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THE APPLICATION OF WESTERN
MANAGEMENT TO THE DEVELOPMENT
OF A MANAGEMENT EDUCATION
PROGRAMME IN BAHRAIN

by

IBRAHIM S J ALHASHEMI

MSc, PGCE, FBIM

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DEDICATION

TO H E DR ALI MOHAMMED FAKHRO; MENTOR, VISIONARY AND
FRIEND WHO LEADS BY EXAMPLE AND MORAL STATURE,

AND

TO BAHRAIN; MY BELOVED COUNTRY WHOSE CALL WILL ALWAYS
BE THE GREATEST DRIVE IN MY LIFE,

AND

TO MY PARENTS, WIFE AND CHILDREN FOR THEIR SUPPORT AND
PERSEVERENCE.

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A research undertaking of this magnitude could not possibly have been completed without incurring too many debts.

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Somehow I seem to have made a way of life out of imposing sacrifices on my family. My wife Fatima and children Suhaila, Seena and Sadiqa had to put up with my protracted failure to attend to their needs first due to my heavy work load, and then the additional load of the thesis. Either one would have, by any standard, amounted to a major ordeal on their part, and they lovingly and cheerfully supported me through both. I can only register my fond admiration.

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I should not fail to mention that my deep gratitude to all those who helped in any way does not change the fact that I am alone responsible for any remaining errors of fact or judgement.

ABSTRACT

Management education and development are recognised as highly problematic in advanced industrial societies that have a relatively long tradition of management theory and practice. Problems of developing managerial competence become all the more acute in non-Western societies that require the transfer of managerial know-how from external, mainly Western sources.

The focus of this thesis is Continuing Management Education as a vehicle for Management Development with special reference to Bahrain as a transitional society. The investigation serves as a context for evaluating the transferability of selected Western Management theories to non-Western environments. Special emphasis is placed on the concepts of leadership, motivation and managerial professionalism, following a detailed empirical investigation of the Bahrain management culture at the macro, intermediate and micro levels. A strategy for Continuing Management Education is designed within the broader context of scanning four major management development options available to Bahrain, namely Westernisation, Bahrainisation, Japanisation and Pragmatisation. The latter option is recommended in the light of evidence generated through a collaborative approach involving an

extensive survey of the management community. The
strategy is applied to Bahrain through evaluating Gulf
Polytechnic's Continuing Management Education Programme
(COMEP) against it and identifying areas where specific
correctives are needed. An explicit attempt is made to
develop some guidelines pertinent to cross-cultural
management theory transfer with special reference to
such variables as specificity of a particular theory,
its level of analysis and its methodological
structure. At a parallel level, an effort is made to
derive pertinent lessons of experience; both in policy
terms and on theoretical grounds, out of the Bahrain
case by way of a series of tentative generalizations
whose applicability extends beyond Bahrain to the Gulf
region, the Middle East and possibly other transitional
societies.

The research is based on a processual-developmental
qualitative methodology and amounts to a managerial
evaluation of a particular body of management theory
and practice. This choice was partly influenced by the
author's duality of roles as researcher and director of
a major institution of higher learning. A future
research agenda is also charted out.

PREFACE

This doctoral thesis is in many ways auto-biographical. For the author, it was intended to be a major step in his professional experience; a testimony borne out of the strife and turmoils of a hectic but rewarding career over more than a quarter of a century.

By the mid 1970s, the author had all but completed his "passage" from engineering and technical education to the new frontier (new indeed in Bahrain) of management and management education.

No sooner had that passage started in response to a new call of duty, than the author was struck by the many differences between the two domains. As an engineer, he valued the easy access to Western technology and its "safe" transfer to Bahrain where it was almost invariably put to good use. His hard-acquired technical know-how was precise, structured, culturally neutral, transferable and, most of all non-controversial. Conceptual clarity and operational dexterity went hand in hand. Effects followed from causes and measurement was an unfailing international language. Knowledge was a direct and uncontested way to action.

With such a mind-set it was little wonder that he experienced more than his fair share of frustration during his first few years in the "brave new world" of management. The nebulousness of many of the issues he had to grapple with , the relativistic nature of culture-bound problems and "solutions", as well as the plurality of approaches that added up to a "management theory jungle", all were a far cry from the exacting stipulations so deeply engrained in the mind of an engineer.

There were times when the degree of frustration intensified to a point where the author found himself questioning the wisdom of his move away from the rigour of engineering to the "soft" and open-ended field of management. What further complicated the picture was that management at the time was an infant, one might say embryonic, profession in Bahrain mostly reserved for expatriates with relatively few nationals scattered in different organisations and moulded according to their respective corporate culture(s).

The move of the author, however, from engineering to management was not entirely voluntary. The second half of the 1970s was a period of rapid economic growth in Bahrain and gave the Gulf area its first experience of a boom that surpassed all expectations. Among other

things, this boom which considerably accelerated Bahrain's transformation towards an organisational society, widened the gap between supply and demand for managerial personnel and accentuated the dependency on expatriate expertise. Policy planners in Bahrain realised the dire need for remedial measures that would, at least in the long run, redress the imbalance. With the number of organisations in the country mushrooming and their scope of operations expanding, Bahrain awakened to its serious management gap and rallied to the call for upgrading the professional skills of its managers and multiplying their ranks.

By the early 1980s, the drive to develop national mangers and minimize dependency on foreign expertise gained additional momentum. Bahrain, indeed the whole Gulf area, was described as being on the verge of a "management decade" where emphasis would shift from running boom-propelled businesses to building professionally managed organistions.

In that spirit the author who had just returned from the United kingdom with an M.Sc in education management was commissioned as Director of Gulf Polytechnic, Bahrain's only institution for higher professional education in Management and Engineering. Actually,

Gulf Polytechnic (now part of the University of Bahrain) was in fact a regional organisation sponsored by and catering to the needs of four Gulf countries, namely Bahrain, Qatar, United Arab Emirates and Sultanate of Oman. This regional status gave the author a Gulf-wide perspective that was to serve him well in later years.

At the time when the author assumed his new role as Director of Gulf Polytechnic, the top strategic priority was upgrading the quality and widening the range of management education and training offered by the institution. External, non-degree programmes, which were then in vogue, were to be replaced by new degree and non-degree programmes customised to the needs of Bahrain but strictly in line with international standards. Designing the new programmes started immediately and took the better part of two years.

At a parallel level, one of the author's first challenges on the new job was managing, overnight with no prior preparation, a new government-sponsored scheme known as the 10,000 Plan and designed to qualify as many Bahrainis over a 10-year period to replace expatriates. Many of the trainees were in management-related fields and a programme had to be put

together for them as well.

During his first months on the job he was disheartened to "discover" what he has always known. Bahrain was embarking on a major manpower development project in an area where the choices were so alarmingly varied, the criteria far from obvious and the guidelines were often as problematic as helpful. The cross-cultural transfer of management knowledge and skills was fraught with serious risks of failure and even local needs were never systematically assessed.

This was perhaps the first spark that eventually illuminated the path which led to this research study. Ever since the first step was taken towards formalising a doctoral proposal, the researcher has been undergoing a creative duality in his double role as a researcher and director. The action demands of a manager were not always easy to reconcile with the open-ended inquisitiveness of a researcher. Between 1982 and 1986 this duality of director and researcher generated an inner tension that was behind most of the insights and new ideas experienced by the author. However, this dual role did give him some advantages. While the problem of access to data on management development would have been practically insurmountable to an "ordinary" researcher whose effort might have been

misunderstood or resented by many organisations, the
position of this particular researcher gave him
unlimited access to key individuals, privileged
information and critical events. The director and
researcher, however, speak with one voice in this
thesis; an act of integration achieved through a
confidence of both without a dilution of either. Such
integration is perhaps one of the contributions of this
thesis as it brought together perspectives not
obviously linked and often disconnected. It is
imperative to underscore the fact that this thesis is a
series of closely related research and management
contingencies many of which are owed to the directions
provided by the managers themselves as the interactive
subjects of the research.

The thesis developed its own momentum often
fortuitously; unexpected vistas were opened up and the
researcher was pushed into new uncharted territory.

When the author began his research work in 1982 he set
out to investigate the role of continuing management
education as a vehicle for management development.
This interest in the subject began when as Director of
Gulf Polytechnic he was commissioned to plan and
implement the ambitious management development
programme outlined above serving both the public and

private sectors. Learning from the shortcomings of the 10,000 Plan, he wanted the new programme to be based on a solid base of need-assessment. To that end a needs assessment survey which was the first of its kind in the country was administered in Spring 1983. The results of the survey raised as many questions as they answered and confirmed the author's intention to pursure the topic further through a doctoral study. By February 1984, Gulf Polytechnic had completed its analysis of the needs assessment survey results, designed the programme and launched it. However, during that time the author had been actively interacting with Chief Executive Officers and senior managers in the country in an attempt to find out more accurately what their notions of management development were and what they required of continuing management education. The picture that emerged in his mind was far from complete but enough to suggest to him the need to subject the new programme to regular evaluation as the expectations were varied and some indicator of its being on track was needed. Proceeding simultaneously as director and researcher, he heeded the wish of the senior managers he was in contact with and initiated by Fall 1985 a thorough evaluation of the programme by students, faculty and immediate supervisors.

The evaluation process revealed, among other things,

the existence of widely divergent criteria, expectations and goals that the new programme was looked at to satisfy. The difference, further investigations and a series of meetings with Chief Executive Officers confirmed, was mostly due to different organisational climates and internal environments. In reality this process can be traced back to informal origins in a series of discussions as early as 1981. It turned into a formal evaluation by 1985 and eventually gave a series of CEO seminars as documenated elsewhere in this thesis.

The illuminating discussions that took place in that seminar opened two new avenues identified by Chief Executive Officers as critical areas. First was the general dissatisfaction with the piecemeal approach to continuing management education and a strong feeling against an incrementalist approach to management development. Secondly, came the "shock" of realising that we do not really know about the Bahraini manager as much as we originally thought we did. What was urgently needed, the seminar consensus urged, was a more systematic approach that would lead to a better understanding of the Bahraini managers.

The result of this recognition was another seminar, originally suggested and strongly supported by

participants in the first. The title of this seminar was "Towards a Strategy for Continuing Management Education in Bahrain" and came as a close sequel to the one on corporate culture.

As to the need for better understanding Bahraini managers, the idea went through successive stages of refinement and eventually materialised in a survey on a scale never before experienced in Bahrain. A series of questionnaires were designed and administered dealing with the Bahraini manager, his self-image, his position in the environment, and his specific constraints and opportunities. With these questionnaires came a structured Chief Executive Officers interview.

Data gathered from the series of questionnaires and the interview pointed out, in a sense unexpectedly, towards three key concepts that were considered by a majority of those surveyed critical to the future of management practice in Bahrain. Such a crucial clue led the author to focus further on these three critical concepts through a special Chief Executive Officers follow-up questionnaire dealing expressly with leadership, motivation and managerial professionalism in Spring 1986.

The Chief Executive Officers follow-up questionnaire in

turn furnished mixed evidence and suggested a fuller measure of the transition the Bahrain management profession is undergoing. The need to pursue many of the issues involved suggested the idea of another Chief Executive Officers seminar addressing the question of the "Bahrain Management Profession in Transition" held in Spring 1986. Among many other things, this new seminar revealed that the Continuing Management Education programme has had a considerable impact on the practice of management in Bahrain. Such an impact, however, had to be further assessed to determine whether or not success has been made in transferring management know-how from the training site to the job context. An impact questionnaire was thus designed and administered.

The point behind reconstructing aspects of the thought process that accompanied the writing of this thesis is to highlight its developmental nature and underscore its dynamic unfolding.

The reader may find the various chronological details difficult to follow and piece together. At the end of the thesis, there is a pull-out sheet meant as a chronology of major developmental steps in the research process.

It is hoped that the final work is dynamic but not disjointed. The thesis is meant to reflect the complexity and transience of the issues addressed, but not at the cost of disjointedness or loss of focus.

As an autobiographical piece of research, this work helped the author catch up with developments that have shaped his life and the lives of many other fellow Bahrainis. A different future is taking shape very rapidly in Bahrain and the Gulf area and it can only be hoped that this effort will contribute, however modestly, to the future prospects of the Bahrain management profession.

C O N T E N T S

CHAPTER ONE

BACKGROUND, OBJECTIVES, SCOPE AND METHODOLOGY OF THE STUDY

C H A P T E R   O N E

BACKGROUND

The background to this study is the rapid transition
Bahrain is undergoing towards becoming an
organisational society. Over the last two decades the
country has evolved into a major regional centre for
business, finance, industry and services, and completed
an ambitious infrastructure culminating in a causeway
linking Bahrain and Saudi Arabia.

Not surprisingly, of course, this massive metamorphosis
required considerable manpower resources in a variety
of skill areas including management. The lack of such
resources locally led to a continuous influx of
expatriates whose impact on Bahrain was considerable
both socially and professionally. Expatriates,
however, were never perceived as a long-term solution
to the problem of infrastructure development outpacing
manpower resources, and the sentiment for cultivating
more local talent in various professional areas has
always been very strong.

This sentiment is now an official policy known as
Bahrainisation and the management sphere is one of its
prime targets, as evidenced in the so-called 10,000
plan and a variety of other government policies

and stipulations. However, accelerated professional preparation is needed if Bahrainis are to join the ranks of management in numbers and gradually replace expatriates. Such preparation has taken a variety of forms including overseas study opportunities, participation in local academic and training programmes, in-house coaching, seminars within organisations and a wide range of management development methods.

Widely acclaimed at the beginning and optimistically perceived as the answer to Bahrain's shortage of managerial personnel, such management education and training outlets were heavily utilised by both public and private employers at a great cost and often with dubious results. However, close to 15 years of invariably disjointed, almost random, approaches to management development in Bahrain have had few visible benefits perhaps. This period also witnessed the emergence of Bahraini managers as a recognised professional group in the country. However, by the early eighties a growing sense of frustration was starting to build up into a conviction that disjointed, incremental and largely unevaluated approaches to management development are inadequate, unlikely to stand the test of cost effectiveness, and as investments in human capital were not producing

acceptable rates of return. Even the celebrated 10,000 plan introduced by the government as a programme for large scale Bahrainisation in key sectors did not manage to overcome these shortcomings.

THE 10,000 PLAN

It may not be readily apparent to the reader that all this wealth of information on management development in Bahrain, and rapid succession of research activities geared to it, are very much of a novelty in the country. Such, however, is the truth and it is very important to emphasize that it all began after 1980 when the so-called 10,000 Plan was launched. This plan, while fraught with many problems and short-comings was undoubtedly the beginning of a managerial awakening that has continued to snowball since and in a way, made this research project possible. It is therefore of some importance to put this major first step in perspective.

The realisation of lack of managerial ability caused Bahrain government to consider training as a strategic area linked to producing the kind of managerial talents needed for its continuous development. It was also believed that such an activity should have the governmental support and care which should take place in a planned and controlled way.

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During the year 1980, the Cabinet appointed a special
committee called 'Social Services Committee' comprising
three key ministers - Minister of Education; Minister
of Labour and Social Affairs, and Minister of Health.
Its mandate was to look into policy issues relevant to
the social service provided by the Government and to
make recommendation; to the Cabinet.

Among the problems identified by this Social Services
Committee was the high percentage of non-national
labour force in the country which created a number of
problems and in particular a drain on the economy.
Analysis of the labour force showed that there were
approximately 10,000 jobs in the various
sub-professional technical and managerial jobs at all
levels occupied by non-Bahrainis.

As a result of these findings, the Social Services
Committee made recommendations to the Cabinet to
approve a ten-year plan to train approximately 10,000
Bahrainis who were then employed in different sectors
of the economy to be upgraded and moved into key jobs
presently occupied by non-Bahrainis.

Such a massive operation in manpower development was an
excellent idea to provide training opportunities for
Bahrainis in the various strategic management related

occupations, but it was unfortunately a hastily conceived programme as far as planning and implementation were concerned.

Much of the work was passed on to Gulf Polytechnic by the Ministry of Labour manpower development section due to pressures for immediate implementation. The hastily assembled programme covered the following areas:

* accounting technicians
* clerical supervisory
* business management
* construction technicians
* mechanical engineering technicians
* electrical engineering technicians
* data processing

During the implementation of the above courses, a number of difficulties became apparent. Such difficulties included issues such as:

* lack of appropriate staff to teach the courses agreed upon
* lack of coordination between the Ministry of Labour manpower development unit, the industrial sector sponsoring applicants and Gulf Polytechnic
* poor selection of nominees. No methodology was followed and it was left to the applicant to choose the programme he felt appropriate
* lack of suitable teaching materials. The programme was implemented six months before the arrival of

text books
* unwillingness on the part of some of the sponsoring
  bodies to release trainees during working hours
* courses offered were of general nature and did not
  cater to the specific need of the individual
* management of the sponsoring bodies were not
  consulted on the content or the level of courses
  offered
* no follow-up of the trainees were made during or
  even after completing the courses

As a consequence of the above shortcomings, Gulf
Polytechnic suggested a new approach to the 10,000 Plan
that would attempt to remedy past difficulties and
employ a systematic approach to management development
within a framework of Manpower Planning as needed by
the Government.

One of the main factors which were taken into
consideration right at the planning stages of the new
approach was the fact that within the field of
management, the elements of education and training were
not separated with any degree of rigidity, as they
interrelate symbiotically and reinforce each other. It
was this awareness that brought the issues of
continuing management education to the forefront of
Gulf Polytechnic priorities since the very inception of
its new Business and Management programmes in October
1982.

It was essential as far as management development was concerned to start with professional discussions and brainstorming with representatives of leading public and private organisations. The purpose was to develop a comprehensive system of continuing management education and training to serve the needs of Bahrain and the area at all management levels.

As part of this initiative, Gulf Polytechnic was asked to design and launch a new comprehensive programme in continuing management education. Following a planning period of one year, the Polytechnic introduced the Continuing Management Education Programme (COMEP) in February 1984. Since its inception COMEP was based on a management development philosophy markedly different from past practices in Bahrain.

Whereas previous development had been piecemeal COMEP was originally conceived to take account of 3 related levels.

1) The management development of individuals (i.e. micro level)

2) The development of individual organisations (i.e. the intermediate or corporate level)

3) The socio-cultural context of Bahrain (i.e. the macro level)

Clearly individuals would have diverse expectations, aspirations and development needs. Such needs may relate to them as individuals or be related to the kind of organisations (e.g. international or Bahraini) in which they work. Organisations would have their own culture and agenda for change which in turn, would be set within the socio-cultural context of Bahrain.

THE ANATOMY OF COMEP

Each of the five training levels within COMEP was made up of six courses totalling 18 credits and leading to a Diploma named after the training level which included:

1 Clerical Skills
2 Basic Supervision*
3 Middle Management*
4 Advanced Management*
5 Executive Management*

* The last four levels are formally linked to full-time programmes.

Each training level above was given a detailed profile that specified its objectives, target participants, programme objectives, admission requirements and courses available, short course discriptions and details of syllabi. Also included was provision for a

series of specialised one to three day workshops
dealing with specific subject areas relevant to
particular groups of managers, with the intention of
upgrading the performance of participant managers to a
state-of-the-art level.

Other characteristics of this new approach were:

1. Prior assessment of manpower needs through survey
    that included major public and private
    organisations in Bahrain and focused on staff
    development needs over the following three years.
    The survey was undertaken jointly with major client
    organisations.

    The survey covered the following areas:

    (a) Distribution of manpower in Bahrain by position
        level (for 1983), ie, clerical, basic
        supervision, middle management, advanced
        management, executive and others.

    (b) Distribution of manpower in Bahrain by
        functions, ie, office skills, personnel,
        marketing and sales, finance,
        computer,production, accounting, administrative
        support service and others.

    (c) Distribution of Bahraini participants in short
        management training programmes in Bahrain
        (1980-1983) by levels and by functions.

    (d) Distribution of Bahraini participants in short
        training programmes abroad (1980-1983) by
        position level and by function.

(e) Distribution of Bahraini participants in long-term training programmes abroad (1980-1983) by position level and by function.

(f) Vertical Distribution of Training Needs 1983-1986
(ie, levels of Training Needs)

(g) Functional Distribution of Training Needs 1983-1986
(ie, functions of Training Needs)

2. Nominations for any of the programmes mentioned earlier go through a series of screening procedures including entrance examinations and a detailed interview by a special committee representing Government, Industry and Gulf Polytechnic.

Courses offered operate on an inter-sectional and inter-organisational basis in the sense of seeking participants from all sectors and various organisations.

It is hoped that this way, the candidates may benefit from each others' experience and develop a deeper sense of perspective.

3. The programme is managed through a Continuing Education Steering Committee which is a joint body representing the Ministry of Labour, Civil Service Bureau and Gulf Polytechnic. The task of the committee is to oversee policy aspects of the programme and function as an overall planning, monitoring and quality control board.

Others involved are:

* Gulf Polytechnic Department of Business and Management which houses the programme and provides course instructions in various fields.
* Gulf Polytechnic Industrial Liason Co-ordinator - a newly established office entrusted with co-ordinating Gulf Polytechnic's educational and training activities with client organisations.

4. The scheme has also developed a Performance Appraisal instrument which is intended to measure the job performance of candidates before they undergo training and six months following its conclusion.

5. Self assessment guides developed by the Polytechnic are used to sketch out a 'training profile' for each participant. The purpose of it is to allow prospective continuing education candidates to develop their own 'training profile' in the light of selected variables highly relevant to career development.

6. The scheme also stresses to sponsors the need to appoint specialised preceptors to function as counsellors, resource persons and quality control monitors for trainees they sponsor. This function of advisor and learning facilitator serve to ensure that trainees are not cut-off from their jobs while

undergoing training. It also helps to follow-up participants on their professional development and to help link their training at the Polytechnic to the requirements of their jobs and their organisations.

Bahrain, by international standards, is a tiny country, with a small population (430,000) and about (30) major companies. It has a clear sense of national identity and a stable government which gives impetus and focus to developments. The small scale of the country makes it possible for close network of relationships to be developed and to allow the kind of research undertaken in this thesis. However, in as much as Bahrain is an Arab country, with a long history and close connections with other Arab countries in the Middle East and particularly Gulf States, sharing many of their concerns, it is possible to view Bahrain, for the purposes of research as representing an example of Arab culture, and to view the research not simply as a country case-study but an illustration of the development of a management development strategy for an Arabic culture in transition.

OBJECTIVES OF THE STUDY

The objectives of this study should be viewed against the 'background' outlined above. As such, the

following priorities emerge as important guideposts for the investigation:

1. Identifying and analysing major issues involved in management development in Bahrain at the macro (national), intermediate (organisational) and micro (individual) levels.

2. Highlighting choices for and tensions within the management profession in Bahrain at this transitional stage in its evolution, and addressing implications for management development.

3. Suggesting a strategy for continuing management education in Bahrain serving the twin purposes of accelerating management development and reinforcing norms of managerial professionalism. Such a strategy should rest on a thorough understanding of the Bahrain management culture and a clear sense of the nature, direction and pace of the required change.

4. Evaluating the present continuing management education programme at Gulf Polytechnic on grounds of objectives, scope, curriculum, delivery, correctives, impact, etc, to assess it against the required strategy, and suggest steps to rectify the

variance.

5. Examining the transferability of selected Western
   management ideas and theories to Bahrain. This
   section of the study is borne out of the fact that
   any management development strategy in Bahrain will
   inevitably be guided by a knowledge-base, probably
   Western and in all cases originating outside
   Bahrain. Compatibility of such theories with
   Bahraini realities cannot be taken for granted.
   Putting Western management ideas to work within the
   Bahraini environment should yield valuable insights
   into the cross-cultural transferability of such
   ideas as well as the Bahraini management
   environment itself.

6. Improving the effectiveness of management
   development in Bahrain and strengthening norms of
   managerial professionalism.

7. Deriving some tentative general observations on
   management development in the light of Bahrain's
   experience.

METHODOLOGY

It should be borne in mind that the approach followed
in this thesis is a result of three important

influences. The background of the author cast a
visible shadow by way of merging action and
learning in the pursiut of improvement in both.
Another influence was the nature of the research
terrain itself and the constant flux it is
undergoing. No less important an influence was the
need to develop the discourse in terms of
managerial evaluation, broader than a strictly
"scientific" treatise and sensitive to varied
policy implications. The methodological
observations made below should be understood in the
light of these three key influences:

1. The biography of the researcher is in itself an
   important factor. He is approaching the study from
   the vantage point of being the director of Gulf
   Polytechnic which is the leading institution of
   higher management education in Bahrain. Before
   assuming this role, he served for a period of 25
   years at the Ministry of Education. By virtue of
   this background, he is intimately familiar with
   most of the problems addressed in the thesis and
   can approach them with judgement refined and
   seasoned over the years. It was therefore felt
   that qualitative tools of analysis will allow the
   researcher to tap these personal resources more
   effectively and engage the issues raised with

greater depth.

2. The phenomena under investigation in this study:
    continuing management education, management
    development, and the Bahrain management culture are
    themselves undergoing a very rapid transition. As
    such they lend themselves to dynamic qualitative
    analysis more meaningfully than quantitative tools
    which require "freezing" certain variables for
    purposes of investigation. That such freezing is
    hardly feasible under conditions of complex and
    rapid change is all too evident in Bahrain.
    Although the research instruments in this study
    have been painstakingly constructed, it is evident
    that the research materials involved are difficult
    to quantify as they span a range of complexity that
    defies strict measurement.

3. By virtue of his position as director of Gulf
    Polytechnic, the researcher relates to a
    distinguished group of chief executives, government
    undersecretaries and corporate senior managers in a
    manner which allows him virtually unlimited access
    to them; a privilege obviously not available to an
    ordinary researcher. This familiarity has allowed
    him to arrange with them seminars, round tables
    discussions, brainstorming sessions, etc to tap

those colleagues' wealth of information to a degree
which quantitative tools could not have matched.
Interpreting this wealth of information is
primarily a qualitative task. The author relates
to his materials only partly as a detached
researcher. In reality his posture is based on the
duality of researcher and director involved in
managing a dynamic institution, formulating
policies, implementing programmes and monitoring
results. The line is not always easy to draw but a
conscious attempt is made throughout the work.

4. It is the writer's belief that emphasis on the
qualitative approach will help to provide focus on
explanation through developing understanding rather
than through predictive testing. And an emphasis
based on and inductively developed from data
(Glaser and Strauss, 1967)[1] rather than on a
priori deductive theory. Qualitative approaches
lend themselves better to the emergence of
unanticipated findings and are in many cases
broader and more realistic in perspective than
purely quantitative tools (Hari Das, 1983).[2]
As such this will assist to focus on a discovery
oriented investigation full of meaning, validity,
richness and meaningfulness of data (Legge,
1984).[3] The preference for a more holistic

perspective is based on the assumption that the whole is more than the sum of its parts and hence any serious discussion of a phenomenon can happen only if its context (of occurrence) is carefully described and studied.

Within this chain of thought it is felt that a phenomenon such as leadership for example cannot be adequately understood by merely focussing only on a few variables such as the task structure, the leader's personality and the subordinate's goals. Rather, it should be addressed as a complex, situational phenomenon influenced by these variables and many others that are broader and socio-cultural in nature (Rosen, in Barbara Kellerman 1984).[4]

Failure to recognise this fact could lead to a naturalistic trap. By way of example, the late sixties and most of the last decade saw a proliferation of surveys and laboratory experiments on several topics in the organisational behaviour area (some of the more popular ones being motivation, leadership, group dynamics and decision making). However, there is a large number of researchers today in the field who question this approach and believe that by the very nature of the

subject, organisational behaviour cannot be adequately studied within neatly arranged compartments in isolated artificial settings, as (Mintzberg 1979)[5] noted.

5. In the final analysis, the choice in favour of qualitative research methods was primarily made in the light of the fact that unlike most evaluation research situations, the researcher in this case is himself a key decision maker. In this respect, the researcher was inspired by the recent work of Karen Legge 1984, Michael Patton 1980, Bodgan and Taylor 1975, Downey and Ireland 1979, Mintzberg 1978, and Pettigrew and Bumstead 1980[6] pointing the limitations of the positivistic paradigm in evaluation research. Legge's analysis of the crises afflicting positivistic research designs, namely the intricate problems of utilization, verification and accreditation clearly points out the limits of "hypothetico-deductive" research design guided by the positivistic ethos and employing quantitative techniques. Such research designs often force on the researcher a difficult trade-off between methodological purity in positivist terms and relevance to the needs of policy makers. Since the evaluation aspect of this study involves the author in a dual capacity as

researcher-decision maker, there seems to be little
doubt that a qualitative-discursive or interpretive
approach is more appropriate with the assumption
that it will generate unexpected phenomena which
can form the basis of new hypothesis
(Lundberg, 1976).[7]   It must be pointed out at
this stage that the quantitative approach has not
been neglected altogether.   In some cases reference
has been made to quantitative data for the purpose
of enriching, and comparing observations as well as
identifying emerging trends.   The limits of
quantitative analysis are insightfully addressed in
the following observation:

> "Measuring in real organisational terms
> means first of all getting out into the
> field, into real organisations ..... The
> evidence of our research ..... suggests
> that we do not yet understand enough
> about organisations to simulate their
> functions in the laboratory. It is these
> inherent complexity and dynamic nature
> that characterize phenomena such as
> policy making. Simplification squeezes
> out the very thing on which the research
> should focus. The qualitative research
> designs, on the other hand, permit the
> researcher to get close to the data, to
> know well all the individuals involved
> and observe and record what they do and
> say."

It is argued that the study of human behaviour in
organised settings necessitates not merely the
application of the cannons of scientific method by
researchers, but also an inter-subjective and

transobjective   understanding   of   their   data
(Filstead, 1970).[8]

Within this framework, the study centres around a data
base comprising the following instruments:

A. CHIEF EXECUTIVE OFFICERS (CEOs) INTERVIEW
   (Refer to Appendix A)

This interview was conducted in Spring 1985 by the
author.   It   involved   23   Chief   Executives   of   major
public   and   private   organisations   in   Bahrain.   The
purpose of the interview was to tap the experiences of
a select group of corporate executives and Bahraini
government officials at the undersecretary as well as
Director   levels   as   to   the   salient   features   of   the
Bahrain   management   culture,   the   present   state   of
development   of   Bahraini   managers   and   their   future
professional prospects.   The interview thus helped to
draw   a   profile   of   the   Bahraini   manager   from   an
executive vantage point.   This profile is meant to be
as   comprehensive   and   well   rounded   as   practically
feasible, in order for it to be useful to assessing the
status of Bahraini management and its culture.

The interview dealt with issues such as:

* professional standing

* job expectations, commitment and motivation level
* comparison of the competence and productivity of the Bahraini manager to that of his expatriate counterpart
* major environmental factors (eg, cultural, social, economic, educational, religious values, concept of time, technological, authority, interpersonal relations, affluence, cost-consciousness) that influence his perceptions and actions
* the type of support level (eg, governmental, organisational, etc) and the incentive system available to him
* approaches followed in preparing future managers
* obstacles or barriers impeding or slowing his development
* awareness of major professional trends and developments at international level
* major concerns and worries
* Bahrain's experience so far with managerial technology transfer

B. COMPOSITE PROFILE QUESTIONNAIRES

   (Refer to Appendix B - components I & II)

This is one of the key instruments used in this study to piece together a comprehensive profile of the Bahraini manager in action. Another purpose of these questionnaires was to help Bahraini managers develop critical insight into their present situation and future prospects. As a professional, the modern Bahraini manager is faced with enormous challenges, not the least of which is the need to stay abreast of developments in his field and constantly upgrade his performance.

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The set of questionnaires was given to 30 executives in both the public and private organisations. Twenty three responded in time. Given the size of Bahrain, 23 respondents provide a fairly substansial representation of major organisations.

The set of questionnaires comprised two components. Component I dealt with self perception of the Bahraini manager with reference to:

* Distribution of functions performed
* How critical is the manager's work in the organisation?
* His effectiveness in achieving goals or targets
* How seriously his role is taken in the organisation
* How committed is the organisation to his career development?
* How development is facilitated for him
* Educational background and training
* Career background
* Job satisfaction
* Methods of preparing managers
* Awareness of international management models
* Perception of other professions and their social status
* Correlation between managerial education and on-the-job performance
* The relevance of a technical background to the field of management
* How does the manager perceive the role of the expatriate manager?
* Applicability of management skills acquired in formal education and training programmes to Bahrain

*   Involvement in community service
*   Career path
*   Satisfaction with organisational incentives

Component II comprised four basic parts, namely:

*   Interpersonal networking

*   The manager and his environment

*   Approaches to decision making

*   Concept of time and change

The first part 'Interpersonal Networking' dealt with:

*   Formal and informal methods of getting business done

*   Friendship ties, family or other means of influence

*   Manner in which business discussion or a deal is
    conducted

*   Loyalty versus efficiency and managerial performance

*   Management style followed by Bahrainis

*   Managerial practices of foreign businessmen or
    managers which can be learnt

*   Personal traits and characteristics that
    contributed to the managers success

The second part, 'Manager and his Environment' dealt
with:

*   Incidence of outside consultation in decision making

*   Role perception of managers by government officials
    and community

*   Influence of job on family or community life

*   Perception of manager's role inside and outside the organisations

*   Difficulties or obstacles facing Bahraini managers

*   Ideas, changes or programmes that a manager would want to implement but tradition, values, and customs restrict him

The third part, '<u>Approach to Decision Making</u>' dealt with:

*   Styles and methods of decision making

*   Management of conflicts

*   Problem solving: situations and methods

The fourth part, '<u>Concept of Time and Change</u>' dealt with:

*   Punctuality

*   The concept of time in terms of planning

*   Ideas about change and innovation

*   Attitudes towards women in managerial positions

*   The managers time horizon

*   Attitude towards advanced technology

*   Independence from family, customs, religion and tradition

*   Attitudes towards giving the new generation more freedom

Target data obtained through the above four parts covered:

(a) Management style(s) that seem to be widely practiced in Bahrain

(b) Highlights of the Bahrain management environment as they influence managerial behaviour

(c) Patterns of decision-making commonly used in Bahrain

(d) The professional standing of the Bahraini manager within the organisation and in the community

C. FOLLOW-UP CEO QUESTIONNAIRE
(Refer to Appendix C)

This set of questionnaires was conducted in Spring 1986. It was addressed to the representative sample of CEOs and undersecretaries in order to further assess their views on dominant practices in areas of leadership, motivation and managerial professionalism. In all these three areas, the aim was to identify the prevailing norms, explore emerging trends and chart out major choices facing Bahraini managers.

Among the issues that this set of questionnaires dealt with are the following:

* Leadership norms prevailing in Bahrain
* Leadership norms encouraged by organisations in Bahrain
* Traditional culture values and the management

profession
* Society's expectation of a manager to emphasize efficiency, public relations, employee satisfaction
* Management styles preferred by managers
* Society's expectation of a manager to demonstrate success
* Corporate motivational practices
* Motivation strategy as practiced by organisations
* Bahraini managers' motivation (intrinsic and extrinsic rewards)
* Professional excellence and motivational needs
* Manager's knowledge and involvement in the making of decisions
* Manager's commitment to self-development
* Manager's analytical and problem-solving skills compared with international counterparts
* Managerial professionalism
* Management development and Bahrainisation of materials
* Bahraini management and Japanese examples
* Satisfaction of Bahrain's management development needs
* Management professionalism
* Locally available management development programmes

D. MANAGEMENT DEVELOPMENT NEEDS QUESTIONNAIRE
   (Refer to Appendix D)

The surveys on management development needs have been conducted twice. Once in 1983 and then in Spring 1985. Subsequently they have been updated. The attached appendix D presents the survey and analysis which was conducted in 1985 for the purpose of planning 1986 programmes. This questionnaire covered major

organisations of both the private and public sectors, with the purpose of determining present and future management development needs in terms of specialisations and numbers. A related objective was to determine the satisfaction of such organisations with local and international management development programmes they have participated in, and help them become more conscious of their goals in this respect.

Prior to the implementation of the questionnaires a series of meetings with different organisations were held to explain the COMEP programme and the rationale in conducting this survey. The 1985 survey covered 22 major organisations in Bahrain which also included organisations which normally nominate candidates for COMEP.

The instrument designed for this questionnaire was intended to be as comprehensive as possible so as to generate a database that feeds into the planning of management education and training programmes at various levels. Accordingly it was necessary to include items such as:

* Distribution of Bahraini employees by level in a selected number of organisations
* Distribution of employees by functional areas
* Number of employees by level and functional area

who have recently undergone or are now undergoing training in Bahrain

* Number of employees by level and functional area who are expected to undergo management training over the next three years

* Methods used to determine cost effectiveness of international programmes

* Degree of satisfaction of training officers with international programmes for which they sponsored participants

* Degree of satisfaction of training officers with Bahrain training programmes for which they sponsored participants

* Criteria used by organisations in selecting candidates for management training programmes at all levels and various areas of specialization

* Trainee expectations upon completing a training programme

* Linkage between management training and career development through specific individual career plan

* Motivation of trainee vis-a-vis management training programmes

* Variable(s) used by training officers to motivate management trainees

* Custom-tailored vis-a-vis mixed programmes

* Follow-up procedures and monitoring of the training performance

* Expected training programme duration

* Preference of organisations as to the type of training to be provided

* Duration of programme, its links with higher education

* The scheduling prepared by the organisation

* Motivation of management trainees

* Language of instruction

E. STRUCTURED INTERVIEWS AND QUESTIONNAIRES WITH
   PARTICIPANTS AND FACULTY IN THE CONTINUING
   MANAGEMENT EDUCATION PROGRAMME (COMEP) AT GULF
   POLYTECHNIC
   (Refer to Appendix E)

This instrument was designed to provide COMEP
evaluation on a continuous basis. It has now been in
operation for two years. So far two annual reports
have been produced (refer to Appendix E) covering
participants who joined the programme since 1983.
These evaluation reports cover:

* participating organisations
* the screening process
* English language proficiency
* probation
* participant profile
* performance
* attrition
* lecture series
* lecture and courses/quality of instruction
* course lecture evaluations and self-assessment

The evaluation reports also included structured
personal interviews with COMEP participants as well as
participants' assessment questionnaire. Both included
items such as:

* Career objectives and previous job held
* Attainment of career objectives and COMEP barriers

* Job-related skills acquired

* Application of skills from COMEP to job

* Relevance of subjects covered

* Usefulness of English language and communications

* Courses relevant and useful to job enrichment

* Teaching methods and delivery

* Quality of teaching faculty

* Weaknesses of COMEP

* Organisational recognition of COMEP

* Educational background of participants, training programmes attended

* Self-assessment

* Job elements critical to career development

* Degree of satisfaction with COMEP

* Comparison of COMEP to others outside Bahrain

* Expectation of the impact of COMEP

* Aspects of COMEP most and least appealing and expectations of the participants

* Comments and suggestions

F. IMMEDIATE SUPERVISOR QUESTIONNAIRE
    (Refer to Appendix F)

One of the major parts of evaluating COMEP was to interact with the immediate supervisors of participants while the participants were in the process of attending the programme. This questionnaire was conducted in

May, 1985 with the aim to elicit the supervisors assessment of the situation. The process of broad-based feedback ranging from effects to objectives is very essential. Thus, immediate supervisors, were involved in at least three stages of the COMEP. The first stage is related to the "Management Development Needs Questionnaire" (Appendix D) where they were involved in determining the present and future development needs of the organisations. The second stage was this very questionnaire (Appendix F) while the third came after completing the programme (refer to Appendix G, COMEP Impact Questionnaire). This means that the immediate supervisors are involved before nominating participants, during participants' attendance of the programme, and then after their graduation. This questionnaire as can be seen is intended to involve the immediate supervisor at an early stage of the evaluation process. Some of the key issues covered by the questionnaire were:

* Job titles of the supervisor and number of subordinates reporting to him
* Organisation's human resource plans
* Organisational development of career paths for COMEP participants and its relationship to COMEP
* Methods used to match training programmes with candidates' needs
* Basis for candidate selection to COMEP
* Methods used by the organisation to monitor progress

towards career objectives
* Job elements critical to participants (candidates)
* Job elements critical to participants' development
  according to COMEP level
* COMEP career development impact on participants
* Expectations of participants' career development
  impact on COMEP
* Steps taken to transfer participants' COMEP acquired
  job skills to job performance
* Appealing COMEP features
* Changes/improvements in participants on-the-job
  performance since joining COMEP
* Comparison of COMEP with similar programmes
* Suggestions to COMEP curriculum modifications or
  improvement
* Supervisors' awareness of the importance of
  identifying certain variables as critical to
  participant's career motivation: development of
  certain skills, concepts and specific management
  expertise

G. COMEP IMPACT QUESTIONNAIRE

(Refer to Appendix G)

This is a two tier instrument intended to assess the
impact of COMEP on the Bahraini management community.
In June 1985, the first group of COMEP participants who
began the programme in Spring 1983-84, graduated. At
the end of the following Fall 1985-86 term, the second
group who joined COMEP in Fall 1984-85 followed suit.
Since June 1985 and February 1986, both groups have had
the opportunity to put their COMEP knowledge and skills

to test within their respective organisations. The
two-tier report presented in Appendix G is an
assessment of COMEP by:

(a) middle and advanced management graduates
representing the groups of Spring 1983-84 and Fall
1984-85

(b) the immediate supervisors of these same participants

The participants questionnaire (Tier 1) looks
specifically at areas such as:

*   COMEP curriculum design, planning and implementation
*   Job transferability of COMEP-acquired skills
*   Relevance of COMEP material to the Bahrain
    experience
*   Success of COMEP as a vehicle towards development
    of professional managers
*   Chief organisation support of COMEP

The immediate supervisor questionnaire (Tier 2) covers
the following variables:
*   Organisation's commitment to management development
*   COMEP objectives
*   Impact of COMEP on participant performance
*   Transferability of COMEP-acquired skills
*   Comparison of COMEP to other training programmes

H. CEO CORPORATE CULTURE SEMINAR

(Refer to Appendix H)

The first of its kind to be held in Bahrain, this seminar administered by the author in March 1984, brought together leading executives in the country to discuss the emerging theme of corporate culture in Bahrain and seek ways for facilitating corporate cultures more conducive to professionalism. The seminar was chaired by H E Dr Ali Fakhro, Minister of Education, Chairman Board of Trustees of Gulf Polytechnic. Among those present was a group of scholars and chief executives of major organisations in Bahrain. Some of the issues raised and discussed in the seminar included critical management concerns touching on Bahraini organisation, their inner culture, relationship with the environment, management styles, management development and the transfer of management level. Particularly striking were:

* Corporate culture and leadership
* Management styles and professionalism
* The Japanese approach
* The Bahraini or Gulf manager and what goes into his making
* Internationalisation of business in Bahrain
* The lack of manpower resources
* Management development and corporate culture
* The role of the leader in public and private organisations

* Transferability of other styles of management and cultures to Bahrain

I. CEO SEMINAR ON STRATEGY FOR CONTINUING MANAGEMENT

EDUCATION IN BAHRAIN   (Refer to Appendix I)

Also organised by the author as the first of its kind in Bahrain, the seminar was conducted in May 1985. The seminar was of great significance to the professional dialogue on goals, strategies and methods of management development and continuing management education in the country.

The seminar programme comprised three sessions. The first session was chaired by H E the Minister of Education and the paper presented entitled 'The Philosophy and Methodology of Continuing Management Education in Bahrain' This paper laid down requirements for a successful continuing management education performance emphasising the four key attributes or criteria it should have. In order of importance those attributes were its being:

* Anticipatory - or futuristic
* Remedial - or interventionistic to rectify differences
* Developmental - geared to the growth needs of managers
* Interactive - multi-lateral and undertaken as a joint venture

The paper also pointed out that for this philosophy to become a reality it has to rest on a rigorous, well-defined methodology such as: needs identification at all levels; translation of manpower needs into programme categories; further development of programme categories into a full-fledged curriculum; screening participants; programme delivery; evaluation; and programme auditing.

The second session was chaired by the Govenor of the Bahrain Monetary Agency; where two papers were presented and discussed. The first paper entitled 'The Making of the Bahraini Manager in the Public Sector' and it dealt with the authoritarian nature of Arab society and its reflection in managers' attitudes and behaviour. It stated that changes in knowledge, attitude and behaviour of individuals and groups can take time to evolve particularly at the top, and pointed out that middle management may be more adaptable. In identifying the need to be able to deal with people as a vital quality of a successful leader, the paper raised the classic question; are leaders born with leadership characteristics? Or are they made as a result of their environment? Though no answer was provided by the paper, it nevertheless drew distinction between authoritarian and democratic leaders. It also pointed out to the various styles of individuals

reflecting the different needs, social standing and self- fulfilment. This paper which was prepared and presented by a very senior executive in the public (government) sector, drew attention to the difference in roles between a manager in the public sector and a manager in the private sector with implication to their education and training.

The second paper in session two, entitled 'The Making of the Bahraini Manager in the Private Sector', tackled the process of training and development of young managers with particular reference to: selection processes, the kind of on-the-job training mixture, development of skills and guidance from senior management including evaluation of performance throughout their career path. The paper also referred to middle-management as a new concept in Bahrain and its implication in terms of delegation of responsibility. This paper which was prepared and presented by a very prominent Bahraini chief executive concluded by bringing to the attention of participants four areas where he believed progress can be made in developing managers:

* More delegation
* More conflict management
* Better management of time

* Developing skills to cope with an ever changing work environment

The third session was chaired by the author. The paper presented by a senior member of the Business and Management Department faculty entitled 'The Continuing Management Education Programme at Gulf Polytechnic'. This paper outlined the salient features of COMEP at Gulf Polytechnic, focussing on the problem of transferring classroom knowledge and skills to the workplace. The paper suggested four ways in which this issue could be tackled:

* By joint identification of key strategic problem areas in an organisation

* Joint diagnosis of specific problem areas therein

* The working out of simulated plans to increase market share and make the company more competitive

* By involving managers in brainstorming sessions focussing on particular problems

The paper also referred to the importance of continuous monitoring of COMEP and the way in which the evaluation procedure was constructed at Gulf Polytechnic, the survey of participating organisations, and how COMEP was linked to the full-time courses.

This seminar on Strategy for Continuing Management

Education in Bahrain provided a needed forum for management development in Bahrain. Besides the above mentioned papers, a number of other key issues were raised and discussed in some length. Among these were:

* Challenges facing Bahraini managers
* The issue of professionalism and the emerging of new management culture
* What management and leadership meant to Bahrainis
* What motivated Bahrainis, private versus public sector
* Leadership styles, and other characteristics and qualities needed for success
* The comprehensiveness of COMEP, linkage to objectives, flexiblity, and meeting the individuals needs, internationally recognised, etc
* Transferability of Western management philosophy to Bahrain and the need for more research into this field

J. CEO SEMINAR ON BAHRAIN MANAGEMENT PROFESSION IN TRANSITION   (Refer to Appendix J)

This third in the CEO-seminar series was arranged by the author to examine the priorities, values and world-view of the management profession in Bahrain as it undergoes rapid transition and takes clearer shape. This seminar took place in May, 1986. The seminar

programme comprised two sessions. The first session
was chaired by H E the Minister of Labour and Social
Affairs, and the paper presented entitled 'The Bahraini
Management Profession: Problems and Prospects'.
Besides the paper presentation by the Head of Business
and Management Department at Gulf Polytechnic, there
were three panelists all senior Bahrainis with
different backgrounds and experience. One of the
panelists reflected a business and investment
experience, the second was a chief executive of a major
national bank, and the third, a general manager of
administration and finance of a national oil company.
The paper dealt with the concept of 'professionalism'
by starting with the distinctive characteristics of a
professional association, then addressed implications
to the emerging management practice in the country. It
also touched on the identity crisis that the management
profession is facing, the emergent climate in Bahrain
emphasising efficiency, rationality, impersonality and
an overriding work ethic. The paper also referred to
the Western societies and how the 'management role' has
evolved in comparison to Bahrain where management is
something of a new-comer particularly in the absence of
both professional regulation and binding tradition. It
also referred to options available and concluded by
suggesting the establishment of a Society or a
Management Association to serve as the ultimate quality

control body for this important activity.

The second session was chaired by the Chairman of the Board of Gulf Petrochemicals Industries Company, and the paper presented entitled 'The Management Structure of Bahraini Organisations'. The paper was presented by the author, followed (as in session one) by three panelists with different backgrounds and experience. The first panelist was a very senior executive from the Ministry of Health with medical background; the second was a very senior executive from the Ministry of Education with education and planning background and the third a senior executive from a multi-national Ship Repairing Yard (Dry Dock) with an accounting background. The paper presented touched on the habitat of the various professions, then moved into highlighting the Bahrain society by comparing values and traditional norms and their influence on impersonal, efficiency-bound work place. It also addressed the effect of economic growth, and development on more advanced societies in the West. The paper referred to the term 'transitionalism' as the key characteristic of Bahraini organisations which has resulted in a number of problems including: weak management infrastructures; experimentalism; impressionism; manpower development imbalances and a poor research base. The paper concluded by proposing

to consider setting up a joint management research and development unit to operate on a multi-sector basis throughout Bahrain to provide three major types of services to organisations:

* General support information
* Specialised 'functional' information
* Consulting expertise in specific problem areas

The paper also suggested that Gulf Polytechnic will be prepared to house such an important unit.

Some of the comments, concerns and questions raised by the panelists and participants in both sessions were very vital to the development of management, with particular reference to the concepts of leadership, motivation and professionalism in Bahrain. Such key issues point out to statements and questions such as:

* The importance of management profession under the present recessionary conditions
* Is there a direct relation between qualification, professionalism, experience and appointment or promotion?
* Is there a serious participatory approach to management in Bahrain, or is it bound to remain authoritarian and centralised?
* Has the executive or manager sufficient control in our organisations to be able to perform his duties?
* Does society attach a high premium to productivity

or is it a question of lip-service and tokensim?
* What should be the leadership qualities of our future managers in Bahrain?
* How do we evaluate a successful manager?
* What criteria should we apply?
* What is the effect of technology on our management?
* The need to establish research in the area of management and management development

The fact that most of the instruments applied in this research are open-ended with ample room for reflecting on the personal experience of respondents, made it mandatory to emphasise interpretive understanding methodologies particularly in view of the fact that the terrain investigated is still taking shape and exhibiting very rapid change.

HIGLIGHTS, CONTENTS AND CHAPTER PROFILES

The following pages outline the development of the thesis:

Chapter 1   Background, objectives, scope and methodology of the study.

Chapter 2   The researcher's overview of the Bahrain management culture in transition.

Chapter 3   Widening the Perspective: Bahrain managers surveyed with special reference to the concepts of leadership, motivation and managerial professionalism.

Chapter 4   Management development for Bahrain: scanning the options.

Chapter 5   Moving towards a management development strategy.

Chapter 6   Continuing Management Education Programme (COMEP) evaluation against the strategy.

Chapter 7   The COMEP knowledge base: transferability and adaptation.

Chapter 8   Reflections on the Bahrain management development experience: some general observations.

Postscript: The way forward.

Chapter 2

The Researcher's Overview of the Bahrain Management Culture in Transition

This opening chapter reflects the author's interpretation of the Bahraini socio-cultural context which constitutes the broad management culture within which managers have to operate and define their role. Bahraini cultural norms, values, leadership patterns, primary and secondary group loyalties, concept of time, change efficiency, interpersonal ties, etc, are explored in the light of the researcher's experience as an active member of and senior manager within this culture. The management profession emerges as an incipient development viewed with increasing confidence as a necessary response to the changing economic environment and struggling for acceptance on equal footing with more established professions.

Thus the purpose of this chapter is to highlight key features and several major influences that affect Bahrain management culture's receptivity to planned change. It is, nevertheless, an observer's account of a management force field undergoing rapid transition and has yet to be brought under careful research scrutiny.

Chapter 3

Widening the Perspective: Bahrain Managers Surveyed
with Special Reference to the Concepts of Leadership,
Motivation and Managerial Professionalism.

Following the author's account of the Bahraini
management culture, an attempt is made in this chapter
to view the situation from within as directly
experienced by a large group of managers. The themes,
tensions, and problems explored in the second chapter
from the vantage point of an observer are narrowed down
and investigated more specifically in this chapter.
Also the experiences of management practitioners in
Bahrain are systematically tapped through a series of
interviews, questionnaires and CEO seminars. The aim
is to develop an integral profile of the Bahraini
manager comprising both a self-image and a "significant
others" image.

An important outcome of this chapter is establishing in
the light of research evidence, the three concepts of
Leadership, Motivation and Managerial Professionalism
as the main variables around which to structure the
discourse at three closely interrelated levels of
analysis, namely: macro, intermediate and micro.

Chapter 4

Management Development for Bahrain: Scanning the Options.

Examining the inner tensions of the management culture from within reveals in depth the wide differences, and conflicts among managers as to available management development options. Again in the light of research, evidence presented and expressed by different groups of Bahraini managers, four such options are explored and explained, namely: Westernisation, Japanisation, Bahrainisation and Pragmatisation. The discussion that follows points clearly in favour of Pragmatisation the one option preferred by a majority of managers. It is argued that this option is based on dynamic need-assessment and long-range strategic planning offering a degree of problem-solving relevance and flexibility unmatched by any of the other options.

Chapter 5

Moving Towards a Management Development Strategy.

Having sketched out the broad features of the Bahrain management culture and developed an inside view of its major tensions and critical choices during the period of transition it is undergoing, and for the diagnosis attempted in chapter three and four to be carried to

its logical conclusion within the selected pragmatic option, there is a need for an integrative strategy to be formulated. Such is the task attempted in the fifth chapter which builds on the fourth and presents a blueprint for a management development strategy in Bahrain. The goal of this strategy would be a methodical implementation of the pragmatic option through fitting a continuing management education model within a management development frame of reference for Bahrain.

In a nutshell, this chapter addresses the need for a long-range strategic plan in the area of continuing management education. It begins by outlining a general format for strategic planning covering such components as goals, action plans, resourses, implementation mechanism, feedback and evaluation. It then moves to apply this format to continuing management education as a vehicle for serving the long-term requirements of management development and upgrading of managerial professionalism in Bahrain. For such objectives to be served, continuing management education should aim at producing a manager with leadership qualities and a motivational make-up which allows him to work effectively within the Bahrain culture while simultaneously fulfilling his role as a change agent. Continuing management education should be at once

anticipatory, remedial, developmental and integrated. It also has to be comprehensive, ie, multi-sectoral and multi-level and delivered through a flexible programme resting on a constantly updated data base.

Chapter 6
COMEP Evaluation Against the Strategy.

In its first five chapters, this thesis unfolds in terms of first defining its research territory, then beginning the investigation through a detached researcher's look, an involved internal account of the relevant research subjects leading to a choice of a management development option, and a strategic framework for attaining that option. The strategic continuing management education plan suggested in Chapter Five is used as a yardstick against which the Continuing Management Education Programme (COMEP) currently offered by the Gulf Polytechnic is evaluated. This chapter presents a systems model of evaluation with emphasis on the illuminative aspects of the most ambitious management development programme undertaken in Bahrain to determine its consistency with the suggested strategy and compatibility with its major objectives. The programme is evaluated through a multi-instrument strategy covering participants, graduates, immediate supervisors, chief executives,

etc, and the evaluation centres around objectives, structures, contents delivery methods, quality of instruction, relevance to the environment, transfer of skills to job context, and likely long-term effect on professional values. All of this is attempted on the basis of empirical evidence obtained from participants, graduates, their immediate supervisors and course tutors. Loopholes in the programme are identified against the blueprint of Chapter Five and remedial changes recommended.

Chapter 7

The COMEP Knowledge Base: Transferability and Adaptation.

This chapter is of great significance because it addresses the conceptual aspect of management development and continuing management education in Bahrain. There can be little doubt that Bahrain's management development and continuing management education efforts are guided by frames of thought, assumptions, theories and generalisations that have not originated in Bahrain. In fact, most of the knowledge base for almost any management development plan or continuing management education programme in Bahrain is bound to be Western, as indeed is the greatest part of management thought in general. This chapter examines

this knowledge base, including assumptions and values
that have to be transferred to Bahrain to propel its
accelerated thrust into managerial professionalism and
to determine whether and to what extent it can be
integrated within the Bahrain management culture.
Mutual patterns of adjustment and accommodation
particularly in the areas of leadership, motivation and
managerial professionalism are explored and some
tentative observations made. Selected theories will be
reviewed from the specific vantage point of their
transferability to Bahrain as a case example of
non-western culture. It is hoped that the exercise
will yield some relevant insights into the
'universality' of management development vis-a-vis its
culture-bound comparative dimensions.

Chapter 8

Reflections on the Bahrain Management Development
Experience: Some General Observations.

In a sense this is a sequel to chapter seven that
attempts to draw some tentative generalisations from
Bahrain's management development experience and its
mode of working out patterns of accommodation with
Western management theory and practice. Both the
cross-cultural applicability of international
managerial know-how and intra-cultural changes due to

managerial pressures will be addressed. Some policy recommendations for Bahrain's future approaches to managerial manpower development will be made and, whenever possible, related to the broader Gulf Cooperation Council context.

Postscript: The Way Forward.

A concluding statement addressing the limits of this study in particular and any systematic attempt at investigating management development in the Gulf countries in general. Future research avenues that spring off from this study will be identified and possible guidelines suggested the context of the author's reflection on the research experience.

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C H A P T E R   T W O

A PERSONAL OVERVIEW OF THE BAHRAIN
MANAGEMENT CULTURE

C H A P T E R   T W O

INTRODUCTION

Trained and experienced managers are being seen
increasingly as a strategic 'resource', critical to the
survival and future development of the Arabian Gulf
including Bahrain, where growth in employment levels
has rapidly outgrown domestic labour supply in all
sectors of the economy. Greater efforts are,
therefore, required to develop the managerial skills of
the local labour force, otherwise the region's economy
will continue to be increasingly dependent on foreign
labour which, among other things, constitutes a growing
drain on the financial and real resources.[1]

Bahrain's need for management development is urgent as
evidenced by the degree of importance attached to it at
the level of national policy. The emerging consensus
is that management development should be integrated
into the broader socio-economic transformation towards
an "organisational society". This perhaps explains the
increasing tendency of many Arab leaders to single
management out as their most pressing problem, and
recognize the need for designing and launching massive
management development programmes. At face value, such
programmes are expected to produce competent managers
who are creative, resourceful and productive,

particularly at a time marked by rapidly diminishing
financial resources. A related assumption is that
well-planned management education and training would
help develop a generation of Bahraini managers with the
kind of leadership ability, priorities and competencies
that enable them to work effectively within and at the
same time help change their environment.

THE PROBLEM

The success of management education and training in the
Gulf area has not always been readily apparent. There
are serious questions as to its value and impact on the
development process. Some practitioners contend that
training has no causal effect on measurable improvement
in management performance.[2] Those who might in
principle agree with this observation, point out that
the fault does not lie with the concept of management
training or education per se, but rather with methods,
materials, and training approaches. The difficulty
arises from the fact that it is not easy to formulate
an optimal training strategy. To start with, Western
management literature, which is largely American, stems
from an environment sharply different from Bahrain's,
and has branched out into a variety of theories ranging
from "classical" to "contingency approach", and other
variations on the open systems model.

Not to be overlooked, of course, is the fact that the institutional basis of Western management thought formed gradually over the first half of this century in the context of the accelerating development of an industrial society. It happened as part of the emergence of an "organisation society" with first generation managers reflecting on their practical experiences and formalizing them into a body of knowledge.

The classical beginnings of management thought as reflected in the "Scientific Management" of F. Taylor and the "Administrative Theory" of H. Fayol were part of the scientistic spirit which was pervasive at the time and which led to the over-optimistic quest for a "universal science" of management with exact prescriptions whose applicability was not to be diluted by cross-organisational or cross-cultural differences.

Pursuit of the "one best method", POSDCORB, all purpose management principles, etc. flourished during the twenties and thirties. The predominant organisational model at the time was strictly mechanistic and almost entirely based on a closed system approach insensitive to the complexities of organisational interface with the environment. The formal technical requirements of the organisation as an economising entity were assigned

clear priority over any other set of requirements be they individual, group-centred, social or environmental.

Not only was the cross-cultural validity of this frame of mind highly questionable, but it even failed to hold its ground in Western society itself. First signs of failure came with the Human Relations School and the work of Elton Mayo on the Hawthorne experiments. However, Mayo was not bent on negating his classical colleagues but rather on augmenting their work by introducing the concepts of "social man" and "informal organisation". It should be clear, though, that the behavioural chapter in management history was as Western-bound as its predecessor and was not intended to cover special problems of management in a Western society.

It was not until the relatively recent emergence of the integrative systems approach that management theory acquired the capability to treat the organisation as a dynamic information-processing network that operates through corrective feedback coming from the environment; thereby improving its ability to explain organisational behaviour in a variety of environments.

The sensitivity to context characteristic of systems theory becomes more pronounced within the contingency

or situational approach which has now all but replaced the "universalism" of the early phase without always denying the possibility for multi-situational theories. Dynamism, flexibility and cross-cultural coverage continue to be key requirements for general theories of management today.

To be dynamic, cross-cultural adaptation cannot be restricted to specific managerial techniques but should be pursued within the broader context of different assumptions about human nature, the relationships of the individual to the organisation, the nature and limits of the learning process as well as the "mix" of management training programmes and methods necessary for the making of effective managers.

Concern with management programmes mix and delivery methods necessarily leads to the domain of management education; a highly controversial and hotly debated area in Western management circles. The variety of philosophies and approaches notwithstanding, most of the controversy seems to centre around the lack of causal relationship between management education and managerial performance. The problem is often magnified by the lack of clearly defined subject matter and commonly accepted criteria for evaluation.

Without attempting elaborate formal distinctions between management education, management training and management development, it should be pointed out that the first deals with pre-job preparation while the latter two refer to on-the-job self-renewal. All three have to go hand in hand in a transitional society like Bahrain in order to equip managers with technical skills and professional values conducive to managerial professionalism.

Recognition of cross-cultural differences has prompted many management scholars to approach with caution the transferability of Western management theories to other cultures. (Adler 1980; De Nisi et al 1983; Hofstede 1979, 1983, 1984; Miller et al 1971; and Negandhi 1971, 1983).[3] Other writers suggest that, to be effective, management education should be provided in a systematic, carefully evaluated fashion (Burgoyne 1975, 1977; Hamblin 1974; Hessling 1966; Easterby-Smith 1980; Hamilton 1976; and Warr et al 1970).[4] Various authors also have stressed that management education has to keep pace with, and complement, developments in the general socio-economic transformation of society which a national development programme entails (Ashton 1984; Drucker 1980; Hofstede 1984; Morris 1975; Peters and Waterman 1982; and Ouchi 1981).[5] Thus the

whole area of cross-cultural managerial know-how should
be handled with due regard to its complexity.

The above discussion was partly intended to underscore
the caution with which management development should be
tackled. To be sure, simple transplantation is very
appealing given the dire need of transitional societies
like Bahrain and the promise of reducing the time
required to bridge the gap with "organisational
societies". However, failed management transplantation
attempts in the Gulf region far outnumber the few
success stories that may be cited. Most of the time,
failure results from trying to transfer "inappropriate"
managerial approaches, or not doing the necessary
ground work for helping the recipient culture
assimilate what is essentially a foreign body.

Perhaps not surprisingly, Bahrain has been more
successful in transferring aspects of managerial
know-how that are less dependent on cultural
sensitivities and behavioural constraints. Various
management science applications have found their way
into the country and caught on fairly easily. The
conceptual/behavioural side of management, however, is
far more intricate in a place like Bahrain where norms
of professionalism, efficiency and effectiveness might
often come in conflict with deeply embedded values.

In the last analysis, the problem that continues to challenge the Bahrain management community is how to carve out an optimal management development strategy when the body of thought that guides such efforts has originated in a different environment and is yet to be successfully assimilated with Bahrain.[6]

CURRENT SITUATION AND SALIENT FEATURES OF THE MANAGEMENT CULTURES IN THE GULF REGION WITH PARTICULAR REFERENCE TO BAHRAIN

In order for Bahrain to successfully tap the wealth of managerial know-how available in Western and other societies, and selectively incorporate relevant parts of it into its own management development programmes, it is essential to first highlight salient features of the Bahraini environment by way of understanding the new context within which Western know-how will have to be put to effective use. Of special relevance are such variables as: the national work ethic, culturally-sanctioned styles of leadership, motivation, decision making and professionalism.

Bahrain is undoubtedly different with respect to all such variables from the Western social order that gave rise to the various management concepts so far randomly transferred to Bahrain and used in preparing its future managers. Perhaps the difference between East and West vis-a-vis the above elements is better understood now

than before in view of the wave of interest in the
Japanese model which serves to illustrate how different
cultures follow their own ways toward preparing future
managers while at the same time interacting with other
cultures to facilitate the emergence of shared frames
of reference.

The discovery of oil and the economic boom of the 1970s
triggered a process of unprecedented economic
expansion, the mushrooming of public and private
organisations and created new levels of demand for
managerial manpower. Sustaining the massive
organisational infrastructure depends on the emergence
of a skilled workforce of technicians, competent
managers and administrators. The manpower shortage,
especially skilled and managerial has led to dependence
on expatriate manpower.

The need to recruit expatriate staff has also led to
some problems. First of all, the competition for
technical and managerial manpower is sharp, and so is
the problem of retraining them. Secondly, there is the
difficulty of understanding and motivating a
multi-national staff with different attitudes,
behaviours and life-styles. Moreover, expatriates in
the country not only brought along their skills but
also their ways of life and values, some of which are

at variance with those subscribed to by the local population. They are esteemed and looked up to; respected and resented; emulated and envied.

The economic boom of the 1970s has also created enormous business opportunities for the nationals. Thus, the Bahraini, while employed at the middle and higher organisational levels, found himself an opportunity to start his own business ventures. The manpower shortage, the governmental restrictions, discouraging non-nationals to own small business firms, and the increased demand for goods and services, all helped to induce the national employee to act as the local representative, the commercial agent, or a provider of the 'legal umbrella' for a foreign business firm. Some managed to engage as partners in local firms, own a small service establishment, or real estate sales and development outfits. These practices may have detrimental effects on organisational morale with implications to management practices in the Gulf region.

The challenge of training and developing managers for both public and private sector responsibilities confronts most Gulf states. As governments increasingly assume responsibility for an ever-broadening array of functions, fundamental problems of professional management arise.

A major consideration is the need for a better understanding of the variety of factors affecting managerial performance in the Gulf area in general and in Bahrain in particular. A major feature throughout the region is the expanded role of government. The result of this is that the range of management skills and competencies required and the amount of management manpower necessary to effectively manage that range are relatively more demanding than many other places and constantly on the rise.

A second major consideration is the broad and complex range of management tasks demanded by the modern organisations, and the difficulties their absence creates for implementing and sustaining ambitious schemes of economic and social developement.

Thus, the complexity of the management situation, its historical underpinings, and the range of factors presently affecting it, is something that is not well understood. This is partly a consequence of inadequate research, and partly a byproduct of the teaching of modern management and administration much in the same way and with the same materials as one finds in Europe and the United States.

