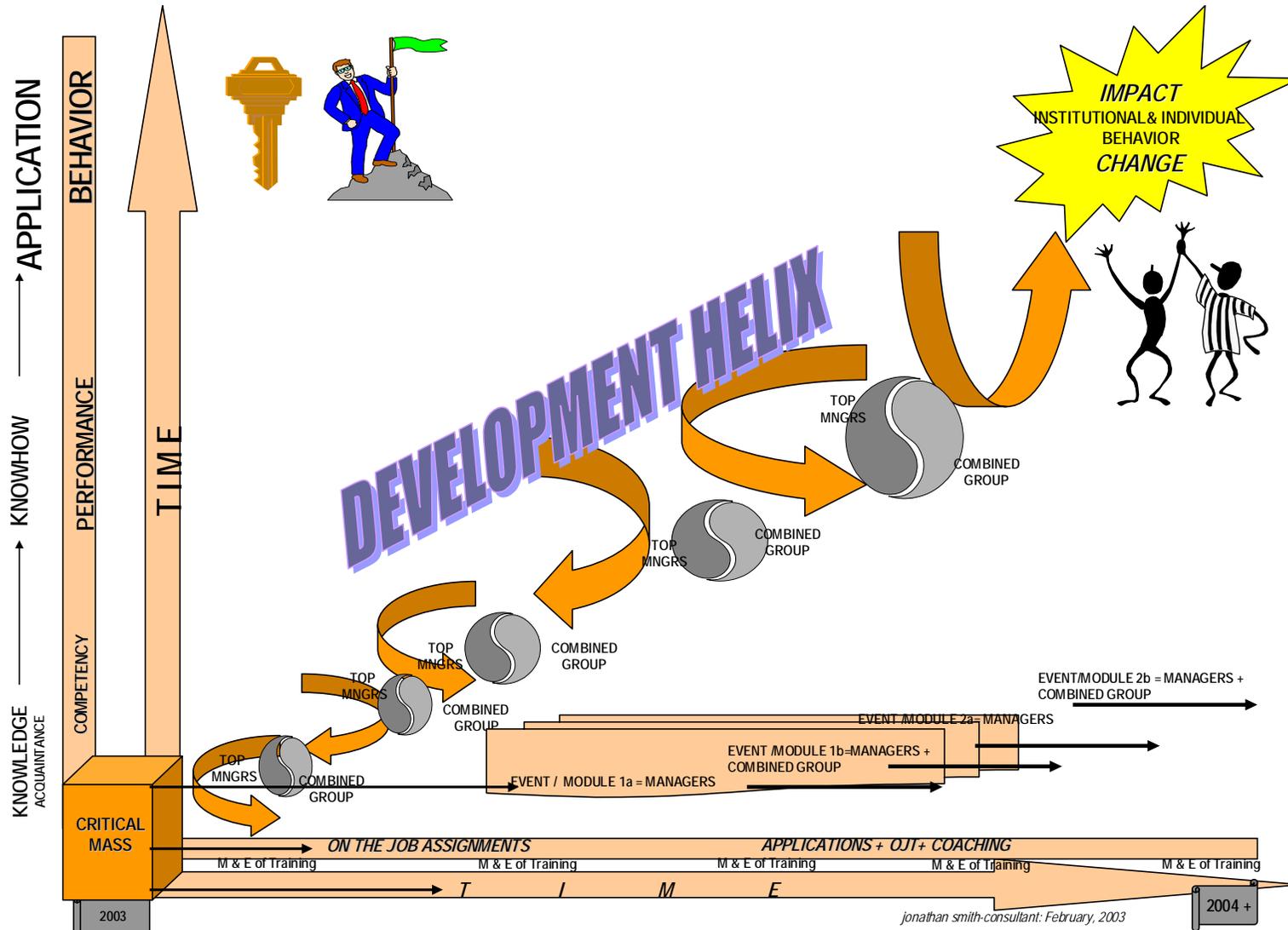
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13	<p>Communications: Define & communicate clearly-defined FTS functions, duties & responsibilities</p> <p>Effective information collection, storage, retrieval and flow systems, p. 18</p> <p>Effective meetings p. 18</p>	<p>Information technology-Internet, p 8</p> <p>Information technology-systems design and programming, p 8</p>	<p>Lack of adequate logistical support</p> <p>Lack of adequate technical facilities: information-related technology, such as high-speed computers, broad band internet servers, telephone & fax services and lines....</p>	<p>1.1-Leading Public Organization Change 1.2-BPR 1.6-MIS for Planning & Management Applications 1.8- Communications for Senior Managers & Top Officials</p>
14	<p>Strengthen capability to analyze and administer existing policy within FTS parameters (suggesting also need to create better communications systems, styles and procedures</p>			<p>1.2-BPR 1.4-Senior Executive Development Seminar-Overview of Change Management roles, responsibilities & Challenges 1.5-Strategic Issues & Problem Analysis and Decision Making 1.8-Communications for Senior Managers & Top Officials</p>
15	<p>HR systems development: planning, employment, development & deployment systems ... p. 19</p>		<p>FTS lacks HRD/HRP systems (inferred on p. 2 of FTS report)</p>	<p>SECTION 1: 1.9-Job & Task analysis and Writing Job Descriptions 1.10-Setting Measurable goals and Objectives-Benchmarking & "Breakpoint BPR"</p> <p>SECTION 2: 2.1-HR Management for Managers 2.2-Quality HR Management to Create a High-Performance organization 2.3-Training of Trainers 2.4-Creating & Managing a Strategic Training Program 2/5-Work Processes-Organization & Methods (O&M) for Managers & Line Management Operatives</p>
16	<p>English language skills p. 23</p>	<p>English language skills p. 6</p>		
17		<p>In-depth understanding of WTO agreements, including WTO legal cash handling skills & specific WTO agreements and areas</p>		
18		<p>Advanced negotiating skills</p>		<p>1.7-Negotiating Techniques for Top Officials</p>
19	<p>Time Management</p>	<p>Time Management</p>	<p>Direct Observation by ATR Staff and Consultant</p>	<p>1.11-Time Management</p>

