

REPORT ON  
ORGANIZATION DEVELOPMENT TRAINING  
IN BANGLADESH

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## INTRODUCTION

We would like to thank Mr. Emory M. Howard, Chief, Agriculture Officer, USAID Mission, Dacca, for his interests, comments, continuing support in each of the four consultant visits, and his own personal commitment to agricultural development in Bangladesh.

In the United States, the preparation, support and guidance furnished by Dr. Robert Ayling and Dr. Frank Fender, make our consultant work in Bangladesh considerably easier.

And, of course, thanks to our colleague, Bill LeClere, who always asks the "tough" questions, which serve as monitors, whether he is here with us or not.

We both have tremendous respect for the staff and officials of the Intensive Jute Cultivation Scheme. We are inspired by their motivations and commitments.

Mr. M.A. Samad designed this program in Organization Development. In retiring from IJCS he commented that he will have failed as Director if IJCS cannot continue without him - "An organization should be dependent on all its people, not one person".

We hope in some even small way we have contributed to Mr. Samad's vision of IJCS as an organization truly responsive to the needs of the Bangladesh farmer.

Dick Vittitow  
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## Report on Organization Development Training in Bangladesh

### Contents

	<u>Page</u>
I. Summary of Experience ... ..	1
II. Training Design and Experience ... ..	4
III. Comments and Recommendations ... ..	21
IV. Participant Evaluations ... ..	23
V. List of Participants ... ..	36

## I. SUMMARY OF EXPERIENCE

This report describes the fourth intervention in a series of five provided for the Intensive Jute Cultivation Scheme (IJCS), Ministry of Agriculture, Bangladesh. The consulting services are provided through the U.S. Department of Agriculture in contract with the Agency for International Development.

Supporting the work accomplished in the three previous interventions, the major tasks were: (I) Provide an intensive training-of-trainers program for newly appointed Deputy Assistant Directors of Agriculture (DADAs) and Subject Matter Specialists (SMSs); (II) Provide training and orientation to Assistant Directors of Agriculture (ADAs); (III) Conduct a training session for IJCS Central Headquarters staff; (IV) Offer an orientation program in Organization Development practice and application for Senior Managers in the Ministry of Agriculture; (V) Provide consultation to IJCS Director.

### I. Training of trainers

The consultants, Fredric Margolis and Dick Vittitow, arrived in Dacca on November 21, 1978. They were met by Mr. Md. Shamsul Alam Mian, acting as training officer of IJCS. Mr. Alam through AID had received training in Organization Development sponsored by USDA and served as co-trainer in all activities. The three of them then met with Mr. Emory Howard, Chief Agriculture Officer, USAID Mission, to review and discuss the goals and plans for the project.

After this meeting, they then drove to the residential training site at the Bangladesh Rice Research Institute in Joydebpur. Training got underway that afternoon for the 15 DADAs and 8 SMSs.

The primary job responsibilities of the DADAs is to provide training and supervision to the 250 Jute Extension Officers (JEOs) and 2500 Jute Extension Agents (JEAs) working in the 20 zones of IJCS. The primary job responsibility of the SMSs is to work with the DADAs in providing subject matter content to the same population.

The major request from IJCS was to provide training skills to the DADAs and SMSs so they could train the JEOs and JEAs in a variety of areas and specifically to develop active, effective, problem-solving farmer's associations throughout the 20 IJCS zones. It is the goal and policy of IJCS to strengthen farmer's associations in both the management of the marketing and production of Jute and to develop IJCS organizationally so it can be more responsive in offering its resources to farmers.

Thirteen days of training were provided the participants. At the end of the training the participants demonstrated skills in design of training programs, delivery of training, use of different training methodologies, and evaluation of training experiences. Additionally, the participants learned the skills of planning for the implementation of their training programs in their zones.

Specifically, each participant at the end of training had designed at least 10 two-hour units of training in content areas they selected as most important for the training of JEOs, JEAs, and farmers. Each participant practiced the delivery of partial units and their delivery skills were critiqued by themselves and their peers.

## II. ADA training

18 Assistant Directors of Agriculture received training that was conducted on the last two-days of the program. The training involved IJCS orientation conducted by Mr. M.A. Samad, IJCS Director, and Mr. Peter Mould, IJCS-World Bank project advisor. Since 14 of them were new to IJCS within the last three months it was particularly important for them to understand the roles and responsibilities of the DADAs and SMSs and their relationship as supervisors to them. The ADAs were also provided training in the practice and application of Organization Development and given a session in styles of leadership. In the training program the ADAs worked with the DADAs and SMSs from their zones in role clarification and developing priorities for training programs for their zones.

At the end of the training program, each ADA and his DADA and SMS in attendance, had developed a specific action plan for implementing training in their zone for the next six months and had agreed on each of their specific roles and responsibilities. All the participants agreed to meet with Mr. Alam in May to evaluate their implementation activities and to make whatever changes may be required as a result of their experiences.

## III. Central Staff Training

5 Central Staff officers participated in the last two days of training at Joydebpur. Mr. Peter Mould has been working with Central Staff, becoming acquainted with roles and responsibilities and it was felt that it would be too much activity to try and offer a specific training program at this time. A recommendation has been made that if the new Director has been appointed by the time of the next intervention, and it is appropriate, that a Central Staff team-building program be conducted.

IV. Ministry of Agriculture Orientation

A letter was sent by Mr. Joseph Toner, AID Mission Director, advising Secretary of Agriculture Mr. Obaidullah Khan that the consultants were prepared to offer an orientation in Organization Development, its theory and practice, and specific application to IJCS development. Because of limited time in organizing this orientation, it was decided to offer it during the next intervention, particularly if the new IJCS Director has been appointed.

