

THE HARVARD BUSINESS SCHOOL-INCAE PROJECT

1963-1968

A Final Report on the Activities of the Harvard University Graduate School of Business Administration in Central America Under Contract AID 1a-131 (ROCAP). Prepared by Jack G. Moscatelli, Associate Director, Division of International Activities.

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I. Introduction

Since 1963, under contracts with the Agency for International Development (AID), the Harvard University Graduate School of Business Administration has assisted the business communities of Costa Rica, El Salvador, Guatemala, Honduras, Nicaragua, and Panama in the establishment of the Instituto Centroamericano de Administracion de Empresas (INCAE) as a permanent graduate school of management education serving their region.

This is a final report on the activities undertaken by the Harvard Business School under Contract AID 1a-131 (ROCAP), covering its term, June 15, 1963, to October 15, 1968. Included is a statement of the project's objectives, a brief review of its origins, a resume of developmental work performed by HBS personnel pursuant to the contract, and a summary of the status of the project at the conclusion of this contract. For those interested in a more comprehensive exposition of the developmental activities cited herein, references to the appropriate annual or quarterly reports previously submitted by the Harvard Business School to AID are provided.

A great many persons have contributed to the continuing development of INCAE. The Harvard Business School is especially indebted to those officials, past and present, of the Regional Organization for Central America and Panama (ROCAP), AID in Washington, and the individual country missions for their unfailing understanding and cooperation at every stage of this project.

II. Objectives

The general objectives of the INCAE project are to provide, through the establishment of INCAE as an autonomous and viable educational institution:

1. graduate level management training equivalent to the best available in other areas of the world but adapted specifically to regional requirements
2. continuing education for managerial personnel already engaged in business
3. a center for research with the capacity to contribute to the advancement of knowledge in the field of business administration with special reference to Central America.

III. Origins

The project began in the spring of 1963 when, at the invitation of the United States Government¹, the Harvard Business School sent three members of its Faculty to Central America to examine problems of management education there.²

After meeting with more than 300 management personnel, the rectors and selected deans of the six national universities, local government officials, and representatives of the U.S. Government, the team concluded that an urgent need existed in these countries for management training, that the need was keenly felt by the local management communities, and that the Harvard Business School could contribute toward meeting this need.³ Importantly, the team found a group of able, influential, and progressive Central American business leaders who, being particularly cognizant of and concerned with the problem, were prepared to assume a leadership role in providing management education in the region. The group, meeting with the Harvard team and ROCAP officials in Guatemala City on May 18, 1963, strongly urged the Harvard Business School to assist in this effort. Later, on July 13, delegates from the group organized INCAE, thus formalizing their commitment.⁴

Following this preliminary investigation, and pursuant to Contract AID 1a-131 (ROCAP) executed on June 15, 1963, a nine-man Harvard task force undertook a more extensive survey of the status of management development in Central America. The purposes of the two-month study were: to identify and analyze the most pressing problems confronting Central American managers; to determine where previous management training efforts had fallen short; and to recommend a program of education to assist Central American managers in meeting more effectively the challenges they face.

Some of the findings of this research effort follow.⁵

The problems of Central American managers are in many ways profoundly different from those in the United States. This in part reflects marked differences between the political, social, and economic traditions and systems of the United States and Latin America. These differences do not, of course, preclude the effective use in Latin America of many managerial techniques and devices developed in the United States, but mean that their introduction presents special problems of perception, understanding,

adjustment, and application.

Many U.S.-sponsored programs to train managers were found to have had little or no measurable impact. This was due partly to the fact that they were not closely related to the real problems of the managers, because there had been no opportunity to learn about such problems in any depth or to prepare teaching material based on them, or because the teaching arrangements and methods used were inappropriate and failed to stimulate innovation.