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ANNEX 3: DEVELOPMENTAL HELIX

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ANNEX 4: HUMAN RESOURCES PERFORMANCE -
CONDITIONS OF SERVICE ISSUES

Annex 4: Conditions of Service The Relationship with Training & HR Performance

This brief section is above and beyond the scope of the Consultant's TOR. However, it is necessary for the Consultant to address the issue of "conditions of service" in the FTS & CD/WTO *because there are serious problems related to them which would effectively neutralize the positive impacts of the training interventions which the Consultant has proposed in this document.*

The Consultant did not have the time to make more than a superficial observation of the conditions of service affecting the two sectors visited. Nonetheless, it is visually evident that there are several conditions which need immediate remedy and improvement. Also, the problem is explained in Section 4.10- *Job Constraints*"- on page 5 of the November 2002 report by Rasik Joshi and Abdel Wahab Heikel, "*Report on Review of Human Resource Capabilities*". It was also underscored by the Director of CD/WTO during the Consultant's visit with the Director on 23 February 2003.

The principal negative conditions of service directly affecting the performance of the FTS and CD/WTO at this time are:

1. No job descriptions
2. Inadequate-to-poor physical working conditions
3. Modern tasks (IT-based and others) framed within traditional administrations encumbered with archaic and redundant work processes.

The above Report describes some of the FTS & CD/WTO conditions of service in reasonable detail. Many are ones the Consultant saw.

What is the issue and why is the Consultant raising it in this document?

- Precisely, that top managers and staff can only be as effective as the work processes and work conditions ("job constraints" or "conditions of service") of their organizations allow.
- Precisely, that training cannot achieve its performance improvement objectives when certain negative conditions of service exist (ref. Report and chart on following page).

In traditional administrative systems there are outmoded and redundant work processes. They constitute barriers for managing three crucial areas: human resources (development and performance), projects and programs. On the next page, the Consultant describes some aspects of what managers should be on the lookout for and suggestions on how to deal with the possible barriers to performance due to deficiencies in conditions of service.

This is a guideline only, whose purpose is to orient the FTS and CD/WTO. As will become abundantly clear in the following chart,

- **performance-based job descriptions** and
- **well-defined organizational inter-/intra relationships, both vertical and horizontal,**

are vital elements which must be developed immediately. Doing so will help remove or reduce many of the present negative conditions of service and will pave the way for achieving training program objectives.

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Conditions of Service	
Condition	Pro-Active and Preventative Measures for Top Managers to Take
Task/Goal Clarity	<p>Clarity exists when the person expected to perform the tasks and achieve the goals can define three factors:</p> <ul style="list-style-type: none"> • The task and goals themselves. • The person accountable for performing it. • The limits of authority and initiative that can be exercised in carrying it out. <p>Managers must define accountability: who is accountable for what?</p> <p>Managers must clearly define and explain the tasks to be done. They must provide clear descriptions of the goals to be achieved. They need to be skillful in helping their support groups “keep the end in view”.</p> <p>Managers must empower departments, teams and persons but, in doing so, they must define clearly the limits of authority and initiative the persons and work teams they empowered are.</p> <p><i>Managers should write tasking statements to ensure satisfactory performance. Managers can actually develop these into job aids that can substitute for lengthy training.</i></p>
Task Competence	<p>An obvious problem managers have to deal with is employee skills and task competence to perform tasks.</p> <p>Managers have to get to know their personnel and to recognize who can do what well. This is a key managerial skill-selecting the right persons to do the job and creating the right multi-skills mix of work teams.</p> <p>Managers must be able to coach their support groups in performing tasks that they have never performed before.</p> <p>If a top manager’s support management team is not skilled in doing strategic planning, <i>the top managers need to walk their key personnel through it and follow up by periodic on-the-job coaching to ensure the job is adequately being done.</i></p> <p>Note: The CD/WTO Director emphasized that he has virtually no time to do this.</p>
Task Consequences	<p>Consequences may be perceived as natural or contrived, direct or indirect. The performers may see them as negative or positive. Executing tasks generally carries a mix of these perceptions.</p> <p>Managers must give high-involvement communications to their organizations on where the mix lies, and they must give it to their support personnel in a positive light in order to rally their positive collaboration and commitment to work.</p> <p>Successful managers get to know their organizations and their personnel well enough to understand what the perceptions of their people are or are apt to be regarding different types of tasks and responsibilities.</p> <p>Top managers have the authority to order things done, but they should also have the skills to negotiate tasks assignments when perceptions of the tasks are negative (but they must be done anyway!).</p>

