

# **FINAL REPORT**

## **MANAGEMENT TRAINING SEMINAR Cyprus Bicommunal Management Seminars (CyBMS - Report #4)**

**Nicosia, CYPRUS  
(4 - 21 October, 1996)**

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Submitted by:

**International Management Development Institute  
Graduate School of Public and International Affairs  
University of Pittsburgh**

to the attention of:

**AMIDEAST  
&  
CYPRUS Fullbright Commission**

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I.

## **EXECUTIVE SUMMARY**

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This report is intended to give an account of the various activities pertaining to the design and implementation of the Management Training Seminar, phase IV of the Cyprus Bicomunal Management Seminars (CyBMS). The seminar, two weeks in length, took place in Nicosia, Cyprus, from October 4 - 21, 1996. The program was organized by the University of Pittsburgh's International Management Development Institute (IMDI), in collaboration with the Cyprus Fulbright Commission. The focus of this program was Contemporary Management Concepts for middle level executives from the Greek and Turkish communities in Cyprus.

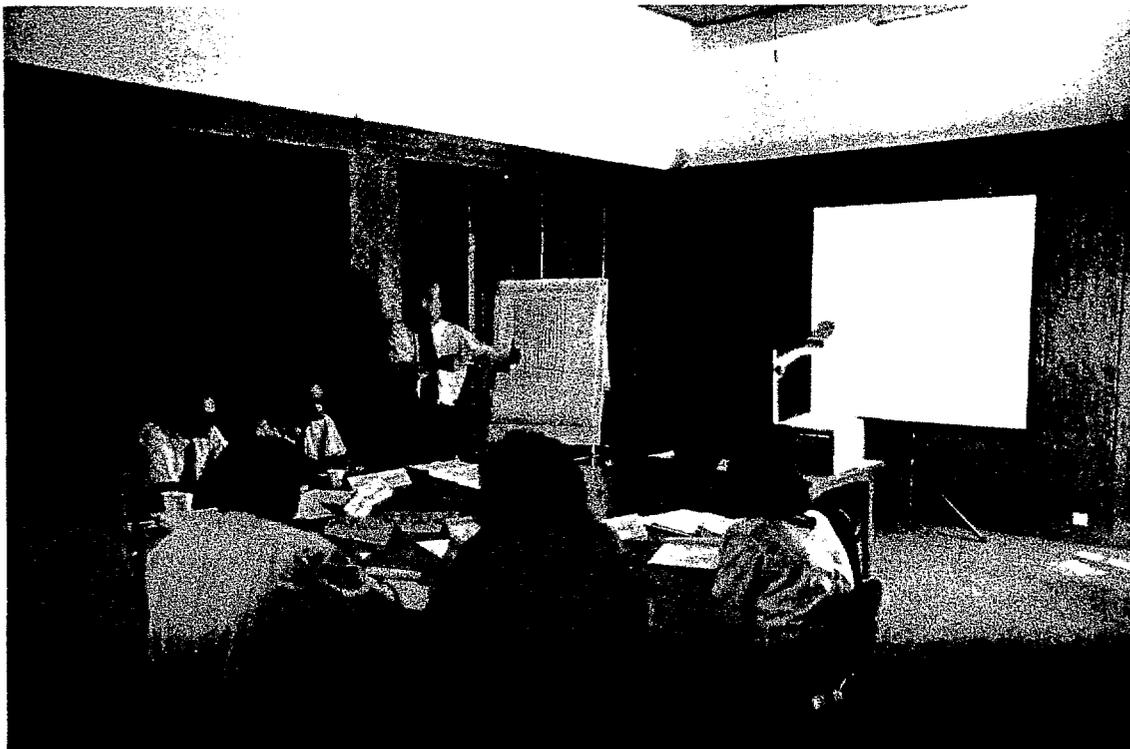
The program's structure was modified, based on the suggestions and comments received in February from several parties, including participants, instructors and Fulbright staff. The program's length was reduced from 3 weeks to 2 weeks and 2 days and training sessions were scheduled from 08:30 am to 01:00 pm to accommodate the working requirements of several participants. The program started with a session on Expectations and finished with a day on Synthesis and Application. Core management topics were streamlined, giving specific key topics more coverage and eliminating areas where topics were repetitive; specializations were unchanged.

Political events of the summer, 2 Greek-Cypriots civilians and 1 Turkish soldier killed, produced a tense political situation between the two communities. These developments had a negative impact on the program's organization and implementation. For instance, the only site approved for bicomunal activities was the Ledra Palace, situated in the U.N. buffer zone in the heart of Nicosia. Other activities, social gatherings and professional site visits organized for this program, were canceled due to the fact that no other sites were approved for bicomunal events.

The seminar was further disrupted by events that occurred in October. On 13 October, a Greek Cypriot civilian was shot and killed by a Turkish soldier around the buffer zone on the eastern part of the island. This event spurred a Greek demonstration on 15 October and resulted in the closing of the Greek check-point. Nonetheless, most participants managed to attend that day.

In spite of these turmoils, the program ended on a positive note. A participant from CyBMS-III came to present the CyBMS Alumni organization and its action plan to develop a Bicomunal Management Center. The U.S. ambassador closed the program by stressing the fact that the U.S. administration was most impressed by the groups' achievements and was eager to facilitate the process of strengthening contacts developed through the training project.

In the final evaluation, participants expressed their satisfaction with the overall quality of the seminar as follows: outstanding 39%, good 61%. Satisfaction extended to the program's content, quality of instructors and topics' delivery as well as overall program management.



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## **II.**

# **BACKGROUND, PROGRAM DESIGN AND PLANNING**

## **A. BACKGROUND**

The program analyzed in this report constituted Phase IV of the Cyprus Bicomunal Management Seminars organized under the auspices of the Fulbright Commission. The project aims at providing additional management training for Cypriot top executive and mid-managers over the next three years with management training programs taking place in Cyprus and the United States.

Management training programs are designed to achieve two main objectives:

1. to improve the managerial knowledge and skills of public and private sector managers in the Greek and Turkish Cypriot communities through a highly interactive, learner-centered program of training, action planning and evaluation;
2. to establish a foundation for present and future interaction and cooperation between managers and administrators from the Greek and Turkish Cypriot communities.

The project was started by a mission of Needs Assessment, conducted by a team from the International Management Development Institute in July 1995.

The second activity took place at the University of Pittsburgh from 02 to 15 December 1995. This program was geared toward the top managers and executive officers from Cypriot private and public sectors and focused on Advanced Management techniques.

Phase III of the CyBMS-project was a training program organized and implemented in Cyprus from 09 February to 01 March 1996 and geared to mid level managers. The program described in this report is Phase IV of the project and was organized for mid level managers as well.

## **B. DESIGN**

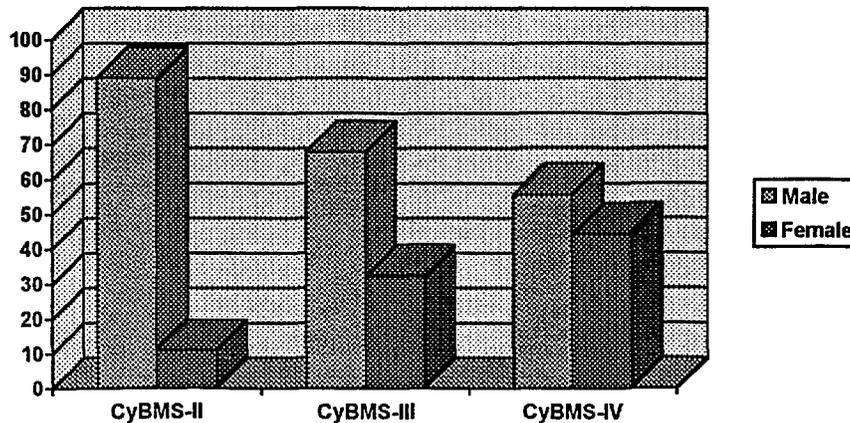
### **1. Participants Selection**

Selected participants included mid-managers from several private corporations and public organizations as well as some owners of Small and Medium size businesses. Most participants had a level appropriate to benefit from the program's content and participation extended across community lines. It was also apparent that a few participants had deficiencies in the English language and had some difficulties to express themselves.

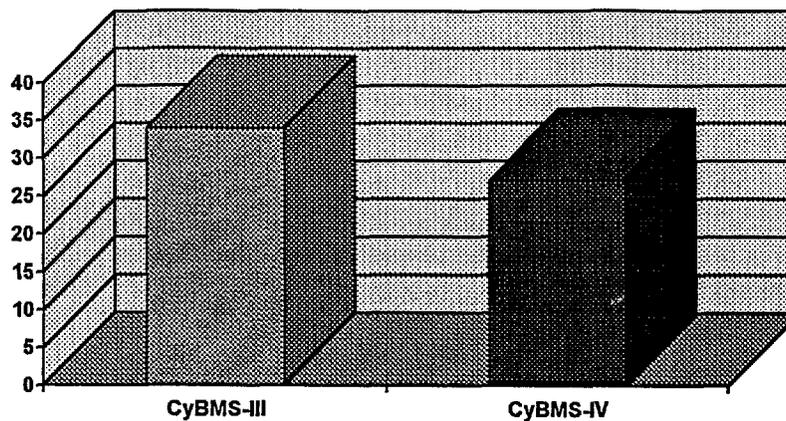
The selection process was modified in order to avoid "repeat" participants from previous programs. IMDI and instructors received bio information on the participants early in the planing process resulting in a greater familiarity with the participants' expectations. Participants' turnout was comparatively small with 27 people attending the first part of the training program and participation settling at 25 for the second week.

A positive factor was the increased participation of women among the pool of participants, representing 40% of all participants.

### Gender Participation



### Number of Participants



## 2. Program Elements

1. Session on Professional expectations and program presentation;
2. Training in contemporary management techniques offered in a core curriculum;
3. Specializations offered to participants on two different themes: a) Marketing Management Techniques and b) Investment Appraisal;
4. Synthesis and Application revolving around the development of Action Plans for the transfer of management tools and techniques in the work place;

5. Interaction between Cyprus communities and an opportunity to create cross-community ties.

### 3. Training topics

The program was organized around the following key components: Transfer of Training, a core curriculum on the Foundations of Management practices and specializations.

The module on Transfer of Training was comprised of two sub-topics:

- a session on the program's expectations and presentation took place the first day of the program;
- the Synthesis and Application brought the program to a conclusion; participants developed Action Plans to transfer the skills, tools and techniques discussed during the seminar.

The Core Foundations on Management was subdivided into two separate components:

- Strategic Management and Action Planning;
- Operational Management with sub-topics on Decision Making, Communication and Total Quality Management.

Participants chose between 2 specializations:

- Marketing
- Investment Appraisal



#### **4. Community Interaction Opportunities**

As mentioned in the Executive Summary, bicomunal relations were seriously affected by the deepening crisis over the summer and fall when Greek Cypriots and Turkish soldiers lost their lives in violent actions. Greek officials strongly discouraged the program staff from crossing over to the North side, and participants' movements and gatherings were restricted to the Ledra Palace.

During the course of the training program, participants primarily focused on management issues. Group work encouraged participants to interact in problem solving tasks. Progressively, participants warmed to each other and inter-communal relations were fairly good throughout the program, especially when taking into account the political tension of the moments.

During the course of the program, participants shared their desire to visit the North and South sides of the island but understood that the prevailing situation could not allow these visits to take place. In spite of the unfavorable circumstances, participants were presented with a couple of opportunities to strengthen some of the contacts established through the program. On the last day of the program, a representative from the recently created "CyBMS Alumni Association" came to address Phase IV participants. During her visit, the representative presented the association's mission and work and incited participants to join in the organization's efforts. Phase IV participants decided that they would also create a "program-specific" work group in an attempt to meet at regular intervals, discuss the program's impact and analyze progress made in the implementation of the "action plans of transfer".

#### **5. Site Visits**

Ms Dimond, from the Fulbright Commission, had arranged for two site visits to take place during the course of the program. One visit was organized at the Cyprus Popular Bank on the Greek side, the other at the Central Bank on the Turkish side. The prevailing political situation prevented the Fulbright commission from implementing those visits on either sides of the island. Participants accepted that reality.

#### **6. Networking and Additional Meetings**

Overall, two significant events can sum-up the networking activities born out of the program.

As a result of the action plans developed during the February program, participants from the CyBMS-Phase III program set the stage for the development of an alumni association. This organization's primary objectives will be to strengthen the exchange of management perspectives on both sides of the island. Former participants developed an action plan calling for the creation of a Bicomunal Management Center and attempted to organize a

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first bi-communal management conference; unfortunately, these efforts were thwarted by the summer's political events.

During the course of the Action Planning workshop held on the last day of the program, participants produced a schedule to implement their respective Action Plans over a period of six months. Participants agreed to meet 2 or 3 times during that period to review the progress made in implementing the Action Plans, to discuss problems encountered during the implementation phase and to revise strategies.

The IMDI team will return to Cyprus in March 1997. At that time, the team's visit will have a double purpose: 1) implement the next CyBMS Management Seminar, 2) conduct follow-up actions with participants from the October 1996 program.



## **C. PLANNING**

The planning of the program was undertaken early based on the dates agreed upon in February 1996.

### **1. Needs Assessment**

IMDI Interim Director Martin Akpo-Esambe and another staff member had previously prepared a detailed Needs Assessment that formed the basis for the design of this program. Several recommendations from the Needs Assessment were acted on, including using instructors with experience in Cyprus (all trainers had worked with groups of Cypriots); designing training exercises that utilized participants' own situations; topics were divided in two workshops: Core Management Module and Specializations.

### **2. Trainers' Meeting**

During the program's design stage, IMDI invited some instructors not residing in Pittsburgh to consult on the re-design of the program taking into account participants' evaluations from previous programs. At that meeting the basic design of the program was decided, including the training sequence, the pace of the program, the time allocated for the different topics and the choice of training material to be included. Trainers appreciated the ability to add their input and to coordinate their training, IMDI managers appreciated the insight and the opportunity to better integrate the program.

### **3. Social Activity Planning**

Social activities were restricted due to the summer political events to events in the Ledra Palace. Opening and closing ceremonies were organized by the Fulbright Commission; the U.S. ambassador attended both events and presided over the distribution of certificates to participants.

### **III.**

## **PROGRAM OUTLINE**

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# **PROGRAM INTRODUCTION**

## **CORE MODULES**

### **STRATEGIC AND ACTION PLANNING**

(2 1/2 days)

### **OPERATIONAL MANAGEMENT**

(2 1/2 days)

## **SPECIALIZATIONS**

### **MARKETING**

(5 days)

### **INVESTMENT APPRAISAL**

(5 days)

## **OTHER COMPONENTS**

### **EVALUATIONS**

**MODULE:                   PROGRAM INTRODUCTION**

**TIME PERIOD:**       1 Day

**FACILITATOR:**       Philippe E Gasquet, Senior Program Manager

**PURPOSE:**   The purpose of the Program Introduction was to:

- 1)    help participants understand how their program fits into the overall Cyprus Bicomunal Management Seminars” project and familiarize them with the role IMDI plays in the program’s implementation;
- 2)    introduce the program’s content to the participants and prompt them to lay out their training objectives;
- 3)    preview the upcoming weeks, introducing a few group work exercises.

## **ACTIVITIES**

During the Program Introduction, the following activities were covered:

### **A. General Orientation**

- Administrative Formalities

### **B. Transfer of Training**

- Program Presentation
- Participant’s Expectations
- Transfer Plans

## **METHODS**

- Presentations
- Small groups discussion

# CORE FOUNDATIONS IN MANAGEMENT

**MODULE: OPERATIONAL MANAGEMENT**

**TRAINER:** Derek Farwagi

**DURATION:** 2 1/2 days

**PURPOSE:**

This module focused on techniques to improve the participants' interpersonal management skills & to help both communities to work in collaboration. The focus on the module was on "breaking paradigms" - helping participants to recognize and overcome mindsets that prevented individuals from thinking creatively and productively.

**OBJECTIVES:** Upon completion of this module, participants were able to:

- Improve their communication styles with their colleagues in order to foster mutual understanding, respect, and exchange information;
- Identify and analyze different conflict situations, and how to deal with them constructively;
- Identify situations that call for different management styles and structures: workgroups, teams, behavior;
- Conduct value-added negotiations;
- Develop strategies for motivating employees and foster the achievement of departmental and organizational goals.

**SUB-TOPICS:**

- Developing high performance teams
- Enhancing Negotiation skills
- Motivation techniques

**MODULE: STRATEGIC & ACTION PLANNING**

**TRAINER:** Yvan Porcheron

**DURATION:** 2 1/2 days

**PURPOSE:**

This module exposed participants to the four main aspects of strategic planning and management (SPM): 1) the need for management to be aware and adapt to a changing external and internal environment; 2) to establish and strengthen both top-down and bottom-up lines of communication within the organization; 3) to develop clear and concise strategic priorities consistent with a decentralized system; and 4) the need to outline procedures and guidelines to facilitate planning within an organization. In addition, this module reviewed the traditional methods of long-range planning and contrasted them with SPM.

**OBJECTIVES:** Upon completion of this module, participants were able to:

- Develop an innovative and workable mission statement and understand the many uses of mission statements;
- Apply SWOT and force-field analyses in the valuation of alternatives for a strategic plan;
- Identify methods for detecting patterns of resistance to change and how to overcome such attitudes;
- Begin work on their action plans.

**SUB-TOPICS:**

- SWOT analyses;
- Problem statements and Branching Tree techniques;
- Transforming problems into objectives;
- Force field analysis;
- PERT charts

This module covered several "how to" aspects of management, providing participants with an understanding of the strategies at their disposal whereby they can fulfill some of the broad daily requirements of their jobs.

**OBJECTIVES:** Upon completion of this module, participants were be able to:

- Apply systematic individual and participatory group decision-making techniques to day-to-day problems encountered on the job;
- Implement strategies of total quality management (T.Q.M.) to their daily work requirements;

**SUB-TOPICS:**

This module was broken down into the following sub-topics:

- Communication and Coordination;
- Decision Making;
- Total Quality Management;

## *SPECIALIZATIONS*

**WORKSHOP:**           **INVESTMENT APPRAISAL**

**TRAINER:**           Rajaoana Andriamananjara

**DURATION:**         5 days

**PURPOSE:**

This specialization area focused upon helping participants to learn about investment appraisal through the application of techniques to cases based upon projects which the participants are currently working upon in their jobs. Through a combination of lectures, case studies and computer-based exercises, the participants learned how to conduct financial, economic, social, and environmental evaluations of projects, and will learn how to plan and organize those projects effectively. The specialization area was broken into the following modules:

**Module One:         Defining Project Goals and Objectives**

**Purpose:**     A wealth of resources will not compensate for a poorly planned project. Without a clear and well-defined project design, the ultimate success of a project may be jeopardized. In view of this, this module provided participants with the necessary techniques to develop a well-planned, workable project.

**Learning Objectives:** During this module, participants learned:

- How to conduct a project needs assessment of both present and future needs of the target population, in order to be sure that funds and effort are not expended on something that is a symptom rather than an actual need;
- How to improve the design of a project by encouraging local participation;
- How to identify the strategies which will most effectively meet the need of the target population;
- How to develop the outline of a project based upon the project cycle.

