OCCASION

This publication has been made available to the public on the occasion of the 50th anniversary of the United Nations Industrial Development Organisation.

DISCLAIMER

This document has been produced without formal United Nations editing. The designations employed and the presentation of the material in this document do not imply the expression of any opinion whatsoever on the part of the Secretariat of the United Nations Industrial Development Organization (UNIDO) concerning the legal status of any country, territory, city or area or of its authorities, or concerning the delimitation of its frontiers or boundaries, or its economic system or degree of development. Designations such as "developed", "industrialized" and "developing" are intended for statistical convenience and do not necessarily express a judgment about the stage reached by a particular country or area in the development process. Mention of firm names or commercial products does not constitute an endorsement by UNIDO.

FAIR USE POLICY

Any part of this publication may be quoted and referenced for educational and research purposes without additional permission from UNIDO. However, those who make use of quoting and referencing this publication are requested to follow the Fair Use Policy of giving due credit to UNIDO.
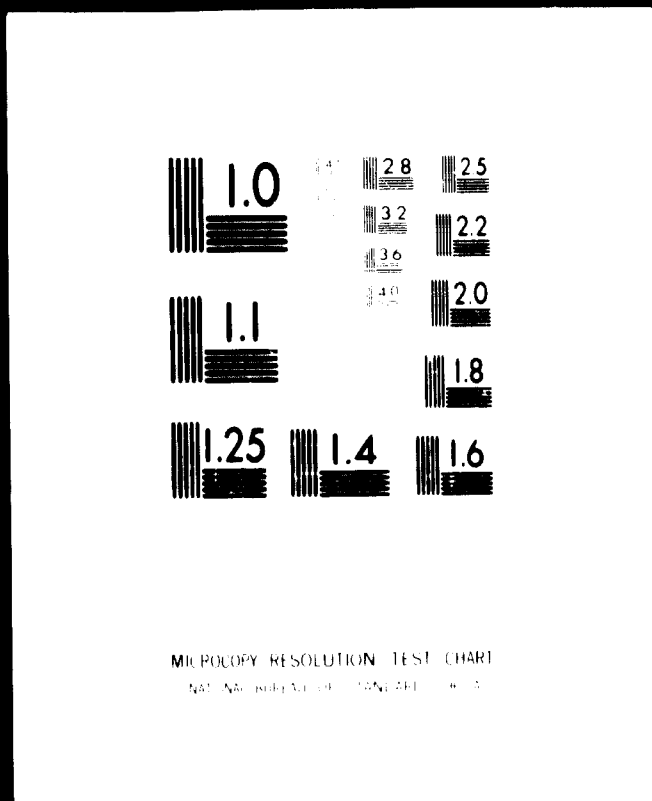
CONTACT

Please contact publications@unido.org for further information concerning UNIDO publications.

For more information about UNIDO, please visit us at www.unido.org

I OF I

D O

O6937

MICROCOPY RESOLUTION TEST CHART

NATIONAL BUREAU OF STANDARDS

24×

06937

UNITED NATIONS INDUSTRIAL DEVELOPMENT ORGANISATION

MOTIVATION TRAINING IN IRAN.

Case Study of a Technology Transfer. [1976]

UNITED NATIONS INDUSTRIAL DEVELOPMENT ORGANIZATION
Vienna

MOTIVATION TRAINING IN IRAN

Case Study of a Technology Transfer

(IS/IRA/71/820)

UNITED NATIONS

New York, 1976

EXPLANATORY NOTES
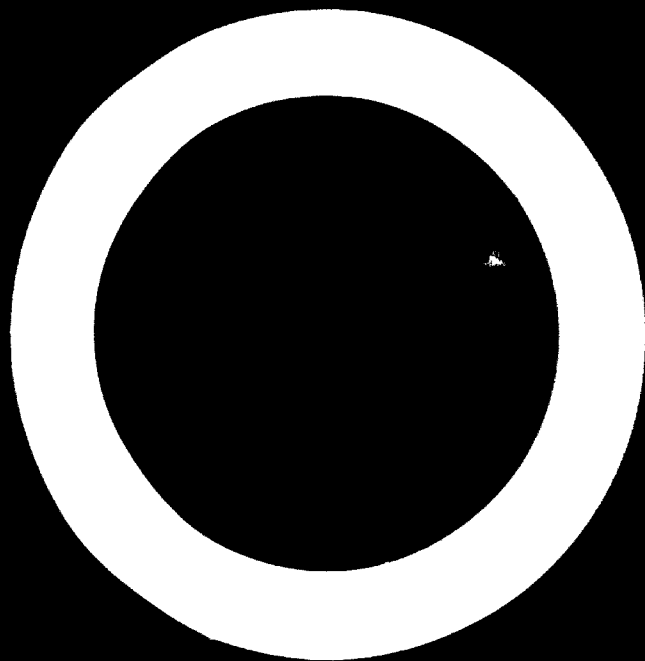
The following abbreviations are used in this study:

IDRO	Industrial Development and Renovation Organization (Iran)
IMI	Industrial Management Institute (Iran)
OD	Organization Development
SIET	Small-industries Extension Training Institute (India)

Preface

This account of an experience in technical assistance was originally a report of a project of the United Nations Development Programme, "Management Consultancy Service" (IS/IRA/71/820), based on the work of William E. LeClere, UNIDO consultant in motivation training.

This booklet on technical assistance, available through UNIDO, has been prepared in pursuance of the guidelines established by the Industrial Development Board, which requested that "the operation activities of the United Nations Industrial Development Organization should be widely publicized and brought specifically to the attention of Governments of developing countries in order to assist them :n formulatir.g their requests under the operational programme of the organization in the immediate future".

CONTENTS

Introduction

In 1972-1973, the United Nations Industrial Development Organization (UNIDO) sponsored a special eight-month training programme in Iran. The objective of this programme was to transfer a new set of motivation training and consulting techniques to a group of Iranian trainers and consultants at the Industrial Management Institute (IMI) in Teheran. The UNIDO consultant also hoped to train the IMI staff in some new research skills in motivation and management, so that they could update behavioural science research in Iran and evaluate the new training more effectively.

The training technology used in the project was based on achievement motivation training[1] originally developed at Harvard University in the United States of America and at the Small-industries Extension Training Institute (SIET) in India. At the time of the Iran project, the early concepts of motivation training and consulting had been broadened to include other motives besides the achievement motive. The designs for motivation training had also been integrated with other training and consulting models, which had become popularly labelled "organization development" (OD) in the industrialized countries.

The consultant had been engaged for several years in developing some of the training models used in the Iran project. He had previously worked on similar assignments in Africa and Latin America and had had experience both in the United States and abroad in training other professional trainers and consultants in these new training and consulting techniques.

A distinctive feature of training and consulting based on this recent behavioural science research is that it constantly relates to individual human motivation—what motivates people to be more effective performers and more self-fulfilled in their work and lives? Such an approach implies inherent value judgements that may prove troublesome in a cross-cultural project. How do different societies define effective performance and what is meant by "self-fulfilled" in different cultures?