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<p>Task Competition</p>	<p>All too often, top officials do not get a response out of their support groups because they are off doing something else.</p> <p>Note: The CD/WTO Director estimated that he spends more than 50% of his time out of his office.</p> <p>Rarely is one assigned to only one task or responsibility area. Tasks compete for the time it takes to do them and for the order in which they are to be done.</p> <p>In upper management levels, this is often called “resource contention”. Top officials (especially) have to deal with this problem, and it is a problem almost all the time, particularly because at their levels.</p> <p>Remember, also, that top officials are working their own agendas and issues. Sometimes people see what the boss wants as interfering with their goals and objectives. It takes a perspicacious professional to spot this and to deal correctly with it.</p> <p>Top managers can help deal with this by setting deadlines and by making sure they are complied with. If not, there should often be sanctions for non-performance. Good managers need to know how to establish feasible deadlines and then control them.</p> <p><i>They must also create work conditions that make it possible for their work teams to comply with their deadlines.</i></p>
<p>Task Cooperation</p>	<p>Frequently the person, group or organization doing the task is hindered by another person, group or organization when working to accomplish a task.</p> <p>When this happens, particularly in multi-functional teams or in multi-organizational or sectoral activities, top managers have to negotiate and manage conflict. Learn both skills-they are essential for successful cooperative endeavor.</p> <p>Top managers must learn to use position, power and influence to help their people to obtain the cooperation and collaboration they need.</p>
<p>Task Control</p>	<p>A task is a discrete piece of work. It has a start and finish point. Control of tasks is achieved by comparing actual conditions against a set of required or reference conditions and adjusting future actions to eliminate any differences between required and actual conditions.</p> <p>Managers at all levels must have adequate control mechanisms and approaches in place for establishing reference conditions, measuring and comparing actual and reference conditions and making adjustments as required.</p> <p>Managers need to be able to count on-or they need to create-efficient, effective, smooth-flowing information management systems and communications. They need good data flow and need excellent data collection and analysis skills.</p> <p>They need a good, easy-to-use planning approach, such as milestone planning for projects, etc. And they should be as capable of using computer-based information and planning systems as their support managers and personnel.</p>

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<p>Task Commitment</p>	<p>Managers often say their support personnel are not committed to doing their tasks. They attribute it to attitude.</p> <p>Note: this is precisely one of the comments the Director of CD/WTO made about a “certain number” of his staff personnel.</p> <p>However, commitment-which is essential- hinges on other conditions of service for ensuring good performance, such as the ones described here. Perhaps conditions of service are lacking, insufficient or deficient?</p> <p>Managers should use the high-involvement management style to help discover the causes for poor motivation. They should bring their support groups into structured analysis sessions to brainstorm where the problem causes lie. Managers should perform a self-analysis of their own expectations. Are they too high?</p> <p>Managers should pro-actively explain tasks. <i>They should be the principal authority in helping establish task priorities for themselves and their organizations.</i></p> <p>Managers should have an open-door management policy and style so they ensure they get adequate feedback from their staff personnel, they being important elements for helping managers stay organized and to recognize where their organizational task priorities lie.</p> <p>Note: both the FTS and CD/WTO directors have an open-door policy. However, it is the Consultant’s appreciation that their practice of this concept lacks structure and understanding of how a successful manager makes it work without the practice becoming a time stealer.</p>
<p>Task Character and Context</p>	<p>This factor suggests the kind of environment or context in which the task is performed. <i>If either context or environment are inconsistent with the character of the task, it will not be done properly.</i></p> <p><i>Managers should be acutely aware and well-informed of what conditions of service their organization is working under and do their utmost to make the adequate conditions available, that is, enable their organizations and their support staffs so that tasks can get correctly carried out.</i></p>
<p>Repertoire</p>	<p>To achieve goals, top managers (and all others) must possess a suitable, flexible repertoire. They need to be able to engage in whatever behaviors are necessary to obtain that goal-despite changing circumstances and environmental disturbances.</p> <p>In some cases, this will require original thinking skills and strong analytical skills for figuring it out.</p> <p>Often the goal will remain constant, but the circumstances will vary. Managers must have a wide “bag of tricks” on which they can depend for adapting to and taking charge of the circumstances while not losing sight of their goals.</p> <p>Note: this is a major challenge for the CD/WTO whose placement within the larger Ministry of Foreign Trade organigram is uncertain. Also, the CD/WTO have undergone several structural changes over the last short period of time, according to Project reports.</p>

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Feedback	<p>Without information about actual conditions in relation to goals or results, top managers and their work teams cannot perform to standard. Such information is known as “feedback”. It informs progress, enables corrections and, eventually, signals attainment of the objective.</p> <p>In the absence of feedback, people have no choice except to act in ways that are consistent with internally-held views or models of what should work instead of externally-based information about what is and is not working.</p> <p>Feedback on “hard tasks and goals” (tangible products or other readily-available data) is fairly easy to get. Managers who are involved can easily be aware of the actions and their effects in their areas of influence, even outside them.</p> <p>But for “soft tasks” (where effects-outcomes-of management actions are not readily measured), the feedback loop is easily broken. This is particularly true when the sought-after effects of a performer’s action are experienced by other persons. In these cases, managers need to have an easy information management style in the workplace, so that upward and downward information is easily passed up or down to them.</p> <p><i>Top management also need to count on efficient work processes flow. If their organizations are saddled with slow, archaic and/or redundant processes where information is slow, poorly collected and analyzed, etc., then they will have trouble producing results.</i></p> <p><i>Top management must be able to count on their organizations’ information systems, their information management processes, and the capability of their support persons to collect, synthesize, analyze and present timely, accurate information in general.</i></p> <p>Note: this problem has been emphasized by all Project personnel and is mentioned as a major constraint in the HR Capabilities Report (November 2002).</p>
Motivation	<p>Capability to perform is one thing. Motivation to perform is another..</p> <p>Both the system and top managers need to provide the pre-requisites for creating a motivated workplace.</p> <p>Managers need to have technical, managerial and people leadership skills for creating a work environment that motivates people. If they do that they will have earned the support and respect of their workplaces.</p>
Environment	<p>Even if Task & Goal Clarity and the immediately-preceding three factors are present, <i>managers might not get a performant workplace if the conditions of service, including the work facilities, are not adequate. Missing tools and equipment, competing priorities, repressive work styles can all create barriers to good performance, despite all solid levels of motivation.</i></p> <p>Note: the need for broad-band Internet access, international telephone lines, and laptops and Palm Pilots for key managers are all key tools and equipment which are missing and which are reducing the performance of managers (particularly) and their staff personnel at this time.</p> <p>Task environment must support the desired performance. It is up to the successful manager to use their position and their leadership skills to ensure their workplace is equipped, adequate to the task, and that their support groups are properly empowered.</p>

ANNEX 5:

FTS & CD/WTO STRATEGIC ISSUES
and
PLAN for the IMPLEMENTATION of the
FTS/CD/WTO TRAINING and REENGINEERING PROPOSAL
PRESENTED in this DOCUMENT

**PROPOSAL FOR THE ORGANIZATIONAL RESTRUCTURING AND STRENGTHENING OF FTS & CD/WTO SECTORS
A MID-TERM STRATEGY: 2003-2004**

FTS & CD/WTO STRATEGIC ISSUES	OBJECTIVES
1. Secure the legal structure mandate & re-location within the MoFT to comply with and carry out their vital rôles and responsibilities.	<i>For the FTS & CD/WTO to legitimately comply with and carry out their new roles and responsibilities, and to legitimize their restructuring to meet same.</i>
2. Reengineer or restructure the FTS & CD/WTO	<ol style="list-style-type: none"> 1. <i>Improve the efficiency and effectiveness of FTS & CD/WTO vital processes, and create new processes and organizational structures where existing ones are inadequate, to ensure FTS & CD/WTO meet responsibilities and carry out their MoFT rôles, responsibilities and mandates</i> 2. <i>Implement improvements to and creations of FTS & CD/WTO work processes to transform FTS & CD/WTO into organizations whose organizational structure and vital business processes efficiently and effectively safeguard the Government of Egypt's trade goals as well as provide their clientele with the level and quality of products and services required.</i>
3. Rationalize internal, existing MoFT Human resources	<ol style="list-style-type: none"> 1. Rationalize utilization of scarce resources, by putting into practice systematic, regular strategic planning, thereby maximizing FTS & CD/WTO and MoFT management's ability to make objective technical and managerial prioritizations concerning the allocations (especially) of FTS & CD/WTO budget. 2. Access resources available from donor, based on on-going ability to achieve institutional performance improvements.
4. Manpower slots & skills required for FTS & CD/WTO to carry out existing and future rôles, responsibilities and mandates.	<ol style="list-style-type: none"> 1. Bolster the technical and managerial skills of the FTS & CD/WTO and MoFT personnel, as well as inculcate more modern professional attitudes and behaviors in MoFT HR personnel, thereby improving individuals' on-the-job efficiency and effectiveness. And, ultimately, for individuals to create a positive impact at an institutional level so that the overall quality and timeliness of the institutional services that FTS & CD/WTO provide are substantially improved and reflect behaviors appropriate to an institute charged with safeguarding the Government of Egypt's stated trade goals. 2. Ensure the ability of the FTS & CD/WTO to fulfill their mandates in a quality and timely manner. Thus, add to FTS & CD/WTO the new personnel with the requisite skills as appropriate to their key work processes.

**PROPOSAL FOR THE ORGANIZATIONAL RESTRUCTURING AND STRENGTHENING OF FTS & CD/WTO SECTORS
A MID-TERM STRATEGY: 2003-2004**

STRATEGIC ISSUE	OBJECTIVE	ACTIVITY	OUTPUT (PRODUCT)	OUTCOMES WITH THEIR MEASURABLE PERFORMANCE INDICATORS & ASSUMPTIONS
ISSUE 1. Secure new organizational location of CD/WTO in the Ministry of Foreign Trade organizational chart & corresponding legal mandate for CD/WTO to comply with and carry out their new roles & responsibilities vis à vis the organizational mandate for CFU..	1).For CD/WTO to legitimately comply with and carry out their new roles and responsibilities; 2).to legitimize the restructuring of CD/WTO to meet same: It is supposed that it is necessary that the new CD/WTO role and mandates be passed into Law ; and that the CD/WTO commit to developing themselves into a performance-improvement-based and user-driven organization .	1. <i>CD/WTO and Ministry of Foreign Trade will:</i> 1a- get final formal proposal for CD/WTO submitted to pertinent government entity charged with this activity; 1b- follow up to help ensure draft proposal or bill is submitted to indicated authority or entity charged with review of formal draft proposal and passage into Law (or decree, etc).	A final document that is agreed on by appropriate authorities within GoE.. A final location of Cd/WTO within the MoFT structure that is technically sound and allowing for organizational stability of CD/WTO within the Ministry organigram.	Ref. Activity 1a & c: final proposal is submitted tand agreed to by authorities NLT mid-2003. Assumptions: 1) <i>Legal or other OD expert may be required to help MoFT to finalize design and decisions;</i> 2) <i>timely submittal to indicated government authorities for getting approval by mid-2003..</i>

Note: this is the background issue and current shifting organizational environment against which the CD/WTO (and FTS?) currently exist. The Project is not involved in or responsible for providing any TA for the reorganization of the two sectors within the MoFT.

Therefore, this above scenario of activities and objectives is rather hypothetical. However, the Consultant believes that getting the CD/WTO formally and permanently situated within the MoFT structure is a vital strategic management issue which must be dealt with quickly and expediently in order to provide organizational stability to this important operational function of the Ministry.

Also to provide the sector with the proper context within which organizational lines of responsibility are defined.

Also, in order for the CD/WTO and the FTS to have clear organizational parameters within which they will develop individual job descriptions, this last task being urgent.

The Second Strategic Issue realistically supposes, nonetheless, that this first issue will take much longer to resolve than the mid-2003 timeframe given it. So, the Second Strategic Issue is built on the supposition that the work processes reengineering of the two sectors will deal with WHAT EXISTS RIGHT NOW.

To do otherwise would risk falling into the syndrome of analysis until paralysis. A lot can and should be done within the present organizational structure.