**Subtopics:**

- Situation Analysis (diagnostics), program identification;
- Tools for Project identification: objectives tree, logical framework;

**Module Two:         Conducting Feasibility and Cost/Benefit Analyses**

**Purpose:** This module helped participants to determine the overall financial, economic, political, social and environmental cost of a given project, before the project is actually implemented. These assessments aim at preventing costly mistakes, and at adjusting or re-developing projects' design to bring them into line with the desired level of impact in each of these areas.

**Learning Objectives:** By the end of this module, participants were able to:

- Conduct feasibility studies and cost/benefit;
- Measure the present and future financial, economic, political, social and environmental impact of a project;
- Assign an economic value to the environmental impact of a project, and assess the long-term, far-reaching effects that project-induced environmental changes can have upon the target population;
- Outline the importance and uses of the net present value (NPV), internal rate of return (IRR), and the pay back period (PBP) in project analysis;
- Determine the overall feasibility of a project;
- Compare several different projects to determine which would have the strongest positive impact upon the target population.

**Subtopics:**

- Building Blocks of Financial Appraisal: cash flow, discounting;
- Decision Criteria for Financial Appraisal: playback period, discounted benefits, internal rate of return, cost/benefit analysis;
- Techniques for Economic Appraisal: effects;
- Methods for Social Appraisal: cost-effectiveness/cost-efficiency, multi-criteria method;
- Spreadsheet and Investment Appraisal.

### **Module Three: Organizing and Implementing Projects**

**Purpose:** Through this module, participants learned to plan for and manage the various resources needed to successfully implement their projects. Attention was given during the planning and implementation process to those factors that encourage its sustainability after the close of the project itself.

**Learning Objectives:** During this module, participants learned:

- How to select the project team;
- How to schedule the various project activities using PERT and Gantt charting;
- How to prepare and manage a project budget;
- How to secure the necessary physical resources for a project;

- How to build flexibility into a project in order to allow for any adjustments which must be made in response to changes in the external environment;
- How to secure local involvement to ensure project sustainability;
- How to secure continuous political/financial support for the project.

**Topics:**

- Organization: work breakdown structure, organization chart.
- Scheduling: Gantt diagram, PERT;
- Microsoft Project 5 software.

**Module Four: Project Monitoring and Evaluation**

**Purpose:** During this module, participants were exposed to some of the tools and techniques they could use to determine if a given project is progressing according to plan, and what, if any, adjustments need to be made to the original design. They learned how to assess the success or failure of a project in achieving its stated goals, and how to determine its potential for replicability.

**Learning Objectives:** During these sessions, participants learned:

- The differences, purposes and effects of monitoring and evaluation;
- How to prepare monitoring and evaluation tools;
- How to modify a project in response to information gained through the monitoring procedure;
- How to conduct evaluations;
- How to interpret the results of an evaluation to determine if project objectives have been successfully achieved, and if the project has a strong potential for replicability.

**Topics:**

- Monitoring: purpose, information system for monitoring;
- Ex-post evaluation: purpose, method of impact evaluation, environmental impact evaluation.

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**WORKSHOP:        MARKETING**

**TRAINER:**        Charles Popovich

**DURATION:**       5 days

**Module One:        Framework for Marketing Management**

**Purpose:** The purpose of this first module was to lay out a foundation for Marketing Management within the context of the management of a firm and its individual products or services. First, it introduced a new perspective to marketing management, embodied in the management of markets orientation and the concept of synergy. Second, it applied the synergy concept to strategic management decisions by emphasizing the role of synergy in developing a firm's business portfolios and in the effective allocation of resources. Third, it described the process of marketing individual products or services.

**Learning Objectives:**

- Describe the two approaches of the marketing function (i.e., micro-marketing and macro-marketing) and state their importance in understanding the discipline of marketing;
- Explain the three modern marketing concepts of production, sales and customer orientations, and their trends in marketing implementation;
- Discuss the importance of synergy in marketing management and present its positive, negative and neutral effects on strategic marketing decisions;
- State the interactions among the 3 M's of marketing (i.e., marketing, management and marketplace) and illustrate how their interactions lead to overall synergy through consistency and complementary;

**Module Two:        Understanding Environments and Market Opportunities**

**Purpose:** This module demonstrated to participants the importance of understanding the environment in which a firm operates. An analysis of this environment helps the firm to identify market opportunities upon which a marketing plan can be developed. The three vital components of this module included: (a) Market Intelligence and Research, (b) Analyzing Customer Behavior, and (c) Market Segmentation.

**Learning Objectives:**

By the end of the segment on **Market Intelligence and Research**, participants were able to:

- Describe the nature of the market research process: problem definition and research objectives, identifying alternative sources of data, collecting data, and analyzing data and preparing the report;
- State and discuss the components of a market intelligence system: strategic-assumption bank, problem bank, data bank, decision-maker bank, display-unit bank, action bank, and model bank;
- Discuss the decision-making role of the marketing intelligence unit.

By the end of the segment **Analyzing Customer Behavior**, participants were able to:

- State the different types of customers with which a firm may have to interact;
- Describe the thought process that customers go through before deciding to purchase a product or service;
- Illustrate the information search process: why customers search for information, where they search, and factors that influence the extent of the search;
- Explain how customers compare and evaluate alternatives and how they form attitudes toward marketplace offerings.

By the end of the segment on **Market Segmentation**, participants were able to:

- List six broad market classifications and discuss each by showing the relationships among them;
- Discuss the 3 Cs that form the basis for market segmentation issues: company resources, customer variation, and competition;
- Explain the three strategies of market segmentation: undifferentiated, concentrated, and differentiated;
- Identify the bases for segmenting markets: usage situation, benefits sought by customers, purchase intensities, and customer segment profiles;
- State specific ways of implementing a target market segmentation;

### **Module Three: Product Management and Competition**

**Purpose:** The successful introduction and long-term management of products and services require that a firm effectively deal with issues of competition. Therefore, this module will address the issues associated with managing products or services over time. The module will also provide an approach to examining the competitive environment that will facilitate the long-term performance of the product or service.

**Learning Objectives:** By the end of this module, participants were able to:

- Discuss the Product Life Cycle (PLC) model and the notion of product innovation for new and existing products (long-term product management);

- Explain the different steps of introducing and positioning products in the market: position specification, market performance analysis, positioning strategy, test marketing and commercialization;
- Discuss the learning approach to managing competition and the different approaches to competitive analysis;

#### **Module Four: Managing the Market Mix**

**Purpose:** This module will focus on the most effective methods of integration of the four components (product, distribution promotion, and price) used to achieve marketing objectives. More emphasis will be placed on pricing as the tool that is responsible for bringing out joint effects among the four components.

**Learning Objectives:** By the end of this module, participants were able to:

- Describe the different components of a product mix and how they are managed;
- Learn how to develop a product mix and a service mix;
- State the role of distribution and the vertical arrangement of distribution channels;
- Distinguish between the four types of promotion: advertising, publicity, personal selling and sales promotion;
- Present selected concepts and methods of pricing: concept of price, concept of cost and cost estimation, and concept of demand and demand estimation;
- Integrate the marketing mix: price, product, distribution, and promotion.

#### **Module Five: International Marketing and Competitive Areas for the 1990s**

**Purpose:** This module will build upon the previous modules and will address contemporary marketing issues within the framework of the international marketing environment of the 1990s. The module will also examine the impact of changes in the global economy upon strategic management of the marketing functions within individual organizations.

**Learning Objectives:** By the end of this module, participants were able to:

- Identify the different managerial orientations toward the international marketplace;
- Illustrate the framework and elements of strategic marketing management, with emphasis on business organizations, within the changing international environment;
- Discuss new techniques for managing the quality of products and services in response to customer needs using elements of Quality Management;
- Examine new developments in information technology pertaining to international marketing.

## *SOCIAL ACTIVITIES*

The participants took part in the following social activities:

- Opening ceremony
- Closing luncheon

## *EVALUATIONS*

Evaluations are an integral and important component of all IMDI programs. Three types of evaluations were administered by the coordinating staff during the program; they included:

1. Daily impression evaluations
2. Instructor/module evaluations
3. Final evaluation

All evaluation results are included in the appendix.

## *SYNTHESIS AND APPLICATION*

**MODULE:**           **SYNTHESIS & APPLICATION**

**TRAINERS:**       Philippe E. Gasquet

**DURATION:**       1 day

**PURPOSE:**

The purpose of this final module was to reflect upon all aspects of the program and to elaborate an action plan for implementation of the most useful tools in terms of their professional responsibilities.

**OBJECTIVES:** At the end of these sessions, participants were able to:

- Write a concise summary of what they learned through the seminar;
- Evaluate the different aspects of the program in terms of relevance to their own work environment;
- Present their findings from the seminar in the form of an action plan;
- Formulate a plan to disseminate the information received in the program to their colleagues in their own organizations.

**METHODOLOGY:**

- Presentations
- Debriefings
- Group discussions
- Question and answer



## **IV.**

# **PROGRAM EVALUATIONS**



Evaluations are an integral and important component of all IMDI programs. In this program, three types of evaluations were administered by the managing staff. They were:

1. Daily temperature evaluations
2. Instructor/module evaluations
3. Final evaluation

### **OVERALL EVALUATION:**

- On a scale from 1 (poor) to 5 (superior), 100% of participants expressed their satisfaction with the program: 39% rated the program as outstanding (5) and 61% indicated they were satisfied (4). Satisfaction extended to the program's content, quality of instructors and the professionalism demonstrated by the program management team.
- Generally, 91% of participants felt they had reached their objectives set for attending the program: 23% indicated complete satisfaction, and 68% felt that most of their objectives had been met. 9% of participants indicated that their program objectives were partially met.
- 83% of participants felt that the program would have a positive impact on their job performance in the future; 17% were not sure about the program's impact.

## EVALUATION OF TRAINING MODULES

### CORE FOUNDATIONS IN MANAGEMENT

#### *Strategic Planning*

##### *Module*

On a scale of 1 (very low) to 5 (very high), participants rated the module as follows:

- ⇒ module's mean evaluation: 4.27
- ⇒ overall quality: 4.04. Most participants were satisfied (96%) with one extremely satisfied (4%) with the quality of the module. Participants were split on its "practical" value while at the same time recognizing the practical aspects of the tools discussed in the workshop.
- ⇒ practical value of the module: relevance of the training module to participants' training objectives was rated 3.79 on a scale of 0 to 5.

##### *Instructor*

- ⇒ Yvan Porcheron was selected to animate this module. Mr Porcheron is a seasoned trainer with IMDI. He trained as well with the Cyprus Executive Management Seminar in December 1995 and the Cyprus Management Training Program in February 1996. Mr Porcheron is a specialist in matters pertaining to Strategic Planning and Organizational Development.
- ⇒ Mr Porcheron's knowledge and skills were well received by participants, even though some felt that his approach was somewhat theoretical and remote from reality while others commended his "practical" approach. Ratings of his performance -- on a scale of 1 (very poor) to 5 (very good) -- varied from 4.31 (presentation of training objectives, coverage of training objectives and summary of topic) to 4.64 (knowledge of the subject matter) .
- ⇒ Mr Porcheron's methodology received a rating going from 4.04 (usage of visual aids) to 4.42 (exercises and case studies).

##### *Other*

- ⇒ The module's material, including text, copies, overhead, was satisfactory and received a rating of 4.33.

#### *Operational Management*

##### *Module*

On a scale of 1 (very low) to 5 (very high), participants rated the module as follows:

- ⇒ module's mean evaluation: 4.39
- ⇒ overall quality: 4.23. Participants were either very satisfied (23%) or satisfied (77%) with the quality of module. They did relate very well to this workshop and the day-to-day practical value of the various topics discussed.
- ⇒ practical value of the module: relevance of the training module to participants' training objectives was rated 4.27 on a scale of 0 to 5.

### ***Instructor***

- ⇒ The trainer selected for this module was Mr Derek Farwagi. Mr Farwagi, an independent consultant, resided in Cyprus for four years, and thus very familiar with a lot of the concerns Cypriot managers are facing in their business and professional endeavors. He is presently based in Jordan. Mr Farwagi covered the revised core module on "Operational Management"; this workshop covered the following integrated topics : Communication, Decision Making, Total Quality Management.
- ⇒ Participants were very appreciative of Mr Farwagi's hands-on approach, commending his ability to transfer his knowledge and skills to real life situations. Ratings of his performance -- on a scale of 1 (very poor) to 5 (very good) -- varied from 4.31 (coverage of training objectives) to 4.65 (knowledge of the subject matter and ability to listen and respond to participants' concerns) .
- ⇒ Mr Farwagi's methodology received a rating going from 4.19 (use of visual aids) to 4.42 (leading group discussions).

### ***Other***

- ⇒ The module's material, including text, copies, overhead, was satisfactory and received a rating of 4.27.



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## **Marketing**

### **Module**

On a scale of 1 (very low) to 5 (very high), participants rated this specialization as follows:

- ⇒ module's mean evaluation: 4.72.
- ⇒ overall quality: 4.67. Participants were either very satisfied (67%) or satisfied (33%) with the quality of module. A topic very high in demand, participants could discuss areas of professional concerns.
- ⇒ practical value of the module: relevance of the training module to participants' training objectives was rated 4.56 on a scale of 0 to 5.

### **Instructor**

- ⇒ Dr. Charles Popovich, the trainer selected for this specialization, was on his fifth trip to Cyprus where he has now advised several companies and individuals on marketing tools and techniques.
- ⇒ Dr. Popovich's performance was very strong and participants appreciated his approach to the subject matter. Ratings of his performance -- on a scale of 1 (poor) to 5 (outstanding) -- varied from 4.82 (coverage of training objectives and summary of topic) to 5.00 (knowledge of the subject matter and ability to maintain participants' interest) .

- ⇒ Dr. Popovich's methodology received a rating going from 4.27 (use of visual aids) to 4.73 (use of exercises and case studies).

### **Other**

- ⇒ The specialization's material, including text, copies, overhead, was satisfactory and received a rating of 4.56.

## **Investment Appraisal**

### **Module**

On a scale of 1 (very low) to 5 (very high), participants rated this specialization's as follows:

- ⇒ module's mean evaluation: 4.30.
- ⇒ overall quality: 4.15. Participants were either very satisfied (15%) or satisfied (85%) with the quality of module.
- ⇒ practical value of the module: relevance of the training module to participants' training objectives was rated 3.92 on a scale of 1 to 5.

### **Instructor**

- ⇒ Dr. Rajoana Andriamananjara was selected to facilitate this workshop. Dr. Andriamananjara is an economist trained in several universities of the United States, and has extensive experience training with IMDI as well as the Cyprus program. Dr. Andriamananjara developed several case studies for IMDI, including one for this program, and is the lead trainer in areas of Project Management and Investment Appraisal.
- ⇒ Dr. Popovich's performance was very strong and participants appreciated his approach to the subject matter. Ratings of his performance
- ⇒ Participants indicated their satisfaction with Dr. Andriamananjara's knowledge and skills. Rating of his performance – on a scale of 1 (poor) to 5 (outstanding) - varied from 4.00 (coverage of training objectives) to 4.62 (knowledge of the subject matter). Participants were split on the use of computers for the workshop. Participants with "low" computer skills complained that they had to spend too much time in order to become familiar with the softwares "Microsoft Project for Windows" and "Quattro Pro" used in the workshop. Participants with "adequate" computer skills derived much satisfaction from the practical applications of the case study. It is important to underline that selection plays a key role in this respect.
- ⇒ Dr. Andriamananjara's methodology received a rating going from 4.08 (visual aides) to 4.44 (case study).

### **Other**

- ⇒ The specialization's material, including text, copies, overhead, was satisfactory and received a rating of 4.58.

## **OTHER PROGRAM ACTIVITIES**

Toward the end of the program, participants expressed the interest to get together after the training session and develop further social contacts with their colleagues. However, as mentioned above, requests could not be accommodated during the time-period of the seminar.

The U.S. ambassador informed participants that he would attempt to organize a social gathering for all program participants.

## **PROGRAM ADMINISTRATION**

The Cyprus Fulbright office took the responsibility for most of the aspects concerned with the program's administration.

### **1. Training Site**

Training was held at the Ledra Palace in the heart of Nicosia. Overall, participants were satisfied the location: 82% rated the training rooms and facilities as "good" (64%) or outstanding (18%). This is an improvement over the previous program that was held at the UNHCR, in a pleasant surrounding but with limited access for participants from the North.

The UN personnel was cooperative with the program needs. Notwithstanding the fact that the Ledra Palace was the only site authorized for this event, the Ledra served its purpose and accommodated participants' various daily schedules by providing a greater access to all.

### **2. Other**

As in the previous program, lunches offered a unique opportunity for participants to mingle and exchange information in a casual setting. Visits by the U.S. ambassador and USIA representative gave participants a sense that this program is not an isolated event but part of a series of activities designed to reinforce bicomunal activities.

**V.**

**RECOMMENDATIONS  
FOR  
FUTURE PROGRAMS**

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The following is a list of recommendations for the organization of future Management Training Seminars to be held in Cyprus based on the experience of the program held from February 9 to March 1, 1996 in Nicosia, Cyprus.

## **I. DATES**

IMDI and the Fulbright staff set the dates for all CyBMS activities scheduled to take place in 1997:

- Phase V (in Cyprus): February 28 -- March 17.
- Phase VI (in Pittsburgh): June 16 -- 27.
- Phase VII (in Cyprus): October 10 -- 27

During the course of Phases V and VII, IMDI will conduct follow-up sessions with participants from Phases IV and V respectively. Follow-up for phases VI and VII will be conducted in Spring 1998.

## **2. PROGRAM CURRICULUM**

### **Management Training Program**

The general format devised for this program was successful. A few changes will be recommended for the next Management training Program based on some of the participants' comments and IMDI's observations.

#### ***Recommendation:***

**Length of Program:** The program's length will now be two weeks and two days. Training sessions will alternate between mornings and afternoons, giving participants a greater flexibility to follow-up with their professional assignments.

- It is recommended that the first day be now transformed into a full training day, starting with the opening ceremony and a brief program introduction. The rest of the day will be used to help participants define their program's expectations and professional objectives for attending the program. This exercise allows to set the stage for building the action plans used during the follow-up. In the process, exercises will help participants to become acquainted. Former programs' representatives will also be invited to make brief presentations of their experiences.
- Week One will be devoted to the Core Concepts of Management.
- Week Two will be reserved for specializations.
- The last day of the program will give participants the opportunity to work and present their action plans for transfer. This last exercise is particularly important as it sets the stage for future follow-up actions.



The revised structure was discussed with Fulbright while in Cyprus. For additional information on the program's structure, please go over to the Appendix section.

### **Executive Management Program -- June 1997**

Based on the December 1995 program's experience and interviews realized in October 1996 with program's participants, IMDI will suggest a format that will be geared more closely to participants' background and allow to some degree a tailor made approach.

Overall Program Structure: The program will now offer one core module on Core Issues of Modern Management, and two separate topic-tracks geared 1) to public enterprise managers, and 2) to private sector executives with a program of tailor-made site visits.

### **Core Issues of Modern Management**

This workshop will focus on topics at the core of today's managerial decisions in large organizations: Decision Making, Communication, Total Quality Management, Leadership and Organizational transformation. The workshop will last one week.