It was found that the teaching of business administration in the region's national universities is impeded by several factors. Most national universities do not regard serving the business community as a proper university function; therefore, the teaching of business administration is often unrelated to the real problems of business. The business community invariably lacks confidence in the university, and the consequent lack of communication between the two hinders the effective teaching of administrators whom business will want and use. Lack of discipline, traditional pedagogical methods, part-time study and teaching, political diversion, and insufficient funds add to these problems.

IV. Development Strategy and Implementation

The conclusions of the task force study confirmed the existence of a manifest and pressing need for the introduction of management education in Central America attuned to the realities of the region's business environment. Accordingly, at INCAE's request, and with continuing support from AID under Contract Ia-131, the Harvard Business School in 1964 initiated three continuing activities that have constituted an integral part of INCAE's development strategy.

A. Development of Indigenous Teaching Materials

The objective of management education is to develop in the student abilities of analysis and reasoning essential to sound judgment and responsible action. Education for management is best accomplished by confronting students with actual business problems and helping them select techniques

of analysis with which they can attempt to make their own resolutions. The method of instruction that brings realistic experience most vividly into the classroom is the case method.

A case is a description of an actual business situation usually taken at the point of decision confronting the executive concerned. To provide indigenous cases focused on the problems of the region, for use in INCAE courses, Harvard personnel in 1964 introduced a program of case development in Central America. Special emphasis has been accorded the preparation of cases in those areas where Central American management practices differ significantly from U.S. experience. Through the termination of Contract la-131, this effort had resulted in the completion of approximately 200 Central American cases and notes. These materials, together with approximately 500 other cases selected for their applicability to regional problems and translated into Spanish when necessary, form INCAE's current library of instructional material, unique in Central America and essential to realistic, practical, and useful instruction.²

B. Executive Development Programs

To encourage in Central America acceptance of the attitude that business management is a profession, Harvard has co-sponsored with INCAE and provided interim faculty staffing for a series of six-week Advanced Management courses for senior executives and numerous short-term topically, functionally, or industry-oriented courses and seminars. These programs, out of which has grown an INCAE "alumni" body of over 675 Central American managers, have contributed to the professional development of the participants, created a receptive environment into which INCAE MBA graduates will move, established a base of local support essential to the institution's growth, generated income for the institute, and introduced a substantial group of Central American business executives to the case method approach to management education.

1. Advanced Management Courses

During the term of Contract la-131, Advanced Management courses were held in Antigua, Guatemala (1964), Boquete, Panama (1965), San Salvador, El Salvador (1965), San José, Costa Rica (1966), Panama City, Panama (1967), and San José, Costa Rica (1968).

Two hundred and fifty-one managers with policy-making responsibility, representing both private and public sector organizations in the six nations of the Central American Isthmus and several other contiguous countries, have participated in these programs.

Typically, the Advanced Management course has offered, during the six-week period, a curriculum constituted of 90 to 100 eighty-minute class sessions distributed among the following subject areas: Bargaining/Labor Relations, Business Policy, Control/Finance, Government-Business Relations, Human Behavior in Organizations, Marketing, and Production. Basically, these programs have been designed to help practicing managers develop: (1) a broader understanding of the economic, political, social and technical environments in which their organizations function; (2) greater competence in formulating long-range plans effectively geared to rapid change; (3) increased understanding of the processes and procedures through which the various functional components of a modern organization can be integrated into an effective and vigorous whole; (4) enhanced perception and knowledge of the human aspects of organization; (5) further understanding of the manager's responsibility to his society and environment - the organization, community, government and international interests and forces.³

2. Management Seminars and Short Courses (1966-67)

More than 430 Central American managers participated in ten topically, functionally, or industry-oriented seminars and short courses sponsored by INCAE and offered by Harvard Business School Faculty members at various cities in Central America during the period of this contract. These included seminar programs in Marketing, Corporate Strategy, and the Introduction of New Products and Services, and short courses of two to three weeks' duration in areas such as Financial Management, Market Research, and Sales Analysis. In addition to faculty, Harvard also provided teaching materials, direction and technical and staff services for these seminars and short courses.⁴

C. Faculty Training

In order to develop potential faculty members for INCAE, qualified Central Americans interested in pursuing academic careers were selected for training in the Harvard

Business School's International Teachers Program. This one-year program provided the Central American participants an opportunity to improve their teaching skills, including teaching by the case method, to enhance their knowledge in areas of individual specialization, and to engage in course or research development.