V. Consultation to IJCS Director

The consultants met several times with Mr. Samad to review the present program and develop plans and requirements for the next visit. Mr. Samad requested that the next intervention take place on or about February 12, 1979 and end on or about February 28, 1979. The rationale for these dates were several: (1) It would be timely to provide another development session for the DADAs and SMSs and would allow for more intensive training in supervision and management for the ADAs; (2) Mr. Samad has retired as Director and the new Director of IJCS should be appointed shortly after the Parliamentary elections which occur on January 27, 1979; (3) It comes just before the busy jute planting season of March and April; and (4) It occurs before the contract termination date of March 31, 1979.

In addition to consulting with Mr. Samad, the consultants met several times with Mr. Peter Mould, who has been appointed by the Bangladesh Government as Project Advisor to IJCS for the administration of the \$33 million World Bank loan granted to IJCS. The consultants worked with Mr. Mould to orient him as to the actions accomplished in previous interventions and to plan ways that the program objectives and the Organization Development objectives could mesh and continue. One specific outcome, which Mr. Mould supports, was the development of a program of more intensive training in the United States for Mr. Alam so as to increase the internal resources of IJCS to manage and develop on-going training and Organization Development efforts. If approved by the World Bank this program would provide Mr. Alam with six months of additional training and study.

## II. TRAINING DESIGN AND EXPERIENCE

### Day 1: November 21, 1978

Residential training site. Bangladesh Rice Research Institute, Joydebpur.

- p. m.
- Introduction of program, goals, rationale, and outline of trainers' approach to training and working with participants.
  - Introduction of participants. Each participant introduced himself, his title and job, and one thing he felt he did well in his job.
  - Trainers introduced themselves in the same way as participants.
  - Preliminary discussion of schedule and time.

### Day 2: November 22, 1978

- Trainers outlined again the requirements of the program and together with the participants arrived at an appropriate schedule:

Tuesday, Wednesday, Thursday, Saturday, Sunday:

8:00 - 10:00  
10:30 - 1:30  
2:30 - 4:30

Friday : 8:00 - 10:00  
10:30 - 12:00  
3:00 - 4:30

Monday : Off.

- Trainers acknowledge participants have problems on their job, and like most persons, those problems fall within three categories: (1) Things, (e.g. lack of materials, transport) (2) Other People, (e.g. subordinates, boss), (3) Themselves, (e.g. needing more skills, wanting to do better).

- Task 1: In groups of 3, heterogenous by zone, list all the problems you have on the job. Share the list.

- Task 2: In same groups, develop list of skills you need to do your job better. Share the list.

In all the participants listed 60 things, 20 issues with other people, and 19 self-skill needs.

Rationale: To help the participants learn the skills of identifying their own needs and to acquaint them with a beginning process of conducting a needs assessment.

Presentation: The role of the facilitator.

The participants are asked to look back on a good meeting they themselves have attended some time in the past and to identify the one or two things that helped make it a good meeting. The trainer then lists these qualities on the board and uses them to provide a lecturette on the role of the facilitator - how to make meetings work.

- Task 3: With two groups of DADA's and one group of SMS's, groups are asked to designate a facilitator and to identify the job they are expected to perform. Each group is requested to report their discussion.

- Groups share reports.

Trainer then leads a group discussion on comparing expectations with what they really can do, given the realities of their situation.

- Task 4: Same groups are asked to examine a realistic set of activities for the next six months. Each group reports to Mr. Alam who helps test the reality of their findings.

Rationale: To continue refining the needs and priorities of the participants and to help them distinguish between the "ideal" job descriptions and what they can actually attempt to accomplish.

Summary and comments on end of Day 2.

Day 3, November 23, 1978

Presentation. Trainer presents a lecturette on the 6-Step process for the design of training experiences:

1. Need diagnosis
2. Setting objectives
3. Establishing a learning climate
4. Getting goal agreement
5. Selecting training methods
6. Evaluation.

Trainer explained each of the steps and there was a lengthy group discussion particularly on the motivational aspects of the need to reach goal agreement with the clients before proceeding with any training experience.

Presentation. Lecturette and discussion on the process of doing a need diagnosis.

Task 1. In 5 groups, the participants are asked to decide on a plan to do a need diagnosis for a new farm block at a meeting of a group of 40 farmers.

Each of the groups report.

Task 2. Examine the process of doing a need diagnosis being aware of three elements: (1) the administrative issues; (2) what you want to know; and (3) how are you going to go about getting that information.

Three of the previous groups were given this task. The fourth group had most of these elements and were given the following task:

Task 2a. Take each "what" (content needed) and be specific as to how to give an assignment to a small group. Each assignment having the following elements:

1. - Size of group
2. - Composition of group (homogeneous or heterogenous)
3. - Task stated specifically
4. - Amount of time assigned

Each group reports and discusses.

Rationale: Tasks were designed to help participants understand the different approaches to gaining and describing specific needs resulting from their diagnosis and to help move away from tendency to describe needs in vague, general categories.

Task 3. Determine 4, two-hour training programs you would like to develop for farmers - two for the DADAs and two for the SMSs

Reports identified the following:

- Formation of farmers' associations;
- Use of inputs for farmers;
- Use of fertilizers;
- Control of pests.

Task 4. Task same as above except with JEO as client.

Reports identified the following:

1. How to prepare and conduct training for farmers;
2. How to supervise work of JEA;
3. Pest management of Jute;
4. Modern techniques of Jute Cultivation;

Presentation. Trainers presented lecturette on rules and approaches to giving and receiving feedback. Discussion in Bangla to increase understanding.