An intervention based on research in achievement motivation might be at odds with traditional values in the society. The OD values implicit in

[1] Achievement motivation is defined in the literature as that internal drive or need to achieve that leads individuals to seek to improve on their previous performance, out-perform others, find innovative ways of doing things, and behave consistently as though directed towards long-range career goals.

consulting interventions might also be potentially in conflict with other accepted values. For example, OD practitioners intervene in organizations with the assumption that the resources to solve problems probably already exist within that organization. Therefore, the role of OD consultants is to be non-directive in trying to help the organization use its resources more fully. In societies where the outside expert is revered, such a non-directive approach would appear inappropriate and could cause confusion and consternation in client systems. Such potential cross-cultural problems troubled the consultant approaching the Iran project.

The UNIDO project in Iran was structured in several phases. The first two weeks were spent in final planning and design of the total technology transfer effort. The following month was spent in demonstration training programmes for IMI staff and in the preliminary screening of IMI consultant-trainers to be invited to take trainer-training. The next two weeks were spent in final selection of the IMI staff through whom the training technology was to be transferred. Fifteen days of intensive trainer-training was spread over the following two months, and in the final months of the project, IMI trainers practice-trained using their new motivation training design and skills among Iranian clients, under the supervision and monitoring of the UNIDO consultant.

The case study that follows presents additional background on the research and the development work preparatory to this effort to transfer the capability for motivation training to IMI. The actual project is described in chronological sequence. The description includes background information on Iran and the IMI and some anecdotes to give the reader a "feel" for the project itself. Several issues that arose during the project are explored.

Finally, the short-range results of the effort are described, and the consultant comments briefly on several issues that he thought important in planning such projects in the future.

I. Motivation training

The study of human motivation entered a new phase in 1948 when David McClelland and his associates at Harvard began to combine clinical techniques for identifying and measuring human motives with experimental methods controlling the strength of motives. This line of basic research culminated in 1961 with the publication of *The Achieving Society* in which the predictive quality of these techniques was demonstrated in forecasting behavioural trends in organizations or in whole societies.

In the early 1960s interest in these new theories of motivation led to their application in educational programmes designed to help individuals and organizations increase their effectiveness in whatever they were doing or wanted to do.

Early experimental training programmes were begun in Mexico where several business organizations volunteered to serve as experimental laboratories. Other experimental programmes were conducted in India, Italy, Spain and the United States. These early programmes were designed to help stimulate the achievement motive, which had been shown to be associated with increased entrepreneurial activity.

In 1963-1964, the Harvard team joined associates from SIET to conduct a major field test of the effectiveness of these new theories applied in a carefully controlled experiment in four cities in India. Businessmen and community leaders were trained in two cities, while no training was given in two carefully selected "matched control" cities. To the extent possible, all other variables were kept constant. Follow-up studies published in 1969[2] showed that in those cities where business and community leaders were trained, approximately twice as much new entrepreneurial activity was reported compared with a similar group in the control cities. New capital investment was mobilized in the experimental, "trained" cities at a dramatically increased rate compared with the control cities. Evidence that more businessmen were involved in collaborative planning for community development appeared in the cities where motivation training had been conducted. In the final analysis, an average of 2.5 new jobs a year emerged, per man trained, as the result of the increased activity of the trained business

---

[2] David C. McClelland and David A. Winter, *Motivating Economic Achievement* (New York, Free Press, 1969).

and community leaders. Four years after the training, in spite of the lack of a long-range follow-up or planned technical assistance, there was no evidence of a slowing down of pace among the newly active entrepreneurs.

These results renewed interest in this training technology in the United States. In 1967-1968 a similar experimental training programme was attempted in two communities both under-developed in the sense that one was a dying rural community and the other was a decaying urban ghetto.

Once again, matched control groups were selected and studied, along with groups receiving motivation training. However, this time the control groups were located in the same communities. With some slight statistical variations between the urban and rural groups, results in the United States were similar to those in India.

Meanwhile, similar experimental training programmes with varying emphases were implemented in Africa and Latin America. One such intervention took the form of a total community development effort, in which the stimulation of economic development through training in the business community was combined with training government officials, opinion leaders, educators and even social service officials. The training designs were broadened to take into account concerns other than the achievement motive. For example, experimental training programmes in power motivation[3] were developed for training community development workers.

In the United States other OD techniques were blended with motivation training. Further applied research resulted in additional diagnostic devices which measured the dimensions of the organizational climate effecting motivation and the motive characteristics of jobs. The result of this research and development was to put the new theories into practical form so that through training programmes they could be used in a wide variety of organizations in different societies.[4]

This case study is concerned throughout with three social motives: achievement, affiliation and power. These are not, of course, all the motives important to economic development; they are focused on because (a) they are the three motives about which the most is known through research, and (b) they are important motives in terms of how people work together in organizations and communities, which is the reason for their being termed "social".

---

[3] Power motivation in this line of research is defined as that internal drive that leads individuals to seek to have an impact on people or events, to make things happen through other people and to influence decisions and events.

[4] The third motive examined in this line of research was the affiliation motive, which is defined as that internal drive that leads individuals to build and maintain warm interpersonal relations. This motive was found to be especially important for managers in diversified organizations.

Conditions in Iran appeared to lend themselves to effective use of this new training technology to stimulate further the rapidly developing economic activity. A significant criterion met by Iran was that the country already had a well-established management consulting, training and research organization deeply involved in the modernization process. The Industrial Management Institute (IMI) seemed to have significant professional capability and was actively interested in undertaking such an experimental project.

After consultation between UNIDO, the Government of Iran, the UNDP mission in Teheran and top management at IMI, it was decided to attempt the transfer through IMI as soon as formal arrangements could be finalized. The Government of Iran formally requested the project of UNIDO in the fall of 1971.

II. Background: Iran and industrialization

Iran is a country that is rapidly industrializing. Efforts at modernization began as early as the 1920s.

In the years following the Second World War attempts were made to further the modernization process dramatically through land reform by allotting large land-holdings to the peasants and villagers who worked them. The momentum continued into the 1950s when Iran moved to gain greater participation in the benefits to be derived from its oil. The complex series of events that followed, documented amply elsewhere, provided the country with the hard currency and sense of independence and self-determination required to initiate economic and social development on its own.

In 1963 it was decided to promote industrialization to bring internal prosperity to Iran as quickly as possible.

Development programmes have been co-ordinated in Iran through a series of five-year plans. Two were completed before 1963 and two have been completed since. In the course of the fourth development plan, concluded in 1973, the GNP grew at approximately 12 per cent per annum. Under the fifth development plan the projection is for a rate of growth of 14 per cent per annum. In March 1973 the Governement announced plans to take further steps towards consolidating control of and income from oil resources to further enhance the country's development capability.

IMI-IDRO and the industrialization of Iran

During the 1960s, the Government became increasingly concerned with management problems. Early efforts to solve these problems included the creation of IMI under the Ministry of Economy in 1962. The objectives of IMI were to provide management consultancy and training to troubled businesses and industries, and to governement agencies conceined with economic development. Between 1963 and 1967 the Institute developed a core staff of consultants and trainers committed to the introduction of modern management methods into the mainstream of the country's industrialization process.