The students selected for training at Harvard evidenced strong university background, some experience in teaching, and the desire to become affiliated with INCAE.

From 1963, 17 Central Americans participated in the International Teachers Program, three attained the M.B.A. degree, and one completed a Doctoral Program. At the close of the contract period four of these men held faculty positions at INCAE and four were actively engaged in the teaching of business administration at other Central American institutions of higher education. The remainder, while not now engaged in academic careers, provide valuable support and assistance to INCAE.

From 1963 to June 30, 1967, Harvard provided, out of contract funds specifically allocated for this purpose, tuition and all related support costs for the participants while they were pursuing academic training in the U.S. After June 30, 1967, all participant training was funded directly through ROCAP.⁵

V. Other Development Activities

Harvard Business School personnel, working under Contract 1a-131, provided advice and assistance in the undertaking of other activities directly related to the development of INCAE as a center for management education serving the Central American region, some of which follow.

A. Creation of an Educational Institution

Drawing upon knowledge gained in similar institution-building efforts in Turkey and India, as well as upon the School's own evolutionary experience, Harvard Business School personnel provided continuing advice and assistance to INCAE's Board of Directors and Administration on plans for the establishment of the physical plant in Managua, Nicaragua, fund-raising campaigns, faculty and administrative organization, and other activities

designed to foster INCAE's growth as a permanent and viable educational entity. During this period Harvard personnel also devoted major attention to the development of plans for the inauguration of INCAE's basic educational program, a two-year course of study leading to the M.B.A. degree.

A resident Harvard Academic Advisor, Professor Clark L. Wilson, was assigned to INCAE in July 1966; on January 1, 1967, he was installed as INCAE's first Rector.¹

B. Assistance to Other Universities in the Region

During the period covered by Contract la-131 members of the Harvard Business School Faculty, working through INCAE, assisted several of the universities in Central America by advising them on the use of teaching materials, the case method of instruction, and course development.²

C. The Veraguas Project: 1964-1967

The Veraguas Project, supported under Contract la-131, concerned the introduction of change in Veraguas, a rural province of Panama. The project was an outgrowth of work undertaken in the province by a research team from the Harvard Business School, the principal purpose of which was the development of instructional material for use by INCAE.

"As rural management is particularly important in Central America, the Veraguas Project was undertaken to study the nature and problems of rural development and the relationship of those problems to the manager or entrepreneur; to consider the effects of the introduction of radical change into a traditional rural environment; to analyze the methods through which motivation and organization of peasant communities might take place; and to prepare appropriate teaching material so that the Central American manager might gain insights into these matters in order to improve the wisdom and effectiveness of his decisions and actions" (page 3 of The Veraguas Report).

A comprehensive record of the Veraguas Project is contained in two reports submitted by the Harvard Business School to the Agency for International Development in

fulfillment of commitments under the contract: Veraguas: A Report of Change and Development in a Rural Community of Latin America (November 1965), and The Veraguas Report: A Study of the Organization of Change in Rural Latin America (June, 1967).

VI. Conclusion

With the termination of Contract 1a-131, the Harvard Business School has continued to help INCAE under another agreement with the Agency for International Development, Contract 1a-472 (ROCAP). Since its execution on January 1, 1967, Harvard personnel have been concerned primarily with establishment of the M.B.A. Program and the acceleration of INCAE's growth as an autonomous and viable educational entity.