### **Specializations:**

The second week of the program will allow participants to choose between two specializations: Re-inventing government and Marketing and Globalization. At the same time, participants will follow a tailor-made program of site visits and professional contacts. Training sessions will be held in the morning and professional contacts will be offered in the afternoon.

### **3. SELECTION OF PARTICIPANTS**

#### **3.1 "Critical Mass" Training**

This particular aspect was emphasized in the previous report and remains a critical obstacle to the program's impact. During the follow-up session, it became apparent that managers in some organizations have little interest and desire to make time for pursuing this type of training.

#### ***Recommendation:***

This particular issue will remain essentially out of the control of the organizing parties. Feedback was given to participants from the December 1995 Executive Management Seminar (EMS) that IMDI was somewhat disappointed by the lack of emphasis on "critical mass training" within the organizations they represented. Former participants acknowledged the fact and stated they would attempt to recruit participants for the up-coming seminars. At the same time, the Hellenic Bank ought to be recognized and supported for its efforts to send candidates to each program.

Former participants from the Executive Management program could be reminded about incoming programs by a letter and a visit from a Cyprus Fulbright office representative.

#### **3.2 Participants' backgrounds**

The groups' diversity in professional backgrounds has so far presented the program's organizers and instructors with a unique challenge. Evaluations have indicated that a more homogeneous group would result in a more focused program; instructors and professional contacts would then cater to topics directly relevant to the participants' backgrounds.

#### ***Recommendation:***

This point was raised earlier but may-be difficult to implement. One alternative might be to select participants from specific economic sectors or specific target groups: for instance, professionals in the health sector (both public and private), or managers in non-governmental organizations (NGO), or the banking/insurance sector, ...

#### **3.3 Selection Process**

The program had a somewhat smaller pool of participants when compared with attendance to the February program and the optimum space of 40 participants. In October, the highest level of participation was 27, with 12 from the Greek side and 15 from the Turkish side.

#### ***Recommendation:***

IMDI does not have an on-site representative thus it is difficult for the Institute to propose a full proof solution. With several on-going bicomunal programs and little progress in the political situation, it is possible that Cypriots start to wonder about the bicomunal impact of such programs. Communication across the Green zone

remains very tenuous at best and Cypriot may start losing their faith in the process. Thus, it may appear critical at this time to develop a specific marketing campaign geared to the Bicomunal Management Seminar.

The marketing campaign may include information sessions geared to target groups: banks, hotels, government agencies, small business associations; sessions would outline the program's objectives and emphasize its focus on managerial issues. At the same time, it is probably necessary to advertise those seminars – full blown ads – in the most widely circulated newspapers around the island.

#### **4. PRELIMINARY BIOGRAPHIC INFORMATION ON THE PARTICIPANTS**

Detailed biographic information was sent to the University of Pittsburgh at least one month prior to the start of the program; this allowed IMDI and trainers to improve the planning process and resulted in a design more suited to the specific needs of participants.

##### ***Recommendation:***

It is strongly recommended to continue this practice as much as possible.

#### **5. ATTENDANCE**

Attendance was recorded on a daily basis. Average attendance rate was 90% throughout the program, ranging from 80% to 100%. This is a good attendance record. The program started with an attendance far lower than initially expected. Five people initially registered did not attend a single session. It should be noted that two (2) participants dropped out of the program the second week; one called in sick for a couple days never to return, the other had to go through a surgical operation. Please see comments made under point 3.3 on the selection process. With shorter training sessions, participants' attention was more focused on the program and people rarely dropped-out in the middle of the day.

##### ***Recommendation:***

The formula of shorter training sessions works; thus it should be continued. Ms Dimond, from the Fulbright office, suggested that we try to alternate training sessions between mornings and afternoons; this was suggested by candidates during selection interviews.

#### **6. BICOMMUNAL VISITS**

This aspect of the program is largely dependent upon the goodwill of Cyprus political authorities. This summer's events (shooting of two Greek Cypriots protesting the occupation of North Cyprus) led to a slowdown of inter-communal activities. A program

of professional contacts had been established ahead of time with visits scheduled at banks on the North and the South. Unfortunately, both visits were "unauthorized."

***Recommendation:***

Contacts were established in advance and visits were geared toward the program's objectives. Let's keep on trying, may-be next time will meet more success, ...

## **6. TRAINING SITE**

The training program was held at the Ledra Palace for the first time since the University of Pittsburgh has been working with the Cyprus Fulbright Commission; this was the only site officially accepted for Bicomunal activities after the 1996 summer events. Furthermore, Turkish Cypriot participants had recommended the use of a training facility more easy to access than the UNHCR.

***Recommendation:***

While the site is not the most auspicious, it appears to suit everyone's needs: participants, trainers and program staff.

## **7. FOLLOW-UP WORKSHOPS**

On the last day of the program, participants were asked to prepare action plans to transfer the seminar's tools and techniques most directly relevant to their professional context. These plans form the basis for IMDI's follow-up impact evaluations. The first follow-up evaluation was conducted this fall by Martin Akpo-Esambe, Interim Director of the Institute. A separate document will present his findings.

Participants were also encouraged to keep in contact with one another and assess the progress made on their action plans. For this purpose, they designated two representatives, one from each community, to organize and coordinate those events. As was the case previously, IMDI will provide guidance and assistance directly from Pittsburgh. The success encountered with the February 96 group leads us to believe that these work groups further strengthen the impact the seminar can have.

***Recommendation:***

The Cyprus Fulbright office should maintain its role as a facilitator in the process. Previous experience suggests that this initiative can only be beneficial and deserves to be supported – as long as it is initiated by the participants' representative.

**APPENDIX A**

**LIST OF PARTICIPANTS**

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# **APPENDIX B**

## **PROGRAM CALENDAR**

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# CyBMS Management Training Seminar

## October 4 - 21, 1996

<b>INTRODUCTION AND CORE</b>		
<b>October 4 - 13</b>		
Day and Date	Group A	Group B
Friday, October 4	<b>PROGRAM ORIENTATION TRANSFER OF TRAINING</b> 1:00pm to - 4:00pm	
Saturday and Sunday October 5 and 6	No weekend activities	
Monday, October 7	Strategic Planning	Operational Management
Tuesday, October 8	Strategic Planning	Operational Management
Wednesday, October 9	Strategic Planning/ Operational Management	Operational Management/ Strategic Planning
Thursday, October 10	Operational Management	Strategic Planning
Friday, October 11	Operational Management	Strategic Planning
Saturday and Sunday October 12 and 13	Weekend activities to be determined	
<b>SPECIALIZATIONS</b>		
<b>October 14 - 18</b>		
Day and Date	INVESTMENT APPRAISAL	MARKETING
Monday, October 14	Investment Appraisal	Marketing
Tuesday, October 15	Investment Appraisal	Marketing
Wednesday, October 16	Investment Appraisal	Marketing
Thursday, October 17	Investment Appraisal	Marketing
Friday, October 18	Investment Appraisal	Marketing
Saturday and Sunday October 19 and 20	Weekend activities to be determined	
Monday, October 21	<b>SYNTHESIS &amp; APPLICATION FINAL EVALUATION CLOSING CEREMONIES</b> 9:00 AM TO 12:00 NOON	
Please note that all classes will take place from 8:30 am to 1:00 pm unless otherwise indicated.		

## **APPENDIX C**

# **EVALUATION CHARTS AND COMMENTS**

This part consists of three separate evaluation reports:

Daily temperature

Module/Instructor's evaluation

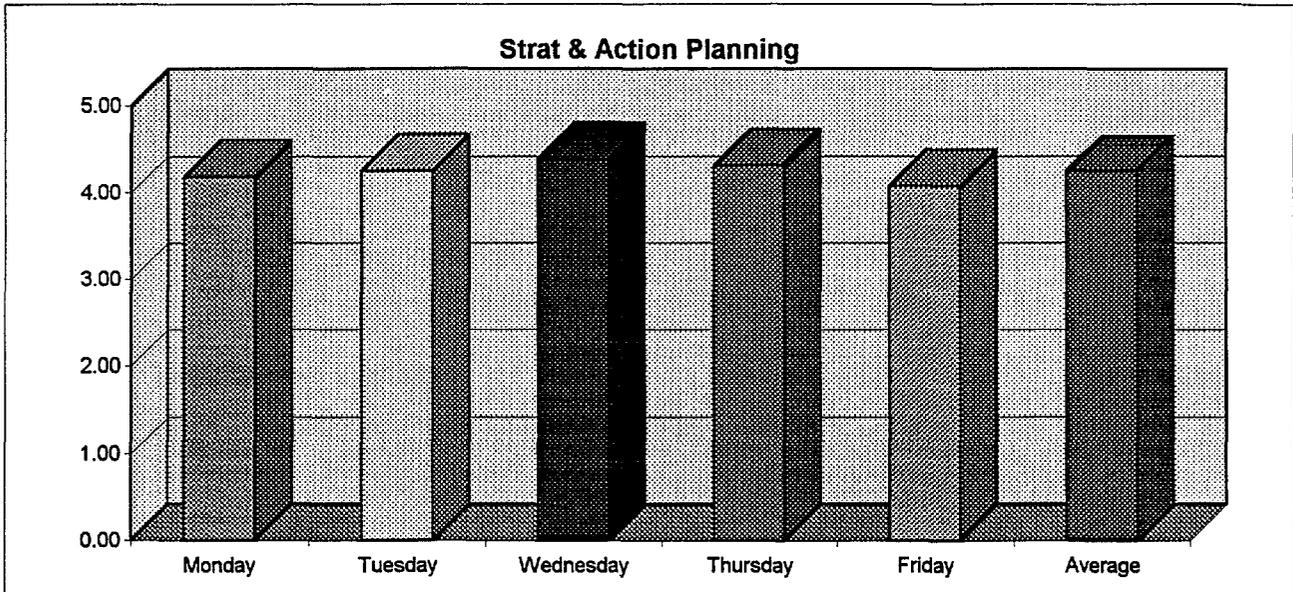
Final evaluation

# DAILY TEMPERATURE

## CyBMS-IV Daily Temperature

**Instructor:** Yvan Porcheron  
**Module:** Strategic and Action Planning

	Monday	Tuesday	Wednesday	Thursday	Friday	Average
	7-Oct-96	8-Oct-96	9-Oct-96	10-Oct-96	11-Oct-96	
<b>Attendance:</b>	11	12	13	13	13	Week's Average
<b>Daily Average</b>	4.18	4.25	4.38	4.31	4.08	4.24



**COMMENTS:**

Monday

- \* New tools on strategy formulation;
- \* Implementation of ideas in a workshop situation; simple ways of attacking a problem before it becomes a more complicated case;
- \* Finding out that we have the same problems; first introduction to a management course;
- \* Not used to this form of training seminar, but may-be it's part of the outcome

Tuesday

- \* We learned about check lists and Gantt charts which are important in the planning process. (5)
- \* Practical forms of exercises. (3)
- \* Little time to apply the tools exposed

Wednesday

- \* examination of macro and micro environment; critically need the skills in S. P.
- \* very lively lecture; short and sweet
- \* needs additional information (3)

Thursday

- \* workshop is very practical; makes me think more about the subject and to apply it in my organization
- \* force field analysis;
- \* new things but wish to have practice on realted analysis about the bank I'm working with

Friday

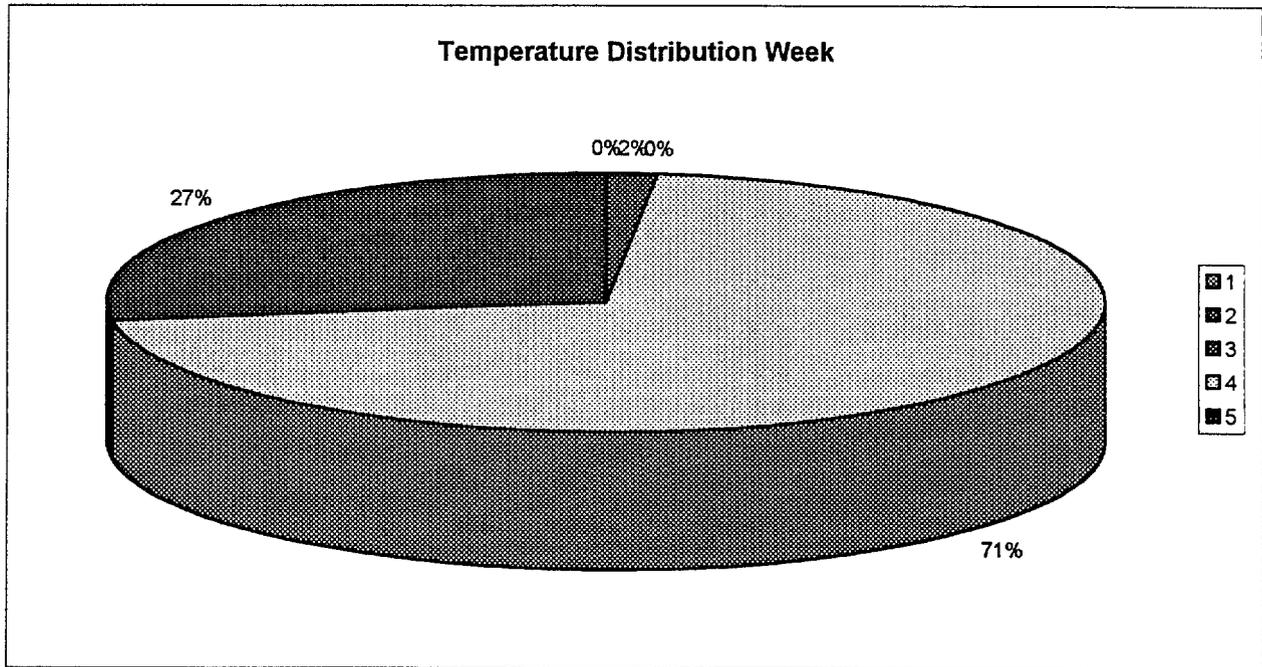
- \* I got fantastic ideas from Yvan; interesting to see how to apply some of the workshops' tools.
- \* Gantt, Pert charts are vital to good planning (6).

**CyBMS-IV**  
**Daily Temperature**

**Temperature Distribution: Strategic & Action Planning**

SUM:

One	Two	Three	Four	Five
	1		44	17

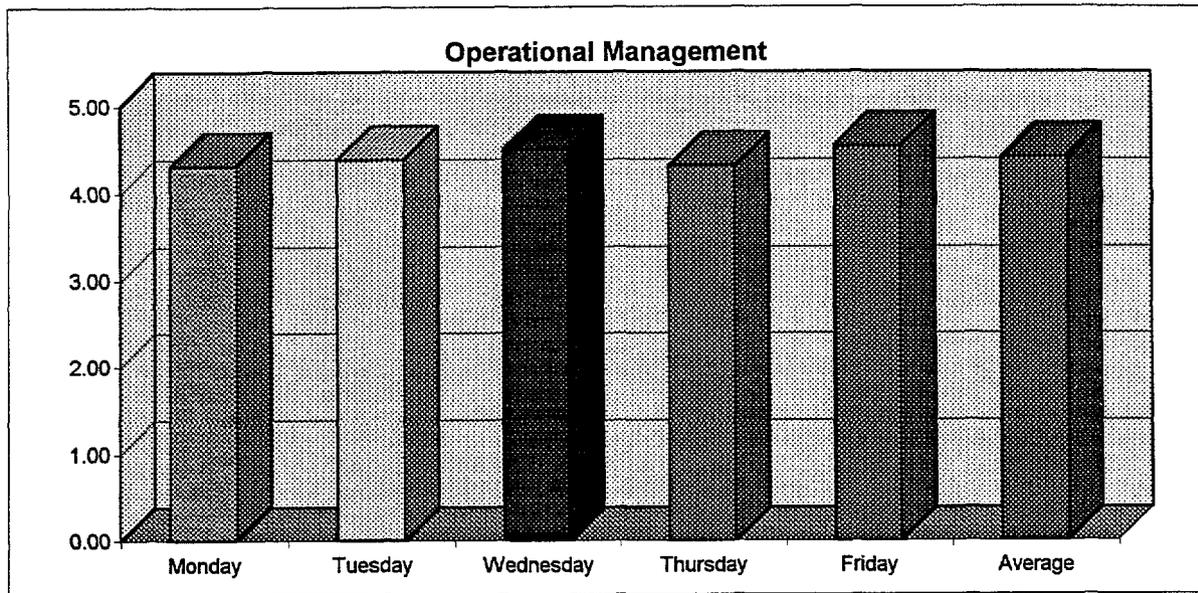


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## CyBMS-IV Daily Temperature

**Instructor:** Derek Farwagi  
**Module:** Operational Management

	Monday	Tuesday	Wednesday	Thursday	Friday	Average
	7-Oct-96	8-Oct-96	9-Oct-96	10-Oct-96	11-Oct-96	
Attendance:	13	13	14	13	13	Week's Average
Daily Average	4.31	4.38	4.50	4.31	4.54	4.41



### COMMENTS:

#### Monday

- \* good discussion as it revolved around real situations in our colleagues' life (5)
- \* important topic; new views and ways to handle the topic

#### Tuesday

- \* management style spectrum was very good exercise for me. I should delegate power & authority in my co. I also have to train my personnel.
- \* building-up on yesterday's lecture; very useful; discovered some of my positive and negative points in my business and personal life; improve my skills in evaluating my skills in evaluating the people I am communicating with.
- \* some problems with my english (2); not enough time on decision making.