WHAT ARE THE MAIN ENVIRONMENTAL FACTORS AFFECTING THE PRACTICE OF MANAGEMENT?

As elsewhere, managerial behaviour in the Gulf region is heavily influenced by the social structure, and by values, norms and expectations of people. The manager, however, can also influence the society through his dynamic interaction which often challenges him to perform the role of a change agent. Managers' influence often extends not only to economic and technological changes but also to changes in social values and norms.

What is sometimes overlookded is that deep-rooted values and norms are slow to change, particularly when managers find themselves in an uneasy situation of introducing into their environment up-to-date and scientific methods and adopting them to local modes and life-styles. (Social values, norms and attitudes are known to change at a pace far slower than technology); a fact which has given rise to the term 'cultural lag".

We can assume that managers in the Gulf region have been conditioned or socialized by common managerial practices and problems and that they are aware of and influenced by a commercial tradition that dates back to many centuries. And they share with each other exposure to modern business conditions through formal

education and/or interaction with other Arab and Western businessmen. The social and business environment in which a manager from the Gulf region lives and works has considerable impact on his attitudes and behaviour. The social structure of the Gulf region has certain distinctive characteristics which dominate managerial thinking and behaviour.

To begin with Arab or national managers share three closely interrelated bases of identity and commonality; history, religion and language.

The Arabs consider their history as a source of pride. The deep impact this history has on the Arabs was tackled by Albert Hourani:

> "A full definition (of what is meant by Arab
> nation) would include also a reference to a
> historic process: to a certain episode in
> history in which the Arab played a leading
> part, which was important not only for them
> but for the whole world, and in virtue of
> which they claim to have been something in
> human history".[7]

Moreover, the Gulf states have become more aware of an Arab identity that extends beyond the immediate borders of the Arabian Peninsula. They have been exposed to the conflicting ideologies prevailing in the rest of the Arab world, an exposure that added a new dimension to their lives. These contacts with Western technology

and with Arab politics tended to upset their hitherto
tranquil and relatively static lives; it created new
problems and raised new questions for which they had to
find answers. The simple, direct solutions offered by
desert culture were no longer effective for coping with
the new complex situations created by the discovery of
oil. Irrespective of the division in the Arab world,
the aspirations, hopes and dreams of unity persist. A
good example is the formation of the Arabian Gulf
Cooperation Council with the objectives to effect
coordination, integration and interconnection between
member states in all fields to achieve eventual unity
between them. Other objectives are to deepen and
strengthen relations, links and scope of cooperation
now prevailing between their people in various fields
such as economic and financial affairs, commerce,
education, social welfare, health, information,
legislation and administrative affairs. [8]

As for religion, Islam is a second basis for the
feeling of identity and commonality. Islam is not
simply a religion, it is a way of life[9] to which
Gulf states are committed by their constitutions. They
all seek to instil into and propagate among the
populace the principles of Islam. Religion spells out
almost every detail of private and public life and the
Shari'a religious law takes precedence in many respects

over the civil law. Islamic teachings and laws cover the relations of man with God and with his fellow man, as well as man's relations towards himself. The duties of man towards the community and those of the community towards man are described and prescribed by Islamic teachings. Even for the non-Moslem expatriate, he is living in an Islamic environment which has been influenced by Islamic traditions for many centuries.

The third basis of identity among the Gulf states is the language which has been highlighted by many scholars to be the pre-eminent factor in the definition of an Arab. Arabic, besides being the official state language and medium of expression in daily life, is considered a key factor of Arab identity.[10] Commercial and Government laws are issued in Arabic; and governments are increasingly insistent on the use of Arabic as the medium of negotiations and contracts, whereas a few years ago English would have been sufficient. This adds to the complexities of managerial technology or know-how transfer and creates additional barriers against its acceptance and reasons to view it as a suspect foreign body.

In principle every Gulf state considers itself an integral part of the Arab world - most of them state this goal in their constitution and Bahrain is not different in this respect.

THE MAKING OF MODERN BAHRAIN

Bahrain is a country in which the way of life has changed considerably. The impetus for change cannot be dissociated from the exploitation of oil with its complex technology and the affluence which it brought to the society. Bahrain's history since the early 1950s may be divided into three different stages: the formative stage in the 1950s, the pre-independence stage in the 1960s and nation-building stage in the 1970s. During the first stage Bahrain witnessed a period of national metamorphosis in which a Bahraini societal infrastructure was formed. Components of that infrastructure included an expanding governmental system and active labour base, an emerging intellegensia, an aggressive media, and a vibrant business class.

In the pre-independence stage of the 1960s, Bahrain began to prepare in earnest for the eventuality of political independence. This occurred simultaneously on several levels: domestic, regional, and international. On the domestic front, the Amir of Bahrain, H. H. Sheikh Isa Bin Sulman Al Khalifa and his advisors began to build and expand the administrative and legal structure of the government in 1961. New departments, which later became ministries, were formed dealing with different services and tasks; education,

information, commerce, finance, internal security, labour, welfare and social services, public services, industry and development.

The nation building stage, which began with independence in 1971, consisted of constructing a national independent political entity on all levels, a national government, a public administration, a cabinet, a chain of public services, and a socio-economic infrastructure. This meant the creation of a need for management expertise on a scale which has been steadily expanding since the early 1970's. In addition, Bahrain began to establish its international personality by seeking and receiving recognition from the League of Arab States and the United Nations and by an exchange of diplomats with other states.

In the early seventies, both the ruling family and the Bahraini elite endeavoured to create an image of an independent country with which the people would begin to identify as citizens. This process of identification was accompanied by specific steps designed to promote citizenship. The future direction of Bahrain as an Arab, Islamic state was defined in the Amir's Declaration of Independence speech.

In addition to the nation building process which the

country set afoot in the early seventies Bahrain made significant economic decisions which helped develop an enterpreneurial, service-orientated economy. These decisions reflected a realization on the part of the government that because of Bahrain's relatively limited oil reserve, economic wealth would have to come through diversification. In order to develop a vigorous service-oriented ecomony, Bahrain government had to persuade foreign companies to locate in Bahrain. By the end of the seventies Bahrain had succeeded in becoming the business centre of the Gulf.

By the beginning of the 1980s, Bahrain had experienced a decade of independence. The indicators of that independence were varied: a stable government; a bustling economy; a prosperous population; and a progressive society.

In the 1980s, Bahrain finds itself consolidating the gains made in the previous decade. We now see the country playing a significant role in regional integration, a role that contributed to the establishment of the Gulf Cooperation Council in May 1981. The region's leaders (political, intellectual, and business) are determined to play a serious role in regional stability and security. Nor is there much doubt that a regional perception of the concepts of

security and stability exists and that it differs from the one generally held by outside powers. The Gulf Cooperation Council is an attempt by six homogeneous states to take a collective position on questions of regional security, stability, and economic integration.

In late November 1986 the small island State of Bahrain was joined to mainland Saudi Arabia by a twenty-five kilometre causeway. The project is the latest expression of the close social, political and economic links between the two countries and a further development of the Bahrainis' ideal of their country as an offshore service centre in the Arabian Gulf.

THE BAHRAIN MANAGEMENT CULTURE

The concept of "Organisational Climate" has long been accepted as a useful explanatory construct in the literature. Chester Barnard used it in the 1930s to describe the intricate network and organisational beliefs, values and norms that institutions try to have members internalize.[11] This process helps in cementing employee membership within the organisation and consequently increasing their acceptance of what Scott and Hart referred to as the "organisational imperative".[12]

More recently the literature seems to have acquired

renewed interest in the conventional concept of "organisational climate" under the new label of "corporate culture". This concept seems to have been constantly on the rise since the 1970s. Its appeal is not restricted to Business School academics as it extends into the popular language of management consultants and corporate executives. Variations of usage notwithstanding, the term invariably refers to a corporate ethos, partly designed and partly spontaneous, which bestows meaning and purpose on organisational membership and shapes management practice in specific ways. In brief, a corporate culture is a generally invisible but highly potent bond which ties members together as a cohesive body in the pursuit of institutional goals. It is a powerful socializing agent affecting not only members' perception of the world but their self-image as well. The idea caught on fast in corporate circles as chief executives suddenly became busy reviewing their corporate cultures and engineering changes in new directions more conducive to productivity.

Perhaps the micro concept of corporate culture can be expanded and employed at a macro level as a management culture. In this sense, it would become possible to speak of management culture configurations such as American, Japanese, West European, and Gulf. A

national management culture is, in a sense, a
combination of the different corporate cultures
operating in a country or region. This view, however,
could be simplistic as the management culture itself
impacts whatever management practices occur within its
boundaries. The relationship of the micro corporate
culture and the macro or national management culture is
one of mutual accommodation.

A national management culture is in many ways a
reflection of the overall general culture. In some
cases, particularly Japan, it is a mere extension of
the general culture with apparently no visible tension
between the two. In other cases, this element of
tension can be felt as the emerging management culture
starts to challenge some of the more conventional mores
of the traditional system. The rift is particularly
accentuated by the fact that some cultures are more
organisational than others, in the modern sense of the
term. The fact that the organisational phenomenon is
more deep rooted in Western industrial societies, is
hardly surprising. Those societies have had a longer
period during which to assimilate the changes resulting
from transformations leading to greater dependence on
organisations. Part of the transformation toward
becoming organisational societies, was going through
the necessary adjustments in Western Europe and the

U.S., in individual value systems, family structures, social norms, etc. It can then be said that, in such societies, the management culture gradually came to dominate the general culture and shape its complex fabric.

The developing societies enjoy neither the harmony of Japan nor the long established accommodation of the West. These are still cultures in transition with visible tension between the traditional modes of behaviour, and the recently acquired corporate ethos. They provide striking examples of dualism: cultural, economic, and organisational. Bahrain is a case in point.

In Bahrain, a national management culture is yet to crystalize, although it has been in the making for the past three or four decades. At the micro level, one notices a variety of corporate cultures within the various foreign and local institutions operating in the country. The general picture is one of dynamic transition, fluidity and rapid change. Not having developed enough yet to force a certain degree of accommodation on the conventional culture, the Bahraini management culture continues to be, by and large, constrained by the general culture, and confined to whatever limits of tolerance it sets. This

relationship can be seen in a variety of ways,
including: attitude toward work, motivation, time
management, decision making, conflict/resolution,
employee discipline, etc. In all such cases and many
others, the trend so far seems to be one of unilateral
accommodation on the part of the newly emerging
management - corporate culture(s) to adjust to the
dictates of the conventional culture.

Within this constraint the question of managerial
knowledge and skill transfer assumes a new dimension
altogether. As the issue involves transplantation of
managerial know-how cross-culturally, the receptivity
of the host culture to the corporate frame of mind
embedded in the new technology suddenly becomes a
critical factor in deciding success or failure. It is
for this reason that the remaining part of this Chapter
provides a cursory examination of the interface between
the Bahraini conventional culture and the newly
emerging managerial frame of mind. In all cases the
focus will be on identifying specific spheres of
influence where the general culture constrains
management practice and in ways not identical to what
is normally expected in the West.

This approach seems justified in view of the fact that
the study in general focuses on identifying approaches

to the preparation and training of managers in Bahrain, consistent with the culture and capable of operating within it. The other side of the question is examining sources of managerial know-how: theories, concepts, techniques, etc. in their original Western context, and assessing their transferability potential to the Bahraini setting.

SOCIAL STRUCTURE

Bahrain society is composed of groups historically dominated by Bahraini Arabs, other Arab groups, and Asians. The total population was 358,857 in 1981 - 242,596 Bahrainis, 116,261 non-Bahrainis, and expected to reach a total of 299,000 Bahrainis and 181,000 non-Bahrainis by 1990. The population is growing rapidly at present and is becoming increasingly urbanized. The newly completed Isa and Hamad towns are examples of model housing projects with implications affecting demographic distribution.

The age distribution of the population is imbalanced in favour of the young because of the increased birth rates associated with oil prosperity, rising incomes and improved infant health care. The non-Bahraini population is also imbalanced with almost three times as many males as females and a dominance of imported Asian labour in the twenty-to-forty age group. This

structure places increasing demands on education, provision of welfare services and, in the future, on employment. Despite a high literacy rate there is a shortage of skilled Bahraini labour and a resistance to filling certain menial tasks, but there is a very big labour force moving towards employment age.

According to statistics based on the 1981 census, the number of working Bahraini women has risen from 3.8% of the total workforce in 1971 to 13.3% in 1981. More significantly, however, there were more women employed in professional and technical occupations in 1981 than there were in all occupations in 1971.

Though the government has ensured equal educational opportunities for employment, promotions and pay for Bahraini women, the level of employment remains low among them. One problem is that Bahrain's new affluence has robbed many women of the incentive for financial independence - for example, early marriage as well as the concern for status which accompanies affluence makes a young family feel it has failed if it does not have at least one servant. Thus not only is the country loosing one able-bodied worker in the form of a woman who marries and bears children young - her potential place in the labour market is taken by an expatriate - it is also seeing the problem of imported

foreign labour compounded to the tune of some 30,000 servants.

However, the Bahraini executive or manager lives and works in a society whose social structure, with all its diversity, has some distinctive features which have considerable impact on him. As already noted, Bahrain is part of the Arab Middle East and shares many of its characteristics. It is a culture permeated by Islamic beliefs, traditions, and norms of behaviour. It is a culture in which authoritarianism (up to a certain extent), traditions, and the extended family are powerful enough to reflect themselves both in its institutions and the interpersonal relationships of its members. Taboos play a major role as many actions are dichotomized into the permitted and forbidden, into the "shameful" and the acceptable. Perhaps more strikingly it is a male dominated culture where the inferiority of women is taken for granted. Thus the social structure that will be referred to in this study covers patterns of relationships between members of society as these relationships manifest themselves in institutions, groups, norms, mores and roles. It goes without saying that Bahraini managers, for example, live in a society where family and friendship are dominant factors even in the functioning of formal institutions and groups, hence reliance upon family and friendship ties for

getting things done within society and organisations.
Thus traditionally, status still depends more upon
family than acquired wealth, upon position rather than
education, and upon age more than skill or profession.
A typical social structure in the Gulf is one in which
family and friendship still dominates many spheres of
life, and in which primary groups are still far more
important than secondary groups.

The society in Bahrain, as elsewhere in the Gulf is
formed on the basis of primordial ties, such as family,
neighbourhood, friendship, regional and religious
affiliation, which are more pervasive and important
than affiliation with a political party, for example,
or a profession. This implies that an average Bahraini
manager relies heavily on highly personalized and
informal methods and styles in the management of his
organisation. However, members of the young generation
realize the fact that some of the experience, attitudes
and beliefs which their elders hold are not always
reliable or adequate for them in their effort to shape
the future. They feel that the alternatives from which
they have to choose are more varied and complex than
those which their elders faced, and realize that they
have to learn new ways and develop new guidelines for
dealing with them. Consequently, it can be argued that
a Bahraini executive or a manager is viewed as a person

who is at the helm of his organisation which, in turn, is perceived as an open social system embedded in the larger systems of community and society. Viewed from this perspective, one may regard the manager as being both a target and an agent of social influence and change. It is thus implicit that social pressures impinge on the attitudes and behaviour of a typical manager as well as business pressures such as restriction on women, value of time, work attitude, dislike of manual work, individualistic approach to work, and marketing constraints, centralized top-man syndrome, religion, non-business commitments and expectations.

The term social pressure refers here to the expectations, constraints or demands which society places on the individuals. These pressures can be seen as the price of membership which individuals must commit to belong to a social system. Such demands, expectations, and constraints originate from, and are shaped by socio-cultural values, norms and mores which have their roots in a long history of traditions, religion, and popular belief systems. Other pressures from the business and social community include:

(a) Difficulties in separating business affairs from social or personal life, that is, inability to

compartmentalize business life, social life and personal life.

(b) Reputation in the community and in particular family reputation which is at stake if one does not conform to the community's norms and expectations.

(c) The inability to escape the insistence by clients, citizens, suppliers, and government to deal only with the head of the organisation. That is the feeling that only the top man of an organisation can get things done. And the inability to escape from many ceremonial duties such as invitations to social events, meetings, conventions, etc.

(d) Social visits during working hours at the office, and in many cases without an appointment. This phenomenon is closely related to variables mentioned earlier such as value of time, and the fusion of personal, social and business life.

(e) High expectations for success. That is pressure from colleagues, supervisors, governmental officials, who expect to succeed in every venture managers undertake.

What is often ignored in the training of managers in

the Gulf is the cultural aspects inherent in Western management know-how. It can be observed that the failure to make appropriate adjustments can result in less than effective output by those who have been exposed to Western management training. The examination of social pressures leads us to the important question of what specific behaviour or role is expected of these managers while focusing on the manager as a target of social influence and control, i.e. his role in the community and an organisational leader as the agent of influence and control.

(a) Role Expectation of the Organisation

Other images notwithstanding, a manager is primarily considered a decision-maker; a leader; a person who is responsible for the profitability and growth of the organisation and various other functions and duties relating to the efficient management of the organisation. In most private businesses managers or chief executives perceive their role as heads of an extended family. In addition to the usual demands for increased wages, better working conditions or promotion, a Bahraini manager often feels obliged to help employees with their family and personal problems.

As for employees, they expect to be treated well by their manager and their organisation. They see a good

manager as someone who is interested and willing to
provide care and guidance to their problems, on and off
the job. This is closely related to the expectations
as seen by the executive, to play a father role,
a classical self-fulfilling prophecy where the
employee's expectations and behaviour towards the
manager reinforce his perception of his role as a
father figure.

(b) Role Expectation in the Community

The community here refers to the manager's friends,
extended family, governmental officials, and business
associates. This role expectation in the community
refers to expected activities which he feels obligated
to carry out. And with each role there is usually a
pattern of reciprocal obligations and claims. The kind
of reciprocity indicated here implies the give-and-take
characteristics in which people are often mutually
dependent on one another.

The extended family still plays an important role in
spite of the economic development and modernization
that has taken place in the Gulf area. This phenomenon
is typical of the Arab world. On this issue Prothro
and Diab conclude that:

> "even though the extended family is not living
> in one household, it is never-theless a strong
> social psychological reality".[13]

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The patriarchal family system is still the basis of an Arab society. This can be observed when one Bahraini meets another for the first time: they usually attempt to establish each other's family identity. By contrast in Japan, for example, introductions are made with reference to one's organisation or company. While in the West, on the other hand, it appears that the initial conversation revolves around a person's profession or occupation.

A major social expectation of managers is extending financial assistance to friends and associates who are in difficulty, as well as supporting financially social activities and charitable groups. Managers and executives are expected to use family friendship and position ties to expedite, influence or advance actions in favour of other relatives.

(c) Interpersonal Networking

One of the features of the typical Gulf or Bahraini manager or executive is the obvious preference for a person-oriented approach to managerial actions. There seems to be a strong aversion to impersonal relationships even when conducting business. In the Gulf area the use of personal ties and connections is evident in a wide range of activities. This has become an important and necessary means of doing business. It

is assumed that time and effort will be minimized if the manager used his personal ties and connections instead of the formal channels. This is partly due to inefficiency of institutional procedures and the importance of family and friendship ties which are usually more powerful than institutional rules and procedures; and partly to the manager who is under social pressure and is expected to play the intermediary role. By virtue of the position of the manager in the community and in the organisation, he is expected to wield his power to influence the course of events in favour of relatives and friends. This practice can be detrimental to managers who do not have powerful connections as well as to those who do. Though some may argue that having and using personal ties and connections is necessary for conducting business, the question that immediately arises is how do foreign organisations and businessmen fit in this situation? This reinforces the use of the employment of a local agent or middleman where organisations do not have the necessary connections. This situation raises a number of questions centring around the relationships between personal ties, connections and middlemen.

The other aspects of interpersonal relationships is the use of social talk and amenities in conducting

business. It is generally regarded as impolite to start immediately with the business discussion. Reasons given for this phenomenon are getting to know the client/supplier on a person-to-person basis, to evaluate the person, to establish trust, to cement relations, and to break the tension and put the parties involved at ease. The majority of Arab managers be it in the Gulf area or elsewhere, tend to dislike impersonal and transient relationships when conducting business. On the other hand, most businessmen in the West, for instance, regard acquaintance and discussion periods as opportunities in which they try to make their points quickly and efficiently. In the Far East and certain European countries there are reservations against such quick business meetings or what some writers call the hit-and-run school of business behaviour.[14]

Western management thinking has been predicated since its inception on certain assumptions that might be very difficult to apply in Bahrain. The first among these assumptions relates to the organisation as an impersonal network of roles, rules and standardized procedures with little room for any personal recognition. Although other Western management theories of the behavioural bent tried to argue the need for a human face in the organisation, their

attempt never quite managed to replace the lingering image of the organisation as a machine geared to the attainment of maximum feasible efficiency.

The theme of impersonality and assignment of priority to the job not the incumbent continues to dominate formal organisational thinking today. This has brought about varied reactions ranging from acceptance and resignation, to ambivalence, rejection and alienation. Theoretical attempts have been under way as early as 1957 (Argyris) to suggest reconciliatory modes of management thinking and practice perhaps culminating in the modern day behavioural approach with its emphasis on organisational development, sensitivity training and T groups.

It is not insignificant to note that such a frame of reference is strange to the highly personalized management culture of Bahrain. As other sections of this Chapter reveal, the Bahraini management culture cannot deviate very far from the general culture whose fabric is woven around primary loyalties of family, kinship, tribe, neighbourhood and personal contacts.

The relevance of this issue to management education and training is obvious. The challenge is to design programmes that prepare future managers for a level of

performance that measures up to international standards but within the cultural constraints of Bahrain.

Another deeply rooted approach that exists in today's Arabian Gulf organisation including Bahrain is the open-door policy. This is part of the tradition stemming from the ruler's or Sheikh's majlis (assembly or visiting hall) where the visitor can request a favour, submit a grievance or pay his respect. Many managers in Bahrain accept the open-door policy as part of their role where they are expected to attend to work-related problems as well as personal problems of their employees. Some managers are trying to discourage this approach with the justification that this will have detrimental effects on the morale and effectiveness of their middle managers who are being bypassed and will set bad examples and precedents for employees; others still view it as a tradition and an integral part of the informal organisational structure. There are also managers who are aware of the inevitable dilemma which faces them when deciding whether or not to break the chain of command and allow employees to bypass their immediate supervisors. Their concern is the loss of valuable time when matters under consideration are urgent as well as the ways in which communication can become distorted when moving up and down the hierarchical levels.

A natural result of the predominance of informal relations with formal provisions in Bahraini organisations is that interpersonal networking often takes precedence over formal organisational structure, which undoubtedly appear to be incompatible with the rationale of the Western formal organisational thinking. An outsider or an expatriate manager not familiar with the local tradition will have difficulty adjusting to a situation where rules, regulations and procedures often have little bearing on the actual behaviour of middle and top level managers. Most young Bahraini managers realize the benefits of formal rules and procedures particularly as their organisation grows in size and complexity. One can argue that a well organised business has a better chance to reach higher levels of effectiveness and productivity. But at the same time they are constantly faced with the overwhelming pressures to apply personal and informal ways and means of getting the job done, both in and out of the organisation. Those who apply pressure and favour keeping to a minimum the formality of interpersonal relations, state that with informality a 'personal' and a 'humane' management approach is more possible. Within such an approach which they seem to value highly, and which is consistent with the image of the organisation as a family unit, loyalty may often receive priority over expertise.

However, from the point of view of most Bahraini managers, both loyalty and efficiency are expected to go hand in hand. Perhaps this is a Bahraini version of the classical dichotomy between employee orientation and the task orientation. Obviously the interpretation is that loyalty emphasises the person more than task; while the term efficiency with its connotation of capability and competence puts more emphasis on the task and the ability to get the job done. Most managers in Bahrain seem to value loyalty over efficiency. Their rationale is that if an employee is loyal, he can always be trained to improve on efficiency. Thus the attitude of loyalty first and efficiency second within the organisation seems to be in line with the larger societal values of group loyalty and paternalism.

(d) Approach to Decision Making

The central significance of decision making to management was first identified by Herbert Simon who insisted that the two can only be considered synonymous. As a dynamic process of choice among alternatives, decision making has continued since to occupy management theorists and practitioners alike. Perhaps a fair measure of the importance attached to decision making in the literature is the fact that it cuts across all the major schools and approaches from

classical to modern and from behavioural to quantitative.

Nor does the literature restrict itself to the substance of decision making. Style is also treated at length with due regard to trade-offs and implications affecting both the individual and the organisation. Differences of style range from authoritarian to Laisser Faire and touch on almost every other behavioural variable including communication, leadership, motivation, conflict and control.

Conditions of the Bahraini environment affect both the substance and style of decision making at the corporate level. Dominance of the one-man syndrome and the trend to deal with most organisational matters only at the very top create strong tendencies for centralization. The fact of the matter is that many of the Western decision-making theories do not match the realities of Bahrain where formal decision-making models are hardly if ever used. A more specific account of cultural constraints on decision making in Bahrain is presented below.

What is interesting in most cases of decision making is the emphasis on informality among managers and executives in the Gulf area. This is because they

prefer to use the consultative style. This consultation is usually carried out on a person-to-person basis whereby group meetings are avoided wherever possible. It is part of the culture's expectation that business should be conducted in an intimate and friendly atmosphere. What is important here obviously is the ability and capacity to exert influence and maintain control over actions of others which is also one of the more common definitions of the power concept.

The extent to which a manager or an executive in the Arabian Gulf shares his power of decision making with his subordinates under various conditions is an item which is worth highlighting. It is also significant to note the effects of socio-cultural, economic and political factors on the decision-making process. More specifically, such factors as the prevalence of paternalistic, familial social patterns, the recent economic boom, the manpower shortage, and the authoritarian culture have a concrete impact on how managers make decisions.

Observation of the managers' decision-making profile draws attention to the fact that in Bahrain, for instance, managers rarely ever employ one decision-making style irrespective of the type and

nature of the decision. It seems that they vary their style in accordance with the problem at hand. What seems to be predominantly preferred is consultation involving subordinates more in personnel-related decisions than in higher-level organisational decisions. In other words, managers tend to be less autocratic when dealing with problems related to the employees or their subordinates, and more authoritarian when operating at a strategic level. Moreover, the older the manager is, the more authoritarian he tends to be sharing less of his decision-making powers with his subordinates. One possible explanation could be that older managers, recognizing the Arab respect for age, are not as concerned about their subordinates' acceptance of the decision as their younger counterparts. Besides, the majority of the older managers have no university education and are more likely to rely on and trust experience. As for university degree holders, managerial styles could also vary partly depending on whether the manager has been trained in the West or in an Arab university.

There are also historical roots for consultation in the Arabian peninsula where tribal leaders have practiced consultation for millenia. It is a norm which is still practiced by present-day rulers. For instance, senior members of the ruling family, or the community, are

consulted on matters of importance, but the final decision is left to the leader who may or may not adhere to the advice of his senior men.

Consultation for some managers seems to be an effective human relations technique. It is used to please, to win over and placate persons who might be potential obstacles to one's ideas or actions. It is used to avoid potential conflict between an executive and subordinates and to provide the person being consulted with a face-saving outlet.

There are also strong expectations among senior managers, partners, and even some friends and relatives to be consulted. This is also done to avoid hurting or upsetting certain people. It is as well the practice of many managers to prefer individual consultation with each subordinate thereby, de facto, avoiding majority decisions.

The discussion above raises a very important question of conflict management and approaches towards resolution. It seems that consultation, tolerance for authoritarian behaviour, and avoidance of open confrontation all help to reduce the frequency of conflict that may arise between the manager and subordinates.

A closer examination of these issues would suggest that:

(a) values and norms necessitate the use of a third party (a mediator) to convey a message or resolve a conflict. Other practices include the use of other indirect methods such as non-verbal communication or even complete avoidance of the issue to thwart open confrontation;

(b) the frequency and magnitude of opposition and resistance are generally low;

(c) consultation as indicated earlier is practiced extensively;

(d) the use of position power, i.e. going ahead with a decision where manager favours and subordinate opposes, and non-decision making when manager opposes, and subordinate favours. The leader uses force to avoid the fear of losing power if conflict is encouraged;

(e) pleasing the boss and thus avoidance of activities to which he may be sensitive.

Perhaps the above observations on Bahrain are not very far from issues raised in the literature on group

dynamics; a theme frequently addressed by managers, management scholars, social psychologists, industrial psychologists, etc. who joined efforts to highlight the informal influences affecting employee self-perception, morale, loyalty and consequently organisational health.

(e) Concept of Time

One of the difficulties facing most managers in the Gulf area, and Bahrain is no exception, is the lack of appreciation towards time shown by the people with whom they come in contact. Though most managers and executives would claim that they value time highly, it is observed that such responses are only nominal and formalistic as they are not necessarily indicative of actual behaviour.

One of the difficulties with time management is that there are other competing factors which often take precedence over the efficient use of time. For example, is it feasible at certain levels and in dealing with certain people to say no? Can the manager shorten a guest's visit in a country where norms of hospitality require politeness and maximum attention? How could an executive build personal ties, contacts and friendship without devoting sufficient non-productive hours to such matters?

Some of the reasons which inhibit appropriate utilisation of time include: a range of social pressures and constraints, social visits at the office, the top-man syndrome; inadequacy of the organisational infrastructure, poor communication, human resources constraints, public sector bureaucracy, poor delegation, and the manager's employee-oriented interpersonal style.

(f) Attitudes Towards Change

Change has been overwhelming in the Gulf states fuelled by the rapid increase in wealth, and transformations in the infrastructure but with a slower change in institutions and values. That is to say, industrialization and modernization are more or less superimposed on the same traditional, socio-cultural system. Such a process is bound to create some tension between the old and the new. This tension, however, is contained and kept short of incompatibility. Of course, no suggestion is made that the evolutionary path to modernization would inevitably lead to a Western type of modernity. It has been argued by some writers that the modern and traditional can and do co-exist in what is called the 'prismatic society'; a society no longer totally traditional but not Western either. Others have shown that tradition and modernity can be mutually reinforcing rather than conflicting.

Shaker in a case study of Saudi Arabia concludes that:

> "modernisation does not necessarily entail
> destruction of traditional structures, but
> rather it allows for wide margins of
> co-existence between traditional and modern
> forms."(15)

It is perhaps along such lines that many governments of the Arabian Gulf states would like to see their countries achieve economic growth and modernization without jeopardizing the Arab culture and the traditions of Islam.

A major question to ponder is the specific mix of the traditional and the modern at different stages in the transition process. While environmental forces will mostly determine the nature of such "mix", the role of management in this process must not be understated. One can certainly argue that a manager is still in a position to influence the composition and the ingredients which make up the balance of the modern and the traditional. The manager is in a position to introduce change to society particularly through his professional outlook. The tensions caused by transition may well be internalized as opposing emotional attitudes towards the same object, or the simultaneous operation in the same mind of two sentiments pushing in different directions.

Perhaps some of the characteristics that managers in

the Gulf region would like to see practised by their people are strong work ethic, discipline; productivity; better time management; accuracy and precision; technical know-how and competence.

SUMMARY AND CONCLUSION

In the preceding pages an attempt was made to sketch out a profile of a Bahraini manager against the changing background and an environment in transition. Three levels of analysis were pursued, namely: cultural, organisational and inter-personal.

Secondly, it was pointed out how socio-cultural values operating through the social structure, institutions, groups roles and social networks influence the attitude of managers.

Thirdly, we have also tried to underscore the role and the importance of a manager as a leader and as a change agent critical to the survival and future development of the country. This role calls for devising and launching appropriate management development programmes.

For the past few years, business and management schools, management research centres and academics have been engaged in a debate over the extent to which the Western frame of reference, managerial know-how and

practices are transferable to other cultures in transition.

The debate centres mainly around questions and issues which were identified at the outset of this Chapter, namely, the fluid nature of management development caused by the "jungle" of Western management theories and the transitional, almost elusive, quality of the Bahrain management environment. A more specific side of the same question touches on the means and vehicles for accelerating the transferability of managerial know-how from external, mainly Western, sources to Bahrain.

The need for a concerted effort towards management development in Bahrain emerges as the central feature of this Chapter. However, such development is too complex and problematic to be handled unilaterally. A clearer and more representative picture is called for. Invariably, the priorities, problems, means, constraints and promises of management development in Bahrain are most closely felt and experienced by the managers themselves. While, to the outside observer, the Bahrain management culture at the macro level, and as it filters down to the organisational level, is a set of remote abstractions, to the managers themselves it is a living reality they have to come to terms with

on a daily basis. It is significant to remember that what seemed far removed and speculative to the eyes of an outside observer, suddenly assumes a new urgency when approached from the vantage point of the managers themselves. The issues suddenly start to involve practical or operational considerations like efficiency, productivity, problem-solving expertise, etc. In view of this key observation, there seems to be a clear need for exploring the Bahrain management culture internally as it is experienced by managers themselves. After all, their observations and feed-back represent the ultimate cutting edge for any future management development steps that might be recommended. To that end, we now turn to Chapter Three and the direct testimonies of managers as sampled through a variety of research instruments mostly of the qualitative type.

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6.   For instance many of the more recently developed
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     created in a western culture where debate,
     vigorous discussions, conflict among peers and
     with tutors, is both encouraged and an expected
     feature. Such participatory and democratic
     approach and processes do not necessarily fit
     that easily with people from other cultures,
     where deference to authority may play a more
     significant role within their society.

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CHAPTER THREE

WIDENING THE PERSPECTIVE: BAHRAIN MANAGERS

SURVEYED WITH SPECIAL REFERENCE TO THE

CONCEPTS OF LEADERSHIP, MOTIVATION AND

MANAGERIAL PROFESSIONALISM

CHAPTER THREE

INTRODUCTION

The purpose of this chapter is to explore the inner
workings of the Bahrain Management Culture. While the
second chapter provided an observer's account written
from a manager's perspective, this chapter is written
from a researcher's perspective with insights gained
from exploiting the manager's position. It taps the
experiences of managers caught in Bahrain's rapid
transition towards an organisational society. It
should be reinforced at the outset, therefore, that the
third chapter is not a linear extension of the second,
designed to corroborate its major findings. It is
partly an attempt to capture the diversity and tensions
permeating the management profession in Bahrain at this
critical juncture in its evolution. The assumption is
that the potential impact of management education and
training could be increased if it can be based on a
better understanding of the techno-cultural framework
it is meant to serve. The managers' assessment of
their present status and future prospects came in
response to two major questionnaires in addition to an
interview designed especially for the purpose, as well
as a series of seminars conducted at Gulf Polytechnic,
University of Bahrain. One-to-one personal contacts

with a large group of senior Bahraini managers were also repeatedly made.

This chapter should be read in the light of four major observations:

(a) It is based on a prolonged and intensive investigation of management problems in Bahrain conducted by the author as part of a life-long interest extending well beyond the limits of this thesis. In a formal sense, this investigation has been under way since 1981 when the author started what was to become the largest single fact-finding operation Bahrain had ever known in the areas of managerial manpower planning at all levels and in various areas of specialisation. He conducted well above a hundred interviews with almost all managers, national and expatriate, of consequence in the country. In addition, about half a dozen questionnaires, many brainstorming sessions, interviews, four major seminars and an equal number of specialised workshops constitute the necessary background without which this Chapter would not have been possible.

(b) Not every bit of information gained through this major research "marathon" is directly utilised in

this Chapter. Nevertheless, previously acquired knowledge of the Bahrain management scene proved invaluable for constructing and administering the interviews and questionnaires around which this Chapter centres. This comes in addition to providing the author with an important sense of orientation that guided his approach and judgment as an investigator. Every effort is made to reproduce as authentically as possible the problems and tensions facing Bahraini managers while guarding against pitfalls of a disjointed narrative with no organic unity or clarity of direction. Managers' feedback appears at critical spots in the Chapter as part of the main discourse revolving around three strategic constructs namely: leadership, motivation and managerial professionalism. The fact that many of the managers cited often sound tentative, and possibly contradictory is in itself a measure of the flux the management profession is undergoing in Bahrain.

(c) The author cannot escape the fact that he relates to the questions raised and indeed to the entire investigation in a dual capacity. On the one hand, he is a researcher involved in highlighting issues of major relevance to the country with as much detachment and objectivity as he can muster. On

the other hand, he has to perform his role as a
director of a major polytechnic heavily relied upon in
Bahrain for managerial manpower development and running
a wide range of degree and non-degree management
programmes. The role of director has proven invaluable
to the task as researcher (Karen Legge: 1984) by way of
offering a greater degree of closeness to the problems
investigated and facilitating access to data otherwise
beyond the reach of an "ordinary" investigator.

However, there were times when strict requirements
of research came in conflict with the action
requirements of a director, but the need for
resolving such conflicts has actually triggered
much needed creativity and resourcefulness.

(d) In developing this Chapter and as stated in chapter
one, a conscious choice was made to emphasise
qualitative approaches to research and reporting
results and avoid the narrower, and hence more
restrictive quantitative tools which often fail to
account for large portions of the terrain
concerned. Qualitative approaches were found
better suited to the background of the author, his
intimate first-hand familiarity with the issues
raised as well as his executive, decision-making
role as director of the leading institution of

higher professional education in Bahrain. Qualitative research methods perhaps rooted in phenomenology and verstehen psychology are heavily utilised in this thesis.

RESEARCH INSTRUMENTS

A number of different instruments have been utilised over a period extending from May 1984 to December 1986 (refer to pull-out sheet at the end of the thesis) to open up, test and extend the observers perception outlined in Chapter Two.

1. The first instrument was entitled 'Chief Executive Officer (CEO's) Interview (see Appendix A).

   The impetus for both this tool and the subsequent questionnaire came from informal discussions that the author has had with a number of key Bahraini managers as well as the discussions that took place during the 'CEO Corporate Culture Seminar'. The interview which was conducted during Spring 1985 covered 21 questions directed towards the development of a "Profile of the Bahraini Manager" from an executive vantage point.

   The CEO interview raised as many questions as it answered. Perhaps its major contribution was to

call attention to the need for a more in depth account of the Bahraini manager. It was particularly important to piece together managerial self-perception, group dynamics operating in the management community, interface with the environment and management style. In response to this need the Composite Profile Questionnaire (Appendix B) was introduced.

2. The objective of the questionnaire was to supplement the above interview thus putting together a comprehensive profile derived from the experiences of 25 senior Bahraini managers amounting, given the size of the country, to a substantial percentage of the total population of senior managers. This set of questionnaires was completed during the period April to June 1985, and it consisted of two components: Component I dealt with sell-perception of the Bahraini manager whereas component II addressed 'interpersonal networking', 'manager and his environment', 'approaches to decision making', and 'concept of time and change'.

   The Composite Profile Questionnaire yielded a wealth of information that exceeded the researcher's expectations. Particularly important

was the fact that it pointed out very clearly in the direction of three concepts namely: leadership, motivation and managerial professionalism as strategic variables affecting management practice in Bahrain. It became imperative to seek a clearer picture on how these three concepts operate within Bahrain management culture. To this end, the second CEO questionnaire (Appendix C) was constructed.

3. The CEO Follow-Up Questionnaire (see Appendix C) centred exclusively around the concepts of leadership, motivation and managerial professionalism and was addressed to 25 executives running the most important organisations in the country. This came as follow-up on the first structured interview and questionnaires ('Chief Executive Officers Interview' - Appendix A and 'Composite Profile Questionnaire - Appendix B). This questionnaire was also prompted by the seminar on 'Strategy for Continuing Management Education in Bahrain' (Appendix I) which took place in May 1985. The CEO follow-up questionnaire was conducted in May 1986 - which was found to be a very useful and important tool for providing the necessary preparatory work to a subsequent seminar which took place again in May 1986.

As indicated earlier this chapter has drawn on comments, statements, feedback, priorities and reflections made by senior managers and participants of the following seminars conducted at the Gulf Polytechnic and outlined in the introductory chapter under objectives, scope and methodology of the study. The material and analysis in this chapter is thus an accumulation of a series of research activities which have taken place at different times as indicated by their dates.

The Follow-up Questionnaire which centred around leadership, motivation and managerial professionalism alerted the researcher to the fact that each organisation moulds the workings of these variables within its own boundaries. Gulf Polytechnic had already sponsored a CEO seminar on the subject in March 1984. A fresh review of the proceedings in the light of the three concepts of leadership, motivation and professionalism suggested that Corporate Culture can be a potent catalyst in bringing about desirable leadership and motivational practices conducive to managerial professionalism. Although the Corporate Culture seminar was held prior to the CEO follow-up questionnaire, it intermeshed neatly with it

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perhaps because many of the participants in both events were the same.

4. 'CEO Corporate Culture Seminar' (see Appendix H) conducted in March 1984. This seminar dealt with the theme of corporate culture by bringing together leading chief executives of the country. The Polytechnic through the seminar provided a forum for discussion, exchange of experiences and a general direction through an exposition of management theories and practices.

The events sponsored up to mid 1985 forced on the author in his dual capacity as director and researcher the issue of addressing the need for a conscious management development strategy in Bahrain. The Strategy Seminar was thus held.

5. CEO Seminar on 'Strategy for Continuing Management Education in Bahrain' (see Appendix I). The four papers presented, together with the discussions, were of great significance to the professional dialogue on philosophies, goals, methods, strategies of management development and, particularly, continuing management education in Bahrain.

The strategy seminar revealed, among other things, the loophole created by not having a unified framework for management practice in Bahrain. The need for such a framework led the reseracher to an investigation of the professional status of managers in Bahrain, particularly in so far as they compare to the more established professions. The investigation culminated in the CEO Seminar on the Bahraini Management Profession.

6. CEO Seminar on the 'Bahrain Management Profession in Transition' (see Appendix J). This seminar was conducted in May 1986, a third in the Chief Executive Officer seminar series. The forum provided critical insights, fruitful discussions and brainstorming on priorities, values, leadership styles, motivation patterns and world-view of the management profession in a country undergoing a very rapid transition.

Although clearly stated at an earlier stage (please refer to the introduction), it is of paramount significance to understand the iterative nature of these research instruments. They were at no point in time simultaneously conceived as parts of a master research design or as carefully fitted pieces in a grand research puzzle. Rather they seem to have sprung

up to life incrementally as clearly evidenced in the attached pull-out sheet. If they seem to fit into a kind of chain series it is only by virtue of each scratching the surface perhaps a little deeper then the one before and suggesting new avenues for investigation.

If such a research scheme can be justifiably described as untidy, it may be said in its defense that its major virtue is authenticity to a rapidly changing force field and supremacy of substantive issues over technicalities pertaining to method and tools of investigation. In the final analysis this seems to be the only feasible approach to a research undertaking that had to be redefined more than once as it unfolded along lines that were often impossible to forsee or predict.

No sooner had the evidence generated in this chapter through the application of the research instruments listed above started to take shape, than it became apparent that the Bahraini managerial mind was centrally occupied with three key issues namely: leadership, motivation and managerial professionalism. Time and again, chief executives and other senior managers made repeated references to one or the other of these issues as a key bottleneck casting a long shadow on the future of management in Bahrain.

Actually, the clear preoccupation of the Bahraini management community with the three major concepts was the reason behind designing and administering the second CEO follow-up Questionnaire devoted exclusively to a more accurate understanding of how leadership, motivation and managerial professionalism were understood and, more importantly, practised by the Bahrain executive group.

Nor were the managers surveyed through the various research instruments unaware that all three key issues transcended the strictly organisational domain. Their insightful responses to questions suggested very clear awareness that leadership, motivation and managerial professionalism rested, of necessity, on beliefs, assumptions, values, norms, expectations, etc that were deeply imbedded in the general culture and reinforced through its subtle but potent network of sanctions, and profoundly inculcated into widely accepted codes of conduct.

Managers surveyed showed equal awareness of the fact that the three constructs of leadership, motivation and managerial professionalism permeate organisations from within in so far as they influence the behaviour of individual managers. Whatever impact these constructs have can only be sustained to the extent that it is

internalised by individuals and reflected in their actions.

Partly in order to ensure that due allowance was made to the central importance of these three concepts as seen by managers themselves, it was found useful to organise the research evidence around them by making reference to each as a separate entity to the extremely revealing interrelationships among them.

Leadership is perceived by the executives surveyed as the 'tacit dimension' that enables a manager to take risks, venture into new territory and cope with uncertainty. In a word, leadership is a highly needed managerial quality exhibited by change agents and organisational innovations. Perhaps the strong sense of Bahraini managers of the transition that seems to have swept them partly explains the high premium they place on leadership. It could also be their natural response to expatriate domination and commitment to redress the imbalance as soon as possible.

If leadership is a relational concept, then motivation represents its other side. For the managerial elite in Bahrain to lead effectively it should succeed in activating and channelling the energies of the management community at large. Many senior executives

covered in this survey indicated their belief that
motivation in Bahrain cannot be a replica of any other
culture and that a thorough understanding of what
stimulated Bahraini managers is a fundamental
prerequisite for attaining the desired levels of
managerial professionalism through accelerated
management development.

It was equally striking to see how truly concerned the
managers surveyed were with issues of managerial
professionalism. Their concern, however, was hardly
difficult to understand. They represented, after all,
a new kind of expertise that made its advent to Bahrain
in the short span of less than two decades and is still
struggling for acceptance and recognition. Managerial
professionalism is in many ways still subservient to
strong vestiges of traditionalism not totally receptive
to its requirements and often at odds with them. Under
the circumstances it seems natural for senior managers
to assert their professional identity while fully
acknowledging that their new profession differs in many
radical ways from the more established professions of
Medicine, Engineering and Law. Management development
is seen by them as a vehicle for accelerating the
professionalisation of management practice in Bahrain
and basing it on a specialised body of knowledge at

once universal and sensitive to the cultural particularities of Bahrain.

It did not take the researcher long to realise that there was much to be gained from centering the inquiry around the related constructs of leadership, motivation and managerial profesionalism. It soon became evident that through such an approach, he could better understand the inner workings of the Bahrain management dynamics and remain at the same time within the international mainstream of management literature where these very concepts loom large. It was found possible in developing this chapter to make special reference to selected management theories and research findings bearing on management development. Such a framework set the researcher on a promising track that would later yield a rich research agenda linking the transferability of Western management theories to applied programme design for management development in Bahrain.

Once the decision was made to approach the research evidence in terms of the three closely interrelated concepts of leadership, motivation and managerial professionalism with each viewed at the macro, intermediate and micro levels, it became necessary to develop more specific indicators for tracing and

understanding the workings of each of them in Bahrain at the three designated levels of analysis.

Again at this stage the managers themselves were very instrumental in suggesting the needed indicators. In the way they approached many of the questions raised in the battery of research instruments to which they were subjected, executives often expressed their thoughts by invoking or referring to specific perceptions. At times they suggested that a particular approach to leadership or motivation was more in line with the general culture in Bahrain (culturally sanctioned), or enjoyed a higher level of acceptance (legitimacy), or was perhaps more compatible with deeply held expectations of people (inherent expectations). They also identified certain modes of behaviour as predominant, likely or unlikely to change at a certain pace in the near future, are of limited or widespread diffusion in the community and subsequently have a minor or major impact.

Working with these indicators and refining them through subsequent stages of the research process, it was possible to develop a matrix that compares each of the three concepts of leadership, motivation and managerial professionalism viewed at the macro, intermediate and

micro levels against the same seven key indicators outlined above.

THE CONCEPTS

It should be evident by now that approaching this Chapter in terms of the three related concepts of leadership, motivation and managerial professionalism was not random. These concepts, central to management literature in their own right, have over the years emerged as a central focus for management practice in Bahrain. As such, they have coloured management education and development on the island and came to occupy senior managers as revealed through personal contacts of the author, as well as interviews and questionnaires. If now is the time for modern management practice in the country to bolster its effectiveness it can only achieve that through being at once tradition bound and change-oriented. The three concepts identified represent vivid illustrations of the dynamic interaction between broad environmental forces and emerging sub-cultures that are struggling to gain acceptance. It is generally agreed that the objective of management development is to improve the level of professionalism exhibited by managers; a task which is at once behavioural and technical. Leadership and motivation[1, 2, 3, 4, 5, 6,] are undoubtedly among the most crucial behavioural variables affecting

management development while managerial professionalism
is linked with technical and advanced levels of
managerial performance. Moreover, these concepts are
considered central to the management development
process[7] which is the immediate focus of this
thesis.

THE EMERGENCE OF LEADERSHIP, MOTIVATION AND MANAGERIAL PROFESSIONALISM

To begin with the World Bank Reports of 1979 and
subsequent ones have always emphasised and urged the
governments in the Gulf area to make a greater effort
to develop the managerial skills of the local labour
force. Also important is the increasing tendency of
many Arab countries to single management development
out as their most pressing problem. Time and again the
Gulf states including Bahrain, have stressed the need
for massive management development with emphasis on
producing competent, creative, resourceful[8] and
productive managers. It is precisely this kind of
issue that heightened interest in customised management
development programmes such as COMEP.

A brief discussion of each of the three key concepts:
leadership, motivation and managerial professionalism
is now in order by way of establishing a framework for

examining the research evidence generated through the various instruments.

THE THREE CONCEPTS AS UNDERSTOOD BY EXECUTIVES IN BAHRAIN

The proceedings of the seminars reveal the extent to which these three concepts were emphasized. The first CEO seminar took place in March 1984 and dealt with corporate culture in Bahrain (refer to Appendix H). A representative selection of statements relating to these concepts were:

Page 7 "The personality of the Chief Executive and his managers and their inter-relation was very important, any change had to come from the top."

Page 7 "The environment here was not conducive to the growth of ideas, to professionalism and therefore was a fundamental issue which should be examined before that of culture."

Page 8 "The chief executive has a role to play in changing or even creating the climate within the organisation."

Page 8 "A fundamental priority for us in Bahrain is the need for professional management."

Page 10 "... to impress on a Bahraini employee the gravity of the situation and to get a positive response to appeals for greater productivity

when the situation everywhere else on the island appeared to be normal; an employee then feels a certain resentment that a kind of work ethic should be imposed which is not in keeping with what is seen around him particularly as his own government constantly seeks to reassure him that all is well. Thus the Bahraini at BAPCO working in a highly competitive international operation cannot reconcile his particular role with everything he sees around him - ..."

Page 12 "I tend to favour the incentive system and feel convinced that such schemes would greatly aid the establishment of the work ethic and a successful corporate culture."

Page 15 "Much more was tolerated, accepted or condoned in a growing organisation, which in a no-growth one would be totally unacceptable. In a no-growth organisation one of the few avenues to promotion was the normal course of attrition, of people retiring when everyone then moved up one step. The acceptance of this situation is new to the Bahraini who is used to rapid promotion through replacement of expatriates in an expanding organisation."

Page 17 "Speaking on the subject of incentives, it should be said that the introduction of certain schemes invariably means a conflict with the general culture and although the desirability of such schemes was recognised as being vital for the development of a sound corporate culture, it would take time to convert resistance to cooperation."

Page 18   "... expectations were being set too high, too
          soon - students were assuming that the degree
          obtained was a passport to employment, to
          automatic promotion ..."

Page 21   "Professions   by   definitions   and   the
          professional spirit cuts across organisational
          boundaries."

Page 22   "In conclusion, I have two points to make.
          The first is that I would like to see the
          seminar enlarged to identify contemporary
          problems and then secondly to work towards
          optimisation and professionalism."

The second seminar that took place in May 1985 on
Strategy for Continuing Management Education (see
Appendix I) again voiced greater concern with the
workings of leadership, motivation and professionalism
in Bahrain. Some typical statements made in the
seminar were:

Page 6   "As an executive using Western-derived
          management terms and concepts I find that
          Bahrainis, although appearing to understand,
          have a different perception of these. May I
          then ask what motivated a young manager; was
          it company loyalty, wages and salaries, the
          ability to participate in decision making?
          What motivates him, gives him job
          satisfaction, makes him feel good about
          himself and therefore creates an environment
          in which he could be productive? I confess to

my inability to properly identify and quantify these issues."

Page 7   "To be effective, an expatriate executive needs to have an understanding of what management and leadership meant to a Bahraini, and what motivated him."

Page 8   "The Bahraini manager thus has to reconcile both his education and profession with his natural environment and culture and is faced with conflicts."

Page 10   "With regard to motivation, I feel that the appeal should be made to the sense of excellence of the manager, his interest in becoming a professional and his pride in professionalism."

Page 17   "In identifying the need to be able to deal with people as a vital quality of the successful leader, we can no longer avoid a key question; are leaders born with leadership characteristics? (The Trait Theory). Or are they made as a result of their environment and training?"

Page 23   "It has to be accepted that the traditional authoritarian attitude could not be changed overnight but he maintained that by persistence the change could be brought about though it will be gradual and extend over a long period."

Page 24   "..... a special factor exists in Bahrain which has an impact on management style and

skill, for example, some subordinates expect to be consulted but not necessarily to have to make a final decision. Joint decision making may not be easy."

Page 28 "In referring to the era of accelerated promotions for Bahraini managers, it should be said that the impression is that unless you become a manager or general manager by the age of 40 then you are a failure. As a result, there is now a bottle-neck of middle-managers whose way is blocked by those in senior positions who are still young. Training programmes producing more young managers should give some thought to this fact ..."

Page 30 "While decision making by consensus was practised in some countries, Japan was a prime example, the traditional attitude in Bahrain was that only the leader should do so."

As to the third CEO Seminar namely: The Bahraini Management Profession in Transition (see Appendix J) - 5 May, 1986. There was even more emphasis on the concept of leadership, motivation and professionalism. Perhaps the most representative view was that of H E the Minister of Labour and Social Affairs where he stated that:

"Production factors have to be directed and managed appropriately in order to yield maximum return. Such is the role of management which is now recognised as a moving force for our collective capacities specially

with properly equipped state-of-the-art expertise. .... Besides the seasoning that comes with experience, managers today have to have professional preparation and technical qualifications as well as personal traits on equal footing with more mature professions. .... Nowadays, part of our different adjustments to the changing economic climate is to place greater emphasis on management as a profession committed to finding creative solutions for the complex problems of attaining efficiency and productivity. As such problems need to prepare future managers with vision and anticipatory approaches to problems in a strict spirit of professional discipline. The next stage of our development will undoubtedly be overshadowed by the increasing awareness of management as a strategic factor affecting socio-economic development and manpower planning, and contributing to the emergence of scientifically minded supervisors entrusted with running our public and private institutions."(9)

The purpose behind listing these typical statements coming from executives in Bahrain was to give a clear indication of the extent to which they are preoccupied with issues of leadership, motivation, and managerial professionalism. What adds to the complexity of the picture, however, is that these concepts are extremely controversial judging by the literature. It can perhaps be argued that the range of divergent opinion voiced by Bahraini managers scan the various polemics easily noticeable in management literature. such correspondence, however, is more natural than conscious as most of the managers surveyed are not necessarily aware of theoretical currents at the international level. The confusion which surrounds them in

management thought filters down to the level of managment practice. This makes it imperative to examine them in the dynamic context of the Bahrain management culture.

THE FABRIC OF LEADERSHIP IN BAHRAIN

At the macro-societal level, established patterns and norms of leadership in Bahrain are primarily patriarchal and its predominant modes are highly informal.[9] The man is the head of the family which is still a very strong and cohesive social unit in both its nuclear and extended forms. Leaders' legitimacy is sanctioned by tradition and they extend to followers protection and welfare. Such norms of leadership, deeply embedded in the country's history and culture, have withstood the test of time, the onslaught of modernization and massive transformations in the infrastructure. Naturally, they show little receptivity to change, are widely diffused throughout the socio-cultural fabric and exert a heavy influence on management behaviour.

In discussing the factors that have influenced the leadership fabric in Bahrain, a senior government official in an interview drew out attention to a number of interesting points. He said that:

"Leadership style in Bahrain and the Gulf States is;

1   a product of the personality and attributes of
    the leaders, who expect respect and obedience
    from their subordinates, and the leader who
    expects wisdom and brotherly concern.

2   a product of the ways in which leaders are
    selected, mostly for political, social or
    kinship reasons, rather than for reasons of
    competence or effectiveness.

3   a product of manager's education and training in
    technical and managerial matters. Many leaders
    have not been trained for democratic and
    participative leadership.

4   often backed by an implicit, if not explicit,
    power and force the effects of which may well go
    beyond organisational boundaries and into the
    personal lines and general welfare of the
    employees."

This theme was clearly voiced by a senior Bahraini

manager in a recent seminar held at Gulf Polytechnic:

> "... a rapid transition has taken place in
> Arab societies but the authoritarian nature of
> Arab society may still be reflected in
> managers' attitudes and behaviour. Changes in
> knowledge, attitude and behaviour of
> individuals and groups can take time to evolve
> particularly at the top of the management
> tree."[10]

Such influence has also been highlighted by a number of

research studies which drew attention to the extent to

which Gulf managers, including Bahrain, are at once

inspired and constrained by their larger cultural

milieu.[11, 12, 13] From a different perspective,

for example, management in the Gulf has traditionally

been able to neutralise workers' efforts to

collectively organise in defence of their interests,

Because of their culturally legitimate power and position in the society, management could depend on the support of the government to induce employees to conform to company or organisation discipline. The culture provides the force which legitimises this managerial role. Without this legitimacy, managers who continuously supported unpopular policies would lose their power over time.[14] Direct evidence obtained from managers surveyed in this study fits within the same framework. The near unanimous reaction of respondents indicated their deference to culturally-sanctioned leadership norms which often trickle down to corporate level and condition their own management styles. Such norms are often expressed as expectations, both implicit and explicit, that managers are supposed to satisfy. Foremost among these expectations as experienced by managers are observance of specific interpersonal rituals and mannerisms,[15] maintaining an open-door policy where friends, relatives, employees and clients feel free to walk in almost any time and make a claim on the manager's attention. Closely related is the practice of by-passing the chain of command and communicating directly with personnel without involving their immediate supervisors. A majority of the managers covered in this research acknowledged the frequent occurrence of such 'irregularities' or deviations from

formal standards. The rest of the respondents were quick to point out that 'jumping the lines' can never be ruled out in Bahrain. Also fitting into the same category is the practice of circumventing standard operational procedures and resorting to shortcuts in order to get 'results'. Such a practice, of course, stands in stark contrast to formal management theory,[16] particularly its bureaucratic origins, and poses a serious challenge to academic management education which is increasingly becoming a major channel for preparing future managers in Bahrain.

A revealing statement by a CEO sheds much light on this issue:

> "It is my experience that to a certain extent the very individualistic and tribal attitude still prevailed and chief executives tended to adopt very authoritarian attitude despite all the education and training."[17]

The expectations and pressures generated by the broad leadership patterns prevalent in society often force Bahraini managers to assume a patriarchal role themselves although evidence suggests that it is not favoured by a majority among them. The following responses were obtained when our sample of managers covered in the Questionnaires were asked about those pressures they felt most:

(a) Providing moral & financial support to relatives (25%)

(b) Advising on family affairs (13%)

(c) Maintaining a steady success record (13%)

(d) Being accessible & maintaining a favourable image (26%)

When asked about employee expectations on the other hand, the following responses emerged:

(a) Protecting employee interest & being supportive (20%)

(b) Being an effective problem-solver (10%)

(c) Being fair and equitable (70%)

It is apparent that the Bahraini manager is expected to play the role of advisor and supporter to his family. Employees on the other hand expect the Bahraini manager to be a leader, innovator and a pace setter.
Perhaps in an attempt to reconcile these two sets of expectations, most Bahraini managers resort to human relations techniques to 'please, placate and avoid potential conflicts.[18]

Nearly all the CEOs surveyed agreed to the statement: 'to be successful, the manager should not fail to be protective'. They also believe that the manager in

Bahrain is expected by the society to emphasise public relations and employee satisfaction more than efficiency in the job.

When 26 Chief Executive Officers (CEOs) were approached on the question of leadership in Bahrain, the majority (84%) either strongly agreed or agreed that it tends to be patriarchal and familial. Among the remaining respondents only very few indicated that they tended to disagree, a similar percentage disagreed and none strongly disagreed. (Appendix C, CEO Questionnaire, April/May 1986).

Here again, it is significant to note that our research findings concur closely with previous studies which underscored the impact of the family as a social unit, the more personalised approach to management, the open-door policy and the low regard for formal procedure.[19] However, our findings differ from Badawy's insofar as he asserts the prevalence of a generally authoritarian management style whereas the research findings on which this study is based suggest a majority of responding managers with a preference for some degree of consultation and a serious desire to involve subordinates without relinquishing their ultimate control.[20]

Our earlier investigation (Appendix B - component 2, Approach to Decision Making) also reinforces the trend towards a participative approach based on consultation in making decisions on personal and interpersonal matters, as well as in the more technical production-oriented domain.

Resorting to the participative mode would be easier to anticipate and explain in personal matters but its equal prevelance in the technical areas seems to be a reflection of a broader cultural norm.

It is perhaps a measure of the confusion and controversy surrounding many aspects of the Arabian Gulf Management Culture that Badawy's observations which contradict the findings of our study seem to have also been supported by other studies conducted in 1984.[21]

It seems that the argument is based on certain evidence from the culture which suggests that a consultative managerial style is not necessarily the most appropriate, particularly where business tends to be highly personalised. This is generally true of the Arab culture. For instance, many Easterners assume that to be successful, a company needs strong leaders who impose their wills on the organisation. As a

consequence, there is little delegation; decisions on even insignificant matters are made at the top.[22] However, two other major studies - one published only a year earlier and the second one in 1985 reinforce our own work and suggest that Gulf managers are more informal and participatory than is normally acknowledged. The first study by Al-Jafary et al refer to Likert's System 3 in describing Gulf managers while simultaneously reporting that a follow-up study they conducted revealed that such managers can, on certain issues, lean towards the autocratic management styles.[23]

The second study by Ali and Swiercz[24] indicates that the consultative management style is not necessarily alien to the Middle East. Their findings also differ with Badawy, but supports our findings that the preference of Arabian managers toward consultative styles reflects influence of Islamic and tribalistic values and beliefs. Both Islamic and tribal law reinforce consultation in conducting all aspects of life. Ali and Swiercz also point out that 28% of their sample managers were oriented towards the pseudo-consultative style. The orientation towards this style might be explained by the following:

(a) It is the practice of the tribal society that the

members of the family and kinship be consulted on matters important to their welfare.

(b) Over the years, the authoritarian style has become embedded in Middle East cultures due to various factors which have shaped the norms and beliefs of the society. Such factors include the primacy of coercive force, fragmented kinship society, quality of leadership, the colonial presence of a centralised character, etc.

(c) The attitude of the public sector manager who has security of tenure where he does not have to strive for efficiency.[25]

It has been argued that participative leadership has merited attention because of its association with several beneficial effects. It has also been noted that consultation; tends to promote acceptance of resultant decisions and leads to much greater agreement than does directive leadership. This is what some Bahraini managers emphasised in the 1984 and 1985 seminars.[26] The overwhelming preference for the participative mode was equally strongly indicated in the attempt made to stimulate managerial problem solving situations (Appendix B - component 2, Approach

to Decision Making, Table II). One can hardly fail to note the apparent contrast between the origins of participative management in Bahrain as against Western societies. In the former it seems to be a continually ingrained norm trickling down to the organisational level, whereas in the latter, participative management started at an organisational level. Western management literature seems to lend credence to this interpretation.

Perhaps the controversy and the tensions between culturally-reinforced authoritarianism and the emerging consultative management styles can be better understood in the light of the following remarks made by a leading executive in Bahrain:

> "With regard to authoritarian versus
> democratic management, may I suggest that this
> was an over-simplification of the task of
> running a company; ..... a combination of both
> was required, with the degree of each varying
> according to the situation. Style and
> technique of management had to vary according
> to who and/or what was being dealt with. I
> believe that oversimplification should be
> avoided; there was an elusive quality in good
> leaders which has existed for as long as man
> has. Bahraini employees in ....., when asked
> who were the best managers, will always cite
> the toughest, the most technically competent,
> the most demanding; they had honesty, fairness
> and consistency, the three qualities vital in
> a good manager. To these should be added
> technical competence and you then have the
> complete leader-manager. This elusive quality
> of leadership is the one which needs to be
> developed."[27]

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The gist of the above quotation is that distinction of management styles are themselves culture-bound and not necessarily transferable.

This controversy is further fueled by the belief of some senior Bahraini executives that the authoritarian values of the broader culture create a greater impact at the top management level but get diluted as they trickle down to middle management.[28] The key to a successful resolution of the probable conflict between culturally sanctioned leadership norms in Bahrain and those styles more conducive to corporate efficiency is through 'a combination of education, training and experience'. The result should be a gradual reduction of authoritarian vestiges in Bahraini organisations.[29]

This view was also expressed by the very senior government executive when he responded to a question: whether democratic style could be taught to managers in an environment which has traditionally had a different frame of reference. He agreed that: "the traditional authoritarian attitude could not be changed overnight" but he maintained that, "by persistence the change could be brought about though it will be gradual and extend over a long period. Through knowledge and

example, however, the democratic principle will eventually succeed."[30]

It should be noted, however, that the optimism voiced by this senior executive and another Bahraini manager is not totally shared by other Bahrainis. A leading public executive warns against such optimism on grounds that many "senior managers had reached their positions not because of qualifications and training but because of personality and experience, and as a result there was a difference in mentality,[31] in method and in attitude between them and the younger managers" who, as a result, face constraints that affect their motivation and sense of achievement.[32]

This conflict of 'old' and 'new' was clearly echoed by a major Bahraini banker who emphasised the importance of management education and training in helping junior Bahraini managers adjust to the changing environment.[33]

Perhaps this duality of management styles and incipient tensions between cultural norms and efficiency requirements can be better explained when leadership is examined at the corporate level. Here, perhaps, the dominant corporate norm is at once consultative and authoritarian. Research evidence gathered through the

questionnaire and interviews clearly suggests that a majority of corporate cultures in Bahrain are informal-consultative to the extent that they have to accommodate their broader societal milieu but formal-authoritarian in an effort to promote norms of efficiency and accountability. In many instances it looks as though the style is participative but the substance is authoritarian.

Again this duality of corporate norms which are at once consultative and authoritarian emerged very clearly in our findings of the CEO questionnaire completed in April 1986 (Appendix C, Question 2). While a majority of the CEOs covered agreed that leadership norms encouraged by most organisations in Bahrain are patriarchal and authoritarian thereby reflecting the broader culture in which they operate, a minority of the CEOs were not sure but tended to disagree with the statement, and a smaller minority fully disagreed. This breakdown indicates the different styles adopted as well as a transition in progress of the corporate culture.

The duality of informal-consultative and formal-authoritarian can also be related to the conception of organisational structure which may be conceived in either instrumental or social terms and that this has

implications for leadership behaviour. An instrumental
conception of structure is one in which the primary
emphasis is on getting the job done. The relationship
among various positions in the structure depends on the
functional interdependency between them. By contrast,
in a social conception of the structure, the various
organisational positions are defined in terms of
status. It follows that the positions would have to be
organised hierarchically which implies a directive
leadership style. This style also tends to inhibit
participatory practices because participation may
diminish the managers' power.