With advice, assistance, and faculty staffing support from Harvard, INCAE inaugurated its Master's Degree Program on January 6, 1968. By the expiration date of Contract 1a-131, construction of the physical facilities had proceeded to near completion, the library collection had been started, extensive fund-raising efforts had been implemented to provide endowment, scholarship, and operating support for the institute, and the rectorship had been transferred to a highly qualified Central American.¹

APPENDIX A: CHRONOLOGICAL OUTLINE OF INCAE PROJECT

April 1963 - October 1968

(Contract AID 1a-131)

1963

- April-May Harvard Business School Professors Henry Arthur, Thomas Raymond, and George Lodge visit Central America at the request of the U.S. Government to explore problems of management training.
- May The joint report of this group suggests:
1. There is an urgent need for management development in Central America.
 2. More extensive studies during July and August are indicated.
- July 13 Foundation of INCAE by Central American businessmen at a meeting in San Salvador for the purposes of increasing the quantity and the quality of management in Central America.
- July-August A nine-man task force from the Harvard Business School, supervised by Professors Lodge and Raymond, interviews several hundred leaders in Central America to identify the particular management problems of the region.
- December Their report Management Problems and Opportunities for Management Training in Central America suggests the following steps: preparation of indigenous teaching material; a series of executive development programs; an eventual post-graduate program; training of Central Americans in Harvard's International Teachers Program as potential INCAE faculty.

1964

- March-June Preparation of teaching materials by Harvard Business School researchers in Central America.
- May Professor Harry Hansen, Director of the Division of International Activities, visits the University of Costa Rica, and CSUCA, to advise on business administration training and curriculum development.
- June Graduation of the first group of International Teachers Program (ITP) participants from Central America.
- July 1-August 7 First five and one-half week management program at Antigua, Guatemala, attended by 45 participants from the six Central American countries.
- July 30 Adoption of a statement of purposes by the Board of Directors favoring continuation of management programs, and the establishment of a permanent institute for teaching, consultation and research, serving not only Central America but all of Latin America.
- June 15-September 11 Continued development of teaching materials by Harvard Business School researchers.
- November 1964-September 1965 Preparation of teaching materials continues.

1965

- January 8 Publication of site study recommending Managua Uplands.
- January 20-February 26 Second Advanced Management Program at Boquete, Panama, attended by 38 participants from Central America, Mexico and Colombia.

- April Vote by the Board of Directors to make INCAE a permanent institution of higher education; consideration of a \$750,000 fund drive by Board, program alumni, and National Committees.
- June Graduation of the second group of Central American ITP participants.
- June-September Background studies on the problems of financing the INCAE campus.
- June 30-August 6 Third Advanced Management Program in San Salvador, El Salvador, attended by 46 managers from Central America, Mexico and Venezuela.
- July 25-August 3 Professor A.R. Dooley, member of the Faculty at the San Salvador program and Director of the Faculty of the International Teachers Program, visits the National Universities of Costa Rica, Panama and Nicaragua, and the Catholic Universities of Nicaragua and Panama, to advise them on development and use of teaching material and the case method, and on curricula.
- August 7 Vote by the Board of Directors to accept the Nicaraguan Ad-Hoc Committee's offer of land in the Managua Uplands and to lay the basis for a fund collection campaign which will assure INCAE \$395,000 - \$400,000 a year, the amount necessary to cover operating expenses and amortize a long-term loan for construction of physical facilities.
- September Arrival at Harvard of the third group of Central American ITP participants.
- November Study of Distribution Systems in Nicaragua, financed by the Nicaraguan Chamber of Commerce and performed by Messrs. Vallarino, Brewer, and Catalán, all MBA candidates at Harvard.