#### Wednesday

- \* definition of communication (4)
- \* the dialogue led by the instructor (2); practical approach of trainer (2)
- \* not enough time

#### Thursday

- \* although it's a new practice for me, the active participation make me grasp the topic more easily
- \* decision making process (3)

#### Friday

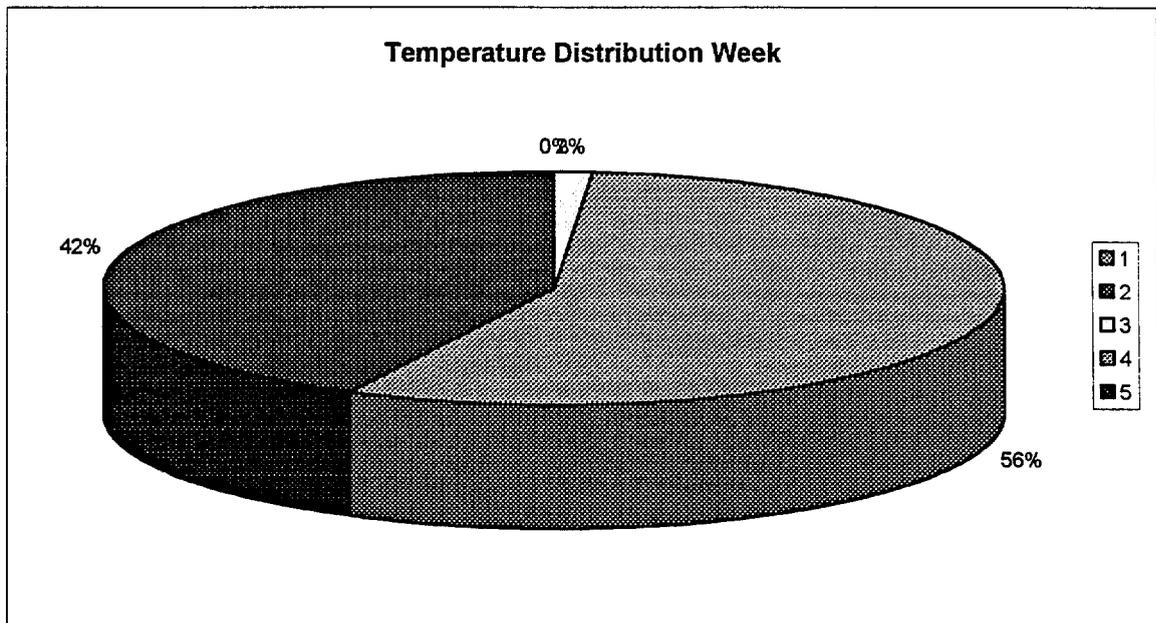
- \* quality management (3) ; good discussions and case studies (5); summarizing every day
- \* decision making: think of the "iceberg"
- \* not enough time to cover more exercises

# CyBMS-IV Daily Temperature

## Temperature Distribution: Operational Management

SUM:

One	Two	Three	Four	Five
		1	37	28

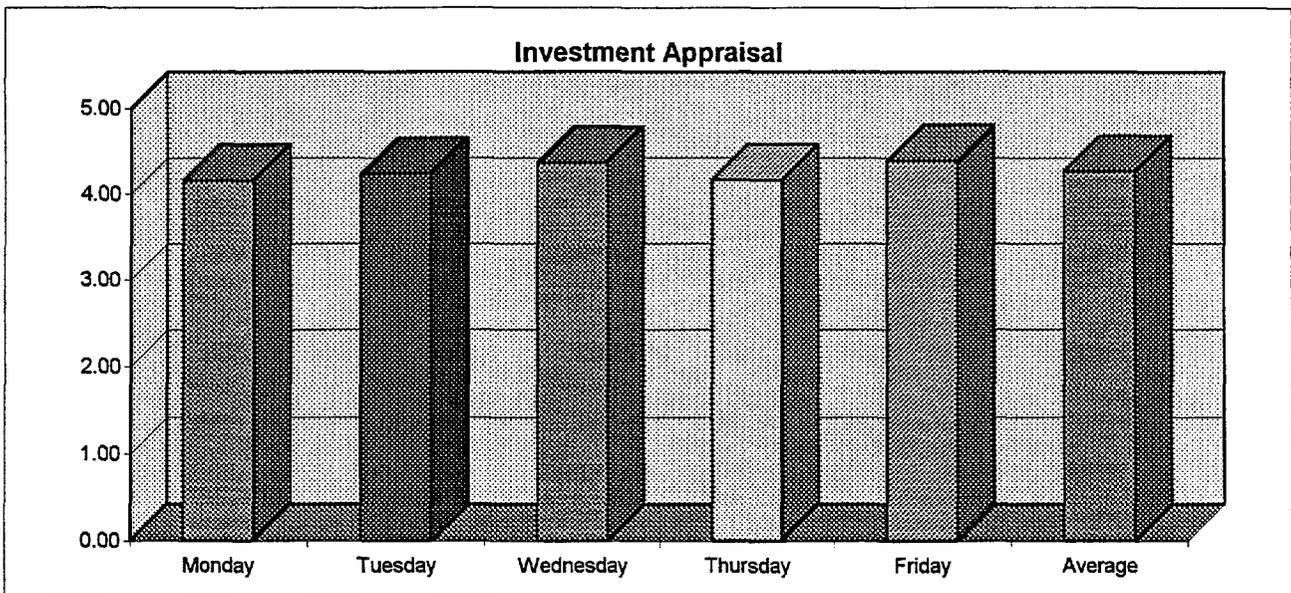


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CyBMS-IV  
Daily Temperature

**Instructor:** Raj Andriamananjara  
**Module:** Investment Appraisal

	Monday	Tuesday	Wednesday	Thursday	Friday	Average
	14-Oct-96	15-Oct-96	16-Oct-96	17-Oct-96	18-Oct-96	
<b>Attendance:</b>	13	13	11	13	13	Week's Average
<b>Daily Average</b>	4.15	4.23	4.36	4.15	4.38	4.26



**COMMENTS:**

Monday

\* doing the work ourselves (5) ; well planned progression toward the final objective; objective tree; more group work than lectures (3).

Tuesday

\* pace is good, examples are adequate to learn; very interesting because we started to get into the design of the project; log frames (3).

Wednesday

\* practicing on computer is good (3); good analysis of projects' data through the use of computers (3)  
\* using numerical models makes me feel I got something from the module

Thursday

\* Practice of investment appraisal on software (5)

Friday

\* nice to see how to use the tools step by step (2); finalizing project and getting result from the computer (5);  
\* success in reaching our goal (2) ;  
\* too much time spent on the computer

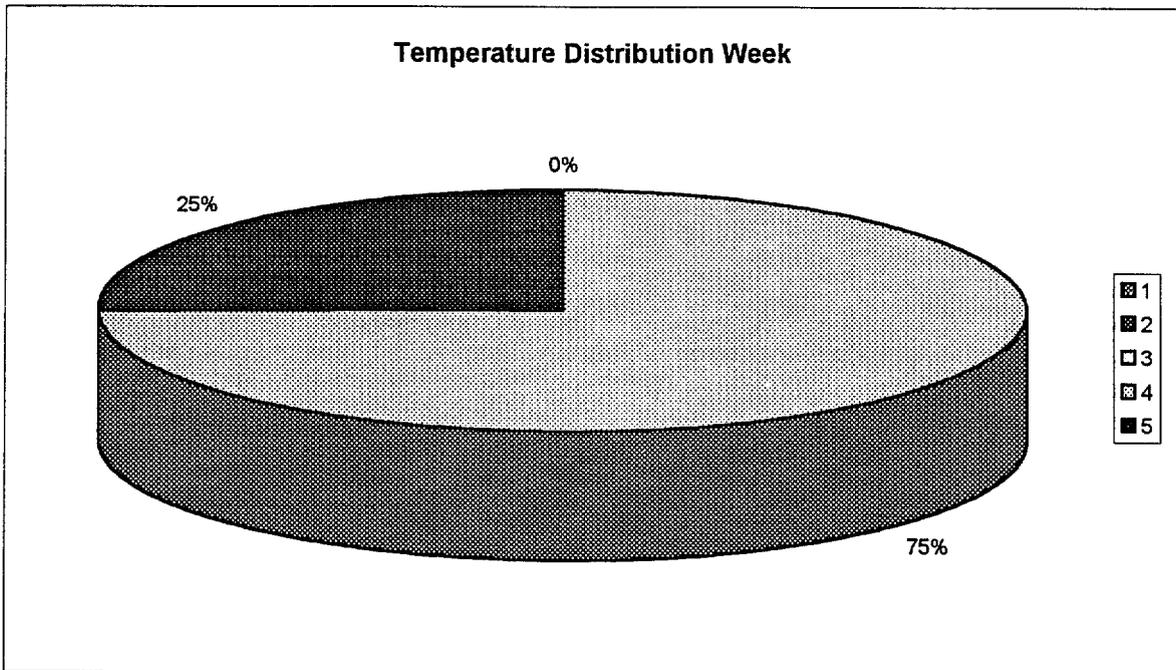
65

CyBMS-IV  
Daily Temperature

**Temperature Distribution: Investment Appraisal**

SUM:

One	Two	Three	Four	Five
			47	16

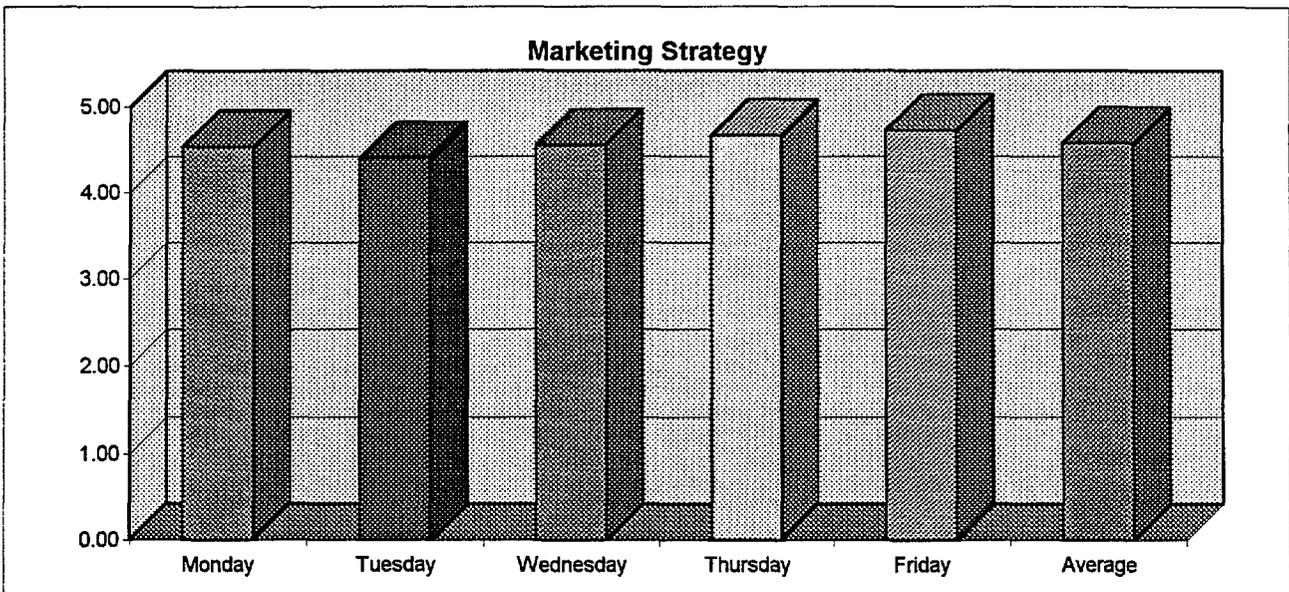


66

CyBMS-IV  
Daily Temperature

**Instructor:** Chuck Popovich  
**Module:** Strategic Marketing

	Monday	Tuesday	Wednesday	Thursday	Friday	Average
	14-Oct-96	15-Oct-96	16-Oct-96	17-Oct-96	18-Oct-96	
Attendance:	13	10	11	9	11	Week's Average
Daily Average	4.54	4.40	4.55	4.67	4.73	4.58



**COMMENTS:**

Monday

- \* Discussion around real life examples: sales promotion, personal selling (7)
- \* Want more interactive activities, too many lectures, talking by the instructor (2)

Tuesday

- \* practical ideas to use in my business;
- \* practical use of a marketing plan; incites us to be creative and productive; product life cycle

Wednesday

- \* SWOT application and market analysis; group work is particularly productive; good combination of practice and theory;
- \* some concepts are difficult to understand

Thursday

- \* very good discussions on personalities and marketing applications

Friday

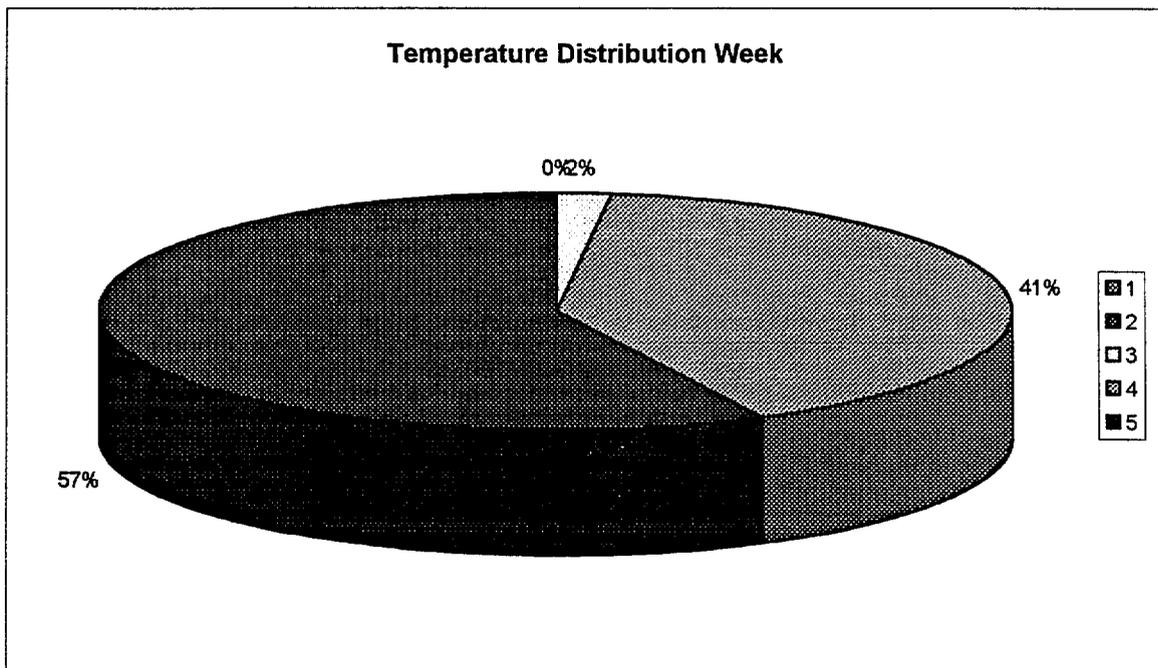
- \* discussion and good examples; tools; enjoyed to study the emotional part of marketing

CyBMS-IV  
Daily Temperature

**Temperature Distribution: Marketing Strategy**

SUM:

One	Two	Three	Four	Five
		1	22	31



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## **MODULE/INSTRUCTOR'S EVALUATION**

# CyBMS IV Management Training Seminar 1996

**Module Evaluation:**                      **Operational Management**  
**Instructor:**                                 **Derek Farwagi**

Low=1; High=5

<i>Question</i>	1	2	3	4	5	6	7	8	9	10	11	12	13	14	
<i>Mean</i>	4.23	4.27	4.27	4.54	4.65	4.42	4.42	4.65	4.31	4.58	4.42	4.19	4.16	4.35	4.39
<i>Sum</i>	93	94	94	118	121	115	115	121	112	110	115	109	104	113	

**Questions 1-3 relate to overall quality and relevance of module**

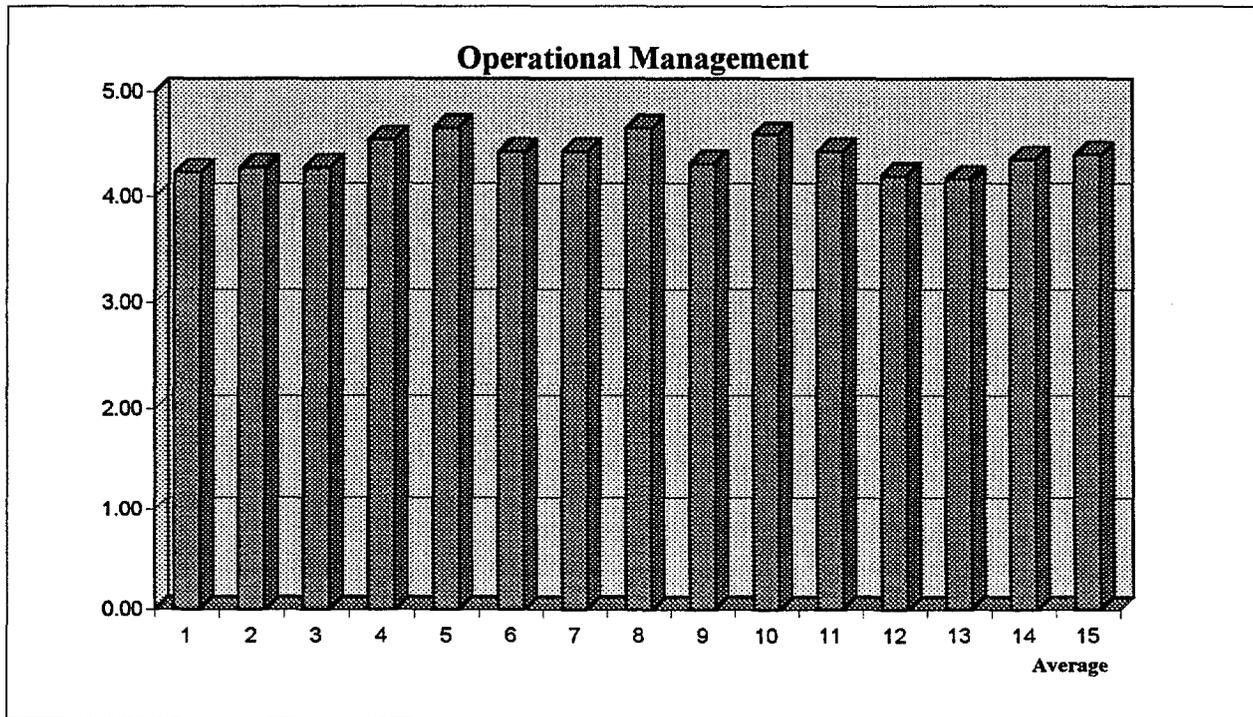
1. Overall Quality
2. Relevance of the module to my training objectives
3. Quality of training materials

**Questions 4-10 relate to instructor's knowledge and skill**

4. Presentation of training objectives
5. Knowledge of the subject matter
6. Preparedness
7. Maintaining my interest
8. Listening & responding to participants
9. Coverage of training objectives
10. Summary of topic

**Questions 11-14 relate to module material and techniques**

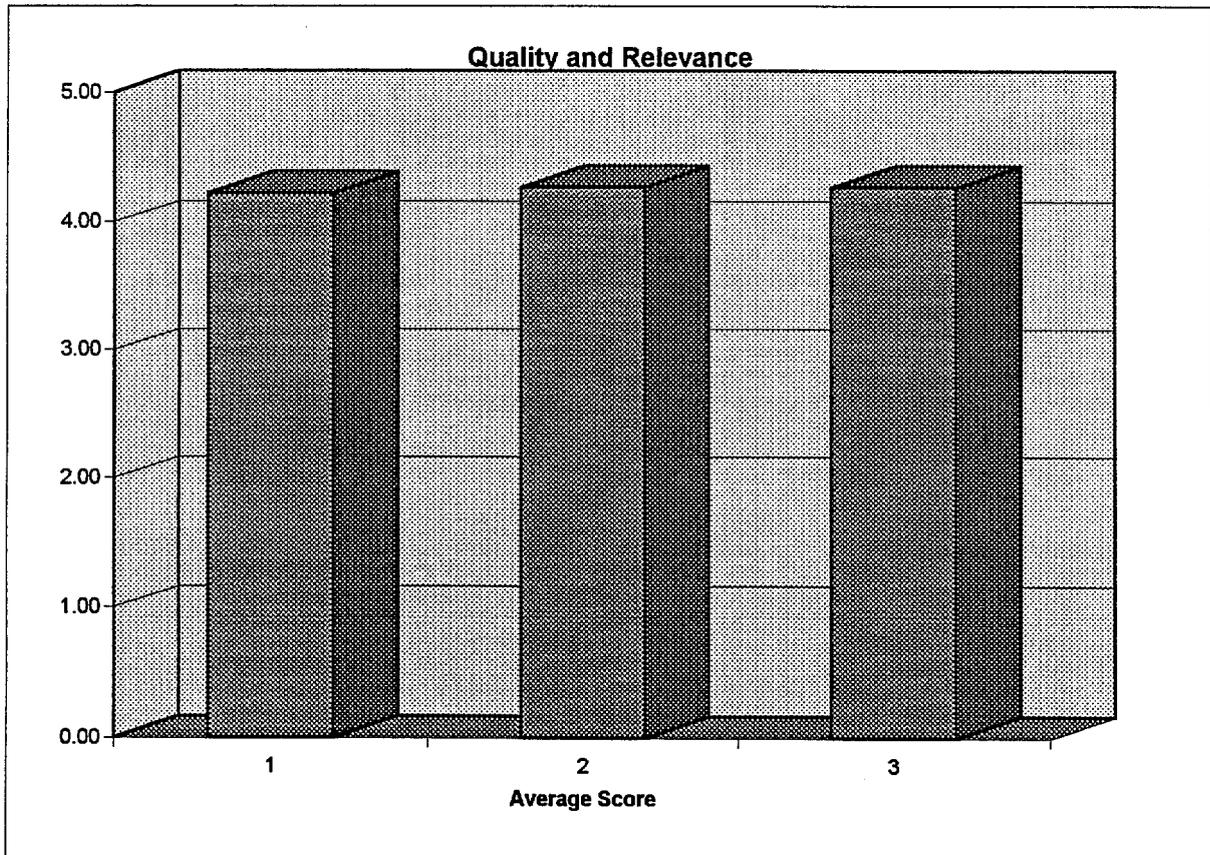
11. Group discussion
12. Visual Aids: overhead, flip chart, etc.
13. Training materials
14. Exercise, Case Study, Role Play