**PROPOSAL FOR THE ORGANIZATIONAL RESTRUCTURING AND STRENGTHENING OF FTS & CD/WTO SECTORS
A MID-TERM STRATEGY: 2003-2004**

STRATEGIC ISSUE	OBJECTIVE	ACTIVITY	OUTPUT (PRODUCT)	OUTCOMES WITH THEIR MEASURABLE PERFORMANCE INDICATORS & ASSUMPTIONS
<p>ISSUE 2. Restructure the CD/WTO and FTS and their vital work processes so as to meet future mandate requirements and improve transfunctional work processes involving key MoFT players with whom future they will interact.</p> <p>HRD "offices" of the MoFT and the two operational sectors are a key focus for strengthening, to ensure they can dynamically support institutional development needs, such as in assuring training interventions, etc.</p>	<p>1-Improve the efficiency and effectiveness of CD/WTO & FTS vital work processes and key support activities; and create new work processes and a new organizational structure where existing ones are inadequate for a new CD/WTO & FTS; and ensure the two sectors and their line ministry/agency "counterparts" meet new relational responsibilities and roles.</p> <p>2-Implement improvements to and creations of FTS & CD/WTO work processes to transform the two sectors into institutions whose organizational structure and vital business processes function efficiently and effectively, in order to meet their own new normative and operational roles and responsibilities; and to provide their internal and external clientele with required levels and types of timely guidance, authority and services & products.</p>	<p>Activity 1) Analyse sectors' vital work processes within current organizational framework of MoFT: 1a) train 2 sectors' personnel in Business Process Reengineering (BPR); 1b) carry out analysis of existing sectors' directorates' vital and key support work processes; design improved processes to carry out their present mandates; and then formulate priority recommendations for required changes in the sectors' & MoFT's shared work processes; 1c) design strategic, results-based action plan for: 1c.1) carrying out changes/reengineering of sectors' vital and key support processes; 1c.2) converting over to new internal structures that obey imperatives deriving from their mandates and new work processes designs; as well as to the work systems required to support a performance-based institutions and (possibly new) interface roles with key MoFT counterparts. 1d) implement action plans. Activity 2) Analyse effectiveness and efficiency of FTS & CD/WTO's services: 2a) train staff in Institutional Performance Benchmarking; 2b) contract expert to design & conduct Client Satisfaction Survey (CSS) 2c) perform statistical analysis of survey results; 2d) design and carry out action plans to address priority institutional performance gap issues identified in survey. Activity 3) Upgrade/refurbish sectors' equipment and facilities. 3a) diagnose cost of refurbishing locales, using competitive pricing and bulk-buying quotations; 3b) make concise recommendations using objective, in-depth, & long-term cost:benefit analysis; and design action plans to execute recommendations; 3d) implement action plans. Activity 4) Develop new FTS & CD/WTO position descriptions. 4a) compile final information and recommendations from above activities 1,2,& 3, & cross-reference information with position descriptions work that will be done in a training venue.; develop concise, critical recommendations for what should be the optimum types, numbers and classifications of staff positions in sectors for carrying out their mandates and for streamlining work processes and organizational structure. 4b) develop the position descriptions for required new personnel and (possible) new organic structure based on 4a; create action plans to redistribute and/or hire into new positions and to restructure two sectors; implement action plans. Activity 5) FTS & CD/WTO training. (ref. training interventions section) NOTE: communications = key support process to CFU restructuring and reengineering. These are dealt with in Issue 5, Activity 3c</p>	<p>1a) FTS & CD/WTO trained in BPR 1b-d) – FTS & CD/WTO processes analyzed; -report on recommended critical processes changes and creation of new processes & new organ. structure for FTS & CD/WTO produced; -strategies established & action plans for streamlining vital FTS & CD/WTO work processes and subsequent organ. structure changes produced; -action plans being implemented.</p> <p>2a) FTS & CD/WTO personnel trained in Institutional Performance Benchmarking. 2b) CSS & statistical analysis of FTS & CD/WTO 's services done; report produced. 2c) action plans for services improvements (based on CSS results) produced., 2d) action plans being implemented</p> <p>3a) cost:benefit report, recommendations, & action plans produced & being implemented.</p> <p>4a) consolidated diagnostic and recommendations reports produced; 4b) new position descriptions and new organical structure reports produced; action plan for taking over new duties and for hiring into new positions created, approved and being implemented-as required and as per final analyses.</p> <p>5-5a) training for activities 1, 2, 5 being carried out and other training events to support restructuring activities and personnel strengthening needs being delivered, starting Q2-2003.</p>	<p>Activity 1) Activities begun 1st half 2003 w/involvement of other MoFT "offices" such as HR. -final MoFT organigram approved NLT Q3/03; - vital work processes improved; rapid, periodic client surveys show positive reaction to FTS & CD/WTO processes improvements; Assumption:. Approvals for improvements to & creations of vital processes & new org. structure given NLT Q3 2003..</p> <p>Activity 2) 2nd client survey at 36 month point shows clients more satisfied with FTS & CD/WTO services. Assumption: first survey expert approved NLT Q3 2003 and CSS initiated NLT Q4 2003.</p> <p>Activity 3) -Office upgrade done by Q2 2003 & FTS & CD/WTO employees working w/in improved physical facilities; increased speed and efficiency in tasks evidenced as result of improved facilities & conditions. Assumptions: 3c: -Approval for improving FTS & CD/WTO locales & funding obtained NLT mid-2003.</p> <p>Activity 4) FTS & CD/WTO personnel in their newly-described positions; first improved vital processes in place; continuous M&E for judging impact of changes on FTS & CD/WTO institutional performance being carried out & reported systematically. Assumption: (Issue 1): final MoFT organigram approved NLT Q3 2003. Ref. 4a) Approved restructuring & new/rationalized FTS & CD/WTO position descriptions & (possibly) new positions given NLT Q4 2002. Activity 5-5a) HRDs utilizing individual & institutional performance improvement benchmarking methods and techniques to focus & improve annual training programs. New job needs identified. Training contributes to improved per FTS & CD/WTO sonnel performance. Assumption: FTS & CD/WTO create work programs for 2003-04 NLT Q3 2003; donor financing approved NLT Q4 2003 & Q1 2004. Overall Assumption for Strategic Issue #2: FTS & CD/WTO work plans approved & financed NLT December each year</p>