1966

- January 17-29 Phase I of Market Research & Sales Analysis Course taught by Professor Wilson and co-sponsored by INCAE and the Central Bank of Nicaragua.
- January 31-February 2 Seminar in Marketing in Guatemala taught by Professor Clark Wilson - 44 participants.
- March 14-18 Phase II (Evaluation of Projects) Market Research Course.
- March 10-12 Seminar in Marketing in El Salvador taught by Professor Wilson - 51 participants.
- April 20-22 Seminar in Corporate Strategy in Panama taught by Professor Robert Merry and Eduardo Vallarino, 23 participants.
- May 7 Ceremony celebrating donation of 100 manazans of land by a group of Nicaraguan families to INCAE.
- May 19-21 Seminar in Corporate Strategy in Costa Rica taught by Associate Professor Wickham Skinner, 30 participants.
- May 26-28 Seminar in Marketing in Tegucigalpa, Honduras, taught by Professor Wilson, 42 participants.
- July Professor Clark Wilson and Eduardo Vallarino (MBA '65) appointed Academic Advisor and Assistant Academic Advisor to INCAE respectively to serve until December, 1966.
- July 5-August 12 Fourth INCAE Advanced Management course in San José, Costa Rica, attended by 55 participants from Central America, Mexico, Puerto Rico and Colombia and taught by Professors Aguilar, Kennedy, Lodge, Matthews, Seiler, Thurston and Wilson.

July 15-
August 15 Visit to INCAE by Professor Jose Ocariz,
Assistant Dean, IESE. (Instituto de Estudios
Superiores de Empresas, Barcelona, Spain).

August Visit to INCAE by Professor Charles H. Savage.

August 29-
September 9 Financial Analysis of Projects taught by
Assistant Professors Colyer Crum and David
Hawkins, co-sponsored by INCAE and the Central
Bank of Nicaragua, 68 participants (Evaluation
of Projects).

September Arrival at Harvard of fourth group of Central
American participants in the International
Teachers Program.

September 26-
October 7 Phase I of Market Research & Sales Analysis
course in San Pedro Sula, Honduras, taught by
Professor Wilson and Eduardo Vallarino.

October 4-7 Seminar in New Product Introduction in Costa
Rica, taught by Professor Wilson and Eduardo
Vallarino, 55 participants.

November 14-17 Phase II Market Research & Sales Analysis course
in San Pedro Sula, Honduras.

November 18 INCAE Board of Directors elects Professor
Clark Wilson as Rector of INCAE beginning
January 1, 1967.

September-
December Preparation of first HBS/INCAE Development Plan
January 1, 1967, to June 30, 1969.

1967

January 1 Professor Clark Wilson assumes Rectorship of
INCAE.

February Professor Charles H. Savage visits INCAE to advise on curricula and other matters concerning development of M.B.A. Program.

April Negotiations for second AID contract completed - AID 1a-472.

June 1 Professor Charles Savage appointed Academic Advisor to INCAE.

June 10 Final report on Veraguas project submitted to AID. Graduation of fourth group of Central American participants in International Teachers Program.

July 1 Ground-breaking ceremony on the 170 acre site donated by the Nicaraguan business community to INCAE. Attended by Dean George P. Baker.

July 5-
August 12 Fifth Advanced Management Program held at Continental Hotel, Panama; attended by 38 participants and taught by Professors Aguilar, Jones, Merry, Savage, Lodge and Anibal Ramirez, first Central American to participate as member of faculty team.

July INCAEistas and other business leaders addressed by Dean Baker in Guatemala and San Salvador.

July-August Development of case materials in the Central American region by Jose de la Torre.

August 12-19 Visit to Central America by John W. Sheetz, HBS Director of Resources, to review and advise on INCAE's fund raising procedures.

December Seminar in Banking in El Salvador, taught by Professor Charles Williams.

1968

January 8 Inauguration of INCAE's M.B.A. Program.

June-August	Case materials prepared in Central America region by HBS case writers - C. Bernard, R. Medina and K. Ziegler.
July 1	Dr. Ernesto Cruz assumes Rectorship of INCAE.
July 23- August 30	Sixth Advanced Management Program held in Gran Hotel Costa Rica, San José; attended by 29 participants and taught by Professors Ackerman, Halper, Hawkins, Lodge, Merry, Mullins, Ramirez and Savage.
October 15	Termination of contract.