Task 5. Each person identified 3 - 5 things they liked about their own behavior in the last 3 days and 1 - 3 things they liked less well.

Task 6. List one or two things that you want to tell others in your group, both things you liked and things you liked less well.

Returned to their same groups and asked for and gave feedback according to the rules described.

Rationale: One of the major means trainers have in improving their training skills is to be able to give and receive feedback about their behavior from each other. Also, feedback skills are essential in supervision to help improve performance.

Summary and comments on Day 3.

Day 4: November 24, 1978

Review. Each of the previously formed groups met to review the previous day's work and to report their work and learnings to four participants who had been absent due to a test in Dacca.

Rationale: The review was helpful not only to bring the absent members on board, but also to work with the skills of summarizing and recounting varied activities.

Presentation. Approaches to making programs more specific by setting limited objectives. Discussion.

Task 1. Review the previous list of 2-hour programs and determine if those are the "real" priorities for DADA's and SMS's in reaching JEOs and farmers.

Groups reported:

JEOs:

1. Pest management for JEOs;
2. How to prepare and conduct a training program;
3. How to supervise work of JEAs;
4. Use of manures and balanced fertilizers.

Farmers

1. How to form jute farmers' associations;
2. Necessity of group discussion and its uses;
3. Fertilizer and its utilization;
4. Controls of diseases and pests.

Reports. Each group reported even to the extent of the amount of time needed for each topic.

Task 2. The four groups were given the subject of "How to form Jute Farmers' Associations" - a training program for farmers. Their task was to identify topics that could be taught in a 2-hour training unit.

Reports. Each group reported, each different as expected and each appropriately specific.

Rationale: To continue the process of identifying specific objectives and to begin to breakdown program into specific units for design.

Summary and comments.  
End of Day 4.

Day 5, November 25th

Presentation. Trainer presented a lecturette on importance of creating a learning climate. Participants were asked to describe qualities which add to appropriate learning climate, such items as:

- physical setting, comfortable, low noise, chairs and desks set for appropriate task;
- knowledge by trainees of what they were attempting to do; clear expectations of each other and trainer;
- sense of trust; a freedom to express opinions open and frankly;
- sensitivity to all participants;

Discussion of importance of these and other items.

Presentation. Trainer provided an outline of how to design a two-hour unit of training:

Time	What (content)	How(methods)
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Trainer discussed importance of selecting different methods to use in trying to achieve different kinds of learning. Some methods were appropriate to help a group gain understanding (information); some methods were helpful in gaining skills; and other methods were required to help a group gain different attitudes or explore different values. Sometimes several different methods were required to gain one objective.

With the group, the trainer identified six different methods of training:

- lecture;
- demonstration;
- small group discussion;
- large group discussion;
- practice or experience by doing;
- audio-visual presentation.

The participants discussed each of the different methods and their appropriateness for different kinds of learning:

Task 1. 5 groups were given the task of selecting one learning objective from the training priorities they had identified and to design a 2-hour training unit that would identify time, content, and method to be used.

Each group developed their units, and presented them to the group as a whole for evaluation. Each presentation was evaluated by the group to determine if the time was appropriate for the task; if the content to be covered was specific enough; and if the methods used helped to achieve the learning goal.

Task 2. Groups were again sent back to select another learning objective and to develop a 2-hour training unit they could use with JEOs, JEAs, or farmers.

Again they were asked to present their designs to the large group and to make them perfect.

After critiquing, there was a large group discussion to identify issues or learning problems involved in developing designs.

Review and comments about the day's work. End of Day 5.

Day 6, November 26th

Since the groups had been working in groups of five, it was important to determine if all of the participants were gaining design skills, and not just the leaders in the groups (particularly the seven participants who had attended previous OD training interventions).

Task 1. In pairs, the participants were asked to select a new learning objective and develop a two-hour training unit.

Task 2. After completing task one, the pairs met with one other pair to critique and evaluate each other's designs and to make them perfect.

Task 3. The pairs were asked to select the one design they felt most "perfect" and to present to the group as a whole.

Critique and evaluation of the designs by the large group.

Presentation. The trainer presented the group with a lecturette on the uses of power in a group - how each person had a particular style and approach to using power and the importance of identifying and understanding one's own style.

Task 4. Each participant, in groups of three, was invited to experiment with issues of negotiation and power. Each participant would put 3 taka in the middle of the table. They then needed to negotiate with the following rules: only two people could receive taka, all could give it, but one person would receive none. They had to make a decision, but could not use "chance" as the means for decision. All participants elected to participate.

At the end of the task, the participants were asked to decide "what" criteria they used to make the decision, "how" they came to the decision, and "who" initiated the decision.

After the discussion, the trainer led a discussion around the issues of handling conflict. Four specific styles were identified:

- 1) Avoidance
- 2) Competition (power)
- 3) Accommodation
- 4) Collaboration

Each style was seen as appropriate in different situations. The participants were asked to look at their own behavior and determine if there was any one style they tended to rely on more than others.

Presentation. Trainer presented a lecturette on the different roles that are required in a problem-solving group. Some roles are identified as "task" roles since they help the group focus on its purpose, while other roles are identified as "maintenance" roles since they help the group maintain its cohesiveness and solidarity. The group was given a sheet describing 6-task roles and 5-maintenance roles and discussed each for clarification.

Task 5. Half the group met in a circle in the center, while the other half sat outside of them (fishbowl). The inside group was asked to identify a particular task role or maintenance role that they would use in the group. The outside group was asked to observe the group and see if they could identify the different roles being used. A facilitator was chosen to discuss "Ways of Improving Farmers' Associations."