Leadership at the corporate level in Bahrain is
legitimised through a combination, albeit with varying
proportions of ascription, ie social status acquired at
birth and achievement through personal effort.[34]
There is little doubt, however, as clearly evidenced by
the research data compiled for this study, that the
trend is clearly moving towards emphasis on
professional achievement as a basis for corporate
leadership. A sizeable proportion of the managers
surveyed indicated a high degree of satisfaction with
corporate efforts aiming at upgrading their
professional standing and heightening their
self-image. This is a new trend caused by survival
pressures. The majority (16 out of 20) of respondents

to a question touching on this issue indicated high positive correlation between organisational commitment to career development and perceived job significance. Similarly the majority (17 out of 23) of respondents revealed high positive correlation between perceived job significance on professional grounds satisfaction with organisational incentives. Interestingly enough, however, six respondents registered negative correlation where they continue to view their jobs as insignificant while indicating satisfaction with organisational incentives. However, the implication that Bahraini managers still have a long way to go on the road to world-class professionalism is also there.

In probing the correlation between satisfaction with organisational incentives on the one hand and perceived job effectiveness on the other, scattered evidence emerges. Correlation is generally positive as a majority tends to lean in this direction. Somewhat mixed evidence also emerges with respect to the relationship between organisational commitment to career development and perceived job effectiveness. In the majority of cases (16 out of 20) positive correlation is indicated whereas the correlation turns negative with respect to few (ie, the other 4 cases). This suggests the possibility of high job effectiveness coupled with low organisational interest in career

development. This was found to be true in the case of executive managers both expatriate and Bahraini. On the question of correlation between job significance and perceived job effectiveness not surprisingly all responses were positive.

As corporate cultures in Bahrain are still undergoing their formative stages, they seem to place equal emphasis in most of the cases covered on loyalty to the organisation and productivity on the job and try to attain and reinforce the two through a variety of means both formal and informal.

One possible explanation is linked with a form of leadership which is known as 'paternalism' which implies a parent-child relationship between superior and subordinate. It shares some features with an autocratic style, but in addition implies mutual obligation and personal loyalties. A typical case was highlighted by one of the CEOs who presented a factual example that faced his organisation in 1982 where they had to reorganise themselves to combat paternalism and complacency through campaign of internal reorganisation as an attempt to change the corporate culture.[35]

The whole question of emerging corporate culture(s) in Bahrain, including both inner dynamics as well as

tension-ridden relationships to the external environment was highlighted in a seminar on the subject held 11 March 1984 at Gulf Polytechnic with a select group of Bahraini and expatriate chief executives. Heated discussions centered around major choices that executives were called upon to make with respect to how far and in what direction internal organisational practices can deviate from the national culture. The clear consensus of the seminar was that a new corporate culture is indeed emerging in the country and with it a new awareness of the significance of the management profession. Issues of work, leisure, professional values, leadership, motivation, delegation, management development, Bahrainisation, etc were repeatedly raised with the general feeling that a state of flux of transition is now under way and clear-cut trends have yet to take shape.

Unlike established leadership norms at the macro-societal level, corporate leadership styles are more pragmatic and open to change partly due to their relative novelty on the island. Such a change, however, as research evidence overwhelmingly suggests does not seem to occur at an unusually rapid rate. For one thing, corporate entities are still trying to gain acceptance and recognition in the country and this is

partly pursued through adherence to established cultural norms.

This concern was shared by another senior manager from the public sector who pointed out that:

> ".... the type of management prevailing in the
> area was perhaps a different style of
> management and influenced by external and
> internal environment, the macro and micro.
> Culture, he maintained, was attitude.
> Management, whether studied at home or abroad
> was basically the same, what was different was
> the way the manager behaved; his way of
> looking at things and his way of dealing with
> people in the local situation. The chief
> executive has a role to play in changing or
> even creating the climate within the
> organisation."(36)

As diffusion and impact of the corporate culture ethos is limited in Bahrain, it still exhibits the characteristics of an enclave trying to break out of the constraints imposed on it and permeate the broader socio-cultural habitat.

This difficulty was expressed by a Bahraini chief executive officer in an interview when he stated that:

> "The pattern of leadership varies with the
> size and ownership of the organisation and the
> personality of the chief executive. There was
> generally greater concern for human needs of
> employees in the public sector. There was
> also greater appreciation of the need for
> worker participation, in some form or another,
> in the possession of information and in
> decision making. ..... there was greater power
> and force, albeit implicit rather than

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> explicit in many cases, born of the personal
> status and influence of the leader and of the
> official support granted his organisation.
> There was greater communication, sometimes
> unwarrented and misplaced, among some of the
> public sector leaders, with internal
> bureaucracy, possibly enhanced by size."(37)

From what has been observed and analysed at the
corporate (intermediate) level, established patterns
and norms of leadership in Bahrain are
consultative/authoritarian and its predominant modes
are formal/informal. Leadership at the corporate level
is legitimised through a combination with varying
degrees of ascription and achievement through personal
effort. Leadership styles at this level are more open
to change than leadership at the macro level. Some
changes are beginning to occur but at medium rate
gaining momentum slowly as the trend moves towards
emphasis on professional achievement as a basis for
corporate leadership. As the diffusion and impact of
leadership at this level is limited, it suggests clear
priorities for management development programmes.

Moving down in our analysis of leadership to the micro
level, we encounter obvious reluctance on the part of
the managers surveyed to identify with any one style.
However, among the 26 CEOs included in the April 1986
survey, only a minority agreed with the statement that
the 'management style preferred by a majority of
managers in Bahrain is participative informal'. The

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remaining 60% either tended to disagree with it or explicitly voiced their disagreement. One might conclude that a majority of managers in Bahrain still continue to identify more with a Theory X approach.[38] This conclusion, however, has to be cautious and tentative because of the rapid transition Bahraini management is undergoing. On the other hand, when questioned about the incidence of outside consultation in decision making (see Appendix B, component 2 - Manager and his Environment) a clear majority of respondents answered in the affirmative. The main reason for resorting to outside consultation was to obtain a broader data base. It is thus evident that the kind of consultation largely practiced in Bahrain is part of the fact finding preceding the actual making of the decision. Decision making itself continues to be a strictly managerial prerogative.

The majority of managers covered seem to perceive themselves as practitioners of contingency shifting their styles to cope with situational demands in ways not markedly different from Fiedler's constructs.[39] Their self-perception placed high premiums on professional competence with productivity as the over-riding objective. Research findings at this level clearly resonate such Western management theories as Owens' typology of trait, behavioural and

contingency orientation.[40] With their realistic
acceptance of the 'power distance' element in Bahrain,
managers identify more with formal cognitive leadership
models without failing to show token adherence to
participative styles perhaps in recognition of broader
cultural demands.[41]

The propensity of Bahraini managers to change surfaced
in their response to a question on the subject. All 23
who responded to this question favoured rapid
incorporation of management innovation partly to stay
tuned to the international scene also as a career
booster.

Perhaps in a manner similar to that encountered at the
intermediate corporate level, managers at the micro
level seem to realise the need to operate within norms
set by the broader environmental as they too still
represent at this point in time a relatively minor
enclave in society with all but limited impact outside
their immediate domain. The picture becomes a little
clearer when we contrast the managers' self-perception
of their priorities. Our study[42] shows that the
Bahraini manager's self-perceived role within the
organisation includes planning and implementation (45%)
and leadership (30%). Other roles mentioned are:
contributing to the development of Bahrainis, problem

solver, professional manager, (25%). Outside the organisation, the Bahraini manager perceives himself as the spokesman for the organisation in the community (35%), ambassador of goodwill (25%), community work (25%) and functional management duties (15%).

Under the circumstances the important issue is the extent to which Bahraini managers are actually able to choose among leadership styles in different situations.[43] This is important because it can affect a wide range of management selection, placement, and promotion activities. It could be argued that if Bahraini managers can adopt a flexible leadership style, or if they can be trained to vary their style, then presumably they will be effective in a variety of leadership situations. If, on the other hand, managers are relatively inflexible in their leadership style, then they will operate effectively only in those situations that most closely match their style.

Diagram I is an attempt to piece together a framework that shed light on the workings of leadership dynamics in Bahrain by showing key elements that have a bearing on the process at different levels of analysis.

DIAGRAM 1 - LEADERSHIP MATRIX

VARIABLE / LEVEL	CULTURALLY SAN-CTIONED STYLE	BASIS FOR LEGITIMACY	INHERENT EXPECTATIONS	PREDOMINANT MODE	RECEPTIVITY TO CHANGE	DIFFUSION	IMPACT
LEADERSHIP MACRO LEVEL	Patriarchal	Tradition Ascription	Loyalty Conformity Protection	Informal	Low	Wide	Heavy
LEADERSHIP INTERMEDIATE LEVEL	Consultative Authoritarian	Ascription Achievement	Loyalty Productivity	Formal/ Informal	Medium	Narrow–Medium	Relatively Limited
LEADERSHIP MICRO LEVEL	Contingent	Professional Competence	Productivity	Formal	High	Narrow	Relatively Limited

MOTIVATION AND ITS DISCONTENTS

Motivation, is the drive which causes, channels and sustains people's behaviour. The choice of behaviour and the impetus with which people engage in it is termed motivation. It is therefore a result of variables stemming from a combination of individual needs, value systems, and environmental conditions. Managers, by definition, work with and through people, but people are complex and sometimes irrational in their behaviour. their motivation are not always to discern.[44] Such a predisposition to act in a specific, goal directed manner, affects the kind of adjustment employees make to an organisation. The particular motives employees have for working at a particular place on a particular job affect productivity,[45] and thereby the desire and willingness of a person to expand effort to reach a particular goal or outcome, is a consequence of many forces operating simultaneously in the person and in the person's environment.[46] Thus the question of motivation is not only very much related to the national social, cultural, educational, economic and political environment in general and the organisational environment in particular, but also related to the attitudes and expectations of both managers and employee. The study of motivation is especially crucial in this regard. First, it assumes that human

beings are need-fulfilling and goal-achieving organisms. Furthermore, it assumes that people strategise behaviour that will satisfy their needs and achieve their goals. Although inter-societal individual differences clearly exist, the question remains whether or not we can observe differences between societies (cultures, nations, etc) that explain the differences in terms of identifiable variables. Studies of motivation concept relevant to the Bahraini management in the following pages should help to offer an effective understanding of these differences.

"Very often promotions were made which were not justified on merit but had to be made for political reasons and this was obviously a problem which had to be faced."(47)

Bahraini society is very demanding when it comes to setting motivational goals for managers. They are subjected to a wide array of pressures, both implicit and explicit, which they are expected to satisfy.(48) Foremost among such expectations are material affluence and upward social mobility. Once acquired, both indicators of corporate success are to be exhibited in certain ways which signal the right kind of message, at least according to a majority of the CEOs covered in the April/May 1986 questionnaire.(49)

This situation, as assessed by a majority of Chief

Executive Officers interviewed in this study, leads to 'high and unrealistic expectations among a majority of Bahraini managers',[50] while their commitment, according to the same assessment is seldom above average. However, such expectations have to be understood in the light of the fact that the majority (70%) of the executives interviewed also pointed out that general support levels for managers, government and corporate, are 'satisfactory', while again the majority (68%) of the CEOs covered in the second questionnaire of April/May 1986 suggested greater emphasis on monetary incentives although a large group among them were not convinced that Bahraini organisations have a motivational strategy of any kind.

The strong support levels, pressures for achievement and rapid economic growth during the 1970s and early 80s created conditions under which most managers as established in the research evidence are also often justified in terms of the need to speed up the Bahrainisation process and replace expatriates.

The bottom line of the motivational frame at the macro level is the attainment and exhibition of social visibility and material affluence. The pursuit of such goals is in some ways universal but in Bahrain it also takes a special dimension that can only be understood

in terms of 'the Arab culture's great emphasis on honour, pride and rivalry'.[51]

The entire motivational mechanism has been until recently fueled by the abundance of lucrative job opportunities for Bahrainis with a highly tolerant economic environment. This trend, however, is already showing signs of slow but clear change as the economic boom has given way to a period of consolidation and considerably slower growth rates. The fact is, however, that some hard adjustment is called for particularly on the part of second and third generation Bahraini managers who have to scale down their expectations and learn to compete harder for fewer resourses. Such an adjustment is hardly facilitated by the fact that motivation patterns described earlier are still widespread and their impact is heavy and very hard to counter. One CEO is particularly adamant in complaining about this phenomenon.

> "an employee then feels a certain resentment
> that a kind of work ethic should be imposed
> which is not in keeping with what is seen
> around him particularly as his own government
> constantly seeks to reassure him that all is
> well."[52]

At the corporate level, material and social motivators continue to play a key role but a new factor has already made its way, namely professional achievement.

While one chief executive officer was in favour of incentive schemes and was convinced that such schemes would greatly aid the establishment of the work ethic and a successful corporate culture,[53] another CEO showed some reservation and said that:

> "the introduction of such schemes had, in his own experience, invariably meant a conflict with the general culture and although the desirability of such schemes was recognised as being vital for the development of a sound corporate culture, it would take time to convert resistance to cooperation."[54]

A third prominent CEO referred to the same issue but outside the seminar by stating that:

> "Many of the top managers are often more interested in prestige, status and image than they are in real achievements. They therefore emphasise those functions and contact which can enhance their standing with their superiors, and their general reputation for the sake of maintaining or improving of their positions. They frequently take shelter behind genuine or insignificant problems for inaction. Many are quick to complain about all the difficulties and faults they perceive within the organisation and, without, but few are willing to look at the bright spots and the more positive points and actually take action."

Corporate incentives are formally justified (ie, its basis for legitimacy) on grounds of performance and proven potential although there is clear evidence that personal and extra-professional factors are rarely totally disregarded. Inherent expectations built into organisational incentives include both efficiency on

the job and loyalty to the institution. The vehicle for attaining both motivational objectives is a 'motivation mix' that often includes career planning and development programmes in Bahrain and overseas.

Such programmes claimed a total budget in excess of BD 20m by 1984 not all of which, as evidence shows, can stand the test of cost effectiveness.

Corporate motivational practices have so far exhibited a fair ability to change and accommodate shifting economic circumstances. But, as was indicated at the macro level, such change can only come slowly and painstakingly due to the wide diffusion of corporate practices that were affordable during the 1970s and their penetration deep into the fabric of expectations of Bahraini managers. There is generally no clear understanding within most Bahraini organisations as to what would make an 'optimal' motivational mix.

This concern was voiced by the chief executive officer who felt that in his use of Western derived management terms and concepts, he finds Bahrainis, although appearing to understand, have a different perception of these. He asked "What motivated a young manager? Is it company loyalty or salaries or ability to participate in decision making that makes him feel

good about himself, so could create an environment in which he can be productive?" He confessed to an inability to properly identify and quantify these. He went on to say that "This fact has had a negative impact on the much needed development of a training strategy."[55]

When asked to describe the motivational practices of their organisations, managers surveyed invariably used terms such as 'material', 'unfair', 'limited', inadequate emphasis on 'education and training' and not enough 'promotion opportunities'. It is interesting to note in contrast that a majority among CEOs believe that Bahraini managers have unrealistically high job expectations, are 'unwilling to go through the hierarchy', 'too keen on social prestige, material rewards and fast promotion'.

At the micro level, the Bahraini manager seems to have a motivational duality involving self-interest and status on the one hand and professional upgrading on the other. It is interesting to note that, according to 40% of the second group of CEOs covered in a specially designed questionnaire,[56] Bahraini managers are 'intrinsically' motivated, whereas the remaining group, at varying degrees of explicitness, attribute to the Bahraini manager greater attachment to

material rewards. This finding should be viewed in the light of the fact that a clear majority of the responding CEOs in the same group did not think Bahraini managers were 'generally conscious of their own motivational needs'. Some expatriate managers, however, feel that the Bahraini manager is a bit over-protected which reflects negatively on his/her level of motivation:

> "Cash continues to be a more powerful incentive than the prospect of promotion because of Bahraini managers' traditional belief that promotion was automatic without the need to prove merit."[57]

While generally demonstrating adequate understanding of the central role of on-the-job performance to warrant high job expectations, many of the managers included in the survey acknowledged the important role that continues to be played by inter-personal alliances. Job expectations primarily centre around generous organisational rewards and an accelerated series of promotions as the highlight of rapid career mobility.[58] Elaborate and extensive emphasis on management development is a normal managerial expectation at this level although a trend towards greater realism in this area has started to surface lately.[59]

Among the mangers surveyed, mixed evidence emerges on examining the relationship between organisational commitment to career development on the one hand and perceived job satisfaction on the other. In the majority of cases (18 out of 22) correlation is positive while it is negative in the case of the remaining 4. The implication is that job satisfaction could be the result of short-term considerations (job status, salary, etc) with little or no attention given to long-term implications. Job satisfaction among Bahraini managers, as the majority of responses suggest, follows a trend of positive correlation with perceived adequacy of organisational incentives.[60] This is clearly established in 12 out of 18 responses while the negative correlation with respect to the other 6 suggests perhaps the existence of intrinsic rewards built into the work itself irrespective of extrinsic factors.

This view concurs with a comment made by one of the Bahraini Directors (in a recent seminar on Strategy for Continuing Management Education)[61] who stated his belief in the development of management training with reference to motivation. He asserted the setting of challenges to young managers. These he claimed, "enabled managers to obtain a sense of achievement". He felt there were too few of these challenges and that

too many young managers were over-supervised and not given the opportunity to act on their own ideas. This, he believed, was stifling enthusiasm and discouraging innovation.

Job satisfaction among Bahraini managers was also found to correlate positively with job significance as organisationally defined. In all 23 responses to this question both variables moved in the same direction. With respect to career development and management training, around one half of the responses affirmed the value of management education as a job performance booster. Interestingly enough, 9 responses reflected doubts about the 'relevance' of management education/training for their specific job contexts thereby echoing a broader rift in the international management community.[62]

Both positions of 'believers' and 'sceptics' about the relevance of management education were carefully stated by Bahraini managers who have directly experienced the issues involved.

"... while there was pressure to promote the Bahraini manager, there was no shortcut to education, and experience and promotion should not be at the expense of efficiency."[63]

This option voiced by a Bahraini banker was reinforced

by another banker who considered management education and training an integral part of career acceleration. [64]

However, both opinions are challenged by the doubts and apprehensions of a third Bahraini manager:

> ".... graduates should realise the mere fact of having a degree does not in itself entitle them to automatic employment and a secure, clearly defined career path. Once recruited, graduates must prove that they have the ability in practice ..." [65]

In the final analysis, the motivational patterns of Bahraini managers will have to be explored not only in the light of immediate empirical evidence but also within the context of motivation theories that are mostly of Western origin. A key question is whether such theories furnish an adequate understanding of motivational problems in Bahrain.

In his study of Arab countries (Saudi Arabia, Kuwait, Abu Dhabi, Bahrain, Oman and the United Arab Emirates) Badawy (1979) [66] found the greater need was autonomy, a function of historical and cultural values. Badawy found that cultures have a greater effect on motivation than Westernisation of job content. The author found Middle Eastern executives to have a traditional (ie, stemming from their cultures)

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approach to management, an offshoot in turn of their kinship-oriented society. Thus a significant cultural value is the importance of interpersonal relations. Arabs prefer to deal with people they know, with whom they have established relations, rather than with less well-known people. Another important cultural value mentioned in Chapter One is religion. Most Arabs place a high value on religion. For example, some will not do business with people who do not believe in God. In conclusion, Badawy suggests that motivational development programmes should target the ingrained culture; management should work with employee's heritage of culture to bring forth useful qualities in the subordinates abilities.

In other cultures, for example, one might expect a much higher individualism score which implies a 'calculative involvement' of managers in organisations. This explains the popularity in such cultures of 'expectancy' theories of motivation, which see people as pulled by the expectancy of outcomes, mostly consciously, rather than as pushed by unconscious drives.

Expectancy theory is probably the most sophisticated approach to motivation. It says that people are motivated by their expectations, by how effective they

expect their efforts to be. We perceive that our
efforts will result in successful performance, leading
to the satisfaction of specific needs.[67]

What is suggested here is that high effort or
motivation will exist when an employee perceives a link
between effort, performance and rewards.[68]

Perhaps unlike his Western counterpart, the motivation
of the Bahraini manager cannot be adequately understood
at the micro or atomistic level only. To a
considerable degree, the motivation of Bahraini
managers is a socio-cultural process whose success
largely depends on its being approached in those
terms.[69]

Diagram 2 attempts in the case of motivation
essentially what was provided with respect to
leadership.

DIAGRAM 2 - MOTIVATION MATRIX

VARIABLE / LEVEL	CULTURALLY SAN-CTIONED STYLE	BASIS FOR LEGITIMACY	INHERENT EXPECTATIONS	PREDOMINANT MODE	RECEPTIVITY TO CHANGE	DIFFUSION	IMPACT
MOTIVATION MACRO LEVEL	Material Social Status	Entitlement National Need	Visibility Affluence	Lucrative Job Opportunities	Low	Wide	Heavy
MOTIVATION INTERMEDIATE LEVEL	Professional Material Social Status	Achievement Potential Seniority	Productivity Growth Loyalty	Motivation Mix Career Planning	Medium	Wide	Heavy
MOTIVATION MICRO LEVEL	Professional Self-Interest Status	Performance Connections	Reward Vertical Career Mobility	Management Development Training Assertiveness	Medium	Wide	Heavy

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THE PROFESSIONAL CHALLENGE

".... in the Gulf and in the Arab world in
general there was a problem with management or
rather the lack of it ...... the problem was
manpower resources but even before that, was
the problem of environment. The environment
here was not conducive to the growth of ideas,
to professionalism and therefore was a
fundamental issue which should be
examined ..."(70)

On the same issue a leading Bahraini executive who was

also among the panelists in a major seminar expressed

his concern when he said that:

"In the last decade Bahrain has witnessed an
unprecedented increase in its managers who
came from a variety of different backgrounds
with an attempt to build a strong management
foundation based on the advanced Western
management style. They came to management
from a variety of paths, sources and
backgrounds particularly those sectors that
preceded others in starting their managerial
infrastructures. The diversity of backgrounds
among managers as well as their different
social and intellectual backgrounds worked
against the emergence of a unified tradition
in Bahrain."(71)

"Bahraini managers are by and large unaware of major

trends and developments in management knowledge."

"There is a need for improvement in the management

knowledge of Bahraini managers" statements unanimously

endorsed by all 26 CEOs interviewed. A majority among

the Bahraini managers surveyed agree readily with this

assessment; a disquieting fact further reinforced by

having a clear majority of the second group of CEOs

surveyed in April 1986(72) disagree that professional

excellence is a "priority objective for the Bahraini manager", although 80% of the same group showed inclination towards considering that a majority of Bahraini managers try to stay abreast of developments in management knowledge.

Managerial professionalism is at best a late-comer in Bahrain. Less understood and often less appreciated than older professional orders like medicine and engineering, management has had a harder time gaining acceptance and establishing its credibility.[73] The influence of the new professional groups was limited at first due to the sheer novelty of their presence, and their being overwhelmingly out-numbered by expatriate colleagues. This problem, of course, has been experienced by other countries besides Bahrain and is mainly caused by the fact the management is a 'loose' profession with no clear-cut entry and performance standards.[74] Its ranks are open to people from various backgrounds and many of its practitioners identify with other professional identities which helped them gain their entry to management ranks in the first place.[75] The majority of the CEOs surveyed in April 1986 had no difficulty agreeing with the statement that the "management profession in Bahrain is yet to gain the degree of acceptance enjoyed by older professions like medicine, engineering and law." This

same theme was further discussed at length in the special CEO seminar held at Gulf Polytechnic on 5 May, 1986 to address the question of the "Bahrain Management Profession in Transition". An overwhelming majority of the 40 participants felt that although the management profession has undoubtedly gained ground recently in Bahrain, it still has a long way to go before achieving full recognition.

Not only there was a problem of getting qualified managers who conformed to the professional profile, the numbers available were not even sufficient to cope with the demand. As Dr Najjar pointed out:

> "... In view of rapid organisational proliferation and the emergence of a relatively large managerial group in Bahrain, it should be recalled that no amount of 'conversion' of other professionals into management positions would have been enough to satisfy the growing demands for supervisory personnel in the 1970's."[76]

However, the rising star of management was considerably helped by the changing economic climate which moved away from infrastructure expansion to greater reliance on managerial know-how for coping with the problem of dwindling resources. The 1980's have already been established as the 'management decade' where organisations have to become inward-oriented to build their long postponed management systems following an

earlier period of boom when there was little concern with efficiency or effectiveness.[77] A crucial statement which has been repeated and reinforced in all the seminars held at Gulf Polytechnic.

In recognition to the importance attached to this issue, two senior Bahraini chief executives reinforced the need for an expert know-how and sound management in Bahrain. They said that "unless we prepare the necessary management manpower who are qualified and trained as professionals, we would not be able to minimise this competitive and uncertain environment."[78]

Another chief executive referred to the same problem when he stated that an organisation cannot survive and continue with effectiveness unless the manager or the CEO is capable of being successful. He/she cannot be successful unless performance is measured against culture. But in Bahrain, we do not seem to have such a criteria. The manager is evaluated on the basis of loyalty to his chief executive not performance.[79]

The new era that is beginning to emerge around managerial professionalism at the macro-societal level is mostly associated with the increasing recognition of the role of expert know-how in this vital area. Such

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know-how is now understood to require extensive education and considerable on-the-job experience (as a basis for its legitimacy). It can be seen not only in the rapidly increasing number of students who major in business studies, but just as significantly, in the number of managers who find time to upgrade their skills.

The implicit or inherent expectation is that the transfer of managerial expertise to Bahrain will be value-free in the sense of not straining the delicate web of dominant socio-cultural norms and values.[80] The need for upgrading managerial performance is accepted in Bahrain but the means through which it is to be achieved is argued to be consistent with the local culture.[81] A major vehicle for such change is planned management development pursued through a variety of means including direct hiring of expatriate managers, management contracts, short-range and long-range efforts aiming towards the professional development of local Bahraini expertise. The complexity of the picture is perhaps suggested by the fact that a good percentage of the 26 CEOs who responded to the April 1986 questionnaire either disagreed or strongly disagreed with the statement that "traditional cultural values in Bahrain have generally facilitated the emergence of the management

profession', and a sweeping majority of the same group did not accept a statement "a manager in Bahrain is expected by society to emphasise efficiency much more than public relations or employee satisfaction." Along the same lines, many managers also approved of a statement suggesting that managers should not fail to protect their own people when efficiency is compromised. This is partly due to the pressures and expectations generated by the leadership patterns and expectations patterns prevalent in society (refer to Appendix A and B attached).

In the West, a clearer trend in the direction of "professionalising" management ranks started to take shape with the distinct promise of evolving a common language and to some degree an accepted code of practice. Citing an example would be the MBA which seems to be emerging as a common professional denominator among management practitioners. The other advantage of the Western countries is the existence of a relatively long tradition extending over a century which has led to the emergence of a professional climate emphasising efficiency, rationality, impersonality and an overriding work ethic. However, a number of Bahraini managers are still not on par with their international counterparts.

Though the importance of having appropriate academic qualifications and management training is realised and called for by many Bahraini organisations as well as executives, the doubt expressed by some Bahraini chief executive officers whether they could follow the American example of insisting on an MBA. Such doubts were based according to what many expressed on:

1   "that the supervisory-managerial personnel have no prescribed or standard entry requirements as they reflect a wider variety of backgrounds, disciplines, specialisations, values and expectations.

2   Managers approach their tasks in many different ways and identifying with a wide range of management philosophies, schools of thought, styles and problem solving techniques.

3   Management practitioners often express scepticism about the 'relevance' of any body of knowledge to what they do and operate with little more than the questionable guidance of trial and error."[82]

The Bahraini environment, it should be noted, has demonstrated its impressive ability to adjust to and cope with changes borne out of greater emphasis on management development. Such an adjustment and receptivity to change, however, can only proceed at a slow to medium pace to avoid tensions and ruptures caused by overloading. The strains of management

development mostly through the transfer of know-how
from abroad are still partly countered by the limited
diffusion of the new expertise and its 'contained'
impact which, however, has clearly been on the rise in
recent years.

Tensions and conflicts associated with management
development in Bahrain were recently highlighted in a
major specialised seminar held at Gulf Polytechnic and
referred to earlier. A leading Bahraini manager noted
the urgent need to be selective in what is incorporated
to ensure that "whatever is transferred is compatible
with the Bahraini culture and environment."[83]
Taking issue with his colleagues, another Bahraini
manager called attention to the dilemmas facing
Bahraini management professionals who 'have to
reconcile their education and professionalism with
their culture'. But, this manager felt, "it is not the
emerging management culture that has to be changed to
suit the local culture but rather the reverse."[84]

While another chief executive in one of the largest
international organisations stated that:

> "Flexibility was essential, no single policy
> could be applied across the board so within
> the same organisation different cultures have
> to exist, not only exist but co-exist and this
> in itself can create problems. It is hoped
> that over a period of two to three years a
> fusion can take place in order that common

objectives and a common outlook may be achieved."

Though he agreed that this will provide a challenge for the chief executive, he concluded that:

> "the personality of the Chief Executive and his managers and their inter-relation was very important, any change had to come from the top."(85)

Further pressing this point through a question posed to the group of 26 CEOs included in the April 1986 questionnaire (a year later) a majority of the respondents agreed that for management standards to be effectively developed the culture will have to change along Western lines. The remaining 36% actively disagreed.

This is an interpretation of the different philosophies, attitudes and values that Bahraini managers hold and practice. It also represents the dilemma facing some of the Bahraini managers as to the question of transferability of Western management practice in Bahrain. Those who fully support the idea that for management standards to be effectively developed the culture will have to change along Western lines are voicing the professionalism aspect of management. Such concerns were highlighted in the seminar which took place on May 5th, 1986 where a number of chief executives referred to modern

management systems and procedures, creativity, skills in par with expatriates, research and management information, academic qualification and training, organisational environment, etc.

At the organisational level, the effects of management development through incorporation of international know-how can be seen more clearly particularly through the attempts to combine the effective use of transferred managerial expertise with the emergence of a binding corporate culture which can help in cementing the professional identity of mangers.

Managerial professionalism at the corporate level in Bahrain is to a large degree promoted by the large influx of Western managers and the clear emergence of the country as a regional financial and business centre thus reflecting the importance of know-how and corporate values. This makes it imperative to maintain close links with the international community and to operate according to international standards. Most corporations in Bahrain place heavy performance demands on their members who are encouraged to further develop their capabilities through a variety of management development opportunities. Among the CEOs interviewed, the majority favoured intensive educational and training programmes while the rest placed more emphasis

on greater exposure through membership in professional
bodies.

The Bahraini corporate scene has undoubtedly witnessed
major changes towards greater professionalism which is
now widely accepted and diffused throughout the various
sectors of the economy.

Perhaps a clue to how such changes can be found is
suggested through the direct experience of a top
executive in Bahrain:

> "... corporate culture had an enormous
> influence on the capacity to change .....
> corporate culture had to be managed and that
> the success depended on how it was managed
> ..... for 50 years many companies were managed
> from overseas under the umbrella of a
> successful profit making multi-national
> company .... management decisions were
> invariably shrouded in secrecy and the company
> existed in a virtual state of ignorance on the
> broader issues. This state of corporate
> imperialism existed until the late 70's .....
> when a campaign of internal reorganisation was
> began to change the culture and consequently
> to change our self-perception ...... the
> result would be more consultation, less
> paternalism and more sharing of information.
> By 1983 a change in corporate culture was
> already apparent, a change initiated by the
> chief executive."[86]

At the micro or strictly managerial level obvious
enthusiasm for the acquisition of management expertise
and knowledge is clearly noticeable. Bahraini managers
exhibit a strong 'achievement motivation'[87] as a

basis for legitimacy and expect recognition in return.
Many of them have either been or currently are the
beneficiaries of intensive management development
efforts which have, among other things, made them
highly receptive to change.

When asked to rank order barriers slowing their
professional development Bahraini managers came up with
the following list:

(a) language
(b) inadequate educational background
(c) conflict with culture
(d) diminishing promotional opportunities
(e) high cost of management development
(f) presence of expatriate managers
(g) attitude of superiors
(h) less qualified individuals holding senior positions
(i) lack of family connections

Again, further follow-up achieved through the
subsequent April 1986 CEO questionnaire sheds more
revealing light on this important question. The
majority disagreed with the statement 'that Bahraini
managers are committed to self-development and spend
adequate time reading professional subjects'.

The research evidence gathered during this study yields
qualified support for the observation that Western

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management systems are of limited relevance to the Arab world.[88] Research evidence also indicates as reflected in a majority of respondents to the questionnaires and through subsequent interview that managerial professionalism is highly valued and supported at both the macro and corporate levels. The sheer size of resources committed in its direction is in itself a strong indicator. Evidence also points out that the Bahraini managers have started to move in the direction of achieving parity with their expatriate counterparts. When asked to make a comparison between the two groups, the chief executive officers interviewed responded as follows:

Equally competent	3%
Generally less qualified	27%
No generalisation	10%

Among the April 1986 CEO group, the majority (74%), considered the analytical skills and problem solving ability of Bahraini managers not on par with expatriate counterparts.

The need to develop analytical skills and problem solving capabilities is significant to many Arab countries. For instance, Murrell in his article 'Understanding the Egyptian Manager: A Third World Management Development Experience', points out many problem areas of management in Egypt. One of which is

the analytical skills and the rational thinking process necessary to identify problems which is largely lacking in Egyptian managers.[89]

It also revealed through the research evidence, however, that a fairly good proportion of executives felt that Bahraini managers are still unaware of major international trends in management. They also cited the need for greater efforts in the direction of management education and training programmes. When asked to assess success achieved so far in the transfer of management technology to Bahrain, 43% indicated positive results, 13% limited results, 10% greater need for improvement, 7% thought the process was very fast and 7% judged it not planned. Executive views on what can be done to facilitate the incorporation of 'appropriate' managerial expertise to Bahrain were also indicative. Two kinds pointed in the direction of education, training and exposure to international companies and only a few (13%) recommended a selective approach compatible with Arab-Islamic culture. What seems implicit in many of the responses is the need to develop in Bahraini managers some capacity for 'reflection-in-action'[90] as part of their professional make-up. Such a skill would seem highly necessary to guide the transfer process.

Reflection in action, whether consciously undertaken or unconsciously practised, is increasingly evident in the ranks of Bahraini managers. Among other things, it is a creative process which allows managers to set themselves apart from the culture yet still function effectively within it. With a thorough understanding of the past and the present they had to take the lead through the seemingly impossible area of the future. It also enables them to undergo self-assessment thereby heightening their career awareness and building up their commitment to management development as a vehicle for reinforcing their professional standing, because technical and social evolution implies the necessity of changed and new qualification in life,[91] also bearing in mind as one of the successful CEOs put it:

> "Management in isolation no longer worked; a manager had to be seen to be human, to be fallible, to be accessible, to be able to define objectives. A good manager had to be prepared for public success and failure and had to set examples which he would want others to follow. Responsibility had to be accepted and so had fallibility - the making of mistakes had to be accepted as part of the learning process, not avoided or hidden. These were the attitudes which had to be included if an efficient management team was to be developed."[92]

Diagram 3 should be approached in the same view as diagrams 1 and 2. Professionalism is subjected to the same variables as leadership and motivation. Its

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dynamics in other words follows a similar pattern by
showing key elements that have a bearing on the process
at different levels of analysis.

DIAGRAM 3 - PROFESSIONALISM MATRIX

VARIABLE / LEVEL	CULTURALLY SANCTIONED STYLE	BASIS FOR LEGITIMACY	INHERENT EXPECTATIONS	PREDOMINANT MODE	RECEPTIVITY TO CHANGE	DIFFUSION	IMPACT
PROFESSIONALISM MACRO LEVEL	Technical Know-How	Education Training and Experience	Slow and Cautious Transfer	Management Know-How	Medium-low	Limited	Limited Gradually On The Rise
PROFESSIONALISM INTERMEDIATE LEVEL	Know-How and Corporate Values	Org Needs Membership in Professional Bodies	Performance	Management Development Mix	Medium	Wide	Mixed
PROFESSIONALISM MICRO LEVEL	Expert Knowledge	Achievement	Recognition and Reward	Management Development Mix	High	High	Heavy

As addressed in this research work, managerial professionalism in Bahrain has to be understood in two different, but closely interrelated, ways.

On the one hand professionalism in management, at least in the Bahraini context, has been associated with what might be termed "task competence" or "functional mastery". On the other hand, however, managerial professionalism can also refer to an attitude, a predisposition, a set of values or, in a nutshell, a normative position. Each of these two meanings will now be addressed in brief.

Managerial Professionalism as Task Competence

Research completed as part of this work particularly primary data gathered through observation, interviews, questionnaires and CEO seminars, strongly suggests that there is wide subscription to the notion of managerial professionalism as task competence or functional mastery.

As such, professionalism is a highly desirable and intensely sought quality as it conveys, one or more of the following:

- Academic credentials.

- Technical competence.

- Demanding performance standards.

- Wide exposure to management development and training.

- Organisational recognition resulting from being in short supply.

- Aggressive career pattern marked by successive rapid promotions on merit.

- Meritorious incumbency of a senior management position.

- Performance on par with the best expatriates and possibly out-performing them on occasions.

- Demonstrating functional expertise in one or more areas of management: Finance, Accounting, Marketing, Production etc as well as key management processes: planning, control, innovation etc, etc.

The "task competence" notion of managerial professionalism is particularly popular among the new breed of young Bahraini managers who have, for the most part, either studied abroad or participated, often more than once, in overseas training and development programme. Many of the them have a technical background in Engineering or allied disciplines with a Business and Management overlay. They view themselves proudly as the cutting edge of the Bahrainisation process. Their self-image is that of "managers" responsible for maintaining and promoting Bahrain's regional role and newly acquired international status as a financial centre.

Managerial professionalism as task competence is also

reinforced through the gradual move of Bahraini managers away from administrative positions and towards more technical positions in finance, data processing and production.

It should also be made clear that managerial professionalism as task competence is more of a short-run perception with a distinctly instrumental connotation. It is particularly prevalent at the middle management level and in some cases even at the supervisory level in Bahrain.

Managerial Professionalism as Normative Position

The task competence view of managerial professionalism is of course not unique to Bahrain. It is now more or less universal particularly in view of the rise of technocracy and the advent of the young aggressive managers with their MBA cult and "over-sized" egos.

In Bahrain, however, a different meaning of professionalism has also emerged perhaps more distinctly than elsewhere due to the country's relatively short experience with management and its dependence on expatriates for a long time.

As suggested earlier, this second notion of managerialism is associated with a state of mind, an

outlook, a perspective. In this sense managerial professionalism is associated as a long-term prospect with the following connotations:

- Objectivity and fair play.

- Commitment to professional ethics and community service.

- Commitment to self development, learning and staying abreast of relevant innovations.

- Respect for the local culture together with a universalistic or cosmopolitan frame of mind.

- Assisting in accelerating the Bahrainisation process and giving opportunities to deserving young Bahrainis.

There can be little doubt that these two notions of managerial professionalism can be mutually reinforcing. Professionalism as task competence is necessary for giving meaning and substance to the normative side. The reverse is equally true. Managerial professionalism as task competence needs to be sustained and renewed through a value system that ensures its continuity. Task competence taken in isolation is a purely technical notion that does not have the socio-cultural context essential for its gaining acceptance.

It is of course true that the two notions of professionalism can also undercut each other. A clear case in point has been taking shape in the West over the past decade or so. Managerial professionalism has

been more or less identified with the new breed of MBA graduates. Many of those have created corporate resistance by being intensely competitive, aggressive and "over-confident". To them task competence seems to have been dissociated from the supportive long-term normative framework. Under such conditions, of course, the two notions can be conflicting.

In Bahrain, the macro, socio-cultural buffer will work against this possible conflict. By having to operate within the broader culture outlined in chapters two and three, Bahraini managers will always have to moderate their task-competence with culturally sanctioned values.

KEY VARIABLES

Having reviewed, however crudely, the intricate web weaving together aspects of the literature on leadership motivation and professionalism and the empirical evidence on how these concepts are understood and practised in Bahrain, it is now important to turn back to the seven variables identified earlier to examine how exactly do they shape the context of the management process in Bahrain as well as internal dynamics.

Without suggesting any strict order of sequentiality, and fully realising the degree of overlapping that is bound to exist among them, it will be recalled that

each of the three matrices comprised seven key variables that have been surmised from the statements and even more importantly, implicit assumptions evident in the research data generated for this chapter:

(a) <u>Culturally-Sanctioned Style</u>

(b) <u>Basis for Legitimacy</u>

(c) <u>Inherent Expectation</u>

(d) <u>Predominant Modes</u>

(e) <u>Receptivity to Change</u>

(f) <u>Diffusion</u>

(g) <u>Impact</u>

For a better understanding of these matrices and their explanatory function in this chapter, we now turn to a brief explanation of each of them.

(a) <u>Culturally-Sanctioned Style</u>

At the macro-societal level, established patterns and norms of leadership in Bahrain are primarily <u>patriarchal</u>, while at the <u>corporate</u> or <u>intermediate</u> level it is a mix of the <u>consultative</u> and the <u>authoritarian</u> styles. Moving down to the <u>micro</u> level there was reluctance on the part of the managers to identify with any one style but, perceived themselves as practitioners of <u>contingency</u>.

For the concept of motivation, it was found that the Bahrain society is demanding when it comes to setting motivational goals for managers. It seems that the motivational frame at the macro level is the attainment of social status and material affluence. At the corporate level, material and social status continues to play a vital role with a new dimension which has already made its way, namely, professional achievement. At the micro level, the Bahraini manager seems to have self interest, status on the one hand, professional upgrading on the other.

As for the concept of professional challenge, we found that at the macro level the trend is moving towards managerial professionalism mostly associated with the increasing recognition of the role of technical expertise. Managerial professionalism at the corporate level is affected by the influx of Western management emphasising the importance of know-how and corporate values.

At the managerial or micro level, the trend and the enthusiasm is for the attainment of management expertise and knowledge.

It should be noted that the key to understanding the dynamics of leadership, motivation and managerial

professionalism in Bahrain is the realisation that
these three concepts or factors are profoundly affected
by a culturally-sanctioned style. This style has
evolved slowly and informally over a long period of
time as part of the national culture and the intricate
web of norms and expectations within it. As clearly
indicated   in   earlier   analysis,   this
culturally-sanctioned style operating mainly at the
macro level is not always conducive to corporate
efficiency and managerial professionalism.[93]   In
all   cases,   the   analysis   shows   that   this
culturally-sanctioned frame of reference weighs heavily
throughout the country and constitutes a major force to
be reckoned with by all secondary sub-cultures whether
established or emerging. Thus, it can be argued that
no investigation of any respect of management in a
country like Bahrain at his transitional stage in its
evolution can be adequate without the recognition of
the broadly cultural context.

(b) Basis for Legitimacy

Ever since Max Weber pioneered his classical study on
forms of authority legitimisation, it became evident to
researchers   that   different   societies   respond
differently to the need for establishing solid basis
for authority relationships. Such basis normally
appear most explicitly at the macro-societal level but

undoubtedly cast a shadow on all lower levels involving a variety of primary and secondary microcosms. In our own analysis patterns of leadership in Bahrain, we found that at the macro-societal level, the family headed by the father is still a very strong and cohesive social unit in both its nuclear and extended forms. Leaders derive their basis for legitimacy from tradition and ascription, while at the corporate level, it is legitimised through a combination, albeit with varying proportions of ascription, and achievement through personal effort.

At the micro level, Bahraini managers identify more with formal cognitive leadership models. Their self-perceptions place high emphasis on professional competence as a basis for legitimacy with productivity as being the over-riding objective.

Looking at the concept of motivation , we found that strong support levels and rapid economic growth during the boom of the 70's and early 80's created conditions in which the majority of managers consider themselves 'entitled' to the ambitions and goals they establish for themselves which were also justified in terms of the need to speed up Bahrainisation of manpower. Thus the basis for legitimacy implied at macro level is entitlement and national need.

At the corporate level, incentives are formally justified (ie, derive its basis for legitimacy) on grounds of achievement, potential, seniority as well as personal and other professional factors such as efficiency and loyalty to the institution. At the micro level, the basis for legitimacy as demonstrated by managers, is derived from the understanding of the role of on-the-job performace as well as the equally important role that continues to be played by personal network.

For the professional challenge at the macro level, it was evident from the emergence of managerial professionalism that the basis for its legitimacy is the recognition of its specialised know-how obtainable through extensive education and considerable on-the-job training and experience. This trend has been observed in the rapidly increasing number of students majoring in management and business studies, as well as in managers who are also trying to upgrade or update themselves.

The corporate level has undoubtedly witnessed major changes towards greater professionalism with emphasis on organisational needs.

Similarly, at the micro level, the acquisition of

knowledge and expertise is clearly noticeable.
Bahraini managers exhibit a strong <u>achievement</u>
<u>motivation</u> as a basis for legitimacy.

The fact that culturally-sanctioned styles and basis
for authority legitimisation are closely related is
hardly surprising.[94] Again, in Bahrain one should
expect an often problematic relation between
traditional legitimation norms that are deeply embedded
in the national folklore, and those new legitimation
patterns emerging at the corporate and managerial
levels with roots that can be traced back to other
cultures. Tensions among different but not mutually
exclusive bases for legitimacy at the three levels of
analysis, constitute a major impetus for change a
framework for any viable management development
strategy in Bahrain.

(c) <u>Inherent Expectations</u>

Some of the most significant aspects of any culture are
tacit or implicit and may never be formally
articulated.[95] Bahrain is certainly no different
as there is a delicate and enormously complex web of
expectations operating at the macro, intermediate
(corporate) and micro levels. The culture, through the
process of socialisation for instance, helps to shape
the needs, values, and personality of leaders and

followers. The personality of the leader will affect
the kinds of behaviour he will reinforce. Further,
culture norms create expectations and judgment about
the appropriate behaviour of leaders and their group
members. The cultural expectations of the society
clearly influence patterns of leadership.[96] Such
expectations are internalised as part of the
socialisation process and can never be overlooked in
understanding leader-follower relations, corporate
incentive practices and managerial motivation patterns.

At the macro-societal level, the norms of leadership
patterns outlined earlier very often trickle down to
the lower levels and influence management styles which
are often expressed as expectations, both implicit and
explicit. This partly explains the tendency of
Bahraini managers to assume a patriarchical role
themselves. Thus, at the societal level the manager is
expected to be loyal, to play the role of advisor and
supporter of his family and relatives as well as
protecting employee interest. He is also expected to
practice human relation techniques to please, placate
and avoid conflicts.

At the corporate level, it seems that the emphasis is
placed in most cases on loyalty to the organisation and
to productivity on the job. The organisations in

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Bahrain try to reinforce these two elements through a variety of means both formal and informal. In a similar manner, managers at the _micro_ level see the need to operate within the norms of the corporate as well as macro-societal levels, but there is far greater emphasis on _productivity_.

Moving to the concept of motivation, the expectations at the macro level seems to be material _affluence_ and upward social _mobility_. This dimension is due to the influences of the Arab culture with its emphasis on honour, pride and rivalry. However, at the _corporate_ level, emphasis seems to shift towards efficiency and _productivity_.

At the micro level, the majority of the Bahraini managers interviewed were generally conscious of their own motivational needs. Job expectations seem to centre around generous organisational rewards and accelerated vertical career mobility. Recent developments show that a fairly large proportion of the younger managers are also expecting to attend management education or training programmes.

With regards to managerial professionalism the _environment_ has been very _slow and cautious_ in accepting it. It is still less understood and possibly

less appreciated than older professions such as medicine and engineering. At the _corporate_ level the need for upgrading managerial _performance_ is accepted as evidenced by the recent increase in sponsoring participants for management development programmes. The feedback from this study suggests that their ultimate expectation is for better _performance_.

At the micro level, while the Bahraini managers are aware of the corporate expectation for better performance, their expectation continue to demand _recognition_ and _reward_ for their performance.

(d) _Predominant Mode_

A requisite condition for understanding the inner workings of leadership, motivation and managerial professionalism in Bahrain is cognizance of the fact that all three concepts follow predominant modes that are often decisive in determining what may or may not work in a society like Bahrain. Awareness of this critical factor made it easier to interpret many of the answers given by the managers surveyed. It also facilitated designing the research instruments, formulating the questions and working through the subtleties of the Bahrain management scene.

Referring back to the earlier analysis of the _fabric of_

leadership, at the macro-societal level, it appears
that the patriarchal leadership predominant modes are
highly informal. The environmental influence was
perhaps most apparent when the manager or the executive
interpersonal styles were examined. Here we found that
the social values and norms, as well as the social
structural elements, encourage the managers to use
'personalised' and 'informal' approaches when dealing
with people or employees.

At the corporate level the predominant modes tended to
be both 'formal' and 'informal'. This is because
corporate cultures in Bahrain are still undergoing
their formative stages with equal emphasis placed on
loyalty to the organisation and productivity on the job.

Looking at it from the micro level the majority of the
managers identify with a more formal approach. It is
also worth noting that what managers expressed and
would like to follow might not necessarily be what is
actually done in practice. Therefore there could be
situations where the leadership practice at the micro
level is basically informal.

Analysis of motivation at the macro level shows that
the predominant mode is the availability of lucrative
job opportunities. This is the result of the economic

boom of the 1970's which triggered a process of unprecedented economic expansion, the mushrooming of public and private organisations and the creation of demand for managerial manpower. At the corporate level, the picture is rather different. Inherent expectations built into organisational incentives included both efficiency on the job and loyalty to the institution. Thus, the vehicle for attaining both motivational objectives is a 'motivational mix' that often includes career planning and development programmes. The predominant mode at the micro level is clear emphasis on management training and development. This is a normal managerial expectation at this level although a trend towards greater realism in this area has started to emerge lately. Another aspect of the motivational mode which has also emerged is greater self assertiveness on the part of managers.

Concerning the concept of professionalism, the new aura that is beginning to emerge around managerial professionalism is grounded in the recognition of the importance and the role of management know-how. This has become now a predominate mode, thus, moving away from infrastructure expansion to greater reliance on managerial expertise for coping with the problem of dwindling resources.

At the _corporate_ level, the organisations are also moving towards becoming inward oriented in order to build their long postponed management systems. The amount of resources committed towards _management development_ and career planning is in itself a strong indicator and a serious commitment on the part of the organisation. This predominant mode for management development and training has also trickled down to the micro level.

In many ways, the predominant mode is the resultant of the three other dimensions discussed earlier, namely the culturally-sanctioned style, basis for legitimacy and inherent expectations.[97] it may be said that the predominant mode is a sharper, more explicit and more operational expression of the other three dimensions in so far as they influence the domain of action and surface in concrete programmes.

(e) Receptivity to Change

It is, of course, true that norms of leadership, motivation and professionalism in Bahrain, however rooted in culturally-sanctioned practices, justified through accepted terms of legitimacy, embedded in tacit and inherent expectations and operating through predominant modes, are still subject to change. Equally evident, however, is that different dimensions,

ie, leadership, motivation and managerial professionalism show different degrees of receptivity to change particularly when the focus shifts from one level of analysis to another.

Beginning with the fabric of leadership at the <u>macro</u> level, we have already seen how such norms are deeply embedded and have withstood the test of time, modernisation as well as massive changes in the infrastructure. As a result they show <u>little</u> receptivity to change. But moving down to the <u>corporate</u> level, the picture is different. As clearly evidenced by the research data compiled for this study, the trend is moving towards more emphasis on <u>professionalism</u>. Corporate leadership styles are more pragmatic and open to change. Some changes are beginning to occur but at a <u>medium rate</u> gaining momentum slowly as the trend moves towards emphasis on professional achievement. For the <u>micro</u> level, managers' self-perceptions placed <u>high</u> premiums on professional competence. They also favoured rapid incorporation of management innovation in order to boost their career.

The motivational mechanism has been until recently supported by the abundance of lucrative job opportunities for Bahrain. This trend, however, is

changing as the boom gives way to a period of slower growth. This means that the receptivity to change at the _macro_ level is still _low_. However, corporate motivational practices have shown slightly better ability to alter and accommodate the changes that are taking place in the economy. This is equally true with the managers. Consequently the receptivity to change at both _corporate_ and _micro_ levels is _medium_.

With regard to the concept of professionalism, we found in our study that the majority of CEOs surveyed had no difficulty agreeing that the 'management profession in Bahrain is yet to gain a degree of acceptance as enjoyed by other older professions'. We have also seen that the Bahraini environment has demonstrated its impressive ability to adjust to changes born out of greater emphasis on management development. Such an adjustment and receptivity to change can only proceed at a _slow_ to _medium_ pace. At the _corporate_ level the adjustment and receptivity to change is bound to be faster, ie, _medium_ pace while at the managerial or micro level, the obvious enthusiasm for acquisition of management expertise is more noticeable. Many of the managers have either been or are currently undergoing management development programmes which have, among other things, made them highly receptive to change.

In reality, much of what is or is not feasible with
respect to managerial professionalism in Bahrain, is
profoundly affected by the degree to which change can
be successfully introduced in leadership and
motivational norms. Changes in management that
radically outpace corresponding changes in leadership
and motivation are unlikely to prove viable in the long
run.

(f) Diffusion
How widely diffused in society each of the three
concepts of leadership, motivation and professionalism
under investigation is, and at what level of analysis
is also an issue of obvious importance. The degree of
diffusion is often directly proportional to the level
of analysis but inversely related to change.

It was pointed out earlier that the leadership at macro
level is patriarchal and its predominant modes are
highly informal. Such norms which are deeply rooted in
the culture and history have shown little receptivity
to change are also widely diffused throughout the
socio-cultural fabric. At the corporate level
leadership norms are not as widely diffused as the
macro level. Evidence from our study shows that at
this level it is narrow to medium and at the micro
level it is narrow.

Motivational patterns at _micro_ level, described earlier which was fueled by enormous opportunities for jobs in the 70's and the early 80's are still _widespread_. Corporate incentives are formally justified on the grounds of performance and proven potential, and corporate motivational practices have also shown ability to accommodate shifting economic circumstances. Due to the _wide diffusion_ of _corporate_ and _micro_ level practices such change can only come slowly, particularly when there is generally no clear understanding within most Bahraini organisations as to what would make an 'optimal' motivational mix.

At the professional _macro_ level the picture is different. The new aura has only recently begun to emerge around managerial professionalism. Though the environment has demonstrated its ability to adjust and cope with changes, it has only proceeded very slowly. The strains of management training and education mostly through transfer of know-how from the West are still partly encountered by _limited_ diffusion, while the Bahraini corporate scene has witnessed major changes towards professionalism which is now _widely_ accepted and _diffused_. At the _micro_ level there is even more enthusiasm for self development and acquisition of know-how. Though many Bahraini managers are still unaware of the development in management knowledge,

managerial professionalism is highly valued and consequently as an idea and target is highly diffused. Dimensions that are widely diffused at particular levels of analysis in Bahrain and, by and large, barriers to managerial professionalism suggest probable targets for planned efforts in that direction. On the other hand, cases of limited diffusion of variables conducive to managerial professionalism suggest clear priorities for management development programmes. In both cases, the significance of diffusion stems from its being an indicator of 'status' at this juncture in the transition of the Bahraini society. By the same token, changes in diffusion may be used to monitor progress in the direction of managerial professionalism and related development.

(g) Impact

Perhaps impact is the other side of diffusion. As such it follows patterns that are more or less identical to those discussed under diffusion (f) above. Whether the observed impact of anyone of the three concepts - leadership, motivation and professionalism - around which this chapter centres is heavy or limited at a particular level of analysis, is an issue of great significance. The heavier the impact of practices perceived by managers in Bahrain, as not conducive to managerial professionalism, the greater the need for

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change through planned management development and the greater the barriers to be surmounted. For instance, we have seen that the norms of leadership at the macro level, are widely diffused throughout the socio-cultural fabric and exert a heavy influence on management behaviour. The same applies to the concept of motivation, particularly in a society which is very demanding when it comes to setting motivational goals for managers.

In the preceding pages an attempt was made to discuss very briefly each variable as the salient feature of the three key concepts. The true matrices summarise the salient features of the concepts of leadership, motivation and professionalism at macro, corporate and micro levels which is shown vertically against the seven variables which are shown horizontally. These matrices help in focusing attention on the central fact that the impact of management profession in Bahrain is fairly limited but clearly on the rise at the macro-societal level. It is somewhat mixed at the corporate level but appears again heavily at the micro-managerial level. Implications and consequences of this observation have surfaced time and time again in the comments, feedback, etc made by the managers surveyed in this chapter. These variables have helped in scanning the entire range of issues arising in the

context of examining interconnections between leadership, motivation and managerial professionalism in Bahrain.

The dynamic and complex picture of the Bahraini management culture described above warrants three major observations:

1. Cultural norms of leadership and motivation in Bahrain are not always conducive to managerial professionalism but on balance there are no essential incompatabilities. Emerging leadership and motivation practices at the corporate and managerial levels are by and large different from but reconciled to broader cultural norms.

2. Massive incorporation of managerial know-how is already a major fact of life and its impact is only bound to grow. So far, however, such incorporation has mostly taken the form of large-scale influx of expatriate know-how.

3. The Bahraini management community as seen by practicing managers today is a hetrogenous fabric undergoing rapid transition and fraught with major tensions. In the midst of this flux, Bahraini managers are struggling hard to find their way to

professional   recognition   against   significant
cultural obstacles.[98]

The heterogeneity and tensions afflicting the Bahraini
management community surfaces very clearly when one
addresses the question of which direction should
management development take.   Manager's feedback
gathered formally through our surveys, as well as
informally through numerous meetings and brainstroming
sessions calls for the examination and construction of
alternative scenarios.   This will be the subject of
chapter four which will be concerned with the direction
of management development in Bahrain: exploring major
options.

FOOTNOTES AND REFERENCES

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14. This is true for many of the Middle East countries See R.T. Moran, and P. R. Harris (1982) <u>Managing Cultural Synergy</u>, Houston: Gulf Publishing Co., p 81.

15. Observance of specific interpersonal rituals and mannerisms (see Appendix B., Component II - Interpersonal Networking). All respondents acknowledged employing pleasantries, social talk and refreshments prior to starting a business discussion. Such practices is felt to be beneficial and in line with Arab culture and hospitality.

16. Ronen, S. (1986) <u>Comparative and Multinational Management</u>, New York: John Wiley and Sons, Inc. pp 210-219.

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18. Composite Profile of Bahraini Managers - Component II (Refer to Appendix B).

19. Badawy, M.K. (1980) "Styles of Mideastern managers." <u>California Management Review</u>, vol XXII, No 2, Spring, pp 51-52.

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32. This problem calls for a radically different approach to the management of expectations. As the field gets crowded it will become increasingly unlikely for young Bahraini managers to duplicate the meteroic careers of their elders.

33. ibid, pp 28-29.

34. The terms "ascription" and "achievement" as used in this context are borrowed from sociological theory.

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37. Chief Executive Officers Interview - Profile of Bahraini Manager, (Appendix A).

38. References is made here to the theory X vs theory Y dichotomy as introduced by Douglas McGregor. See D. McGregor (1960) <u>The Human Side of Enterprise</u>, New York: McGraw-Hill Book Co.

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40. Owens, J. (1981) "A reappraisal of leadership theory and training." <u>Personnel Administration</u>, no 1, pp 75-99.

41. For a more eleborate analysis for the concept of power distance, refer to J. Hofstede (1984) <u>Cultural Consequences, International Differences in Work-Related Values</u>, Beverly Hills: Sage Pub.

42. Please refer to "Profile of the Bahrain Manager", (Appendix B).

43. The term "leadership styles" as employed here is refered to the literature typology of Autocratic, Democratic, and Laissez-Faire. The same typology is also refered to in such terms as "tell" and "sell" etc. For a classic

treatment of this issue see R. G. Likert and J. G. Likert (1979) <u>New Ways of Managing Conflict</u>, New York: McGraw-Hill.

44. This issue is at the heart of the methodological debate as to the nature of social science, over-rationalistic models of man, particularly in economics and psychology.

45. This phenomenon has perhaps been first experienced with the Hawthorne Experiments and hence came to be known as the Hawthorne effect. In terms of modern motivation research, special reference should be made to the valance-Expectancy approach. See Porter, and Lawler.

46. Porter L. W. and Lawler, E. E. (1978) <u>Managerial Attitudes and Performance</u>. Honewood, Illinois: Richard D. Irwin.

47. Gulf Polytechnic (1984) <u>Op. cit</u>, p 29.

48. A detailed analysis of this phenomenon has been provided in chapter two.

49. Follow-up CEO Questionaire, (Appendix C) p 12.

50. Chief Executive Officers (CEO's) Interview - Profile of the Bahraini Manager. (Appendix A).

51. Al-Jaffary, A., and Hollingsworth, A. (1983) <u>Op. cit</u>, pp 143-152.

52. Gulf Polytechnic (1984) <u>Op. cit</u>, p 26.

53. ibid.

54. ibid, p 41.

55. Gulf Polytechnic (1985) <u>Op. cit</u>, p 8.

56. Follow-up CEO Questionnaire (Appendix C).

57. Gulf Polytechnic (1984) <u>Op. cit</u>, p 42.

58. Composite Profile of Bahraini Managers Component
    I - Self Perception (Appendix B).

59. ibid.

60. ibid.

61. Gulf Polytechnic (1985) <u>Op. cit</u>.

62. Composite Profile of Bahraini Managers (Appendix
    B) <u>Op. cit</u>.

63. Gulf Polytechnic (1985) <u>Op. cit</u>, p 24.

64. ibid.

65. ibid, p 33.

66. Badaway, M. K. (1980) "Styles of mideastern
    managers." <u>California Management Review</u>, vol
    XXII, no 2, Spring, pp 51-58.

67. Porter, L. W. and Lawler E. E. (1968) <u>Op. cit</u>.

68. ibid.

69. This fact, among others, weighed heavily in
    favour of approaching this investigation at 3
    interrelated levels of analysis namely: macro,
    intermediate and micro.

70. Gulf Polytechnic (1984) <u>Op. cit</u>, p 20.

71. Gulf Polytechnic (1986) The Bahraini Management in Transition. Seminar proceedings (Appendix J) p 49.*

72. Follow-up CEO Questionaire (Appendix C).

73. Najjar, G. (1986) "The Bahrain management profession in transition: Problems and prospects," paper presented at the Seminar on The Bahrain Management Profession in Transition, Gulf Polytechnic, May.

74. ibid.

75. ibid.

76. ibid.

77. ibid.

78. Private interview with the author.

79. Composite profile of Bahraini Managers, Component II, (Appendix B) Op. cit.

80. For a more detailed analysis of this issue, please refer to chapter 2.

81. ibid.

82. Najjar, G. (1986) Op. cit.

83. Gulf Polytechnic (1985) Op. cit, p 10.

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86. Gulf Polytechnic (1985) Op. cit, pp 15-17.

87. The concept of "achievement motivation" was first suggested by D. McClelland (1961) The Achieving Society. Princeton: Van Nostrand.

88. The question of management know-how transfer cross culturally is more explicitly addressed. in chapter seven of this thesis.

89. Murrell, K. (1981) "Understanding the Egyptian manager: A third-world management development experience." Leadership and Organisational Development Journal, vol 2, no 3, pp 12-16.

90. Schon, D. A. (1983) The Reflective Practioner: How Professionals Think in Action. London: Temple Smith Ltd.

91. Moran, R. T. and Harris, P. R. (1982) Managing Cultural Synergy. Houston: Gulf Pub. Co.

92. Gulf Polytechnic (1984) Op. cit, p 33.

93. For a more penetrating analysis of cultural constraints facing Bahraini management please refer to chapter two.

94. This interrelationship has been firmly established since Max Weber made his seminar contribution. See Max Weber (1968) Economy and Society. Translated by Guenthes Roth and Claus Wittich. Vol 3. New York: Bedminester Press.

95. See G. T. Hall (1959) "The Silent Language", Greenwich Ct: Fawatt.

96. Weber, M. (1968) Op. cit.

97. Please refer to pp 82 - 91 of this chapter.

98. This important observation was examined in depth in chapter two.

CHAPTER FOUR

MANAGEMENT DEVELOPMENT FOR BAHRAIN:

SCANNING THE OPTIONS

C H A P T E R F O U R

INTRODUCTION

The previous chapter explored the inner dynamics of the
Bahraini management culture by tapping the experiences
of managers and capturing the diversity and tensions
permeating the management profession in Bahrain. An
explicit attempt was made to allow managers to speak
for themselves and voice their perceptions,
frustrations and contradictions. As can be seen from
the analysis, the diversity and tensions in the
management community in Bahrain surface most clearly
when the question of which direction management
development should take. A case in point: in the
Chief Executive Officers seminar on Corporate Culture
(Appendix H) one of the participants commented on the
issue of professionalism by saying that:

> "Professional Management meant different
> things to different people, and there was room
> in the profession for people from all
> backgrounds. What then went into the making
> of a Bahraini or Gulf manager? What were the
> attitudinal, behavioural and skill
> requirements, and did they vary from company
> to company, sector to sector or management
> level to management level?"[1]

Another Chief Executive was concerned about Bahrain and
its international links when he pointed out:

> "Bahrain was really the melting pot for many nationalities and thus many corporate cultures. These different cultures intermingle against the background of the Bahraini general culture with its ethics and customs. The problem is to incorporate what is best for local needs into a good corporate culture."[2]

Yet another participant was concerned about the transferability of managerial know-how. He referred to it by posing questions:

> "Could a locally trained professional manager really expect to master the full range of managerial skills needed without extensive experience in the particular industry? How transferable were these professional managers - it may be that for technical as well as for corporate culture reasons they are not as transferable as some might like to think?"[3]

A Chief Executive in support of the Japanese example made a reference to the Japanese corporate culture by pointing out that:

> "It appeared as one uniform culture throughout Japanese industry." He wondered whether instead of grappling with the problems of developing different corporate cultures here, would it not be preferable to adopt that of the Japanese as it was obviously a successful one."[4]

In a seminar conducted a year later, (Chief Executive Officers Seminar on Strategy for Continuing Management Education, May 1985 - Appendix I) similar concerns were expressed again as to the direction that management development should follow.

One of the key Chief Executives expressly admitted confusion about what was an acceptable management culture to Bahrainis. He confessed that in his use of Western derived management terms and concepts he finds Bahrainis, although appearing to understand, have a different perception.[5] In the same seminar, another key Bahraini felt that the basic problems facing Bahraini managers stemmed from two major sources:

"1. The quality of education and the difference or variance in educational philosophies. A majority of managers had undergone a Western style of education.

2. At work, the Western style of management has had to be accepted regardless of background."

He argued that: "The Bahraini manager thus has to reconcile both his education and profession with his natural environment and culture and is faced with conflicts." He strongly felt, however, "that it was not the management culture that should be revised to suit the local culture but rather the reverse; that socially, politically and economically, a degree of maturity was required to fuse with those cultures which have successfully evolved in the West."[6]

Responding to this remark a key Bahraini public executive took issue and voiced reservation:

"As management in Bahrain was relatively new the role of Gulf Polytechnic and similar institutions was to study the hidden contents of administration and to be selective in what parts of Western philosophy are accepted to ensure that only what was suitable to the Bahraini culture and environment was taught."[7]

Such and other similar comments stated in seminars, interviews or questionnaires by chief executive officers, senior public managers, and policy makers clearly reveal the inner tensions of a changing management culture from within, and uncover in depth the wide differences and conflicts vying to shape it.