In 1968 the Government decided that additional steps needed to be taken to strengthen siginificantly the infrastructure of the economic development process, particulary in key industries where a total

"turn-around" was required to make enterprises sound. For this purpose the Industrial Development and Renovation Organization (IDRO) was created as an autonomous company with a charter to acquire, re-finance, reorganize and even manage for a time critical enterprises or even entire industries. At this time, IMI was reincorporated within IDRO on a 70/30 per cent share basis, the 30 per cent being taken up by IMI professional staff. Although the largest stock holder in IDRO is the Government, both IDRO nad IMI are run as private companies. Many key IMI staff remain from the early days of the Institute; the present fast-growing image of IMI, however, dates from its incorporation into IDRO.

By 1973, IMI which then employed more than 65 professional staff was financially self-sufficient: it had already implemented some 700 consultancy projects and was training more than 3,000 managers per year in its modern Management Training Centre.

During the 1972-1973 Persian calendar year[5] IMI serviced five government agencies, 13 institutional clients and 15 private-sector clients on major consulting and training contracts.

Approach to motivation training in Iran

The consultant, after briefing at UNIDO headquarters in Vienna, arrived at IMI in Teheran on 12 November 1972. The Institute was exceptionally busy at this time and many client projects were being executed. Considering the amount of consultancy and training being undertaken by IMI, it was understaffed and was having difficulty in finding new professional staff of the quality it would accept.

With the co-operation of UNIDO the project was rescheduled to fill the constraints and expectations of IMI, whose staff were highly enthusiastic about the project.

Motivation training as discussed in this case study is actually a catch-all phrase for many professionals in the management training and OD field. It signifies intensive group-training seminars which are based in large part on the earlier research in the three social motives: achievement, affiliation and power. The training seminars, as they have developed over the years, have been designed to help people stimulate their own motivation and increase individual and organizational effectiveness in their fields of endeavour. Some seminars have been designed to be "open-ended"—to allow people to choose which of the three motives seems to be of most immediate concern in their definition of self-improvement. In seminars for managers, managerial style units have been introduced to help managers adapt their interpersonal styles

---

[5] The Persian calendar year begins on 21 March and ends on 20 March.

to motivate others more effectively. The basic motivation training seminar was developed and tested first with small businessmen because early research showed strong correlations between successful entrepreneurial activity in developing countries and high levels of achievement motivation.

In certain management or leadership roles, however, further research showed that the affiliation or power motive could be at least as important to organizational effectiveness as the achievement motive. In large complex organizations it was determined that at least four variables were important to organizational effectiveness:

   (a) Motives of the people;

   (b) Motives inherent in the jobs to be done;

   (c) Managerial style;

   (d) Organizational climate of the work group.

Over the years, motivation training programmes have been broadened and integrated into wider-ranging OD strategies in an attempt to find a better match among all these variables.

The consultant approached the project in Iran with a broad definition of the research and training technology. The project objectives were to transfer the parts of this technology that seemed most relevant to IMI and its Iranian client systems. At the outset, it was unclear what would be most relevant to Iran in its current stage of development. Motivation research was somewhat dated; the last serious study of national trends had been made in 1963. Obviously, much had happened in the intervening devade, but no one seemed quite sure what psychological effect it had had on the motives, management style or organizations in Iran. There has been relatively little social science research done in Iran in general, and until recent years almost none of it has been in the field of social psychology. Even the two studies conducted in 1963 had been undertaken by long distance, and had been dependent on data gathered with the co-operation of Iranian colleagues or professional associates.

The historical data indicated that between the 1920s and the 1950s levels of achievement motivation for Iran had generally been low. In the early 1960s it did not appear that these levels had changed measurably. During these periods the affiliation motive, or that reflecting warm interpersonal feelings towards other people, was found to be among the lowest of the countries measured in the studies. At the same time the power motive, or the impulse to make an impact on, to influence or control others, seemed unusually high. The consultant's question was, what might have caused significant motivational changes in Iran that could affect the UNIDO project?

8

The "White Revolution"

In reality, changes had occurred in Iran between 1963 and 1973. Land reform, the consolidation of the country's control over its oil resources, and the creation of institutional change-agents such as IMI had all transpired.

With the rapid change in the development of economic resources and significant increases in GNP indices, economic opportunities were increasing. Therefore, it was argued that ways should be studied of reviving the motivations of the people to involve them in the change process.

Yet it was also argued that when significant elites in a society had become sufficiently concerned with achievement values, and had begun to call on their country to become more entrepreneurial and goal-oriented, motivation in that society would become directed towards increased achievement motivation. It would appear that, in the decade starting in 1963, such was the case in Iran. And in that decade, the Plan Organization—the centralized planning agency which cuts across traditional government and ministry lines to set goals and provide financial resources to achieve those goals was the major agent of change. The Plan Organization and those guiding it certainly represented a significant elite, however one defines that term. In addition, mass media had come to play a more important role during the 1960s and early 1970s. Radio programming had been greatly increased and the National Iranian Television Network had been given substantial resources to the point where it was reaching nearly 70 per cent of the population by 1973. The message of land reform, educational reform, increased industrialization, equal rights for women, and a host of achievement and socialization goals had been communicated to a wide segment of the population.

All accepted motivational theories are based on the proposition that the internal motivations of a people are in continuous interaction with external, environmental factors in the society. Personality factors help shape the social environment and are in turn affected by it. Therefore, the call of national leadership in Iran for more modern behaviour, coupled with changes in the opportunities in the country for economic development, should already have oriented the motivational patterns of the people towards higher achievement.

But no formal research data were available on whether this had happened on a national scale, and if it had, whether such motivational changes had occurred among managers and executives in key positions in the Government and industry, where economic development issues are ultimately determined.

No motivational research data were available on the Iranian work force below the managerial level. Other major social issues in Iranian society might also have been importantly influenced by levels of affiliation. Motivation in a developing country can point to levels of birth-rates. And the levels of

affiliation and power motivation in a society can indicate the tendency of people in that society to tolerate violence as a means of political reform. Thus, there were important motivational issues in Iran that had possibly been influenced by the reform forces of the years from 1963 to 1973.

But there were no data prior to the UNIDO project to give evidence of what the effects had been. Hence, the UNIDO consultant concentrated on what impact the White Revolution might have had on the motivation and organizational climate of the staff of IMI as a starting point. He reasoned that since the IMI staff were in the forefront of the economic and social change being brought about by reform programmes, they would probably reflect the motivational pattern and organizational climate in their own organization in advance of those of the people and organizations in general in Iran. Change-agents have usually themselves. personally, gone through the changes they are trying to encourage others to undergo. And those personal changes are usually reflected internally in the organizations in which they work. Thus, the consultant assumed that the staff at IMI would have greater achievement motivation, and would be more receptive to achievement values than the Iranian people as a whole. He also assumed that he would find IMI a highly westernized organization, as opposed to other Iranian organizational structures he would encounter. He also assumed that IMI as a whole would welcome greater achievement motivation in their own organization. As events developed, he was only partially correct in these assumptions.