After the discussion the trainer went around to each person and asked the outer group to identify by behavior the role they thought the person on the inner circle had used. Different behaviors were identified as well as those which were absent from the group.

Task 5. The outside group was now asked to change places with the inner group. The inside group was asked to discuss "The role of IJCS in the development of Bangladesh." The outside group was each given an observation sheet and each individual was asked to observe a particular aspect of group process, such as: communication patterns; participation; decision-making; leadership; sensitivity; etc.

After the discussion the inside group was asked to describe how well they felt they did in accomplishing their task. Then the outside group was asked to share its observations of behavior. The group as a whole then discussed the group's experience.

Comments and review. End of Day 6.

Day 7, November 27th, Day-off.

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Day 8, November 28th

As this was the beginning of the second week of training the trainers felt it important to begin by a review of all the work done in the last week. This would serve to bring the group back to the training environment, as well as to help them remember all the various experiences they had been through.

At the end of the review of each specific activity, the trainer then asked the group how they felt about their learning progress. With sensitivity the trainer identified several persons who seemed to be less connected with the learning process and checked with them how they felt about their progress. This helped to bring them on board and to identify the trainers' interests in each participant.

Schedule. The previous week's schedule was re-examined and a new schedule was decided upon by the group as being appropriate for the next four-days:

8:00 - 10:00  
10:30 - 1:00  
2:30 - 4:00

Discussion: The trainer examined with the group the role of trainer as facilitator, separating the two processes of: (1) making the data as regards scheduling public; (2) deciding as a group by consensus to insure everyone felt ownership for the schedule, not just making a schedule by majority rule.

Everyone made a statement as to what schedule they felt most appropriate, and after hearing everyone, the above schedule was decided on by consensus.

Next Next 4-day Objectives. The trainer then discussed with the group the need to develop at least 10 two-hour units which the participants could record in their notebooks and could be used in their work with JEOs, JEAs, and farmers. Each of the mornings then, for the next three days would be used for the group, working individually, then meeting in pairs for improvement, to design specific two-hour training programs.

Second, it was felt that each participant should work with his skills of presenting training. Each participant would be asked to design, from a 2-hour program, a 15-minute presentation which

he would make to the other participants. The group would be divided into 2 groups so that each participant would have time to present his 15-minute unit to the others and in a simulation they would take on the role of JEOs, JEAs or farmers. Then 15 minutes would be used by the participants and trainers to critique the presentation and its delivery.

Third, the remaining periods during the week would be given to skills development in personal and program planning.

With these objectives in agreement, the group then proceeded fully into the second week.

Task 1. Working individually, then meeting in pairs to improve their design, each participant developed a 2-hour training program based on the needs they had earlier identified. After completion, names were placed in an envelope, and three persons were selected to put their designs on the black boards for critique by the whole group. After the critique and improving the designs, all participants were asked to record the designs in their workbooks.

Task 2. Each participant was asked to design a 15 minute presentation which they could create or take from one of their two hour units. They would present to the other participants (1/2 of the total group) who would assume the roles of JEOs, JEAs, or farmers.

Task 3. Participants were then asked to present their unit in a 15-minute period. After the presentation the individual's presentation was critiqued and evaluated. Examples of criteria used:

- Was the learning climate appropriate?
- Were the goals and tasks for the group clear?
- Was the task appropriate for farmer's JEOs or JEAs?
- Were the participants involved in the learning?
- How was the style of delivery - maintain eye-contact, clarity, etc.

Task 4. Each of the participants were asked to write their "obituary" as it might appear at the time of their death in the newspaper, sometime in the future. In the article, they were asked to mention their accomplishments, letter and awards, family, publications, -- whatever they felt they would like to achieve during their life.

Participants were then asked to share their "life articles" with the rest of the participants.

**Rationale:** This experience was given to help the participants identify their own life goals, to encourage them to image a future they might be proud of, and to come in contact more fully with the notion that they have considerable influence over determining some of the hopes they might like to achieve.

Comment and review. End of Day 8.

Day 9, November 29, 1978

**Task 1.** Design of 2-hour training units for JEOs, JEAs, and farmers, (same as Task 1, November 28).

**Task 2.** Delivery of 15-minute training designs. (Same as task 3, November 28).

**Task 3.** Continuation of previous day's assignment to finish sharing in large group, the "life articles" written at that time.

**Presentation.** The trainer then presented the personal planning process of: (1) Imaging the future - trying to visualize what he would like to see happen for himself or others; (2) Testing the present - checking reality to see the feasibility and possibility for acting on his image. Is there any support for the new idea or thought?; (3) Doing/ Acting - after testing deciding on how important his image is to act on and whether he is prepared to face difficulties or receive support for his actions.

**Group discussion and comment.**  
End, Day 9.

Day 10, November 30

**Task 1.** Design of 2-hr. training units for JEOs, JEAs and farmers. (See Task 1, November 28).

**Task 2.** Delivery of 15-minute training designs. (Same as Task 3, November 28).

**Presentation.** A review of the different roles DADAs and SMSs required to use in their work - i. e. supervisor, trainer, planner, administrator, etc.

Trainer describes how often they will be called upon to be consultants. Basically there are two kinds of consultants - expert or content consultants, and process or relationship consultants. The former are experts in "what" needs to be accomplished, the latter are expert in "how" needs can be accomplished. Often the participants will need to be 'process' consultants not only to the JEOs and JEAs but also to farmers and to their peers. The trainer shared a list of "do's" and "don'ts" that make the behavior of the consultant perceived as helpful by the client, (e.g. - listen, don't tell; don't take over the client's problem; create an atmosphere of trust, etc.)