While such options are enormously varied, almost open-ended, given the complexity and dynamism of the Bahrain management force field, only four are practical enough to warrant a serious investigation. In the order in which they will be examined, these four are:

1. The Westernisation Option
2. The Bahrainisation Option
3. The Japanisation Option
4. The Pragmatisation Option

These options will be explored in the light of the reference made in the previous chapter to the concepts of leadership motivation and managerial professionalism. However, such a discussion undoubtedly requires a prelude that addresses some salient features critical to any comparison of options. Such variables include: Values, beliefs, congnitive processes, and interpersonal skills.

SALIENT FEATURES

(a) <u>VALUES</u>

Values form a central part of the human personality and therefore may significantly influence the various facets of performance. England and Lee (1974)[8] discuss the impact of values on performance and suggest several reasons for their effect on leadership. For instance, values help to shape the leader's perception of a situation, influence decisions and solutions to problems, affect inter-personal relationships, define what may be or may not be ethical behaviour, and help to determine how well a leader will accept or resist various organisational pressures. England argues that values can influence behaviour through either behaviour channelling or perceptual screening, or both. The X former has a direct impact on behaviour, the latter, an indirect impact through the individual's selection, filtering, and interpretation of what they see and hear. England's notion that value systems influence behaviour has received support from a study of Indian and Australian managers carried out by Whitely (1979)[9]. The choice of behaviour was found to be highly related to their values.

A characteristic of value systems is that they are relatively stable and do not change rapidly. Moreover,

as one ages, one's value system becomes less flexible
and less susceptible to change. The stability of value
systems may help explain why managerial styles exhibit
a lagged response to changing environmental
conditions. Managerial values embedded in a culture
affect organisational leadership, goals and strategies.

According to the literature[10] three dimensions of
particular consequences have been studied and
categorised as "Traditionalism versus Modernity",
"Pragmatism versus Idealism" and "Particularism versus
Universalism". According to Bass, "Traditionalism
places emphasis on family, class, revealed truths,
reverence for the past, and ascribed status. Modernism
on the other hand, places emphasis on merit,
rationality, and progress". Bahrain seems to be caught
between these two dimensions. This issue was referred
to by one of the key participants of the May 1985
seminar when he asked:

> "What could be done to blend the 'old' with
> the 'new' staff in order to build an efficient
> organisation? Many existing 'old' staff had
> reached senior positions during a period when
> accelerated promotion was common because of a
> shortage of qualified experienced Bahraini
> managers; today, the situation is different;
> competition for management posts is keener and
> young managers with enthusiasm and fresh ideas
> have to work with 'old' ones who may be set in
> their 'old' way."[11]

Bahraini organisations have to accommodate both. The traditional leader, patriarchal yet adjusted to modern business methods is still common to many organisations in Bahrain. Besides, there is also a reversion by many of the educated "professional" managers to a semi-traditional point of view, mainly due to social pressures for conformity and fear that valuing modernity might carry the risk of rejection by a conservative society or weaken the primary group loyalties they cherish.

In the Gulf area one can quite clearly see that indutrialisation and modernisation are more or less superimposed on a traditional socio-cultural system. As seen earlier, this situation is bound to create tensions which seem to have been successfully contained so far. Some writers argue that the modern and the traditional can exist in a "prismatic society", i.e. a society no longer totally traditional but not modern in the Western sense as observed in chapter two. Shaker in a case study of Saudi Arabia argues that "modernisation does not necessarily entail destruction of traditional structure."[12]

The second dimension is "Pragmatism versus Idealism". Pragmatism seems to be associated with a high rate of advancement (Bass & Burger 1979)[13]. Bass[14]

quotes many researchers who found pragmatism, as measured by their Personal Values Questionnaire, related to success of managers in the United States, Australia, India and Japan. In all these countries, successfull managers are more likely to hold pragmatic values emphasising productivity, profitability, and achievement. Pragmatists look for what will work, idealists search for the "truth".[15]

Value differences are important because they affect a manager's degree of pragmatism. According to the literature, studies carried out by England et al (1974)[16] suggest that Americans give more importance to the goal of profit maximization than to employee welfare. In England's study, for instance, it was found that Indian managers regard organisational stability as an end in itself, while profit maximization is a means towards the goal. For American managers, the relationship is exactly the opposite. Personal goals are another area of notable difference. Our study of Bahraini managers shows that they attach importance to dignity, job satisfaction, prestige and power.

Personal acquisitiveness versus social concern also vary across countries. In a study carried out by Bass, Burger et al, and in a multi-national survey of IBM

personnel completed by Hofstede (1978), wide variations were found. Factor scores also varied greatly in how the different nationals responded to questions dealing with national norms for personal acquisitiveness in contrast to social concerns. For example, Japanese personnel were most acquisitive and Scandinavians were most socially concerned.[17]

The third dimension is "Particularism versus Universalism". A particularistic value orientation implies institutionalised obligations of friendship, whereas the universalistic value orientation stresses institutionalized obligations to society and puts less stress upon interpersonal considerations.[18] A particularistic orientation stresses inter-personal ties, even if they may be detrimental to organisational effectiveness. In a country like Bahrain where particularism is still dominant organisational efficiency might suffer, together with effectiveness. Perhaps in Western societies, particularly the United States, universalism is likely to be more common, but there can be little doubt as to where Bahrain and other Gulf States fall on this continuum.

In the same way, the values of a culture affect individual expectations of organisational rewards. For instance, in the United States, workers see themselves

receiving wages in exchange for services, but in the Middle East, compensation is also partly an obligation of the employer, who is responsible for employee welfare. Compensation is less likely to be related to the services performed than to the individual's needs. Strict performance appraisal becomes difficult to apply under such circumstances. By the same token, wherever particularism flourishes, it is bound to result in intense loyalty to one boss and the formation of cliques.[19]

(b) BELIEFS

Values reflect an individual's normative orientation. Belief, in contrast, reflects individual's conceptions of what the world is like. Differences in beliefs reflect differences in how people construct social reality. Differences in perceptions of social reality lead, in turn, to different behaviours. As in other spheres (e.g. values and needs), there are similarities and differences in managerial beliefs across culture.

The assumption that managers can determine results for instance, has had a profound effect on the evolution of management concepts in the United States (Newman 1970)[20]. For example, emphasis on precise, accurate data and a belief in the importance of planning are possible only when people accept the

promise of self-determination. In cultures where fatalism is prevalent, emphasis on control may be diminished by the belief that external forces determine the resultant outcome. Management style would tend to be passive under these circumstances. An important aspect of manager's belief systems concerns the attitude towards participation. Although managers may have favourable beliefs concerning participative practicies, they may also feel that the average worker prefers to be directed and to avoid responsibility (Haire, Ghiselli, and Porter 1966: Bascett and Bass, 1976, 1976)[21]. Such variations may be attributable to cultural differences. American managers, for example, tend to believe more than other countries, paticularly the Middle East, that individuals have a capacity for exercising their initiative and displaying leadership behaviour. The tendency in the Gulf, including Bahrain, is towards the dominance of the one-man syndrome and the trend is to deal with most organisational matters only at the top, thereby creating strong tendencies for centralisation.

Closely associated with managerial values are managerial needs. Whereas managerial values directly affect an organisation's performance, managerial needs do so indirectly by influencing managers' satisfaction with their existing jobs. To the extent that an

organisation is unable to address the managers' needs, their satisfaction will be low. This, in turn, may affect aspects of behaviour, which have a strong bearing on performance.

The question of need has been studied by many researchers. Haire, Ghiselli, and Porter (1966)[22] surveyed approximately 3,600 managers from 14 countries. Need has been studied from the perspective of Maslow's hierarchy of needs, as well as from McCelland's perspective, which emphasizes the need for achievement, affiliation and power.

In agreement with the Bass, Burger, et al, findings (1979)[23] Maslow's (1954) higher level needs such as esteem and self-actualisation were judged important by managers in most of the countries studied. But the satisfaction of these higher needs was deemed inadequate, although the lowest level physiological needs, of relatively little importance were seen to be fairly satisfied. The need for security considered to be important, was relatively adequately fulfilled in line with expectations.

According to Bass,[24] the perception of one's degree of need fulfilment depends on his level of satisfaction and hierarchical rank in the organisation. For

example, in Japan it was found that lower management consistently indicated greater dissatisfaction in all areas surveyed than did upper management.

McClelland and his colleagues' work resembles Maslow's but only in some ways. Their original study (1961)[25] found that individuals had a higher need for achievement. Accordingly it was suggested that a positive relationship exists between the strength of achievement, motivation and a country's level of economic development. However, some variation does exist in the developed countries as well, but the extent of it is far less than the variation in developing countries. For instance, England (1978)[26] found that United States managers highly valued achievement and competence, whereas Australians placed a lower value on achievement, success, and competition.

As conceptualised by Maslow and McClelland, managers' and subordinates' differences in need strength should influence managerial styles. Because need strength varies across cultures, managerial styles should also be expected to vary. It is expected that in cultures in which safety and security needs dominate, cautious behaviour will predominate. In cultures in which self-actualisation is the dominant need, innovative

behaviours are much more likely. Individuals who have high safety needs may need a protective superior, individuals with high esteem needs would respond more to praise; and individuals with high self-actualisation needs would require more freedom and opportunity for participation. However, in the case of Bahrain the situation is more complex. To begin with, in most private businesses, Chief Executives perceive their role as heads of an extended family. For example, in addition to the usual demands for better working conditions, promotion, higher salaries, etc., a Bahraini executive feels obliged to help employees with their family and their personal problems; provide personal care and guidance as a father figure. The extended family is still the basis of an Arab society where it is important to establish family identity whenever two Bahrainis meet. In contrast, a Japanese manager would refer to the organisation, while the West appears to focus on a person's profession or occupation. The implication of these expectations are that Bahraini managers have a multiplicity of needs operating simultaneously without necessarily fitting into a hierarchical form as suggested by Maslow. The above discussions have illustrated very briefly how differences in need perception may lead to differences in appropriate leadership styles. It was also pointed out that differences in beliefs, though closely

associated with values, can have implications for management styles. Belief differences normally lead to content differences, and in this way shape the reality for managers. Cognitive processes can also affect how individuals view reality. A look at such processes is now in order.

(c) COGNITIVE PROCESSES

As pointed out above, cultures differ in how they construct social reality. Researchers have pointed out that in constructing and trying to understand reality, individuals use a practical set of guidelines - a paradigm. Redding and Martyn-Johns (1979)[27] accordingly emphasize paradigms because they guide the process of cognition. To the extent that paradigms are influenced by culture, they are a form of social construct. According to Martyn-Johns, paradigms constitute an important guide to behaviour. It also affects motivation which, in turn, influences behaviour. A distinction is made between a unidirectional causal paradigm which is claimed to be found in Western societies, and a multi causal paradigm as a characteristic of many transitional societies. The literature refers to the difference between the two paradigms and its implications for management. It points out that Oriental cultures have a less-differentiated view of reality than Western

culture, and consequently it suggests that as a managerial activity, organising is difficult in Oriental cultures because abstract thinking is less natural for people. Using the Chinese firms as examples it is further argued that individuals in Oriental cultures cannot conceptualize the necessity of an organised planning system, formalized information, and clear allocation of responsibilities. Thus, their managers' behaviour may not enhance organisational effectiveness and efficiency. According to Wright, et al (1977)[28] managers from Oriental countries may be unrealistic in their assessment of situations, the various strategies they employ may lack maximal effectiveness from a strictly organisational perspective.

We may also view differences between Oriental and Western cultures from the perspective of shame and guilt. Oriental (shame) cultures tend to produce restraint on interpersonal behaviour: individuals accept the verdicts of others. A possible consequence is that autocratic behaviour may be more acceptable in these cultures. In a Western (guilt) culture, the tendency is for the individual to be largely accountable to himself or herself. Accordingly, the means of influencing subordinates must differ in these two types of culture. From these distinctions, Redding

and Martyn-Johns[29] suggest many possible hypotheses. For instance, they refer to the leadership style that managers in the Oriental countries employ will not rely on interpersonal confrontation with subordinates; the control of performance will be less formal, and managers will show less precision and less urgency in various matters. Some of these issues have already been highlighted in our analysis of Bahraini leadership style such as preference for a person-oriented approach, personalities and connection in a wide range of activities. By virtue of the position of the manager in the community and in the organisation in Bahrain he is expected to wield his power to influence the course of events in favour of relatives and friends. The majority of Arab managers tend to dislike impersonal and transient relationships when conducting business. Another example is the open-door policy as part of the manager's role where they are expected to attend to work-related problems as well as personal problems of employees.

The above discussion has emphasized besides values, beliefs and needs, how cognitive factors can exert varied influences on the process of management in different cultures.

If people's perceptions of reality are so thoroughly

conditioned by the cultural context of their socialisation, it should come as no surprise that differing attitudes can also be attributed to cultural differences. The concept of attitudes is very difficult and complex to define. Fishbeen and Ajzen (1975)[30] describe attitudes as complex systems comprising the person's beliefs about particular objects and his or her action tendencies with respect to these objects (a person, physical object, place, etc.).

(d) TIME

The literature suggests that Oriental and Western cultures differ in how they conceptualize time. The modern sense of time orginates in a mechanical perception of the world as mathematically divided into hours, minutes, seconds, etc. The emphasis is on precision and the future (Ronen, 1981; 1984)[31]. Industry follows this artificial, mechanical pace. For instance, Americans are socialized to be very sensitive to time. People plan for months or weeks ahead (as evidenced by the appointment book) and arrive promptly for appointments. In contrast, Middle Easterners tend to lump all time beyond a week into one category - the future (Nord 1976)[32]. Each of these attitudes towards time represents different kinds of cultural conditioning. Obviously, each attitude seems natural

when everyone works according to its assumptions.

Culture also affects the way people view and use space. For instance, the normal distance individuals maintain when interacting often varies from culture to culture. Hall (1959)[33] noted the difference between people in Latin America and the United States when they stand together. He also noted that different approaches to space affect the physical arrangement of offices.

(e) ACHIEVEMENT

McCelland (1961)[34] argues that entrepreneurial characteristics are important to successful industrialisation and that people who have a strong need for achievement tend to exhibit characteristics such as propensity for taking responsibility, a desire for concerte feedback, and a tendency to take calculated risks.

Achievement is an attribute that some societies recognize and encourage, whereas others might place lesser emphasis on the concept or lack of it altogether. From a managerial perspective, it is probably more important to consider how differences in need for achievement will manifest themselves in behaviour. For instance, modern Western management

theories emphasize the importance of giving employees
the opportunity to satisfy their higher-level "growth"
needs, including the need for achievement. Therefore,
societies that underemphasize or actually discourage
individual achievement, however, will not attach much
importance to such opportunities. Bahraini managers,
for example, are subjected to a wide array of
pressures, both implicit and explicit which they are
expected to satisfy. Such expectations include
material affluence and social mobility.

(f) DIFFERENCES IN RISK TAKING

Bass (1981)[35] suggests that high risk takers are
more influential in discussions than low risk takers.
Bass also suggests that individuals who are prepared to
take risks are likely to be potential leaders. Many
authors such as Marquis (1962)[36], Collins, et al
(1964)[37] have reported results suggesting that high
risk takers tend to be more persuasive and more
cautious members of a group. Burnstein (1969)[38]
also points out that high risk takers are characterised
by high self-confidence. This motivates them to
influence members of the group to follow their lead.
The effect on one's influence in dealing with one's
immediate group is one dimension of risk taking. From
a managerial perspective, however, another important
aspect of risk taking is its influence on one's

decision in relation to the external environment. Since achievement motivation varies cross-culturally, so does aggressiveness or conservatism in risk taking. Similarly, Farmer and Richman[39] point out that managers who have a relatively high achievement drive are the best risk takers. They are perhaps individuals who are neither conservative nor overly aggressive and speculative. What can perhaps be taken into consideration is that the boundaries of rational risk taking may be enhanced through better education, more information, and creation of a more favourable attitude toward the scientific method.[40]

(g) <u>CONFORMITY</u>

What is distinctive in most cases of decision making in Bahrain as our study has shown is the emphasis on informality among managers and executives. This is because they prefer to use the consultative style. This consultation is usually carried out on a person-to-person basis whereby group meetings could be avoided wherever possible. What is important here is the ability and capacity to exert influence and maintain control over actions of others which is also intended to encourage conformity. Conformity can exert a profound influence on individual behaviour. It would be difficult, for instance, to expect most people to work creatively on their own where attitudes towards

conformity are positive and those towards individuality are negative. On the other hand, it would be equally difficult to emphasize group cooperation in a society in which individuality is high prized and attitudes towards conformity are by and large negative.

The relative degree of conformity and individuality tend to vary from society to society. It has been hypothesized by researchers that in societies in which the socio-economic system encourages individual initiative, competitiveness will emerge as part of the dominant life-style. By comparison, a system that encourages less initiative will tend to produce a life-style stressing conformity. Such differing degrees of conformity have organisational implications. For example, the emphasis on cooperation within the Japanese work setting can be confusing to someone unfamiliar with the system - hence, the difficulty in indiscriminately applying Japanese management style say, in the United States or elsewhere such as Bahrain for that matter.

(h) LEADERS' INTERPERSONAL SKILLS AND BACKGROUND
Undoubtedly, managers' or leaders' interpersonal skills and backgrounds differ across cultures. Such differences may affect their performance as well as their leadership styles. In some countries managers

should have a first degree to be selected for a managerial position whereas others insist on a post-graduate level of education, and, yet there may be countries that do not attach much importance to formal educational credentials.

There are also countries, where management positions are affected by family backgrounds, while in some others, the UK as an example, managers are normally selected on the basis of job performance. In France, on the other hand eligibility for top executive positions is to some extent a function of class rankings at the most prestigeous schools.

These differences in managers' origin affect managerial style. There are cultures where children learn obedience to their elders and acceptance of authority within the family system (e.g. Gulf States, India). This could lead later on to a tendency in organisations for minimal delegation, and unquestioning acceptance of authoritarian leadership.

In the United States, however, where managers come from all classes, and are relatively well-educated, there is more of an emphasis on participatory decision making and delegation of authority.

Bass (1981)[41] suggests that the social perceptual skills, inter-personal competence, effective intelligence, and efficient work habits associated with leadership also tend to vary across cultures. Culture variations in these skills reflect the variation in need for such skills across cultures. Preferred awareness is the managers' willingness to be turned to others' feelings, to be concerned with subordinates' welfare, and to accept feedback. Actual awareness is the actual rather than the preferred dimension of understanding oneself and others. Submissiveness is the extent to which people resign to abiding by rules and submit to authority.

Reliance on others is essentially a state of dependence that affects problem solving. Favouring of group decision-making, concern for human relations and cooperative peer relations were other factors that Bass and Burger (1979)[42] related to interpersonal competence in a statistical analysis of the data on 12 countries.

In analyzing behaviour, we must also acknowledge the problem of ethnocentrism. Ethnocentrism is the belief that "our way" of doing things is superior. Studies by Piaget (1970)[43] and Tajfel, et al, (1970)[44] showed that children learn which countries are "good"

and "bad" before they learn any thing else about these particular countries. Coupled with pervasive ethnocentrism, this lack of knowledge about other countries results in indefinite bias when attempting to understand how and why behaviour differs across cultures. Recognition of ethnocentrism is a key factor in avoiding its influence.

In conclusion, two main themes have emerged from the above brief discussion which should be taken into consideration when examining the different management development options available to Bahrain. Firstly, although leadership behaviour may have similar functions across cultures, the nature of these behaviours is likely to vary due to differences in values, needs, beliefs cognitive processes, risk preferences, leader's background and interpersonal skills. As situations vary across cultures, a theory applicable to one may be irrelevant to another.

The research findings on leadership are nevertheless important in emphasizing that culture affects leadership styles and thus contributes to a better understanding of leadership differences across cultures, though possibly from a predominantly Western view point. Secondly, cultural conditioning is powerful. Societies condition their members in one way

or another. Such conditioning affects not only behaviour, but actual perceptions of reality. The attitudinal differences that affect human behaviour stem from a variety of influences found within cultures. Important among these influences are conformity, achievement, time, space, and ethnocentrism. Awareness of these in different cultures can provide a knowledge and a chance to compensate for such differences. Consequently, understanding social conditioning, normally known as socialisation, is an important aspect of cross-cultural management studies. With this brief discussion in mind, we now turn back to examine the four major options that seem to be perceived by Bahraini managers as alternative directions for management development.

MAJOR OPTIONS

1. THE WESTERNISATION OPTION

It must have become apparent by now that there are Bahraini managers who seem to equate management development, as indeed the whole process of modernity in the broader sense, with Westernisation.[45] Members of this group point out that modern management evolved in Western society in response to problems encountered as part of industrialisation and the emergence of an

organisational society. The West continues to lead
the rest of the world, this view goes, in
managerial know-how where it enjoys an edge more
important than even its technological superiority.
Is it not true, after all, that most of the
successful first and second generation Bahraini
managers were educated in the West and established
their record in Bahrain through applying Western
techniques? Is Bahrain not the beneficiary of the
management expertise of large numbers of
expatriates, mostly Western, who are to be found in
all its major organisations? Are the universities
and management institutes of Western countries not
flooded by students and trainees from all over the
world, including Bahrain who are there for the sole
purposé of acquiring management skills which they
hope to transfer back home? These and similar
questions constitute the necessary background which
explains the insistence of some managers in Bahrain
to approach management development as the large
scale transfer of Western managerial know-how with
every effort made to ensure its success even if
this means altering certain aspects of the larger
socio-cultural context incompatible with the newly
injected ideas. The world, after all, offers many
examples of cultures, including Western culture(s),
that had to undergo radical changes by way of

accommodating new modes of thought and behaviour. Bahrain is now at this stage, this group believes, and change is to be expected, accepted and facilitated.

While appealing at the surface to a country like Bahrain which values being in the international limelight, the Westernisation option, as many Bahraini managers suggest, is fraught with serious dangers. To start with, Westernisation is hardly one unified model clearly definable and transferable.

The earliest attempts to understand leadership centered on determining what specific traits make a person an effective leader. Later termed <u>the great man theory</u>, which means that some people have more of the leadership trait than others. Traits, however, are also affected by cultures as one Bahraini manager felt that was one reason for the incompatibility of such theories with Bahrain can be the Islamic culture[46].

On the specific issue of leadership, one of the chief executive officer in the 1985 seminar was also concerned about the teaching of democratic (Western) style of management in an environment which offers a different frame of reference.[47]

To cite another example outside Bahrain, but in an Arab

country, Bussom, et al (1984)[48] reported on deliberately choosing to introduce foreign concepts in a management development programme conducted for the joint Eygpt-United States Business Council in Eygpt. They consciously set out to teach Eygptian managers Western (American) management concepts and techniques because, they argued, the business climate was similar and there was a need to create a cadre of managers capable of operating effectively in a more competitive environment. The authors provide observations, from their experience of Eygptian management and further suggest that such characteristics are at odds with Western, particularly American, management development models.

Perhaps the main issue of Western (American) theories and their transferability is the awareness that organisations are culture-bound. This applies not only to the behaviour of people within organisations and to the organisations as a whole; even the theories developed to explain behaviour in organisations reflect the national culture of the author, and so do the methods and techniques that are suggested for the management of organisations.[49] Thus, the specific characteristics of the United States in many ways is very different from the Gulf states. The United States is high on pragmatism, emphasizing profit maximization,

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organisational efficiency, and productivity. It is individualistic and action oriented, with a high tolerance for risk and a low uncertainty avoidance. Need for achievement is high, with stress on individual self-realisation, leadership, and wealth as life goals. Emphasis is on democratic leadership, favouring group decision-making and participation, with a low score on power distance. One-way communication is disliked. The masculinity index score is moderate, with a preference for considerate relations-oriented leaders. Americans believe in self-determination, resulting in decisions based on precise, accurate data, and an emphasis on planning. Rewards based on merit are considered appropriate because the individual is seen as being responsible for outcomes.

Possibly one of the main reasons why the culture concept has been resisted is that it throws doubt on many established beliefs. It has been argued that fundamental beliefs vary widely from one culture to the next. On this issue Ashton argues that:

> "Both commonsense experience and academic investigations would agree that these cultural differences, which can influence the efficiency of a business - in terms, for example of the quality of communications, commitment and motivation of employees, and the appropriateness of organisational structure, control and management style."[50]

This does not mean that countries cannot learn from each other. In other words, the Westernisation option in management development calls on Bahrain to make critical selection of different intra-western models without clear and valid selection criteria at the time when lines separating such criteria are not clearly drawn. Equally evident is the fact that no developing country has yet managed to totally overcome problems of large-scale assissimilation of Western managerial know-how.[51]

2. THE BAHRAINISATION OPTION

The Bahrainisation option referred to here does not represent the terminology as often referred to in Bahrain which means replacing the expatriate manpower with Bahrainis. The term Bahrainisation option used here refers to a direction or scenario for management development. A direction that is 100% Bahraini that implies in toto to the fabric of leadership and motivation at macro level. Bahrainisation as referred to here means total rejection of any external ideas, technology, change, innovation.

Unlike Western societies, the intricate roles and rules of complex organisations have yet to be assimilated into the broader socio-cultural

framework of Bahrain. There seems to be intensive soul-searching among managers covered in our surveys as to whether en masse Westernisation is a feasible course of action for Bahrain.

If the "Westernisation package" does not seem to suggest the answer to Bahrain's management development needs, could Bahrainisation fulfil the promise? Understood as a rejectionist response to Westernisation and couched in language emphasizing cultural authenticity, Bahrainisation seems to appeal to only a tiny minority of the Bahrain managers surveyed. In stark contrast to the "Westernisation" group, those who call for Bahrainisation base their arguements on an opposite set of assumptions. To be sure, those in favour of Bahrainisation invoke images not of patriotism or nationalistic pride but rather failed attempts at technology transfer especially in "soft" fields like management.

Bahrainisation would inevitably mean reinforcing the influence of the environment, on social behaviour and on the attitude of the executive as a whole. One of the most serious problems for the executive identified earlier was the low value placed on time by people around him.

Bahrainisation would also mean bringing in question the executive's role within the society's paternalistic and familial nature, thus encouraging the decision-making styles of the executive towards "personalised" and "informal" approaches when dealing with subordinates and employees in the organisation. It must be borne in mind that executives can and often do play a vital role in social change. They may do that consciously or unconsciously. Whatever the motives are, they can indeed be agents of social change. Bahrainisation may not assist in minimizing the fusion of business, social and personal lives. If executives prefer to discourage the traditional open-door policy by insisting that their employees go through the organisational hierarchy, then Bahrainisation would hinder this change as expected.

Those who emphasize Bahrainisation also prefer the authoritarian style of management, observance of specific inter-personal rituals and mannerisms, and maintaining an open-door policy where friends, relatives, employees and clients feel free to walk in almost any time. This also means the practice of by-passing the chain of command and encouraging deviations from formal standards.

It is true to say that in Bahrain a national
management culture is yet to crystalize, although
it has been in the making for the past few years.
For instance, at the micro level, one notices a
variety of corporate cultures within the various
foreign and local institutions operating in the
country. The general picture is one of dynamic
transition and change that has yet to force a
certain degree of accommodation on the traditional
culture. The Bahrainisation option under such
circumstances will push the Bahraini management
culture to be continuously constrained by the
general culture, and confined permanently to
whatever limits of tolerance it gets. This,
undoubtedly, will have an adverse effect on
attitude towards work, motivation, time management,
decision-making, conflict resolution, employee
discipline, etc.

On the question of cross-cultural transfer of
managerial know-how, Bahrainisation would not
facilitate such transfer mainly because the general
culture might constrain professional management
practice. Those very few who argue for total
Bahrainisation are concerned that Bahrain as part
of the Arab world has a culture permeated by
Islamic beliefs, traditions and norms of behaviour,

where the extended family is strong enough to reflect itself in the way institutions function as well as the inter-personal relationships of members. They believe that any diversion from it may also affect our way of life where taboos play a major role as many actions are dichotomised into the permitted and forbidden, into shameful and acceptable, and where the male is still dominant. Bahrainisation, for the minority that favours it totally is seen as a way of asserting the socio-cultural identity of a society "invaded" by multinational corporations.

Many members of the young generation are concerned about social and business pressures which impinge on the attitudes and behaviour of a typical manager in Bahrain such as restrictions on women, marketing constraints, work attitude, value of time, non-business commitments and expectations, etc. as well as the fact that some of the experience, attitudes and beliefs which their elders hold are not always reliable or adequate for them to shape the future of Bahrain. The young generation feels that the alternatives from which they have to choose are more varied and complex than those which their elders faced, and realize that the world has become more complex which necessitates learning new

ways and developing new guidelines for dealing with them. This issue was a concern of one of the leading Chief Executives in Bahrain who pointed out in his paper to the 1985 Seminar when he said that:

> "the new breed of managers may find it frustrating that their seniors are slow to change, e.g. to introduce more delegation of responsibility or to invite constructive criticism."(52)

One Bahraini CEO was perhaps voicing a representative view when he indicated that instead of an "ideology" of total Bahrainisation, what was needed was a specific set of professional improvements. He referred to four areas where he believes progress should be made in developing management: (1) more delegation; (2) more conflict management; (3) better management of time; and (4) developing skills to cope with an ever-changing work environment.

Rather than total Bahrainisation which is hardly feasible perhaps some of the characteristics that managers in Bahrain would like to see practised by their people are strong work ethics, discipline, productivity, accuracy and precision, technical know-how and competence. The issues thus involve practical and operational considerations dealing

with productivity, efficiency and problem solving expertise. These are facts of life that have to be tackled. Organisations face increasing complexity and diversity not only in the external environment but in the internal environment as well. Given the increasing complexity and hostility of the environment, organisations in Bahrain need to adopt structures that are readily responsive to changing environmental conditions.

As a reaction to the present situation and the influence of the Bahraini culture at the macro level on management (i.e. the pull towards Bahrainisation), a leading chief executive in the may 1986 Gulf Polytechnic seminar argued that:

> "What is important for Bahrain at present and in the future is following a modern approach to management emphasizing the scientific spirit, advanced technology and information systems. Such an approach would also allow managers a certain measure of freedom within a framework of strict accountability."[53]

A much stronger and comprehensive comment came from another key Bahraini executive who expressed his concern about the influence of the environment on the leadership style and management practice in Bahrain. Having acknowledged the economic

developments and progress made in Bahrain in the
last few years, he pointed out to the contrast
that exists between Western and Bahrain
management practices and their respective
environments. His statement on the Bahraini
manager was related to the conflicts,
contradiction and clashes that exist between him
and his immediate surroundings. He argued that:

"a Bahraini manager faces conflicting
demands and has to operate against the
odds of individualism, selfishness and
chaos. His credibility is normally the
natural victim of this sad situation.
Also affected is his efficiency and the
morale of the whole institution."(54)

He posed a number of questions relating to a wide
range of issues such as organisational design and
employee selection, training and management
development, attitude towards work, planning and
control, professionalism and productivity. He was
arguing for a shift from the existing
quasi-professional and hybrid practices to more
professional attitudes and approaches. It is quite
evident that his concern and that of many others
were for Bahrain to shift to an integrated approach
to overcome the pitfalls of the Bahrainisation
model that will only raise slogans of independence,

self-reliance and individual responsibility without actually achieving any of them.

It is also important that a majority (88%) of the April 1986 Chief Executive Officers surveyed disagreed with the premise that "sound management development requires near total Bahrainisation of materials and concentration on internal resources instead of importing ideas from outside". This, however, does not necessarily negate the conviction that managerial practices have to evolve internally and gradually to reflect norms, values and priorities embedded within the culture and capable of proving viable in the long-run. For management or any other profession is justified to the extent that it helps society attain its goals and objectives efficiently while preserving its ideals. To fulfil this role, management should reflect those very ideals and facilitate their penetration of intermediate subcultures in organisations so that they may be more effectively internalised by individual managers. There is a difference, however, between this gradual development and an "ideological" imposition from without.

Those who call for total Bahrainisation do not give

much weight to the argument that Bahrainisation is not feasible due to the presence of large numbers of expatriates in the country and the lack of Arabic-language teaching and training materials. The presence of so many expatriates, they counter, is the problem not the solution. It impedes the Bahrainisation process and creates conditions of perpetual dependency undercutting any genuine hope of evolving truly authentic management styles and home-grown know-how. In fact, the Bahrainisation group echoes a deep sentiment in the country when it voices scepticism against wholesale importation of management skills at a great cost and with no assured results.

Without commiting themselves to total Westernisation, a majority of management professionals in Bahrain seem to have serious doubts concerning both the feasibility and desirability of Bahrainisation. Is it feasible they ask, to expect a country like Bahrain with little or no management experience to turn its back on all Western managerial know-how and develop its own repertoire of management techniques? Besides, the argument continues, can a regional service centre like Bahrain afford the price of not integrating into the international management

scene?

What many people do not appreciate is that, to a large extent, management is a Western subject, and the concept of management is almost always defined on the basis of Western assumptions and norms. No indigenous theory of management has been clearly formulated in the Orient to contrast with that of the West.[55] This is not, however, to say that there are no indigenous practices of management in the Orient: they do exist but, except for Japan, they are not clearly articulated.

3. THE JAPANISATION OPTION

With the impracticalities of both Bahrainisation and Westernisation made apparent, interest might shift to Japanisation as a possible solution. The problem with Japanisation, however, is that it is more of a cultural world-view than an isolated set of management techniques. In order to gain a proper perspective for examining the Japanese cultural tradition, we need to understand the ideology inherited from Tokugawa era - a period immediately preceding the modernisation of Japan from the beginning of the 17th century to the Meiji Restoration of 1868. The rulers of the era found an effective ideology in Confucianism imported from

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China which concerned itself mainly with the correct observance of social relationships within a hierarchically oriented society. We consequently find in Tokugawa Japan a very rigid and vertically structural society with strong emphasis on authoritarian control on the one hand, and obedience on the other, giving rise to a series of highly regulated patterns of interpersonal relationships. The 1970s saw a remarkable resurgence of traditional values held by the Japanese long before modernisation.[56] These values include:

- Stress on discipline and duty, rather than on freedom.
- Emphasis on the family, the group, and the nation, rather than on the individual.
- Reliance on distinctions of status, rather than on social equality.

Hierarchy is established on the basis of age (older is superior), sex (male is superior), organisational status (higher rank is superior), and organisational power and size (large more powerful organisations are superior). The concept of hierarchy pervades every aspect of the culture - even the language. It has been argued by some authors that hierarchy promotes social

stability and harmony provides a frame of reference for
relating to any other person, as well as being a
measure of status. Bahrain society has similar
characteristics but perhaps with different degrees of
emphasis and the exception of an additional and
powerful element which the family or tribe of the
manager. This dimension very often overrides all the
other characteristics. Thus, there are situations
where a person at a middle management or executive rank
who works in a small organisation, might have a higher
status than someone older, higher in position and works
in a larger organisation.

The essence of the vertical relationships found in the
Japanese society of the past and today may be expressed
in the concept that refers to a traditional household
of related members and also an artificial or simulated
kinship group of unrelated individuals such as modern
business firms. In Japan, therefore, the creation of
informal and affective interrpersonal relationships
between leaders and subordinates is encouraged; leaders
not only admit dependence on their subordinates but
also use this situation to strengthen their relations
with subordinates. Leaders act as coordinators to
achieve goals collectively through the maintenance of
harmony. In Japan, decision-making, for instance, is
mostly approached through deliberation, consensus and

the involvement of all those who will be responsible for implementation of decisions. The _ringi_ system of decision-making is considered as one of the most important features of Japanese management. In this system, responsibilty for initiating actions rests largely with middle and lower-level managers who submit a proposal, while formal and ultimate authority to execute decisions remains at the top. It is important to note that a formal submission is almost always preceded by the informal discussions and consultations.

The Japanese believe that changes and initiatives within an organisation must come from those closest to problems. The top executive seldom sets out explicit objectices or issues orders. He considers himself primarily as a "facilitator of decision-making" whose task is to create an atmosphere in which his subordinates are motivated to seek a solution themselves. Responsiblity for decisions is highly diffused, to the extent that the chief executive can absolve himself of responsibility on the ground that decisions are made collectively through active participation of his subordinates.

An organisation that maintains a wholistic approach to company decision-making forces employees at all levels to deal with each other as human beings and creates a

condition in which open communication, trust, and commitment can flourish. Japanese organisations process and circulate a vast amount of information at all times, and proposals being considered are sent to all levels. Information-gathering on the market place and competitors is constantly under way, and statistics are always being compiled. The life-time employment system and frequent transfer and training mean that Japanese managers always have networks of freiend in other departments who keep them posted on developments in their area. Information exchange creates involvement for managers, stimulates creativity, enhances team work, and makes sure all parts of the organisation act in concert. A group member may be asked to accept responsibility for a decision he does not prefer, but which has been arrived at through a collective process. By contrast, the decision-making style in Bahrain is consultative and informal in style. It is carried out on a person-to-person basis whereby group meetings are avoided wherever possible. Decisions are normally taken at the top with tendencies towards centralisation. Thus, the Bahraini approach is top down in essence.

In Japan, at the lower management level, the joint sections (Vogel, 1979)[57] or task groups occupy a central position. They do not await executive orders

but take the initiative. Pascala and Athos (1981)[58] point out to an important factor, i.e. whether the lower managerial levels are vigilant and open to new ideas and whether they are willing to initiate them within their organisations. This aspect of Japanese bottom-up management is the evolution of work groups that seek to develop safer work methods, improve processes, and achieve better quality control through self-management. The concept involves tapping the skills and knowledge of blue colour workers to improve operations, quality, safety, and also profitability. Originally based on a United States concept of zero defects (workmanship with no errors). As Takeuchi (1981)[59] argues, the contribution of lower level initiative-taking to the improvement of overall product quality, i.e. the so-called quality-control-circles, has been a very important input to the overall strength of Japanese business activity. Thus, the top management has a directional rather than a strategy-formulation task orientation,[60] and creating significant meanings or subordinate goals,[61] in order to orient activity at lower levels in the organisation's hierarchy. Middle management has an integrating and monitoring role which requires extensive use of interpersonal skills typical of most boundary positions.

Comparing Bahraini with Japanese management systems,
for instance, strategic activity is characterised by
the exercise of power in which agreement is negotiated
in the Japanese system. In Bahrain, on the other hand,
the power processes are limited to top management.
People at the lower level cannot influence the
negotiated action sets. Accordingly, one can see that
the distinctive different characteristics of the
Japanese system stem from:

(a) a more homogeneous value system across
organisational levels, which means that the various
hierarchical levels in the Japanese organisations
are oriented towards company aims. Causes of
conflict in the Bahraini organisations such as
inconsistent reward system, different time
horizons, incongruent goals and beliefs, are less
prevalent in Japanese firms. This Japanese
identification with company aims is achieved
through extensive "people-processing tactics" (Van
Maanen and Schein 1979, Takeuchi, 1981)[62] and
is continually reinforced in the so-called
"Ringi-Process" (Ouchi 1981).[63]

(b) a unique way of thinking and interrelating. This
means that Japanese people rely heavily on direct
and immediate experience whereas westerners, for

instance, tend to use "abstract" and "logical" thinking, i.e. the use of "rational" management tools. Though Bahraini managers tend to be nearer to the Japanese for not using rational management tools, the difference is that the Japanese managers seem to be very able to recognise the difference between "task relevant information" and "interpersonal evaluative information" (Schein 1981).[64] By detecting this difference and managing this second component in a less explicit way, interactions among potentially conflicting interests tend to be less disruptive;

(c) understanding ambiguous decision situations. The formulation and activation of strategic initiatives are political processes in which the commitment of people at various levels of management with different preferences, has to be negotiated. Japanese see and accept the truly political nature of decision-making processes more easily than Bahraini managers who have not been trained to approach decision-making as open-ended and political in nature.

(d) intra-organisational configuration. The institutionalised configuration of a wholistic concern for people,[65] the well-known life-time

employment, the semi-autonomous work-group system,[66] and the attuned performance control system are all important factors that exist in the Japanese system. It has been argued that this configuration avoids the development of the kind of centrifugal forces we sometimes observe in a system based on "hard performance measures" (such as profit contribution), rather than social control; on individual accountability rather than group responsibility, and on a pressure for short-run performance rather than longer-term performance.

To be able to put perference aside and commit oneself whole-heartedly to company goals is the essence of a wholistic approach, which unfortunately is rare not in the Gulf states but perhaps the whole Middle East. "Labour, not the art of management, is the key to Japan's ascendency" writes Bruce-Giggs in his critique of thory Z..... labour does what is expected of it. It is expected to work hard, work right, and not block productive improvements. Again, productivity and efficiency are among the key terms that most Bahraini managers are still chasing. Our analysis under motivation has shown in the previous chapter that Bahraini society is very demanding when it comes to setting motivational goals. This brings us to the key issue which Doktor, et al, points out:

> "Productivity is a function of the way we
> think about management and organisation.
> Those commonly held thought processes are an
> integral part of a nation's culture. As such,
> culture becomes a potentially formidable ally
> of, or constraint on, productivity."[67]

On a similar theme Logun argues that there are three

key aspects of the Japanese experiences that Western

managers can learn.

- First, the success of many Japanese companies in
  developing loyalty and a sense of purpose is not a
  result of abstract or esoteric cultural traits. It
  comes instead from a deliberate, distinctive, and
  careful approach to the issue by the founders,
  executives, and managers of the companies.

- Secondly, the company's purpose is usually based on
  a set of high ideals and principles.

- Thirdly, the development of employee loyalty to the
  company's purpose is based on a very conscious set
  of management actions. The spirit, philosophy and
  communication skills of the chief executive
  officers are critical in this process.[68]

One of the underpinnings of Japanese management system

is life-time employment, which has helped to create a

high degree of employee loyalty and is also congruent

with Japan's value set. The success of life-time

employment in the past has depended not only on its inherent values of providing a flexible and dedicated work force but also on an uninterrupted high rate of economic growth. In order to maintain life-time employment for instance, in Japan it has been possible to reassign workers into jobs such as messengers and door keepers which cannot be tolerated in a society like Bahrian where status has high consideration. Other examples include seniority-based promotion which is generally applied in Japan does not always work in a country like Bahrain where the issue of professionalism is now beginning to emerge as highly valued and supported at the corporate level, coexisting with other considerations such as ascription and family considerations. Moreover, the compensation system in Japan is extremely complex but reasonably and fairly uniform. To begin with management posts are occupied by the Japanese who have the necessary educational and training backgrounds. The Japanese company and its role, too, are affected by the Japanese concept of harmonious hierarchical groups.[69] The Japanese company's first responsibility is to provide employment and security for its regular employees (members of the group). Its next responsibility is to meet the expectations of other related groups. By contrast, the situation is different in Bahrain. Private organisations owned by families are primarily

interested in making more money with hardly any commitment to the society. Secondly, those privately-owned organisations import large numbers of non-Bahraini manpower. The majority of them do not provide any kind of manpower development. Normally organisations that take manpower development and Bahrainisation of workforce are the government ministries or quasi-public organisations. Thirdly, the presence of many non-Bahraini managers of different nationalities, backgrounds, interests, etc. does not in any way provide the necessary environment for either making a contribution to the country or for developing managerial know-how. Obviously, there are few exceptions, but they are the minority. Fourthly, many of the Bahraini managers are still inexperienced who are also going through a difficult and transitional stage which will take many years to mature.

Japanese management has maintained its powerful position in society over an extensive period of time, and consequently, has succeeded in enforcing its view at a societal level. Japanese management is also a unique by-product of a particular socio-cultural configuration that has evolved over centuries along lines hardly comparable to the Bahraini, Arabic or Islamic experience. It should also be borne in mind that the Bahraini society is not yet an organisational

society.[70]   Individuals, community leaders, primary
group loyalties, traditional cultural norms are still
far   more   important   than   the   impersonal,
efficiency-bound work place.

The Japanisation option also has its protagonists among
Bahraini   managers   who   reflect   their   justified
admiration for the Japanese experience[71] which has
given rise to a highly respected international model
competing successfully with its Western counterpart and
influencing many of its practices.

Interestingly enough, this option relates paradoxically
to either of the first two discussed above. On the one
hand, it supports the basic philosophy of the
Westernisation option by accepting in principle the
possibility of massively incorporating the management
experience of another country into Bahrain. On the
other hand, this option accepts the premise emphasized
by the Bahrainisation group, namely, that Western
society is radically different from Bahrain, and many
of its management answers are inadequate for solving
Bahrain's problems. It is true, they argue, that Japan
too is an alien culture external to Bahrain but its
cultural norms and social fabric are closer to Bahrain
than western norms, and its oriental philosophy is
easier to appropriate within the Bahraini frame of

reference. However, it must be borne in mind that the
Japanese industry did not develop its human resources
management approach overnight. In fact, it was not
until after world war II that human resources
management was accepted as a key factor in productivity
and competitiveness. When this became clear, Japanese
still had to blend new concepts with tradition to
create the human resource management approach evident
in Japan today.

The Japanisation option derives its appeal from the
obvious success of the Japanese model, the wide
popularity of Japanese management ideas outside Japan,
particularly in the United States, and its ability to
present a serious alternative to countries keen on
management development yet reluctant to lock themselves
into a Western model that might well endanger their
cherished cultural values. Bahrain's historic cultural
proximity to the Far East also adds more appeal to the
Japanese option, and carries the promise of accelerated
management development with little or no culture
shock. A revealing statistic to be considered in this
connection is that the April 1986 Chief Executive
Officers survey revealed 49% agreement with the
statement that "instead of always looking West for new
management ideas and techniques, Bahraini managers
would do well by following the Japanese example."

Obviously, the remaining 51% disagreed.

On the same issue, a key chief executive officer from one of the leading industries in Bahrain said that it was not only the culture that was the reason for the Japanese success but he felt that many factors contributed to their success such as intelligence, creativity, technical skills, etc. He suggested that the culture might be a result of their success rather than vice versa.[72]

The conclusion that seems to force itself both conceptually and in the light of empirical feedback from managers is that Bahrain's only serious management development choice is to follow a pragmatic path based on a careful assessment of its needs. Such a course promises to selectively draw on each of the other three options without commiting itself to it as a package. It begins with a careful assessement of management development needs, extrapolates from these goals for enhanced managerial professionalism and works out a strategy for achieving these goals. This strategy will be the focus of the next chapter.

4. THE PRAGMATISATION OPTION

With an understanding of the Japanese and Western (American) management experience, we have to ask

ourselves, which practices and human resource policies are critical to obtaining high employee commitment and what shape these might take in Bahraini organisations which have quite different social, political, and historical contexts.

If the programmes for qualification and development of present and future managers are to be improved, one perhaps has to answer the question regarding the directions and objectives of such an improvement. Or to make the point even more directly: What are - in contrast or in addition to the past and present profiles - the essential requirements for a successful Bahraini manager in the future?

Quoting H.E. the Minister of Labour and Social Affairs in his opening address at Gulf Polytechnic 1986 seminar, after emphasizing the role of management and the importance of productivity:

> "the emergence of management as a distinct profession on a global scale is a significant characteristic of the second half of our century..... Part of our difficult adjustment to the changing economic climate is to place greater emphasis on management as a profession commited to finding creative solutions for the complex problems of attaining efficiency and productivity. As such, we need to prepare future managers with

vision and anticipatory approaches to problems in a strict spirit of professional discipline."(73)

Similarly, another chief executive expressed his concerns by saying:

"management development in Bahrain and in particular the question of professionalism is one of the most pressing topics that needs to be dealt with seriously at all levels and, particularly, at this stage in time."(74)

In the same seminar, another chief executive again referred to the issue of managerial professionalism and leadership when he said that:

"Managerial professionalism has been on the rise .... The clear relevance of management to socio-economic development in Bahrain makes it imperative to develop trained managerial cadres particularly under the present circumstances of recession. Executive competence is an absolute requirement for seeing us through the present cirsis. Flexibility and creativity are key requirements".(75)

Three themes or factors have emerged from the above statements and other remarks made by senior government officials and chief executives. The first factor, referred to the concept of managerial professionalism with particultar reference to the problems and prospects of the Bahraini management

community. This issue was discussed at length in the May, 1986 seminar. From the discussions in the seminar, it became evident that professionalism should have the following distinctive characteristics:

o Regulating entry routes to the profession and making such entry conditional on lengthy formal specialisation gained through passing set qualifications as established by recognized institutions.

o Establishing and monitoring technical performance standards and enforcing guidelines which practioners may not violate without incurring serious sanctions from the association in keeping with accepted international norms.

o Enforcing among practioners a strict ethical code which is often embodied in legislation and other rules of conduct and symbolized by the oath required by many professionals as part of the rites of initiation into their chosen profession.

o Organising conferences, seminars, research activities, etc. around the specialized body of knowledge with which the profession identifies.

o   Providing members with a sense of identity that
    sets them apart from other groups. Such
    identity often transcends organisational lines
    and amount to what may be considered a universal
    code of practice.

o   Lobbying for and representing the interests of
    the profession with government, community
    leaders and other social groups.[76]

The second factor which emerged from the seminar
and the Minister of Labour and Social Affairs'
statement refers to the concept of leadership - a
pivotal force behind successful organisations. In
other words, to create vital and viable
organisations, leadership is necessary to help
organisations develop a new vision of what they can
be, then mobilize the organisation to change
towards the new vision. This suggests that the
present problems will not be solved without
successful organisations, and organisations cannot
be successful without effective leadership. The
concept of leadership is very important here and
should not be confused with "management as usual"
where routine and standardisation set in. Critical
to leadership, "leading" is influencing, guiding,
chanelling actions and attitudes. In the words of

Bennis, et al, managers are people who do things right and leaders are people who do the right things.[77] Thus, the former (i.e. managerial professionalism) is maintaining a high level of continuing effectiveness, while the latter (leadership) is also concerned with constant innovation.

The third factor which also emerges indirectly and links managerial professionalism to leadership is "motivation" through the development of viable organisational cultures. H E the Minister of Education, in the first Gulf Polytechnic seminar on "Corporate Culture", expressed his belief that "culture is an essential component in institutions within society." All this reminds us that any great organisation owes its resiliency not to its form of organisation or administration skills, but to the power of what is called "beliefs," and the appeal these beliefs have for its people. For instance, Peters and Waterman (1982)[78] assert that "every excellent company we studied is clear on what it stands for, and takes the process of value shaping seriously."

There is considerable support for this point of view both from comments of chief executives (refer

to 1984, 1985 and 1986 seminars) and other recent studies, particularly those comparing Japanese and Western management. For example, Pascale and Athos in The Art of Japanese Management[79] conclude that what distinguishes great companies (Eastern and Western)from the average are their clear values, purpose and meaning which they are able to create. Given this "discovery" of the importance of values; organisational culture to business performance which entails leadership, professionalism and motivation, it is not too surprising that some people have jumped into treating this area as the latest "quick fix" available to organisations. Such an approach involves ignoring what anthropologists and organisation analysts have long pointed out - that organisational cultures and their values are complex interrelated systems with built-in resistance to rapid change. The sound-organisational approach to cultural change is not a quick, imposed and unplanned solution. Rather it has to be based on helping individuals tackle key questions about the values and life styles. It should build out from there towards a network of professional and competent managers. The process requires a reasonably long time perspective measured in years rather than months.

It requires considerable vision and skill on the part of management, particularly at senior level to encourage, enable and participate in the process of management development. In the advanced industrial societies, the existence of a long organisational tradition has led to the emergence of a professional climate with emphasis on efficiency, rationality, impersonality and an overriding work ethic as well as a clearly understood "managerial role" with a concomitant self-image, corporate profile and community expectations.[80] In the case of Bahrain, where management is something of a new-comer, the pressing nature of questions related to motivation, leadership and professional managerial skills are self-evident particularly in view of Bahrain's status as a regional and international business centre.

The other three options (Westernisation, Bahrainisation and Japanisation) notwithstanding a majority among Bahraini managers seem to prefer a less doctrinaire, more flexible option that is based on a careful assessment of the countries' needs and a selective approach to satisfying them. Perhaps for want of better term this option will be referred to as the Pragmatisation Option.

A crucial point to remember here is the fact that the Gulf enviroment as pointed out in the 1985 seminar had changed enough to give rise to a radically different frame of reference emphasizing post-oil economies, efficient deployment of increasingly scare resources, cost consciousness, rationalisation of government spending and acceleration of the transfer from expatriate to national manpower. True, it is important for this option to accept the broader cultural system, acknowledging the inevitable occurrence of mutual adjustments between the two, and seeking to steer management development away from ideological traps and towards pragmatic handling of actual professional problems.

It can be argued that this pragmatisation option calls in reality for indentifying objectives, taking into consideration that in a country like Bahrain people should be prepared not only to be managers within international organisations with professional values and, economically competitive gloabal enviroment, but also within an Arabic enviroment with its cultural variables, religion and beliefs. As to the problem of conflict between the emerging management culture and the broader general culture, it was felt by one of the

participants in the 1985 Gulf Polytechnic seminar
that:

> "neither could totally dominate the other,
> they had to learn to live with each other
> in a pattern of reciprocal
> accommodation."[81]

This option allows for selectivity, for instance,
as to what parts of the Western model(s) we accept,
ensuring that only what is suitable to Bahraini
culture and environment is taught.[82] According
to another chief executive: "prudent selection of
Western practices could benefit progress in Bahrain
in terms of management development"[83], but
traditional attitudes and beliefs, "could, of
course, impose constraints on what someone can or
cannot apply, an area which has to be given
consideration." However, we should not forget the
"cosmopolitan nature of Bahrain, its commerce and
industry and, in particular, the variety of
cultures co-existing."[84]

The Pragmatisation Option calls for establishing
what needs to be done in the sphere of management
development, surveying alternatives for its
achievement, marking resources that would be
necessary, charting obstacles to be overcome, and
introducing a viable implementation set up with

built-in correctives. It is time to say that certain norms and assumptions of the general culture had to be reflected in the corporate culture but short of total enslavement. What must be borne in mind is that institutions are ideally placed to be able to change attitudes where necessary. Thus, it is a major function of an executive to perceive where change was required and take the necessary action.

A difficult issue which has to be grappled with in any management development effort whether in Bahrain, in the West or anywhere else, concerns the combination of technical and non-technical skills which go into the making of a manager. It has been argued that the technical and behavioural skills have to go hand in hand in the making of manager.[85] The critique of the Western or the Japanese approach is not so much on grounds of technical training but mainly on the relevance of the behavioural skills,[86] because management has been more successful in managing technology than in managing people.

In taking decisions, the Bahraini manager is faced with a much wider range of options operating in a much more complex system, all of which make much

greater demand on his intelligence and analytical powers. As a manager or a representative of a multi-national company, he will have to resolve a wide range of potential conflicts and reconcile the global and the local in his own management style. On the one hand, he must adapt to a wide range of different multi-national organisations. On the other hand, in doing so, he must not endanger the central and unified management of the group as well as societal obligations and expectations. This calls for such prerequisites as empathy, tolerance, flexibility, language skills, management and technological knowledge.

One of the strong features of the Pragmatisation Option is selectivity, relevance and gradual transformation rather than mere transfer of management knowledge to the Arab culture. This option enjoyed the support of the greatest majority of the chief executive officers covered in the April 1986 questionnaire.

In the final analysis, the ability of the pragmatic option to sustain itself in the long run hinges on its success in appropriating varied influences and channeling them harmoniously toward transforming Bahraini organisations into active learning

systems. The pragmatic option should offer a cohesive framework while keeping an open door to changing contents in view of the changing nature of the environment. Whether or not such a complex agenda is satisfactorily handled should be the subject of periodic evaluation; an essential element for introducing necessary correctives.

A primary objective of the on-going evaluation would be to ensure the ability of the pragmatic option to renew itself through assimilation of management knowledge and skills from a variety of sources. Assimilation would be the acid test for measuring up to the maxim "think globally, act locally".

However, if it is to follow this format, the Pragmatisation Option would have to amount to an integrated management development strategy. Such a strategy is the focus of the next chapter.

Massive incorporation of managerial know-how in Bahrain is already a major fact of life and its impact is only bound to grow. So far, however, such incorporation has mostly taken the form of large-scale influx of expatriate know-how. Recently, however, those involved in the process

have started to realize the need for better planning in order for the impact to be lasting. The new trend is clearly towards management development for Bahrainis themselves. Unfortunately, however, some of the earlier efforts in this direction were hasty and not based on careful needs assessment.

Judging from the current offerings in management curricula in some of the business and management schools, and from the negative feedback voiced by management graduates and their employers, the general orientation and content of managment education and its relationship to management practice is in serious question.

Dissatisfaction with the workings of management education has also been expressed by prominent educators even in the West in recent studies - too numerous to review here. Suffice here to mention that the works of Drucker.[87] Livingstone,[88] and McGuire,[89] among others, demonstrate that the evidence on the ineffectiveness, marginal relevancy, and the weak link between management education and management practice is mounting. There is also strong evidence that management theory and research, on

the one hand, and management practice, on the other hand, are too far apart contrary to the time-honoured traditions of professional or applied disciplines. While no field of knowledge can truly grow and mature without a solid joint partnership between theory and practice, this strong partnership in the case of management development in Bahrain requires a different strategy. Careful examination, however, reveals that the success stories of most first-generation Bahraini managers are to be credited more to personal drive and the "opportune moment" than formal professional credentials and planned instituational support. The combined effects of a rapidly growing economy and the dramatic shortfall of national manpower made it possible.

It is no exaggeration to assert that Bahrain's future prospects largely depend on its success in developing advanced managerial capabilities that can gradually reverse its dependence on expatriate expertise. Perhaps more than any other single group of specialists, Bahraini managers will cast a long shadow on the country's future well into the twenty-first century. What is clear in the mind of all managers and executives interviewed is the vital role and importance of management

development. Almost every manager questioned either "agrees" or "strongly agrees" that a well-thought out and comprehensive management development programme offered by an educational institution can have an impact on the management profession in the long run.

If the new priority for Bahrain is accelerated and sustained through management development, then the question of the nature, direction and pace of such development assumes critical importance. The recent interest in continuing management education should, therefore, be understood in this context. As many as 96% of the April 1986 Chief Executive Officers seminar considered that a "well thought out and comprehensive management development programme offered by a local educational institution can have an impact on the management profession in the long run."

For continuing management education to yield the required return it should address priority needs, offer well-designed programmes, adopt optimal delivery styles, and develop built-in evaluation mechanisms. Its philosophy should rest on a regularly renewed consensus as to what Bahrain requires of its managers; what should go into their

making, what values they are to uphold, what performace standards to keep and what self-image they are to cultivate. These and related questions will be raised in the next chapter as part of a broader concern with a strategy for continuing management education in Bahrain.

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CHAPTER FIVE

MOVING TOWARDS A COLLABORATIVE STRATEGY

FOR

CONTINUING MANAGEMENT EDUCATION

AND

DEVELOPMENT IN BAHRAIN:

THE NEW MANAGERIAL APPROACH

Chapter three sought to explore the inner workings of the turbulent management environment in Bahrain at this critical juncture in its transition. In chapter four, an attempt was made to identify major issues, highlight critical choices and construct alternative options in the light of the data base gathered through tapping managerial feedback aided by a variety of research instruments. A case was made for management development as planned intervention towards higher levels of managerial professionalism.

To that end, management development is assigned the task of facilitating the personal growth of the individual manager and channelling it along lines conducive to organisational learning.[1] Individual managers, of course, may mature and develop without external intervention. However, they may do so slowly, or be blocked at a particular stage in the development process. Formal training should thus be viewed as a catalyst.

However understood though, management development cannot be a self-contained process. It will have to be guided by a philosophy that gives it direction. It is this context that the four options of Westernisation,

Bahrainisation, Japanisation and Pragmatisation were considered.

If, as argued earlier, the fourth option is best suited for Bahrain's needs, it should be made operational through a well thought out strategy for continuing management education in Bahrain bearing in mind some key characteristics of the country explicitly singled out in the 1985 seminar held at Gulf Polytechnic.

Foremost among these characteristics is Bahrain's inclination towards moderation in its economic growth policies; a fact partly due to its smaller scale, more diversified economy and a stronger sense of scarcity compared to other Gulf countries. Bahrain also occupies a special position with the GCC group due to its status as a regional service centre offering banking, educational and training facilities, sensitive to the needs of the area yet fully integrated within the international system. To these two factors should be added the fact that Bahrainisation as a planned process of better developing and utilising national manpower to replace expatriates is older, more feasible and more advanced than similar policies in other Gulf countries.

However, for the development of a national managerial

manpower base to take its course in Bahrain, and for
the transition from running businesses to building
modern organisations to be achieved smoothly, and for
cost-consciousness to be cultivated, nothing short of a
strategy for management development is needed.

THE ANATOMY OF A MANAGEMENT DEVELOPMENT STRATEGY
FOR BAHRAIN

At the outset it is important to appreciate the fact
that the pragmatisation option rests on continuing
management education as a vehicle for management
development. It was the consensus of a seminar on the
subject held at Gulf Polytechnic in 1985 that no type
or degree of pre-employment schooling is adequate today
for equipping managers with all the conceptual and
operational skills necessary for their work. It was
pointed out that such skills are constantly changing as
a reflection of sweeping metamorphosis in technology,
social systems, values, attitudes, work ethic. etc.
Continuing management education was seen as a
preventive or anticipatory measure designed to help
managers resist obsolescence and practice self-renewal.

It was also pointed out in the same seminar that
management is a "loose" profession in the sense that
entry into its ranks is not as strictly regulated as
the more established professions like medicine or

engineering. This makes it imperative to try to cultivate common themes, create a unifying language, generate shared perceptions of problems, and chart out a commonly accepted frame of reference and joint approaches to problem solving.[2] Part of the same process is the need to pay special attention to the preparation of future managers and the establishment of a professional forum where management problems can be consciously articulated and alternatives mapped out.[3]

The pragmatic approach to management development through continuing management education as outlined in Chapter four rests on a set of objectives linked to present and future needs of Bahraini organisations as clearly documented through the battery of research instruments used in this thesis. Among other things, these objectives include:

1. Injecting into Bahraini management leadership capabilities consistent with the enduring fabric of the Bahraini culture yet capable of fostering values of hard work, productivity, discipline, acceptance of change and professionalism, particularly in view of the need to upgrade the performance of the average Bahraini manager vis-a-vis his expatriate counterpart.

This point was clearly made by one chief executive officer in Bahrain when he insisted that:

"The future of management in a rapidly changing world requires that today's executive be highly adaptive, creative, tolerant of ambiguity and capable of timely self-adjustment."[4]

This statement was reinforced by another chief executive officer who thought that:

"A manager is not just a leader. That is only one function; he (also) has to be able to train, communicate, motivate, plan, use advanced techniques, innovate and evaluate."[5]

It was also pointed out by members of the Bahrain management community that middle management is a new concept in Bahrain; the new breed of managers might find it frustrating that their seniors are slow to change, reluctant to delegate and not receptive to constructive criticism. Accordingly, one chief executive officer identified four critical areas that should be given priority in managerial development namely, delegation, conflict resolution, time management, and skills to cope with a rapidly changing environment.[6]

In every one of the research instruments used in this thesis as well as countless informal meetings

with Bahraini managers, the theme of leadership
kept cropping up as a major focus for future
management development programmes. This is perhaps
mainly due to the fact that the young Bahraini
executives of today will occupy leadership
positions for the next few decades and shape
management practice in Bahrain well into the
twenty-first century.

If the shape of future Bahraini management will be
decided by the leaders of today, then the major
task is to forge out a sense of direction
(strategy) out of the lack of consensus on
management styles so obvious at present. Such a
task is admittedly forbidding as its prerequisites
include managing the tension between emerging
corporate cultures and the broader environment, as
well as transforming work attitudes. Difficult as
it may be, though, the task can be accomplished, as
a key chief executive officer believes, through
continuing management education and balanced
management development.[7]

A major challenge for the Bahraini management elite
is coming to grips with the fact that management on
the island is:

> ".....a new-comer deprived of the
> benefits of both professional
> standardization and informal
> tradition."(8)

Consequently, the problem of regulating management practice assumes added urgency. To start with, the disproportionate importance of managerial skills for the utilisation of the country's resources is self-evident particularly in view of Bahrain's status as a regional and international business centre. It is no exaggeration to assert that Bahrain's future prospects in this connection largely hinge on its success in developing advanced managerial capabilities that can gradually reverse its dependence on expatriate expertise.

2. Helping Bahraini managers appreciate the necessity for life-long learning as a safeguard against managerial obsolescence at a time characterised by rapid change in all spheres of life: educational, technological, behavioural, etc. Lifelong learning through continuing education has to be inculcated into Bahraini managers so that they may attain self-sustained professional growth. This was clearly conveyed by Jardine when he argued that:

> "Management education in the future is
> not simply to be a matter of a
> once-in-a-lifetime experience in which a
> manager gets a few techniques under his
> belt, but a continuous process, enabling

the individual to use fresh tools to cope
with his own changing managerial roles
and the alterations in the
environment."(9)

In reality this objective is no less complex than
the first as there are strong influences working
against it in Bahrain. Not the least of these
influences is the fact that only a minority of
Bahraini managers today appreciate the absolute
necessity of lifelong professional education as a
basic requirement for coping with today's complex
management problems. Once a manager, there is a
strong temptation for the young Bahraini
professional to settle for reaping the
consideralble social and economic fruits of his
"achievement" and fall behind the current state of
job-related knowledge. Another important reason is
that many Bahraini organisations have yet to
acquire an advanced managerial infrastructure
necessary for setting and monitoring managerial
performance standards. Without such standards and
the strict accountability that they make possible,
pressures on management to acquire and sustain
world-class expertise are unlikely to generate the
required critical mass. As evidenced through the
executive feedback reported in chapter three, the
move in this direction is already apparent, mostly
due to the economic recession and the need for

greater competitiveness.

3. Pressing on Bahraini managers the need to practice
   self-development. This new approach to management
   development linked to self-sustained professional
   renewal, is a key concept supported by a number of
   major authors (Burgoyne, Pedller, Boydell, 1978,
   Burgoyne, 1981, Pedller, 1984) as well as
   (Mintzberg, 1973, Mumford 1986, Kotter, 1982, and
   Argyris, 1982.)[10]

   Self-development means, among other things, that
   the manager will take charge of his own learning
   process and transform management development from
   something done to him to something done with him.

   The concept of management learning is central to
   self-development. A manager who is aware of his
   learning needs will be able to learn more
   effectively. The issue was clearly stated by one
   of the chief executive officers in Bahrain:

   > "If an individual can be helped to learn
   > more effectively, he will be able to
   > contribute much more both to meeting his
   > own needs as well as the needs of his
   > organisation."[11]

That same executive pointed out that in his view,

self-development should include self-reliance, understanding of self-capacity, personal career planning and a clear sense of the future.

Perhaps one of the important aspects of self-development is the emphasis on manager's own perception of reality, as well as the identification and use of those learning opportunities which managers recognise most readily. What should also be borne in mind is that managers do learn on the job, but in most cases they fail to recognize many of the opportunities which come their way. Thus, management development strategy ought to include a viable process which helps managers to see that they can define and use their own opportunities, and obliges them to look at the way in which they behave in the real world, has major advantages of both practicality and acceptance.