**PROPOSAL FOR THE ORGANIZATIONAL RESTRUCTURING AND STRENGTHENING OF FTS & CD/WTO SECTORS
A MID-TERM STRATEGY: 2003-2004**

STRATEGIC ISSUE	OBJECTIVE	ACTIVITY	OUTPUT (PRODUCT)	OUTCOMES WITH THEIR MEASURABLE PERFORMANCE INDICATORS & ASSUMPTIONS
<p>ISSUE 3. Rationalize internal, existing FTS & CD/WTO Human Resources.</p>	<p>1)-Rationalize FTS & CD/WTO utilization of their scarce HR & financial resources by putting into practice systematic and systematic strategic planning for managing their HR & financial resources</p> <p>2)- Ensure FTS & CD/WTO can achieve Project and Program goals and thus qualify for continued USAID TA, based on performance results of the ATR over the period of the current TA period</p>	<p>Activity 1, ref. Objective 1: <i>Train FTS & CD/WTO staffs in strategic planning w/some emphasis on ABC & RBB (activities-based costing & results - based budgeting).</i> 1a) Contract expert(s) in strategic planning & ABC & RBB for training FTS & CD/WTO staffs; 1b) Expert provides on-the-job TA to CFU & Ministry/community accounting or finance offices to learn basics of SP, ABC & RBB;</p> <p>Activity 2, ref. Objective 2: <i>Develop strategies for communications & relationships with donor.</i> 2a) Create annual FTS & CD/WTO strategic plans & systematic performance evaluation reports for informing on actual vs. predicted performance; 2b) Create dynamic FTS & CD/WTO communications activities with donor and Nathan Assoc.; create effective reporting systems for providing donor with regular FTS & CD/WTO activities & performance reports, as per need to know of diff. groups; create effective means to communicate FTS & CD/WTO annual action plans; create internal improvements and means for reporting on results; design & use other reports as appropriate, such as the CSS</p> <p>Activity 3, ref. Objective 3: <i>Develop systematic FTS & CD/WTO performance monitoring and evaluation (M&E) mechanisms; quarterly & annual progress and performance improvement reports; & briefing mechanisms to report performance results on a regular, timely basis.</i> 3a) FTS & CD/WTO complete CSSs and Vital Processes diagnostics (ref. Issue 2 activities), and implement improvement activities 3b) FTS & CD/WTO complete inst. perf. benchmarking training (Issue 2). 3c) FTS & CD/WTO complete various training workshops on communications, effective meetings, report writing, etc (Issue 5 & ref. proposed training interventions). 3d) FTS & CD/WTO activity teams systematically produce required performance/progress reports, using effective, new inter-/intra communications approaches (Issue 5); create FTS & CD/WTO performance evaluation methodologies; acquire Goal-Directed project management & budget absorptive skills that ensure FTS & CD/WTO present timely performance-based reports and briefings</p>	<p>1) –FTS & CD/WTO annual plan reports produced w/new SP practices & methodologies; -performance-oriented data collection methods in place in all sections and all development activities; -performance & impact evaluation reports systematically produced.</p> <p>2a) required reports designed for capturing performance achievement information 2b) - communication systems & documents produced -regular progress meetings with donor held & recorded ; observations, recommendations, future actions, etc.</p> <p>3) – FTS & CD/WTO performance data collection and resulting reports systematized; internal reporting procedures & new communications systems produced by FTS & CD/WTO for inter-/intra- use. 3a,b,c) –these products found under other parts of this plan. 3d) –performance M&E and evaluation reports produced by FTS & CD/WTO teams on quarterly and annual basis; -timely, consolidated quarterly, annual etc. reports, briefings etc. delivered by FTS & CD/WTO up & down the inter-/intra organizational communications chain</p>	<p>Activity 1) – FTS & CD/WTO demonstrate capability to apply strategic thinking & planning concepts by producing strategic plans, using SP methodologies & concepts; -by Q 4/2003, FTS & CD/WTO competently using strategic planning practices; by Q4-2004 FTS & CD/WTO competently produce strategic plans based on well-defined, forward-looking strategic issues. -continually improving quality of performance analysis and activities outputs & outcomes leads to donor satisfaction and continued TA. Assumption: <i>SP expert trains FTS & CD/WTO personnel NLT Q3-2003.</i></p> <p>Activity 2) 2a & b) –improved quality and pertinence of institutional performance, as well as of regular data collecting and reporting capabilities which show institutional performance and TA impact, result in continued/increased donor TA for FTS & CD/WTO to carry out key institutional performance improvement strategies. <i>Assumptions:</i> - FTS & CD/WTO dedicate time & personnel to create their communications strategies & systems and procedures beginning Q3/2003; - FTS & CD/WTO develop required teamwork approach to data collection, and performance M&E; report information collecting; etc..</p> <p>Activity 3) –FTS & CD/WTO design & implement systematic new communications & reports systems & procedures and have them efficiently functioning according to established deadlines and quality of inputs standards NLT Q4 2003. Assumptions: <i>FTS & CD/WTO get timely training & TA to carry out all the primary institutional analytical activities on which performance benchmarking depends (various references made in the activities listed in this plan).</i></p>

**PROPOSAL FOR THE ORGANIZATIONAL RESTRUCTURING AND STRENGTHENING OF FTS & CD/WTO SECTORS
A MID-TERM STRATEGY: 2003-2004**