III.   Description of the project

Beginnings at IMI

Although IMI had requested the project, it did not know the details of how it would be administered. At least one of the top managers at IMI was well-read in motivation theory and had a good grasp of training concepts. The Managing Director was clear on what the new training was supposed to do for IMI clients, but he was uncertain at the outset how difficult it would be to integrate it into the existing IMI training and consulting approaches. He was also concerned about any unintentional negative impact this new psychological approach might have on the IMI staff.

The Managing Director informed the UNIDO consultant that a unique "culture" had been created at the IMI since its conversion in 1968 from a government agency to a self-supporting management consulting firm. IMI had developed a strong set of norms and expectations for the professional behaviour of the staff, a distinctive systems approach to management consulting, and a high sense of commitment to the mission of the Institute. Understandably, the Managing Director did not want new approaches in behavioural science to disturb this positive culture he and his staff had spent five years creating.

It should be emphasized that IMI is a unique institution in Iran in many ways. For example, many Iranian institutions and organizations, even quite modern ones, often experience difficulty gaining full-time commitment to organizational goals. Many Iranians have at least one secondary job and therefore two organizational associations. In contrast, virtually no IMI staff hold outside positions.

IMI staff work a longer day than the staffs of most organizations in Iran. Most professionals begin work between 7.30 and 8.00 a.m. Consultants who also teach at the Management Training Centre (which is a significant number of the staff) often meet their classes at 4.30 in the afternoon and finish their teaching day at 7.00 or 7.30 in the evening. Those who do not teach work until 4.30 or so, depending on project tasks. IMI staff do not take leisurely lunch hours, and although they work rarely on Friday, the Moslem Holy Day, meeting classes and holding project meetings on Thursday is commonplace.

IMI is a matrix organization with work on projects being done by interchangeable project teams; the necessary specialists and experts are taken from different divisions within IMI in carrying out a project. It is entirely

possible for a higher level IMI manager with a specific skill to be working on a project under the direction of a lower level consultant who is the Project Manager. Project teams change rather regularly, making it necessary for all professionals to be skilful in getting along with one another.

Although salaries are reasonable at IMI, all professionals are on an incentive pay system; their income is supplemented through profit-sharing based on performance. All professional staff have the opportunity to own stock in the Institute, which is unusual in Iranian organizations.

Staff are quite proud of IMI and they seem to identify with it and its management intensely. They are also heavily committed to the goals of IMI as they relate to the modernization process in Iran.

In the discussions between the consultant and the IMI management of the values implicit in the motivation training technology, some aspects of the research in achievement motivation seemed particularly troubling to the IMI management. The project was to start with two demonstration programmes for IMI staff to acquaint them with the technology prior to selecting trainer candidates. Evidently, one source of concern was a lack of complete understanding of the implications of exposing people to the stimulation of achievement motivation inherent in the demonstration training design. It was feared that the training might build individual competition among them. This could compromise the teamwork that had been painstakingly built up in recent years on IMI projects.

This misapprehension was logical in view of the research that had been done on the achievement motive, particularly some of the earlier writing. Competitiveness was one of the aspects of the achievement syndrome identified by the research. The UNIDO consultant explained that the demonstration programmes would not stress the achievement motive more than the affiliation and power motives, and that throughout the demonstration training he would emphasize "win-win" relationships. The training was intended to strengthen rather than weaken the healthy atmosphere surrounding projects in IMI. To assure top management that they would find the values in the training compatible with those of IMI, the consultant suggested that top managers go through the training initially. Only if they agreed would others on the staff participate in the training. This suggestion was not adopted, but the lengthy discussions of the values of demonstration training convinced the IMI management that it was an opportunity to further strengthen the Institute internally. It was decided to offer three rather than the scheduled two demonstration programmes, so that all IMI professional staff would have an opportunity to participate in motivation training. Several incidents occurred during the demonstration training programmes that seem worth reporting.

12

Demonstration training programmes

The training itself is designed to help people discover more about their own social motive patterns and then to help them change their motives and behaviour if they want to.

They discover through a simple test, which they learn to score themselves, whether they rank comparatively higher in achievement, affiliation or power motivation. They are then given an opportunity to decide through personal goal-setting if there may be some ways in which they might want to change their motives or behaviour. Theory is combined with experimental games and simulations, role-plays, case studies and small group discussions. Individual goal-setting exercises highlight the last part of the training.

As expected, the motive tests used during the demonstration programmes revealed that IMI staff as a whole had rather high achievement motivation. There were, of course, a number of exceptions. But as a group their profile was quite a bit higher in achievement motivation that that of any other Iranian group reported in the literature.

During the demonstration training sessions the general reaction of the participants to high achievement scores was expressed as "I thought so", often followed by "Maybe I ought to modify that a little and increase my affiliation motive". In all, the demonstration training seemed to provide a useful experience in self-discovery for the IMI staff individually and collectively.

Naturally, not all IMI staff were enthusiastic about their own motivation profiles or the research model. Nor were they expected to be. Most had been trained as engineers, economists or in some other field equally distant from the behavioural sciences. Several arrived skeptical and left skeptical. But, by and large, the staff accepted the new training approach as potentially useful for IMI clients.

Some training units were more difficult than others for Iranians. For example, participants completed an individual exercise in private, answering questions relating to such themes as "Who am I? " and "Who do I want to become? ". They were then asked to join small groups to share information and seek feedback from other participants. This kind of sharing was foreign to most. When it became clear to them what they were expected to do they milled about, asked unnecessary questions, stalling for time and manifesting reluctance to become involved in such an experience. In the group in which the Managing Director was participating, there was obvious hesitation. "Who is going to give him straight feedback? " seemed to express the attitude. The Managing Director suggested that each person in the group take a turn sitting

on the "hot seat", summarize his "Who-am-I?" information and invite feedback from the group; he then volunteered to be the first on the "hot seat"!

Another incident occurred in relation to the question of language. All training had to be in English since the consultant could not speak Farsi. Several of the IMI staff felt that their English was not good enough and chose not to participate in the demonstration training programmes. Their withdrawal was acceptable since participation in this type of training was on a voluntary basis. However, others with limited English decided to struggle through. At the beginning of a demonstration programme, the consultant organized a "fish-bowl"[6] in the centre of the room in which participants were to discuss why they had enrolled in the training programme. When the "fish-bowl" opened, a strong but halting voice was heard to say in English, "I have a language problem, but a friend in the last programme said he is learning important things here", and, quite loudly, "I want to learn!" He became one of the IMI staff certified as a motivation trainer. This spirit of self-development and desire to learn is characteristic of IMI and was an important ingredient in the apparent success of the project.

Another aspect of the demonstration training that was difficult for the IMI staff, and in subsequent programmes for Iranians in general, was personal goal-setting. They were shown extensive research findings linking motivation theory to successful personal goal-setting in bringing about change and performance improvement. Then they participated in a simulation which further demonstrated that if one thought about oneself in certain ways, and set one's goals in related ways, one would be more likely to achieve personal goals. The Iranians generally agreed that the research seemed sound and that the system for planning was valid, and they agreed that the simulation exercise supported further the validity of the research and the goal-setting system. But initially they appeared baffled by the idea that they were to sit down and actually use the system to plan their own goals for personal change. "What, me set goals?" was a common reaction. It was a unique experience for them.