APPENDIX B: PERSONNEL EMPLOYED UNDER CONTRACT LA-131

Following is a list of HBS Faculty members, researchers, and administrative personnel who performed services under the contract. The accompanying dates indicate the time-span during which services were performed. The individual's time was not necessarily allocated against the program on a full-time basis during these periods. Charges were based on the actual time devoted to project activities.

Faculty

Francis J. Aguilar : February 1964-April 1965; Oct./Nov.1965;
August 1966; August/September 1967

Robert Bremer : May 1965

Milton Brown : December 1964-March 1965

Raymond Corey : August & October 1964

A. Richard Dooley : April, August & October 1965

Harry Hansen : January 1964-March 1965; July-September 1965

Curtis Jones : August & October 1967

Thomas Kennedy : December 1964-March 1965; August &
October 1965; August 1966

Winfield G. Knopf : June 1964

John Matthews : July 1966

Robert Merry : August & October 1967

George von Peterffy : October 1964; April/June & October 1965

Thomas Raymond : August-December 1964

Charles Savage : March-May 1967

John Seiler : July 1966

Wickham Skinner : May 1966
Dan T. Smith : January-October 1964; October 1965
Ralph Sorenson : December 1964-April 1965
Renato Tagiuri : August 1964; April & October 1965
Philip Thurston : August & October 1964
Hugo Uyterhoeven : August & October 1964; October 1965
Clark L. Wilson : August & October 1965; March/August/
September/November/December 1966

John Yeager : March 1965

Researchers

John Allen : June-September 1965
John Archer : January 1964-June 1965
Donald Beard : March-August 1964
Clark Bernard : June-August 1968
Ames Brown : February-March 1964
Richard Cole : February-March 1966
William Day : February-March 1966
L. Franko : June-September 1965
Stephen Gudeman : June-October 1965; January-August &
November/December 1966
Henry Guterrez : April/May 1964
John Hammond : July & August 1966
David Henley : October-December 1964; January-July 1965

Richard Hetherston : April 1965
Roberto Medina : June-August 1968
Arthur Praeger : June-August 1966
Peter Sacerdote : June-August 1964
Arthur Spiegel : June-August 1966
Steven Star : June-October 1964; March/April 1965
Nathaniel Turner : June-August 1964
Wat Tyler : June-August 1964
Louis Wells : May-July 1966
Karl Ziegler : June-August 1968

Administrative Personnel

Harry Boon : December 1965-September 1967
Ruth Hopkinson : January 1964-July 1966
Virginia Jenness : May 1964
David Kuechle : October/November 1964
George Lodge : January 1964-March 1967; September/
October 1967
Jack Moscatelli : March-May 1968
John Sheetz : August 1967
Eduardo Vallarino : August-December 1966

APPENDIX C: CENTRAL AMERICANS TRAINED AT HBS

<u>1963-64</u>	<u>Current Affiliation</u>
Adolfo Cuadra	- General Manager - Central de Algodoneros S.A.
Guillermo Diaz	- Head Dept. Welfare and Pub.Relations, San Salvador
Mario Delgado	- Insurance Broker - Campania General de Seguros
Phyllis Fong	- - Inst. Panamero de Desarrollo
Angel Quant	- Industrial Advisor - AID, Managua
<u>1964-65</u>	
Ricardo Flores	- President Desarrollo Industrial S.A. School of Ind. Eng., San Salvador
Gilberto Lacayo	- Prof. of Bus. Admin. - University of Nicaragua, School of Economics
Ricardo Mata	- Prof. Univ. of Costa Rica, School of Econ. & Soc. Sci.
Eduardo Vallarino	- SLS Engineer - Combustibles de Panama
<u>1965-66</u>	
Gustavo Gomez	- - Infonac, Managua
Jose Ignacio Gonzalez	- - INCAE
José Nicolas Marin	- - Infonac - Econ. Dept. - INCAE
Juan Marinakys	- - Almacenes Marinakys
Rodolfo E. Paiz	- Asst. Prof. - INCAE
Rogelio de Ycaga	- - Banco Nacional de Panama

1966-67

Aurelio Chang	-	- Panama
Ernesto Cruz	- Rector	- INCAE

APPENDIX D: TRANSFER OF TITLE OF EQUIPMENT

All equipment procured by the Harvard Business School pursuant to Contract AID 1a-131 (ROCAP) was, in accordance with Amendment Number 11 of the contract, transferred to INCAE.