STRATEGIC ISSUE	OBJECTIVE	ACTIVITY	OUTPUT (PRODUCT)	OUTCOMES WITH THEIR MEASURABLE PERFORMANCE INDICATORS & ASSUMPTIONS
<p>ISSUE 4. <i>Skills required for key FTS & CD/WTO counterparts & key community clientele to competently carry out existing and future positions, roles & responsibilities.</i></p>	<p>1)-Bolster the technical and managerial skills of the FTS & CD/WTO personnel & their key clientele, with particular focus on inculcating more modern professional attitudes and behaviors in those same personnel, thereby improving individuals' on-the-job efficiency and effectiveness. And, ultimately, for that personnel to create a positive improvement in FTS & CD/WTO institutional performance, so that the overall quality and timeliness of the institutional services that they provide are substantially improved and reflect behaviors that are appropriate and required for promoting, implementing and safeguarding the strategic international trade needs and interests of the nation.</p> <p>2)-Ensure the institutional ability of the FTS & CD/WTO to fulfill their work obligations in a quality and timely manner. Thus, add to FTS & CD/WTO new, skilled personnel with the requisite skills, attitudes, and performance, as required.</p>	<p>Activity 1, ref. Objective 1: <i>Train FTS & CD/WTO & their key clientele personnel in appropriate change management themes and skills areas that foster development of performance-oriented attitudes and behaviors.</i></p> <p>1a) Complete design & implementation of a training plan for Q3&4- 2003 & for 2004.</p> <p>1b) Train personnel & key MoFT and regional clientele- at supervisors, managers, technical and top management levels- in High-Performance Teams and Change Management.</p> <p>1c) Contract HRM/HRP expert for MoFT; design strategy for implementing a systematic implementation of a modern HRM/HRP function within MoFT as a backbone support to the FTS & CD/WTO , as well as for the MoFT overall, to be focused on immediate & future FTS & CD/WTO human Resources Development needs.</p> <p>-FTS & CD/WTO create short-/medium-term action plans and budget requirements for developing their personnel administration office into a modern HR function.</p> <p>1d) Train FTS & CD/WTO & MoFT personnel in modern HR management and systems concepts and practices, as well as in pertinent computer skills and different software applications and know-how related to HR needs (HRMIS specifically).</p> <p>Activity 2, ref. Objective 2: <i>Hire new FTS & CD/WTO personnel with the requisite skills. (NOTE: this activity is contingent on the activities 1,2,4 & 5-Issue 2 and has some "overlap" with that Issue and its activities).</i></p> <p>2a) with completion of the various diagnostic studies listed in Issue 2, produce a concise synthesis report of their key conclusions. Based on that, formulate precise recommendations for rationalizing existing FTS & CD/WTO personnel and (where needed) present technically-solid arguments for adding new (support or other) personnel with the specific requisite skills required for future CFU;</p> <p>2b) create job and responsibilities descriptions for the required new personnel as required, using the tools and methodologies learned in the Positions Descriptions Workshop and the workshop training materials provided ;</p> <p>2c) get new positions graded and salary levels assigned (to be done collaboratively w/MoFT, since this is the only competent and legally-allowed entity to do so??);</p> <p>2d) produce final proposal/request for new FTS & CD/WTO positions; get request approved; proceed to rationalize & train existing personnel and commence hiring of required new personnel as appropriate or as approved.</p>	<p>1a) FTS & CD/WTO immediate-term training plan for Q3&4-2002 and first CFU annual training plan (2003) designed & incorporated into CFU activity plans. --training interventions delivered; --training evaluation reports produced, with focus on training impact indicators as possible .</p> <p>1b & c) TORs written; experts identified & contracted for Q2- 2003; - personnel admin. staff receiving pertinent HRM/HRP</p> <p>1e) MoFT and FTS & CD/WTO personnel admin. staff trained in requisite computer and software applications skill areas & applying HRMIS.</p> <p>2a) synthesis report with recommendations produced;</p> <p>2b) new position descriptions written according to guidelines;</p> <p>2c) positions and salary levels created and approved by MoFT;</p> <p>2d) personnel rationalization plans & new hire plans created, approved, and new personnel employed by FTS & CD/WTO .</p>	<p>Activity 1a-d) -FTS & CD/WTO successfully design & complete 2003 & future training plans and activities .</p> <p>-Annual training evals. & new plans completed NLT end-Nov each year and quality of documents results in annual approval for funds for new training NLT end-Dec</p> <p><i>Assumptions: FTS & CD/WTO design & manage annual training programs and ensure their annual activities plans build in time for requisite training interventions.</i></p> <p>1b-d) FTS & CD/WTO personnel and MoFT clientele show clear on-the-job application of new management attitudes and behaviors learned various training events.</p> <p>1c-d) -HR expert hired & begins NLT Q3-2003.</p> <p>-modern HR management and HRMIS systems and practices being applied, specifically supporting FTS & CD/WTO training (and other) HR support needs.</p> <p><i>Assumption: budget for TA expert approved and person contracted in timely manner</i></p> <p>1d) systemic HRMIS programs exist in various HR offices of MoFT, with first operations begun Q3 & 4/ 2003.</p> <p><i>Assumptions: HR staff development strategy document produced NLT Q3 2003; HR expert approved/budgeted . Budget for getting HRMIS systems implemented approved by MoFT for 2003-04 activities</i></p> <p>-HR staff have computers & using them with ease, efficiency and effectiveness, demonstrating that their new applied skills directly contribute to improved quality & timeliness of HR office services to FTS & CD/WTO offices.</p> <p>First impacts should be able to be measured by Q1/2004.</p> <p><i>Assumption: hard/software needs understood and obtained for updating HR functions, and being used in effective manner by end 2003. Indicated HR Staff's basic training begun Q3 & 4/2003 & begin to impact their work quality and efficiency by Q1&2/ 2004, & incrementally after.</i></p> <p>2a-d) staff regularly complete volume & quality of requisite work, due to having requisite numbers/types of personnel reassigned/hired end 2003. Improved services of FTS & CD/WTO to their clientele can be directly related to rationalized & added personnel who possess requisite technical and mgnt. skills</p> <p><i>Assumption: staffing proposal submitted NLT Q3 2003; restructuring & new positions approved. New staff hired &/or existing staff rationalized. Staff working competently & efficiently in new positions.</i></p>