Through the weeks as the demonstration training was taking place, the UNIDO consultant found himself becoming more accepted by the IMI staff. Many began to visit his office to ask further questions about motivation research and training. Several asked to borrow books to gain more background on the training. Some inquired how they should proceed if they wanted to be trained as motivation trainers. Finally, in the third

---

[6]"Fish-bowl" is a term used in group training to describe an event in which a small group of volunteers sit in the centre of a larger group and discuss a topic or tackle a specific learning task. The group outside the circle discusses what they saw happen in the centre—hence the expression "sitting in the fish-bowl".

demonstration training programme the Managing Director and two of his three key deputies fully participated in the training. This programme went exceptionally well, partially as a result of the enthusiastic participation of the group and particularly as a result of the experience the consultant had gained by this time in working with Iranian groups. The successful conclusion of this third demonstration training programme, accompanied by the unanimous commitment of the IMI top management to the training and their public endorsement of it, was a turning point in the motivation training project in Iran.

At the conclusion of this phase of the project, the Managing Director told the consultant that the Institute now saw how the motivation approach would enhance both the IMI organizationally and add to its ability to help Iranian clients. He placed a high priority on the project, although a relatively small percentage of his staff were actively involved and although initially he had seen no advantage to be gained from it.

Training trainers at IMI

A selection of trainer-trainees was made by the UNIDO consultant and the IMI management among those interested in becoming motivation trainers. Ten IMI staff were agreed upon. Three, however, were forced to drop out before intensive trainer-training owing to schedule conflicts. Seven completed the intensive trainer-training cycle.

The objectives of the intensive trainer-training phases were:

(a) To transfer a set of training skills and knowledge relevant to the motivation training technology and related OD consulting skills; and to introduce the trainees to the behavioural science literature in sufficient depth for them to continue to learn on their own;

(b) To immerse the trainees in a group process so that their sensitivity to group process was heightened, as well as their sensitivity to their own behaviour as members of a group and the impact of that behaviour on the learning and growth of others;

(c) To build an on-going reference group among the motivation trainers so that they could continue to help one another improve as trainers, and work together effectively to intensify training efforts in interchangeable trainer-consulting teams.

The intensive trainer-training was spread over five days of training. The IMI trainers spent approximately eight hours per day working on individual exercises or readings. Each received copies of the most relevant literature, and a small behavioural science library was established at the IMI Management

Training Centre and held in reserve for the trainers during intensive training. In the group they covered theory units, designed and conducted practice training units, gave one another feedback, explored one another's feelings, tried out new learning games and simulations, attempted new behaviour, and gradually and sometimes painfully established new relationships with one another and a new awareness of themselves.

The last three days of the intensive group work were held in a retreat at the Caspian Sea. The trainers never got near the sea until well after midnight. Training began with breakfast and concluded each night with a late feedback session. At this point in the process they were actually training each other, with the consultant sitting on the side-lines helping to find an idea or an exercise in the literature and occasionally providing some feedback to the group as a whole. The training and feedback sessions were being conducted in Farsi.

At the conclusion of the intensive trainer-training phase, the IMI training team had created three basic motivation training programmes: one designed for individual performance improvement, one for team-building, and a third for managing motivation. The three designs were basic in that they were general enough to fit into different time-blocks. They also had optional units which could be tailored and selected to fit the needs of clients. The designs were Iranian inasmuch as a lot of the basic training material was now in Farsi and they were sequenced and paced differently than those that had been devised in India or the United States.

The most important theme that developed during the intensive trainer-training was the use of feedback sessions intermittently. Thus, time was set aside in the first day for such sessions. With only seven people in the group, it was assumed that several hours would be ample. As it developed, a large part of the first four days of intensive training was devoted to the first feedback session.

Given the earlier reluctance of Iranians in the demonstration training programmes to become involved in the feedback session, the consultant was taken completely by surprise.

Later in the training it became increasingly difficult to keep Iranian participants out of feedback sessions. It is difficult to describe to those who have never been in intensive group training how a feedback session can be such an exciting way to learn. What follows is a brief attempt.

The consultant provided ground-rules for the feedback session. There are certain areas where feedback is legitimate, and there are areas where it is not. Each individual involved defines for himself what feedback fits into what category.

There are also some basic rules about how to give feedback properly. One rule, for example, is that it should describe behaviour, not evaluate that behaviour. Another rule is that feedback should be specific, not general. All

of these guidelines might sound restrictive. They are just the opposite, however. Once groups have a little practice, the guidelines and ground-rules free them to talk and to listen to one another.

One difficulty early in the feedback session arose from an unusual feature of Iranian social interaction, which had a strong effect in this instance. Iranians have a polarized manner of interpersonal communication. They tend either to say things to or about one another that are cynical or negative, or that are *taroof*. *Taroof* is the Farsi word for the polite and flowery phrases that have made Persians famous through the ages for their hospitality and courtesy to one another and to visitors.

If one wants to be polite in Farsi, one overstates the positive communication to such a degree that both sender and receiver know it is nonsense. But one continues to play the word-game anyhow. At the beginning of the feedback session in intensive trainer-training it was obvious to the Iranians involved that *taroof* would be inappropriate. Thus, the unspoken assumption was that they would give each other negative feedback. In an effort to overcome this attitude, the consultant intervened and reviewed the concept of balanced feedback which is intended to help the other person learn about himself. The participants than began at the end of each day to rate the most useful pieces of feedback they had received and from whom it had come. For the next session, the consultant had compiled and prepared for display the results of those ratings. Thus, the givers of more useful feedback became identified and through their influence a more balanced feedback norm was established. Thus, for the 15 days of this training period, the feedback sessions became one of the major learning devices. Motivation theories, behaviour during practice training, design ideas, in fact nearly the whole trainer-training design itself was rehashed and worked through in Farsi-speaking feedback sessions. As intended, the group learned quickly to depend more on their own resources and less on the outside consultant.

Several anecdotes might illustrate how learning relates to real life in such intensive training sessions. One of the IMI candidates joined the intensive phase a day late owing to a conflict he had had on the scheduled first day. The consultant used this as an opportunity to explore the dynamics of how people join groups. It is often amazing how difficult it is for a group to let in a new member, even if the group has a life history of only one day. The consultant raised the issue directly at the beginning of the second day. "How do you feel about Joe joining the group today?"

There were the usual superficial comments such as "Glad to have Joe here". The consultant pressed further, reminding individuals of specific examples of behaviour when Joe first entered the room. The group reflected more on the question. Suddenly, one burst out, "I resent him being here. Why wasn't he here before? We went through some things yesterday that he can never experience." And off the group went, including Joe, exploring the

problem of entering a learning group, how the group reacts, how the new member feels about the group's attitude, and how all of this affects the potential for training in a group.

Another event was one that often happens when a group has finished an intensive group-training experience leading to new understanding of oneself and others in the group. All were sitting in the training room at the Caspian Sea retreat, where so much had happened in three days. The walls were covered with newsprint used to outline concepts and training designs, Farsi mixed with English. Plans had just been finalized for marketing the new training programme to IMI clients. One of the participants had agreed to write a weekly newsletter to keep the group in touch with everyone's activities. Another had volunteered to take responsibility for seeing that the rest of the training materials would be translated. Another had agreed to meet with top management of the Institute to finish planning for motivation training.