Documents acknowledging the transfer of the various items of equipment to INCAE were executed by the INCAE Rector upon receipt of such items.

A list of these items of equipment and the dates of transfer follows:

Simultaneous Interpretation Equipment	July 27, 1964
60 student wireless receivers	
30 student microphones	
2 interpreters' microphones	
4 interpreters' earphones	
2 amplifiers	
1 sound column	
1 professor's wireless microphone	
1 transformer	
4 portable cases, connecting boxes, cables, etc.	
4 Cartons containing approximately 600 books constituting the initial part of the basic book stock of INCAE's library	December 12, 1967
1 Dictaphone Model C. Travelmaster #328008E	December 12, 1967
1 Dictaphone Model 128990 TB-7 Transcriber 419703	
3 microphone heads (33.14) for transmitter model 50	January 8, 1968
1 Dictaphone Travel Master Serial No. 311391 F	August 2, 1968

1 Dictaphone - Model TC7
Serial No. 241 695

January 21, 1969

1 Dictaphone - Model PC7
Serial No. 241902

1 foot pedal - Model No. 128025
Type PC 38

REFERENCES

III. Origins

1. Management Problems and Opportunities for Management Training in Central America, December 1963, pp. 289-291.
2. Ibid., Introduction.
3. Ibid., Introduction.
4. Ibid., pp. 11-12.
5. Ibid., pp. 32-165.

IV. Development Strategy and Implementation

1. Management Problems and Opportunities for Management Training in Central America, December 1963, pp. 10-11.
2. Report of Activities of the Harvard Graduate School of Business Administration in Central America (January 1-October 30, 1964), pp. 1-2, 16-18, 24-28.

The Harvard University Graduate School of Business Administration and the Central American Institute of Business Administration (INCAE): A Progress Report - October, 1964-June, 1965, pp. 2, 6-9, 18-19, 24-35.

The Harvard Business School-INCAE Project 1963-1965, pp. 24-30, 40-53.

The Harvard Business School-INCAE Project 1963-1966, pp. 5-6, 13-16, 33-46.

Quarterly Activity Reports, June 1967-September 1968.

3. Report of Activities of the Harvard Graduate School of Business Administration in Central America (January 1-October 30, 1964), pp. 1-15, 29-37, 38-60.

The Harvard University Graduate School of Business Administration and the Central American Institute of Business Administration (INCAE): A Progress Report - October, 1964-June, 1965, pp. 2-17, 36-58.

The Harvard Business School-INCAE Project 1963-1965, pp. 12-21, 76-99

The Harvard Business School-INCAE Project 1963-1966, pp. 6-8, 13, 47-78

Quarterly Activity Reports June 1967-September 1968.

4. The Harvard Business School-INGAE Project 1963-1966, pp. 11-13

5. The Harvard University Graduate School of Business Administration and the Central American Institute of Business Administration (INCAE): A Progress Report - October, 1964-June, 1965, p. 59.

The Harvard Business School-INCAE Project 1963-1965, pp. 22-23, 105,106.

The Harvard Business School-INCAE Project 1963-1966, pp. 9-10, 18-19, 79-80.

V. Other Development Activities

1. The Harvard Business School-INCAE Project 1963-1965, pp. 8-11, 32-36, 54-73.

The Harvard Business School-INCAE Project 1963-1966, pp. 19-23.

Quarterly Activity Reports, June 1967-September 1968.

2. The Harvard Business School-INCAE Project 1963-1965, pp. 3, 7-8, 14, 32-36.

VI. Conclusion

1. Quarterly Activity Reports on Activities Conducted Under Contracts 1a-131 and 1a-472, June 1967-September 1968.