Many managers in Bahrain admit that much more work needs to be fulfilled on the role of the boss in all areas of learning opportunity, and this is certainly the author's view that the employers have underplayed this role, particularly where outside consultants or advisors have been involved, where they have tried to take people away from frustrations, obstacles and blockages. Similarly, educational institutions in the past have not played their role either in the way of

providing the necessary forum for brainstorming, workshops, seminars or in involving the employers in the development of managers as joint development activities.[12]

It can be argued that if the manager has not been helped to understand his/her own learning processes, to understand not only the opportunities available but also the requirements for learning from them, and the relationship between those requirements and his/her own preferences, self-development activities will remain at the level of desirable but unfulfilled or perhaps partly fulfilled activities. Thus, an important issue under this self-development activity is to help managers understand their own learning processes, as well as the choice of how to learn, taking into consideration that self-development must focus itself through effective attention to learning process if it is to be really meaningful, and that any activities ought to be undertaken in full recognition of the context in which the manager will subsequently operate.

Irrespective of its shortcomings, it is to be acknowledged that the Continuing Management Education Programme (COMEP) introduced by Gulf Polytechnic in 1984 was intended to raise the general level of awareness in the country regarding the importance of

life-long learning for modern management professionals.

4. Facilitating for Bahraini managers the process of internalising professional values. Such values include integrity, service, high performance standards, flexibility, initiative, innovation and task competence without uncritically subscribing to a particular managerial "ideology" that stereotypes what a manager does or is supposed to do. Management literature itself has recently started to shed revealing light on this aspect, and focus on the many serious variations between a priori stipulations of the managerial profile and the findings of empirical investigations of how managerial job time is structured. (Kotter, 1982, Mintzberg, 1973, Stewart, 1976).[13]

This issue is closely linked to the previous one and is in many ways a derivative of it. This internalisation process is partly hampered by the generally weak organisational structures as well as the sheer novelty of management as a late-comer to the island.

Any serious strategy for continuing management education will have to take into account the fact that in Bahrain, as elsewhere, there is more to

management development than the simple acquisition of technical experrtise. Different versions of managerial profile notwithstanding, one common denominator is the need for creating and reinforcing a professional identity without which the image of the Bahraini manager cannot be established at present or in the future.

This issue was raised repeatedly at the Chief Executive Officers seminar organised by Gulf Polytechnic on 5 May, 1986 to address the question of the "Bahrain Management profession in Transition." Participants invariably agreed that management development efforts, however ambitious, are unlikely to yield the desired results unless attention is paid to the all-improtant issue of professional values. Discussion centered around the feasibility of working towards a professional code and even the formation of a Bahrain Management Society to promote professional values and standards. The idea received added support when senior officials of the Ministry of Labour endorsed it as an important future goal.

5. Integrating the professional development of the individual manager and the overall organisational development of his/her institution. The two may

thus be synchronised thereby avoiding problems
created by either one outpacing the other. This
suggests that senior managers need skills which
will assist organisational learning and change
(Argyris, 1982,)[14]. These skills can be basic
to the ways in which general managers take action
and communicate with others. This leads naturally
into assigning for continuing management education
the goal of addressing questions connected to
corporate culture, and trying to help evolve these
cultures along lines conducive to the very same
priorities stressed in management development.

Again this issue surfaced insistently in the May
1986 Chief Executive Officers sminar through
lengthy discussions which drew attention to 5 key
weaknesses of Bahraini organisations that have to
be gradually overcome if management development is
to realise its full potential in the country. The
5 points in question were as follows:

o Experimentalism understood as a trial and error
  approach to problems without the benefit of
  tested guiding principles or serious commitment
  to corporate planning. Experimentalism leads to
  disjointedness and relatively frequent decision
  reversals.

o Weak management infrastructures. As used in this
  context, the term management infrastructure
  refers to the overall planning, decision-making,
  feed-back and control system that permeates an
  organisation and forms its nerve centres. Such
  an infrastructure reflects institutional maturity
  and is necessary for organisational survival
  especially under conditions of severe uncertainty.

  In Bahrain, a majority of organisations were
  first established in the "gold rush" fever of the
  1970s as little more than ad hoc set-ups designed
  for short-term operations in an environment rich
  with opportunities. As such, they tended to be
  highly centralised outfits not prepared for the
  painstaking tasks of building management
  infrastructures or embarking on serious
  management development. Having a managerial
  infrastructure is a sign of successful
  institution-building while ours are still
  organisations in the making.

o Organisational experimentalism. Experimentalism
  is essentially a state of mind. In management,
  its symptoms are disjointedness, a reactive
  approach to policy making and decision
  reversals. Deprived of long-standing operating

traditions, and often caught in a web of unplanned diversifications, some Bahraini organisations ended up on occasions taking shots in the dark. This was at times inadvertently encouraged by the over-protectiveness extended to the private sector and its feeling that the government was there to cushion and bail out. The strict, competitive, results-centred climate necessary to test the calibre of management and weed out unproductive elements was thus not encouraged. Under the circumstances, amateurishness often prevailed and the emergence of "battletested" professional management was delayed. It is only now, thanks to the growing awareness, that the times have changed that some organisations are sobering up to the hard realities and trying to streamline their management structures.

o Impressionism. Impressionism is the guiding spirit of experimentalism. Senior managers, not coached in the rigours of analytical techniques or seasoned by long years of experience, often resorted to hunches and intuitive behaviour that would not have been possible in a more mature profession.

Perhaps it is important to note that the management of any organisation should identify and express the values it espouses and manifests. When this is done satisfactorily, it can then undertake management development with a competent awareness that change or reinforcement of attitudes, skills and knowledge probably will affect these values, and it will be in a position to control the degree and manner in which new values are inculcated, or old ones modified.

However, if study reveals that an organisation's value system is the result of dogmatic, authoritarian attitudes rather than rational adjustments, the inability of its present management to keep pace with a changing world may render useless whatever management development takes place in the individual employee.

Again, such dangers were sometimes hidden by an over-supportive environment and the managers concerned became even more set in their own ways. Managerial patriarchialism was thus encouraged with excessive centralisation as its most obvious indicator. Impressionism is undoubtedly at the heart of many expensive excesses that could have been easily avoided.

o Manpower development imbalances. Bahrainisation
is both a national priority and an economic
expediency for Bahraini organisations. It is the
most viable long-run solution to many of the
managerial illS outlined above. Motivated by
this important consideration many Bahraini
organisations have massively embarked on
educational and training programmes as a sure
vehicle for Bahrainisation. The problem,
however, is that this massive investment in human
capital was generally based on short-term,
stop-gap needs with little regard for long-range
implications. In many cases, this meant our
being one step behind the problems we were trying
to solve. Nor is the reason very hard to find.
One does not need to look much further than the
lack of adequate training needs assessment
capabilities in many organisations to realise
that the prevailing approach to managerial
manpower development was grossly lacking in
methodology and seems to have confused the
process with the product. A related observation
is that despite the obvious successes that were
achieved by some organisations as evidenced by
the sharp increase in the number of qualified
Bahraini managers, this major investment was
generally not subjected to careful measurements

of its return to the effect of harbouring
inefficiencies and failing to produce results
commensurate with the volume of resources
allotted to it.

o The widening research gap. Bahraini
organisations are grossly under-researched.
Precious little reliable information is available
for them or on them. While modern management is
so heavily information oriented we have yet to
fully appreciate the extent to which we are
falling behind on this important aspect. Whether
reference is made to economic forecasts, salary
surveys, job evaluation, cost estimates, attitude
surveys, management styles or motivational
patterns, the unfortunate reality is that our
organisations underestimate the importance of
reliable and accurate information.

This point can hardly be overemphasized. Without
reliable information, what chance do we have for
operating under norms of rationality, linking
causes to effects, cultivating diagnostic
problem-solving skills and teaching our younger
managers that they belong to a profession with
criteria and quality control values that may not
be ignored. In reality, no amount of training,

management development, motivation or leadership is likely to take us very far unless and until this research gap is bridged to the effect of generating, storing, updating and retrieving relevant information as needed.

6. Encompassing the entire managerial and organisational range through offering multi-sectoral and multi-level continuing management education programmes. This is of great importance in view of the need to create an impact across the organisational-managerial spectrum in order for professional gains not to erode under the pressures of segments in the system untouched by the management development process. In other words, for any of the effects of management development to be lasting, the whole organisational microcosm has to be touched by it.

Integrating management development into the overall organisational set-up to produce systematic transformations rather than "reformed," and perhaps frustrated, managers requires a vehicle. The ideal vehicle should be a multi-level programme capable of creating not only a "bandwagon effect" but, more importantly, a "trickle down" effect in order for induced professional improvements to be sustained.

This seems to be a central fact in Bahrain where many a management development training programme has failed because it was directed at one level only and failed to account for other decision-making levels. There is some agreement on the need for key interpersonal skills for managers, in order for them to effectively deal with peers and subordinates in the resolution of conflict.

A common complaint of middle management trainees currently enrolled at Gulf Polytechnic is to have their superiors exposed to the same management development influence they are getting. Short of such exposure, they insist, their gains are bound to be short-lived and to get "choked" by higher levels. Too many bitter lessons of experience in piecemeal management development have led most managers in the country today to seriously re-examine some of their preconceived ideas and start advocating integrated multi-level management development programmes. Both in 1985 and 1986 the specialized Chief Executive Officers seminars organised by Gulf Polytechnic echoed this widely-felt need.

7. Helping organisations acquire a pro-active outlook necessary for coping with a rapidly changing local,

regional and international environment. As such organisations can benefit from a sound continuing management education programme to identify future manpower needs which may or may not bear resemblance to the present.

One problem with organisations in Bahrain is that they have taken their environment for granted. Actually, many of these organisations were established in the boom decade (1970s) and lavishly enjoyed the support and over-protectiveness of an affluent, rapidly expanding economy. Under the circumstances, most organisations settled more for the trappings than the substance of modern management and gave clear priority to effectiveness over efficiency. Against this rather unusual background, it should come as no surprise that Bahraini organisations did not develop environmental scanning capabilities or "boundary mapping" skills. As a result, they tend to be reactive, making ad hoc adjustments to situations after the fact.

For management development programmes to be viable in the long run they must contribute to reversing this trend and help organisations improve their skills in managing interface with the environment

which is growing more complex, uncertain and turbulent. Many senior managers in Bahrain are now convinced that such skills will be essential for organisational survival in the future.

8. Improving the quality and quantity of managerial performace through creating avenues for the effective transfer of management skills from the training scene to the job context.

Just like the bitter experience of disjointed, poorly targeted management development programmes not based on methodical need assessment, failure to specifically address the need for building bridges to transfer training-acquired skills to the job context has had an adverse effect on Bahraini organisations. The practice of "rounding up" trainees hastily, drilling them for few days or weeks in the hope they will learn relevant skills has proved its shortsightedness in Bahrain.

The problem is in reality two-fold. Overseas institutions to which Bahraini organisaions sent their trainees were just too far and too big for these organisations to have any control over their programmes. Evaluations and follow-up efforts were equally difficult and for all practical purposes

impossible. At the same time local programmes were simply not available, and following their introduction not credible enough to compete with international counterparts.

This unfortunate reality was evident for Gulf Polytechnic when it launched its Continuing Management Education Programme in 1984. A major characteristic of the programme was its provision for a comprehensive need assessment linking programme design to actual corporate needs and creating avenues for monitoring performance and transferring classroom-acquired skills to the job context.

A point unanimously emphasized by senior Bahraini managers whenever interviewed or invited to contribute to a seminar, is that short of such linkages, managerial development cannot measure up to the many challenges ahead.

9. Building confidence among employees, managers and the business community in the quality of local management development programmes by offering state-of-the-art training comparable to what is available overseas.

10. Forging close ties of cooperation between management education, development and training institutions on the one hand, and the management profession on the other. Such a collaborative approach would be, among other things, immensely beneficial to teaching institutions by way of heightening their sensitivity to industry needs and inputting their follow-up and evaluation. This should gradually lead to the emergence of a partnership between the two cemented by the commitment to professional excellence. Such partnership should, in due course, give rise to an active management forum that can be used for raising timely professional issues, identifying emerging needs, bringing theory and practice closer together and constantly orienting management education in directions relevant to the country.

When approached with the suggestion to create such a management forum, Bahraini managers reacted very enthusiastically. One after another they spoke during the 1986 April seminar strongly in favour of creating such a forum as a vehicle for dialogue and long-range professional steering.

A closer look at these objectives reveals that their accomplishment is closely linked to the three central

concepts of leadership, motivation and managerial professionalism. In fact, these three concepts not only cut across all these goals but also constitute a requisite condition for their satisfactory accomplishment. Preceptorial executive leadership is necessary for creatively managing the tension between the emerging sub-culture and the broader environment, evolving a corporate culture conducive to continuing managerial learning, professional excellence and synchronized organisational development, helping organisations acquire a proactive profile, fostering norms of managerial professionalism in the outside community and committing scarce organisational resources for the attainment of all these objectives.

The tasks that lie ahead for such leadership in Bahrain are particularly difficult now in view of two main developments. In the first place, taking into consideration cultural sanctions, dominant expectations, modes of operation, diffusion and impact, i.e. elements of the matrix developed in chapter three, it should be clear that the margin of change open to executive leadership is rather limited as broader cultural norms continue to have the upper hand. Secondly, executive leadership is still relatively weak and not fully established. In other words, any strategic management development plan should be

realistic in terms of how much can be expected from management leadership before they themselves are considerably strengthened.

By the same token, sound goals and supportive preceptorial leadership in no way substitute for the crucial role of motivation, particularly at the middle management level. Lifelong learning, daring to question one's values, internalising professional norms, striving for excellence, struggling for higher performance levels and contributing to the larger management community are, even under the best of circumstances, for the dedicated minority of achievers who are driven by a strong motivation.

The problem of motivation in Bahrain is in many ways daunting. Although reliable, research-based, studies are all but non-existent, most executives included in our surveys as well as those who participated in Chief Executive Officers seminars seem to feel that Bahraini managers are not lacking in motivation. Their motivation, however, should, in some cases, be rechannelled along professional lines and towards less emphasis on social and economic success indicators.

As for managerial professionalism, it goes without saying that it is at the heart of the management

development process. In a sense, professionalism is at once the motive for and the goal of management development and the bottom-line criterion for all continuing management education. The fact that the strategic goals of continuing management education in Bahrain are also closely linked to leadership, motivation and professionalism, the very notions used in interpreting managerial feedback in chapter two is very suggestive. It indicates that these three notions should be firmly established as focal points of management development and continuing management education programmes in Bahrain, and made to permeate materials presented to participant trainees. A major question, of course, is what style(s) of leadership, approaches to motivation, and aspects of professionalism are to be propelled through such programmes? The need to be selective simplifies things in one sense but undoubtedly adds to the complexity of issues in many ways. This theme will be formally addressed in a subsequent section and raised again in chapter six.

ELEMENTS OF THE STRATEGY

Having idenfified the long-term goals of management development through continuing education and established the crucial role of leadership, motivation and managerial professionalism for their attainment, we

turn to a discussion of the plan needed to operationalise implementation. Therefore discussion of the management development - continuing management education - plan for Bahrain will unfold in terms of the following items:

o   Goals

o   Values

o   Target Group(s)

o   Programme(s)

o   Delivery Methods

o   Criteria for Assessment

o   Resources

o   Time Frame

o   Professional Linkages

o   Transfer Avenues

o   Follow-up Capability

o   Monitoring, Feedback and Evaluation (Impact Analysis)

GOALS

Goals that should be built into the management development plan are, in fact, operational formulations of the objectives established in this chapter. As such, the following may be identified:

(a) Training Bahraini managers to assess their present leadership styles against the future tasks for them and their organisations to determine what changes are necessary and how they may be brought about. These goals, then, centre around the acquisition and use of leadership styles that match the present stage of development of corporate cultures in Bahrain.

(b) Enabling Bahraini managers to learn and practice self-assessment and use this knowledge for coping with change through sustained personal development, career monitoring, a self-image of continuous learning, and ability to identify and tap sources of career-related specialized knowledge.

(c) Socializing Bahraini managers into valid inter-national norms and guiding values of the management profession, altering them to possible barriers for transferring such values to Bahrain, and helping them make a planned transition.

(d) Inculcating into Bahraini managers a pragmatic understanding of their own professional development in the context of their organisations including decision-making levels other than their own. In this sense, management development becomes, in

fact, organisational development.

(e) Catering to different levels and specialisations of Bahraini managers through a multi-faceted programme with clear inter-level and inter-disciplinary linkages.

Ideally, given the great appeal of academic degrees in Bahrain, a viable continuing management education programme should have linkages not only among its various levels, but more importantly, should lead into an academic programme that culminates in a degree. Almost every one of the participants in COMEP at present has indicated his/her strong desire to use the programme as a springboard towards a B.Sc or some other academic qualifications. Although it may be argued that such qualifications are not always necessary for the job, yet the appeal of the degree as a motivator should not be underestimated in a developing society like Bahrain.

As relatively little reliable information is available in Bahrain linking leadership and motivation to other significant organisational variables like turnover, morale, productivity, etc., a concerted research effort should be

launched in this direction. Such a data base is a prerequisite for all subsequent efforts aimed at identifying leadership style, and motivational "mixes" best suited for Bahrain.

(f) Reinforcing classroom learning through supportive outside professional activities that help in further sharpening the professional identity of participants.

(g) Establishing mechanisms for transferring skills into the job context and facilitating their acceptance.

(h) Helping in bridging the gap and creating a dialogue between management theory and practice in Bahrain in the interest of improved professional standards.

(i) Constantly expanding and updating management development and continuing education facilities in Bahrain to cope with escalating demand.

VALUES

Any plan designed to achieve the above set of goals will inevitably have to rest on certain implicit and explicit values. Foremost among these values are:

(a) Commitment to lifelong management education as a guiding principle for the modern manager. By developing such commitments Bahraini managers will be in reality achieving close integration into international management circles and a better ability for taking charge of their own learning process. There seems to be a direct relationship between a process understanding of professional learning and motivation towards living up to its requirements. It may be feasible in the long run at least according to some "radical" Bahraini managers, to link organisational promotions and other rewards to producing evidence certifying regular enhancement of professional ability through continuous exposure.

(b) Recognition of management as an inter-disciplinary profession with a specialized body of knowledge and emerging code of practice on equal footing with other professions.

(c) Respect for Bahrain cultural values, norms and traditions and working within them to build a management sub-culture that fosters their essence even when there are apparent conflicts at the surface. Such tensions can be constructively used as a source of innovation.

(d) Acceptance of change as a constant process that should be approached proactively lest we lose control over our own destiny.

TARGET GROUPS

For a management development - continuing management education - plan to be viable it should be based on a careful, methodlogically-sound need assessment covering both quantitative and qualitative aspects, i.e. numbers to be trained and areas of specialization to be emphasized. Proper targeting is a primary requirement for success to the extent that the majority of managers surveyed (Appendix C - Follow-up Chief Executive Questionnaire) agreed to the statement that:

> "To satisfy management development needs, Bahrain should first determine its own requirements and seek to satisfy them irrespective of competing international models."

In the context to Bahrain, effective management development is bound to be comprehensive, cover all levels of decision-making and different areas of specialisation as was suggested earlier. Given that, attention turns immediately towards selection procedures, screening of candidates and their placement within particular levels. This is obviously a delicate process that should take into consideration

organisational needs, job requirements, career plans, managerial background, academic qualifications and personal interest. Anything short of that will not, in all likelihood, ensure proper matching of continuing management education levels and contents with trainee need and ability. Elaborate procedures for each of these requirements should be set, tested and regularly updated.

As far as targets are concerned, provision should be made for the following breakdown in order for the entire management specturm to be covered.

It should be remembered that an organisation may develop different needs for managerial leadership, depending upon its stage of growth. A small organisation trying to establish itself may need a few dynamic and autonomous executives who can coordinate and communicate through others. A well-established corporation with years of success behind it may well want its executives to concentrate on community and other external relations that can contribute to larger service goals. These differences need to be continually assessed in establishing and executing the objectives of the programme.

Clerical Level Certificate

Clerical or operator-level employees are in various employment sectors: Government, Banking, Insurance, Oil and other industries, as well as services. Candidates may also come from different functional areas: Accounting/Book-Keeping, Personnel, Finance, Office Practice, etc.

Basic Supervision Diploma

First-line supervisors (foremen) or equivalent job holders in various sectors and functional skill areas. Sectors include Government, Banking, Insurance, Oil and other industries, as well as services. Functional skill areas include various aspects of Accounting, Finance, Personnel, Office Management, etc.

Para-professional technical and engineering candidates who are about to assume or have recently assumed supervisory responsibilities.

Competent and seasoned rank and file employees nominated for promotion to a supervisory position.

Middle Management Diploma

Lower and lower-middle managers (superintendents) drawn from various sectors and throughout the range of functional skills including the junior management ranks

of the civil service, public utilities, the industrial sector, banking and insurance. Trainees at this level share the important characteristic of rapid mobility in their respective organisations where they are generally placed one level above foremen or first-line supervisors. Participants who fit this description should spread across a range of functional diversity (Finance, Personnel, Accounting, Data Processing, etc.) that matches their sectoral distribution. This category also includes para-professional, technical and engineering candidates.

Advanced Management Diploma

Middle-managers two or more decision-making levels above first-line supervisors in various organisations on a cross-functional basis. Course distribution and contents should reflect the fact that many of these managers are heading for senior management positions where they will be called upon to exercise executive leadership as professional, technical, and engineering personnel on an accelerated management career path.

Executive Management Diploma

Top-level managers in public and private organisations and in various functional capacities who wish to acquire executive-level training in one or more

management subjects. While such high-level participants are encouraged to enroll in all 6 courses constituting the diploma requirement, they may opt for one or more courses that meet specific needs they might have without totally commiting themselves to a predefined course sequence. Engineering and other technical professionals who are at a career stage that might require specialized management knowledge of an advanced nature in certain areas.

PROGRAMME(S)

There probably will never be such a thing as a universally applicable management development programme. Canned or packaged management training which emphasizes one skill or another may be of questionable benefit unless it is quite obvious that such skills can be appropriately woven into the fabric of a larger, well-rounded management development plan. Normally such plan considers the multiple organisational needs and seeks to satisfy them.

In the last analysis, management development and continuing management education plans work only to the extent that they are embodied in viable training programmes that serve their ends and promote their values. As such, any strategy for Bahrain should rest

on a solid programme base subject to the following criteria:

(a) Management development programmes should be directly linked to the objectives, goals and values of the broader strategy.

(b) Programmes should be comprehensive enough to cover most, if not all, of the spectrum of management needs as assessed by planners.

(c) Programmes should be at once integrated and flexible. This means showing a high degree of purposefulness and organic unity, but at the same time recognising multiple paths to management development and sensitivity for allowing variations to serve special needs of one or more participants (Burgoyne, 1981, 1983).[15]

(d) Programmes should be designed such that they simultaneously reflect international professional standards and state-of-the-art know-how on the one hand, and salient features of the Bahraini management culture on the other. Such a difficult balance requires great and constant monitoring.

(e) Programmes should be at once theory-rich and

practice-relevant. Again, striking such balance requires detailed knowledge of both realms and an ability to help participants master their symbiotic relationship.

(f) Programmes have to lend themselves to regular evaluation in order to incorporate necessary modifications and remain tuned to the changing needs they are meant to serve.

(g) Finally, management development programmes should capture the imagination and trigger the energies of participants in a pattern of challenge-response that can sustain long-term interest.

DELIVERY METHODS

A management development/continuing education programme, no matter how accurately targeted and well designed, ultimately depends on the soundness of its delivery. This aspect, of course, includes such variables as physical premises, scheduling arrangements, part-time, full-time options, teaching and training methods, instructional strategies, teaching/training aids, reinforcement techniques, trainee involvement and participation as well as training materials. Specific choices will have to be made with respect to each of these variables with

regular adjustments and modifications until an optimal level is reached.

CRITERIA FOR ASSESSMENT

Criteria for assessment refer to the yardstick which is to be used for evaluating a management development programme. Developing and applying such criteria is no easy task particularly in view of the need to establish agreement on priorities, time frames, evaluation methods and interpretation of results assuming such agreement already exists with respect to broad objectives and strategies. Such difficulties notwithstanding, such a serious task has to be addressed no matter how limited the information base or bounded the rationality of evaluators and decision-makers.

Obviously, we are presented with some interesting challenges and choices. Challenge, in some senses to our assumptions about the relevance of the knowledge base of much of our management programmes versus skill base which a study of management activities would tend to emphasize. Also, there is implied a need to differentiate effectiveness in terms of the business and the individual manager. We need also to find some basis of self-assessment which can be built into our programmes - analytical, contingency-based models which

will help managers discover for themselves what is
important for their own development, plus a greater
emphasis upon key managerial skill development within
our framework of management development programmes.
In the context of Bahrain, there seems to be consensus
among all those concerned with managerial development
as to the following:

(a) Assessment is to be approached in terms of impact
    on managerial performance as perceived and
    determined by organisations to which participants
    belong.

(b) Assessment has to include such variables as image
    of the institution and the programme in the
    management community, participant enthusiasm,
    attrition rate, frequency of complaints,
    comparisons with similar programmes elsewhere, etc.
    etc.

(c) Also part of assessment are long-term effects on
    levels of managerial professional values,
    post-graduation zeal for continued learning and
    accelerated career development.

(d) At a time characterised by mounting cash flow
    problems and cost-consciousness, the assessment of

a management development programme should also include cost effectiveness, particularly in comparison to alternative programmes.

RESOURCES

It is hardly more than a truism that programmes require a resource base. For management development in Bahrain to be viable at present and in the near future, the following resources are highly critical:

(a) Adequate physical facilities necessary for offering a pleasant professional setting. This includes classroom space, small group meeting rooms, individual research stacks, on-site social and recreational facilities, etc.

(b) Educational resources including competent staff, timely and relevant training materials, library and computer facilities, etc.

(c) Financial resources to support management development programmes through constant updating. This is also a precondition for attracting staff, providing facilities and offering other support activities.

(d) Psychological resources particularly commitment on

the part of the management community which, for a long time, has been expatriate-dominated and not always supportive of local programmes, and which admittedly, were often below standard.

TIME FRAME

As suggested earlier, the time frame for management development programmes varies from a short-term one year period, to a medium-term five year span, and a long-term ten year horizon.

In the case of Bahrain, this aspect generates some difficulty as the programme needs to show some early results to gain acceptance and overcome scepticism without succumbing to the temptation of a short-term plan. It seems clear that a multi-phased management development/continuing management education programme is needed. Such a programme produce some evidence of its success within a reasonably short period, say one to three years without limiting its horizons to this short stretch. In general, the shorter the period the more clearly defined and operational goals should be. Within this framework, the short-term plan should be to create a positive effect on the job performance of participants while the medium and long-term effects can hopefully satisfy the broader professional and value-laden aspects.

PROFESSIONAL LINKAGES

The long-term impact of a management development programme depends in no small measure on its ability to strike roots in the environment and build bridges with employers, graduates and professional management associations at home and abroad. Such bridges will help in constantly improving the data base on which it rests, particularly in the areas of need assessment, candidate selection, content evaluation, delivery methods and final direct and indirect contributions. In Bahrain, the following variables warrant special attention:

(a) The need to involve sponsor organisations in all aspects of the management development programme in order to build support and gain acceptance.

(b) The importance of approaching targeting of different aspects of the continuing education programme, as well as candidate selection, jointly with sponsor organisations, to ensure a proper "fit" between felt needs and whatever is being offered in response.

(c) The advantages to be gained through impressing on sponsor organisations the need to work on immediate supervisors of management development candidates as

well as training managers and department heads to solicit their support and encouragement. Part of this process is to build into sponsor organisations the understanding that management development is a systematic activity which is bound to engulf the entire organisation and not just the candidates.

Productive management development almost invariably means that desirable change will be effected in both individual and organisational practices. Reinforcement and follow-up are essential to freezing and maintaining management learning at new levels. Two major factors must be present: the behaviour of senior executives should mainfest support for and belief in the development programme instituted for the middle management or junior executives so as to establish a climate in which achievement is possible, and desired change in performance should be equitably rewarded by promotion or increase in pay, or by some other concrete indication that a goal has been reached and the fact is appreciated. Management development thus becomes organisational development so as to piece together managerial and institutional growth. Should this aspect be neglected, there is always the danger of sending participants back to hostile organisational environments oblivious to what they have learned.

SKILL TRANSFER, MONITORING AND EVALUATION

If skill transfer, attitudinal change and professional adolescence are the overt objectives of management development programmes, the need for close monitoring and constant evaluation becomes evident. Evaluation, of course, may range from informal impressions to formal evaluation research with all sorts of compromises in between. Such skills are totally new to Bahrain and so is the intellectual climate needed to sustain them. This element of novelty affects, among other things, availability of professional and experienced evaluators, their relationship to policy makers, their perceived role in the change process as well as the willingness to allocate resources to the evaluation process.

Given such constraints, it is perhaps wise to undertake evaluation as a joint venture between managerial development institutes and employment organisations as users of this professional service. This way, modifications introduced as a result of evaluation will be understood and accepted by the client system. An important byproduct is the greater probability of creating a supportive climate within which acquired skills may be applied on the job and sustained by the institution.

The purpose of this chapter was primarily to introduce the key elements of a continuing management education strategy as a vehicle of management development in Bahrain. To this end the concept of strategy was introduced and its basic elements highlighted with special reference to Bahrain.

The Pragmatisation Option is not only the option favoured by most Bahraini managers but also the path most consistent with Bahrain's present state of transition. In logical sequence, objectives, goals, plans, programmes, etc. related to the pragmatisation strategy were addressed and always by way of setting up a framework or reference point to guide management development action in Bahrain. Such action has indeed started prior to undertaking a comprehensive view of management development via continuing management education. One such programme was introduced in the early eighties and a second more ambitious attempt was made in 1984. We now turn to an evaluation of this experience in the light of the framework developed in this chapter and as seen by its major participants and the organisations where they work.

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CHAPTER SIX

EVALUATING COMEP

AGAINST

THE STRATEGY

C H A P T E R   S I X

OBJECTIVES

The purpose of this chapter is to evaluate the
Continuing Management Education Programme (COMEP)
introduced by Gulf Polytechnic in 1984 as the most
ambitious management development plan ever attempted in
Bahrain. The programme has now catered to some 300
participants, completed 2 1/2 years (five semesters)
and graduated by now groups totalling 100 managers at
its four active levels. While it is true that this
period is too short for a complete formal evaluation
against the strategy, it is also true that enough
experience has been gained to allow a preliminary
assessment focusing mainly on how COMEP is preceived by
its constituency. This may prove very essential for
introducing necessary correctives. Like many other
facets of this research, such an evaluation brings to
the surface the dual capacity in which the researcher
relates to his materials: at once a detached researcher
and an "involved" director of a dynamic institution for
higher professional education. The evaluation partly
rests on an empirical base gathered through two annual
evaluations involving questionnaires and interviews, as
well as a two-tier questionnaire for graduates and

their supervisors. (Refer to Appendices D, E and F).

The dual role of the author has put this evaluation exercise in a context that has more than one purpose. To borrow the terms used by Easterby-Smith[1], there are in fact three purposes: proving, improving and learning with different emphasis depending on the perspective and the interest of the stakeholder. As a director of the institution, the perspective tends to shift towards "improving" as a valid purpose to evaluation. This purpose of evaluation has been supported by many authors, for example, Warr, Bird and Rackham (1970).[2]

The emphasis of the researcher tends to move towards proving, i.e. the aim being to demonstrate conclusively that something has happened as a result of training or developmental activities, and that this is linked to judgments about the value of the activity. As a researcher, one would also expect evaluation studies to contribute insight into the dynamics of change underlying the effectiveness of the management development programme.

Whether one looks at it from the point of view of a director of an institution or as researcher, one cannot escape the fact that evaluation also contributes directly to the learning process. Easterby-Smith points out that evaluation should be regarded as an integral part of the learning and development process itself.

BACKGROUND TO COMEP

A group of experienced specialists worked on designing COMEP during the year that preceded its official launching in February 1984. Their task, commissioned by the Civil Service Bureau and the Ministry of Labour and Social Affairs respectively representing the public and private sectors, was to come up with a better alternative to the earlier 10,000 Training Programme introduced hastily in 1980 to train in 10 years as many professionals in a wide spectrum of professional and para-professional areas. The many loopholes in the 10,000 Training Programme: inconsistensies, lack of follow-up, etc. were becoming increasingly apparent and a decision was made to sponsor a more advanced version to be housed at and run by Gulf Polytechnic.

One of the earliest priorities of the group in charge of designing the new programme was to conduct a needs assessment survey based on a detailed questionnaire listributed to all private and public sector

institutions of any consequence in Bahrain. The return rate was 100% and it yielded extremely important information both vertically (decision-making levels) and horizontally (functional specialisation areas - Appendix D).

The evidence clearly suggested the need for a multi-level programme roughly corresponding to the decision-making hierarchy in most organisations. Following a series of intensive meetings with client organisations, it was decided to try to design a programme comprising the following levels in ascending order:

- Clerical Skills level
- Basic Supervision level
- Middle Management level
- Advanced Management level
- Executive Management level.

Each level was to cover six subject areas in addition to English language (Accelerated Learning Skills) extending over 18 months on a part-time basis.

The following objectives were set for each of the five levels:

CLERICAL SKILLS LEVEL

- To develop and reinforce specific operational skills directly or indirectly bearing on job performance in government, industry and services. Courses at this level are to be skill-oriented in terms of contents and format.

- To augment technical-operational skills with appropriate back-up facility, particularly in such areas as written and verbal communications, problem-solving, methods of accelerated learning and inter-personal relations.

- To help participants broaden their occupational perspectives through understanding the wider organisational context within which they operate. This should reflect positively on their contribution to departmental and organisational goals as they will come to identify with an institutional chain in which their job is only a link.

- To upgrade the general educational level of participants in order to help them reach a point where they become capable of self-learning through continued exposure to new methods relevant to their respective areas. This is undoubtedly a strategic

objective whose attainment would lead to consolidating and sustaining all other objectives pursued at this level.

BASIC SUPERVISION LEVEL

- To develop and reinforce basic supervisory skills mostly relevant to the first-line supervisor on a cross-sectoral and to some extent cross-functional basis. Such skills include both technical and inter-personal (behavioural) elements.

- To cultivate in first-line supervisors an appreciation of their role as a key link in the inter-connected managerial chain. This is to be attained through planned exposure to selected skills built into management functions and processes. Such exposure is necessary to help tap the promotion potential of qualified trainees at this level.

- To help accelerate the professional development process of participants through learning how to transform conceptual knowledge to operational techniques.

- To equip participants with a working understanding of choices and trade-offs available in their line and help them develop their "optimal" supervisory

mix in the light of specific organisational needs.

- To upgrade the general educational level of participants and offer them opportunities for further professional development.

MIDDLE MANAGEMENT LEVEL

- To improve performance and facilitate career development of participants/trainees on the basis of an integrated flexible curriculum evenly divided between general management skills and specific lines of technical expertise. Course distribution includes conceptual, technical and inter-personal concentrations.

- To generate and sustain in participants/trainees a well-rounded understanding of variables, choices and complex trade-offs comprising the managerial role within a dynamic problem-solving approach.

- To help prepare participants/trainees for future managerial responsibilities (middle and upper management) which entail greater reliance on conceptual and inter-personal skills.

- To assist participants/trainees in reflecting on and systemizing their varied experiences and developing new insights into familiar problems through assimilating a new professional perspective.

- To create for participants/trainees an opportunity for disciplined interaction among themselves in the interest of cross-fertilization and shared understanding of common problems.

ADVANCED MANAGEMENT LEVEL

- To provide in-depth coverage of functions, operations, skills and problem-solving. Such a mandate necessarily involves both process courses, e.g. decision-making, communication, control, etc. and functional skills courses, e.g. finance, personnel, accounting, general management, etc.

- To accelerate the professional development of participants/trainees through the acquisition and assimilation of advanced management knowledge with special emphasis on the development of analytical capabilities useful for exercising judgment, evaluation, and assessment.

- To help participants/trainees become effective members of the international management profession through familiarity with its standards, techniques, specialized language, concerns, issues, values, etc. both regionally and cross-culturally.

- To offer participants/trainees an opportunity to

exchange experiences and develop common grounds relevant to the future of management practice in Bahrain and the Gulf region.

- To tap and develop the learning potential of participants/trainees in order to stimulate in them self-sustained professional growth through keeping up with rapid developments in their field. This also includes opportunities for further management education toward recognized university degrees.

EXECUTIVE MANAGEMENT LEVEL

- To provide highly specialized executive training in selected management areas relevant to senior decision-makers. Such training caters simultaneously to the newly promoted executive as well as the veteran senior manager seeking refresher courses to keep up with a rapidly developing field.

- To respond to the legitimate and increasing need of technical professional turned managers (mostly engineers) to acquire advanced management skills without having to go through a lengthy formal academic programme. Such a trend is now internationally recognized.

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- To make available locally high quality Business and Management short training programmes comparable to overseas offerings that attract Bahraini executives.

- To create a professional forum for identifying and discussing emerging managerial issues relevant to the present and future of the management profession in Bahrain.

In no case were these objectives set unilaterally by Gulf Polytechnic. Before, during and after conducting the needs assessment survey, individual meetings, group sessions, workshops and informal seminars were arranged with key representatives of major organisations in Bahrain as well as the Civil Service Bureau representing the public sector and the Ministry of Labour and Social Affairs representing the private sector. The purpose was to involve the potential users of this new programme in planning its strategic objectives to ensure their compatibility with their own corporate needs and strategies. Each of the five levels underwent a series of successive refinements that eventually culminated in developing a profile for that level including parameters within which it was supposed to operate. Obviously, not all organisations had identical perceptions of these levels a fact which forced the planning team to go back to the drawing

board on several occasions, feed information back to the client group and seek common denominators on bottom line positions. The results of this intricate process were the objectives listed above for each level. That some of them ended up actually reflecting the priorities of some organisations more than others is undoubtedly true.

To serve these objectives, a basic curriculum was set for each level as follows:

Clerical Level:

Accelerated Learning Skills

Office Organisation and Records Management

Basic Business English

Book-Keeping

Effective Communication

Effective Supervision

Basic Personnel Skills

Computer Appreciation and Word Processing

Basic Cost Analysis

Basic Supervision:

Accelerated Learning Skills

Introduction to Computer Programming

Basic Supervision Skills

Practical Financial Accounting

Introduction to Finance

Basic Management Skills

Fundamentals of Personnel Management

Supervisory Decision-Making

Basic Quantitative Methods

Middle Management:

Accelerated Learning Skills

Supervision and Control

Survey of Economics

Survrey of Accounting

Fundamentals of Marketing

Introduction to Computer Programming and Packages

Fundamentals of Finance

Building Management Skills

Organisation and Management

Quantitative Methods for Managers

Effective Personnel Management

Advanced Management:

Accelerated Learning Skills

Accounting for Managers

Advanced Management Systems

Personnel and Human Resource Development

Corporate Planning

Managerial Finance

Production and Operations Management

Marketing Management

Management Information Systems

Managerial Budgeting

Job Evaluation and Compensation Management

Business Computer Systems

Executive Management:

Strategic Corporate Planning

Research Methods in Management

Executive Information and Decision Support Systems

Strategic Manpower Planning and Human Resource Development

Financial Analysis for Executives

Project Evaluation and Management

Seminar in Personnel Management

Marketing Research

Executive Self-Development

The Bahrain Executive Environment

Nor was the process of developing the programme for each level any less complicated than that followed for reaching agreement on objectives. In working with potential client organisations, an attempt was made to discuss major job needs, skill categories and performance gaps and then try to translate them jointly to training contents. For most organisations, the process involved working with both policy-makers and line departments in an effort to aggregate needs,

always keeping to mind the failures of previous training efforts both in-house and outside the organisation.

Aware of the rapidly changing needs and the built-in uncertainties, it was mutually agreed upon that the contents as originally formulated would be considered tentative and reevaluated on an on-going basis. It was further agreed that COMEP was to have, at a subsequent stage, a Management Research and Development Unit that would, among other things, provide for continuous monitoring, evaluation and fine tuning of contents both at a programme level and with respect to specific subject matter areas. This unit has not been established yet, but a subsequent seminar held in December 1986 at Gulf Polytechnic showed a widening support base for the idea at the highest policy levels. This makes it quite probable that it will be successfully launched in the near future.

Selection criteria and admission requirements were also set, in addition to inter-level avenues, allowing for transfer to a higher level upon sucessful completion of a lower one. A particularly appealing feature of the programme was its allowing, under appropriate quality controls, for continuation of studies towards an Associate Diploma, and eventually a B.Sc degree for those who complete a COMEP level with a certain average

and meet other entry requirements.

Given the general format of the programme, it is expected that trainees are self-motivated and eager to reap the many personal and professional rewards of high-quality training. It is also true that one of the goals COMEP is to improve the confidence level of participants so that they may approach their job requirements more assertively.

As they are all practitioners with track records behind them, and in view of the fact that they have been consciously and purposely selected by their organisations, it is of paramount importance to integrate their training into their respective organisational contexts in pursuit of institutional objectives.

Since the early stages of COMEP, it was strongly felt, both by the planning team and client organisations, that unlike other training avenues, COMEP was not to have an open admissions policy. Candidate-screening was to be taken very seriously in order to ensure, as closely as possible, its concurrence with corporate strategies of sponsor organisations as well as the career development plans of most participants. Organisational nomination, present position of

candidate, future career targets, previous educational and professional attainment, as well as English language proficiency were to be part of the screening formula. A screening committee was set up for each level with representation covering the planning team, Gulf Polytechnic, the Civil Service Bureau and the Ministry of Labour. The screening interview was carefully developed as a structured instrument and designed to offer hopefully valid and reliable indicators. Such indicators included candidate self-image, career consciousness, skill level, and motivation. On a number of occasions the committee took issue with specific organisational nominations of candidates for a particular level and recommended a different one.

To avoid the shortcomings of past programmes, due attention was given even at the inception stage to building linkages with client organisations. Plans were laid for careful monitoring of participants in the programme, aiding the process of knowledge and skill transfer from the classroom to the job context, and working towards developing ways for each organisation to assess improvements in job performance for its candidates. Each organisation was to assign preceptors from among its managers to facilitate the learning of candidates and help create an organisational climate

conducive to their needs and receptive to their new ideas.

This provision was orinigally meant to serve two important purposes. First, continued organisational commitment to the nominated candidates and, secondly, providing a much needed avenue to facilitate the transfer of COMEP-acquired knowledge and skills from the classroom to the job context. It was also hoped that in meeting this important challenge, feedback would be generated as to the performance of the programme, its continued relevance, impact and need to introduce specific changes. It turned out, however, that despite the original enthusiasm, most organisations were not willing or able to assign preceptors and continued to rely on training officers. This barrier has persistently had an adverse effect on COMEP which found itself forced to rely on "second-best" options for checking on the transfer of knowledge. It also meant that COMEP personnel faced problems of discontinuity in dealing with their client organisation counterparts who were often changed suddenly to the extent of losing momentum . This issue will be raised again with client orgainisations in a new bid to implement the preceptor idea.

Also, by way of providing for a comprehensive

wide-reaching programme, it was agreed to run some "support" activities considered essential for the success of COMEP in the long run. Such activities included special one-day Chief Executive Officers seminars, short-term (3-4 days) training programmes, involving "distinguished" practitioners to serve on COMEP staff and publish a news letter.

This aspect of COMEP is generally recognized as one of its brightest spots. Since February 1984, 2-3 such activities are held each year to serve a variety of purposes ranging from technical management seminars offered on demand to middle and senior managers who are not regular members of COMEP, to one-day Chief Executive Officers forum that address emerging problems that have yet to take shape in Bahrain.

A related activity is the "distinguished practitioner" series. Each month a leading Bahraini manager is invited to address participants on a major professional issue relevant to the practice of management in a particular sector or in the country at large. A major objective of these auxiliary COMEP functions which were introduced as a result of the first round of evaluation undertaken in Spring 1985 is to keep a high level of interest in management development among various organisations and help generate inter-organisational

dialogue on such issues. Proceedings are circulated after each meeting.

A step which is soon to be launched in this connection is a COMEP newsletter to serve as a medium for exchanging management development "news and views" in Bahrain. The idea was first suggested by COMEP staff and received a warm reception from various organisations.

Following extensive consultations between Gulf Polytechnic and client organisations, it was decided not to activate the Executive Management level as a full-fledged diploma course until Fall 1986 and hold instead regular short-term seminars for executives. All other levels were to culminate, as suggested earlier, in diplomas issued by Gulf Polytechnic. The first two batches of diploma holders graduated in June 1985 and February 1986 respectively.

EVALUATION: A CONCEPTUAL FRAMEWORK

INTRODUCTION

Education management and training have normally been regarded as purposive. However, whether or not and to what extent specific programmes meet their purpose is the subject of evaluation. Unfortunately, management

education and training activities are often ambiguous and subject to widely varying perceptions. Ambiguity over goals and, perhaps, lack of clear knowledge of how to achieve them, and what progress indicators to use as well as lack of coherent strategies of evaluation, could all add to the problem. Morever, the reasons why it may be appropriate to evaluate management education programmes are at least as numerous as the various parties interested in the outcome of such programmes. Views about the nature and purpose of evaluation have developed quite dramatically over the last two decades. Unfortunately, many people's expectations about what evaluation should accomplish have not kept pace with these developments. In addition, there has been a large amount of work carried out on the evaluation of general educational and social programmes, and much of this is parallel and complimentary to the evaluation of management training. To have an evaluation imposed is obviously threatening and implies heavy-handed control by managers incompatible with the creative process of learning. Imposed evaluation is most likely to occur as an over-reaction against a previous lack of systematic feedback but it could backfire and jeopardise the evaluation process. Another widespread reaction to evaluation is that it is desirable in principle but too difficult in practice. Perhaps the

difficulty is that the literature itself is confusing with respect to concepts, terminology and techniques employed. Such problems are at once connected to the existence of different research and methodology traditions, complexities inherent to the behavioural sciences, and problems arising from the variety or factors influencing managerial behaviour and the management task.[3] Even within the training field, people carrying out management development often try to distance themselves from general training, particularly if evaluation is on the agenda. The fact that such differences do exist should not reflect negatively either on evaluation or on management development. Measures of success may be less obvious and not all outcomes are predictable. However, such differences should not negate the need to evaluate management education or development. It can only mean that different techniques and different kinds of data may be required.

Since the real worth of a business and the efficient running of an organisation are determined less by its physical assets than by the quality of its management, and since that quality can be affected by education and training, it would seem essential to evaluate management education or training schemes in a systematic manner. Thus, this chapter seeks to present

and evaluate major aspects of the newly introduced Continuing Management Education Programme at Gulf Polytechnic as perceived by its constituency and against strategy. But before discussing the task of evaluating COMEP, a selective survey of the trends and developments in evaluation literature is in order.

TRENDS AND DEVELOPMENTS IN EVALUATION

The literature seems to relate differently to the evaluation of educational programmes as compared to training. Educational programmes are seen to involve longer, full-time programmes with larger numbers of students, while training programmes are characteristically shorter, often of a part-time nature, and involve smaller numbers of participants. Different writers on the subject suggest widely varying approaches to evaluation. Various terms are used to describe different facets of evaluation and sometimes different terms are used to refer to the same event. It is also possible that different evaluation activities are meant by different author's usage of the same terms. For instance, we can contrast "internal" and "external" validation,[4] "formative" and "summative" evaluation,[5] or "short" and "long" cycle evaluation.[6] On the other hand, training outcomes have been described as "immediate," "intermediate" and "ultimate,"[7] or as "reaction,"

"learning," "behaviour" and "results."[8] To this
complexity can be added genuine difficulties ranging
from time shortages to methodological issues relevant
to evaluation research. The literature also refers to
different aspects of evaluation. It refers to "Input
Evaluation" which assesses the appropriateness and
adequacy of all resources that go into a training
programme. It focuses on elements of the design,
including performance objectives, instructional design
and sequencing plans as well as the training materials
to be used by the trainers, facilities and physical
resources. Thus, assessment of the instructor's
competence and evaluation of the behaviours
participants bring with them are considered important
elements of input evaluation.

"Context Evaluation": It attempts to assess the
environment's attitudes towards the role of training
and development. An example would be salary increases
for those who complete programmes and improve
on-the-job performance. Context evaluation also deals
with the purpose of specific programmes such as
developing new skills, enhancing current skills,
achievement of organisational goals and objectives, or
overcoming specific company problems. It also focuses
on objectives, and probes into their desirability and
feasibility.

Researchers have realised the importance of context and treated it as one of the variables which would affect the results of training. At a common-sense level, it is clear that the expectations established before a course and the support, or lack of it, received after the programme are critical to whether anything is learnt, or changed, as a result of training. Accordingly, interest in the context of training has moved during the last 20 years from attempts to negate the effects of context, to acceptance that context must be included. In all cases, however, context is viewed as a set of "givens" that determine the nature and context of a programme, thereby profoundly influencing the way a programme unfolds, and the messages and ideas that participants take away with them.

"Process Evaluation": It deals with the implementation of a programme's design and addresses questions such as what takes place during the training process: and how effectively instructors use resources and materials made available to them. Are the instructors aware of the participants' learning styles? Are training activities compatible with these styles? Are instructional strategies appropriate for the selected objectives?

"Project Evaluation": Project evaluation assesses the

competencies of participants who complete programmes and changes in their on-the-job performance. It argues that if pre-tests have been administrated, post-tests can be used to determine participants' gains in knowledge, skills and on-the-job performance. The design and selection of evaluation measures are of critical importance to this process.

"Impact Evaluation": It assesses the cumulative training efforts made in the organisation's productivity, efficiency and profitability, and offers training and development staff an opportunity to demonstrate to chief executives the importance of training, either for cutting costs, increasing profits or otherwise improving the financial position of the organisation.

With regard to management training some 20 years ago, the focus was on measuring the value of training so that it could be entered into cost-benefit analysis. This involved specifying a range of performance-based measures. It has been argued that this kind of approach may produce valid results when evaluating operative training, but becomes rather suspect when looking at management training. The argument was that for managers, the "output" (the change that is supposedly produced by the programme) cannot always be

specified and operationalised. This forced researchers to focus on the few things that are measurable with the result that there are always a host of alternative explanations for their findings.

The question of "output" was examined in more detail by researchers in the early seventies. Some started to subdivide the term "output" into what Burgoyne and Singh called "a chain of consequences,"[9] a notion which was fundamental to the evaluation models prepared by Hesseling, Warr, Bird and Rackham, and Hamblin [10]. The cycle of evaluation may be seen as a sequence of training outcomes which correspond to the various levels of objective setting. Once training needs and goals have been identified (context evaluation) and training resources and contents have been examined (input evaluation) the next level of objective setting and evaluation is concerned with trainees' reactions to course content, trainers, other trainees, training setting and so on. Following this, there are three distinct levels of training outcomes corresponding to what Warr, et al, call immediate, intermediate and ultimate objectives. These are similar to Hamblin's concepts of "learning," "job behaviour," "organisational effectiveness" and "ultimate value" levels of evaluation.

This approach has, however, had some drawbacks in the sense that it is difficult to measure "learning" with any degree of confidence. Particularly difficult are attempts at measuring the value of ultimate outcomes.

Many researchers have emphasized that the purpose of evaluation is decision-making. For instance, Warr, Bird and Rackham[11] imply that a major purpose of evaluation should be to help the trainer make decisions about a particular programme. Thus, the evaluation may assist in clarifying the objectives of a programme, or in helping the trainer to decide what teaching methods and styles are most appropriate (context and input evaluation). Gowler and Legge[12] make a similar distinction addressing the analysis of planned organisational change. This is the distinction between formative and summative evaluation: the former is seen as providing regular feedback on the planning and implementation of a programme in order to aid-day-to-day decision-making; the latter involves an attempt to identify as accurately as possible the results of a particular programme after it has been completed. Similarly, in an educational context formative evaluation is seen as an attempt on the part of the evaluator to help in the formulation of goals and the design of the programme, before following its progress as it is implemented; while the summative

evaluation is often presented as an after-thought to see how the programme went. This is sometimes parallelled in management training by the distinction between short and long cycle evaluation, aiming to aid decisions about current and future programmes respectively.

On the notion of decision-making, Burgoyne and Singh [13] have two major contributions. The first contribution is the distinction between evaluation as "feedback" and evaluation as adding to the body of "knowledge" and facts about training and education. Evaluation as a feedback was seen to provide transient and perishable data relating directly to decision-making, while evaluation as adding to the body of knowledge was seen as generating paradigms including knowledge about education and training processes. The second contribution refers to a wide range of decisions that may be taken about training in a hierarchy of levels. The five distinct levels at which evaluation may be pursued as identified by Burgoyne and Singh are:

1. Inter-method decisions: how particular methods are handled such as lectures;
2. Method decisions: whether to introduce a topic through a lecture or a case study;
3. Programme decisions: the nature and length of particular programmes;

4. Strategy decisions: the best arrangement of resources, or the way institutions are to be organised.

5. Policy decisions: the overall provision of resources and the nature of institutions to be funded.

An evaluation which is concerned with "objectives" of training, an emphasis on identifying the "outcomes" of training, and a stress on providing "feedback" about these outcomes to those people involved in providing the inputs to training, is known as "The Systems Model." This model which has had a widespread use, mainly in the evaluation of training, seems, according to Easterby-Smith,[14] to have certain limitations. He refers to three criticisms of the features outlined above. On the issue of "objectives", he refers to the question of whose objectives are they? i.e. objectives of training defined by the organisation, by the trainers, by the trainees' bosses, by the trainee, or by some external validating body?

Secondly, the issue of "outcomes" as, a feature of the systems model represents a machanistic view of learning. Easterby-Smith points out that "it assumes that learning consists of placing facts and knowledge in people's heads in the hope that this will become

internalised, before gradually becoming incorporated in their behavioural responses." The third feature is the notion of "feedback" which assumes that data provided from evaluations of what has happened in the past can only contribute marginally to decisions about what should happen in the future. According to Easterby-Smith, "they can only contribute to incremental adjustments based on past designs, and cannot in themselves indicate whether any more radical changes should be made in the future."[15]

During the early 1970s there was a reaction by some researchers to the serious limitations in the approaches that relied heavily on quantitative measures. Special targets were results obtained at specific points in time, or those that relied on comparisons between matched groups, and those that were based on measures of achievement, compared to the formal goals of a programme. As a result, various researchers came up with alternative approaches emphasizing certain elements more than others. For example, Michael Scriven[16] proposed a radical view that the evaluator should avoid finding out what the formal goals and objectives of a programme are. Instead, the evaluator should spend most of his time talking to participants and tutors and observing what takes place during and after the programme. Only in

this way, Scriven argues, can they evaluate or avoid being "contaminated" by those who have vested interest in the programme. This approach is known as "Goal-Free Evaluation." And criticised for the tendency on the part of the evaluator to look only for the outcomes that are expected by various groups at the beginning of the programme and not noticing changes in direction if they happen during the programme.

Thus, the goal-free evaluation starts from the assumption that the evaluator should avoid consideration of formal objectives in carrying out his or her objectives. This philosophy has been also supported by Deutscher, (1976)[17] who also warned against the dangers of basing evaluation studies on the formal goals of programmes. He argued that the formal goals of a programme are often framed in order to attract sponsors or participants, and they may represent only a small part of what the tutors hope the programme to achieve.

The other style of evaluation which originated in the United Kingdom is called "Illuminative Evaluation," although it has much in common with goal-free evaluation. With this approach it has been argued that there is a danger on the part of the evaluator to look only for the outcomes that are expected by various

groups at the beginning of the programme and will not notice any changes in direction if they happen during the programme.

This type of evaluation is seen primarily as an alternative to comparative evaluation. As Parlett and Hamilton[18] describe it, the purpose of illuminative evaluation is to contribute towards decision-making, keeping in mind that information should be gathered about the processes of a programme, rather than the outcomes.

With illuminative evaluation, there tends to be more emphasis on adopting a flexible and open-ended approach to the research as indicated by Ruddock (1981)[19]. Parlett [20] also comments upon what should be the proper purposes of illuminative evaluation to increase communal awareness of a particular programme and processes involved. The stages of this type of evaluation according to Ruddock, (1981) are three. "First, observation, further enquiry, attempts to explain; second, a progressive focus upon what appear to be key issues, after requiring extended interviews with participants; third, seeking general principles and placing findings within a broader explanatory context."[21]

In conclusion it should now be obvious that approaches to evaluation will vary according to the purpose for which the evaluation is intended. For trainers, evaluation <u>feedback</u> is an essential part of the cycle of systematic training. It links learning outcomes both to specific detailed objectives and to more general aims (such as self-developement). It thus highlights the effectiveness of the training methods; it provides a quality-control mechanism for the system, and it links post-training job behaviour to the needs as originally identified. Evaluation may also be used as feedback to the participants (trainees) giving them knowledge about the results of their learning. Feedback thus may be construed as positive reinforcement, as the elimination of errors or as reductions in areas of uncertainty for the participants depending on the theoretical underpinning of the learning methods and models being used.

Evaluation may be used to make links from training or management development activities to organisational purposes. At one level, <u>control</u> questions may focus on whether management development is the best available solution to a particular problem. A more common control question arises when there is more pressure to examine whether the management development or training function as a whole or a particular event is "cost

effective." Another control perspective concerns the extent to which the management development or training function is meeting the needs of the organisation; whether there is some positive correlation between the programme given and the desired direction of development for the organisation. Control evaluation in this sense is concerned with policy and decision-making issues within the management development function and with its relation to the rest of the enterprise.

In a _research_ framework, evaluation seeks to contribute to knowledge. Research evaluation seeks to establish significant connections between learning or the utilisation of learning and the events contributing to learning in a way that may be generalised across different training activities and trainee populations. Research evaluation (whether using quantitative or qualitative methods) aims to maximize rigour and thus contribute to decision-making only in the longer terms.[22] Another function of evaluation research is to improve the techniques available to other evaluative end-users such as feedback or control.

In treating evaluation as a form of organisational intervention, we are recognizing that management developemnt or training activity, and the subsequent

evaluation work on the organisation produce a variety of effects beyond the immediate learning goals. Intervention is what Goldstein has called "a fourth stage of evaluation efforts." An intervention may be overt and deliberate or may arise as an unplanned (though often predictable) side-effect of evaluation processes.[23] Tracey[24] has written of the parallels between stages in problem solving and stages of evaluation to the extent that a particular evaluation has a problem solving orientation; it is being used for an interventionist purpose. Evaluation research may have an interventionist emphasis, when it is concerned not only with outcomes of the training staff but also with the "moving target" which the evaluation processes themselves create. This process is described by Burgoyne[25] as an evaluation linked to business school courses. He uses the terminology of "action research" to describe the process in which the research is taking place. Subsequently, the influence of the evaluation is itself also monitored by the researcher.

Most evaluation involves some aspects of power, i.e. the manipulative use of data, regardless of its validity, to assist in some organisational power conflicts. In essence, it is possible for some evaluators to determine a desired conclusion and then

assemble "evaluative evidence" to support that conclusion. This is in a sense evaluation as intervention, but it must be treated as a separate evaluation purpose because the primary emphasis for the activity does differ.

The foregoing conceptual overview of evaluation literature was intended as theoretical grounding for the COMEP evaluation process.

As for the present evaluation exercise, it is essentially illuminative in nature, contributing to decision making with the objective of learning, a process which should be truly collaborative involving participants (learners), researchers (evaluators) and policy makers. As such, it seeks to capture the developmental dynamics of COMEP as qualitatively and open-endedly as possible. The objective is not to prove or disprove any particular set of propositions, but rather to identify trends, assess general progress, pinpoint loopholes and chart out future possibilities. The contribution, perhaps is a managerial approach to evaluation, similar in kind to a management audit.

It is of great importance to remember as we approach the task of evaluating COMEP against strategy, that the programme emerged in response to the shortcomings of the 10,000 Plan some three years prior to any serious

thinking went into the development of a strategy.

Having been designed and launched before a formal strategy was conceived, it is natural for COMEP to overlap with the strategy, satisfy some or most of its specifications without being totally aligned to it. The time difference between COMEP and the strategy should be clearly taken into account in approaching the following evaluations and putting key recommendations in perspective.

As indicated by the chapter title, the intent is to evaluate COMEP against the strategy outlined in Chapter Five. However, there are serious constraints that cannot be overlooked in this context:

1. COMEP is still undergoing its formative stages and has yet to take final shape. This important fact means that a programme in the making is not easy to subject to a formal methodologically-tight evaluation against a comprehensive strategy. Rather, it has to be more generally assessed using the strategy as a background so that the broader picture can be drawn at this early stage. Subsequently, of course, a more detailed evaluation may be undertaken.

2. As COMEP is still in its early stages, the way it is perceived by its constituency (participants, organisations, staff, etc) is absolutely essential for its survival. As a result, an attempt has been made to undertake an evaluation sensitive to the need and perceptions of this constituency. That this evaluation does not always coincide with the strategy does not undermine the fact that there is substantial overlapping between the two.

Self evident as it may be, it should still be mentioned that the COMEP evaluation incorporated in this chapter was not all undertaken individually by the author. A part of the work was originally accomplished by a group of staff evaluators as part of an on-going process initiated by the author and undertaken under his guidance. The involvement of the author with the staff members and corporate representatives active in the on-going evaluation serves as a clear example of his dual roles as director and researcher.

Not all COMEP levels receive the same degree of evaluation scrutiny. Advanced and Middle Management have been dealt with at far greater length than lower levels. Again, there are a variety of reasons for this decision including:

- The upper two levels are properly "managerial" in the strict sense of the term taking into consideration the nature of participants: their backgrounds, organisational positions, career potential and decision-making responsibilities.
- The feedback-generating ability of the upper two levels far exceeds that of the lower two. This is true not only with respect to awareness level, communicative ability and expectations of participants but also to the wider range of their needs and far stronger sense of alternatives.

To arrive at a well-rounded understanding of COMEP, three different groups were involved in the evaluation. These groups were participants themselves, their immediate supervisors, and the trainers, i.e. Gulf Polytechnic faculty who were involved with COMEP.

As the evaluation process is equally taxing for organisations themselves as well as COMEP planners and staff, it would not have been feasible to expect their full cooperation to cover all four active levels of COMEP. Actually, the demands of the time and energy of senior managers in those organisations were quite substantial as it were. Adding to it on a regular basis would have seriously risked losing their hard-earned cooperation.

As the needs of COMEP participants at the Basic Supervision and Clerical Skills levels are considerably narrower and more limited than the other two, it was felt that the material given to them was more or less standard with a substantially smaller risk of failure, particularly with respect to relevance. The assumption was able to stand the test on the two different occasions when the lower two levels of COMEP were evaluated, albeit, on a more limited scale.

The significant gap between the two upper levels of COMEP and the lower two would have required evaluators to use a different set of evaluation instruments for these lower levels. It was therefore felt that such a substantial investment could not have been justified at this point in time given the resource constraints.

EVALUATION METHODOLOGY AND THE PRESENT STUDY

For the purpose of this study, three sets of interviews and questionnaires were used. The first set "Structural Interviews and Questionnaires" with participants and faculty in the Continuing Management Education Programme (Appendix E) was conducted three times. Twice for the participants of 1983-84, once for the participants of 1985-86. The reason for conducting it twice for the first group was to test the feasibility and the usefulness of the instrument prior

to formal application.

It should be noted that reference will only be made to the "Middle" and "Advanced" management levels. The purpose of these interviews was to establish professional and career objective profiles as well as evaluating COMEP in terms of needs assessment, quality of instruction and professional relevance.

Using course evaluating questionnaires, COMEP participants at all levels were asked to evaluate each COMEP course they had taken. At the end of the term, lecturers were requested to write a progress report for each participant in the course they had taught. As such, a composite report of each participant was prepared.

In Appendix E, two comprehensive reports are shown. The first report dated 1984-85 and the second annual report 1985-86 covering all participants who have joined the programme since 1983.

THE COMEP EVALUATION PROCESS

PARTICIPANT PROFILE(S) AND EVALUATION RESULTS
In view of the above, COMEP evaluation in action focused on the Advanced and Middle Management groups.

It began with the Advanced Management group of Spring Semester 1983-84 which, of course, was the first to join COMEP.

A mixed group of 13 participants were interviewed and 10 among them responded to a detailed evaluation questionnaire. All participants involved in the evaluation were senior managers with key positions in the following areas:
- Data Processing
- Marketing Management
- Personnel Management
- Accounts
- General Services
- Information and Public Relations

A selected list of tasks performed by them includes:
- Sales and Contracting
- Purchasing
- Research
- Forecasting and Planning
- Supplies and Maintenance
- Liaison
- Support Services
- Media Production
- Programme Implementation
- Personnel Relations
- Financial Analysis and Control
- Auditing
- Budgeting
- Credit Analysis

Participants' span of control varied from 1 to 400, and they all exhibited a high level of career consciousness. By and large, they knew where they were heading and, slight delays notwithstanding, made sure they were on target. Also, all participants had successfully completed their secondary education and some had college qualifications. A number of them also had specialized diplomas in a variety of areas including:

- Engineering
- Computers
- Business Studies
- Accounts
- English Language

All participants save two have had previous training exposure in various areas of management either on a short-term, medium-term or long-term basis. A selected list of training/educational programmes attended earlier covers the following:

- Management (Human Relations)
- Management (Personnel and Manpower Planning)
- General Management
- Hotel Management
- Human Resources Development
- Data Processing
- Management Communication Skills

A majority of group members have been with their organisations for over 10 years, and 70% among them are consciously preparing themselves for more senior management positions.

ADVANCED MANAGEMENT GROUPS

The first observation that surfaces from the evaluation is that COMEP seems to have been fairly successful in transferring to Advanced Management participants specific concepts and techniques, both behavioural and technical in nature. However, the record is quite mixed as to whether COMEP has been successful in helping participants acquire self-assessment skills. The general impression, though, is that it has not been very successful. Its strength seems to be far more with structured, cognitive learning rather than unstructured process learning.

On balance, however, all Advanced Management Participants covered in the evaluation indicated, in varying degrees, positive satisfaction with COMEP results as follows:

- Fairly satisfied (20%)
- Generally satisfied (60%)
- Highly satisfied (20%)

Also, all of them found COMEP to compare favourably with similar programmes they have been exposed to or are familiar with. The proportions:

- Favourable (20%)
- Generally favourable (50%)
- Highly favourable (30%)

As to whether COMEP has actually met their expectations, the following reactions were registered:

- 60% found that COMEP has met their expectations.
- 20% indicated that it has gone beyond their expectations.
- 20% complained that it has fallen short of their career expectations.

It may be noted that of the 20% (2 respondents) whose expectations were not quite met, one does not, as yet, hold a middle management position; it is questionable whether or not he is professionally qualified for this advanced level, although he is reported to be making steady progress. The other respondent may be over-qualified for COMEP, or at least for the level of participants presently accepted into Advanced Management. Where most participants are dependent on lectures directly related to textbooks, she has

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expressed dissatisfaction with this method and would rather have lecturers discuss matters related to the subject at hand and on a broader basis but not simply explaining, or parroting the text. (For more information, please see "Structured Personal Interview with COMEP Participants "Advanced Management' S'84 Group of Spring 1984-1985").