"So this is it", someone said. "Now we get to go and do it", said another in Farsi. "It's been great," said another in a tired voice. But no one wanted to leave the group.

Early practice training

Five or six IMI clients had been identified early in the project as potential candidates for beginning this new training in Iran. Preliminary conversations had been initiated with the management of several client organizations while the intensive trainer-training was continuing. But Iranian businesses operate on the Persian calendar and the intensive training was completed in February, about one month before the New Year. It was difficult to plan business with clients since they were busy trying to finish the old before bringing in the new. So instead of looking for formal client systems in which to continue their practice training, the IMI training team looked for training opportunities within the Institute itself. Two kinds of opportunities were available.

Among Institute staff there was great curiosity about what had gone on in the intensive trainer-training. Other staff wanted to know if there had been any skills or concepts covered that they should know about in their on-going consulting and training activities. Since both consulting skills and generalized training skills were an important part of the intensive trainer-training, the IMI training team was able to isolate units and specific areas of skills for their colleagues. Four of the team became involved immediately in designing and presenting short two- or three-hour workshops in general consulting

strategies, the dynamics of the helping relationship, the fundamentals of training design, and other topics they had extracted from the 15 days of training they had experienced. Although these were not complete training experiences in the sense that motivation training programmes are, they provided opportunities for real practice-training experience outside the training group. The fact that the workshops were well-received by their colleagues gave the four team members the confidence needed to continue to seek opportunities for practicing their new skills.

Additional opportunities occurred in the class-room at the IMI Management Training Centre. One of the most popular classes was one in systems analysis, which is taught mainly by the Managing Director. He introduced the motivation research model as a classic example of an open-system model. The class responded with interest to the content of the model and asked if they could learn more.

One of the trainers designed a brief nine-hour motivation training programme and presented it in three days of training, covering the key concepts in the model and giving the students some exposure to the training units used in full-blown motivation training programmes. This was actually the first motivation training unit presented in Farsi in Iran. One of the other IMI trainers monitored it and provided feedback to the trainer delivering it and a report on how it went to the other trainers.

Another opportunity presented itself at the Management Training Centre when an Advanced Management Group experienced a sudden change in schedule.[7] A member of the Group had heard about the motivation training project and had expressed curiosity about it. Two of the IMI training team then presented a five-day motivation training programme to this Group.

Another opportunity arose soon after intensive trainer-training. One of the trainers taught a two-month course in supervisory skills at the Management Training Centre. After intensive trainer-training, he inserted several units designed for motivation training into his regular supervisory skills programme.

These early training experiences gave each of the trainers the opportunity to make at least one workshop presentation using the skills they had acquired before the Persian New Year break, thus providing the impetus needed to move the project through the New Year hiatus into early April when serious marketing would begin.

---

[7] The IMI Advanced Management Groups are engaged in 18 months of advanced management training while still actively serving as managers in business, industry or government. Each group is carefully selected and trained by a faculty composed of local and foreign teachers. The programme leads to a degree of master of business administration.

Marketing and diagnosis in client systems

The marketing of the new training technology did not present much of a problem. The idea of aggressively marketing the new training and consulting would have been unsuitable to the cultural norms in Iran. (However, the use of *taroof* in business discussions prevented this Western observer from knowing if the idea had been sold or how.) In any event, by the end of April several clients had agreed to move ahead with motivation training and consulting. During the last week of April the consultant and one of the IMI training teams began an organizational diagnosis in one large client system in the central highlands of the country, and two IMI trainers in Teheran started a diagnosis in a second system.

The third major client showing interest in the training was located in the far south of the country, in the middle of the southernmost Iranian desert. The IMI had previously signed a contract with this firm for assessing its training needs. The UNIDO consultant was invited to accompany one of the IMI training teams assigned to begin that contract. They completed an organizational survey and returned to Teheran to design a programme for top management of that firm.

Another client was a new IDRO company being formed in which one of the IMI trainers was to become deputy managing director. Among his new responsibilities was to be the development of internal organization. Marketing was quite simple here since the buyer was also the seller.

The diagnostic phases were underway in early May in all interested client systems. The need for a careful diagnosis was stressed throughout the training transfer. The temptation in many countries to give everyone a small dose of achievement motivation training is sometimes overwhelming when people are first exposed, since it is new and sounds impressive. However, at IMI the conviction already existed that careful diagnosis should be provided to be sure that the client's problems were understood before prescribing solutions. Programmes were carefully tailored to meet client needs, and in one instance the trainers spent considerable time in persuading the client that what was needed was not achievement motivation training but a more complex approach to organizational change.

By the conclusion of this process, the IMI training team had developed approaches to organizational diagnosis which included open-minded interviews and structured questionnaires. They used three basic questionnaires in Farsi. One was a questionnaire for assessing management needs, which had been developed specifically to test motivation training needs against other management and organizational development needs. The second was a revision of an existing IMI assessment questionnaire to take into account motivation. The third was a translation of an organizational climate survey developed at the Harvard Business School.

Training in client systems

The first complete motivation training programme subscribed to by an IMI client was delivered to the Advanced Management Group in early March. In April, training was given to a top management group in one of the major agro-industrial firms in southern Iran. This initial programme was so well-received that the managing director asked the IMI to return in May and present a modified programme to the next line of management and supervision.

Also, in May, a motivation training programme was instituted for the second line of management (all Iranian) in a large machinery company in central Iran. At the same time the UNIDO consultant presented a managing motivation and organizational climate workshop to top management (all foreign) in English. In June, IMI returned to the machinery company to present additional motivation training to Iranian managers and supervisors. In addition, in June IMI trainers presented motivation training to the sales and marketing force of the new IDRO-owned company, and gave two additional motivation training programmes to two other Advanced Management Groups at the IMI Management Training Centre. In all, more than 100 Iranian managers were trained in motivation training sessions that took place in March, April, May and June 1973.

The basic design developed by the IMI training team during the intensive phase of trainer-training seemed adequate for these sessions. It is anticipated that as the Iranian trainers gain additional experience in motivation training in Iranian organizations the design will be modified further.

Much of the practice training in IMI client systems was conducted in Farsi. In this final phase of the project, the consultant was satisfied that the training team was basically prepared to handle the designs they had developed with these management groups. Thus, it was unnecessary for him to follow everything that happened in these sessions. Further, he knew that if the trainer team experienced difficulties beyond their skill or experience, they would ask for his advice. In monitoring the trainer teams during these sessions, therefore, he concentrated on three matters in assessing trainer effectiveness:

(a) Proper presentation of motivation theory and of the technical details of the three social motives, with appropriate sensitivity for the impact of the feedback of motivation scores on the training group;

(b) Specific trainer behaviours during training and their effect on the training group and co-trainer(s);

(c) Effectiveness of the trainer team in working together.