Task 3. After a discussion, the group was asked to move into trios. Each person would identify a real problem that he was working on either in his job or personal life. Then, one person would share his problem - be the client; a second person would be a consultant; the third person would observe the interaction between the two. After 10 minutes the three would then discuss the consultation process for 5 minutes, looking at what had been helpful and less helpful. This activity would be repeated until each participant had experienced each role.

Discussion and comment in the large group, identifying as a whole, helpful and less helpful behavior.

Day 11, December 1, 1978

With all the design work and individual presentations completed, the focus of the training now moved to the issues of implementing training programs for JEOs, JEAs, and farmers in each zone.

Presentation. The trainer presented a lecturette on the change theory of "force-field" analysis. The theory supports the idea that change does not occur because there are forces moving toward change and there are forces moving against change. As long as these changes are in balance then factors will remain relatively steady.

The large group then examined the goal of "Developing Farmers' Associations" and together listed the forces or strengths moving toward the development of effective associations and those forces or strengths moving against development.

After discussion and clarifications the group was ready for their task.

Task 1. Individually, analyze the forces which are working to support you in the implementation of a training program in your zone and those forces working against you.

The participants are then asked to form trios and to review each other's list of forces, try to add, ask questions, and serve as a consultant to each other.

Task 2. Through presentation the participants learn that there are four basic strategies of changing the "force field" and moving toward a goal.

1. New forces for change can be added;
2. Present forces for change can be increased in strength;
3. Forces against change can be eliminated;
4. Forces against change can be reduced.

Participants are asked to select one force from their list and to make it into a change objective. Criteria for selecting the change objective should include:

1. Is it within the influence of the participant;
2. Is it challenging;
3. Can it be accomplished within a year.

Task 3. Participants then take the change objective and identify the specific action steps required to bring them close to accomplishment within the next six months.

After identifying the action steps, the participants move back into trios to share their lists and to receive consultation from the two other persons.

Task 4. In large group selected participants share their action plans for review and discussion.

Task 5. Participants are now sent back to work to make their action plans more "perfect".

Discussion and review of force field analysis and its application in planning in a variety of situations.

End of Day 11.

Day 12, December 2.

18 Assistant Directors of Agriculture arrive to participate in final two days of training.

Presentation. Mr. M.A. Samad makes a farewell presentation as retiring Director of IJCS. He again reiterated the Mission of IJCS to become truly responsive to the needs and demands of the farmers. He reviewed current problems of IJCS, current hopes and possibilities, and described the specific roles he sees for the ADAs, DADAs, and SMSs.

Questions, answers and discussion. Mr. Samad then awards certificates of Achievement to past participants of Organization Development Training.

Presentation. Mr. Peter Mould, new Project Advisor to IJCS for the World Bank program describes the details of the program and its objectives and his specific roles and responsibilities. This is followed by questions and discussion.

The ADAs are then asked to move into a group separate from the DADAs and SMSs.

Orientation. The ADAs - 14 of whom are new to IJCS - are given an orientation in the theory, practice, and application of Organization Development (OD). The four interventions and OD work with IJCS are described along with a summary of problems and successes the trainer believes have been encountered. Discussion, clarification and review.

Feedback and Review. DADAs and SMSs in separate session.

Task 1. In groups of five, participants are asked to review rules of feedback, then to identify one piece of positive feedback and one piece of negative feedback for each of the other four members of the group. Then the participants are asked to give and receive that feedback.

Task 2. In groups of five, participants are asked to recall some of the things they have learned about the design and delivery of training and force-field analysis. These participants are then asked to give 10-minute presentations to the large group of their reviews.

Presentation to ADAs. Trainers describe the importance of clear role definitions, and clarification of responsibilities between ADAs, DADAs, and SMSs. Role clarification and negotiation are important parts of Organization Development efforts.

Tasks. In separate sessions, ADAs and the DADAs/SMSs list and describe their understanding of the role of the DADAs and SMSs and major responsibilities.

Working in trios, the ADAs report out their understandings. There is fairly close agreement as to the role of the SMSs but difference of opinion about the role of the DADAs. Some see the latter role as largely a task of supervision and training, others see it as largely a task of Administration.

DADAs/SMSs working in trios were in agreement that their major responsibilities were in the area of training and supervision.

End of Day 12.

Day 13, December 3.

ADAs requested a meeting with the trainers. They had met in the evening and felt that many of them really did not understand the roles and responsibilities of DADAs/SMSs. Therefore, they were in no position to continue with the clarification and negotiation tasks.

They suggested that they go over the IJCS manual on roles and responsibilities with Mr. Alam, that they not negotiate with the DADAs/SMSs, but instead try out the roles in the zones for six months, then go through a negotiation process.

The trainers discussed these concerns with the ADAs and offered an alternative plan:

- 1) Mr. Alam would present the manual description of roles and the ADAs would clarify and discuss;
- 2) The ADAs would then meet with the SMSs/DADAs and reach understandings together;
- 3) All would implement roles;
- 4) At the end of six months - all would evaluate together in a meeting in Dacca as to successes, problems, and needs for modifications.

Presentation (ADAs). Mr. Alam specified from the IJCS manual the roles and responsibilities of the SMS/DADAs to the ADAs. There was discussion and clarification.

Presentation (SMSs/DADAs). Two SMSs/DADAs read from the IJCS manual the roles and responsibilities to that group for discussion, clarification, and understanding.

