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Administration of Justice Support Project

Contract # 263-C-00-95-00134-00

Title: General Management Program

Date: March, April, May, July, August, September 2002

Author: Career Development Consultations Academy (CDC)/DT2

Contractor: AMIDEAST

Contents:
a. Office Management & Communication Skills for NCC & ISC (Eng)
b. The Skills of Highly Effective Managers for ISC (Eng. & Arabic)

3.5.1.15a

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OFFICE MANAGEMENT & COMMUNICATION SKILLS

A training program designed and conducted for

North Cairo Court of First Instance

Egypt

26- 27 March, 30 – 31 March, 01 April, 2002

IIE / DT2 Purchase Order No. 542

Off-the-Shelf Judicial Information Center – Organizational Development

(JIC-OD) Training Program

END OF TRAINING REPORT

22 April, 2002

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OFFICE MANAGEMENT & COMMUNICATION SKILLS

INTRODUCTION

The Administration of Justice Support (AOJS) Project is a USAID Eygpt-funded activity which , in collaboration with the Egyptian Ministry of Justice (MOJ) and with USAID designs and implements its technical assistance and training activities to assist the MOJ in accomplishing strategic objectives for judicial and civil court administration reform. The Judicial Information Center (JIC) is one of AOJSs key partner institutions that has been designated as responsible for implementing and managing IT systems and for developing software for the Ministry and various courts throughout Egypt. JIC staff need to enhance their management skills in order to handle their technical, administrative, and logistical responsibilities more efficiently and effectively.

PURPOSE OF THE TRAINING PROGRAM:

The purpose of the **Office Management & Communication Skills** training program is to empower participants with the knowledge, skills and attitudes required for managing office information systems, handling office manuals and procedure documents, motivating and supervising office staff.

COURSE OUTLINE:

- Identifying the process of office management:
  - Managing office services
  - Applying managerial functions to office activities
- Identifying the office manager's role in the support team
- Effective planning:
  - Handling appointments; taking notes; identifying and controlling time-wasters; setting priorities; preparing to-do lists
- Managing physical facilities
- Controlling office operations:
  - Applying procedures and methods and designing systems for office management
  - Identifying different filing systems
  - Identifying the advantages and disadvantages of different filing systems
  - Documenting and controlling records
  - Using computerized filing systems
- Managing communication using different business communication formats:
  - The business letter; the business report; the memo; the fax

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- Managing office computer systems
- Preparing office manuals
- Managing human resources:
  Motivating and supervising staff
- Projecting a professional image

TRAINING COURSE DURATION & DATES:

5 days as follows: 26- 27 March, 30 – 31 March, 01 April, 2002

DAILY SCHEDULE:

First Session:	9:30 a.m. – 11:30 a.m.
Coffee Break:	11:30 a.m. – 11:45 a.m.
Second Session:	11:45 a.m. – 1:15
Lunch Break:	1:15 a.m. – 1:30 a.m.
Third Session:	1:30 p.m. – 3:00 p.m.

VENUE

CDC Academy premises.

PARTICIPANTS

10 participants who are IT professionals and selected JIC staff members.

TRAINING METHODOLOGY:

The training program was designed to include interactive input sessions (IIS) and skill development sessions (SDS).

Interactive Input Sessions (IIS):
IIS were designed to empower participants with the **Knowledge** objectives of the Project Management training course and included:

- questioning to encourage evaluation and reflection
- elicitation to encourage exchange of ideas and thinking through of the issues presented

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Skill Development Sessions (SDS):
SDS were designed to empower participants with the **Skill** objectives of the Project Management training course and included:

- case studies
- role play
- questionnaires
- group work
- pair work
- problem solving
- feedback from group and pair work.

Audio Visual Aids:
The following audio visual aids were used throughout the training course: white board; flip chart ; handouts ; questionnaires / activity sheets and overhead transparencies.

TRAINING PROGRAM EVALUATION:

Level 1: Evaluation of Satisfaction

Level 1 evaluation was conducted by administering both the **IIE / DT2 Training Program Evaluation Form** and the **CDC Training Program Evaluation Form** to participants on the last day of the training program. Appendix 1 includes participants' responses to the CDC Training Program Evaluation Form. Participants' responses to the IIE / DT2 evaluation form will be sent to IIE at the end of the whole series of programs.

The following is an analysis of the Level 1 data obtained using the CDC evaluation instrument. The CDC Training Program Evaluation Form consisted of two types of items eliciting quantitative and qualitative data. There were 18 statements where participants were required to indicate the extent of their agreement with each statement using a 4-point rating scale as follows: 4 = strongly agree; 3=agree; 2=disagree and 1=strongly disagree. The quantitative items focused on 4 main areas:

- training methods and techniques
- program content and materials
- program administration
- the overall satisfaction

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The quantitative section also included 6 Yes / No questions related to support services (such as reservation of accommodation, ...) provided by CDC. Since CDC did not provide these services for this program, these items were not relevant to participants and they were not completed.