# CyBMS IV Management Training Seminar 1996

## Section 1: Questions on Overall Quality and Relevance of Module

Question #	# resp.	1		2		3		4		5		means
		poor		fair		average		good		outstanding		
1	22	0	0%	0	0%	0	0%	17	77%	5	23%	4.23
2	22	0	0%	0	0%	1	5%	14	64%	7	32%	4.27
3	22	0	0%	0	0%	1	5%	14	64%	7	32%	4.27



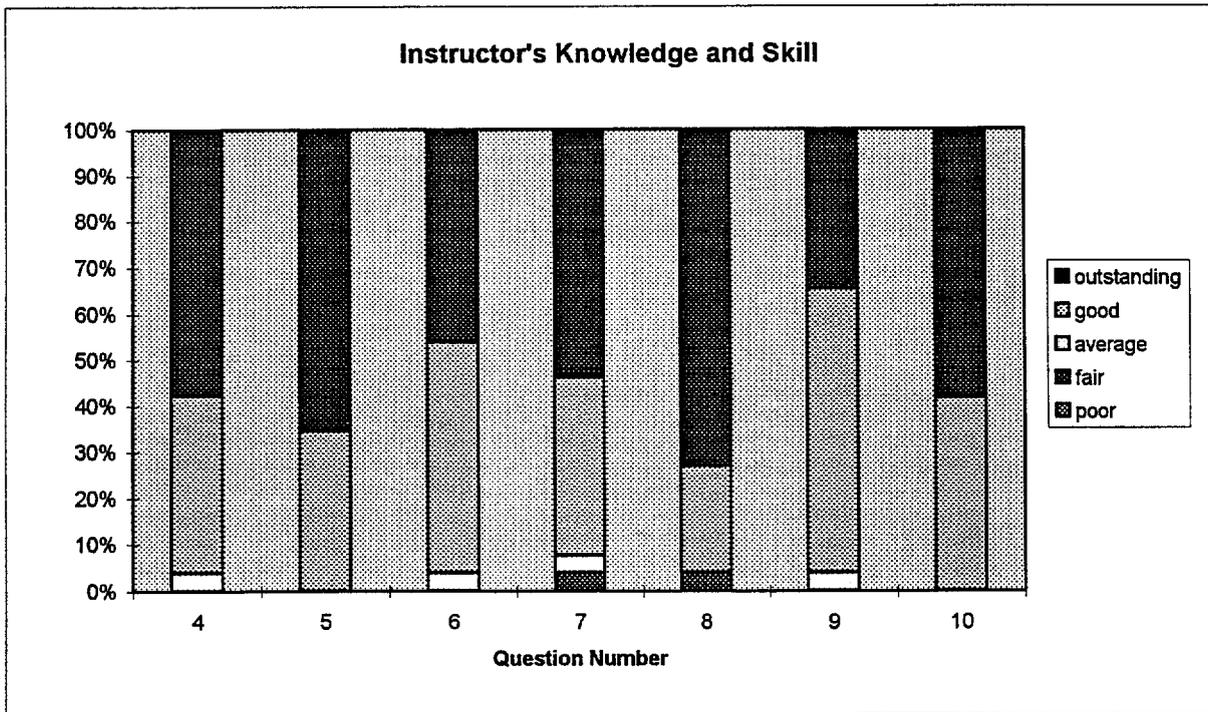
**Questions 1-3 relate to overall quality and relevance of module**

1. Overall Quality
2. Relevance of the module to my training objectives
3. Quality of training materials

# CyBMS IV Management Training Seminar 1996

## Section 2: Questions Relating to Instructor's Knowledge and Skill

Question #	# resp.	1		2		3		4		5		maans
		poor		fair		average		good		outstanding		
4	26	0	0%	0	0%	1	4%	10	38%	15	58%	4.54
5	26	0	0%	0	0%	0	0%	9	35%	17	65%	4.65
6	26	0	0%	0	0%	1	4%	13	50%	12	46%	4.42
7	26	0	0%	1	4%	1	4%	10	38%	14	54%	4.42
8	26	0	0%	1	4%	0	0%	6	23%	19	73%	4.65
9	26	0	0%	0	0%	1	4%	16	62%	9	35%	4.31
10	24	0	0%	0	0%	0	0%	10	42%	14	58%	4.58



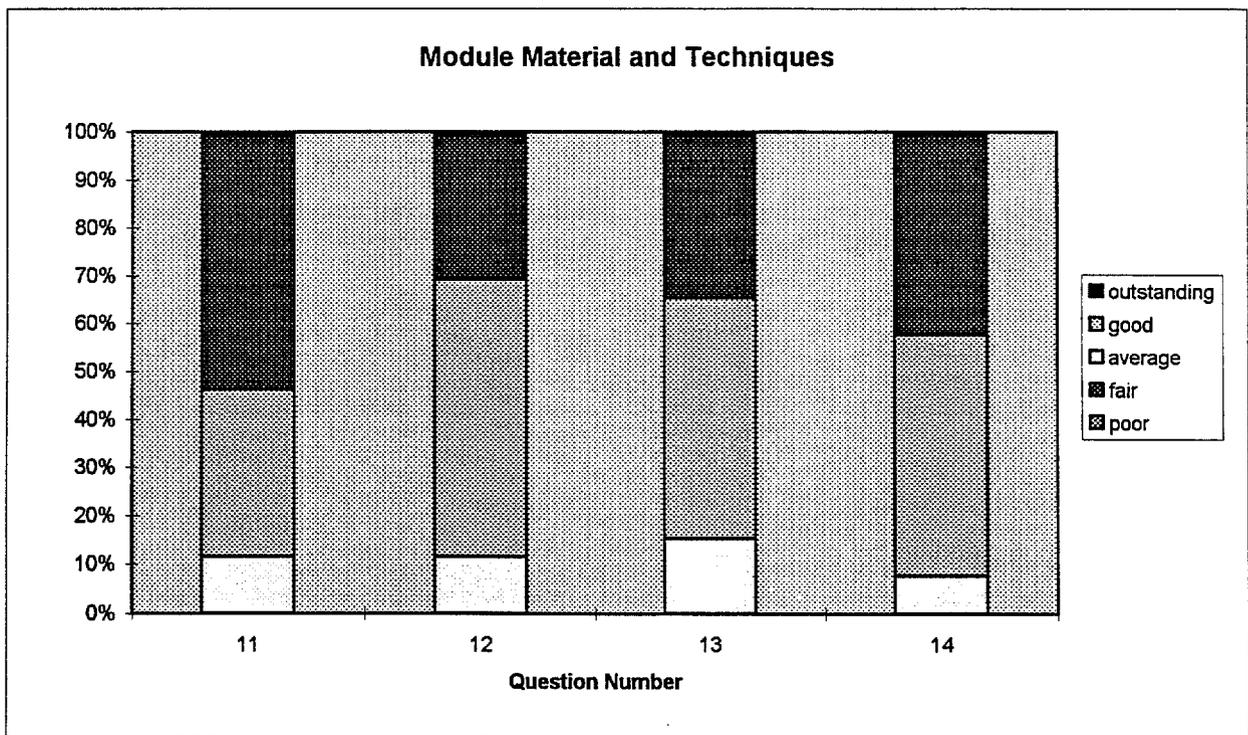
**Questions 4-10 relate to instructor's knowledge and skill**

4. Presentation of training objectives
5. Knowledge of the subject matter
6. Preparedness
7. Maintaining my interest
8. Listening & responding to participants
9. Coverage of training objectives
10. Summary of topic

# CyBMS IV Management Training Seminar 1996

## Section 3: Questions Relating to Module Material and Techniques

Question #	# resp.	1		2		3		4		5		means
		poor		fair		average		good		outstanding		
11	26	0	0%	0	0%	3	12%	9	35%	14	54%	4.42
12	26	0	0%	0	0%	3	12%	15	58%	8	31%	4.19
13	25	0	0%	0	0%	4	16%	13	52%	9	36%	4.36
14	26	0	0%	0	0%	2	8%	13	50%	11	42%	4.35



**Questions 11-14 relate to module material and techniques**

- 11. Group discussion
- 12. Visual Aids: overhead, flip chart, etc.
- 13. Training materials
- 14. Exercise, Case Study, Role Play

## CyBMS IV Management Training Seminar 1996

### General Comments:

The instructor's real-life experiences are much better than theories.

I am so satisfied I wish the time was not limited. (2)

Overall, everything was very good.

Time wasn't enough for case studies. (3)

The instructor's ability to establish connections between the subjects and my job was excellent.

Case studies of real life Cyprus situations would have helped.

I would like to attend future workshops/courses on subject.

More role playing/group exercises were needed.

More coverage of tools and techniques would be helpful.

The module was interesting and enjoyable - Short and Sweet!

There wasn't enough time for the subjects covered, the course should be more focused. (3)

Good examples, Very good group discussions and very good exercises.

# CyBMS IV Management Training Seminar 1996

**Module Evaluation:** Strategic Planning

**Instructor:** Yvan Porcheron

Low=1; High=5

	<i>Question</i>														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	
<i>Mean</i>	4.04	3.79	4.33	4.28	4.52	4.56	4.56	4.52	4.28	4.28	4.12	4.00	4.04	4.40	4.27
<i>Sum</i>	97	91	104	107	113	114	114	113	107	107	103	100	101	110	

**Questions 1-3 relate to overall quality and relevance of module**

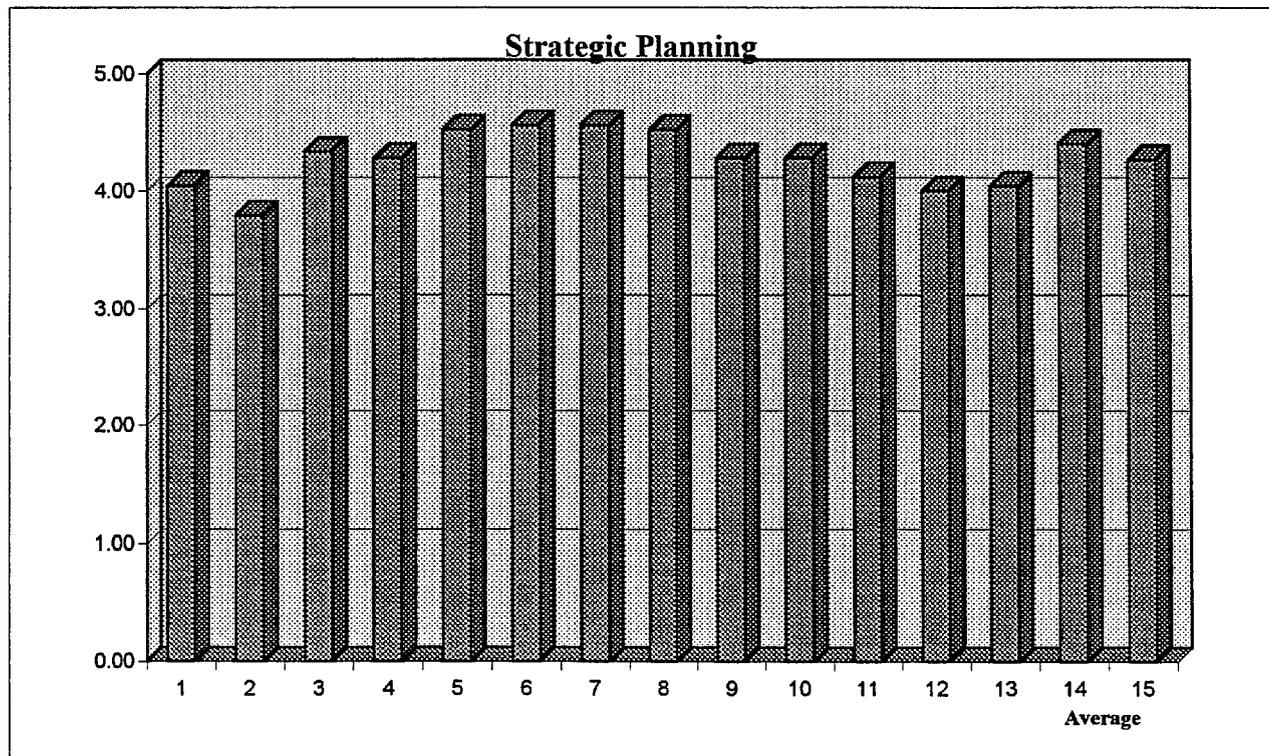
1. Overall Quality
2. Relevance of the module to my training objectives
3. Quality of training materials

**Questions 4-10 relate to instructor's knowledge and skill**

4. Presentation of training objectives
5. Knowledge of the subject matter
6. Preparedness
7. Maintaining my interest
8. Listening & responding to participants
9. Coverage of training objectives
10. Summary of topic

**Questions 11-14 relate to module material and techniques**

11. Group discussion
12. Visual Aids: overhead, flip chart, etc.
13. Training materials
14. Exercise, Case Study, Role Play

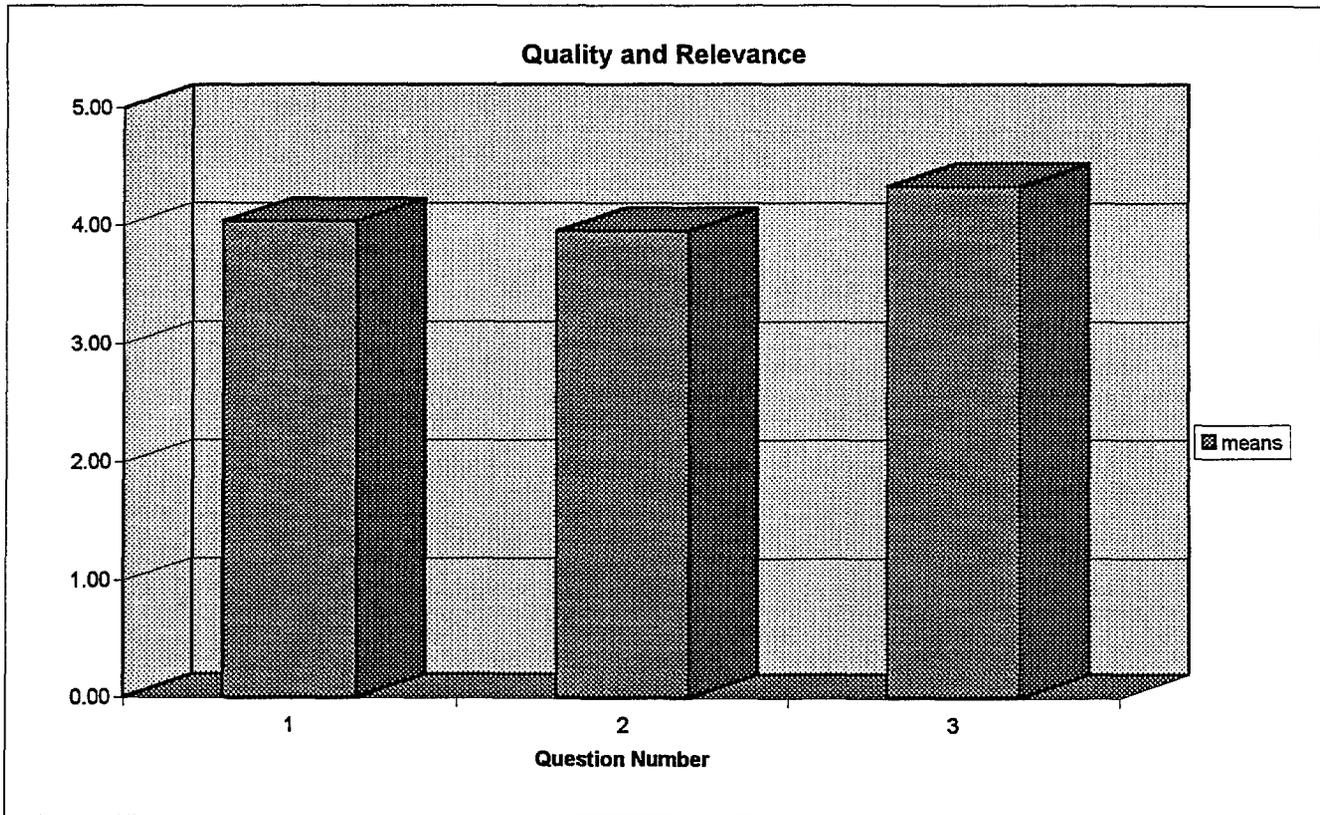


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# CyBMS IV Management Training Seminar 1996

## Section 1: Questions on Overall Quality and Relevance of Module

Question #	# resp.	1		2		3		4		5		Total	Mean
		poor	%	fair	%	average	%	good	%	outstanding	%		
1	24	0	0%	0	0%	0	0%	23	96%	1	4%	4104	4.04
2	24	0	0%	0	0%	7	29%	16	67%	2	8%	396	3.96
3	24	0	0%	0	0%	0	0%	16	67%	8	33%	438	4.38