Task 1 (Joint Session). The two groups came together and began negotiation around this understanding of the roles and responsibilities.

1. Try and identify areas in which they are in agreement.
2. List any items or areas which need clarification.

The groups were then asked to divide into zones - with DADAs, ADAs, and SMSs and to work out roles and responsibilities.

5 ADAs and 5 non-ADAs were asked to report to the entire group and to discuss and receive input.

Task 2. Each zone group was now asked to meet and define their action plans for implementation of roles and responsibilities development of training plans specific to their zones.

5 ADAs and 5 non-ADAs reported on their specific action plan. The entire group reviewed for realism, focus on goals of IJCS, and priorities. Discussion and comment.

Entire group agreed to meet in Dacca in six months for evaluation of implementation efforts. Mr. Alam was given responsibility for calling group together.

Presentation (ADAs). Trainer offered a lecturette on styles of leadership to ADAs. The styles included, telling, selling, joining, delegating, and abdicating. Examples were discussed of which style might be appropriate given the situation, person, or tasks.

Discussion and analysis of the roles of leadership were examined within the IJCS project.

Evaluation. Trainer met with SMSs/DADAs and reviewed and evaluated the program. The evaluations are included in this report.

The trainers met with the participants for final personal comments and farewells.

End of Day 13.

### III. COMMENTS AND RECOMMENDATIONS

#### Comments

. We found this intervention more successful and easier to train largely because of Mr. Alam's presence. His knowledge of training and O.D. gathered from his experience in the U.S. plus his knowledge of Bangladesh culture, the IJCS, and his fluency in both Bangla and English allowed him to translate and assist to a major degree. All sessions were conducted in Bangla and English, relying on Bangla whenever possible.

. We were highly impressed with the ability, commitment and activities of the participants and their dedication to their job of bringing training to JEOs, JEAs, and farmers. All participants met the learning goals of the training. In our experience we find this highly unusual as often a percentage of participants are unable to accomplish learning goals.

. One of the most important aspects of the training was the role and job negotiation session which took place the last two days with the ADAs, the DADAs, and the SMSs. These roles and relationships are new to the IJCS program and a proper, clear working relationship is critical to the success of the program.

. The retirement of Mr. Samad is having a great impact on IJCS. At this time there is some uncertainty and concern about the future. Some of the issues of concern include - who will be named new director and what will be his interests. Also there are issues of the efforts of external forces wanting to merge IJCS and other services. These and other anxieties had an effect on the participants. Mr. Samad's speech, which took place near the end of the training session, tended to serve as a mitigating force and added hope and motivation.

. The length of time of the training seems about right. Long enough for them to gain the skills and not so long that it becomes a burden on either the participants or their trainers.

. The training site was adequate. The rural atmosphere added an opportunity for learning outside of the crowded urbaness of Dacca. The residential facility provided the advantage to the participants of meeting and interacting after sessions. Also, the previous problems in Dacca of transport to and from the training site were not encountered.

We purposely did not bring or use printed materials, newsprint films, etc. This obviously had limitations for our training, but since the DADA and SMS will not be able to use printed materials (most of the farmers are illiterate) we wanted to model the ways to train without reliance on these aids. We feel the advantages of modeling was extremely important.

### Recommendations

1. In the next consultant visit in February, we recommend a follow-up training program in the training-of-trainers for the 23 DADAs and SMSs. A specific review and an evaluation of their work in the field since this intervention should be conducted, and a program designed to meet the needs identified at that time. A program of at least 5-days would be appropriate.

2. A management and supervision program should be conducted for the 20 ADAs. This 4-5 day program should support IJCS objectives of increasing program planning, decision-making, and management development at the zonal levels.

3. We strongly support the recommendation of Mr. Samad, IJCS Director, and the concurrence of Mr. Peter Mould, project advisor that Mr. Md. Shamsul Alam Mian receive further intensive training in the United States. In a separate communication to Dr. Robert Ayling, Deputy Director of International Training, USDA, we have recommended he make available whatever support is possible to insure the effectiveness of Mr. Alam's program in the United States, should it be approved. We believe that it is critical that the internal development of IJCS training efforts be increased and supported.

4. With the appointment of the new Director, we recommend an Organizational Development intervention be provided to increase the problem-solving effectiveness of the Central Headquarters. We recommend a team-building program of 3-days be conducted for the Headquarters staff in the next intervention.

5. We recommend that the next consultant team work with the USAID Mission Dacca to design an evaluation program that will appropriately measure the impact of the OD program.

IV. PARTICIPANT EVALUATIONS

On the last day of training, the SMS/DADAs were asked to evaluate the program by answering the following questions:

- (1) The most important things I have learned are: (please list)
- (2) I think the training was:  
poor, fair, good, excellent.
- (3) For the next intervention I recommend that:  
(list recommendations for both LJCS and consultants).

The responses to these questions are given on the following pages.

- Ans. Q.1. a) Six points for planning training.  
b) Making two hour effective training plans  
c) Force field analysis.  
d) Methods of learning.  
e) Points which make a good teacher

Ans. Q.2. Good.

- Ans. Q.3. a) New tasks should be included.  
b) Books should be supplied  
c) Training allowance should be given.

Md. Ibrahim Khalil  
DADA, Brahmanbaria

- Ans. Q.1. a) Preparation of Training Program.  
b) Field Force analysis.  
c) Development of teaching skills.

Ans. Q.2. Excellent

Ans. Q.3. OD training on supervisonal work.