Jonathan Smith-Consultant, Nathan Associates
FTPS & CD/WTO Mid-/Long-Term Strengthening through Training Interventions
A Proposal

**ANNEX 6: QUESTIONNAIRE FOR MEMBERS OF
FTS & CD/WTO**

ANNEX 6: Questionnaire for Members of FTS & CD/WTO

Check one of the below categories:

- 1) I am a Head of Group or Acting Head of Group _____
2) I am a Researcher _____

OBJECTIVE: *Deliver a rapid survey to cross-check previous TNA conclusions and reconfirm and underline priority technical training and professional development needs in FTS & CD/WTO.*

INSTRUCTIONS:

This questionnaire is anonymous.

Do NOT put your name on this questionnaire.

At the top right of this paper, identify yourself only by indicating:

- 1. I am a head of group or acting head of group*
- 2. I am a researcher*

Read the questions CAREFULLY and give carefully thought about answers. Be honest and specific.

Do not tell us what you WANT. Tell us what is NEEDED in order to be successful on the job.

Explain priority TECHNICAL NEEDS and priority PROFESSIONAL DEVELOPMENT needs for being successful on the job and for helping the CD/WTO achieve their Mission and Objectives. Do NOT make a long list. Mention only your priority needs for succeeding on the job.

IMPORTANT NOTE:

You will answer the question about yourself, personally.

You will then answer the question about another group of persons. For example, if you are a head of group, you will answer the question about your needs, personally, and then you will answer the same question, but about your staff.

Your evaluation of the needs of your staff should be a specific statement of what you think the priority needs are for your staff in general. Do not try to analyze each and every individual on your staff and explain their individual needs.

For example, you might say that a priority need of your staff members in general is “effective time management”, or “synthesizing large amounts of information”, and so forth.

Likewise, if you are a staff member, you will first answer a question about your own personal priority needs. Then you will be asked to state what you think the priority needs of your heads of group are. Do not analyze each head of group. Make a statement of what you think the priority needs of the heads of group are. For

example, you might say “team leadership skills” or you might say “using information for making policy recommendations to upper management”, etc.

*In the last section of this questionnaire, please focus on the **PRIORITY PERFORMANCE ISSUES** of your **AREA**. Think carefully, since this is a different kind of question. It is broken down into immediate & short-term needs, and longer-term needs. Please be as careful and analytical as possible.*

QUESTIONS FOR HEADS OF GROUP ONLY

Question for Heads of Groups about themselves

- 1. What are the technical training and professional development needs which you consider priority for YOU in YOUR current position, particularly those that are priority for YOUR being successful in YOUR job and for meeting the mission and priority objectives of the FTS or CD/WTO?**

Question for Heads of Group about their staff

- 2. What are the technical training and professional development needs which you consider priority for YOUR STAFF in THEIR current positions, particularly those related to being successful in THEIR jobs and for meeting the mission and priority objectives of FTS or CD/WTO?**

QUESTIONS FOR STAFF ONLY

Question for Staff about themselves

- 3. What are the technical training and professional development needs which you consider priority for YOU in YOUR current position, particularly those that are priority for YOUR being successful in YOUR job and for meeting the mission and priority objectives of the FTS or CD/WTO?**

Question for Staff about their Heads of Group

- 4. What are the technical training and professional development needs which you consider priority for YOUR HEADS OF GROUP in THEIR current positions, particularly those related to THEIR being successful in THEIR jobs and for meeting the mission and priority objectives of FTS or CD/WTO?**

QUESTIONS FOR BOTH HEADS OF GROUP AND STAFF

5. a. What is the most important performance improvement issue in YOUR AREA (FTS or CD/WTO) in the short-term, i.e. between now and the next 12 months?

b. What is the most important performance improvement issue in YOUR AREA (FTS or CD/WTO) in the longer-term, i.e. next 24-36 months?

ANNEX 7: Consultancy References

7.1 Project Documents Referenced

- *Strategies for Re-Engineering the Foreign Trade Sector, Final Report*, submitted by Nathan Associates, Inc., October 2000
- *Review of the Organizational Efficiency of the Foreign Trade Sector (FTS) of Ministry of Foreign Trade, Task 3-Institutional Development of Cooperating Agencies*, by Rasik Joshi and Abdel Wahab Heikel, August 05, 2002
- *Report on Review of Human Resource Capabilities- Working Draft*, by Rasik Joshi and Abdel Wahab Heikel, November 07, 2002
- *ART/DT2 Training Plan, 2003*, Tables 1-5, Excel-based list of training courses proposed for 2003, for members of FTS, CD/WTO, GOEIC
- *Institutional Strengthening Approach*, Paper for Internal Use, by Rasik Joshi, August 07, 2002
- *Proposed Statement of Mission and Objectives of Central Department of World Trade Organization*, Working Draft for Internal Use, November 12, 2002
- *Proposed Statement of Functions of the Central Department of World Trade Organization*, Preliminary Working Draft for Internal Use Only, November 20, 2002
- *Statement of Work, Assistance for Trade Reform (ATR)*

7.2 Project Persons Interviewed

- ATR TA Personnel
Timothy Buerher, Rasik Joshi, Abdel Wahab Heikel, Rashid Benjelloun, Sahar Tohamy, Dalia Mounir Abu Gaber, Aliaa El Serafy
- FTS & CD/WTO Officials
Dr. Waleed el Nozahy, CD/WTO Head
Dr. Abdel Rahman Fawasy, FTS Under Secretary

7.3 USAID-Cairo Officials

- Dr. Ali Kamel
- Manal el Samadony-Sr. Economist