The qualitative items consisted of 4 open-ended questions as follows:

- What did you enjoy most in this program?
- What did you enjoy least in this program?
- In what ways do you think this program could be improved?
- What are your suggestions for additional topics for future programs?

The following table shows the quantitative results of participants' satisfaction with the training program. The data is reported in terms of the means (averages) of each item and frequency distribution of responses for each rating on the four-point rating scale used. In interpreting the data, a mean of 3.5 and higher indicates high satisfaction. A mean in the range of 2.5 – 3.4 indicates satisfaction and any mean less than 2.5 indicates dissatisfaction. A total of 9 participants evaluated the program.

On examining the means of each item in Table 1 below, it can be seen that all participants were extremely satisfied (mean of 3.9 or higher) with all aspects of the program. In fact, In fact, the mean rating of almost all the items (with the exception of 3 items) was 4.0. The statements regarding the chairs, temperature and cleanliness of the training room received a mean rating of 3.9. Nine participants strongly agreed that the chairs, temperature and cleanliness of the training room were good while one participant just agreed in each case.

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Table 1: Means & Frequency Distribution of Participants' Evaluation of Satisfaction

Items on the CDC Evaluation Instrument	Frequency Distribution				Mean
	4	3	2	1	
Training Methods & Techniques Trainer clearly explained objectives of program.	100%	--	--	--	4.0
Trainer had effective presentation skills.	100%	--	--	--	4.0
Trainers established rapport with participants.	100%	--	--	--	4.0
Trainer encouraged participation.	100%	--	--	--	4.0
Trainer answered questions satisfactorily.	100%	--	--	--	4.0
Trainer used time well.	100%	--	--	--	4.0
Trainer used stimulating activities.	100%	--	--	--	4.0
Trainer used sufficient activities to practice skills taught.	100%	--	--	--	4.0
Program Content and Materials Content was appropriate.	100%	--	--	--	4.0
Instructional materials were sufficient.	100%	--	--	--	4.0
Quality of materials was good.	100%	--	--	--	4.0
Program Administration Training room comfortable in terms of: Lighting	100%	--	--	--	4.0
Chairs	89%	11%	--	--	3.9
Temperature	89%	11%	--	--	3.9
Noise	100%	--	--	--	4.0
Cleanliness	89%	11%	--	--	3.9
Good quality services during breaks.	100%	--	--	--	4.0
Overall Evaluation Overall satisfaction with program	100%	--	--	--	4.0

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Qualitative Data

Participants' responses to each of the 4 open-ended questions were examined and the common patterns were identified. All 9 participants stated that the trainer was the key factor that they enjoyed most. They commented positively on the **trainer's** presentation skills. They considered the trainer's method to be interesting, easy to understand and stimulating. Three participants were positive about the **materials** and another three noted that they were very pleased with the **training venue, facilities and administrative support** provided by **CDC.**

Because participants were very satisfied with the program there were no responses to the question 'what did you like least in the program?" Almost all participants noted that there were no negative aspects in the program.

Regarding suggestions for improving the program, 8 of the 9 participants stated that they wanted to increase the duration or length of the program to enable to do more practical application. This also reflected their satisfaction with the program.

None of the participants proposed topics for future programs. Once again several participants noted that they wanted more practical application and more programs.

Level 2: Evaluation of Learning

Level 2 evaluation was conducted using a test designed by the instructor and administered to participants on the first day of the training program (pre test) in order to establish a base line for measuring improvement and on the last day of the training program (post test). The test consisted of 12 short answer questions. The test was scored out of 12.

The following tables show the pre and post test scores for the group. Participants' pre and post test answer sheets are included in Appendix 2.

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RESULTS OF LEVEL 2 ASSESSMENT

Table 2: Frequency Distribution Of Pre Test Scores

SCORES	FREQUENCY
3	2
2	2
1	3
0	3

Participants' pre test scores ranged from 0 – 3 out of a total possible score of 12.

Table 3: Frequency Distribution Of Post Test Scores

SCORES	FREQUENCY
12	10

All participants' post test scores were 12 out of a total possible score of 12.

Table 4: Overall Mean Scores For Pre And Post Test

PRE TEST SCORES	POST TEST SCORES
1.3 11%	12 100%

Tables 2, 3 and 4 show that there was a considerable gain in participants' knowledge as assessed by the pre and post tests. At the beginning of the program, the mean of participants' score was 11% and by the end of the program the mean score of the group increased to 100%.

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CONCLUSIONS AND RECOMMENDATIONS

- Participants' responses to the Level 1 evaluation instruments (attached in Appendix 1) indicated their overall satisfaction with all aspects of the training program.

- The Level 2 Evaluation results (pre and post test results) indicate a considerable gain in participants' acquisition of the targeted training program KSAs. It is expected that this gain will be reflected in performance improvement

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