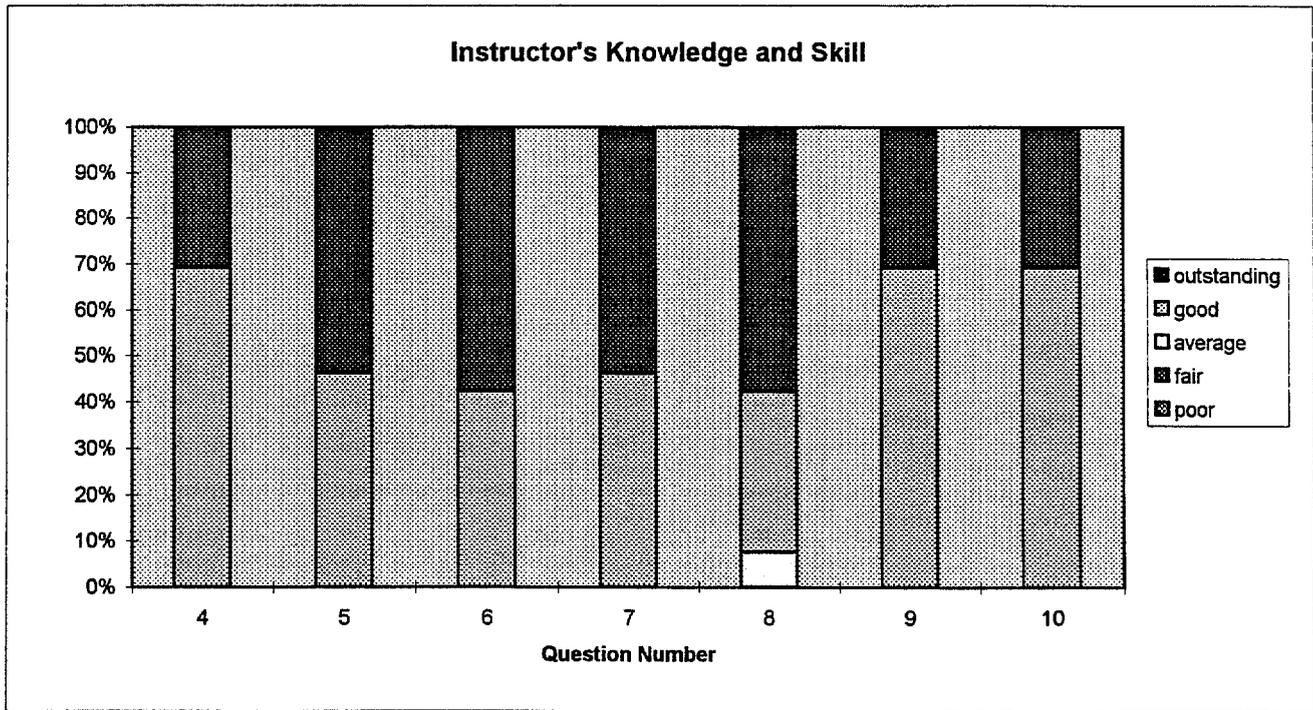
**Questions 1-3 relate to overall quality and relevance of module**

1. Overall Quality
2. Relevance of the module to my training objectives
3. Quality of training materials

# CyBMS IV Management Training Seminar 1996

## Section 2: Questions Relating to Instructor's Knowledge and Skill

Question #	# resp.	1		2		3		4		5		means
		poor	fair	average	good	outstanding						
4	26	0	0%	0	0%	0	0%	18	69%	8	31%	4.31
5	26	0	0%	0	0%	0	0%	12	46%	14	54%	4.54
6	26	0	0%	0	0%	0	0%	11	42%	15	58%	4.58
7	26	0	0%	0	0%	0	0%	12	46%	14	54%	4.54
8	26	0	0%	0	0%	2	8%	9	35%	15	58%	4.50
9	26	0	0%	0	0%	0	0%	18	69%	8	31%	4.31
10	26	0	0%	0	0%	0	0%	18	69%	8	31%	4.31



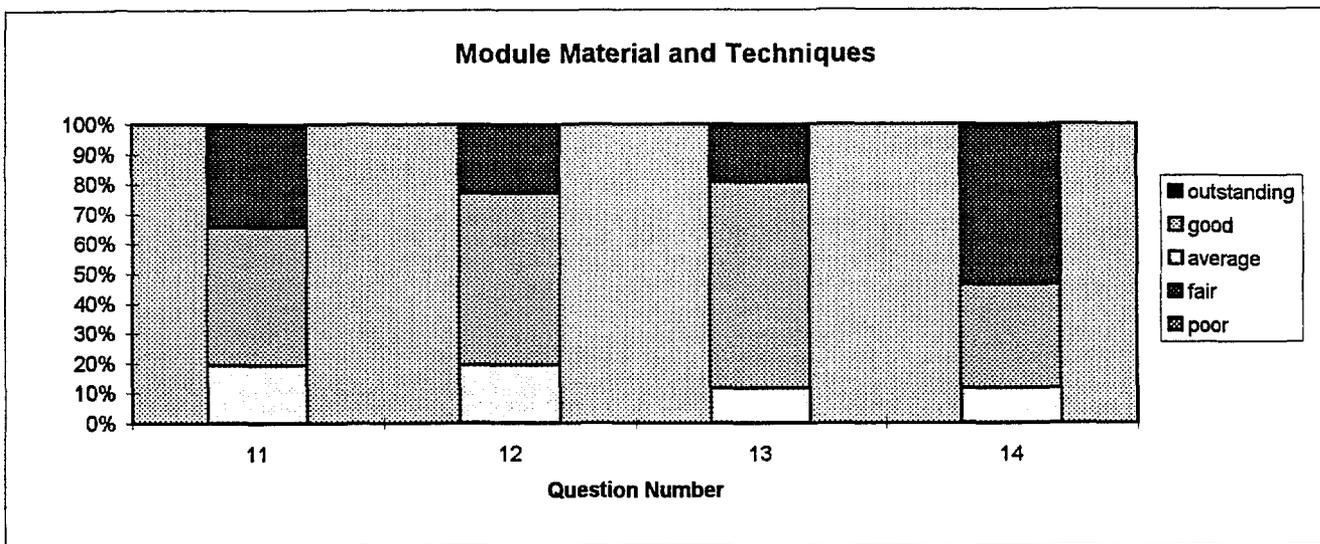
**Questions 4-10 relate to instructor's knowledge and skill**

4. Presentation of training objectives
5. Knowledge of the subject matter
6. Preparedness
7. Maintaining my interest
8. Listening & responding to participants
9. Coverage of training objectives
10. Summary of topic

# CyBMS IV Management Training Seminar 1996

## Section 3: Questions Relating to Module Material and Techniques

Question #	# resp.	1		2		3		4		5		means
		poor	poor	fair	fair	average	average	good	good	outstanding	outstanding	
11	26	0	0%	0	0%	5	19%	12	46%	9	35%	4.15
12	26	0	0%	0	0%	5	19%	15	58%	6	23%	4.04
13	26	0	0%	0	0%	3	12%	18	69%	5	19%	4.08
14	26	0	0%	0	0%	3	12%	9	35%	14	54%	4.42



**Questions 11-14 relate to module material and techniques**

- 11. Group discussion
- 12. Visual Aids: overhead, flip chart, etc.
- 13. Training materials
- 14. Exercise, Case Study, Role Play

**General Comments:**

Use of the workshops to assimilate the topics discussed was especially productive.  
 Overall a good module. (4)  
 Yvan is very able at simplifying the subjects and making them practical.  
 Additional examples would be useful. (2)  
 Yvan covered the main areas in the limited time available, and we were able to cover the rest in our own time.  
 A week for each module would have been better to achieve more group activities.  
 Participants should be encouraged to express themselves more.  
 Module was too theoretical and not applicable to real life.  
 Excellent tools, practical examples and group exercises, but using the same group and case study every time was unproductive.

# CyBMS- IV Management Training Seminar 1996

**Module Evaluation:**

**Investment Appraisal**

**Instructor:**

**Rajaona Andriamananyara**

Low=1; High=5

<i>Question</i>	1	2	3	4	5	6	7	8	9	10	11	12	13	14	
<i>Mean</i>	4.17	3.92	4.42	4.42	4.58	4.50	4.17	4.45	4.33	4.25	4.17	4.08	4.27	4.42	4.30
<i>Sum</i>	50	47	53	53	55	54	50	49	52	51	50	49	47	53	

**Questions 1-3 relate to overall quality and relevance of module**

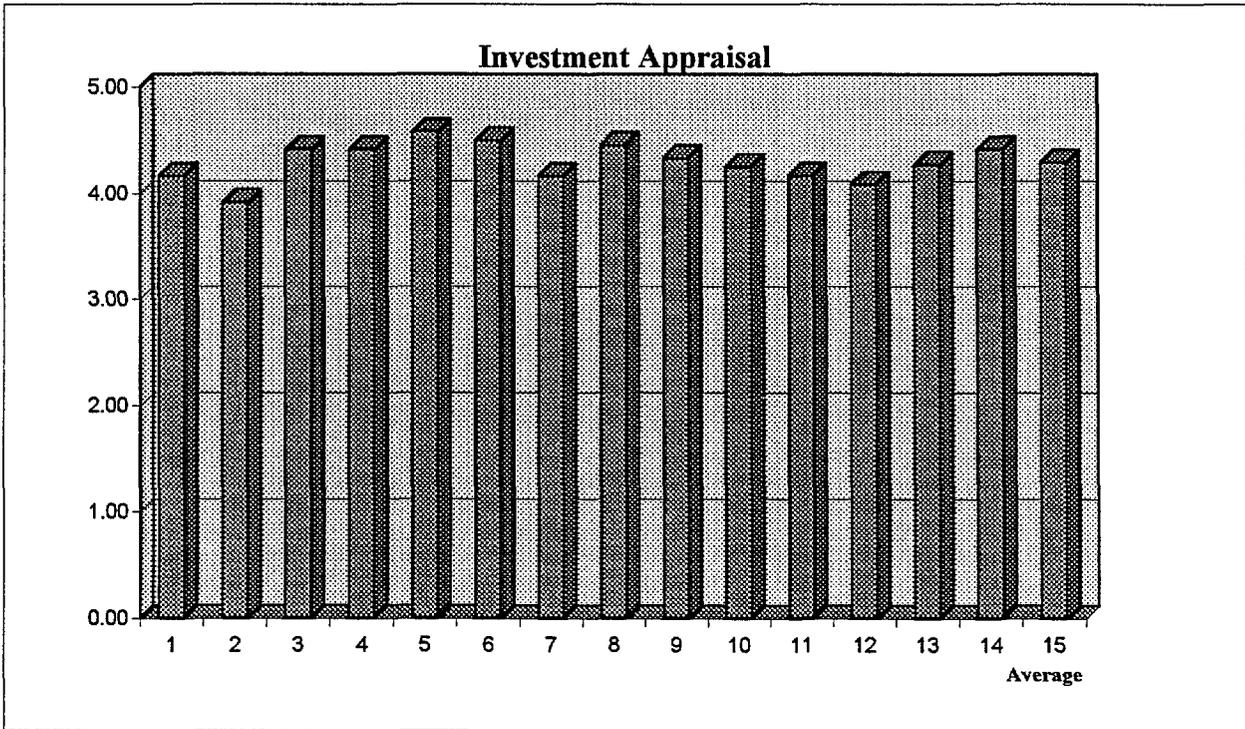
1. Overall Quality
2. Relevance of the module to my training objectives
3. Quality of training materials

**Questions 4-10 relate to instructor's knowledge and skill**

4. Presentation of training objectives
5. Knowledge of the subject matter
6. Preparedness
7. Maintaining my interest
8. Listening & responding to participants
9. Coverage of training objectives
10. Summary of topic

**Questions 11-14 relate to module material and techniques**

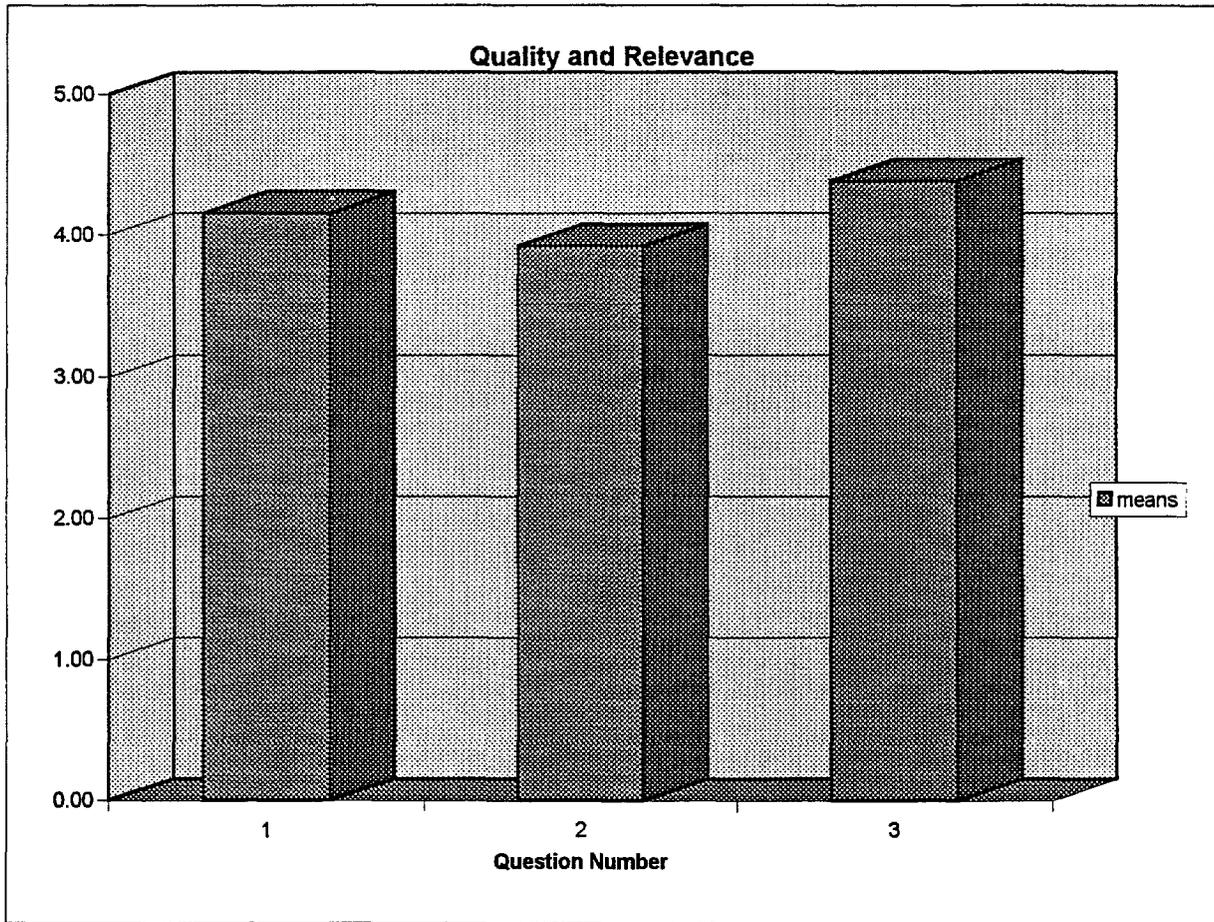
11. Group discussion
12. Visual Aids: overhead, flip chart, etc.
13. Training materials
14. Exercise, Case Study, Role Play



**Section 1: Questions on Overall Quality and Relevance of Module**

# CyBMS- IV Management Training Seminar 1996

Question #	# resp.	1		2		3		4		5		means
		poor		fair		average		good		outstanding		
1	13	0	0%	0	0%	0	0%	11	85%	2	15%	4.15
2	13	0	0%	0	0%	2	15%	10	77%	1	8%	3.92
3	13	0	0%	0	0%	0	0%	8	62%	5	38%	4.38



**Questions 1-3 relate to overall quality and relevance of module**

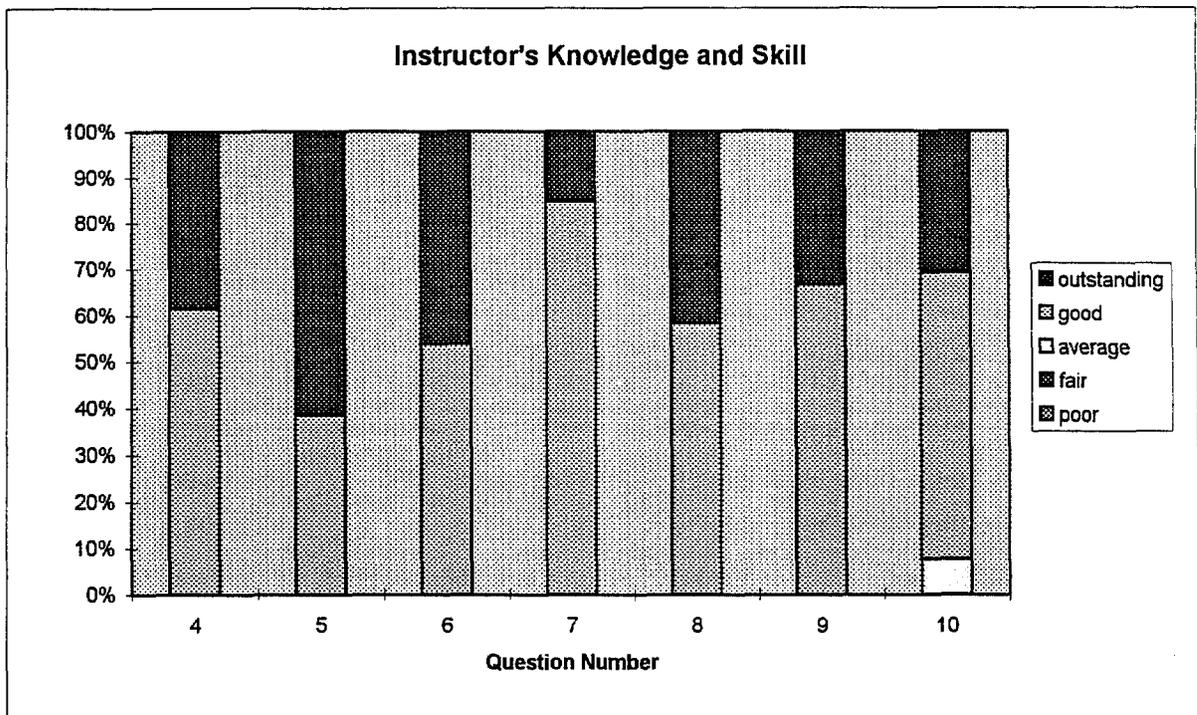
1. Overall Quality
2. Relevance of the module to my training objectives
3. Quality of training materials

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# CyBMS- IV Management Training Seminar 1996

## Section 2: Questions Relating to Instructor's Knowledge and Skill

Question #	# resp.	1		2		3		4		5		means
		poor		fair		average		good		outstanding		
4	13	0	0%	0	0%	0	0%	8	62%	5	38%	4.38
5	13	0	0%	0	0%	0	0%	5	38%	8	62%	4.62
6	13	0	0%	0	0%	0	0%	7	54%	6	46%	4.46
7	13	0	0%	0	0%	0	0%	11	85%	2	15%	4.15
8	12	0	0%	0	0%	0	0%	7	58%	5	42%	4.42
9	13	0	0%	0	0%	0	0%	8	62%	4	31%	4.00
10	13	0	0%	0	0%	1	8%	8	62%	4	31%	4.23