Does this result necessarily indicate a positive impact for COMEP? Again, on balance, the picture seems a bit hazy as no less than 70% of the participants cited "organisational policies" as a possible barrier for putting COMEP-acquired knowledge to practical use and attaining their career objectives. In comparison, only 20% referred to educational barriers. Interestingly enough, a majority of respondents, 60%, again criticised COMEP for giving them cognitive skills, and helping them assess the skills of others: colleagues, subordinates and superiors but not their own. As a result, COMEP has now taken a turn towards emphasizing managerial self-assessment skills. The issue assumed obvious importance following this evaluation as 80% of the participants indicated priority interest in self-development skills whereas 60% in being better equipped to handle new and more challenging responsibilities and 40% expected promotion.

Partly as an effort to rectify the self-development gap, a short 3-day seminar was organised in June 1986 to a group of 22 executives to deal with executive self-development. The response to such simple techniques as managerial learning curves, job expectations curve, performance curve and development curve, was very encouraging. Particularly well received were career planning games in which participants immersed themselves very enthusiastically. At the end of the seminar, the formal evaluation of participants was overwhelmingly positive and invariably they all demanded a series of future seminars along the same lines. Apparently what appealed most to them was the availability of a generic learning process whose contents were for them to come up with using their own career plan.

Returning back to COMEP evaluation, respondents among this group generally registered a favourable response to COMEP and indicated that their managerial skills have improved as a result of the programme. They were also generally clear in suggesting that they felt they have been provided with new management methods and tools to help them carry out their present and probably future duties. Some, however, had anxieties about their success in transferring knowledge and skills acquired through COMEP to their jobs. This was no

negative reflection, they pointed out, on COMEP which they were asked to identify as "least appealing," and most selected general management subjects as "most appealing".

FALL 1984-85 PARTICIPANTS

Moving to the Advanced Management, Fall 1984-85 group, the above picture tends to be generally reinforced. The number involved was 15 senior managers with the following distribution of positions:

- Production Management

- Personnel Management

- Staff Development

- Information and Public Relations

- Operations Management

- General Administration

A "random" list of tasks performed by the group would include the following:

- Supplies and Maintenance

- Training

- Liaison

- Industrial

- Monitoring

- Bahrainization

- Supervision

- Forecasting and Planning

- Survey and Research

- Support Services

- Media Production

- Office Management

- Customer Services

- Recruitment

- Coordination

- Assessment

- Budgeting

- Quality Control

- Report Writing

All participants are looking forward to career mobility. For short-term objectives, time spans vary from "any time" to 2 or 3 years. Long-term goals cover 5 to 10 years. Change is occasionally dependent on expansion and opportunities. In some cases, companies are satisfied with the participants' work and do not favour moves. In other situations, titles will remain unchanged but responsibilities will increase. Limited and unlimited opportunities are causing three individuals to seriously consider leaving their present organisations. The cases respectively involve the following reasons:

a   Opportunities are not available.

b   One position is sought and if not obtained the individual will start his own business.

c   Opportunities are available but participant wants to move around to get an overview before settling down; he may eventually decide to open his own business.

With the exception of one who only has primary education, all other participants have completed secondary school and 4 hold B.Sc degrees in Engineering. Most of them have earned overseas diplomas in a wide range of management and technical subjects. With the exception of one who has not participated in company or individual training progammes*, all participants have at some point participated in in-house and/or outside training programmes. Short-term programmes (1-6 weeks) in Bahrain, Jordan and United Kingdom were in the areas of:

- Public Relations
- Management - Introduction
- Management - Supervisory Development

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*   This participant has a M.Sc degree.

- Management - Construction

- Correspondence - Writing Skills

- Data Processing

- Accounts - Budget

- Information Systems

Medium-term programmes (2-9 months) in Bahrain, India and the the United Kingdom were not as numerous and were in the fields of:

- Supervision - Stores

- Management - Managers

- Management - Development

- Management - Introduction

- Public Relations - Press/Job Relations

- Personnel - Manpower Development

- Engineering - Traffic

Long-term programmes varied in length from 1-2 years or were made up of a series of courses over a 5 or 6 year period. Primarily in Bahrain and the United Kingdom, programmes were in the fields of -

- Management - Business

- Management - Leadership

- Management - Objectives

- Management - Finance

- Management - Supervision

- Management - Administration

- Management - Training

- Engineering - Industrial

Members of this group were more articulate in addressing the question of COMEP-acquired job-related skills. Although many participants listed courses directly related to COMEP, in general they appear to have a firm grip on their job-related abilities. Skills fell into the following categories:

- Communications   1 English Language

                            2 Report Writing

- Accounts   1 Managerial Accounting

                            2 Finance

                            3 Budgeting

- Other   1 Human Relations

                            2 Marketing (including Customer Relations)

                            3 Management

                            4 Personnel

                            5 Economics

                            6 Insurance Skills

                            7 Research

                            8 Training

Members of this group were clearly motivated in seeking higher educational qualifications and professional enhancement. However, about half of them identified organistional policy as a barrier to their career development. Some complained that top management was just lacking in confidence and failed to adapt to changes that were perceived as a potential threat to its authority.

All members of the group except 2 expressed satisfaction with COMEP, and similar to their colleagues in the first group stressed the need for including more self-development skills in the programme. As for COMEP-related expectations, around 50% linked it to promotion aspirations and career plans, whereas 40% indicated professional self-satisfaction as their priority.

FALL 1985-86 PARTICIPANTS

Total number of participants in this group was 17, 50% of whom were graduates of the Middle Management COMEP level.

Their job distribution was as follow:

· Public Relations

- Administration

- Operations

- Marketing

- Personnel

- Accounts

- Customer Relations

- Data Processing

Career Objectives

Most of the participants look forward to promotion. With the exception of one private sector participant who hopes to move across lines, the other 10 private sector participants look forward to promotion and were able to identify targeted slots. Time ranged from "not sure" to 10 years to "until we are number one in Bahrain and one of the biggest in the GCC." In Contrast, government sector participants tended to be evasive. Of the 4, 3 hoped for promotion, but only one was able to identify a targeted slot which presently is occupied by an expatriate.

The majority perceive COMEP as helping them achieve their career objectives. Specifically, COMEP is helping them develop specialized skills, in particular management, and is exposing them to a broad spectrum of management-related target areas.

Organisation Recognition of COMEP

In sharp contrast to the results of the Graduate/Immediate Supervisor study (Spring 1985-86) emphasizing the existence of company support of COMEP participants, this group appears negative. One-third expect no recognition from their organisation as a result of successful completion of COMEP. Half said they had joined COMEP with self-development/improvement in mind. 50% saw COMEP as a means towards promotion in the future.

As to COMEP relevance, once again Personnel and Human Resource Development is perceived as the most relevant course taken thus far, and is followed by Advance Management Systems. One-third found all the courses to be relevant to career objectives.

When asked to identify COMEP-acquired job-related skills, participants were able to identify 70 skills falling into the following areas:

- Budget and Finance
- Management
- Communications
- Personnel
- Inter-Personal Relations

- Problem-Solving

50% of the participants identified Budgeting in particular. 69% said that they are presently applying all the skills which they had individually identified.

One aspect of COMEP criticized by this group was the screening process which is part of admission. They recommended more strict screening based on management position.

MIDDLE MANAGEMENT GROUPS

In a manner similar to that followed with Advanced Management participants, two Middle Management groups were surveyed through a questionnaire and an interview.

The Spring 1983-84 group included 22 participants with management positions distributed as follows:
- Accounts
- Personnel
- Data Processing
- Marketing
- Operations
- General Services

A majority among them have clear career objectives and a strong drive for upward career mobility within their respective organisations within a time frame ranging from the immediate to a 10-year period. They seem, by and large, bent on taking control of their career future and see COMEP as a convenient vehicle towards that end. As to the educational backgrounds of participants, they all have secondary or post-secondary credentials. Most of them have at some point participated in in-house and/or outside training programmes mainly in the field of management development as well as other miscellaneous areas. They were generally short-term (2 days to 4 weeks) in duration. Training took place primarily in Bahrain, but also in Saudi Arabia, Tunisia, Egypt and the United Kingdom.

Short-term training programmes were in Management, Administration, Personnel, Communications, and Training.

Medium-term (11 weeks to 9 months) training programmes were in data processing and English language, while long-term (1 to 3 years) training programmes were in English language again and airline support services.

With regard to career barriers, participants identified organisational policy and educational background as the

main barriers to attaining career objectives. Dependence on formal education or advancement is reflected in participants' difficulty to identify and/or assess job-related skills they may have. They were able to list coordination, planning, communication, leadership, management, report writing and training as primary skills which they possess.

Returning Graduates

Among the Middle Management Spring 1983-84 graduates, eight returned to COMEP in Fall 1985-86 to pursue studies at the Advanced Management level and two returned in Spring 1985-86. Thus, 50% of the Middle Management graduates are still with COMEP at a higher level.

Performance

A full 85% of this group take COMEP very seriously and indicate a high level of support for the programme. Like their Advanced Management colleagues, they point out clearly in the direction of greater emphasis on self-development. Generally, participants were pleased with COMEP as indicated by the high number of those who returned to the Advanced Management level. They found the programme to be work-related, useful, and a means to further pursue educational goals for those not able to study on a full-time basis.

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The Fall 1984-85 Middle Management group included 12
members with the following distribution of positions:

- Information and Public Relations
- General Services
- Operations
- Accounts
- Personnel

Educational background included secondary and
post-secondary diplomas. They have all had prior
management training experience in Bahrain and abroad.

Career Objectives of Participants

The participants are motivated, in pursuit of higher
professional standards and looking forward to upward
professional mobility. The majority seek to attain
middle management positions and senior management
positions as well as improved working conditions.

Barriers to Professional Development

Participants identified organisational policy and
educational background as the main barriers to
attaining their objectives. The group overwhelmingly
registered a high level of satisfaction with COMEP and
a strong desire to implement most of what they have
learned.

The Fall 1985-86 Middle Management group totalled 17 members who again indicated a high level of satisfaction with COMEP. Their group, however, seems a bit poorer than the first two. The positions they hold are generally lower and in a reflection on screening procedures, one has to wonder whether many among them would not have done better at the Basic Supervision level.

THE TWO-TIER GRADUATE/IMMEDIATE SUPERVISOR COMEP IMPACT EVALUATION QUESTIONNAIRE - SPRING 1986 (Refer to Appendix G).

June 1985 witnessed the graduation of the first group of COMEP participants who joined the programme in Spring 1983-84. At the end of the following Fall 1985-86, the second group who joined COMEP in Fall 1984-85 followed. Since June 1985 and February 1986, both groups have had the opportunity to try their COMEP "wings" and put their COMEP-acquired knowledge and skills to test within their respective organisations.

In May 1986 it was decided that the time was ripe for involving these graduates from the Middle Management and Advanced Management levels, and their supervisors in a two-tier questionnaire (see Appendix G) aimed at evaluating their COMEP experience.

The major participants in the questionnaire were:

1. Middle Management (MM) and Advanced Management (AM) graduates representing the groups of Spring 1983-84 and Fall 1984-85.
2. The Immediate Supervisors of these same groups.

The participant questionnaire (Tier-1) looks specifically at the following variables:

ι. COMEP curriculum design, planning and implementation (Questions 1, 19).
ϧ. Job transferrability of COMEP -acquired skills (Questions 3, 12, 13 and 20)
ϟ. Relevance of COMEP materials to the Bahrian experience (Questions 9, 16 and 17).
). Success of COMEP as a vehicle towards development of professional managers (Questions 4, 5, 6, 7, 8, 10 and 11).
ϟ. Client organisation support of COMEP (Questions 14, 15 and 18).

Tier-2, the immediate supervisor questionnaire covers the following variables:

\. Organisation commitment to management development (Questions 2, 3, 4, 5 and 19).

B. COMEP objectives (Questions 1, 6, 7 and 20).

C. Impact of COMEP on participant performace (Questions 8, 10, 11, 12, 13,   17 and 18).

D. Transferrability of COMEP acquired skills to the job context (Questions 9 and 15).

E. Comparison between COMEP and similar management development programmes (Questions 14 and 16).

In order to ensure that questions were properly understood and to increase the chances for a higher response rate, questionnaires were hand-delivered to graduates and their supervisors. Filling in the questionnaire often came close to the interview format.

FEEDBACK GENERATED THROUGH THE TIER-1 COMEP
GRADUATES QUESTIONNAIRE (Refer to Appendix G).

The responding group totalled 44 Middle Management and Advanced Management graduates, amounting to 80% of the total population.

COMEP Curriculum Design, Planning and Implementation
(Questions 1, 19). Graduates generally thought that COMEP was a well-planned programme based on the job requirements of Bahraini organisations (66% agreed, and 16% strongly agreed (Question 1). However, 14% thought that COMEP was poorly organised and loosely administered (Question 19).

Job transferrability of COMEP-acquired Skills (Questions 3, 12, 13 & 20).

While a minority felt that management knowledge was impossible to be taught in a classroom, more than two-thirds were of the opinion that it could be (Question 20). In support of this position, 80% indicated an appreciable improvement in their job performance (Question 12). A full 77% of the graduates surveyed perceived COMEP as a channel facilitating the transfer of knowledge from the classroom to the job context (Question 13); while 86% actually indicated success in transferring COMEP-acquired knowledge and skills to their job and experienced improved job performance (Question 3). This is a very significant indication for it suggests that against serious odds, mostly organisational barriers, a substantial transfer occurs and put their COMEP knowledge to good practical use. However, how much COMEP knowledge was actually transferred in each case is bound to differ. An interesting related observation is that graduates seem far more optimistic about COMEP than participants who are still in the system . As suggested earlier may be the benefit of distancing themselves from COMEP and reflecting retrospectively on the experience was a positive influence.

Relevance of COMEP material to Bahrain (Questions 9, 16 and 17). A majority of graduates (61%) indicated that materials covered in COMEP were relevant to Bahrain while 20% disagreed (Question 9). Even more significantly, 57% perceived leadership concepts covered in COMEP as being "culture-adapted" to the Bahraini environment (Question 16), and 61% also agreed that motivation concepts as well were "culture-adapted" (Question 17). These last responses are also of special significance due to the central role assigned to concepts of leadership and professionalism in this research. The fact that COMEP is perceived to have succeeded in transferring these concepts from their origins in Western management literature and adjusted them to the markedly different Bahrain mangement environment is quite significant.

SUCCESS OF COMEP AS A VEHICLE FOR THE DEVELOPMENT OF PROFESSIONAL MANAGERS

Questions, 4, 5, 6, 7, 8, 10 and 11 deal specifically with the idea of the COMEP-trained and targeted career manager who must function within the constraints of the Bahrain environment. 73% agreed (53% "agreed" and 20% strongly agreed") that with the aid of COMEP they were on their way to becoming career managers (Question 4); and another 73% were aware of being more effective leaders within their organisations by the end of the

programme (Question 8). More importantly, COMEP has helped participants (91%) function more effectively within the constraints of the enviroment, and simultaneously improved the image of the Bahraini manager, 82% (Questions 10 and 11 respectively). 91% agreed (i.e. 55% "agreed" and 36% "strongly agreed") that COMEP had relayd to participants the importance of "managerial leadership" (Question 7). As a result, 91% felt better able to motivate their subordinates (Question 6), and 73% felt better motivated themselves (Question 5).

Again, these observations hold special relevance as they touch on another key concept central to this research, namely managerial professionalism. The evidence seems to be in favour of COMEP as a medium for creating and reinforcing norms of managerial professionalism in Bahrain.

Client Organisation Support for COMEP (Question 14, 15 and 18). Organisation support appears to be somewhat controversial. While 66% stated that their organisations were committed to "management development as a vehicle for Bahrainisation" (Question 15), and an equal number received strong support from their organisations during their COMEP experience (Question 18), 54% felt frustrated when organisational barriers

prevented them from applying COMEP-acquired knowledge and skills to their jobs (Question 14).

FEEDBACK GENERATED THROUGH TIER-2:
IMMEDIATE SUPERVISOR QUESTIONNAIRE
(Refer to Appendix G)

The responding group totalled 33 representing 75% of the total population.

Organisational commitment to Management Development (Question 2, 3, 4, 5 and 19). 85% of the respondents felt that their organisations emphasized managerial professionalism (Question 2). However, while 76% saw management development for young Bahrainis as a top organisation priority (Question 19), 70% stated that earlier management development was integrated into manpower planning (Question 3); 58% thought management development needs were assessed formally and accurately (Question 4); and only 61% of the respondents actually played a decisive role in enrolling his/her trainee in COMEP (Question 5)

COMEP OBJECTIVES
(Questions 1, 6, 7 and 20).

Supervisors often appeared uncertain of their ability to assess COMEP in terms of the achievement of its objectives. About 73% felt they needed more information about COMEP (Question 1) while 45% were not sure if COMEP had fallen short of meeting its declared

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objectives (Question 20), and 52% were not sure if COMEP emphasized "leadership styles compatible with the Bahrain envirnoment" (Question 7). This wavering on the part of immediate supervisors has de facto negative implications for COMEP. In all probability, the reason behind most of the respondents to this question claiming lack of accurate information on COMEP is failure to develop proper organisational linkages, and particularly not being able to activate the preceptor idea. Another probable reason is that most of the effort to introduce COMEP to organisations in Bahrain centered around Chief Executive Officers and ieneral Managers who were not represented in the 'mmediate supervisor questionnaire, as none of the raduates reported directly to a Chief Executive ifficer.

mpact of COMEP on Participant Performance (Questions , 10, 11, 12, 13, 17 and 18). COMEP was considered to ave had an appreciable impact on graduates by 61%,of he immediate supervisors, while another 58% noticed an mproved professional self-image on the part of ubordinates, and 50% thought that these subordinates ere now better able of motivating others as a result f COMEP was, by and large, seen as having remained ealistic in its goals without a "corruptive" influence

on participants through creating expectations that could not be met. Finally, 45%of the immediate supervisors saw an improvement in leadership styles among COMEP graduates.

There can be little doubt that this feedback reflects rather favourably on COMEP. With a majority of immediate supervisors acknowledging its "appreciable" impact on graduates, particularly towards their professional self-image, the programme clearly seems to be at least partly on target. This observation is further reinforced when COMEP's positive influence on graduates by making them at once better motivators and better motivated is taken into account. COMEP's effect on enhancing the leadership style of graduates should be viewed in the same light. All in all, COMEP clearly reflects, but perhaps not fully the importance of the key concepts of leadership, motivation and managerial professionalism already established as instrumental to management development in Bahrain and strategic for any continuing management education programme.

. Transferrability of COMEP-acquired Skills (Questions 9 and 15). Perhaps in a manner not markedly different from the pattern described above, responding supervisors showed same uncertainty as to significant COMEP details. However, 73% thought COMEP was

effective in transferring knowledge to the job, but 30%
saw these skills as being "often not job relevant" as
opposed to 48% who saw the relevance.

COMPARISON OF COMEP TO OTHER TRAINING PROGRAMMES
(Questions 14 and 16).

Among the supervisors covered, 52% were not able to
assess COMEP vis-a-vis similar overseas programmes, and
48% were unable to assess COMEP vis-a-vis other local
programmes. This is an obvious reflection on the
awareness level of the group; a fact not altogether
unusual in view of the novelty of management
development in Bahrain and the relatively thin
experience of most of the supervisors.

Graduates were more sure of their responses than their
supervisors who admitted to limited knowledge of
.COMEP. And while supervisors perceived a transfer of
skills from the calssroom to the job, their responses
reflected a degree of uncertainty in comparison with
those of the graduates.

The majority of the respondents, participants and
supervisors alike, perceived their organisations as
being committed to management development and
Bahrainisation. However, participants felt blocked by
organisations unwilling to allow them to freely apply

and practise newly acquired COMEP skills. Is this resistance indicative of companies' uncertainty of COMEP course relevance (as indicated by supervisors)? Or have the graduates broken certain "sound barriers, as it were?

The gist of both evaluations respectively covering advanced management and middle management participants as well as graduates and supervisors, is that COMEP has to be considered on balance fairly effective. A majority of all 4 populations seems to believe that COMEP objectives are reasonably well targeted, its programmes acceptably relevant to the needs of Bahrain, its management development effect significant enough to warrant recognition, its ability to transfer participants into better managers appreciable and its transfer mechanisms essentially sound.

Moreover, it seems equally evident that COMEP contents are essentially effective particularly in so far as the 3 concepts of leadership, motivation and managerial professionalism are concerned. Participants, graduates and supervisors leave little doubt that through COMEP, managers emerge more aware of the significance of leadership styles to management, better couched in leadership practices compatible with the culture, and ultimately more capable of leading others. A parallel

development is equally noticeable with regard to motivation where managers show signs of becoming better motivated and more capable of motivating others. COMEP's record in the area of managerial professionalism seems no less viable. All three groups of respondents acknowledge its impact on upgrading norms of managerial professionalism in the country. This fact becomes all the more obvious if we take into account the scores of auxiliary professional activities organised under COMEP auspices.

So far this chapter has dealt with COMEP as though it was self-contained. In other words, the parameters of this evaluation focus on COMEP as a programme designed to replace an earlier less effective alternative, namely the 10,000 programme. It falls short of viewing COMEP in the context of the broader strategy of management development through continuing management education developed in chapter five.

EVALUATING AGAINST STRATEGY

The foregoing analysis was intended as a questionnaire-based evaluation of COMEP as perceived by participants, their superiors, graduates and staff. Obviously, it cannot be said that this approach to evaluation, necessary as it may be, matches the strategy developed in the previous chapter. However, prior to undertaking an evaluation linked to the strategy, it was important to shed an evaluative light on COMEP in so far as the feedback of its broader constituency is concerned. In many ways this feedback is as critical, possibly even more critical, at least in the short-run prospects for COMEP than meeting the requirements set in the strategy. It is hoped, of course, that in the long run the two evaluative perspectives will merge within the framework of the strategy. In any event, we should not overlook the apparent overlapping of the two evaluative structures even at this stage.

It should be recalled that intensive research referred to in chapter five has established 9 key objectives for a viable management development programme relevant to Bahrain. Such objectives were:

A. Helping senior Bahraini management require

leadership capabilities consistent with the general culture yet capable of facilitating planned change within it.

B. Establishing life-long learning as a key priority for Bahraini managers as a prerequisite for developing and sustaining world-class expertise.

C. Improving performance standards among Bahraini managers and within their organisations.

D. Integrating the professional development of the manager *with other decision - making levels in the institution.*

E. Offering a multi-sectoral and multi-level programme in order for the newly acquired expertise not to be relegated to a "contained" pocket that can be easily choken by other parts of the organisation.

F. Encouraging organisations to develop a futuristic anticipatory outlook not limited to remedial steps.

G. Enhancing the credibility of local management development programmes in the eyes of key organisations and the community at large.

H. Forging close ties of cooperation between management education, development and training institutions on one hand, and the management profession on the other.

I. Integrating the professional development of the manager with the overall organisational development strategy of the institution so that the two may mutually reinforce each other.

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If COMEP achievements are to be examined against the above set of objectives a mix is bound to emerge. While it seems warranted by the evidence to suggest that COMEP has gone some way towards the satisfaction of objectives A, C, E, and G, it is far less sure whether the same can be said about the rest of the objectives listed. Feedback gathered through the various questionnaires and interviews seems to leave little doubt that such goals as cultivating values of life-long education, integrating management development into broader organisational development plans, and creating proactive corporate cultures are still far in the horizon. It may be argued, of course, that the second set of goals are either more long-term in nature or may be considered by-products of the first set and hence unlikely to occur simultaneously with them but rather to follow subsequently and further down the line.

Whether COMEP has been more successful with respect to some goals than others, or whether it is in the nature of such goals to be more difficult to attain, a more immediate test of COMEP is to see whether and to what extent it is consistent with the structure of the management development plan that was linked to the long-term goals in chapter five.

The plan, it should be recalled, comprised the following variables:

I. <u>GOALS</u>

    A. Helping Bahraini managers acquire self-assessment and self-development knowledge that would facilitate their attaining optimal leadership styles, and self-monitor their professional progress.

    B. Injecting into Bahraini managers norms and values of the international management profession.

    C. Assisting managers in integrating their own professional growth within the management dynamics of their organisation.

    D. Offering a multi-level management development programme to help attain goal C. Above.

    E. Reinforcing classroom learning with various other steps designed to reinforce the professional identity of managers.

    F. Creating workable avenues for the transfer of management knowledge to the job context.

Viewed against the above set of goals, COMEP receives mixed ratings. While it seems to have failed so far in fully satisfying the self-development needs of managers, its record seems more positive with respect

to integrating individual and managerial development
and even more encouraging when it comes to transfer
avenues.

II. <u>VALUES</u>

Major values of the "optimal" management
development plan as developed in chapter three were:

A. Life-long management education.

B. Management as a profession.

C. Cultural authenticity.

D. Anticipatory approach to change.

While COMEP seeks to inculcate in participants
awareness of the crucial significance of career-long,
indeed life-long learning, its success is in bringing
about the required attitudinal change. For one thing,
COMEP has yet to create a mechanism for reinforcing
this key message and link its acceptance to some
tangible rewards expected and valued in Bahrain.
Merely restating this objective to participant managers
whenever the occasion presents itself is not enough.
It is highly questionalbe whether as a result, a
majority of participants have derived the appropriate
lessons or made the necessary adjustments in their work
habits or life style.

With respect to the professional status of management, it has to be said that under the auspices of COMEP, two major seminars were held in May and December 1986 respectively, to address the transitional nature and future prospects of the Bahrain management profession. The two seminars were heavily attended by chief executive officers, senior managers and COMEP participants. However, it is quite evident to any keen observer of the Bahrain management scene that we have indeed a long way to go before the desired change in the professional status of management starts to take shape. COMEP falls short of what is stipulated in the strategy (item B under values). The credit that COMEP can claim so far is its being the first programme ever in Bahrain to have raised the demand for professional recognition of management. Whether or not this goal will be achieved, however, is an open question for the future.

Cultural authenticity is another dimension of the strategy where COMEP might have future potential but cannot claim much of a record as of now. Besides the fact that it is still undergoing its formative stages, COMEP was bound, during its original phase, to emphasize basic management concepts and skills to ensure a bottom line of familiarity with the core of expertise necessary for management before it can raise

more advanced questions touching on transfer and authenticity. An attempt is currently under way to develop local materials for various training programmes but again this is a far cry from cultural authenticity in the sense implied in the strategy. For cultural authenticity to become an integral part of COMEP, a radically new approach is needed where an indigenous management culture is allowed to grow unhampered and a vastly ambitious research programme is undertaken in that direction.

As for the anticipatory approach to change, COMEP has been reasonalby successful even at this early stage in making it an integral aspect of what it stands for. Through the various research activities it undertakes and the seminars it holds, it seeks to identify future trends, and pinpoint future problems relevant to the practice of management in Bahrain. Without being unduly critical of COMEP, however, it should be accepted that COMEP's major strength so far has been more remedial than anticipatory, perhaps as a necessary first step given the odds against which it started.

III. TARGET GROUPS

COMEP seems to be very much in line with the parameters established in chapter five with respect to identifying

its target groups.

It is multi-purposive, multi-sectoral and multi-level;
all key criteria considered essential for any such
programme in Bahrain. In fact COMEP breakdown into
clerical, basic supervision, middle management,
advanced management and executive management; coincides
remarkably well with the format established earlier as
a necessary framework for a multi-level management
development plan in Bahrain. As such, COMEP certainly
seems to have the "right" anatomy; a characteristic
that is by all means necessary but hardly insufficient.

That the anatomy of COMEP is in line with the strategy
is a fact attested to and well received by the COMEP
constituency. Feedback from managers seems highly
supportive of COMEP in so far as it is multi-purposive,
multi-sectoral and multi-level. They strongly
emphasize that being the only programmme of its kind in
Bahrain it has no choice but to provide a broad-based
management development scheme as widely representative
as possible.

Some managers, particularly immediate supervisors of
COMEP participants wonder, however, if materials
(subject matter areas) covered at each level are always
on target. Content analysis conducted in-house at Gulf

Polytechnic in response to this feedback substantiated the criticism and led to introducing some of the necessary correctives.

IV. PROGRAMME(S)

A management development programme for Bahrain, it was established in chapter five, should be evaluated subject to the following criteria:

A.   Strong links to the broader strategy.

B.   Comprehensiveness.

C.   Integration and flexibility.

D.   International credibility and local relevance.

E.   Conceptual soundness and operational viability.

F.   Provision for regular evaluation.

G.   Challenge

Although COMEP was originally conceived prior to formulating a clear management development strategy, managers with whom the strategy was discussed, as well as COMEP participants and staff who participated in the in-house departmental evaluation, agreed that COMEP is within the frame-work of the strategy and clearly linked to it.

On grounds of comprehensiveness, however, the same evaluation process yielded a mixed verdict. There was

general agreement that COMEP has the potential to be comprehensive but so far its actual record falls short of the goal. For one thing, its highest level, the executive, has not been activated until Fall 1986 and even at the other levels there are specific organisational requirement that COMEP is not yet equipped to meet.

An almost identical reaction was obtained when the in-house evaluation of COMEP against the strategy which also involved managers and organisational representatives, addressed the question of integration and flexibility. COMEP received high marks on vertical integration of its levels as well as on integrating the various components of the learning process from the seminar site to the job context. As far as flexibility is concerned, however, there was some appreciation for COMEP's provision of multiple entry routes. Routing COMEP graduates to the academic programme, however, was generally considered problematic.

COMEP's "international credibility and local relevance" was also put to test as part of the in-house evaluation against strategy. Again, the general feeling was that the potential is there but much is yet to be done before COMEP gains the desired level of international visibility. However, as most of those who participated

in the evaluation have had prior international management development experience, their judgment was that COMEP compares very favourably with other programmes they have experienced abroad.

Feelings were very strongly expressed to assert COMEP's relevance to local management developmet needs as jointly assessed by Gulf Polytechnic and participant organisations.

Assessing COMEP's "conceptual soundness and operational viability" also occupied a major part of the in-house evaluation against the strategy. Evidence was mixed and, at times, confused. A major bone of contention was whether emphasis should be on the acquisition of management knowledge or whether greater emphasis should be placed on management skills. Some felt that more thought should have gone into this issue by COMEP planners. The strategy, they argued, will undoubtedly entail a level of clarity on this issue not obviously clear in COMEP.

Compared against the strategy on grounds of content, it is clear that COMEP's present curriculum does not emphasize the concepts of leadership, motivation and managerial professionalism to a degree commensurate with the research findings of this thesis. As

suggested earlier, COMEP, of course, addresses all three aspects albeit implicitly and often indirectly. The discrepancy has to be explained by the fact that COMEP came prior to the strategy and at a time before the concepts have fully crystalised. It can be expected now in the light of new evidence that COMEP will undergo partial restructuring to reflect the full measure of importance that leadership, motivation and managerial professionalism seem to hold in Bahrain.

All those who participated in the in-house review thought highly of COMEP's provision for regular evaluation in line with what is stipulated in the strategy. Actually, this is the first programme in Bahrain where evaluation is built on an ongoing basis.

V. <u>DELIVERY METHODS</u>

COMEP seems to have earned some well-founded criticism from participants and their organisations with respect to delivery methods. So far it seems to have been closer to the traditional lecture method and not to have ventured enough into more flexible delivery styles. Also its scheduling arrangements seem to have been the source of some dissatisfaction.

While some of those who contributed to the in-house evaluation of COMEP against the strategy thought it

justified, a majority insisted on the need to diversify
delivery methods to include greater emphasis on
non-traditional styles such as case studies, management
games, role playing, etc. COMEP seems to fall short of
the strategy in so far as its delivery methods are
concerned.

VI. CRITERIA OF ASSESSMENT

COMEP seems to pose no particular problems at this
level. It submits rather neatly to such established
criteria as impact on managerial performace, image,
attrition   rate,   professionalism   and
cost-effectiveness. Of course, not all of these
criteria can be applied with equal reliability at this
still relatively early stage of COMEP, is an important
observation.

It was strongly felt almost unanimously by participants
in   the   in-house   evaluation   that   it   is   perhaps
premature   to   evaluate   COMEP   formally   against   the
strategy due to its newness. However, such evaluation,
they insisted, should be carried out within two years.

VII. RESOURCES

So far, COMEP seems to have enjoyed an acceptable
resource base mostly thanks to the commitment of Gulf
Polytechnic and support of the Civil Service Bureau and

Ministry of Labour. The latter, however, will have to start passing on a larger share of the burden to various organisations due to the budgetary cuts it is facing. The way this will reflect on COMEP remains to be seen. Again, in line with the strategy, it was felt that COMEP's resource base should be constantly replenished. However, COMEP, perhaps, has not done enough in that direction.

VIII. TIME FRAME

Again, COMEP seems to be on the right track in structuring its cycle around the 18 months period required for the diploma. This seems to be long-enough to make a lasting impact on participants yet short enough for COMEP to be perceived as producing results within a relatively short period.

IX. PROFESSIONAL LINKAGES

COMEP has undoubtedly faced some problems in this area. Despite the strong efforts made in linkages with sponsor organisations, candidate screening and selection, as well as the preceptor formula, the record leaves something to be desired. Efforts are under way now to rectify the situation and bring it closer to what is required in the management development strategy.

X. SKILL TRANSFER, MONITORING AND EVALUATION

Here too, COMEP will have to be recognised as presenting a mixed record. The skill-transfer aspect is partly satisfied although there seems to be a general feeling that more needs to be done. The monitoring and evaluation aspect of COMEP is undoubtedly one of its most developed facets. A structure seems to have been successfully put in place and poised for gaining more momentum.

In Conclusion, it is important to point out that the foregoing evaluation of COMEP is more of a trend identification than a final picture. The programme is still taking shape and will undoubtedly undergo a number of modifications in the light of feedback constantly generated, and the desire to conform to the strategy. The importance of this preliminary evaluation, however, is that it increases the chances of implementing major findings before the programme "hardens" and loses some of the flexibility associated with early stages of growth.

It should come as no surprise that COMEP appears in a more positive light when evaluated by participants, graduates and supervisors than when assessed against the strict criteria of the integrated strategy developed in chapter five. One reason is due to the

fact that the strategy itself is only a blueprint at this stage, and it might have to undergo changes when put to the test of implementation. The other reason, of course, has been already pointed out, namely COMEP's novelty and the fact that it is still taking shape now.

In many ways this evaluation exercise points out in two significant directions. First, COMEP, in its present form, is not at loggerheads with the strategy, and is essentially compatible with its requirements after having already started to meet the key challenges raised by it. Secondly, COMEP's survival chances seem to hinge on its ability for self-renewal through regular access to sources of management knowledge outside Bahrain. The nature, direction and constraints of this access is the theme of our next chapter.

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CHAPTER SEVEN

THE COMEP KNOWLEDGE BASE:

TRANSFERABILITY AND ADAPTATION

C H A P T E R   S E V E N

INTRODUCTION

In the previous analysis an attempt has been made to chart out a strategy for continuing management education in Bahrain and use it as a yardstick for evaluating efforts already made in that direction. The resulting assessment clearly points out in the direction of having to undertake specific developmental and remedial steps to ensure that management development will be kept on track.

It should be obvious that ever since their inception, management development programmes in Bahrain have consciously or unconsciously reflected assumptions drawing on a knowledge base that have originated elsewhere. Part of the problem, of course, is that such assumptions and knowledge base were often transferred uncritically to Bahrain without due regard to their compatibility with local conditions. It may even be argued that some of the key assumptions and objectives behind such programmes were left unarticulated and rather naively presumed to hold universal and cross-cultural relevance.

The purpose of this chapter is to address the key assumptions as well as knowledge base on which Bahrain

management development programmes were built. Special
reference will be made to theories of leadership,
motivation and managerial professionalism to maintain
consistency with the approach developed earlier and
also because these three constructs represent major
issues bearing on the transferability of managerial
know-how to Bahrain.

MAJOR ASSUMPTIONS

In varying degrees, of course, management development
efforts in Bahrain seem to have heretofore assumed an
environment that was either relatively stable or
changing in predictable ways. The future was
essentially treated as an extension of the present and
very little input has gone into mapping of futuristic
scenarios. This fact is particularly true in the case
of assuming that the dynamism and boom of the 1970s
will continue. As a result, very little was done by
way of treating management development as an investment
in human capital and attempting to achieve maximum
feasible return on it. Management development was
treated more as a luxury than a dire need and
subsequently next to no effort went into a careful
screening of the management knowledge base to evolve
criteria for selecting what was relevant to Bahrain.
The result was an essentially random attitude towards
management knowledge incorporated into professional

development programmes. The Bahrain environment seemed accommodating and so supportive that there simply was no pressure in the direction of screening whatever was transferred.

An equally important assumption that seems to have influenced management development efforts in Bahrain was that management development programmes, however conceived, were bound to be useful. Assuming random relevance as a self-evident truth has naturally led to little or no interest in programme evaluation techniques. Successive batches of management trainees were subjected to a variety of 'hit and run' programmes to be returned back to their jobs or promoted to higher ones with no apparent interest in assessing the impact of any of these programmes. At times, it almost seemed as if management development was a 'ritual' to go through rather than a professional learning experience that should be carefully designed, administered and evaluated.

No less serious an assumption was the generally relaxed attitude towards the credentials of individuals, groups and outfits that were marketing management development programmes. At the height of the economic boom of the 1970s when institutions were still in the early stages of their life cycle, with loose management infrastructures and underdeveloped management systems,

organisations unwittingly bought into poorly designed and hastily offered management development programmes lacking in substance and incapable of having a lasting effect. It was not easy to single out such programmes in the absence of systematic program evaluation.

As a result of the climate reflected in the three assumptions listed above it became convenient for some organisations in Bahrain to treat management development as a dimension of public relations and establish their records in terms of such criteria as training projects, number of seminars offered, number of trainees covered, etc. etc. The fact that such criteria do not necessarily offer a realistic insight into programme effectiveness, relevance, and long-term viability often escaped unnoticed. This is, undoutedly, partly due to the lack of clear management development objectives, a fact in turn resulting from the near total absence of corporate strategic planning.

The fact that such and similar assumptions dominated the Bahrain management development scene almost totally up to the point when COMEP was introduced in 1984, and continue to dominate, albeit on a more limited scale, even today has meant, among other things, that Western management theories were introduced to Bahrain subject to the convenience of management trainers rather than any other formal criterion of relevance.

Leadership is a good case in point. Even a cursory review of materials on leadership and motivation introduced to Bahrain before COMEP reveal the predominance of the following approaches.

- Trait theory, now all but discarded in Western management literature, also appears among leadership training materials used in Bahrain before COMEP. This is true particularly in the context of the 10,000 programme and the amazing variety of "packages" introduced to the island by commercial management training outfits. This fact is partly due to the cultural appeal of this approach in Bahrain as it appears consistent with popular expectations. Even with that, however, its use turned out to be very limited mostly due to its static nature and narrow focus as a training tool.

- Another sweeping approach to leadership training that seems to have enjoyed immense popularity in Bahrain is McGregor's "theory X and Y". Without addressing pressing issues of culture-relevance and situational requirements, Bahraini managers were "over-exposed" to the "virtues" of being participative and made to link it with being modern, up-to-date and professional. Important streams of subsequent research on contingency and situationalism were largely ignored.

- Carrying along similar lines, Bahrain management development "manuals", mainly up to the time COMEP was introduced in 1984, and on a more limited scale since, go heavy on "leadership style" approaches mostly to emphasize the superiority of "participative" over "autocratic" styles. Again little if any cultural allowance is made for Bahrain to the effect of losing any sense of contextual grounding that might help to orient Bahraini managers.

- Among the more "advanced" approaches to leadership training in Bahrain introduced in the late 1970s are the behavioural "technologies". Included on the list are such titles as "organisational development", "sensitivity training", "T-Groups", "managerial grid" etc. Again, the failure to examine carefully latent value assumptions, mostly of a culture-bound nature has resulted in general failure and trainee resentment. Actually there were instances when such programmes were discontinued as they were perceived to be getting "out of hand".

The unfortunate fact in Bahrain is that no serious research has yet been conducted on predominant or required leadership patterns, or, for that matter on available "Western" alternatives.

The latter point, i.e. scanning Western leadership models is particularly important as it is bound to affect Bahraini practices given their predominance on the one hand, the country's keen interest in importing managerial know-how, and its international position on the other.

- Maslow's hierarchy of needs with special reference to leadership as a process pertaining to the upper end of the scale. No methodical attempt has been made to address the culture-bound nature of this concept and the many qualifiers conditioning its cross-cultural applicability. The fact that in Bahrain, the different stages of Maslow's scheme could easily occur simultaneously, subject to no strict pattern of suquentiality received very little attention.

Nor was the fate of motivation material any better. In general terms, such materials suffered the same limitations as leadership. However, special reference should be made to the following:

- Motivational contents of management development materials used in Bahrain, particularly in the late 1970s and early 1980s were often random selections of the same sources used for leadership. Particularly favoured was Maslow's heirarchy followed by a variety

of related concepts centering around group dynamics, participative management and especially MBO. The material was presented "generally' with no "adjustment" to Bahrain and little regard to the complexities of its cross-cultural application. This issue of cross-cultural adaptability of motivation materials is of unusual significance to Bahrain; an environment where most national employees enjoy de facto job tenure, and relatively affluent life styles. Under such conditions monetary incentives are unlikely to have an appeal that matches the West and alternative motivation styles will have to be developed.

- Also remarkable is the fact that by and large, motivational materials introduced to Bahrain did not take into account the novelty of the institutional experience in the country and the absence of a management tradition. Under such circumstances it was not unusual for some to consider their job an "entitlement" that hardly calls for exerting undue effort. The limited population base coupled with relative material abundance and a patriarchal social system did little to change this fact. It should then come as little surprise that motivational materials introduced out of context and treated as "self-evident" had very limited relevance.

- A related observation is that motivation materials incorporated into management development programmes in Bahrain were often too "psychologistic"[1] and not grounded in a firm understanding of prevailing corporate cultures.

WESTERN LEADERSHIP THEORIES

Taking a brief look at leadership literature, it will be noticed that researchers have for a long time now shifted their attention to the study of leader behaviour as an alternative to the personality approach. This shift marked the beginning of the behavioural phase of leadership research, which held that leaders may be best characterised by how they behave. For instance, studies conducted at Ohio State University and the University of Michigan during the 1960s revealed two important facets of leadership behaviour: (a) consideration to how much a leader is concerned with his or her members' well-being (employee- centredness) and (b) initiation of structure which deals with how leaders organise subordinates" work group activity, i.e. job-centredness. The major drawback of these studies was the limited attention given to situational differences that might influence leader effectiveness.[2] Thus, the results of these studies conducted in the United States have not been clear-cut. For instance, in the United States

subordinates tend to be more satisfied with a considerate leader, but a leader's effectiveness appears to vary with the situation. Similar results emerged from Likert (1961)[3] and Fleishman (1973)[4] studies. They have generally concluded that more effective leaders are supportive of their subordinates, use group methods of supervision and decision making, and set high performance goals. This essentially translated into a managerial style that is both employee and task-centred. In Blake and Mouton terminology (1964)[5], this is 9.9 style: it embodies maximal concern for both production and people. Mouton and Blake (1970)[6] report uniform agreement among managers from various cultural backgrounds (United States, South Africa, Canada, Australia and Japan) that the 9.9 style is the ideal managerial style. However, there are many problems with these theories. For instance, Bass (1981)[7] reports that much of this uniformity across countries is apparent rather than real. When describing their actual behaviour, for instance Japan and South America expressed a greater concern for production than people. (Bass also notes the possible presence of artifact on Blake and Mouton's work). Vroom (1976)[8] also raises another issue: the employee-centred/ production-centred principle is very broad. Broad leadership principles do not cover the complexities of situational differences nor

implications of these differences for leadership behaviour. The two-factor distinction that Blake and Mouton postulate is not helpful to managers who wish to choose an appropriate response for concrete situations they face daily.

The contingency or situational approach emphasizes the importance of the situation. Researchers have focussed specifically on contingency aspects that influence effective leadership. Leader characteristics, subordinate characteristics, and the nature of the situation are all culturally detrmined. Differences in these dimensions across cultures will yield different behaviours and different performance outcomes. Three well-known situational theories are Fiedler's contingency theory (1967)[9] Vroom and Yetton's normative model (1973)[10] and House and Mitchell's path-goal theory of leadership (1974).[11] Fiedler's contingency model considers the situation along with the leader's personality as a determinant of the leader's effectiveness. According to Fiedler, the model can help predict which leaders would be most effective in which situations. A central aspect of this theory is that leaders differ in a personality variable (called LPC) that indicates the extent of their social responsiveness. The LPC score measures the leaders' feelings about an individual with whom

they work least effectively. Thus leaders with low LPC scores see their least-preffered co-worker in negative terms, whereas the high LPC leaders do not impute negative attributes to those with whom they have difficulty working. Fiedler's work is not without its problems or critics.[12] First of all, evidence shows, training and experience play a role in leader effectiveness and, secondly, there is some doubt whether the LPC scale is a true measure of leadership style. Critics contend that its interpretation is speculative and inadequately supported. Moreover, conditions vary across cultures; a theory that has some applicability in one culture may be irrelevant to another. For example, Bennett (1977)[13] found that high-performing bank managers in the Philippines are low on Fiedler's LPC scale, whereas comparable managers in Hong Kong score high on it. Just as contingencies vary across cultures, so does the relationship between LPC scores and performance.

House's path-goal model (another contingency theory)[14] states that leadership behaviour is contingent on the characteristics of the subordinates and the nature of the task. The leader's goal is to reduce the impediments that hinder employees in reaching their goals. There is an obvious cultural dimension to this theory. After all, cultures are

likely to differ in terms of subordinates' and leaders' personal characteristics, thus implying that different managerial styles will be appropriate in dealing with them. However, research conducted to test it has yielded mixed results. Three criticisms suggested by some studies are: First of all the path-goal theory is extremely complex which has made its practical application particularly difficult. Secondly, the complexity of path-goal theory has made measuring the relevant variables contained in the theory especially difficult and, thirdly, although many possible predictions are suggested by path-goal theory, not all have been thoroughly researched. Empirical research has largely concentrated on predictions associated with directive and supportive leader behaviour.[15]

The path-goal theory is not explicitly normative, but, because the optimal style depends on the nature of the contingency, it does have normative implications. Vroom and Yettons' model (1973),[16] on the other hand, is prescriptive and is based on the assumption that no single leadership style is applicable to all situations. This model's focus is the degree of subordinate participation that is appropriate in the given situation. Vroom and Yetton have developed a series of problem attributes that together determine the appropriate managerial style, ranging from no

subordinate participation to group decision making. Again, this model like the others has also been criticised. First of all, researchers argue that there are decision-making methods besides the five identified by Vroom and Yetton. Secondly, normative theory considers seven problem charachteristics by posing seven separate questions. Should other characteristics be considered? What about the need for secrecy. Thirdly, recognizing the limitations of bounded rationality, it is possible that managers are not sufficiently rational to apply normative theory under the best conditions, let alone given limited time and the stresses of work. Moreover, it is questionable whether the problem attributes referred to earlier in this model are transferable to non-western cultures; however, the significant conclusion (from a comparative management point of view) is that styles ranging from highly autocratic to highly democratic can be effective in particular situations. This clearly implies that managers must fit the decision-making process to a particular situation and that a leadership style effective in one culture may be ineffective in another.

So much for the cross-cultural difficulties of leadership theories that have been developed in the United States.

The key observation, however, is that whatever filtered to Bahrain in this area was, in general, either randomly selected, outdated or ethnocentric.

WESTERN MOTIVATIONAL THEORIES

The situation in Bahrain with regards to Western motivation theories can only be described in terms identical to what was said on leadership. As such, it may be useful tc provide a brief review of Western motivation theories and practices before making some salient observations in the light of Bahrain's experience. Theories of motivation include content and process. Content theories, such as Maslows, McClelland, and Herzberg, attempt to identify specific factors that motivate people. Maslow's[17] need hierarchy theory assumes that people are motivated to satisfy the need or needs that are important at that point to their lives. Furthermore, the strength of any particular need is determined by its position in the need hierarchy and the degree to which it and all lower-level needs have been satisfied. Maslow claims that the five types of needs are instinctive; they should therefore be universal across cultures. More recently, however, other researchers have questioned the validity of this assumption of universality. Hellrizel, et al (1983)[18] points out that the theory provides less complete imformation as to why the needs

originate. Bedeian (1985)[19] points out that "although people do generally place a great deal of emphasis on satisfying their lower-level needs (e.g. hunger, thirst), research suggests that once these needs are satisfied most people do not climb Maslow's needs heirarchy in the proposed manner." Bedeian also points out "that contrary to what Maslow proposed for lower-level needs, at the highest level of the need hierarchy a reversal occurs in the satisfaction-importance relationship." Thus, for self-actualisation, increased satisfaction leads to increased rather than decreased motivation. Tannenbaum (1980)[20] discussing the potential difficulty of cross-cultural analysis, suggests that even the assumption that members of an organisation are motivated by the organistion's rewards and incentives may not apply in all cultures. Redding (1977)[21] questions the applicability of Western "ego-centred paradigms" that focus on the individual (through concepts such as achievement and self-actualisation) to a non-Western culture in which the focus is on relationships.

McClelland[22] achievement motivation theory states that people are motivated according to the strength of their desire to perform in terms of standard of excellence or their desire to succeed in competitive

situations. McClelland has provided evidence that individuals' levels of achievement motivation in a society are directly related to that society's economic growth. Though there is reasonable support for McClelland's theory, other studies have reached different conclusions. For example, Iwawaki and Lynn (1972)[23] found that English and Japanese workers had roughly the same need for achievement. The theory predicts that the two countries' economic development should be roughly equivalent, but this was not the case. Another study by Krus and Rysberg (1976)[24] found, for instance, that need for achievement motives of Czechoslovakian executives was half of those of American executives; yet contrary to the theory's prediction, the rate of economic development of these countries was not nearly as disparate. Perhaps achievement motivation takes on different forms in different cultures (Kormadt, et al, 1980)[25]. Perhaps, too, the American tendency to define achievement strictly in terms of entrepreneurial success is questionable in other countries (Maehr, 1977)[26]. Along these lines Hofstede (1980)[27] argues that many Western concepts (such as achievement) cannot even be translated into other languages, thus indicating their lack of appropriateness for use in these cultures.

Herzberg's two-factor theory, like Maslow's and McClelland's theories, primarily focuses on attempting to specify why employees value certain job-related outcomes. The first factor, motivators, includes the work itself, recognition, advancement, and responsibility. The second factor, hygiene, includes company policy and administration, technical supervision, salary, working conditions, and interpersonal relations. Motivators are also known as intrinsic factors or internal factors, and, hygiene are known as extrinsic or external factors. Bedeian[28] again points out that research has not supported Herzberg's conclusion about motivators and hygienes, and refers to three points. To begin with evidence fails to support Herzberg's contention that hygiene can prevent dissatisfaction, but cannot satisfy employees. This failure has raised questions about whether the factors leading to satisfaction and dissatisfaction are really different from each other. Secondly, it appears doubtful whether the theory applies to workers in different economic and educational categories. Thirdly, doubts have been raised about Herzberg's methodology.

As noted above, the content approach was concerned with what motivates managers to behave in a certain way. In contrast, the process approach which will be briefly

outlined below is concerned with how people are motivated.[29] It focuses on the direction or choice of behavioural patterns. The three process theories that have generated the most interest are Vroom's expectancy theory, Adams' equity theory, and Skinner's reinforcement theory.[30]

The expectancy theory popularised by Vroom holds that motivation is determined by: (a) the belief that effort will be rewarded and, (b) the value attached to specific rewards. In other words, expectancies can be separated into two types. They are Expectancy 1 - the belief that effort will lead to performance; and Expectancy 2 - the belief that performance will lead to rewards.

Lyman W Porter and Eward E Lawler have extended the principles of the basic expectancy theory model to examine the factors that influence an employee's job performance and satisfaction. They relate the distinct concepts of motivation, satisfaction, and performance in non-traditional ways. In essence, they argue that satisfaction is an effect rather than a cause of performance; i.e. performance determines rewards that, in turn, produce variations in employee satisfaction.[31] Overall, expectancy theory is generally considered to be one of the better frameworks

for understanding motivation but this theory is not without its critics. Bedeian points out that the very complexity of this theory has made its practical application and testing very difficult. Also he points out that "it is doubtful if managers actually attempt to calculate Expectancy 1, Expectancy 2, and balance estimates in making descisions."[32]

Adams Equity Theory is a theory of social comparison processes. It focuses on individuals' feelings of how fairly they were treated when compared with others. First, it assumes that individuals evaluate their social relationships just as they would evaluate the buying or selling of a home or a car. The theory views social relationships as exchange processes in which individuals make contributions or inputs and expect certain outcomes. Secondly, people do not operate in a vacuum. Instead, they compare their own situation with others to determine their relative equity position.[33]

Equity theory is intuitively appealing and has received a great deal of attention. However, it has also received some criticism such as: (a) little is known about how people decide with whom to compare themselves, (b) it is difficult to define inputs and outcomes are combined to resovle a perceived inequity

and (d) little is known about when and how combinations
of inputs and outputs change over time.

The final process theory referred to earlier is based
largely on the work of B. F. Skinner, known as
reinforcement theory. Its guiding principle is that
human behaviour is a function of its consequences. Or,
stated more formally, behaviours that result in
desirable consequences will be more likely to recur;
those that result in undesirable consequences will be
less likely to recur. The reasoning involves three
components:

(a) Stimulus - an event that leads to a response.
(b) Response - a behaviour pattern that follows
     stimulus.
(c) Reinforcement - a consequence of a response.

According to this theory, behaviour modification holds
that current behaviour is solely determined by a
person's past history of reinforcement. Thus,
according to behaviour modification, if a particular
stimulus-response pair is followed by a desirable
consequence, it will be more likely that stimulus
involved will prompt the same response in the future.
Conversely, if the consequence is undesirable, the
response will be less likely to recur. In fact,

according to this theory , the consequences of a person's behaviour are made dependent upon his or her response to a stimulus.[34] Bediean refers to the reinforcement theory as the most controversial of the motivation theories he has examined, and it has also received a fair measure of criticism. He lists these criticisms as:

(a) It ignores the social processes that exist in any human system (recall the Hawthorne studies) as well as individual employee differences.

(b) It is too rigid and programmed in its methods, failing to consider the importance of individual needs, expectances and valences.

(c) It overemphasises the importance of external outcomes (e.g. pay and promotions) and ignores the role of internal outcomes (e.g. feelings and recognition) that result from simply doing a task.

(d) It raises ethical concerns. Many critics feel the use of "punishment" and the term "behaviour modificaion" itself smack of employee manipulation.[35]

IMAGES OF MANAGERIAL PROFESSIONALISM

From the very brief overview of leadership and motivation theories developed in the West (United States) we have noted that these theories are hardly

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one unified model clearly definable and transferable. On this issue a key figure from the public sector in the 1985 seminar expressed his concern on the transferability of management philosophy and methodology, and pointed out how often attempts to transfer a successful system from one country to another had failed due to social, cultural or other incompatibilities.[36] As most scholars would agree, the western management model is in reality a series of loosely connected and often with little bearing on management practice as evidenced by recent wave of criticisms of management education curricula in Western countries.[37]

This issue is of central significance for management education is closely linked to managerial professionalism and often used as a key argument in its favour. Loopholes in management education are bound to reflect negatively on managerial professionalism either by way of undercutting its basis or widening the rift betweem the two domains. Some thoughts on management education are thus in order prior to a discussion of managerial professionalism.

Mintzberg (1973) has pointed out the fact that management studies degrees are not being seen as a

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Mintzberg (1973) has pointed out the fact that management studies degrees are not being seen as a

necessary, nor even, according to many managers, a
desirable preparation for management.

> "Although the management school gives students
> MBA and MPA degrees, it does not in fact teach
> them how to manage. Hence these degrees can
> hardly be considered prerequisites for
> managing, and the world is full of highly
> competent managers who have never spent one
> day in a management course."[38]

Another test of the practical value of an MBA is the
career achievements of those who graduate. A recent
European study found that:

> "The continued reluctance of the business
> world to accept wholeheartedly the verdicts of
> the educational system, coupled with the fluid
> nature of the managerial 'careers', suggests
> that the correspondence between the hierarchy
> of educational certificates and the positions
> of power and priviledge in the occupational
> system is less direct than some advocates of
> the credentialling thesis have implied."[39]

The same authors also point out that:

> "Business education seems to be perceived by
> many employers as the formal sanction given to
> qualities obtained from quite other bases,
> rather than as an extra item of 'cultural
> capital' that systematically distinguishes its
> holders from those who do not possess it."[40]

What is in question here is perhaps the nature of
management. The nature of management is conceptualised
in terms of what it is thought that managers need to

know. In busine.s schools this is defined either by
the underlying academic disciplines that are thought to
be relevant or by the functional divisions of
management, such as finance, accounting or marketing or
a mix of two. What is perhaps missing is any
integrating conception of the nature of management.
Such integration has been missing in the development of
management studies as has been pointed out over the
years by many researchers.[41] They also argue that
what has been done so far is to make assumptions about
the knowledge that managers require and then to devise
programmes accordingly. Some also have criticised
management education for overemphasising formal
learning. Others have argued that the desire for
academic prestige has over-rated the extent to which
management is a knowing, as distinct from an action or
a doing occupation. For example, the case study with
its emphasis upon 'what would you do'? On this issue,
Mintzberg has argued that:

> "There is clear evidence that all managerial
> jobs require the incumbant to perform a common
> set of roles, but there is remarkably little
> evidence of the requirement for formal
> learning in the performance of any of these
> roles."[42]

Stewart, on the other hand, argues that:

> "A critical examination of management

education must start with the assumption
about the nature of management underlying
both what we teach and how we teach it."[43]

But the difficulty is with the nature of the manager's job which is so diverse and has to respond to a variety of problems according to studies[44] carried out by Mintzberg (1973). Stewart (1976), Stewart, et al (1980), to the extent that for instance, Mintzberg (1973) and Stewart (1976) refer to management as a predominantly verbal activity,[45] Sayles (1964) refers to informal network of reciprocal relationships based upon trading,[46] Pettigrew (1973), Mays and Allen (1977) refer to the use of 'influence to obtain ends not sanctioned by the organisation,[47] and Kotter (1982) refers to the extensive network building that managers are engaged in.[48]

According to Stewart (1984) the research into the nature of manangerial work and behaviour has posed more questions for management academics than it has provided answers. Most management programmes assume that management is a common activity, though some distinctions between levels in the hierarchy are made. The differences between management jobs and in managerial behaviour required even in similar jobs that are shown by recent studies cast doubt upon the extent of the common core in managerial jobs,[49] and

moreover, Kotter has also suggested that the knowledge that managers acquire even in general management jobs can be so distinctive that movement to a different and inappropriate environment can be fatal.[50]

Leavitt [51] criticises management education in the West by first defining the elements of the management process into "path finding", "problem solving", and implementing, and then by pointing out to the business schools which have tended to emphasize problem solving, with less attention to implementation and often totally ignoring of the path finding element. He refers to the emergence of large bureaucratic organisations, the development of orderly and specialisted, systematic, top down organisational designs, and the rejection of leadership as an attribute of individuals in favour of power equalisation concepts.... as contributors to the decline of vital innovative 'path finding' behaviour in the West. Thus, he relates the decline of American management to the rise of the American business school.

MANAGERIAL PROFESSIONALISM IN BAHRAIN:

CAVEAT EMPTOR

So much for the criticism of management education and its curricula in the Western countries. Moreover, what should be realised is the fact that management itself is very much American, and the empirical basis for

American management theories is American organisation.
As Cool[52] reminds us, a particular societal culture
- as a system of values shared by a majority of the
population, which finds its origin in a variety of
ecological factors lead to the development and
maintenance patte n of specific social institutions.
These institutions have a particular structure,
underlying purpose and way of functioning . Similarly,
Hofstede's [53] study reflects the appreciation in the
last decade by organisational scientists that cultural
differences influence management and restrict the
generalizability of certain organisational theories.
Hofstede underscores the significance of culture, or
the "collective mental programming", in determining
attitude and behaviour. For example, in both Bahraini
and American management systems, strategic activity is
characterised by the exercise of power in which
agreement is negotiated. These power processes in
Bahrain are only limited to the top management. People
at the lower levels cannot influence the negotiated
action sets, whereas in most Western organisations the
exercise of power is still not recognised as legitimate
management process. Westerners tend to use 'abstract'
and 'logical' thinking. The logical approach is
reflected and fostered by the much more abundant use of
'rational' mangement tools in the West (especially in
the United States) than in Bahrain. The belief among

many Bahraini managers, that in reality, nothing is absolute or determinate but everything is ambiguous and dependent on the will of 'God' is a belief system which guides *many* Bahraini management styles. Western counterparts, on the other hand, because of the tools and training they received, tend to minimize rather than manage the uncertainties. At the same time, whereas westerners relate much more easily to 'rational' analysis and discernible decision-making in terms of rational step-by-step procedures, the dominance in Bahrain is towards the one-man syndrome (i.e. the trend to deal with most organisational matters only at the very top) and emphasis on informality. Such a predominance of informal relations with formal provisions in organisations in Bahrain leads to a situation where interpersonal networking often takes precedence over formal organisational structure, which undoubtedly is incompatible with the rational framework of Western formal organisational thinking. Many of these practices have been highlighted in Chapter two and Chapter three that show a variance between Western and Bahraini organistions. The fact is that the organisational phenomenon in the West is more deep rooted for these societies have had a longer period during which to assimilate the changes resulting from transformations leading to greater dependence on organisations. American management

theories are based on a society which has gone through the necessary adjustments in individual value systems, family structures, social norms, etc where the mangement culture has gradually come to dominate the general culture and shape its complex future. The Bahraini management culture has not developed enough yet to absorb a large mass of Western organisational ideas. This can clearly be seen by attitude toward work, motivation, time management, leadership styles, decision-making, conflict resolution, employee disciplines, planning and control, etc. Absorption of western ideas, however, may not be the best option open to Bahrain. Actually as argued under the pragmatic option in chapter four it is not.

The work of Hofstede and his colleagues very strongly refers to organisations as being heavily culture-bound. Hofstede argues that this not only affects people's behaviour within organisations, but such cultural influences also limit how much (and how well) theories developed in one culture can be used in another. The dimensions that Hofstede identified affect different facets of organisational functioning. For instance, from a leadership perspective, individualism and power distance are the most important phenomena. In the United States, the various leadership theories listed earlier are based on the

premise that each individual seeks his or her own self-interest. American theories of leadership are written according to Hofstede from a middle-range power distance backgound (i.e. the United States ranks 15 out of 40 on the Power Distance Index). Some of the most popular are McGregor's (1960) Theory Y versus Theory X, Likert's (1967) System 4, and Blake and Mouton's Managerial Grid (Blake, et al, 1973). What these theories have in common is that they all advocate participation in the manager's decision by his or her subordinates (participative management).

On the same issue, Hofstede[54] reminds us that "If leadership is only a complement to subordinateship, a key to leadership is the type of subordinate expectations we are likely to find in a country." He argues that American theories of leadership wich have been widely exported to all parts of the world, have been presented in a normative way, without cultural provisos. He also contends that neither McGregor nor Likert nor Blake and Mouton or any other United States leadership theorist has taken the collective values of subordinates into account. According to his study Theory X, for instance, is more frequently found among subordinates in large power distance countries, that Likert's participative management is less popular in some countries than others, and that the perceived

leadership behaviour between "task" and-"peopele"-orientation of Blake and Mouton is a function of the country's power distance level as well as Fiedler's contingency model. Hofstede singles out Fiedler's contingency theory of leadership which allows for a certain amount of cultural relativity. Fiedler also states that different leader personalities are needed for "difficult and easy" situations and a cultural gap between superior and subordinates is one of the factors that make a situation difficult.[55]

Specifically, we have to be aware of the limitations of particular management theories or practices for different operating circumstances. For example, Likert has argued that a fully participative management style - what he calls "System 4" - will give better performance in any business organisation.[56] In fact, the premise that such an approach makes superior-subordinate relationships run counter to existing cultural beliefs in several parts of the world particularly the Middle East should be seriously considered. The conflict or confusion in such countries resulting from any straight-forward attempt to implement "System 4" would undoubtedly worsen business performance, not improve it.

Refering back to the concept of motivation we would

also find that high individualism implies a
"calculative" involvement of the Americans in
organisations. This explains the popularity in the
United States of "expectancy" theories of motivation,
which state that poeple are pulled by the expectancy of
outcomes, mostly consciously (Vroom 1964), rather than
as pushed by unconscious drives.

Low uncertainty avoidance combined with fairly high
masculinity as described by Hofstede to be associated
with high scores on "need for achievement" according to
McClelland achievement motive stands for the value
pattern of the masculine risk taker, most clearly
visible in the United States. This explains the
popularity in the United States of McClelland's
motivation theory. By the same token the combination
of high individualism, low uncertainty avoidance, and
masculinity in the United States for example, explains
the popularity of Maslow's Hierarchy of Human Needs.
Maslow's highest category, self-actualisation, is a
highly individualistic motive. Herzberg's popular
two-factor theory of motivation is also culturally
determined. Thus, relevant research on the subject
continues to cast serious doubt on the cross-cultural
transferability of such leading theories as behaviour
modification, psychoanalytic motivation, need
hierarchy, McClelland-Atkinson need theory and

McGregor's Theory X and Y. Their analysis of Japanese motivational practices sheds revealing light on non-western societies and offers possibly relevant analogies for Bahrain.

Planning and organisation design management theories are also largely a product of the United States environment. Planning and Control for instance, reflect a below-average Power Distance, and low Uncertainty Avoidance societal norm. In addition, they were developed in a particular socio-economic setting; competitive capitalism, abundant resources, political stability, overall economic expansion, and non-intervention of government. Under these conditions, according to Hofstede, an entire family tree of planning and control systems has grown up from the groundworks by Taylor to the strategic management of the 1970s though even in the United States it is extremely difficult to know how effective planning and control really are. There are obviously defenders and critics for the same system. The point is not that planning cannot be transferred to or carried out in a country like Bahrain; but rather that methods, tools and various approaches are based on the American model; a fact that cannot be ignored in any consideration of cross-cultural potential. A particular example is the Planning-Programming-Budgeting System (PPBS) as tried

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in the 1960s in the United States. The combination of power distance and uncertainty avoidance typical for a country's culture affects the structure of organisations that will work best in that country. In the United Sates, as Hofstede points out, "Heirarchy is not a goal by itself; but a means towards obtaining results, to be changed if needed". Breaking with hierarchical and bureaucratic traditions is going to be extremely difficult to do in a culture like Bahrain. Laurent[57] showed that statements expressing tolerance for ambiguity in hierarchical structure are accepted more by managers from some countries than others. Thus, matrix organisations for instance, implying a multiple hierarchy should probably be less acceptable in a more uncertainty-avoiding culture, even if people in these cultures feel at the same time that their present structures are ineffective. It can be argued that to make matrix organisation work in a culture where there is a high uncertainty avoidance and high power distance like Bahrain, it is desirable to translate it in hierarchical terms. Another difficulty with matrix organisations is their latent assumptions about individualism. In a country like Bahrain, the feasibility of matrix or similar temporary system will depend to a large extent on whether organisation members possess sufficient basis for identity and professionalism.