A.S. Mosharraf Hossain  
DADA (Comilla Zone)  
Comilla

- Ans. Q.1
- a) Get knowledge about my job.
  - b) How to find out the real need of the clients.
  - c) Preparation of 2 hrs. training program on specific subjects.
  - d) How to conduct training program and role of facilitator.
  - e) How to teach the cliental by group discussion.
  - f) Types of consultants.
  - g) Force field analysis
  - h) Preparation of action plan for next six months.

Ans. Q.2. Good

Ans. Q.3. I recommended for more training in Agriculture Extension service other than about OD abroad.

S. M. Abdus Sattar  
DADA (JP)  
Gaibandha Zone, Rangpur

- Ans. Q.1
- a) To be a good planner
  - b) To be a good teacher
  - c) To be a realistic.

Ans. Q.2 Good

- Ans. Q.3
- a) Time should be increased to one and half month.
  - b) This training should cover how to increase supervision skills and management
  - c) Books should be given.
  - d) Vulnerable amount of training allowance should be provided.
  - e) Wish you both Dick and Fred to come again as consultant of training.

Md. Wazed Ali  
Subject Matter Specialist (Agronomy)  
Dacca (East) Zone, Dacca  
Directorate of Jute Production

- Ans. Q.1
- a) To build a 2-hour training program.
  - b) Group dynamics
  - c) Feedback
  - d) Paraphrasing
  - e) Task role and maintenance role
  - f) Need diagnosis
  - g) Conflict
  - h) Teaching Method

Ans. Q.2 Good

- Ans. Q.3
- a) Administration
  - b) Management
  - c) Development of skill like, authority, field personnels and farmers.

A. K. M. Karimul Islam  
DADA

- Ans. Q.1
- a) Two-hour training plan
  - b) Feedback
  - c) Paraphrase
  - d) Force field analysis
  - e) Process Consultant

Ans. Q.2 Good

- Ans. Q.3
- I recommend this type training programme should be supported with sufficient papers and period should be 15 days for ADA and 15 days for non-ADAs. Training allowance should be supported for trainees.

S. M. S. (Agronomy)  
Jessore  
3.12.78

- Ans. Q.1
- a) Systematic method of training
  - b) To plan effective training
  - c) To be better teacher
  - d) Paraphrasing, group dynamics, self-assessing.

Ans. Q.2            Excellent

- Ans. Q.3
- a) Training on supervision
  - b) More reading materials
  - c) More training on Organization Development
  - d) Provision of training allowance.

(Unsigned)

- Ans. Q.1
- a) Skill development
  - b) Individual thinking
  - c) Organizing ability
  - d) Preparation of effective training programs
  - e) Teaching capability
  - f) Develop coordinative mind i.e. morality
  - g) Force field analysis
  - h) Finding own responsibilities
  - i) Find out and identify real problems, etc.

Ans. Q.2            Good

- Ans. Q.3
- a) More (deeply) training on OD
  - b) More training on supervision

(Unsigned)

- Ans. Q.1
- a) Making a realistic training program
  - b) Paraphrasing
  - c) Need diagnosis
  - d) My job roles as per agreement with ADA
  - e) Force field analysis

Ans. Q.2 Excellent

- Ans. Q.3
- a) Inclusion of extension methods as practised in American agriculture.
  - b) Evaluation of the subject as taught earlier
  - c) Joint training program for DADAs, SMSs and ADAs.
  - d) To have same instructors.

Dilip Kumar Chakravarty  
DADA  
3.12.78

- Ans. Q.1
- a) Making two-hour training programme
  - b) Six points for planning training
  - c) Force field analysis
  - d) Method of learning
  - e) Action planning

Ans. Q.2 Good

- Ans. Q.3
- a) Training materials should be supplied
  - b) Training allowance should be given
  - c) Period of training should be increased.

(Unsigned)

- Ans. Q.1
- a) To make an effective training program.
  - b) How to make need diagnosis
  - c) Feedback process
  - d) Force field analysis
  - e) Excellent teaching methods
  - f) Friendly relation from trainee.

Ans. Q.2 Excellent

- Ans. Q.3
- a) There should be practical training program outside the training camp.
  - b) Some incentive to the participant
  - c) Subject should be related to my present specific job.

Mozharul Islam  
DADA, Madaripur, 2/12/78

- Ans. Q.1
- a) Making 2-hour training program.
  - b) Teaching process
  - c) Force field analysis
  - d) New teaching technique by group discussion.

Ans. Q.2 Good

- Ans. Q.3
- a) Training material should be supplied.
  - b) Training allowance should be given.
  - c) Such type of training is required.

Mr. Md. Rafiqul Islam  
Deputy ADA  
Netrokona

- Ans. Q.1
- a) To build up a training program for 2 hours.
  - b) Group dynamics
  - c) Feedback
  - d) Paraphrasing
  - e) Task role and maintenance role
  - f) Need diagnosis
  - g) Teaching methods
  - h) Conflict
  - i) Consultant - (1) Process consultant and  
(2) Expert consultant
  - j) Force field analysis
  - k) Facilitator and its role over a meeting
  - l) Action step of force field analysis

Ans. Q.2      Good

- Ans. Q.3
- a) Management
  - b) Administration
  - c) Development of skills like -
    - i) Authority to speak English
    - ii) Joint training program with ADA
    - iii) Financial rule, etc.

Md. Abdul Bari  
Dy. ADA Mymensingh  
3.12.78

- Ans. Q.1
- a) Paraphrasing
  - b) Force field analysis
  - c) Feedback
  - d) Planning for two-hour program
  - e) Need diagnosis
  - f) Teaching skill
  - g) Discipline, fish bowl, small group discussion.