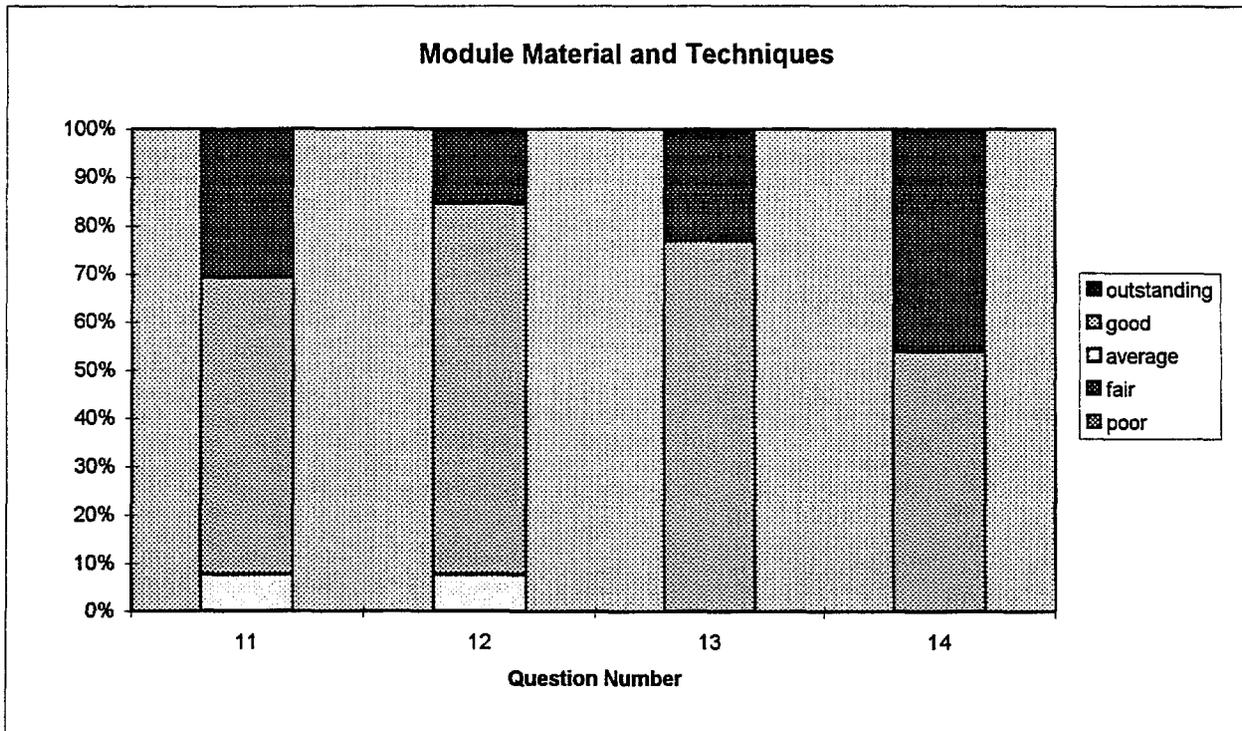
**Questions 4-10 relate to instructor's knowledge and skill**

4. Presentation of training objectives
5. Knowledge of the subject matter
6. Preparedness
7. Maintaining my interest
8. Listening & responding to participants
9. Coverage of training objectives
10. Summary of topic

# CyBMS- IV Management Training Seminar 1996

## Section 3: Questions Relating to Module Material and Techniques

Question #	# resp.	1		2		3		4		5		means
		poor		fair		average		good		outstanding		
11	13	0	0%	0	0%	1	8%	8	62%	4	31%	4.23
12	13	0	0%	0	0%	1	8%	10	77%	2	15%	4.08
13	12	0	0%	0	0%	0	0%	10	83%	3	25%	4.58
14	13	0	0%	0	0%	0	0%	7	54%	6	46%	4.46



**Questions 11-14 relate to module material and techniques**

- 11. Group discussion
- 12. Visual Aids: overhead, flip chart, etc.
- 13. Training materials
- 14. Exercise, Case Study, Role Play

**General Comments:**

The group work was very good.  
 Too much time was spent on the computers, more material could have been covered.  
 Would have preferred more time looking at basic tools.

# CyBMS IV Management Training Seminar 1996

**Module Evaluation:** Marketing  
**Instructor:** Dr. Charles Popovich

Low=1; High=5

Question	1	2	3	4	5	6	7	8	9	10	11	12	13	14	
<i>Mean</i>	4.67	4.56	4.56	4.91	5.00	4.90	5.00	4.91	4.82	4.82	4.45	4.27	4.55	4.73	4.72
<i>Sum</i>	42	41	41	54	55	49	55	54	53	53	49	47	50	52	

**Questions 1-3 relate to overall quality and relevance of module**

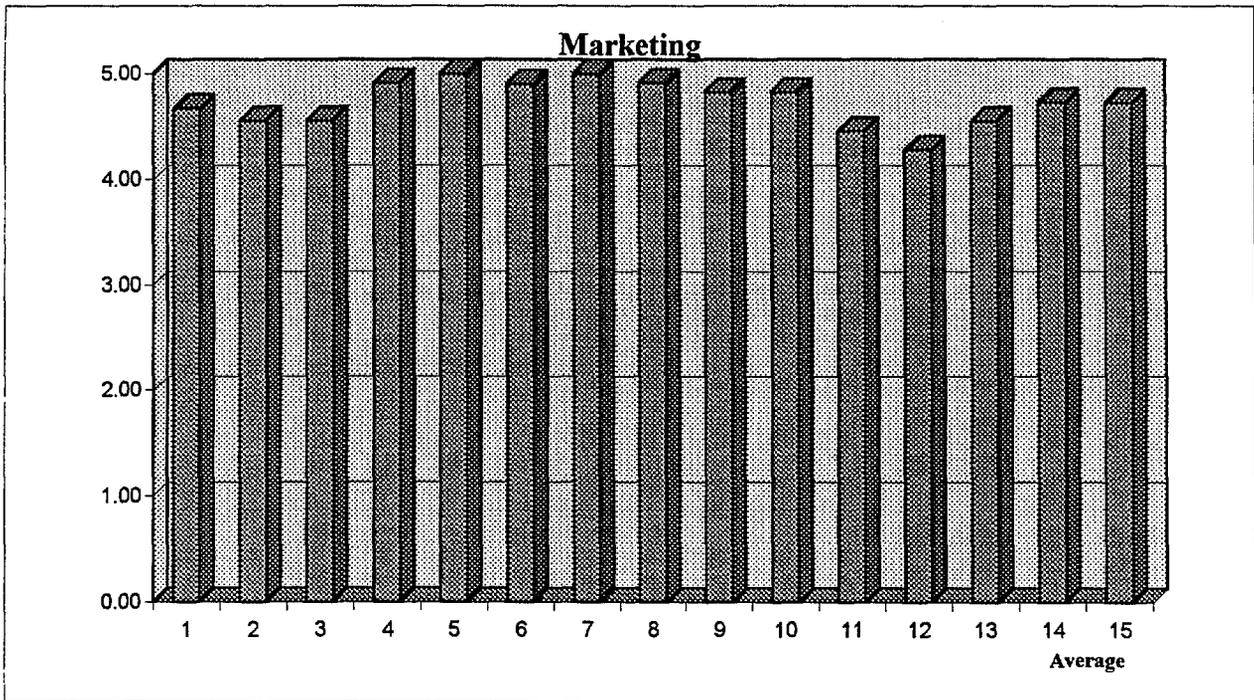
1. Overall Quality
2. Relevance of the module to my training objectives
3. Quality of training materials

**Questions 4-10 relate to instructor's knowledge and skill**

4. Presentation of training objectives
5. Knowledge of the subject matter
6. Preparedness
7. Maintaining my interest
8. Listening & responding to participants
9. Coverage of training objectives
10. Summary of topic

**Questions 11-14 relate to module material and techniques**

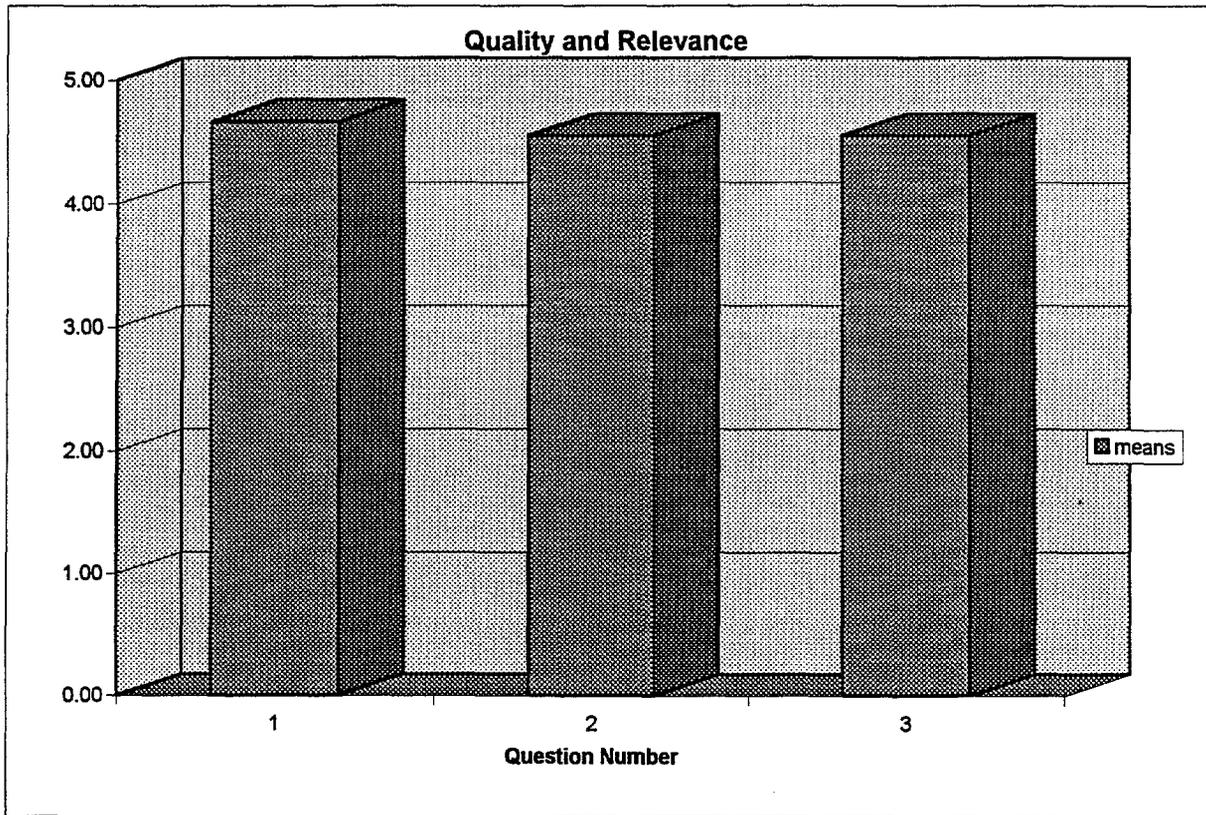
11. Group discussion
12. Visual Aids: overhead, flip chart, etc.
13. Training materials
14. Exercise, Case Study, Role Play



# CyBMS IV Management Training Seminar 1996

## Section 1: Questions on Overall Quality and Relevance of Module

Question #	# resp.	1		2		3		4		5		means
		poor		fair		average		good		outstanding		
1	9	0	0%	0	0%	0	0%	3	33%	6	67%	4.67
2	9	0	0%	0	0%	0	0%	4	44%	5	56%	4.56
3	9	0	0%	0	0%	0	0%	4	44%	5	56%	4.56



**Questions 1-3 relate to overall quality and relevance of module**

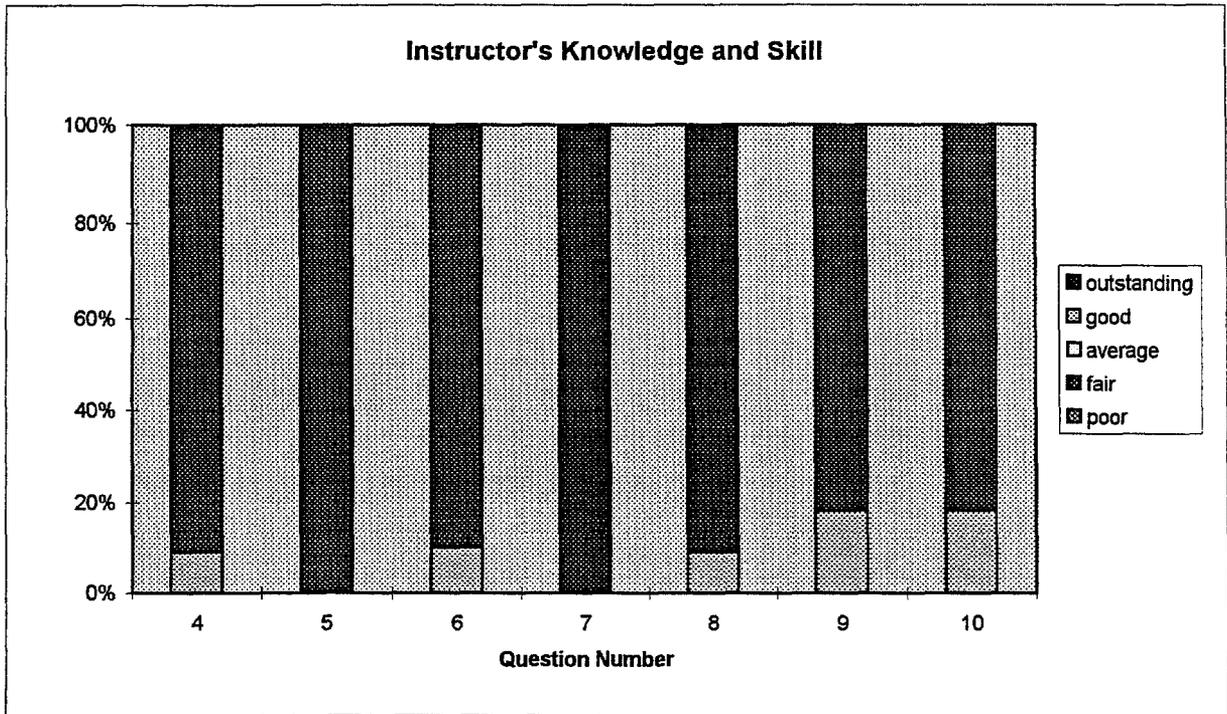
1. Overall Quality
2. Relevance of the module to my training objectives
3. Quality of training materials

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# CyBMS IV Management Training Seminar 1996

## Section 2: Questions Relating to Instructor's Knowledge and Skill

Question #	# resp.	1		2		3		4		5		means
		poor		fair		average		good		outstanding		
4	11	0	0%	0	0%	0	0%	1	9%	10	91%	4.91
5	11	0	0%	0	0%	0	0%	0	0%	11	100%	5.00
6	10	0	0%	0	0%	0	0%	1	10%	9	90%	4.90
7	11	0	0%	0	0%	0	0%	0	0%	11	100%	5.00
8	11	0	0%	0	0%	0	0%	1	9%	10	91%	4.91
9	11	0	0%	0	0%	0	0%	2	18%	9	82%	4.82
10	11	0	0%	0	0%	0	0%	2	18%	9	82%	4.82



**Questions 4-10 relate to instructor's knowledge and skill**

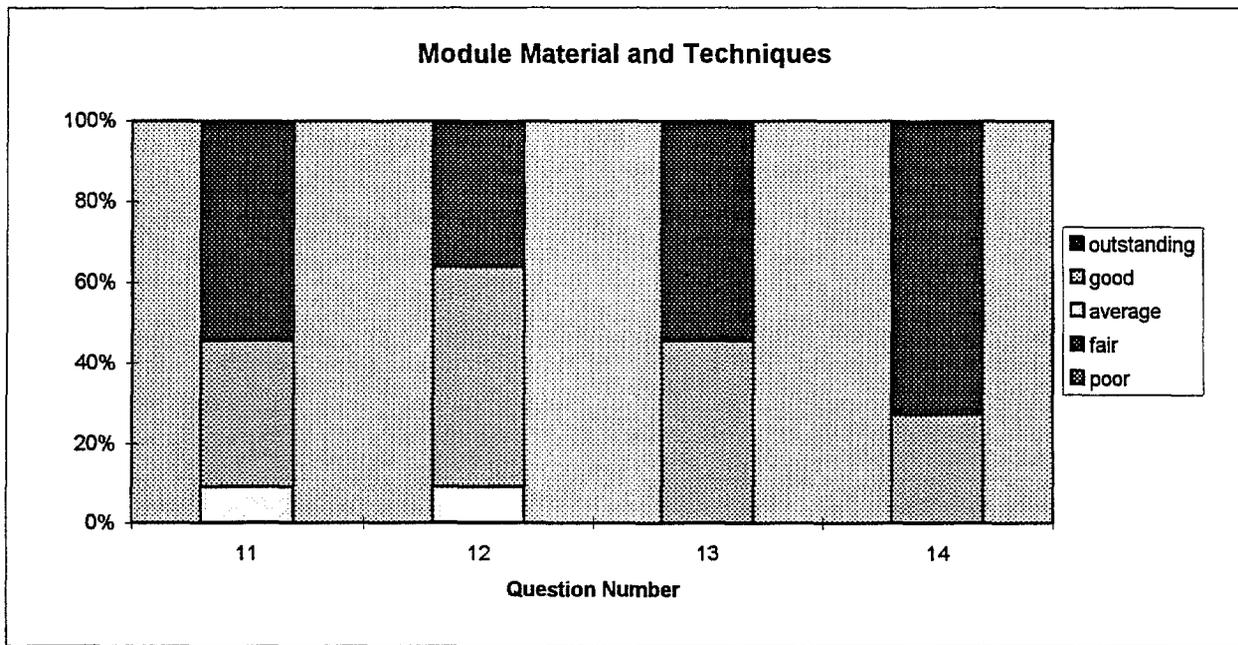
- 4. Presentation of training objectives
- 5. Knowledge of the subject matter
- 6. Preparedness
- 7. Maintaining my interest
- 8. Listening & responding to participants
- 9. Coverage of training objectives
- 10. Summary of topic

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# CyBMS IV Management Training Seminar 1996

## Section 3: Questions Relating to Module Material and Techniques

Question #	# resp.	1		2		3		4		5		means
		poor		fair		average		good		outstanding		
11	11	0	0%	0	0%	1	9%	4	36%	6	55%	4.45
12	11	0	0%	0	0%	1	9%	6	55%	4	36%	4.27
13	11	0	0%	0	0%	0	0%	5	45%	6	55%	4.55
14	11	0	0%	0	0%	0	0%	3	27%	8	73%	4.73



**Questions 11-14 relate to module material and techniques**

- 11. Group discussion
- 12. Visual Aids: overhead, flip chart, etc.
- 13. Training materials
- 14. Exercise, Case Study, Role Play

**General Comments:**

Instructor uses life experiences in the right places, he gets through to people.  
 Marketing is not directly related to my job but I found this course very interesting.  
 We learned a lot of techniques to use in our careers and our lives.  
 The tools I got will help me in my later career.  
 We enjoyed the psychological effects of human beings involved in marketing.  
 Excellent instructor but the module was too short.