To monitor the first of these, some knowledge of Farsi was necessary, and inasmuch as the project was moving into its fifth and sixth month, the

consultant was sufficiently conversant with the Farsi vocabulary in motivation research to follow what was being presented during training.

For the most part, the consultant did little active training during the final two or three months of the project. In addition to the workshop presented to the foreign top management team in the machinery firm, he actively co-trained with only one other group one of the Advanced Management Groups. His role was mainly to monitor, to provide feedback each day, to assist each evening with re-design, and to help the trainers work out new ideas and techniques as they proceeded through the training experiences.

The art of learning to work with others in a co-training team in such intensive group training is mastered only with time and experience. The motivation training programmes generally lasted for between four and six days with long hours of training each day. This was a longer training day than IMI trainers were accustomed to, and the strains of working in close harmony over such extended periods were difficult for the new trainers. However, each IMI trainer had at least two co-training experiences with two other colleagues. Definite progress was made towards the goal of a completely interchangeable team of IMI motivation trainers.

Client reaction to the new training strategies was uniformly good. In the three client systems where the training was introduced—the agro-business, the machinery firm, and the IDRO-owned sales organization—there were plans for subsequent organization development and further training at the end of the project. Owing to the early success of the training in the Advanced Management Groups, the motivation and self-development units were being discussed as potential units to be formally integrated into the curriculum of the next Advanced Management Group from the beginning—to be interspersed with the management concepts and skill training for the full 18-month programme. Trainers who had begun to experiment with motivation units in other IMI Management Training Centre courses were planning at the end of the project to further re-design their courses to include more of the motivation material.

As a result of these apparent successes, the IMI training team appeared to be highly committed at the end of the project to continue with motivation training and OD consulting. The training team had plans to continue their newsletter on a regular basis, to have monthly activities and to schedule further self-development for themselves collectively and individually.

Short-term results

At the conclusion of the project a trainer team at IMI was certified by the UNIDO consultant to conduct training and engage in OD consulting based on motivation research. In the first six months after the project was

completed four IMI clients contracted for some form of motivation training and OD consulting, and approximately 200 Iranian managers had been exposed to this new form of training and consulting. In addition, the Advanced Management Group curriculum was modified as planned, and in at least three other courses taught at the IMI Management Training Centre the motivational units were evident in the revised curricula.

A small research team trained by the consultant at the end of the project has worked on updating motivational research in Iran, and this research effort has been given project status and IMI funds and has been assigned a Project Manager. An 18-month to two-year programme to follow up and broaden the behavioural science base among IMI staff has also been developed by the IMI management with the assistance of the consultant.

Two of the IMI trainers were scheduled to go abroad to gain additional exposure to applied behavioural science groups in the West. An intensive follow-up training week for the IMI trainer team and others to be trained in OD consulting on the IMI staff has been scheduled. And interventions by specialists in other behavioural sciences are being arranged for future follow-up at IMI. It is too early to tell how much of this follow-up activity will actually happen, but at the conclusion of the project the Managing Director had tentative plans to implement the follow-up programme and to build a full behavioural science capability at IMI. He saw the technology transfer of motivation training as the beginning of that process.

IV. Conclusions of the consultant

It appears that the most important key to the apparent success of the project in Iran was the selection of IMI as the institution through which to make the transfer. Other factors were important, but this one was by far the most important. The Institute was uniquely well-suited for this project from several points of view.

While IMI had developed what many would call a highly westernized set of organizational values, which made it easier ultimately for most of the staff to accept the values implicit in the technology involved, they were also close to their own culture. IMI staff feel keenly tne importance of preserving the best of Persian tradition, while acting as change-agents in the modernization of Iran. In addition, their desire to learn was an important characteristic that was evident in the course of the project.

IMI was also well-chosen for such an attempt because of its size and influence among Iranian businesses and other institutions. It was able to market the new technology in its own way because it was trusted by its clients. Most of the IMI training and consulting business is return business, and its clientele includes many of the most important economic institutions in Iran.

IMI was the right place at the right time for this transfer also because of strong internal cohesion owing in large measure to strong internal management. To have attempted this transfer five years earlier, while the Institute was still a struggling stepchild of the Ministry of Economy, might have been a mistake.

This kind of project is potentially dangerous for the organization involved in the host country. Because of the time required to complete intensive trainer-training, only a small number of staff can be trained. This selectivity is always a problem for the host institution. Such an intervention is potentially disrupting to any but an internally strong institution. At IMI the other professional staff seemed to accept the necessity for making a special selection of the staff.

Finally, IMI staff were professionally skeptical; they knew that motivation training was not a cure-all for their clients' problems. They were sufficiently sophisticated to evaluate the potential of the motivation approach for Iran, see how it could fit into the other work they were doing, and accept the fact that it was not the answer to all training and consulting
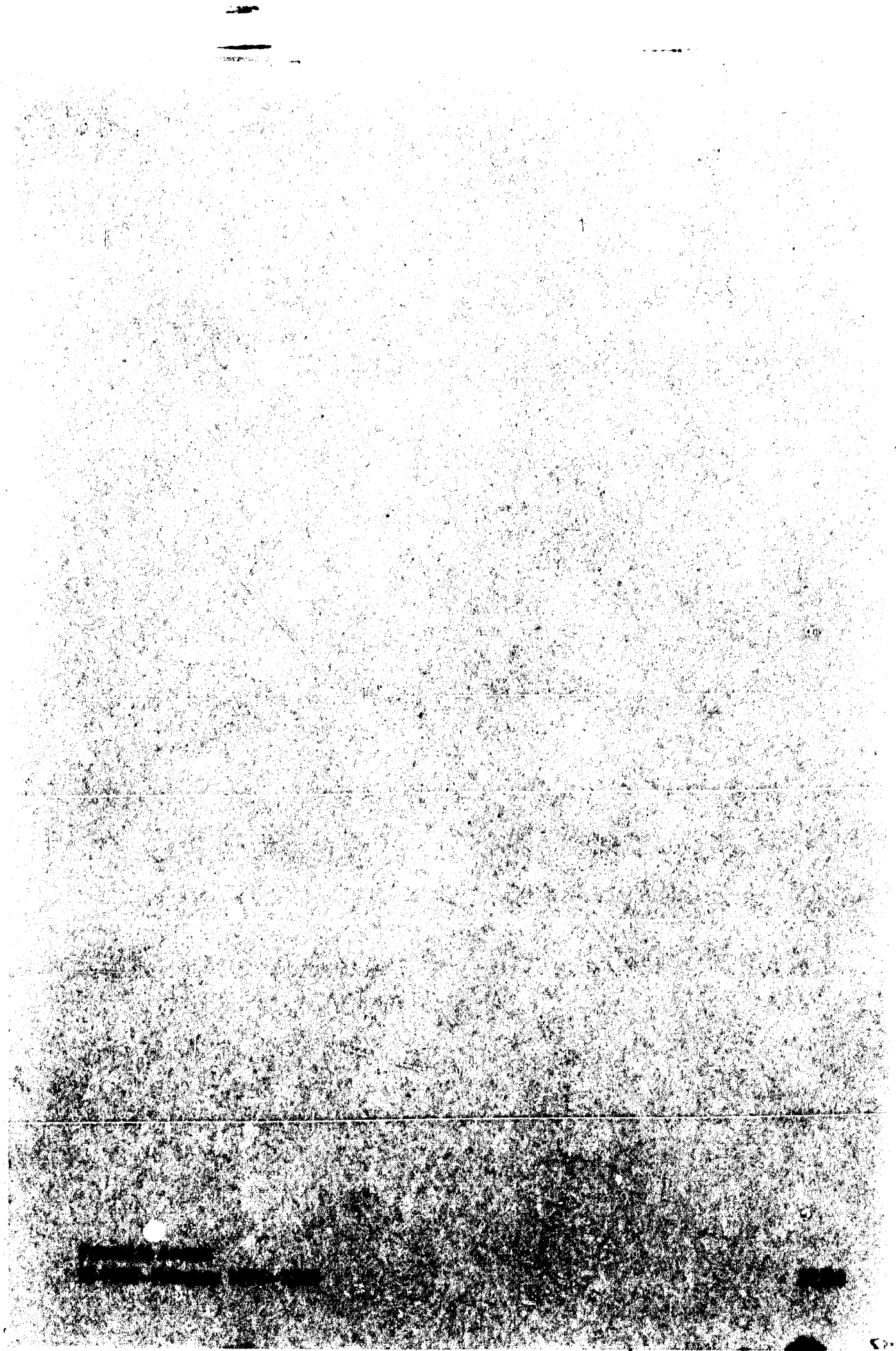
problems. This mature perspective is extremely important in transferring such an approach to a developing country. The approach and technology can be too easily oversold, building unrealistic expectations among both public- and private-sector clients and observers, and leading to disappointment. This was avoided in Iran.