(Unsigned)

Ans. Q.1 a) Process of training and learning method.

b) Development of teaching skill

Ans. Q.2 Excellent

Ans. Q.3 I recommend OD training for skill development of farmers.

(Unsigned)

Ans. Q.1 a) To make training program

b) Roles of feedback

c) Need analysis

d) Force field analysis

e) Develop of teaching skill

Ans. Q.2 Good

Ans. Q.3 I recommend to develop speaking ability and teaching skills and to supply some literature books etc. and times should be increased.

Md. Abdul Aziz  
SMS

- Ans. Q.1
- a) Realistic planning
  - b) Effective and useful method of training
  - c) Individual skill and thinking
  - d) Organizing ability
  - e) Real method for need diagnosis
  - f) Force field analysis
  - g) To increase own responsibility

Ans. Q.2 Excellent

Ans. Q.3 More training on Organization Development.

(Unsigned)

- Ans. Q.1
- a) Two-hour training plan
  - b) Feedback
  - c) Force field analysis
  - d) Development of leadership

Ans. Q.2 Good

Ans. Q.3 I recommend for including new ideas in supervision, motivation of farmers and office staffs.

Gazi Nowsher Ali  
DADA Kurigram Zone  
Bangladesh

- Ans. Q.1
- a) Planning training program
  - b) Teaching skill
  - c) Conducting meeting
  - d) Feedback
  - e) Need diagnosis
  - f) Paraphrasing
  - g) Field force analysis
  - h) Group dynamics

Ans. Q.2 Excellent

Ans. Q.3 I recommend training on supervision for the next Intervention.

Md. Monsur Rahman  
DADA (Jute)  
Bogra

- Ans. Q.1
- a) To make perfect and specific training program.
  - b) How to develop teaching skill
  - c) Feedback
  - d) Paraphrasing

Ans. Q.2 Good

Ans. Q.3 For the next intervention I recommend training allowance for the trainees.

(Unsigned)

- Ans. Q.1
- a) How to make a 2-hour training program.
  - b) How to conduct group discussion
  - c) Group dynamics
  - d) Force field analysis
  - e) What type of consultants
  - f) Paraphrasing
  - g) Feedback.

Ans. Q.2 Excellent

Ans. Q.3 I recommend the training that you have already given us, so it should be in this time.

(Unsigned)

- Ans. Q.1
- a) Making an action plan
  - b) New techniques of teaching
  - c) New technique evaluation
  - d) Chalking out training program.
  - e) How the training can be effective
  - f) Force field analysis

Ans. Q.2 Good

Ans. Q.3 OD training is fruitful no doubt but there should be some addition:

Training regarding Agricultural extension service.  
Training regarding supervision.  
Training should be held sometime abroad.  
Training allowance is necessary.  
Books necessary.

Md. Fazlul Haque  
Deputy Assistant  
Director of Agriculture (Jute)  
Tangail.

- Ans. Q.1
- a) Paraphrase
  - b) Feedback
  - c) Need diagnosis
  - d) Planning training program
  - e) Skill development of trainer
  - f) Field force analysis
  - g) Teaching

Ans. Q.2    Excellent

Ans. Q.3    I recommend for 7 days training program on  
OD both for ADA and DADA after 6 months jointly.

Md. Mosharraf Hossain

3.12.78

V. LIST OF PARTICIPANTS

- |                             |                                    |
|-----------------------------|------------------------------------|
| 1. Md. Abdul Bari           | Dy. ADA, Mymensingh (South)        |
| 2. Md. Idris                | Dy. ADA, Mymensingh (North)        |
| 3. Md. Ibrahim Khalil       | Dy. ADA, Brahmanbaria              |
| 4. Md. Abdul Aziz           | S.M.S. (Agro), Mymensingh (South)  |
| 5. Md. Mozharul Islam       | Dy. ADA, Madaripur                 |
| 6. Md. Mosharraf Hossain    | Dy. ADA, Comilla                   |
| 7. Md. Siddiquir Rahman     | Dy. ADA, Kishoreganj               |
| 8. Md. Fazlul Haque         | Dy. ADA, Tangail                   |
| 9. Md. Maijuddin Ahmed      | Dy. ADA, Faridpur                  |
| 10. Quazi Tafazzal Hossain  | S.M.S. (P.P.), Dacca (East)        |
| 11. Md. Monowar Hussain     | S.M.S. (Agro.), Jessore            |
| 12. Md. Nurul Huda          | Dy. ADA, Kushtia                   |
| 13. Gazi Nowsher Ali        | Dy. ADA, Kurigram                  |
| 14. Md. Wazed Ali           | S.M.S. (Agro.) Dacca (East)        |
| 15. Md. Rafiqul Islam       | Dy. ADA, Netrokona                 |
| 16. Md. Monsur Rahman       | Dy. ADA, Bogra                     |
| 17. A.K.M. Karimul Islam    | Dy. ADA, Rangpur Zone              |
| 18. S.M. Abdus Sattar       | Dy. ADA, Gaibandha                 |
| 19. Dilip Kumar Chakravarty | Dy. ADA, Dacca (West)              |
| 20. Md. Mosharraf Hossain   | Dy. ADA, Pabna                     |
| 21. Dr. Md. Sahadat Hussain | S.M.S. (Agro.) Dacca (West)        |
| 22. Md. Abdus Sabur         | S.M.S. (Agro.) Rangpur             |
| 23. Md. Yunus               | S.M.S. (Agro.), Tangail            |
| 24. Md. Delwar Hossain      | S.M.S. (P.P.), Dacca (West)        |
| 25. Md. Luthfur Rahman      | S.M.S. (Agro.), Mymensingh (North) |