Another example of failed transfer is MBO. MBO, of course, has been considerably more successful where results are objectively measurable than where results are a matter of subjective interpretation. Even MBO has been criticised in the United States as industrial engineering with a new name applied to higher management levels and with the same resistance.[58] MBO first advocated by Peter Drucker (1955) reflects an American value position which is based, as Hofstede[59] points out, on the following assumptions:

(a) that the subordinate is sufficiently independent to negotiate meaningfully with his boss (not too large power distance).

(b) that both superior and subordinate are prepared to take some risks (Weak Uncertainty Avoidance), and

(c) that performance is seen as an important criterion by both.

The key issue above is the focus on participation. But as one of the Chief Executives in Bahrain pointed out "There was no real employee's participation in decision-making."[60]

In discussing the transferability of corporate culture to Bahrain the majority of managers pointed out that:

> "no culture could be transferred with a
> guarantee of success. Individual companies
> had to develop their own culture to suit
> business requirements and with due regard to
> the general culture prevailing"

Another participant of the corporate culture seminar

(Gulf Polytechnic, 1984) expressed doubts as to

transferability of skills learnt in the United States

and elsewhere.

> "To be really effective the manager had to be
> fully acculturated within a particular
> organisation of accultured and skilled in a
> particular functional industry."(61)

In another seminar (Gulf Polytechnic, 1985), a leading

high level government official focussed on the

transferability of management (Western) philosophy and

methodology and pointed out.

> "how often attempts to transfer a successful
> system from one country to another had failed
> due to social, cultural or other forms of
> incompatibility."(62)

As for professionalism as an interrelated set of

values, specialised knowledge, expertise and commitment

to self-development it was hardly evident in any of the

management development programmes "marketed" in Bahrain

prior to COMEP. On this count, pre-COMEP programmes

were mostly "disjointed" in the sense of not presenting

an integrated image of modern management practice but

rather "bits and pieces" of information often suffering from near total absence of organic unity.

This fact is partly due to the prevailing management development philosophy which was mostly remedial in nature. It practically meant that training programmes were mostly intended to improve employee performance on a job he was already occupying rather than as a career development vehicle. In other words, managerial professionalism suffered because of the ad hoc nature of most programmes and the fact that, they tried to project a "skill" image that was often not there.

BEYOND TRANSFER: THE CHALLENGE OF ASSIMILATION

The purpose of this quick review of the knowledge base that seems to have guided management development efforts in Bahrain before COMEP, was to establish the predominance of randomly chosen concepts and a "naive", uncritical approach to cross-cultural transferrability of managerial know-how and consequently, undue optimism, as to expected results.

With the introduction of COMEP in 1984, the question of cross-cultural relevance of management knowledge was consciously addressed. Part of the premises under which the programme was designed was the need to reconcile international credibility with local

relevance. COMEP, in other words, was conceived from the very start as a "planned" effort necessarily partaking of an international pool of knowledge albeit on a discriminating basis and subject to methodical need assessment in Bahrain.

More specifically, the improvements represented by COMEP in the area of cross-cultural transferrability of management knowledge to Bahrain were as follows:-

- Greater emphasis in the first place on the mostly culture-relevant nature of leadership and motivation research and the often problematic nature of its practical applications even in advanced industrial societies where it has originated. In Bahrain, such problems are bound to arise more insistently and management development participants should be sensitised against indiscriminate experimentalism. In the process, it is hoped that COMEP can contribute towards improving the ability of participants to use their judgment and cultivate their skills as practitioners of "contingency".

- Instead of the largely static materials on leadership and motivation referred to earlier, COMEP introduced to Bahrain adjusted versions and trends of theory and practice with conscious reference to their problems

within the Bahrain context. Contingency theories, valence-expectancy constructs, achievement literature, and specifically comparative perspectives were emphasized and presented in ways that expressly address their relevance to Bahrain and the barriers that might work against them at the level of the general culture, the organisation or the individual manager.

- Part of the operating philosophy of COMEP was to open avenues for Bahraini managers in order to become "reflective practitioners"[63] capable of linking theory and practice within their rapidly changing job context. Included among such avenues are case studies involving Bahrain oraganisations, locally developped management games and a related series of activities undertaken as part of "Bahrainising" teaching materials; a code word used to refer to introducing necessary cultural adaptations touching both the substance and style of management development.

The fact that COMEP's knowledge base represents a radical improvement over previous efforts with respect to cultural grounding should not be interpreted to mean that no loopholes remain in this respect. The point rather, is that COMEP was a major step towards creating requisite awareness of the issue and developing some experience as to how it can be practically approached.

In the relatively short period of two years, COMEP and the related evaluation experience has yielded some tentative observations as to both criteria that affect the inter-cultural validity of management theories[64], as well as specific theories that were found more adjustable cross-culturally.

On the question of criteria, three emerge as particularly important:

- The cross-cultural validity of a management theory seems to be directly proportional to the breadth of its level of analysis. In other words, those theories undertaken partially or totally at a macro level were more likely to prove transferrable to the Bahrain context. Obviously, the reverse was also found to be equally true. The more micro-focused a particular theory was the greater the difficulty encountered in "displacing" it to the Bahraini culture.

Nor should this observation pass lightly. While seemingly obvious, what it actually suggests is that management theories that take their cultural context for granted will probably face transferrability difficulties. Obvious examples as indicated earlier include Maslow's heirarchy, the trait theory of leadership, Herzberg's theory of motivation and a good

part of the "behavioural" stream.

- The more methodologically-rigorous a particular management theory is, the easier it is to assess its cross-cultural relevance. Theories that are testable and empirically-based, are in this sense, better candidates for cultural adaptation.

On the other hand, empirically based research like Meclelland need theory, Hofstede's cross-cultural investigations, Fiedler's contingency constructs and Vroom's valence were easier to assess and, in most cases put to good practical use despite their difficulties addressed earlier.

- A third, and closely related criterion, was discovered to relate to the "conceptual structure" of the management theory in question. Theories that are, more or less "closed" or "finalistic" generally tend to be the least transferrable mostly due to their dependence on prescribed parameters. Examples include some of the works in compensation theory, and most of the, again "psychologistic" research focusing on job design as a motivational tool and the managerial mid-career crisis as a probable motivational downturn.

Within this same logic, open-ended theories, or perhaps

process theories, were found to enjoy considerable cultural flexibility precisely because they only set general boundaries while leaving contexts to management trainees and practitioners themselves to be filled in the light of their own experience. Prime examples of this trend can be found in the newly emerging literature on managerial self-development as a continuous process undertaken by managers subject, of course, to expert assistance as required. Within COMEP, as well as elsewhere in Bahrain's recent experience shows that such theories that interestingly enough combine elements of leadership, motivation and managerial professionalism, were found to be almost immediately transferrable to Bahrain's context and highly vialbe as management development tools.

In the same category of theories found to be relatively easily transferrable to Bahrain is a good part of the system's tradition. Again, it is the process aspect that seems to make such theories appealing. They seem to achieve at once an operational link between various levels in institutional interface (macro, intermediate, micro), and offer an operational view of the organisation as an input-output conversion process. In systems theory one finds that not much "tie in" exists by way of specific substance. A process is offered for practitioners in another culture who have to come up

with their own contents.

Addressing separately the question of managerial professionalism is bound to be a more forbidding problem. For one thing, the professional nature of management is still controversial despite the major grounds gained recently in this respect. The "classical" argument on whether management is an art or a science is highly relevant to Bahrain for it affects major choices bearing on the making of future managers and reshaping those already on the job.

The controversy is partly due to the co-existence of competing images of managerial professionalism at the international level. Such images vary from considering management a mere "overlay" superimposed on a "hard" technical core acquired at an earlier stage, to a full-fledged view of management as a separate and independent profession on par with older and more established counterparts like medicine or engineering. This controversy is no more resolved in Bahrain than elsewhere and managers are quick to line up on either side. In essence, however, the issue boils down to an intricate web of social acceptance, practical necessity and career planning. Such a web, however, is hardly a self-contained development particular to Bahrain. The experience of COMEP, particularly the series of CEO

seminars held under its auspices made it clear that evolving scenarios of managerial professionalism in Bahrain were strongly influenced by the following outside considerations:

- Absence of international consensus as to the preferred image of managerial professionalism and the fact that the issue as a whole is still undergoing sharp changes in Western societies.

- Lack of a coherent research body on the subject not only with respect to comparisons between national models but also within the same cultural configuration as well. Bahraini managers, in other words, can easily be at a loss as to what can be transferred to their culture from abroad in this connection mostly because norms and conceptualisations of managarial professionalism are not only widely divergent but, more seriously, not articulated formally.

- As the question of "professional images" in management is closely linked to corporate culture and the existence of traditions, we notice a clear trend among various "international" companies in Bahrain to transfer those images originating in or most consistent with their national cultures. The result is often firmly entrenched de facto "bastions" of management

practice reflecting particular flavours and resistant to "liberal" transfers of managerial values or tools perceived as hostile to vested professional interests. This could obviously block the transfer of particular alternatives.

The above picture notwithstanding, certain international developments in the area of managerial professionalism appear to have already made their way to Bahrain or to be presently in the process. Particularly encouraging is the active interest in establishing an executive forum in the country and a professional management association along lines inspired by specific international developments. This same momentum has given rise to greater interest in "professional standards", or the "bottom line" necessary for earning "management wings".

It is paradoxical only at the surface that in turning inwards to what is relevant within their own context Bahraini managers are becoming, far more than ever before, genuinely cosmopolitan and international. Gone seem the old days that preceded the coming of age when Bahraini managers passively worked with whatever tools were "made" available to them. A common topic of professional conversation among some of them now are the latest management "bestsellers"[65] and the

chances they have for possible application in Bahrain.

A major observation that should not pass unnoticed is that this is the first time the Bahrain management culture at all 3 levels: macro, intermediate and micro becomes active and offers itself as an arena to be included in international management debates. As such, the significance of the "event" is not mainly in the "theoretical revisions" it yields immediately, but rather in the fact that it is taking place at all. The future implications obviously outweigh the present picture which is still taking shape in a manner and at a pace that make formal evaluation difficult, and tentative at best.

Despite this, however, some criteria seem to have emerged in the light of this work that may shed some light on the still mostly nebulous body if thought on "managerial professionalism". The most significant among these criteria are:

- Total convergence of professional images on management is most unlikely to be achieved in the foreseable future, except at the prohibitive cost of undercutting diversity; a price that makes such convergence undesirable and not feasible.

- Irrespective of the immediate issue of cross-cultural transferrability, managerial professionalism is unlikely to enjoy more consensus than the body of knowledge that guides it. If a set of general "principles" is essential for the emergence of any profession, the management still has a long way to go due to the "theory jungle" that will ensure multiple and often conflicting perceptions in this area.

- The understandable push for managerial professionalism within one country or internationally should be tempered by the advantages of diversity, variety and open-endedness. Such attributes are becoming increasingly essential for an environment, both national and international, increasingly characterised by turbulence, uncertainty and crisis situations. Perhaps, in this case, as the Bahrain experience reveals, diversity will facilitate innovation which is rapidly becoming a survival necessity.

CONCLUDING REMARKS

In a nutshell, the theoretical lessons gained from the Bahrain experience seem to point out in two conflicting directions. First comes the disquieting thought that despite its voluminous size the international management literature seems " hopelessly" thin when it

comes to providing specific guidance for the transfer of management knowledge from one culture to another. There seems to be much repetition and new attempts to raise old themes but not much by way of originality and no "breakthrough" in sight. At times international management literature, particularly in the three main areas selected for this study seem "arrested" under its own weight and unable to overcome either the relevance barrier or the cross-cultural gap. Hard core management techniques mostly in the management science/operations research, finance and accounting areas offer major exceptions but even in those "safe" specialisations, transferability is hardly totally culture-free. There seems to be a general crisis in international management knowledge and a growing sense of alienation separating academics and practitioners. It is particularly significant in this connection that practitioner-generated literature quickly attains "best seller" status and becomes the centre of much curiosity. In contrast, much of the "purely" academic work seems mostly directed at other academics and "out of touch" with changing management realities whether nationally or internationally. Bahrain offers a remarkable example of this trend as much of its management development activities seem inspired by contributions either at or closer to the practitioner end of the management knowldege spectrum. Because of

the highly personalised nature of management styles in a country undergoing rapid transition, successful management development programmes in the country seem to have a "natural" affinity with some of the new consultant-authored works linking excellence to personal commitment. It seems that recent "discoveries" in advanced industrial societies are "natural" or instinctively practiced management styles in Bahrain sustained by the need for corporate consistency with broader cultural norms. Nor is the personal vs impersonal dichotomy the only one of its kind that emerges as a result of this study. Another with no less singnificant implications is the contrast between the elaborate "labour relations" literature in the West that often fails to achieve its objectives, and the spontaneous attainment of such objectives in a society with practically no formal labour relations mechanisms. A further case in point is the elaborate Western management set-up dealing with such "behavioural" issues as "team building", "trust", almost to a degree that assumes "clinical" proportions, and the direct, unassuming manner in which healthy human relations are practised in many Bahraini organisations due to the extra-professional influences of kinship, primary group and social pressure. Many of the problems pictorially described in macro accounts of the changing Western work ethic are either non-existent

or far milder in Bahrain.[66] Alienation is perhaps the clearest example.

Lest the point be missed, what is being referred to here are "natural" barriers to management theory transferability in Bahrain due to the non-existence or mild occurrence of the problems addressed by such theories. If the first set of indicators yielded by this research study of the Bahrain management culture seems negative in so far as certain Western management thories are concerned, there is definitely another set pointing in a different direction. Perhaps the most encouraging of the positive indicators as suggested by the Bahrain experience is that some management universals do exist, that more can probably be generated through carefully designed country studies that are not purely descriptive. Developments in the area of managerial professionalism, particularly the concern with professional standards and self-development are striking examples.

Three important conclusions emerge as the most significant contributions of this chapter. What follows is a brief overview of each:

o   Major loopholes exist in our management knowledge particularly in the area of assessing the

cross-cultural transferability of management theories. Much of what seems to be accepted in this respect is either assumptive, impressionistic or of limited coverage. Western authors are still a long way from a "general theory" of management knowledge transferability. This observation holds equally with respect to both conceptual and operational variables. In a sense, we often fail to recognise the very things we are supposed to be looking for. What constitutes a management theory? What are the major avenues of transferability in management? When does the transfer of management knowledge take place? What are the respective roles of values, behaviours and skills in the process? How can we tell that successful transfer has taken place? These are some of the key questions raised by the Bahrain experience.

o   The successful transfer of management knowledge is not a one-way process. The image of a donor and a recipient might be just too static to accommodate a dynamic pattern of reciprocity whereby evidence generated through the transfer process will find its way into the original theory and alter one or more of its dimensions. As such, management theories and concepts could either have their major

premises confirmed or negated. This research avenue has a potential far beyond the formal confines of comparative or international management.

o   The other side of management knowledge transfer is the theory-generating potential of carefully designed country studies . It should be considered a major limitation if a research study of this scope and depth are to have no conceptual implications extending beyond the specific country in question. In other words, it would be hard to contain questions focusing on whether and to what extent this study can be said to yield generalisations extending beyond Bahrain. The outside scope that naturally comes to mind is the Gulf region which has been undergoing very rapid change including the emergence of corporate cultures and the building of management systems. The general environmental characteristics prevailing in the GCC countries are not much different from the picture portrayed in chapter two and three. However, key differences might exist at the intermediate and micro levels. This makes it all the more inviting to carry the analysis a bit further and examine if the key findings of this study, while formally limited to Bahrain can assume regional proportions. The answer is significant

for on it hinge not only a good part of the conceptual calibre of this work as a major analytical case study,[67] but also the prospects for management learning without having to go through the same traps. For the above reasons and related others this issue is of unusual significance both in its own right and, in many ways, as a logical extension of this chapter. In recognition of this fact, it will be focused upon more extensively in the following chapter (eight) and linked to the major questions encountered earlier in the context of transferability.

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CHAPTER EIGHT

REFLECTIONS ON THE BAHRAIN EXPERIENCE:

MANAGEMENT DEVELOPMENT REVISITED

CHAPTER EIGHT

This research piece aspires to be more than a mere country study. The issues it raises centre around continuing management education and management development in so far as the present experience and future prospects of Bahrain are concerned. Such issues, however, represent profound challenges to countries and organisations particularly those undergoing rapid change. They are also, and to the same extent, at the heart of management research and occupy scholars to no lesser extent than practitioners.

Although the Bahrain experience is still taking shape and has yet to mature, it can already suggest certain observations that transcend its immediate parameters. Such observations touch on both the practice and theory(ies) of management development.

In the first instance, and as indicated earlier, Bahrain's socio-cultural, environmental and economic structures are very similar to other countries in the Gulf area, and in many ways the rest of the Arab world. A close examination of its achievements and constraints in the area of management development can offer an accurate indicator of what to expect elsewhere in the region. On that basis, an attempt will be made

to highlight some key dimensions of Bahrain's experience with a view to their regional applicability throughout the Gulf area and the Arab world. Perhaps to some extent, these same observations might be relevant to a wider spectrum of developing countries grappling with the problems of building indigenous management skills and capabilities.

SOME KEY OBSERVATIONS

1. Management Development is a Joint Venture.

   Perhaps the most significant lesson of experience that may be derived from Bahrain is that management development is a joint venture involving managers themselves, government, and centres of management education and training. None of these parties can accomplish the task unilaterally and none should. It is through the concerted efforts of all parties that a broad base of support, mutual understanding and shared perceptions can be built. It is also through such a concerted effort that the necessary data base for making intelligent decisions can emerge and the equally vital resource base can be generated. If a decade of unilateral, isolated attempts at building management development in Bahrain did not leave much of an impact, it is a sobering fact that should be seriously considered by other countries facing similar problems. Strong

evidence indicates that other Gulf States either
have faced or are now facing such problems and
stand to gain considerably from a careful look at
Bahrain where more was accomplished over the past
four years than the fifteen that preceeded them
mainly thanks to this change of approach.

The collective, multi-sectoral joint venture
towards upgrading the quality and scope of
managerial performance through planned management
development, stands out as Bahrain's contribution
to the region.

2. A second observation closely related to the first
   and equally borne out of Bahrain's experience is
   that management development has to be approached at
   three interrelated levels (macro, intermediate and
   micro) if it is to have an enduring effect.
   Attempts that view the organisation as a
   self-contained entity and fail to account for the
   profound influence of the broader culture are
   faulty and short-sighted. In this context,
   management development becomes a fine balancing act
   between continuity and change, particularism and
   universalism, reinforcement of tradition and
   incorporation of modernity. In this balancing act,
   admittedly very difficult and precarious at times

there are no final answers, only intelligent choices and "mixes" that reflect particular policy priorities.

The choices have to be very carefully identified and alternatives charted out as the implications are very serious and could cast a long shadow well into the distant future.

3   The Need For Strategy.
A clear derivative of the first two observations is that incrementalist, atomistic, piecemeal approaches to management development are unlikely to measure up to the enormity of the challenge that lies ahead. What Bahrain stands out to demonstrate is that no less than a strategy is needed.

Irrespective of labels, what seems to be clearly required is a long-range management development plan with clear goals, operational targets, progress indicators, implementation set-up, and perhaps most importantly an evaluation framework.

4.   A remarkably striking feature of the Bahrain management development experience is that integration represents a fundamental requirement for success. The required integration links

together aspects of the same process that could otherwise remain disjointed. From the training site or management development venue to the job context is a long journey that can be aborted at various junctures along the way. The first decade of management development experience in Bahrain offers many examples of management training not only failing to impact job performance or contribute to problem-solving but even producing frustrated employees and higher turnover rates.

Another aspect of the required intergration touches on management development programmes content which should be brought as close to job requirements as possible. In the absence of such a link relevance of management development remains an open question and credibility is undermined.

Integration also involves screening of candidates for various management development programmes on the basis of present job demands and future career plans. Random selection of candidates has produced much resentment in Bahrain and led to the mutual dissatisfaction of trainer and trainee.

One of the more successful aspects of Bahrain's recent experience in management development is the

attempt to integrate into one chain effect job evalution, training need assessment, training programme design, programme delivery, monitoring, evaluation and feedback. Admittedly, however, this kind of integration is extremely difficult and can often create an illusory sense of control then slip out un-expectedly. It can also break down at any of its closely linked stages and render the rest of the chain ineffective. It also further complicates the task of designing general-purpose management development programmes as the integrated approach is far more suited to customised programmes.

Implied in the integrated approach to management development as experienced in Bahrain is an investment approach that seeks to establish, however crudely, the returns derived from the substantial resources committed to training.

During the boom years of the 1970s there was little incentive in Bahrain or elswhere in the Gulf, to subject management development to any serious cost/benefit calculus. The changing times today have already started to push Bahrain strongly in that direction and other Gulf states are soon to follow.

Part of the investment approach is to build organisational capabilities for absorbing the results of management development and incorporating the new skills. This indeed, is one of the most difficult lessons of integration as it requires the gradual transformation of the whole organisational system. Organisational learning is now making its early advent in Bahrain; a sign that will spread to the rest of the region sooner than one might think.

Organisational learning not only improves the changes of effectively utilizing the fruits of management development but generates feedback essential to better targeted management development in the future.

Last but not least integration entails building inter-organisational bridges so that institititutional experiences may be shared and collective intelligence may be developed. Again the Bahrain experience in this respect will undoubtedly prove highly relevant to the entire region. In Bahrain inter-organisational bridges are built and sustained through a variety of channels including seminars, workshops, meetings etc. All of these actually are part of a newly established management forum sponsored by Gulf

Polytechnic - University of Bahrain, and actively
supported by senior managers from all sectors.

This forum which was started in 1983 has generated
thus far a level of management development
awareness and a degree of commitment to upgrading
standards of managerial performance probably
unmatched in the region.

5. One key effect of the integrated management
development programme recently attempted in
Bahrain, is the generation of a management
development data base that is admittedly still in
its earliest stages. The integrated strategy,
propelled by the forum, has heightened the
consciousness of managers that organisations in
Bahrain, much like the rest of the Gulf and the
entire Middle East area, are grossly
under-researched.

Managers seem to have suddenly become aware in
Bahrain that institutions suffered enormously due
to the lack of accurate information about, among
other things, job requirements, performance
criteria, employee appraisal, organisational
performance indicators etc etc... They also
realised that such information can only be

approached from within the organisation itself not acquired ready-made from a third party. In search for a viable solution, close links between organisations and centres of management learning are currently being forged to plug the serious information gap and update it regularly in the future. Something of a national management data bank might emerge in the process in Bahrain. That such an idea will catch on in the rest of the region is a very safe prediction judging by the interest already shown and the curiosity exhibited by visiting managers.

6. Perhaps one of the most far-reaching implications of the Bahrain management development experience is the already visible trend towards professionalising management practice. Until recently, the Bahrain management profession was not conscious of itself as a unified specialised group bound together by the practice of a type of expertise that has to be acquired through formal training. It started to seek professional recognition on par with the more established professions like medicine and engineering without having all of their characteristics. Actually, management is a second profession to many of its practitioners and the way it co-exists with the previous background of the

managers can be extremely instructive. Never before in the Gulf, the Arab world or the Middle East did a country undergo so much soul-searching about the management profession like Bahrain. There surely is a long way to go in this direction for Bahrain and other countries in the region but a trend has already been established and it will only grow in the future. The professional momentum building up in management will by its very nature act as a change catalyst creating rigorous demands for standards. It will also, and as part of the same process, generate greater insistence on constant upgrading of professional management skills and urge practitioners to take seriously such activities as self-development and self-renewal.

A higher degree of managerial professionalism in Bahrain will also lead at once to greater sensitivity to local environmental particularities and better integration into the international professional set-up. The two trends will be increasingly viewed as complimentary rather than contradictory as it is in the nature of professions to evolve flexible delivery systems without compromising their technical core.

7. With professionalism comes a better understanding
    of the changing environment and acceptance of the
    adjustments that might have to be made as a
    result. Nowhere are these adjustments more visible
    than in the sphere of managing expectations.
    First-generation Bahraini managers have, by virtue
    of their extremely limited number, experienced
    rapid vertical career mobility and came to occupy
    sensitive positions within a relatively short
    period. The period, of course, was also one of
    rapid economic growth and expansion. Those
    managers, in key positions today, often serve
    unwittingly as role models for younger managers and
    students who often expect a similar career path.
    That such expectations are becoming increasingly
    unrealistic however is a fact brought home to many
    by the narrowing job market and dwindling mobility
    prospects. Second and third generation managers in
    Bahrain have to undergo a major adjustment of
    expectations if future frustrations are to be
    avoided. An effort in that direction is already
    underway in Bahrain and will soon spread to
    neighbouring countries where the management of
    expectations may even be more traumatic.

8. The Bahrain experience is also ripe with timely
    lessons on the nature of management expertise

transfer cross-culturally. If anything, this experience suggests that for such transfer to be viable it has to amount to a serious transformation of the imported knowledge and skills in order for it not to be rejected by the host culture. Transformation entails mutual accommodation and a high degree of selectivity. It also entails a certain professional "value added" on the part of recipient organisations by way of enriching the incorporated know-how and contributing whenever possible to its improvement. Examples of successful transformation are already evident in Bahrain, COMEP being perhaps the most visible. But there are also other examples in the banking sector and industry as well. Such examples will undoubtedly inspire other countries in the Gulf region to follow the Bahrain examples.

9. There can be little doubt that one of Bahrain's most important lessons of experience in the area of management development is tying the process to the three concepts of leadership, motivation and managerial professionalism. For management development to prove enduring and be sustained in the long-run it should address the latent capabilities of Bahraini managers and appeal to ideals that transcend the strict requirements of

specific jobs.

Bahrain has perhaps been grappling with problems of management development longer than other Gulf states and feel the need to establish strategic priorities for itself in this important area. As such, its recent emphasis on those three priority areas which comes from the managers themselves is indeed very promising. As countries in the GCC group, perhaps more so than the rest of the Arab world, are remarkably similar to Bahrain, it seems only a matter of time before such an approach suggests itself to them.

It does not necessarily follow from this that other countries have to link their management development programmes to these three concepts and no others. In the light of their own circumstances and needs they might select different concepts. What matters in the approach which emphasizes that management development should be linked to strategic priorities that transcend strict technicalities.

10. Also important as a lesson of experience emerging out of Bahrain's management development attempt is not to seek quick results and "magic fixes". Management development is essentially a learning

process and as such it is slow by nature and long-term in effect. Since it also involves change, attitudinal, individual, organisational and social, it is bound to meet serious resistance and run into any number of barriers.

This observation holds special significance as organisations in Bahrain or elsewhere are under consideralble pressure to produce quick results and "solve" problems. This temptation, however, will have to be resisted to the extent possible.

11. The Bahrain experience points out very clearly towards the need to forge new avenues of cooperation between centres of management learning and their client organisations. Such new avenues should seek to transcend even the collaborative approach. A case in point is COMEP'S apparent difficulties in implementing its preceptors provision. Perhaps for such a provision to be activated a formula should be found for the would-be line preceptors to be encompassed in the learning process itself. This is undoubtedly a major future challenge for COMEP.

These eleven observations made in reflection on Bahrain's management development record address to

a large extent issues relevant to the practitioner. Such issues, however, represent only a part of the total picture as they should also include those that relate to management theory and management education.

Three major observations seen particularly significant from a "theoretical" perspective:

1. The interdisciplinary body of knowledge subsumed under "management theory", "management education", etc. does not have ready or standardised packages of know-how to offer to a country like Bahrain. Rather, this body of knowledge covers a wide array of subjects and is often conflicting and highly tentative in the guidelines it offers. This does not by any means make it less useful. Its relevance, however, cannot be taken for granted and it has to be approached selectively and often continuously lest we fall into the compatibility trap and develop unwarranted expectations.

   It is unfair though to simply criticise the literature for failure to offer the required know-how as the roots of failure often extend to poorly conceived and hastily defined needs. It is probably the random selection of "theories",

approaches, models etc. and the uncritical propagation of particularly appealing ideas that have caused most of the failures. For Bahrain at some point, and indeed for many other developing countries it is a "transactional analysis" wave, followed by an "organisational development" phase only to give way to a "managerial grid" wave etc. etc. Short of a methodical assessment of our own needs we are likely to carry on holding randomly to whatever new management ideas come our way only to blame later for unavoidable failures.

Bahrain seems now poised for a serious break away from such practices and in so doing it may offer a good example to the region and to other developing countries involved in importing managerial know-how.

2. The interface between recipient countries - Bahrain or any other - and international management theory(ies) and know-how should change from a one-way to a two-way relationship. So far, it was at best simply a question of whether a particular theory, approach or model applies in a certain recipient country. It seems important in the light of Bahrain's experience that this state of mind should change in favour of greater emphasis on comparative management research and modification of

imported theories in the light of host environments.

The outcome of such a change could be in the interest of better theory practice. Actually, short of such a major transformation management theory will continue to be mostly ethnocentric and management practice in developing countries will not pull out of its randomised dependence on imported know-how. The attempt already underway in Bahrain to work closely with organisations in order to produce local management development materials. Again this is a trend that will soon spread to other countries in the region.

3. The third "theoretical" observation is closely related to the second. Bahrain's short management development experience is enough to suggest the strong need for joint research ventures between centres of management learning in Bahrain and abroad. For the cross-fertilisation referred to in the previous observation to take its course, it has to be supported by basic and applied management research jointly undertaken by Bahraini institutions and individuals working closely with international counterparts. It is through such channels that professional issues can be addressed, problems defined and shared perceptions developed.

Such a new development promises one viable way out of the current impasse facing the international applications of Western management theory.

The preceding observations represent an attempt to answer the question of how generalisable is Bahrain's experience. Obviously there can be no suggestion that a clear-cut final answer is possible at this stage. Bahrain's experience is still at its early stages and it might yet take new turns, positive or negative, not clearly apparent at this point in time. Such tentativeness, however, cannot be used as a justification for not attempting to extend whatever lessons have been learnt in Bahrain to the region and beyond for shortcomings not to be duplicated.

What is important, however, is that these observations should be understood as trends in the making with no degree of finality attached. Perhaps in so doing, we can achieve the twin goals of focusing on specific policy issues relevant to Bahrain without losing touch with the broader theoretical aspects of these policies.

In retrospect, perhaps the most rewarding dimension of
this study is the polarity of director and researcher
as the two intertwined roles of the author.

There were times when one of the two roles reacted
sharply to the demands of the other. As director of a
major institution involved in management development,
the author was often under pressure to subjugate his
research interest to the requirements of short-term
decision-making. As a researcher, he experienced
frequent temptations to "postpone" pressing decisions
so that fruits of this research may be incorporated
more effectively.

On balance, each of the two roles contributed to
putting the other in perspective. Given the
potentially all-encompassing nature of each, it was
useful to identify partly with the other. As such,
problems were approached in each case with greater
distance, less immediacy and more detachment. Each of
the two roles was challenged by the other to prove its
primacy, as it were. In the process, a greater measure
of analytical rigour was gained without jeopardising
the equally important criterion of relevance.

Analytical rigour as the rallying call of the
researcher had to be served without totally succumbing

to conventional pressures for methodological purity understood as adherence to narrow technique. Developmentalism was the intellectual alternative to "methodism" and it served equally well the needs of researcher and director.

To the researcher, developmentalism meant the uncertainty of not having a master design at the very outset. A particular step often opened new and unexpected doors with the need to restructure the rest of the process.

To the director, developmentalism meant a combination of long-range planning and short-term correctives.

Director and researcher roles often converged around the need for a modicum of manageability in an infinitely complex picture. To simplify without distortion and isolate without disconnecting was the shared burden of both.

It was a burden worth carrying. The momentum needed not to despair under the enormity of the task was primarily derived from the task itself. Here was a new world emerging to shape the future of a country in transition and ready to be explored. The temptation was irresistable, the results, hopefully justifiable.

Harmony in duality and complimentarity in tension is the valuable lesson of experience gained from this effort.

It is often said that a "good" research study raises more questions than it answers. Judging by this standard, it is hoped that this thesis has not been a failure.

To start with, it makes no claim whatsoever to exhaustiveness. The issues it addresses are prohibitively varied and complex to allow for anything beyound drawing the general framework in a first study no matter how thorough. This indeed is the major constraint of this work, namely, its being a first study on management development and continuing management education in Bahrain and the rest of the region. As such, it had to sail most of the time in uncharted waters and experience the mixed fortunes of a path-breaking attempt. Triumph and frustration were often inseparable.

Nor was there much to draw on by way of literature either. Despite the abundance of theoretical works touching on every aspect of management theory and practice, precious little is available on cross-cultural transfer of managerial know-how, or the

integrated approach to continuing management education.

The way the thesis is structured, the decision to base it on the direct experience of the author and other managers in Bahrain, as well as the effort made to reflect as authentically as possible, the Bahrain management community, meant being less "bookish" and more open to action alternatives.

That this thesis has called attention to the wide range of problems it addressed is its major contribution. An ambitious research agenda was developed but this work is a long way from satisfying its various dimensions. Only a first step has been taken towards a journey that will undoubtedly invite others.

Subsequent research work is urgently needed if this attempt is to have a sustained effect in the long run. The issues it covers are still developing and need to be followed closely. The various management surveys, questionnarirs, interview, etc. should be conducted again after say, 2-3 years so that results may be compared. This also would be a practical necessity for updating the data base of COMEP.

Perhaps one of the modest contributions of the thesis was a new emphasis on developmental-processual methodology necessitated by a research terrain that

does not lend itself to a logico-hypothetical framework. The dual but integrated director-researcher posture meant that the study was not approached in the mind set of one academic addressing others. The manager's voice comes out strongly and distincly at all critical junctures.

The author often found himself at the centre of a continuum linking together past experience and future prospects. Feedback often led to feedforward in the sense of carving out avenues for action that could hardly have been anticipated had it not been for the process of systematically tapping experience.

A major by-product of this research is establishing the case for managerial evaluation in a manner that comes fairly close to managerial accounting. It is perhaps in managerial evaluation that this work can claim something of an original contribution. It seems to integrate within one overarching construct the developmental-processual methodology, the researcher-director as well as the learning-action tension.

The duality of director and researcher meant, among other things, that this thesis was not a "self-contained" research work. The developmental

process of which it is a part started well before it was formally conceived and continued unabated after the thesis took its course.

Two specific events of marked significance have taken place after the thesis was put in "final" form. In December 1986, another seminar was held at Gulf Polytechnic - University of Bahrain on the "Future Prospects of the Bahrain Management Profession". The guest speaker was Prof. John Burgoyne of Lancaster University who made an engaging presentation on management development options and their organisational correlates. Prof. Burgoyne's audience were senior Bahraini executives many of whom have actively participated in the array of research activities conducted as part of and reported in the thesis.

A sequel seminar was also sponsored by Gulf Polytechnic in late March 1987. The theme was "Management Development Evaluation: The Bahrain Experience" and the guest speaker was Prof. John Morris, Professor Emeritus of Management Development at the Manchester Business School. Prof. Morris made a perceptive presentation on the processual approach to management development with special reference to organisational integration. Again, a select group of executives participated in the discussion and pushed the frontier

a little further. More such activities are lined up as the momentum continues to snowball.

Both events are rich with future implications that will undoubtedly be further researched as they continue to gain in urgency. With respect to "Future Prospects", the logical next step seems to be a series of applied research activities focusing on different manifestations of managerial professionalism in Bahrain. As far as managerial development is concerned, the next item on the agenda will have to be another seminar dealing exclusively with evaluation methodologies and techinques.

Managerial evaluation as the thrust of this thesis, should lead the new forms of activities practically unknown in Bahrain up to this time. It is highly integrative in bringing together the manager as a "reflective practitioner", the organisation as "learning system" and the task environment as a changing web of threats and opportunities.

Perhaps management evaluation and within it, the necessary future continuation of COMEP monintoring can be carried out within the framework of the Management Research and Development Unit proposed in the "Bahrain Management Profession: Problems and Prospects" seminar

held in December, 1986. Such a unit, of course, would only be the beginning of a long process that would hopefully ensure the long-term sustaining of the management development strategy for Bahrain. The fact that the proposed unit will be partly staffed by members of the teaching faculty should not be allowed to bias results. Managerial input into the process should be actively sought. Through dynamic interaction with its broader environment, this unit carries the promise of bringing together researchers, managers and policy makers in pursuit of higher professional standards.

It should also be of great interest to duplicate, to the extent possible, this study in other Gulf states to observe patterns of congruence or variance. This indeed would be a very promising prospect not only from a policy analysis perspective but from a theoretical perspective as well.

Equally inviting is the prospect of extending the study in the form of a more ambitious research project focusing on management "technology" transfer, i.e. the cross-cultural applicability of management theories. Perhaps the proposed study can center specifically around one or more of the three key concepts of leadership, motivation and professionalism.

This last concept, managerial professionalism, in the context of Bahrain, is undoubtedly one of the key contributions of this work as it was never before raised on the island. However, much work remains to be done by way of better understanding this new phenomenon and examining ways for accelerating its development. A separate study focusing exclusively on this one issue is in order.

A study of managerial professionalism would also be highly relevant regionally and internationally. Professionalism, after all, is a unifying framework in which theory and practice merge.

Perhaps, in conclusion, it is important to recall that this research study is essentially autobiographical. There were times when the author questioned the legitimacy of this motive but only to remember that he is but an improbable addition to a distinguished group of managers who succumbed to the same temptation. To have attempted to be simultaneously in the two domains of thought and action was difficult enough. But not to have attempted would have been very limiting.

CHRONOLOGY
OF
EVENTS

DATE	ACTIVITY	FOLLOW-UP REMARKS
980	SETTING UP OF 10000 PLAN	1. CREATING A WAVE OF INTEREST IN MANAGEMENT EDUCATION AND DEVELOPMENT. 2. DESIGNING AND OFFERING A PACKAGE OF MANAGEMENT DEVELOPMENT PROGRAMMES.
80	ENABLING DECREE FOR GULF POLYTECHNIC	UPGRADING THE INSTITUTION AND EXPANDING ITS MANDATE
;1	LAUNCHING MANAGERIAL MANPOWER SURVEY THAT PRECEDED COMEP	BUILDING AN ACCURATE DATA BASE ON MANAGEMENT DEVELOPMENT NEEDS IN TERMS OF DECISION-MAKING LEVELS AND SPECIALISATIONS
.L .2	INTRODUCING NEW PROGRAMMES IN BUSINESS AND MANAGEMENT AT GULF POLYTECHNIC	FIRST-TIME AVAILABILITY OF QUALITY MANAGEMENT DIPLOMA AND DEGREE EDUCATION IN BAHRAIN
ING 3	EXTENSIVE INTERACTION AND NETWORKING WITH BAHRAIN MANAGEMENT COMMUNUNITY	HIGHLY SUPPORTIVE PERCEPTION OF THE NEW MANAGEMENT EDUCATION PROGRAMMES. DISSATISFACTION WITH 10,000 PLAN PROGRAMMES AND CONSENSUS ON THE NEED FOR A BETTER ALTERNATIVE
;UARY	BIRTH OF THE CONTINUING MANAGEMENT EDUCATION PROGRAMME (COMEP) AS A JOINT VENTURE BETWEEN GULF POLYTECHNIC, INDUSTRY AND GOVERNMENT.	INTRODUCTION TO BAHRAIN OF A QUALITY MULTI-LEVEL MANAGEMENT DEVELOPMENT PROGRAMME WITH AN EXTEN SIVE FOLLOW-UP AND EVALUATION MACHINERY.

ATE	ACTIVITY	FOLLOW-UP REMARKS
RCH 984	NEW ROUND OF MEETINGS WITH MANAGEMENT COMMUNITY TO EXPLAIN COMEP AND DISCUSS POLICY ISSUES RELEVANT TO MANAGEMENT DEVELOPMENT IN BAHRAIN. HEIGHTENED AUTHOR CONCERN WITH MANAGEMENT DEVELOPMENT ISSUES.	BUILDING SUPPORT AND MOBILISING RESOURCES TO SUSTAIN COMEP. GULF POLYTECHNIC SPONSORS CULTURE SEMINAR — THE FIRST OF ITS KIND IN BAHRAIN.
RIL 84	INCEPTION OF THE Ph.D PROJECT AND DEVELOPMENT OF SUCCESSIVE VERSIONS OF THE PROPOSAL.	COMMENCING THE RESEARCH PROCESS WITH A DUAL ROLE OF DIRECTOR OF GULF POLYTCHNIC AND DOCTORAL RESEARCHER.
1MER 84	FINALISATION OF PH.D PROPOSAL AND SUBMISSION TO CNAA-INTENSIVE MEETINGS WITH ALL 4 SUPERVISORS.	CLARITY OF RESEARCH AGENDA AND COMMENCEMENT OF WORK.
'OBER ;4	DRAFTING CHAPTER 1 OF THE THESIS WHICH BECAME 2 IN THE FINAL VERSION.	EYE-OPENER FOR A WIDE RANGE OF SUBSDEQUENT STEPS.
'OBER ;4	CREATING AND ACTIVATING A FRAME-WORK FOR EVALUATING COMEP. COMMENCING WORK ON DEVELOPING A PROFILE FOR THE BAHRAINI MANAGER.	DEVELOPMENT OF THE FIRST SYSTEMATIC PROFILE OF THE BAHRAINI MANAGERS. APPENDIX A AND B.
EMBER 4	AUTHOR FAMILIARISATION WITH EVALUA-UATION LITERATURE AND IN-DEPTH EXAMI-NATION OF QUALITATIVE VS QUANTITATIVE RESEARCH METHODOLOGIES.	REDEFINING OF RESEARCH TASK AND BETTER UNDER STANDING OF THE MODUS OPERANDI.
JARY 5	VISIT OF SUPERVISOR MS. JENNY MUNDY TO BAHRAIN. CEO INTERVIEWS AND FURTHER WORK ON DEVELOPMENT OF THE DATA BASE.	DEVELOPMENT OF TENTATIVE SCHEDULE FOR VARIOUS RESEARCH STEPS. COMPILING AN EXECUTIVE PERCEPTION OF MANAGEMENT PROBLEMS IN BAHRAIN.

ATE	ACTIVITY	FOLLOW-UP REMARKS
PRING 985	REFINING COMEP EVALUATION INSTRUMENTS. LAUNCHING A NEW NEEDS ASSESSMENT SURVEY SIMILAR TO THAT OF 1983. MEETING WITH TEACHING MANAGERS.	COMPLETING THE NECESSARY EVALUATION INSTRUMENTS FOR COMEP. UPDATING THE MANPOWER REQUIREMENTS DATA BASE (APPENDIX D) CROSS-CHECKING DATA-BASE AGAINST PERCEPTIONS OF TRAINING MANAGERS.
RCH 85	EVALUATING COMEP THROUGH PARTICIPANT INTERVIEWS (APPENDIX E). IMMEDIATE SUPERVISOR QUESTIONNAIRE (APPENDIX F).	IDENTIFICATION OF PROBLEM AREAS. INTRODUCING NECESSARY CORRECTIVES. (APPENDIX E AND F).
5	SEMINAR (APPENDIX I). STRATEGY FOR CONTINUING MANAGEMENT EDUCATION IN BAHRAIN.	BUILDING CONSENSUS ON FUTURE STEPS FOR MANAGEMENT DEVELOPMENT IN BAHRAIN.
MER 5	INTENSIVE LITERATURE REVIEW COVERING: - MANAGEMENT DEVELOPMENT - STRATEGIC PLANNING - EVALUATION REVIEWING THE DATA BASE COLLECTED EARLIER. DISCUSSION WITH SUPERVISORS.	LINKING THEORY-BASE TO DATA AND RESTRUCTURING THIS RESEARCH PROCESS TO BETTER EXAMINE THIS "FIT" BETWEEN THE TWO.
EMBER/ EMBER 5	DESIGNING CEO FOLLOW-UP QUESTIONNAIRE ON LEADERSHIP/MOTIVATION AND PRO- FESSIONALISM IN ORDER TO ASSESS IMPORTANCE ASSIGNED BY CEOS TO THE 3 CONCEPTS. SECOND VISIT OF SUPERVISOR MS. JENNY MUNDY TO BAHRAIN.	UNPRECEDENTED ACCOUNT IN BAHRAIN OF CEO PER- CEPTION OF THE ROLE OF THE 3 INTERRELATED ELEMENTS WITHIN THE MANAGEMENT PROCESS. (APPENDIX C).
RUARY	DESIGNING COMEP-ASSESSMENT QUESTIONNAIRES TO GRADUATES AND SUPERVISORS.	MAKING AVAILABLE A TESTED INSTRUMENT FOR ASSESSING COMEP'S IMPACT.

ATE	ACTIVITY	FOLLOW-UP REMARKS
PRING 986	IMPLEMENTING CEO FOLLOW-UP QUESTIONNAIRE AND COMEP IMPACT QUESTIONNAIRE.	FIRST FEEDBACK BY COMEP GRADUATES ON ITS SUSTAINED IMPACT. (APPENDIX G).
Y 986	DRAFTING FIRST 4 CHAPTERS OF THESIS VISIT TO UK.	MAKING REPEATED ATTEMPTS TO REFINE WORK AND INCORPORATE SUPERVISORS' FEEDBACK.
MMER 86	EXTENSIVE READING AND DATA ANALYSIS.	PREPARING FOR DRAFTING AND REDRAFTING SECOND HALF OF THESIS.
LL 86	DRAFTING CHAPTERS 5-9.	PREPARING TEXT AND MODIFYING IT THROUGH SUPERVISORS' EVALUATION.
RING 37	SUBMISSION OF FINAL DRAFT.	IDENTIFICATION OF FURTHER RESEARCH REQUIREMENTS.

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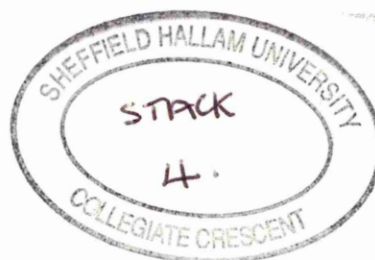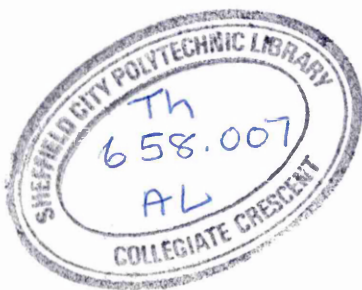
A P P E N D I X   A

CHIEF EXECUTIVE OFFICERS (CEO's) INTERVIEW

PROFILE OF THE BAHRAINI MANAGER

Spring 1985

TABLE OF CONTENTS

MAJOR INTERVIEW QUESTIONS

PROFILE OF THE BAHRAINI MANAGER

The purpose of this interview is to draw a profile for the Bahraini Manager from an executive vantage point. This profile is meant to be as comprehensive and well sounded as practically feasible in order to assess present status of its subject.

1. How would you describe the professional standing of Bahraini Managers with whom you work? Is your assessment entirely based on first-hand experience?

2. What is your assessment of the job expectations, commitment and motivation level of the 'typical' or 'average' Bahraini Manager?

3. Can you furnish a quick comparison of the competence and productivity of the Bahraini Manager to that of his expatriate counterpart?

4. In your judgment, what are the major environmental factors: cultural, social, economic, educational, religion, values, time, technological, authority, interpersonal relations, affluence, cost-conciousness, etc. that influence the Bahraini Manager today? What are some of the 'typical' ways in which this influence appears? Can you give examples?

5. How would you describe the support level: Governmental, organisational, etc., and the incentive system available to Bahraini Managers with whom you work?

6. How adequate are the means presently followed in preparing future Bahraini Managers and developing those already on the job? You may refer to your own experience or make a general statement if you wish.

7. What are the major obstacles or barriers impeding or slowing the development of the Bahraini Manager?

8. How aware are the Bahraini Managers you come in contact with of major trends and developments in management knowledge at the international level? Should there be room for improvement? How can these be brought about?

9. In your judgment, what are the major concerns or worries of the Bahraini Manager today? What measures do you propose?

10. What is your assessment of Bahrain's experience so far with managerial technology transfer? Can you refer to specific examples of success and failure? What can be done to facilitate the transfer of 'appropriate' managerial technology?

TABLE I

CEO's PERCEPTION OF THE BAHRAINI MANAGER

Mixed images emerge on examining the professional standing of the Bahraini Manager. Thirty three per cent (33%) believe he is equal to international managers with similar background and experience. Another 33% believe that he lacks experience, maturity and needs more training, and about 20% believe he is satisfactory. This diverse picture is not unexpected in view of the different frames of references of CEO's interviewed.

TABLE I

CEO's PERCEPTION OF THE BAHRAINI MANAGER

Professional Standing of Bahraini Managers

Professional Standing	No. of Responses
Equal to international managers with similar background and experience	11
Lacks experience	5
Needs more training particularly in technical jobs	4
Viewed with less esteem than expatriate counterparts	3
Average but have the advantage of knowledge of the local environment	4
Generally satisfactory and are more loyal and enthusiastic than their expatriate counterparts	3
10% excellent, 20 - 30% average, the rest are mediocre	1
Young and lacks maturity and experience	2

TABLE II

CEO's PERCEPTION OF THE BAHRAINI MANAGER

A majority of CEO responses seem to suggest high, though unrealistic, job expectations on the part of the Bahraini manager who is perceived either as 'unwilling to go through the hierarchy' (5), keen on social prestige (4), material rewards (4), promotion (5) etc. The commitment of the Bahraini manager is rated as average in (15) responses, low in (3) and high in (2).

On grounds of motivation, 5 CEO's considered the Bahraini manager as high, 5 as average and 3 as low.

The picture in general is mixed and suggests a management culture in transition when there are few set norms and where some managers seem more concerned with the trappings of management than its substance.

TABLE II

CEO's Perception of the Bahraini Manager

Job Expectations, Commitment and Motivation Level of the

Typical Bahraini Manager

Job Expectations	Commitment	Motivati
Very high (2)	Low (3)	Low (3)
Promotion (5)	Average (15)	High (5)
Increased authority (1)	High (2)	Average
A challenging (1)		Varies (
To have a position without responsibilities (2)	Committed but do not want the responsibility (2)	Decrease as a res opportun top (1)
High, but unwilling to go through the hierarchy (5)	Difficult to assess (1)	
Productive in his environment (2)		
Social prestige (4)		Need for and achi
Material rewards (4)		

* Figures between parenthesis indicate number of responses

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TABLE III

CEO's PERCEPTION OF THE BAHRAINI MANAGER

In comparing the competence and productivity of the Bahraini Manager vis-a-vis his expatriate counterpart, 27% of the respondents answered "inferior", 31% indicated that he is "equal" and another 31% stated "no generalisation possible". Only 10% felt that he was "superior". This diverse picture should be interpreted against the different frames of reference of CEO's interviewed.

TABLE III

CEO's PERCEPTION OF THE BAHRAINI MANAGER

Competence and Productivity of The Bahraini Manager

Vis-a-vis His Expatriate Counterpart

	Number of Responses
Inferior	8
Equal	9
Superior	3
Depends on Individual	4
No Generalisation Possible	5
	—
TOTAL	29

TABLE IV

CEO's PERCEPTION OF THE BAHRAINI MANAGER

In probing the support level and incentive system available to Bahraini managers, the evidence indicates that is generally satisfactory. About 58% of respondents indicated that the level of government support is "average and reasonable", while 75% of the respondents confirmed that organisational support is "available and adequate". When asked about the incentive system, 70% responded that is is "satisfactory".

One might infer that the Bahraini management culture is sensitive to managers' needs and generally keen on meeting them.

TABLE IV

CEO's Perception of the Bahrai

Support Level and Incentive System Available

Government Support	Organisation Support
Generally does not exist (2)	Available (8)
Weak (1)	Inadequate (3)
Available (6)	Adequate (2)
Reasonable (1)	Good (1)
Successful (1)	Protective (1)
Tremendous (2)	Not organized to meet fast changes (1)
Legal framework exists but not enough communication between public and private sectors (3)	Compares favourably wi other industrial organisations in Bahra
Not up to organisation expectations of Bahrainis (1)	

* Figures between parentheses indicate number of responses

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TABLE V

CEO's PERCEPTION OF THE BAHRAINI MANAGER

When asked about methods presently followed in preparing and developing Bahraini managers, the majority (44%) singled out training and management development programmes, seminars, conferences, and courses, while 30% stated "on the job training". It is evident that the different training methods used tend to reflect the various philosophies espoused by CEO's.

TABLE V

CEO's PERCEPTION OF THE BAHRAINI MANAGER

Methods Presently Followed in Preparing and Developing

Bahraini Managers

	No. of Responses
On the job training	6
Training and Management Development Programmes	8
Seminars, Conferences and Courses	3
Exposure to Management Education at University Level	1
Job Rotations	2
Off-island Assignments	1
Performance Appraisals and Evaluation Programmes	2
Career Development Path	1
Experience	2
Visiting Other Organisations	1

TABLE VI

CEO's PERCEPTION OF THE BAHRAINI MANAGER

Various factors were identified as barriers or obstacles slowing the development of the Bahraini Manager. Foremost among these are: language barrier (19%), poor educational background (15%), conflict with cultural, social and traditional upbringing (12%), and presence of expatriate managers (7%). The findings are not altogether shocking in view of the fact that Bahrain is a society in transition with an educational system in need of major overhauling.

TABLE VI

CEO's PERCEPTION OF THE BAHRAINI MANAGER

Major Obstacles or Barriers Slowing The Development

of The Bahraini Manager

	No. of Responses
Language barrier	8
Poor educational background	6
Diminishing promotional opportunities	4
Conflict with cultural, social & religious upbringing	5
High cost of development of Bahraini manager	3
Unqualified individuals holding senior positions	2
Presence of expatriate managers	3
Lack of family connections	2
Attitude of senior managers	2
Patriarchal society structure	1
Lack of competent individuals	2
Modest monetary rewards	1
Bureaucracy	1
Limited delegation of authority	1
Reluctance to accept job rotation	1

TABLE VII

CEO's PERCEPTION OF THE BAHRAINI MANAGER

Eight out of twenty respondents indicated that they were
"highly aware" of major trends and development in
management knowledge, and eleven were "generally not
aware". This observation is obviously disquieting as the
majority of Bahraini managers are served from the
state-of-the-art techniques in management.

TABLE VII

CEO's PERCEPTION OF THE BAHRAINI MANAGER

Awareness of Bahraini Managers of

Major Trends and Development in Management Knowledge

	No. of Responses
Highly aware	8
Low interest level	1
Generally not aware	11

TABLE VIII

CEO's PERCEPTION OF THE BAHRAINI MANAGER

All 26 respondents have indicated the need for improvement in the management knowledge of Bahraini managers. When asked about suggested methods, the majority (60%) indicated training and educational programmes and books and periodicals. Other responses included membership in professional organisations (7%), and develop more incentives

It is evident that the Bahraini manager has, at least in some ways, to catch up with his western counterparts albeit selectively and subject to stringent standards of relevance.

TABLE VIII

CEO's Perception of The Bahraini Manager

Suggested Methods to Bring About Awareness of Bahraini Ma

Major Trends and Development in Management Knowled

No. of Responses

Need for improvement
Dissemination of information from top (1)

No need for improvement
Discussion (4)

Training/educational programmes

Reading: books/periodicals (6)

Professional organizations for Bahraini

Managers (3)

On-the-job training (1)

Develop initiatives (2)

Continued use of consultants (1)

Develop more incentives (2)

Make management jobs more demanding (1)

Attain understanding of how best to manage

TABLE IX

CEO's PERCEPTION OF THE BAHRAINI MANAGER

Of the major worries and concerns of the Bahraini manager, the slowdown in economic activity and lack of opportunity for promotion and development standout. This was followed by competition from expatriates, job security, low remuneration and regional instability.

TABLE IX

CEO's PERCEPTION OF THE BAHRAINI MANAGER

Major Concerns and Worries of The Bahraini Manager

	No. of Responses
Slowdown in economic activity	6
Lack of opportunity for promotion and Development	6
Competition from expatriates	4
Career security and confidence	3
Concern for long term career prospect	4
Low remuneration	2
Personal worries	1
Lack of higher education	1
Close family ties	1
Compromising between local cultural values and western theories and concepts	1
No clear delineation of authority and responsibility	1
Lack of organizational support	1
More pressure to perform	1
Adjusting to change	1
Regional instability	1
No sharing of information	1

TABLE X

CEO's PERCEPTION OF THE BAHRAINI MANAGER

When asked about their experience with managerial technology transfer, 43% stated it was "good" to "successful", 13% said it was limited and 10% indicated that there was room for improvement. Other assessments were: too fast (7%) and seldom planned (4%).

The evidence indicates that management technology transfer is a very sensitive issue as it touches upon many socio-cultural variables and therefore must be approached on a selective basis for fear of counterresults and rejection.

TABLE X

CEO's PERCEPTION OF THE BAHRAINI MANAGER

Assessment of Bahraini's Experience With Managerial

Technology Transfer

Assessment	No. of Responses
So far, very limited	4
Successful	10
Good, but slow	3
Varies	1
Too fast	2
Seldom planned: usually a by-product of something else	1
Evident in all major establishments	1
Room for improvement	3
Exists more in private industry	1
Exists in government	1
Government is ten years behind	1
Language (English) and age (40+) are often barriers	1
Bahrainis are still not independent of foreign expertise	1

TABLE XI

CEO's PERCEPTION OF THE BAHRAINI MANAGER

Two third of the respondents identified education, training programmes and exposure to international companies as appropriate methods for the transfer of managerial technology. While 13% recommended a selective approach confining transfer to the western technology compatible with Arab-Islamic culture.

The overwhelming majority shows no qualms regarding management technology transfer within parameters set by the receipient culture.

TABLE XI

CEO's PERCEPTION OF THE BAHRAINI MANAGER

Recommended Methods for the Transfer of "Appropriate"

Managerial Technology

Methods	No. of Responses
Education	12
Exposure (journals, trade fairs, international conferences and visits to international companies	8
Incorporation of selective western technology suited to Arab-Islamic world	4
Dependent on how much one wants to accept	1
Perseverence	1
Purchase technology and hire expatriates	1
Follow the BAPCO example	1
Develop self-confidence and initiative of Bahraini managers	1
Strategic placement of Bahraini managers at all levels of management	1

A P P E N D I X   B

COMPOSITE PROFILE OF BAHRAINI MANAGERS

COMPONENT 1 - SELF PERCEPTION

Spring 1985

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COMPOSITE PROFILE OF BAHRAINI MANAGERS

Component I - Self Perception

The purpose of this questionnaire is to help Bahraini managers develop a critical insight into their own making and gain a better understanding of their present situation and future prospects. As a professional, the modern Bahraini manager is faced with enormous challenges, not the least of which is the need to stay abreast of developments in his field and constantly upgrade his performance. Data gathered through this questionnaire will undoubtedly help in better planning for meeting the future needs of Bahraini managers.

1. Please check functions performed and indicate rough percentages, if possible.

_____	Planning	_____%
_____	Organising	_____%
_____	Coordination	_____%
_____	Communication	_____%
_____	Control	_____%
_____	Marketing	_____%
_____	Budgeting	_____%
_____	Finance	_____%
_____	Human Resource Development	_____%
_____	Production	_____%
_____	Employee Morale	_____%
_____	Others (Please specify)	_____%

2

2. In your opinion, how critical is your work to the organisation?
                (1 is lowest and 5 is highest)

```
1          2          3          4          5
```

3. How do you rate your effectiveness (achieving goals or targets)?
                (1 is lowest and 5 is highest)

```
1          2          3          4          5
```

4. How seriously is your role as a Bahraini manager taken by the organisation where you work?
                (1 is lowest and 5 is highest)

```
1          2          3          4          5
```

5. In your opinion, how committed is the organisation to your career development?
                (1 is lowest and 5 is highest)

```
1          2          3          4          5
```

6. How is this development facilitated?

    ____   Through coaching

    ____   Through training programmes

    ____   Through self-development

    ____   Through formal education

    ____   Others (Please specify)

7. Educational background.   Please check highest level attained.

     ____   Elementary education

     ____   Secondary education

     ____   Special diplomas

     ____   Bachelor's degree

     ____   Master's degree

     ____   Ph.D. degree

8. Training background.   Please check appropriate slot.

     ____   Short-term seminars

     ___   Long-term seminars (more than 2 months)

     ____   In-house company programmes.

9. Briefly describe your career background, i.e., the stages you went through since graduation from school.

10. How do you rate your job satisfaction?
    (1 is lowest and 5 is highest)

1	2	3	4	5

11. In your opinion, what is the proper preparation for a manager?

     ____   Formal education

     ____   On-the-job training

     ____   Customized short training programmes

     ____   Others (please specify)

2. Are you aware of international management models?

     Yes   ____   No   ____

If yes, would you identify some of these.

13. Rank order the following professions in terms of social status in descending order (1 being highest, 2 second highest, and so on).

     ____   Airline Pilot
     ____   Technician
     ____   Lawyer
     ____   Engineer
     ____   Manager
     ____   Judge
     ____   Dentist
     ____   Businessman
     ____   University Professor/Lecturer
     ____   Secondary School Teacher
     ____   Medical Doctor

14. In your opinion, is there any correlation between managerial education and on-the-job performance?
          (1 is lowest and 5 is highest)

  1   2   3   4   5

15. Do you feel a technical background (engineering, medicine, sciences, etc.) is relevant to your job?

    ____   Yes

    ____   No

    ____   Other (Please explain)

16. How do you perceive the role of the expatriate manager?

    ____   A Change Agent

    ____   A Leader

    ____   More Experienced

    ____   Stop Gap (short term)

    ____   A Competitor

    ____   Staff Specialist

    ____   Others (Please specify)

17. To what extent are management skills as acquired in formal education and training programmes applicable to Bahrain?

    ____   Highly applicable

    ____   Applicable

    ____   Somewhat applicable

    ____   Seldom applicable

    ____   Not applicable

18. Are there people in your immediate family (father, brothers, uncles) who are in the management profession?

        Yes   ____   No   ____

If yes, please specify relationship.

19. Are you involved in community services, such as philanthropic organisations, serving on school boards, athletic clubs, etc.

        Yes   ____   No   ____

If yes, please list these activities.

20. Have you projected your career path up to retirement.

        Yes   ____   No   ____

If yes, can you predict your next two promotions?

21. Are you satisfied with the organisational incentives?

    ____   Very dissatisfied

    ____   Dissatisfied

    ____   Neutral

    ____   Satisfied

    ____   Very satisfied

TABLE I

COMPOSITE PROFILE OF BAHRAINI MANAGERS

Self Perception

Bahraini managers included in the survey reflect a wide spectrum of educational achievement ranging from elementary to doctoral levels. There seems little evidence, however, to suggest that their views, management philosophies or operational styles were influenced by their educational background more markedly than other variables.

TABLE I

COMPOSITE PROFILE OF BAHRAINI MANAGERS

Self Perception

Educational Background of Respondents on a

Sectoral Basis

Educational Background	Private Sector	Public Secotr	Total
Elementary	1	-	1
Special Diplomas	5	2	7
Bachelor's Degree	4	4	8
Master's Degree	1	1	2
Ph.D.	-	2	2
Professional Qualifications	1	-	1
Post-graduate Diplomas	-	2	2

TABLE II

COMPOSITE PROFILE OF BAHRAINI MANAGERS

Self Perception

In attempting to pair educational background with employment sectors, a picture of mere total randomness emerges. This is particularly true if the distinction is made on grounds of educational achievement rather than areas of specialization.

TABLE III

COMPOSITE PROFILE OF BAHRAINI MANAGERS

Self Perception

A comparison of the Bahraini private and public sectors in terms of relative importance of selected management functions, reveals greater emphasis on the long range activities of planning, organising, and human resources development in the private sector. Not surprisingly, priority areas in the public sector are communications, and control.

TABLE III

COMPOSITE PROFILE OF BAHRAINI MANAGERS

Self Perception

Average Percentage Distribution of

Functions Performed

Managerial Functions	Private Sector	Public Sector
Planning	17	12
Organising	14	8
Coordination	11	8
Communication	10	22
Control	8	10
Marketing	6	2
Budgeting	5	5
Finance	6	6
Human Resource Development	10	7
Production	5	10
Employee Morale	7	8
Others	1	2

TABLES IV & V

COMPOSITE PROFILE OF BAHRAINI MANAGERS

Self Perception

Respondent managers from both sectors seem highly content with the significance of their jobs and the more educated among them showed a greater degree of job satisfaction.

TABLE IV

COMPOSITE PROFILE OF BAHRAINI MANAGERS

Self Perception

Perceived Job Significance on a Sectoral Basis

(Scale: 1 is lowest and 5 is highest)

Sector	Average Degree of Significance	Number of Responses
Private	4	11
Public	4.2	12
		—
	TOTAL	23
		—

TABLE IV

COMPOSITE PROFILE OF BAHRAINI MANAGERS

Self Perception

Degree of Job Satisfaction Among Respondents

Based on Educational Background

(Scale: 1 is lowest and 5 is highest)

Educational Background	Degree of Job Satisfaction	Number of Responses
Elementary	4	1
Secondary	-	-
Special Diplomas	4.3	7
Bachelor's	4.1	8
Master's	4.3	2
Ph.D.	4.5	2
Professional Qualifications	4	1
Post-graduate Diplomas	4.5	2
TOTAL		23

TABLE VI

COMPOSITE PROFILE OF BAHRAINI MANAGERS

Self Perception

A high degree of satisfaction ranging between 4 and 5 on a 5 point scale was associated with the various career development methods used. Training programmes generated the highest number of responses (8 out of 21) followed equally by coaching and formal education. (4 each.) The significant implication is that management training programmes have become part of managers' expectations and accepted as a viable vehicle for career development.

TABLE VI

COMPOSITE PROFILE OF BAHRAINI MANAGERS

Self Perception

Degree of Job Satisfaction Among Respondents Based on

Career Development Methods Used Most Frequently by the

Organistion

(Scale: 1 is lowest and 5 is highest)

Career Development Method	Degree of Job Satisfaction	Number of Responses
Coaching	4.3	4
Training Programmes	4.4	8
Self-Development	4.2	3
Formal Education	4.5	4
Courses/Conferences	4	1
Action Learning	4	1
On-The-Job Training	5	1

TABLE VII

COMPOSITE PROFILE OF BAHRAINI MANAGERS

Self Perception

Again a high level of perceived job significance was detected by Bahraini Managers in various employment sectors. None of the respondents scored below 3 on a 5 point scale. The highest level of perceived job significance was noticeable in insurance (5), followed by banking/finance (4.8), health services (4.8), public works, aluminium, education, retailing and management services (4 each).