This does not mean that a developing country must have a training and consulting firm already advanced to the extent of IMI in Iran before it attempts to make such a transfer. But the more of these characteristics that can be identified in the transferring institution, the more likely the project will proceed smoothly and have a significant impact.
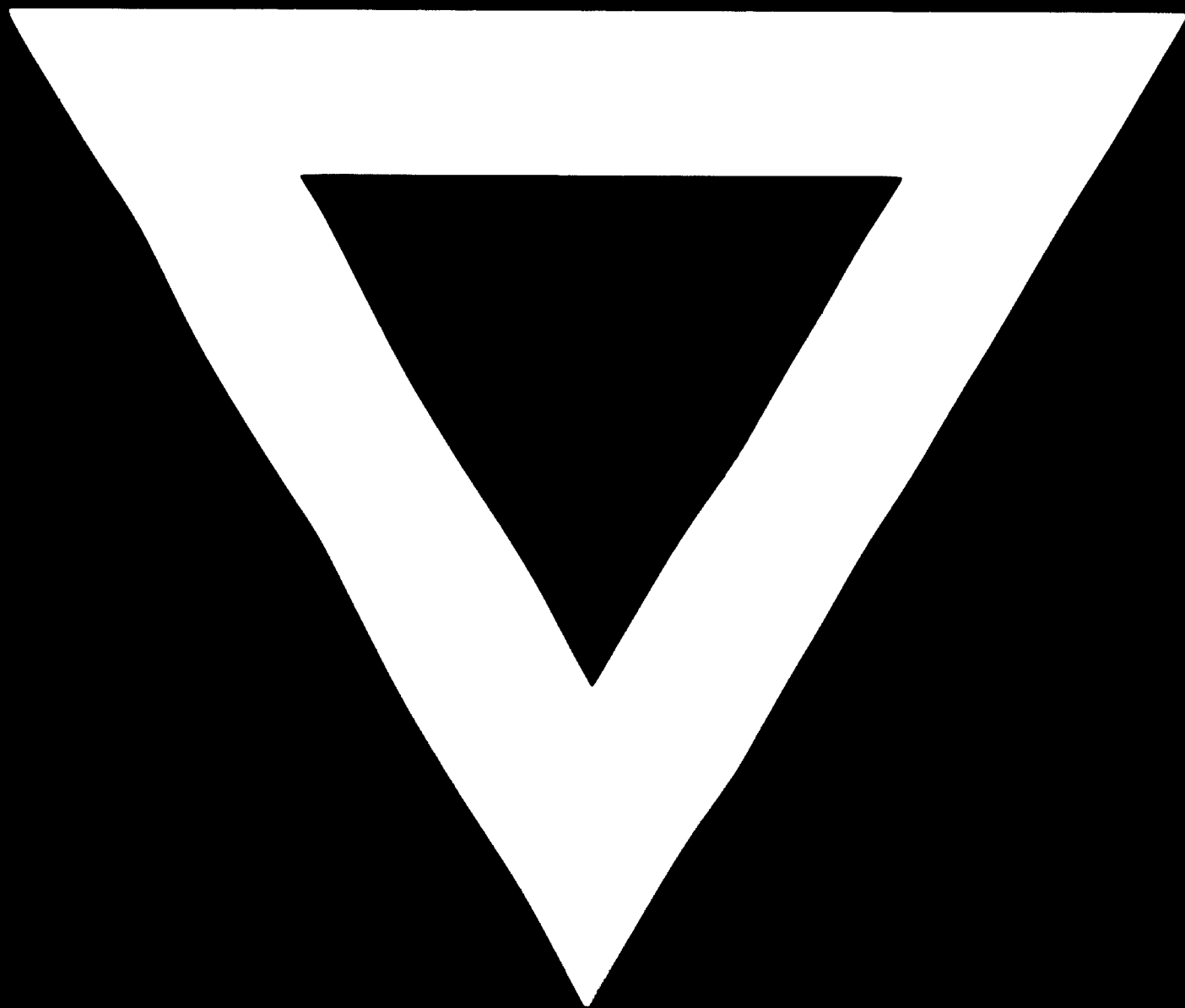
The major difficulties encountered in the project were communication problems peculiar to behavioural science projects. One of the difficulties in this field is communicating to others the purpose of motivation training. The misunderstanding of some of the IMI management of one of the early definitions of achievement motivation is an example. On his part, the consultant completely misunderstood the nature of their concern. It seemed obvious that they had already developed an "achieving" climate; what he did not realize was that this was not so evident to them.

Another problem was totally unanticipated by the consultant, namely the lack of professional contacts. Behavioural science trainers are used to working in training and consulting teams. They work with a highly interdependent style and are constantly soliciting and giving feedback to one another. Not until the IMI trainer team and the consultant had begun to train together, some time in the fourth and fifth month of the project, did the consultant have that type of colleague relationship with them. He was somehow still their trainer until that point. His colleagues who have worked alone for long periods on international projects have reported similar difficulties. For such projects in the future a trainer team might be used instead of an individual consultant-trainer. It is possible that the actual transfer time could be shortened from eight months to four or five months with both trainers practice training with the new trainers.

In conclusion, based on the experience in Iran and in view of previous experiences in similar projects in Latin America and Africa, such transfers of training technology are possible and desirable. It is too early to point to long-term results from the project in Iran, but nearly every Iranian exposed to this technology, whether professional trainer-consultant or manager, has expressed confidence that it would play an important role in advancing the modernization process in their country.

C - 280

77 .07. 15