# **FINAL EVALUATION**

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# CyBMS-Management Training Seminar IV 1996

## Final Evaluation Summary

### SECTION 1: PROGRAM CONTENT

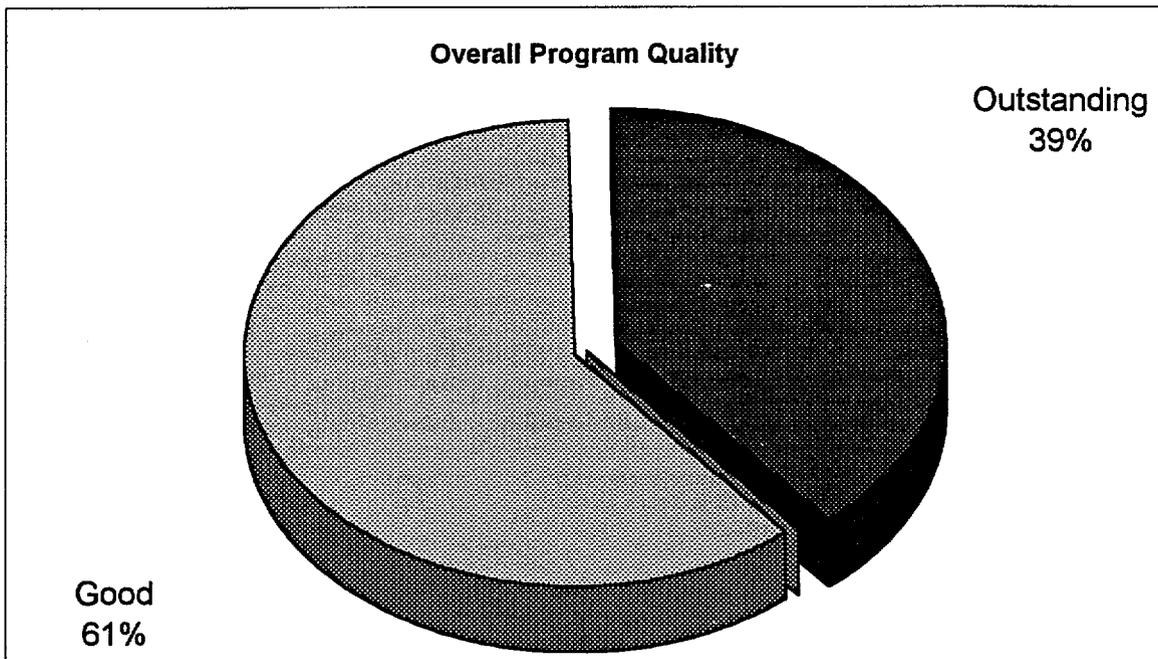
#### Question/Topic

**A. Overall Quality of Seminar**

**B. Duration of Seminar**

**C. Inter-relatedness of topics**

Total	1		2		3		4		5			
Response	Poor		Fair		Average		Good		Outstanding		Means	
<b>A</b>	23	0	0%	0	0%	0	0%	14	61%	9	39%	4.39
<b>B</b>	23	0	0%	2	9%	7	30%	11	48%	3	13%	3.65
<b>C</b>	23	0	0%	0	0%	0	0%	17	74%	6	26%	4.26



#### **Summary**

Every participant involved thought the program's quality was "Good" or "Outstanding". The perception of overwhelming satisfaction with the program is enhanced in the comments section where the quality of the instructors was commended and a significant number of participants indicated that they would have appreciated a significantly longer program. Participants had clearly diverging opinions on the use of computers through the program; among those who were computer-orientated - there was a keen interest in the internet. The statistics indicate that the topics were extremely well related and the comments appear to back up this conclusion.

### **1. General Comments**

- \* Would like more time spent on basic tools section - would help with specialization modules later.
- \* The instructors were outstanding (2).
- \* Would like more time on case analysis.
- \* More tuition is necessary.
- \* The syllabus should contain more examples for future reference.
- \* Program should last longer (5).
- \* The quality of the program was excellent (2).
- \* Would like a day in the middle of the course free so that participants could attend their businesses.
- \* Would prefer a program outside of Cyprus in order to concentrate better.
- \* There was a bit of overlap between the two core modules.

### **2. What topics do you recommend adding to the Program?**

- \* Computer and internet training (5).
- \* Software programs useful for analyzing and implementing strategic planning and marketing management.
- \* Syllabus should contain worked examples for future reference.
- \* More time is needed for Strategic Planning and Operations Management to cover in more detail.
- \* Techniques and procedures for implementing re-engineering and restructuring.
- \* Quantitative Methods to be taught by a local facilitator (I volunteer).
- \* Management tools and marketing research (2).
- \* Would like degree programs: MBA or Ph.D.
- \* More case studies.

### **3. What topics do you recommend deleting from the Program?**

- \* Basic stuff like SWOT analysis, or new scientific techniques.

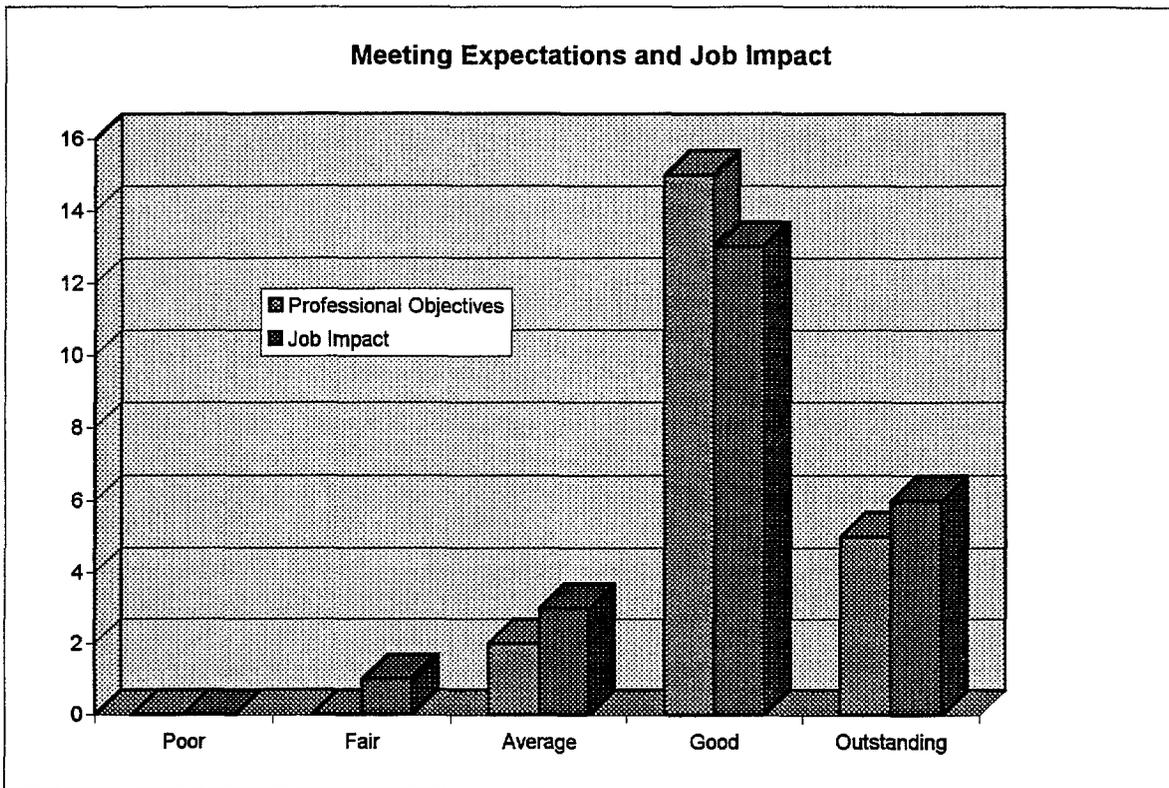
## SECTION 2: IMPACT ON YOUR JOB PERFORMANCE

### Question/Topic

**D. Program met my professional objectives as outlined during the Transfer of Training session**

**E. Program will have an impact on my job performance**

Total	1		2		3		4		5			
Response	Poor		Fair		Average		Good		Outstanding		Means	
<b>D</b>	22	0	0%	0	0%	2	9%	15	68%	5	23%	4.14
<b>E</b>	23	0	0%	1	4%	3	13%	13	57%	6	26%	4.04



### Summary

The program appears to have met participants goals well, with more than 90% rating that aspect as "Good" or "Outstanding". In terms of how the program would impact their jobs, there seems to be slightly lower expectations but a still impressive 83% at the "Good" or "Outstanding" level. Comments indicate that the Investment Appraisal section would be most useful for their type of work, although communications was mentioned several times as well.

**Comments on Section 2: Impact on Your Job Performance**

- \* Program will be useful in supervision of the private banks
- \* Techniques learned will aid in the international communications for our supply department
- \* Strategic Planning and Marketing of Services are very important fields for my work
- \* The program met expectations
- \* Will make special use of the software tools and techniques
- \* Program will help to improve organizational communication
- \* Investment Appraisal was the most useful (3)
- \* Was able to both update level of management skills and enhance bicommmunal relations
- \* Several concepts were not applicable to real life
- \* Program enhanced SWOT analysis and communication - will make the company a better competitor

at

## SECTION 3: PROGRAM ADMINISTRATION

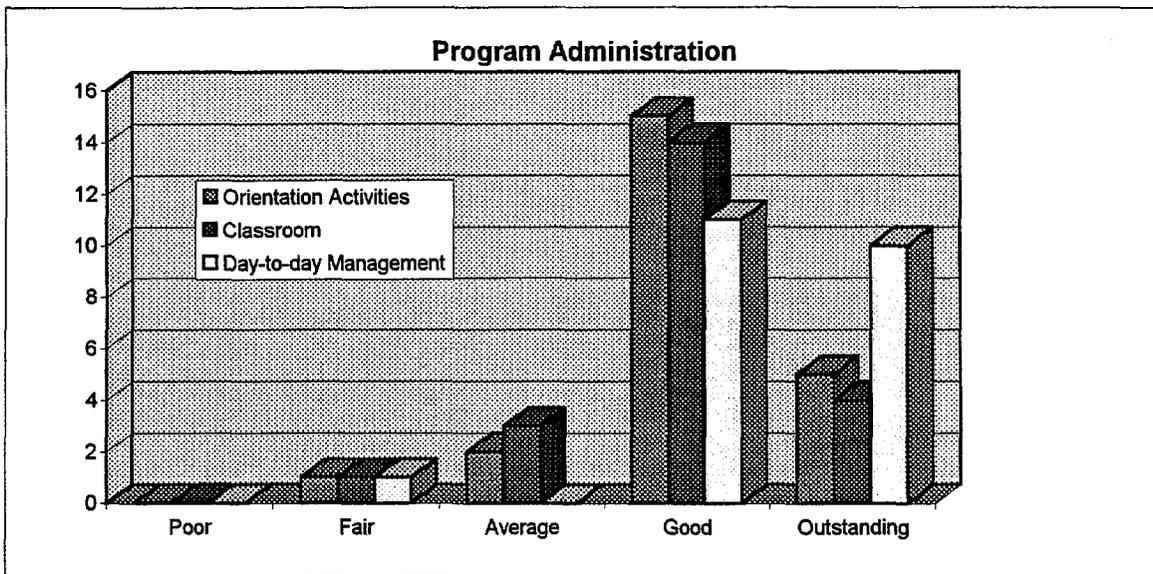
### Question/Topic

F. Orientation Activities

G. Classroom

H. Day-to-day Management

	Total Response	1		2		3		4		5		Means
		Poor	%	Fair	%	Average	%	Good	%	Outstanding	%	
<b>F</b>	23	0	0%	1	4%	2	9%	15	65%	5	22%	4.04
<b>G</b>	22	0	0%	1	5%	3	14%	14	64%	4	18%	3.95
<b>H</b>	22	0	0%	1	5%	0	0%	11	50%	10	45%	4.36



### Summary

Although all aspects of Program Administration received excellent marks from the participants, "Day-to-day" management received an remarkable 95% "Good" or "Outstanding" rating, with almost half the participants choosing "Outstanding". Lowest regard was saved for the "Classroom" which still managed a 72% rating of "Good" or better. Several comments related to seminar materials - participants were concerned that they received the material late or that it was not comprehensive.

### Comments on Program Administration

- \* Everything was very good or excellent (3)
- \* Course details should be made available earlier (2)
- \* Use Saturday as an extra day or for socializing
- \* Did not receive all of the necessary information prior to the seminar (2)
- \* Layout of chairs and tables could be improved for Audiovisual presentations
- \* A dictionary would have been helpful, some of the words used were difficult. It should be made clear that people can ask the meaning of words.
- \* Time could have been used better

## SECTION 4: GENERAL COMMENTS & RECOMMENDATIONS

### Summary

The trainers received the lion's share of praise in the General Comments section. The materials were also appreciated, and the participants especially gained from group work activities. Suggestions for future programs include a request for Conflict Resolution to be taught, more case focus on Cyprus, and a longer program.

### Strong points:

- \* Trainers were experienced and from reputable management schools (3)
- \* Trainers were excellent (3)
- \* Participants were highly qualified and open to sharing experiences
- \* Learned an enormous amount of information on the subjects
- \* Good variety, interesting topics, lively teachers
- \* Group work was valuable (4)
- \* Using software in the seminar was helpful
- \* Daily temps were a good idea
- \* Material was well organized and presented (4)
- \* Liked the idea of follow-up
- \* Program was well designed and organized
- \* Bi-communal groups cooperating creatively
- \* Using computers
- \* Use of real life problems, and discussion of solutions
- \* Product Life Analysis and Marketing Mix

### Improvements:

- \* Include conflict Resolution programs
- \* Include visits to both sides of the island
- \* In Investment Appraisal there was no need to use PCs in all details of the course, time was wasted because most people were unfamiliar with the program
- \* More workshops
- \* Organizers should get individual objectives ahead of time and modify seminar to address these concerns
- \* Include case studies which apply to Cyprus (3)
- \* More practical training including group discussions, presentations, and sharing of experiences (2)
- \* Supervision by IMDI consultants of implementation of techniques in participant work places
- \* Program should be longer and more comprehensive (2)
- \* Need a Quantitative Methods section - perhaps taught by a local such as myself
- \* The program was divided into two distinct groups: Government & Big Organization, and Private Sector. Future programs should focus on one or the other since their needs are very different

# **APPENDIX D**

## **PARTICIPANTS' ACTION PLANS**

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### BUILDING AN ACTION PLAN

Obj.: Improve electricity connection service from 2 months to 2 weeks by March 1997.

ACTIVITIES	RESOURCES	PEOPLE RESPONSIBLE	SCHEDULE	CRITERIA FOR EVALUATION
Filing Performance Sheets	Forms	Foreman	1st Nov. 1996 weekly	# cases/week
Group discussions	rooms + time	Engineer	1st Nov 1996 monthly	react + coop
Incentives	bonus scheme	Management	end of 1997 1st Jan 1997	meet. target
Delegation of responsibility to electrical cont.	elect. cont	Management	immediately	response
prepare software programme	Information Technology Department	I.T manager	1st Nov 1996 1 month	applicability
reduce paperwork	New ideas by Brainstorming	Engineer	1st Nov 1996 2 months	shorter time for processing
Improve stock mon. system	- comp. prog. - report	I.T. Department stock. attend.	1st Nov 1996 every 2 weeks	critical stock
Improve relations with Unions	meetings with union represent	Local mg.	1st of Nov 1996 within 1st months	resolving problems

### Force Field

- \* available staff
- \* " equip
- \* dev. of software
- \* management support

- \* resistance to change
- \* electrical contract. contr.
- \* shortage of stock

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## BUILDING AN ACTION PLAN

ACTIVITIES	RESOURCES	PEOPLE RESPONSIBLE	SCHEDULE	CRITERIA FOR EVALUATION
GROUP MEETING	VENUE & SET TIME	HUMAN RESOURCES MANAGER	FRIDAY - MANAGER MONDAY - MANAGER EROC MANAGER	Agenda minutes Meeting Temp Sheet
PURCHASE & TRAINING OF COMMS SOFTWARE	MONEY	EDP MANAGER	Purchase (1 month) Training (2 months)	USERS REPORT
MORE SPECIFIC JOB DESCR	Time & MATERIAL	Personel Manager	2 months	PUBLICATION OF JOB DESC
APPOINT COORDINATOR (P.R.)				

**GROUP MEMBERS:**

- Tastan Altuner
- Cemile Senkalp
- Datag Tufekcioglu
- Andreas Christofides
- Alkisti's Karayianni
- Eregony maliotis
- Michalis Avraam

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Objective: Increase sales of Yamaha Musical Instruments by 20% in six months time

- +ve Forces :
1. ~~8~~ Well Known Brand Name
  2. Very good quality
  3. After sales service
  4. Competent Importer
  5. Wide spectrum of musical instruments and equipment
  6. Well laid <sup>out</sup> ~~down~~ showroom
  7. ~~Reputable~~ <sup>Reputable</sup> Dealers
  8. ~~8~~ Long Term Credit Availability

- ve Forces
1. High prices compared with competitors
  2. Small market
  3. Low buying power from people
  4. Inflation (Increasing) high interest rates
  5. Competitors
  6. Fake Yamaha imports
  7. Cultural ~~preferences~~ priorities
  8. Political Instability
  9. Long delivery time from manufacturer

Forces We can Influence:

- Increase market by exporting abroad
- Start advertising
- Getting registered in government ministry for eliminating fake imports

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Activities	Resources	Responsible people	Timetable	Evaluation
Advertising	\$, Newspapers & Television Advertising Material	Manager and Advertising people in Japan	Twice a week for <del>one</del> <sup>one</sup> month	Increase in Sales Customer Inquiries
Export Abroad	Market Research Abroad, Establish contacts, <del>visit</del> through exhibitions in foreign countries Participate in Exhibitions	Manager	Visit exhibitions every 2 months	Volume of Sales per month
Informing Foreign Chamber of Commerce	Get info Addresses Names	Manager	Immediately	Export levels

- Deruish Yashar
- Ms Cinar Hamide
- Chrys. Hadjiannou
- Mehmet Hasguler
- Ms Öneri Füsün
- Ms Ataner Gönül

- UNSAL + NICHOLAS + GULDEN - SALIH CELIKER  
 ÖZBILENLER STYLANIDES PLUMER

- OBJECTIVE - To increase <sup>the unit</sup> Sales <sup>of products</sup> By 10% by 1st May 1997.

- SWOT ANALYSIS:

+	-
<ul style="list-style-type: none"> <li>- Good Sales force</li> <li>- Trained Personnel</li> <li>- Well known Brands</li> <li>- Presentable Showrooms and Offices</li> <li>- Good Support from Suppliers</li> </ul>	<ul style="list-style-type: none"> <li>- Newly Introduced Products</li> <li>- Competitors</li> <li>- financial Problems / Budgets</li> <li>- Good Policies</li> </ul>

Activity	Resources	Person Responsible	Schedule	Criteria
Advertising	<ul style="list-style-type: none"> <li>Communication Media</li> <li>Money / Budget</li> <li>Point of Sale Material</li> </ul>	<ul style="list-style-type: none"> <li>Director</li> <li>Advertising Co.</li> </ul>	60 Days	Actual Sales <ul style="list-style-type: none"> <li>- No. of returns on TV Com</li> <li>- return on Shows organiz</li> <li>- No. of Adv. events</li> <li>- Questionnaire on Adver</li> </ul>
Improvement of Sales force	<ul style="list-style-type: none"> <li>- Delivery Vans</li> <li>- Equipment</li> <li>- Training Material</li> <li>- Training of Sales Personnel</li> </ul>	Sales Manager	7 Days	Written tests to Salesman