TABLE VII

COMPOSITE PROFILE OF BAHRAINI MANAGERS

Self Perception

Degree of Job Significance Among Respondents in

Selected Employment Sectors

(Scale: 1 is lowest and 5 is highest)

Industry	Degree of Job Significance	Number of Responses
Banking/Finance	4.8	4
Health Services	4.8	2
Public Works	4	1
Aluminium	4	2
Social Services	4	1
Insurance	5	1
Oil and Gas	3.8	3
Steel	3	1
Management Services	4	1
Ship Repair	4.5	1
Education	4	3
Telecommunications	3	1
Transportation	3	1
Retailing	4	1

TABLE VIII

COMPOSITE PROFILE OF BAHRAINI MANAGERS

Self Perception

Respondent managers from different educational backgrounds attach a high degree of significance to their jobs. Perceived significance seems to be in direct proportion to educational attainment, while less educated colleagues lagged very closely behind. The obvious implication is that the educational level is not a decisive factor in determining job significance.

TABLE VIII

COMPOSITE PROFILE OF BAHRAINI MANAGERS

Self Perception

Degree of Job Significance Among Respondents Based on

Educational Background

(Scale: 1 is lowest and 5 is highest)

Educational Background	Degree of Job Significance	Number of Responses
Elementary	4	1
Secondary	-	-
Special Diplomas	4.2	7
Bachelor's	3.8	8
Master's	4.8	2
Ph.D.	4.5	2
Professional Qualifications	4	1
Post-Graduate Diplomas	4	2

TABLE IX

COMPOSITE PROFILE OF BAHRAINI MANAGERS

Self Perception

Respondent managers from various employment sectors seem highly satisfied with their jobs. Job satisfaction ranged from 3.5 to 5 to 3.5 on a 5 point scale. The highest degree of job satisfaction was in insurance (5) followed by education (4.6), banking/finance (4.5), health services (4.5), etc.

One may draw the conclusion that employment benefits are considered attractive in all sectors and that Bahrain is a presaturated market keen on Bahrainisation and known for being lucrative on psychological and material rewards.

TABLE IX

COMPOSITE PROFILE OF BAHRAINI MANAGERS

Self Perception

Degree of Job Satisfaction in Selected Employment Sectors

(Scale: 1 is lowest and 5 is highest)

Industry	Degree of Job Satisfaction	Number of Responses
Banking/Finance	4.5	4
Health Services	4.5	2
Public Works	4	1
Aluminium	4	2
Social Services	4	1
Insurance	5	1
Oil and Gas	4	3
Steel	4	1
Management Services	4	1
Ship Repair	3.5	1
Education	4.6	3
Telecommunications	4	1
Transportation	4	1
Retailing	4	1

TABLE X

COMPOSITE PROFILE OF BAHRAINI MANAGERS

Self Perception

A comparison of the Bahraini private and public sectors in terms of job satisfaction reveals that Bahraini managers are equally content in both sectors. A score of 4.2 (out of 5) was reported in each of the two sectors. The implication is that the public sector does not lag behind the private sector in terms of psychological and material rewards.

TABLE X

COMPOSITE PROFILE OF BAHRAINI MANAGERS

Self Perception

Degree of Job Satisfaction Among Respondents on a

Sectoral Basis

(Scale: 1 is lowest and 5 is highest)

Sector	Degree of Job Satisfaction	Number of Responses
Private	4.2	11
Public	4.2	12

TABLE XI

COMPOSITE PROFILE OF BAHRAINI MANAGERS

Self Perception

Table XI confirms the preconceived idea that the private sector is more effective than the public sector. Perceived job effectiveness in the private sector was 4.1 on a 5 point scale as opposed to 3.8 in the public sector.

TABLE XI

COMPOSITE PROFILE OF BAHRAINI MANAGERS

Self Perception

Degree of Job Effectiveness Among Respondents on a

Sectoral Basis

(Scale: 1 is lowest and 5 is highest)

Sector	Degree of Job Effectiveness	Number of Responses
Public	3.8	12
Private	4.1	11

TABLE XII

COMPOSITE PROFILE OF BAHRAINI MANAGERS

Self Perception

In trying to pair perceived job effectiveness with career development methods, one may draw the conclusion that courses/conferences, training programmes and self development are regarded the most effective. Twenty one out of forty responses reported self-development and eight mentioned training programmes.

TABLE XII

COMPOSITE PROFILE OF BAHRAINI MANAGERS

Self Perception

Degree of Job Effectiveness Among Respondents Based on

Career Development Methods Used Most Frequently by the

Organisation

(Scale: 1 is lowest and 5 is highest)

Career Development Method	Degree of Job Effectiveness	Number of Responses
Coaching	3.5	4
Training Programmes	3.9	8
Self-Development	3.9	21
Formal Education	3.8	4
Courses/Conferences	4	1
Action Learning	3.5	1
On-The-Job Experience	3	1

TABLE XIII

COMPOSITE PROFILE OF BAHRAINI MANAGERS

Self Perception

A high degree of job effectiveness was perceived by Bahraini managers in various employment sectors. The scores ranged from 4.5 (out of 5) in banking/finance to 3 in telecommunications. Again one cannot detect a significant difference among the various employment sectors in terms of perceived job effectiveness.

TABLE XIII

CCOMPOSITE PROFILE OF BAHRAINI MANAGERS

Self Perception

Degree of Job Effectiveness Among Respondents in

Selected Employment Sectors

(Scale: 1 is lowest and 5 is highest)

Industry	Degree of Job Effectiveness	Number of Responses
Banking/Finance	4.5	4
Health Services	4	2
Public Works	4	1
Aluminium	3.8	2
Social Services	4	1
Insurance	4	1
Oil and Gas	3.7	3
Steel	4	1
Management Services	4	1
Ship Repair	4.5	1
Education	3.7	3
Telecommunications	3	1
Transportation	4	1
Retailing	4	1

TABLE XIV

COMPOSITE PROFILE OF BAHRAINI MANAGERS

Self Perception

There seem little evidence to suggest that there is a positive correlation between educational background and perceived job effectiveness. Managers with elementary education background and others with Ph.D.'s show the same degree of job effectiveness (4 out of 5).

TABLE XIV

COMPOSITE PROFILE OF BAHRAINI MANAGERS

Self Perception

Degree of Effectiveness Among Respondents in Relation to

Educational Background

(Scale: 1 is lowest and 5 is highest)

Educational Background	Degree of Job Effectiveness	Number of Responses
Elementary	4	1
Secondary	-	-
Special Diplomas	4	7
Bachelor's	3.8	8
Master's	4.5	2
Ph.D.	4	2
Professional Qualifications	4	1
Post-Graduate Diplomas	3.5	2

TABLE XV

COMPOSITE PROFILE OF BAHRAINI MANAGERS

Self Perception

The social status of the various professions in Bahrain follows a pattern not perhaps very different from the one prevailing in western societies. As one might expect Bahraini managers gave the highest ranking to medical doctors, followed by judges, engineers, managers, businessmen, lawyers and ending with technicians and secondary school teachers.

TABLE XV

COMPOSITE PROFILE OF BAHRAINI MANAGERS

Self Perception

Rank Order of Professions in Terms of Social Status

Profession	Rank Order
Medical Doctor	1
Judge	2
Engineer	3
Manager	3
Businessman	5
Lawyer	6
University Professor/Lecturer	6
Dentist	8
Airline Pilot	9
Technician	10
Secondary School Teacher	11

TABLE XVI

COMPOSITE PROFILE OF BAHRAINI MANAGERS

Self Perception

When asked about awareness of international management models, the majority of Bahraini managers (15 out of 23) reported "Not aware". This is not surprising in view of their relatively limited professional exposure and possible language barrier.

TABLE XVI

COMPOSITE PROFILE OF BAHRAINI MANAGERS

Self Perception

Awareness of International Management Models

	No. of Responses
Aware	8
Not Aware	15
	—
TOTAL	23
	—

TABLE XVII

COMPOSITE PROFILE OF BAHRAINI MANAGERS

Self Perception

When pressed for acquired familiarity with western management models, the surveyed managers showed more interest and curiousity than hard knowledge. Five out of seventeen were able to identify MBO while each of the other constructs managed to attract the attention of one respondent (refer to Table XVII for a list of constructs).

TABLE XVII

COMPOSITE PROFILE OF BAHRAINI MANAGERS

Self Perception

International Management Models Identified by Respondents

Model	No. of Responses
Management by Objectives	5
X versus Y Theory	1
Crisis Management	1
Managerial Grid	1
Two-Factor Theory of Motivation	1
Quality Circles	1
Mathematical Models of Management (Systems Approach)	1
Farmer-Richman Model	1
Negandhi-Estefen Model	1
Japanese Style of Management	1
Strategic Management	1
Human Relations	1
Maslow's Hierarchy of Needs	1

TABLE XVIII

COMPOSITE PROFILE OF BAHRAINI MANAGERS

Self Perception

More than 50 percent (12 out of 23) of respondent Bahraini managers have immediate family members (particularly brothers) in the management profession.

One may infer that family connections are important credentials in entering the management profession or that members of the family influence the career choice of other members.

TABLE XVIII

COMPOSITE PROFILE OF BAHRAINI MANAGERS

Self Perception

Family Members in the Management Profession

	No. of Responses	Reltionship*	
No Family Member	11		
Family Members	12	(1)	Father
		(12)	Brother
		(1)	Uncle
		(2)	Cousin
		(1)	Brother-in-law
TOTAL	23		

* Figures in parentheses indicate number of responses.

TABLE XIX

COMPOSITE PROFILE OF BAHRAINI MANAGERS

Self Perception

When querried about projected career path up to retirement, only 7 out of 23 gave affirmative answers. The majority (15) have made no such plans. Three possible implications come to the surface:

1. The majority of the managers surveyed have a short term horizon and are naturally not inclined toward long range planning.

2. Organizations in Bahrain do not have the support and back-up systems necessary for long range career planning.

3. The turnover rate caused by lucrative market pulls works against having the suitability needed for long range career planning.

TABLE XIX

COMPOSITE PROFILE OF BAHRAINI MANAGERS

Self Perception

Projected Career Path Up to Retirement

	No. of Responses
No Career Path Projected	15
No Response	1
Career Path Projected	7
TOTAL	23

TABLE XX

COMPOSITE PROFILE OF BAHRAINI MANAGERS

Self Perception

The majority (16 out of 23) of respondent Bahraini managers are involved in community services. One implication is that the Bahraini manager is aware of his social and civic responsibilities. A related corollary is that managers in Bahrain have to recognise and accommodate social expectations.

Such accommodation may be undertaken either reluctantly or eagerly but in both cases accepted as a requirement for social recognition and upward mobility.

A P P E N D I X   B

COMPOSITE PROFILE OF BAHRAINI MANAGERS

COMPONENT II - INTERPERSPONAL NETWORKING

Spring 1985

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This instrument addressed to managers in Bahrain has a fourfold purpose aiming at identifying:

a.   The management style found most conducive to Bahrain.

b.   Salient features of the Bahraini management environment.

c.   Decision making methods most frequently used in Bahrain.

d.   Behavioural patterns bearing on the professional conducts of managers in Bahrain.

INTERPERSONAL NETWORKING

1. When would you use <u>formal</u> methods of getting business done within the organisation, and why?

2. When would you use <u>informal</u> methods of getting business done, and why?

3. In Bahrain, to what extent do people rely on friendship ties, family or other means of influence to get things done or results obtained faster? (please give examples)

4. To what extent do you feel the influences mentioned in the previous question (3) are a help or a hindrance to you in the performance of your duties as a manager? (Please give examples)

5. When starting a business discussion or a deal, would you normally spend some time offering greetings, social talk of a general nature and refreshments?

- In which situations and with whom do you apply this?

- Do you feel that this custom is beneficial or is it mostly a waste of time? Why?

6. The ideal employee should be, among other things, both <u>loyal</u> and <u>efficient</u>. Which characteristics would you prefer to have in your employees?

   - more loyal to the organisation:

   - more efficient on the job:

7. Which would you prefer your immediate subordinate to be:

   - more loyal to you?

   - more efficient in his job?

8. How often do you give instructions to employees at the middle or lower levels without going through their immediate supervisors:

   - very often:

   - occasionally:

   - seldom:

9. What are some of the managerial practices of foreign businessmen/manager working in the major industrial sectors which you believe can be learned and then applied to you business here? Why?

10. What would be the most important personal traits and characteristics that contributed to your success?

TABLE I

INTERPERSONAL NETWORKING

This table shows the extent of use of formal methods for getting business done within the organisation. The survey indicates that such methods are used most of the time when a record is to be kept for future reference or during formal meetings. It has also been found that there is a positive correlation between the signficance of the decision and the use of formal methods.

As for the reasons, most respondents stated that the use of formal methods helps keep authority and responsibility lines clearly delineated. Also the use of formal methods tends to minimize misunderstandings and reinforce the organisation's established procedures and rules.

TABLE I

INTERPERSONAL NETWORKING

Use of Formal Methods for Getting Business Done Within The Organisatio

When Used		Reasons
Most of the time	(10)	To keep authority and responsi lines delineated
When a record in need for future reference	(7)	For record keeping
During a formal meeting	(3)	Avoid violation of any establi procedures and rules
When an action needs to be taken through appropriate channels	(3)	Avoid musunderstanding
When important decisions have to be made	(3)	When formal approval is needed
When clear instructions are needed	(3)	To resolve conflict, gain cons and/or clarify issues
Depends on the particular situation	(2)	
For lower level management	(2)	To give people clear guideline
When communicating information to a large group	(2)	Contributes to better relation the organisation
Planning and identifying goals	(1)	
When deadlines are to be met	(1)	
It depends on the personality of the client	(1)	
With new employees	(1)	

Numbers between parentheses indicate responses

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TABLE II

INTERPERSONAL NETWORKING

Eighty six percent of the respondents affirmed their use of informal methods, albeit for different reasons.

The situations mentioned ranged from "when the job is to be done faster," "when no records are needed," "if the task is relatively unimportant." etc.

As for the reasons, several respondents stated that informal methods are used when urgency and confidentiality are required. Also to reduce routines and paper work.

TABLE II

INTERPERSONAL NETWORKING

Use of Informal Methods for Getting Business Done Wihtin The Organisation

hen Used   Reasons

arely   (1)   For urgency and confidentiality

eldom   (2)   People tend to open up more

hen job is to be done faster   (3)   To expedite things

outine day-to-day business   (2)   Reduce paper work

epending on the situation   (2)   Clarify misunderstandings

hen no records are needed   (3)

hen people are reluctant to be fully open   (2)

o support formal methods   (2)

If the task is relatively unimportant   (2)

In dealing with subordinates or peers   (1)

Communicating for follow up or checking   (2)

Numbers between parentheses indicate responses

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TABLE III

INTERPERSONAL NETWORKING

The majority of respondents affirmed the use of personal connections in business. They feel it is socially ingrained in the Bahraini society. When probed as to its effect on managerial performance, 56% felt that it was a hindrance, and 40% stated that it could be a help or a hindrance, while only 4% felt that it had little effect on performance.

TABLE III

INTERPERSONAL NETWORKING

Personal Connections and Their Effect on Managerial Performance

rsonal Connections		Effect on Managerial Performance
ed in Bahrain to a large extent	(13)	Hindrance
ed to a certain extent	(6)	It goes both ways - help and hindr
ed when it is not in violation of the law d ethics	(2)	Little effect on performance
ey are socially ingrained in society	(5)	

---

mbers between parentheses indicate responses

12

TABLE IV

INTERPERSONAL NETWORKING

All the respondents acknowledged employing pleasantries, social talk and refreshments prior to starting a business discussion. Such practices, it was felt, were beneficial and resorted to in most situations. The use of these business manners is thought to be in ine with Arab culture and hospitality. It tends to cement trust, friendly atmosphere and serves as ice-breaker.

TABLE IV

INTERPERSONAL NETWORKING

Use of Business Mannerisms in Bahrain

Greetings, Social Talk and Refreshments Prior to Starting a Business Discussion	Situation		Evaluation		Reas
Yes (26)	Always	(7)	Beneficial	(23)	Buil of t
No (0)	Most situations	(9)	Beneficial when restricted to tolerable level	(3)	Ice l
	With Arab nationals	(2)	Waste of time	(0)	Crea
	At high levels	(3)			Bette envi
					Frie phere

Numbers between parentheses indicate responses

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TABLE V

INTERPERSONAL NETWORKING

When managers were asked about the loyalty-efficiency tradeoff, a unanimous preference for both emerged. When asked to choose between the two, the majority opted for efficiency on the job. However, a significant 15% voiced preference for loyalty to the manager.

TABLE V

INTERPERSONAL NETWORKING

Loyalty Versus Efficiecny:

Manager's Preference

	Number of Responses
Loyal to organisation and efficient on job	26
More loyal to the organisation	20
More efficient on the job	25
More loyal to manager	4

TABLE VI

INTERPERSONAL NETWORKING

With regard to mangers violating the chain of comman, none of the respondents is willing to formalise it into a policy, 52% are willing to resort to it when needed and the remaining 48% do not rule it out.

TABLE VI

INTERPERSONAL NETWORKING

Instructions Given to Employees at the Middle or
Lower Levels Bypassing Their Immediate Supervisors

	Number of Responses
Very often	0
Occasionally	13
Seldom	12

TABLE VII

INTERPERSONAL NETWORKING

Bahraini managers identified a broad range of foreign managerial practices and related professional values perceived to be significant and transferable to Bahrain. These are, in descending order, more professionalism, honesty and efficiency, long range planning and time management.

TABLE VII

INTERPERSONAL NETWORKING

Foreign Managerial Practices Transferable to Bahrain

Managerial Practices	Number of Responses
More Professionalism	5
Honesty and Efficiency	4
Long Range Planning	4
Time Management	3
None	3
All Managerial Principles and Practices	2
Management Information System	2
Organising	2
No Opinion	2
Not Applicable	2
MBO	1
Decision-Making	1
Quality Circles	1
Job Enrichment	1
Setting Priorities	1
Identifying Objectives	1
Team Work	1
Career Paths	1
Japanese Management	1
Fair Practice	1

TABLE VIII

INTERPERSONAL NETWORKING

When asked about perceived personal traits essential to success in management, Bahraini managers identified a broad range of personality attributes. The most significant were loyalty and dedication and hard work. These were followed by honesty, ability to understand and respect others, efficiency, perseverance and objectivity.

TABLE VIII

INTERPERSONAL NETWORKING

Perceived Personal Traits Essential to

Success in Management

	Number of Responses
Loyalty and Dedication	12
Hard Work	10
Honesty	5
Ability to Understand and Respect Others	5
Efficiency	4
Perseverance	4
Objectivity	3
Patience	3
Resourcefulness	3
Flexibility	2
Discipline	2
Ability to Listen	2
Accepting Criticism	2
Intelligence	2
Pleasant Personality	2
Self Confidence	1
Imagination	1
Initiative	1
Clarity of Purpose	1
Adherence to Religion	1
Pace and Accuracy	1

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COMPOSITE PROFILE OF BAHRAINI MANAGERS

COMPONENT II - MANAGER AND HIS ENVIRONMENT

Spring 1985

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MANAGER AND HIS ENVIRONMENT

1. Do you consult others/groups (outside your organisation) when making business decisions? If so, under what circumstances, why and whom?

2. Because of your position in this organisation, what are some of the things that are expected of you by:

    (a) top officials in government:

    (b) people in your community:

    (c) your extended family:

    (d) your employees:

3. Do you find that your work and your position as a manager influences your community life or your family life? How and in what ways?

4. How do you perceive your role as a manager both inside and outside your organisation?

5. What do you consider to be the main difficulties or obstacles facing you as a (Bahraini) manager? Give examples.

6. Could you mention some of the ideas, changes, or programmes that you as a manager would like to implement, but find yourself restricted from doing so because of traditions, values, and customs (in and out of the organisation).

TABLE I

MANAGER AND HIS ENVIRONMENT

When querried about the incidence of outside consultation in decision making, about 80 percent of respondents answered in the affirmative. The main reason for resorting to outside consultation was to obtain a broader data base. It is thus evident that the kind of consultation largely practiced in Bahrain is part of the factfinding preceeding the actual making of the decision. Decision making itself continues to be a strictly managerial prerogative.

TABLE I

MANAGER AND HIS ENVIRONMENT

Incidence of Outside Consultation in Decision Making

Response	No. of Responses	Circumstances	
No	5		
Yes	21	To obtain broader data base	(19)
		When a decision will have an impact on the community/other groups	(5)
		Market survey needs	(1)
		New situations	(1)
		When the legal system is involved	(1)
		For special assignments	(1)
		When data needed are outside the scope of the organisation	(1)

Figures between parenthese indicate number of responses

TABLE II

MANAGER AND HIS ENVIRONMENT

Government official's expectations of the Bahraini manager center around protecting the interest of the government and public (35%) and operate the organisation efficiently and effectively (28%). On the other hand, the community expects the Bahraini manager to work for its best interest (29%), participate in social-civic issues (22%) and help friends find jobs (22%). It is thus evident that the Bahraini manager is called upon to play an active role in social and community affairs and the extent to which this expectation is adequately fulfilled looms large in determining his overall standing.

TABLE II

MANAGER AND HIS ENVIRONMENT

Role Perception of Managery by

Government Officials and the Community

Government Officials		Community	
Protect the interest of the government and the public	(10)	Work for the best interest of the community	(8)
Operate organisation efficiently and effectively	(8)	Participate in social/cvil issues	(6)
		Help find jobs	(6)
Maintain the appropriate image of the civil servant and citizen	(3)	Friendly	(2)
		Dependable	(2)
Support and respect their positions/requestes	(3)	Boost the local economy	(1)
Honesty		Promote and develop eduction in Bahrain	(1)
Develop Bahrainis	(1)		
		Make courtesy ccalls	(1)

Figures in parentheses indicate number of responses

TABLE III

MANAGER AND HIS ENVIRONMENT

Responses regarding the extended family's expectations of the Bahraini manager ranged from providing moral and financial support (25%), advise on family affairs (13%), be successful (13%), and be honest, helpful and maintain a favourable image (13%). On the other hand, employers expect the manager to protect their interests (16%), be supportive (16%), achieve self-actualization (16%), be a problem solver (10%), and be fair and equitable (10%).

It is apparent that the Bahraini manager is expected to play the role of advisor and supporter to his family. Employers on the other hand expect the Bahraini manager to be a leader, innovator and a pace setter.

TABLE III

MANAGER AND HIS ENVIRONMENT

Expectations of Manager by

His Extended Family and Employers

Extended Family		Employers	
Provide moral/financial support		leadership	(6)
		Motivation	(1)
Advise on family affairs	(3)	Problem solving	(5)
Keep some time for them	(3)	Coordination	(1)
Expedite matters	(1)		
Maintain favourable image	(1)	Protect their interests	(8)
Raise living standards	(2)	Speed up Bahrainization	(1)
Procure jobs	(1)	Promote self-actualization	(8)
Be helpful	(1)		
Be successful	(3)	Be accessible	(6)
Be honest	(1)	Be fair but demanding	(1)
Be respected	(2)	Be fair and equitable	(5)
		Be honest	(1)
		Be supportive	(8)
		Be flexible	(1)

Figures between parentheses indicate number of responses

TABLE IV

MANAGER AND HIS ENVIRONMENT

When querried about his influence on community and family life, 92% of respondents answered in the affirmative. Self-perceived influences include participation in community activities (25%), time allocation problem (20%), family influence (12%), security and prestige (12%).

It is evident that the community and family place large demands on the Bahraini manager as he is viewed as a member of an elite group.

TABLE IV

MANAGER AND HIS ENVIRONMENT

Perception of Manager's Role in Community and

Family Life

Existence of Influence		Influences	
No	(2)	Time allocation problems	(10)
Yes	(22)	Demands participation in community activities	(12)
		Offers prestige	(4)
		Limited size of Bahrain	(2)
		Friends require help	(2)
		Must maintain a certain life Style	(2)
		Must maintain a low profile	(1)
		Must entertain more	(3)
		Gives family security	(2)
		Bring business/problems home	(2)
		Family assumes a secondary role	(6)
		Family does not want interference	(2)

Figures between parentheses indicate number of responses

TABLE V

MANAGER AND HIS ENVIRONMENT

The Bahraini manager's self-perceived role within the organisation includes planning and implementation (48%) and leadership (30%). Other roles mentioned were: contributing to the development of Bahrainis, problem solver, professional manager and flexibility (25%).

Outside the organisation, the Bahraini manager perceives himself as a spokesman for the organisation (35%), an ambassador of goodwill (25%), and active in community and social functions (25%). It is evident that this self-perceived image is consonant with the western manager's role within and outside the organisation..

TABLE V

MANAGER AND HIS ENVIRONMENT

Perception of Manager's Role in Community

and Family Life

Inside the Organisation		Outside the Organisation	
Translate objectives into plan of action and ensure implementation	(9)	Spokesman for the organisation	(7)
		Helper	(1)
Leadership	(6)		
Professional manager	(1)	Maintain image of respect and honour	(5)
Contribute to development of Bahrainis	(1)	Participation in community work	(4)
Flexibility	(1)	Participation at social functions	(1)
Friendly and accessible	(1)		
		Maintan high profile	(1)
Problem solver	(1)		
		Maintain low profile	(1)

Figures between parentheses indicate number of responses

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TABLE VI

MANAGER AND HIS ENVIRONMENT

In response to the question of difficulties faced by the manager in Bahrain, the responses were varied and covered a wide spectrum. The main difficulties identified were: lack of up-to-date training programmes and materials (14%), outside pressure from uninformed groups and individuals (10%), lack of technical knowledge among Bahrainis (7%), demands for personal favours (7%), accepting standards set by expatriates, finding motivated and qualified Bahrainis, inability to speak Arabic or English, and decision making (14%).

Such findings are not surprising as Bahrain is a transitional society developing at a rapid rate and drawing on a large pool of expatriates.

TABLE VI

MANAGER AND HIS ENVIRONMENT

Main Difficulties Faced by the Manager in Bahrain

	Number of Responses
Lack of up-to-date training programmes/ materials	4
Outside pressure from uninformed groups/ individuals	3
Poor communication	3
No problems	3
Lack of technical knowledge among Bahrainis	2
Need to gain staff confidence	2
General perception that expatriates are more productive	2
Demands for personal favours	2
Limited availability of qualified staff	1
Authority and responsibility not properly delineated	1
Financial cutbacks	1
Finding motivated and qualified Bahrainis	1
Inability of department heads to make decisions	1
Inability to speak Arabic	1
Inability to adjust and accept standards set by expatriates	1
Over-exposure to community	1

TABLE VII

MANAGER AND HIS ENVIRONMENT

When querried about desired changes/innovations, Bahraini managers gave a variety of responses covering a wide spectrum. Among the desired changes/innovations mentioned were: increasing productivity (7%), establishing professional organisations/training centres (7%), performance appraisal (7%), scientific problem solving (7%), time management (4%), attitude towards female employees (4%), discipline (4%), etc.

One cannot discern a particular trend of desired changes/innovations by Bahraini managers as there was no consensus among respondents. However, like their counterparts in developing countries, managers in Bahrain have to cope with rapid changes in the management field and adapt them.

TABLE VII

MANAGER AND HIS ENVIRONMENT

Desidred Changes/Innovations Restricted by

Tradition and Social Values

Changes/Innovations	Number of Responses
Streamline decision-making process	1
Organisation development	1
Team work	1
Staff productivity	2
Customer sensitivity	1
Creativity	1
Professional organisation/training centres	2
Quality circles	1
Time management	1
Salary structure	1
Problem solving	2
Discipline	1
Identification with organisation	1
Decentralisation of authority	1
Ability to adapt to change	1
Revision of company laws restricted by statues	1
Course development/performance appraisal	2
Assertiveness training for women	1
Female Bahraini technicians	1

TABLE VII (Cont.)

MANAGER AND HIS ENVIRONMENT

Desidred Changes/Innovations Restricted by

Tradition and Social Values

Changes/Innovations	Number of Responses
Have women work at night	1
Female attitude toward male M.D.'s	1
Female teachers for male students	1
Co-educational classes (first three years)	1
None	3

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COMPOSITE PROFILE OF BAHRAINI MANAGERS

Component II - Approach to Decision Making

Spring 1985

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APPROACHES TO DECISION MAKING

1. There are many ways and methods in which business decisions are made. The following are four alternative methods that apply to relations with subordinates:

    (a)   The decision is made by you, no consultation or discussion with subordinate(s).

    (b)   Prior consultation with subordinate(s), they may or may not influence your final decision.

    (c)   You and your subordinates together analyse the problem and come to a decision, subordinates have as much influence as you have on final decision (majority decision)

    (d)   Ask subordinates to make decisions on their own.

    The above possible alternatives can be applied not only to subordinates, but also to colleagues, superiors, and others (both in and out of the organisation).

    Please indicate which of these alternatives you would normally use to arrive at the following decisions.

    (1)   The decision to promote one of the employees directly supervised by one of your subordinates.

    (2)   The decision to discipline one of the employees directly supervised by one of your subordinates.

    (3)   The decision to terminate the services of one of the employees directly supervised by one of your subordinates.

    (4)   The decision to reduce the total workforce.

    (5)   The decision to increase the workforce in a subordinate's sector/department.

(6)   The decision to introduce a new product/enter a new market/take a new project/expand existing work facilities.

(7)   The decision to altei/modify the formal organisation (changes in job and/or responsibilities, reorganisation) in your subordinate's sector/department.

2.   In your role as as (Bahraini) manager, you may be called upon to deal with disagreements between yourself and a person reporting directly to you.

(a)   Please indicate how you have handled such disagreements in the past.

(b)   If you disagree with one of your staff about the promotion of a key employee, how would you in the end deal with this conflict:

- when you favour it and he opposes it?

- when you oppose it and he favours it?

TABLE I

APPROACHES TO DECISION MAKING

The purpose behind this table is to discern managerial decision making styles through simulating real life decision situations and relating them to "appropriate" decision methods.

An evident trend is the tendency towards a participative approach based on consultation in making decisions on personnel and interpersonal matters, as well as in the more technical production-oriented domain.

Resorting to the participative mode would be easier to anticipate and explain in personnel matters but its equal prevalence in the technical areas seem to be a reflection of a broader cultural norm.

TABLE I

Approaches to Decision Making

Relating Situations to Methods

Situation A	Situation B	Situation C	Situation D	Situation E	Situation F	Situation G
Promote employee super- vised by manager's sub- ordinate	Discipline employee super- vised by manager's sub- ordinate	Terminate employee super- vised by manager's sub- ordinate	Reduce the total work force	Increase work force in sub- ordinate's dept.	Introduce new pro- duct/enter new market /take new product/ expand existing work facilities	Alter/ modify the formal organisa- tion in sub- ordinate's dept.

5

TABLE I (Cont.)

Approaches to Decision Making

Relating Situations to Methods

Situation A	Situation B	Situation C	Situation D	Situation E	Situation F	Situation G	M

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6

TABLE I (Cont.)

Approaches to Decision Making

Relating Situations to Methods

Situation A	Situation B	Situation C	Situation D	Situation E	Situation F	Situation G

TABLE II

APPROACHES TO DECISION MAKING

The overwhelming preference for the participative mode was equally strongly indicated in the attempt made to simulate managerial problem solving situations. One can hardly fail to note the apparent contrast between the origins of participative management in Bahrain as against western societies. In the former it seems to be a culturally ingrained norm trickling down to the organisational level, whereas in the latter, participative management started at an organisational level. Western management literature seems to lend credence to this interpretation.

<u>TABLE II</u>

<u>APPROACHES TO DECISION MA</u>

<u>Problem Solving: Situations ar</u>

<u>Situation A</u>	<u>Situation B</u>	<u>Situation C</u>	<u>Situation</u>
Manager favours promotion of employees, subordinate does not favour promotion	Manager does not favour promotion of employee; subordinate favours promotion	Manager favours expansion plan affecting sub-ordinate's dep-artment; sub-ordinate opposes plan	Subordina favours e sion plan affecting departmen manager c plan

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<u>TABLE II</u>

<u>APPROACHES TO DECISION MAKIN</u>

<u>Problem Solving: Situations and I</u>

<u>Situation A</u>   <u>Situation B</u>   <u>Situation C</u>   <u>Situation D</u>

A P P E N D I X   B

COMPOSITE PROFILE OF THE BAHRAINI MANAGER

COMPONENT II - CONCEPT OF TIME AND CHANGE

Spring 1986

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CONCEPT OF TIME AND CHANGE

1. As a manager, what are the most common reasons which occasionally cause you to be late to:

    (a) A business meeting or appointment.

    (b) A social occasion.

2. Please indicate below which period of time best describes your expectations when undertaking:
    (a) Payback on capital investment:

    Under 1 year   _____

    1 - 2 years   _____

    3 - 5 years   _____

    6 - 10 years   _____

    Over 10 years   _____

    (b) Company-wide planning:

    Under 1 year   _____

    1 - 2 years   _____

    3 - 5 years   _____

    6 - 10 years   _____

    Over 10 years   _____

(c) Looking ahead in managerial training and development:

Under 1 year _____

1 - 2 years _____

3 - 5 years _____

6 - 10 years _____

Over 10 years _____

3. Change and innovation in the Gulf region are phenomena which are fairly easy for a person to see and feel. In your position as a manager, where do you get your ideas about changes and innovations which you feel can be introduced in your organisation? Please name these sources of ideas:

4. How do you feel about the following changes:

(a) Women holding high managerial positions in business firms. Do you:

Strongly favour _____

Favour _____

Oppose _____

Strongly oppose _____

(b) Likelihood of it happening in the next 5 - 10 years:

Very likely _____

Likely _____

Not likely _____

Highly unlikely _____

(c) An increase in the introduction of sophisticated technology, scientific systems and equipment to business (e.g. computers or machinery, etc.) when and where applicable. Do you:

Strongly favour _____

Favour _____

Oppose _____

Strongly oppose _____

(d) For the new generation to gain more freedom and independence from family, customs, religion, and tradition (such as a move from the extended family to the nuclear one, etc.). Do you:

Strongly favour _____

Favour _____

Oppose _____

Strongly oppose _____

(e) The likelihood of it happening in the next 5 - 10 years:

Very likely _____

Likely _____

Not likely _____

Highly unlikely _____

TABLE I

CONCEPT OF TIME AND CHANGE

When asked about conditions under which they might show up late to business meetings, the single most frequently quoted reason was emergencies. A close second was the unscheduled visit by a friend or relative; a practice commonly experienced in Bahrain as outlined in chapter I.

Late arrival on social occasions, however, is mostly caused by family reasons followed by unexpected visits and emergencies, unexpected work commitments, deliberate action, other social engagements, and transportation problems.

TABLE I

CONCEPT OF TIME AND CHANGE

Common Reasons for Being Late to Business Meetings

and Social Occasions

Business Meetings	No. of Responses	Social Occasions	No. of Responses
Never late unless caused by emergency	9	Family reasons	10
Telephone calls	4	Unexpected visits	4
Emergencies, unexpected activities	3	Emergencies, accidents	4
		4 Work	
Other business meetings	3	By design	2
Unscheduled visits	3	Other social occasions	2
Not allowing enough time	3	Transportation problems	2
Summoned by a higher authority	2		
Transportation or traffic problems	2		
More pressing matters	2		
Pressure of work	2		

TABLE II

CONCEPT OF TIME AND CHANGE

A majority of surveyed managers seem to have medium run time horizon (3 - 5 years) with respect to three major categories of decision, namely capital investment, corporate planning and manpower development. This is a remarkable finding in an environment fraught with a degree of uncertainty that often forces decision makers to favour the short run.

TABLE II

CONCEPT OF TIME AND CHANGE

The Manager's Time Horizon

With reference to:	Time Horizon (in years)				
	Under 1	1-2	3-5	6-10	Over 10
(a) payback on capital investment	-	3	9	6	1*
(b) Company-wide planning	2	5	13	3	1
(c) Managerial training and development	--	8	11	7	-

* Figures indicate number of responses

TABLE III

CONCEPT OF TIME AND CHANGE

Like their counterparts elsewhere, and perhaps even more so, managers in Bahrain have to cope with rapid changes let along anticipate them. When asked about sources of change judging by their personal experiences, the greatest majority referred to management literature, followed by interorganisational contacts, conferences, seminars, etc.

TABLE III

CONCEPT OF TIME AND CHANGE

Sources of Change and Innovation

Source	Number of Responses
Publications, periodicals and other literature	18
Visits to other organisations - local and abroad	10
Conferences	7
Seminars, workshops, training programmes	7
People within the organisation	6
Media-general and specialized	4
Management consultants and advisors	4
Competitors	1
Research	1

TABLE IV

CONCEPT OF TIME AND CHANGE

Women in Bahrain, as indeed elsewhere, have been making their presence increasingly felt in the labour force and pushing for their fair share of management positions. The movement has been of great significance both with respect to management literature and practice. Its waves have already reached Bahrain as evidenced by the responses of the managers surveyed. A majority of 22 either strongly favour or favour the ascent of women to management positions and 18 of them indicate either the strong likelihood or just the likelihood of this happening within the next 5 to 10 years. Juxtaposing the Bahraini situation to recent developments in management theory and practice on this issue should prove revealing.

TABLE IV

CONCEPT OF TIME AND CHANGE

Attitudes Toward Women Holding High Managerial Positions

and the Liklihood of it Happening in the Next 5 - 10 Years

	Strongly Favour	Favour	Oppose	Strongly Oppose
1. Women holding high managerial positions in business firms	7	15	1	1

	Very Likely	Likely	Not Likely	Highly Ulikely
2. Likelihood of it happening in the next 5 - 10 years	4	14	3	1

TABLE V

CONCEPT OF TIME AND CHANGE

Perhaps an accurate measure of the extent to which management practice in Bahrain is being rapidly integrated into the international scene is the attitude of managers surveyed with respect to the incorporation of sophisticated technology. All of the 23 responses to the question either strongly favour or favour such incorporation within the Bahraini context.

TABLE V

CONCEPT OF TIME AND CHANGE

Attitude Toward The Introduction of

Sophisticated Technology, Scientific Systems and

Equipment to Organisations

	No. of Responses
Strongly favour	15
Favour	8
Oppose	--
Strongly oppose	--
	23

TABLE VI

CONCEPT OF TIME AND CHANGE

The homogeneity of responses to the last two questions suddenly gives way to conflict and ambivalence when the survey touches on the sensitive issue of intergenerational values. Eleven responses record "strongly support" or "support" to giving more freedom to the new generation and seventeen confirmed that this is either "very likely" or "likely" to happen within the next 5 - 10 years. An opposite sentiment was voiced in 12 responses of "opposition" or "strong opposition" to a more liberal attitude and 9 doubted its likelihood within that time span.

This striking polarisation suggests a culture in tension, divided on itself as part of its agonising transformation.

Perhaps the degree of polarisation is more in Bahrain than elsewhere although the phenomenon itself has been and continues to be experienced in other cultures.

TABLE VI

CONCEPT OF TIME AND CHANGE

Attitudes Toward Giving The New Generation

More Freedom and Independence From Family,

Customs, Religion, and Tradition

	Strongly Favour	Favour	Oppose	Strongly Oppose
More freedom to new generation	2	11	9	3

	Very Likely	Likely	Not Likely	Highly Unlikely
Likelihood of it happening in the next 5 - 10 years	2	15	6	3

APPENDIX C - FOLLOW-UP CEO QUESTIONAIRE

Addressed to the representative samples of CEOs and
undersecretaries in order to further assess their views on
dominant practices in the areas of leadership, motivation
and managerial professionalism, identify emerging trends
and chart out major choices facing Bahraini managers.

April 1986

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FOLLOW-UP CEO QUESTIONAIRE

Introduction

The purpose of this Questionaire addressed to a representative sample of senior managers in Bahrain is to highlight current practices in the areas of leadership, motivation and managerial professionalism. In all three areas, the aim is to identify the prevailing norms, explore emerging trends and project future choices.

LEADERSHIP

1. Leadership norms prevailing in Bahraini Society are generally Patriarchal and Familial.

1	2	3	4	5
Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree

2. Leadership norms encouraged by most organisations in Bahrain are Patriarchal/Authoritarian.

1	2	3	4	5
Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree

3. Traditional cultural values in Bahrain have generally facilitated the ermergence of the management profession.

1	2	3	4	5
Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree
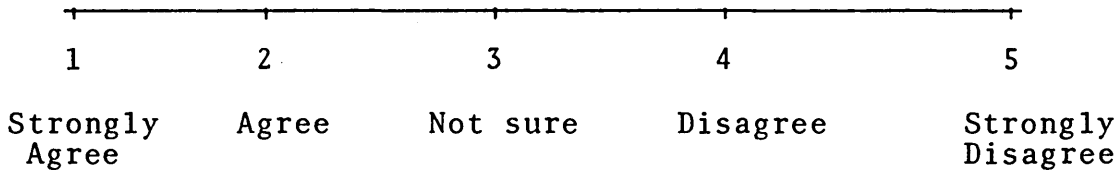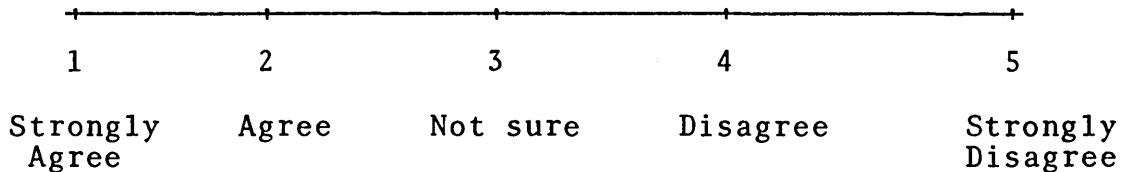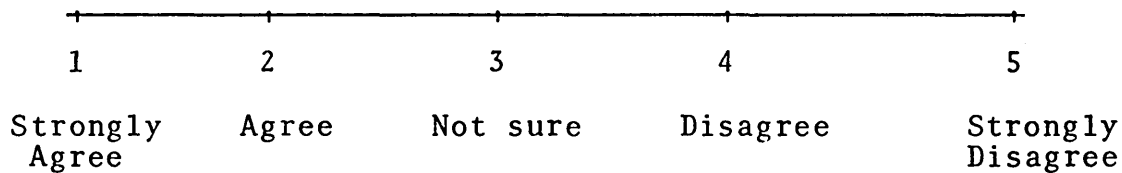
4. A manager in Bahrain is expected by society to emphasize efficiency much more than public relations or employee satisfaction.
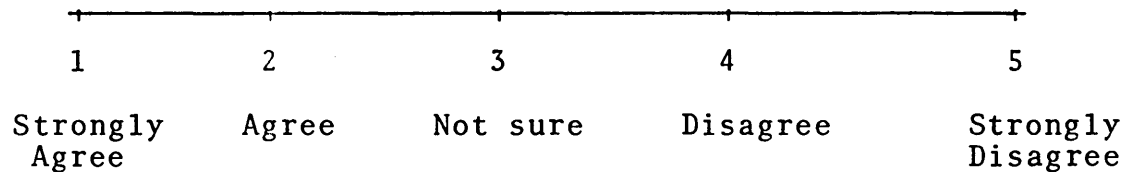
1	2	3	4	5
Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree

5. The management style preferred by a majority of managers in Bahrain is Participative/Informal.

```
+-------------+-------------+-------------+-------------+
1             2             3             4             5
```

Strongly   Agree   Not sure   Disagree   Strongly
Agree   Disagree
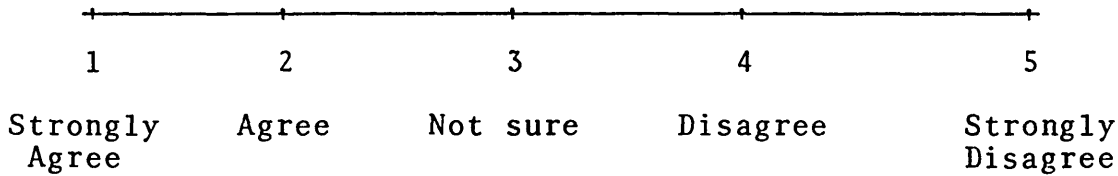
6. To be "successful", a Bahraini manager should not fail to be protective and "take care" of his people.

```
+-------------+-------------+-------------+-------------+
1             2             3             4             5
```

Strongly   Agree   Not sure   Disagree   Strongly
Agree   Disagree
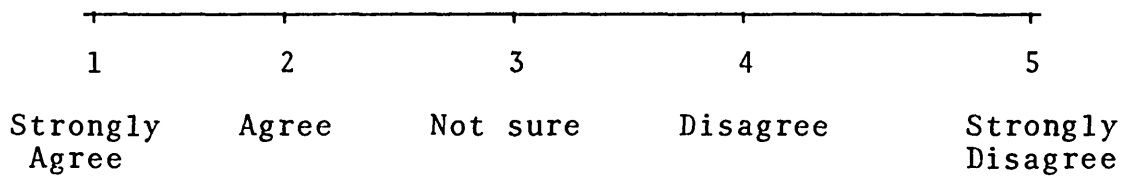
MOTIVATION

7. Bahraini society expects managers to prove their success through "conspicuous spending" and life style.
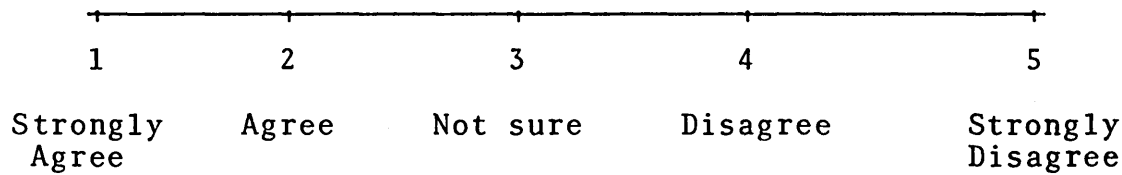
```
+-------------+-------------+-------------+-------------+
1             2             3             4             5
```

Strongly   Agree   Not sure   Disagree   Strongly
Agree   Disagree

8. Corporate motivational practices in Bahrain place greater emphasis on monetary incentives than psychological boosters.
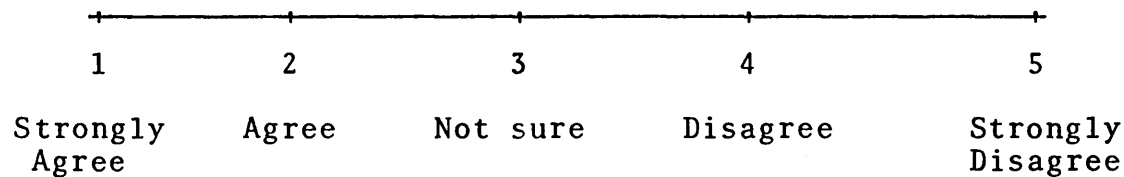
```
+-------------+-------------+-------------+-------------+
1             2             3             4             5
```

Strongly   Agree   Not sure   Disagree   Strongly
Agree   Disagree

9. Most organisations in Bahrain have a clear motivational "strategy" designed to bring out the best in managers.

```
+---------+---------+---------+---------+---------+
1         2         3         4         5
```

Strongly   Agree   Not sure   Disagree   Strongly
Agree   Disagree

10. By and large, Bahraini managers are intrinsically motivated and are not too demanding in terms of extrinsic rewards.

```
+---------+---------+---------+---------+---------+
1         2         3         4         5
```

Strongly   Agree   Not sure   Disagree   Strongly
Agree   Disagree

11. Professional excellence is a priority objective to most Bahraini managers.

```
+---------+---------+---------+---------+---------+
1         2         3         4         5
```

Strongly   Agree   Not sure   Disagree   Strongly
Agree   Disagree

12. Most Bahraini managers are generally conscious of their own motivational needs and pursue them accordingly.

```
+---------+---------+---------+---------+---------+
1         2         3         4         5
```

Strongly   Agree   Not sure   Disagree   Strongly
Agree   Disagree
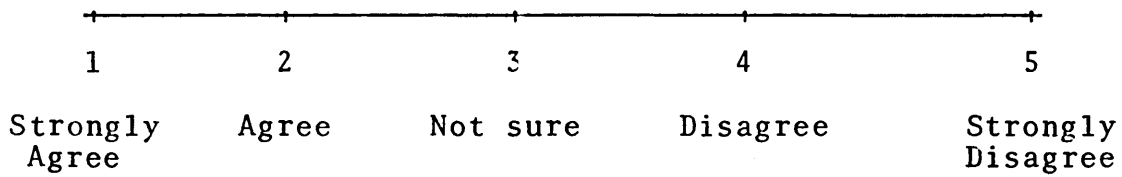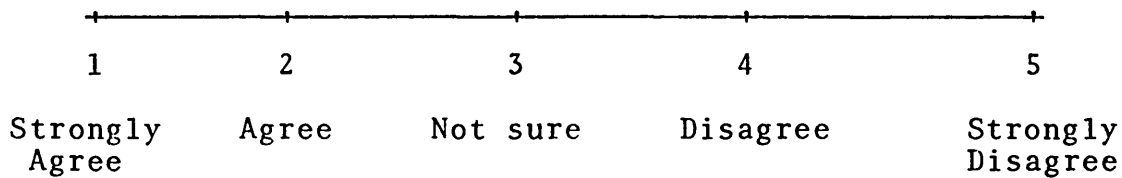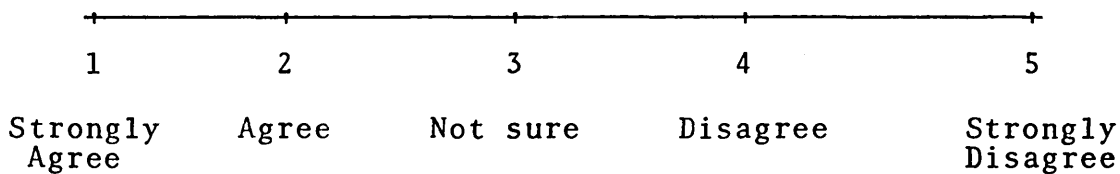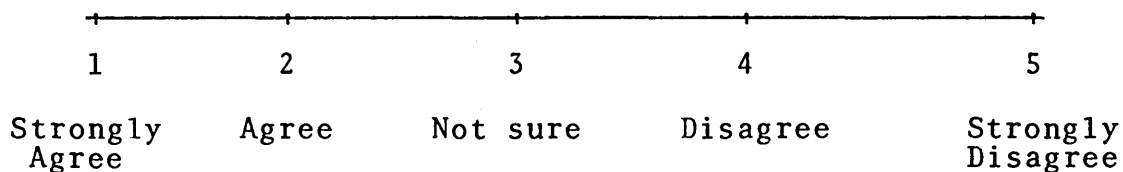
MANAGERIAL PROFESSIONALISM

13. Most Bahraini managers are knowledgeable about their organisations and invo.ved in the making of important plans and major decisi(ns.

1	2	3	4	5
Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree

14. A majority among Bahraini managers are up-to-date with new management t<chniques and make a strong effort to stay that way.

1	2	3	4	5
Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree

15. By and large, Bahraini managers are committed to self-development and spend adequate time reading professional subjects.

1	2	3	4	5
Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree

16. The analytical, problem-solving skills of Bahraini managers are on par with their international counterparts.

1	2	3	4	5
Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree

17. For professional management standards to be effectively developed in Bahrain, certain aspects of the general culture should change along western lines.

1	2	3	4	5
Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree

18. Sound management development in Bahrain requires near total Bahrainisation of materials and concentration on internal resourses instead of importing ideas from outside.

1	2	3	4	5
Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree

19. Instead of always looking West for new management ideas and techniques, Bahraini managers would do well by following the Japanese example.

1	2	3	4	5
Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree

20. To satisfy its management development needs, Bahrain should first determine its own requirements and seek to satisfy them irrespective of competing international models.

1	2	3	4	5
Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree

21. The management profession in Bahrain is yet to gain the degree of acceptance enjoyed by older professions like medicine, engineering and law.

```
+------------+------------+------------+------------+
1            2            3            4            5

Strongly     Agree        Not sure     Disagree     Strongly
Agree                                               Disagree
```

22. A well thought-out and comprehensive management development programme offered by an educational institution can have an impact on the management profession in the long-run.

```
+------------+------------+------------+------------+
1            2            3            4            5

Strongly     Agree        Not sure     Disagree     Strongly
Agree                                               Disagree
```

O QUESTIONAIRE ON LEADERSHIP, MOTIVATION AND PROFESSIONALISM   N=25

UESTION NUMBER	STRONGLY AGREE		AGREE		NOT SURE		DISAGREE		STRONGLY DISAGREE	
	NO	%	NO	%	NO	%	NO	%	NO	%
1	1	4	20	80	2	8	2	8	-	-
2	-	-	16	64	5	20	4	16	-	-
3	2	8	7	28	5	20	10	40	1	4
4	1	4	4	16	9	36	10	40	1	4
5	-	-	10	40	3	12	12	48	-	-
6	2	8	15	60	3	12	5	20	-	-
7	-	-	13	52	7	28	3	12	2	8
8	1	4	16	64	7	28	1	9	-	-
9	-	-	5	20	4	16	14	56	2	8
10	1	4	9	36	3	12	10	40	2	8
11	2	8	6	24	10	40	5	20	2	8
12	1	4	8	32	11	44	5	20	-	-
13	1	4	10	40	6	24	7	28	1	4
14	-	-	5	20	12	48	6	24	1	8
15	-	-	6	24	7	28	12	48	-	-
16	1	4	6	24	9	36	8	32	1	4
17	2	8	14	56	5	20	1	4	3	12
18	-	-	3	12	8	32	11	44	3	12
19	-	-	11	49	11	44	3	12	-	-
20	4	16	16	64	5	20	-	-	-	-
21	3	12	16	64	3	12	2	8	1	4
22	12	48	12	48	1	4	-	-	-	-

FOLLOW-UP CEO QUESTIONAIRE RESPONSES

Key To Table:

ORGANISATIONS

```
 1 - Gulf Riyad Bank
 2 - Standard Chartered Bank
 3 - Al Bahrain Arab Bank
 4 - Hilton Internationl Bahrain
 5 - Arab Iron and Steel Company
 6 - Citibank
 7 - Regency Intercontinental Hetel
 8 - Al Ahlia Insurance Company
 9 - Mohd Sulahddin Consulting Engineering Bureau
10 - National Bank of Bahrain
11 - BAPCO
12 - Central Statistical Organisation
13 - ASRY
14 -
15 -
16 - Bahrain National Gas Company
17 - Ministry of Housing - Dr A Kanoo
18 -
19 - BATELCO
20 - GPIC
21 - Yousif Bin Ahmed Kanoo
22 - Gulf Air
23 - Ministry of Finance and National Economy
24 - Al-Jazeera Cold Store
25 - Arab Banking Corporation
```

RESPONSES

```
SA - Strongly Agree
 A - Agree
NS - Not Sure
 D - Disagree
SD - Strongly Disagree
```

																	ORGANISATI
Question	Response	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
LEADERSHIP																		
1. Leadership norms prevailing in Bahraini society are generally patriarchal and familial.	SA												X					
	A	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	
	NS																	X
	D																	
	SD																	
2. Leadership norms encouraged by most organisations in Bah. are patriarchal/ authoritarian.	SA																	
	A	X	X						X	X	X	X	X	X	X	X	X	X
	NS			X	X		X	X										
	D																	
	SD																	
3. Traditional cultural values in Bahrain have generally facilitated the emergence of the management profession.	SA												X			X		
	A							X				X						X
	NS				X	X									X			
	D	X	X	X			X		X	X	X			X				
	SD														X			
4. A manager in Bahrain is expected by society to emphasise efficiency much more than public relations or employee satisfaction.	SA								X									
	A									X								
	NS				X		X	X				X			X		X	X
	D	X	X	X							X			X	X			
	SD					X												
5. The management style prefered by a majority of managers in Bahrain is participative/ informal	SA																	
	A			X	X	X		X		X			X			X		X
	NS						X											
	D	X	X						X		X	X		X	X		X	
	SD																	
6. To be "successful" a Bahraini manager should not fail to be and "take care" of his people.	SA															X		
	A		X	X	X	X	X	X		X	X		X	X	X	X		
	NS											X						X
	D	X							X									
	SD																	

11

ORGANISATION

MOTIVATION

Question	Response	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
7. Bahraini society expects managers to prove their success through "conspicuous spending" & lifestyle.	SA																	
	A	X	X	X			X					X		X	X	X		
	NS				X	X		X			X		X					
	D									X								X
	SD								X								X	
8. Corporate motivational practices in Bahrain place greater emphasis on monetary incentives than phychological boosters.	SA	X																
	A		X	X	X		X		X	X		X	X	X	X	X		
	NS					X		X			X						X	X
	D																	
	SD																	
9. Most organisations in Bahrain have a clear motivational "strategy" designed to bring out the best in managers.	SA																	
	A							X					X				X	
	NS				X	X	X											
	D		X	X						X	X	X		X	X	X		X
	SD	X							X									
10. By and large, Bahraini managers are intrinsically motivated and are not too demanding in terms of extrinsic rewards.	SA															X		
	A				X		X					X	X	X	X			
	NS										X							
	D	X	X	X		X		X		X								X
	SD								X								X	
11. Professional excellence is a priority objective to most Bahraini managers.	SA												X					
	A						X				X							
	NS	X			X			X				X			X	X	X	
	D		X						X	X				X				X
	SD					X												
12. Most Bahraini managers are generally consious of their own motivational needs and pursue them accordingly.	SA												X					
	A				X	X		X	X	X		X						
	NS	X					X				X				X	X	X	
	D		X											X				X
	SD																	

Question	Response	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
MANAGERAIL PROFESSIONALISM																		ORGANISATIOI
13. Most Bahraini managers are knowledgeable about their organisations and involved in the making of important plans and decisions.	SA															X		
	A				X			X	X			X	X					
	NS	X					X				X					X		
	D		X			X				X				X	X			X
	SD																	
14. A majority among Bahraini managers are up-to-date with new management techniques and make a strong effort to stay that way.	SA																	
	A				X			X					X					
	NS								X		X	X			X	X	X	X
	D	X	X							X				X				
	SD					X	X											
15. By and large, Bahraini managers are committed to self-development and spend adequate time reading professional subjects.	SA																	
	A				X											X		
	NS							X			X	X	X		X			
	D	X	X				X		X	X				X		X		X
	SD					X												
16. The analytical problem-solving skills of Bahraini managers are on par with their international counter-parts.	SA															X		
	A							X				X						X
	NS			X	X						X	X			X			
	D	X	X			X	X			X				X		X		
	SD								X									
17. For professional management standards to be effectively develop-ed in Bahrain, certain aspects of the general culture should change along Western lines.	SA													X				
	A	X	X		X		X	X		X	X				X	X		
	NS			X		X							X					X
	D																X	
	SD								X			X						

ORGANISATION

Question	Response	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
18. Sound management development in Bahrain requires near total Bahrainisation of materials and concentration on internal resourses instead of importing ideas from outside.	SA																	
	A					X				X					X		X	
	NS			X										X		X		X
	D	X	X					X			X	X						
	SD				X		X		X									
19. Instead of always looking west for new management ideas and & techniques, Bahraini managers would do well by following the Japanese example.	SA																	
	A			X					X	X		X	X	X			X	X
	NS	X	X		X	X	X	X							X			
	D															X		
	SD																	
20. To satisfy its management development needs, Bahrain should first determine its own requirements and seek to satisfy them irrespective of competing international models.	SA									X			X			X		
	A				X	X	X	X	X		X	X		X	X		X	
	NS	X	X															X
	D																	
	SD																	
21. The management profession in Bahrain is yet to gain the degree of acceptance enjoyed by older professions like medicine, engineering and law.	SA								X						X			
	A	X	X		X	X		X		X	X	X	X	X			X	X
	NS			X			X											
	D																	
	SD																	
22. A well thought-out and comprehensive management development programme offered by an educational institution can have an impact in the long-run.	SA	X					X		X		X		X		X		X	X
	A		X	X	X	X		X		X		X		X				
	NS															X		
	D																	
	SD																	

APPENDIX D - MANAGEMENT DEVELOPMENT NEEDS QUESTIONAIRE

Covering major organisations of both the private and public sectors and seeking to determine present and future management development needs in terms of specialisations and numbers. A related objective is to determine the satisfaction of such organisations with local and international management development programmes they have participated in and help them become more conscious of their goals in this respect.

May 1985

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GULF POLYTECHNIC

MANAGEMENT DEVELOPMENT NEEDS

Q U E S T I O N A I R E

The purpose of this questionaire is to assess management manpower needs in Bahrain at present and over the next few years. The instrument is meant to be comprehensive so as to generate a database that feeds into the planning of management education and training programmes at various levels. Your cooperation is highly appreciated.

Please answer the following questions as carefully and thoughtfully as possible.

1. Name and date of establishment.

2. Number of personnel currently employed by your organisation.

3. Number of personnel at each of the following levels:

    Number

Clerical
Basic (first line) Supervision
Middle Management
Upper Management
Top Executive Level
TOTAL

4. Number distribution of personnel in each of the following functional areas:

    Number

Office Skills
Personnel
Marketing and Sales
Finance
Computer - Data Processing
Production
Accounting
Administrative Support Functional
Others (please specify)
TOTAL

NOTE: Please note that the totals in questions 3 & 4 should tally.

5. Number of personnel at all levels who have undergone management and/or training abroad over the past 3 years.

Level	Number of personnel training locally		Number of personnel training abroad	
	Diploma/ Degree	Short term programme	Diploma/ Degree	Short term programme
Clerical				
Basic (First Line) Supervision				
Middle Management				
Upper Management				
Top Executive Level				
TOTALS				

6. Number of personnel at all functions who have under-
   gone management and/or training over the past 3 years.

Functions	Number of personnel training locally		Number of personnel training abroad	
	Diploma/ Degree	Short term programme	Diploma/ Degree	Short term programme
Office Skills				
Personnel				
Marketing and Sales				
Finance				
Computer - Data Processing				
Production				
Accounting				
Administ- rative Support Functional				
Others (please specify)				
TOTALS				

7. Do you have a method for evaluating Management training programmes? If yes, please describe briefly with special reference to employee job contents and performance appraisal before and after training.

8. How would you describe your degree of satisfaction with these outside programmes on the whole?

<u>Educational Programmes</u>   <u>Training Programmes</u>

_____   Excellent   _____   Excellent

_____   Good   _____   Good

_____   Fair   _____   Fair

_____   Very Poor   _____   Very Poor

9. Percentage of your management related training programmes inside Bahrain using in-house training resources (trainees, facilities etc. that belong to the organisation) vs. programme relying on outside contracted know-how.

10. What methods have been used to determine the cost effectiveness of these programmes?

   Please respond along the same lines as Question 6 above.

11. How would you describe your degree of satisfaction with management training programmes in Bahrain on the whole?

   _____   Excellent

   _____   Good

   _____   Fair

   _____   Very Poor

12. Criteria used by your organisation in selecting candidates for management training programmes at all levels and functions.

   Please refer to Question 3 for levels and Question 4 for functions, and rank order by priority.

   _____   Academic Credentials

   _____   Work Experience

   _____   Job Performance

   _____   Supervisory Recommendation

   _____   Others (please specify)

9

13. Who makes the <u>final</u> selection of candidates?

　　_____　　Immediate Supervisor

　　_____　　Training Officer

　　_____　　Department Head

　　_____　　Personnel Department

　　_____　　Others (please specify)

You may tick more than one.

14. What can an employee who successfully completes a short-term management training programme (ranging from a few days to a few weeks) expect upon returning to his job?

　　_____　　No immediate change

　　_____　　Immediate pay raise

　　_____　　Immediate promotion

　　_____　　Performance appraisal within a short period

　　_____　　Others (please specify)

You may tick more than one.

15. In referring to Question 14, what would be the most likely option in case of a longer programme extending over 1 - 2 years of part-time leading to a diploma?

16. Please indicate <u>if</u> and <u>how</u> management training in your organisation is linked to career development through specific individual career path plans.

17. Number of personnel expected to undergo management training at all levels over the next 3 years.

Level	Number of personnel training locally		Number of personnel training abroad	
	Diploma/ Degree	Short term programme	Diploma/ Degree	Short term programme
Clerical				
Basic (First Line) Supervision				
Middle Management				
Upper Management				
Top Executive Level				
TOTALS				

18. Number of employees expected to undergo management training in various functional areas over the next 3 years.

Functions	Number of personnel training locally		Number of personnel training abroad	
	Diploma/ Degree	Short term programme	Diploma/ Degree	Short term programme
Office Skills				
Personnel				
Marketing and Sales				
Finance				
Computer - Data Processing				
Production				
Accounting				
Administrative Support Functional				
Others (please specify)				
TOTALS				

NOTE: Please note that the totals in questions 17 & 18 should tally.

19. Would you prefer to have your management training programme conducted in Bahrain if programmes equal to or better than what is available abroad are developed?

Yes _____   No _____   Indifferent _____

Comments:

20. What follow-up procedures do you intend to use in monitoring the training performance of your candidates and the quality of the programmes they would join over the next 3 years?

Please explain:

21. Do you generally prefer management training programmes custom-tailored to your organisation or would you rather have mixed training programmes with candidates from different organisations?

Please explain:

22. Do you prefer separate management training programmes
    for private and public sector trainees or would you
    rather have "mixed" programmes combining both sectors
    and emphasising generic management skills?

    Comments and Observations:

23. What programme duration do you expect for most of your
    trainees over the next 3 years?

    _____   Few days intensive programmes

    _____   1 - 1 1/2 year diploma programmes

    _____   Non-Diploma Semester Courses (15 weeks)

    (Indicate percentage if more than one option is chosen)

24. Do you prefer your management trainees working for one
    of the four continuing management education diplomas
    at Gulf Polytechnic to continue on for a higher
    diploma or degree at Gulf Polytechnic immediately
    after graduation?

    Yes _____   No _____

    Comments:

25. Which scheduling arrangement do you prefer for your trainees at Gulf Polytechnic?

    _____   1 day and 2 evenings

    _____   2 days

    _____   6 contact hours per week (2 courses)

    _____   9 contact hours per week (3 courses)

    _____   Others (please specify)

26. How would you rate the motivation of Bahraini management trainees in your organisation?

    _____   Outstanding

    _____   Good

    _____   Average

    _____   Can be improved

Comments:

27. Should there be a need for added motivation, how would you recommend achieving it?

28. Do you prefer to have English or Arabic as the major medium of instruction for the Gulf Polytechnic management training programmes?

Comments:

ANY ADDITIONAL COMMENTS:

Thank you for your cooperation.

Date: _____   Name: _____

                               Position: _____

                               Signature: _____

TABLE I Distribution of Bahraini Employees by Level in a Selected Number of Organisations

ORGANISATION	LEVEL										Total	% *
	Clerical		Basic Supervision		Middle Management		Advanced Management		Executive			
	No.	%	No.	%	No.	%	No.	%	No.	%		
ALBA	74	4	99	5	44	2	36	2	8	1	261	14
AISCO	35	11	8	3	17	5	5	2	1	–	66	21
BAH ISLAMIC BNK	62	79	6	8	6	8	3	4	2	1	79	100
BMA	57	58	3	3	12	12	6	6	2	2	80	81
BANAGAS	32	15	50	23	16	7	3	1	1	–	102	46
BANOCO	27	5	166	8	57		2%		10	–	767	21
BATELCO	301	15	797	40	163	8	8	–	6	–	1,275	63
BBK	293	66	70	16	14	3	9	2	5	1	391	88
BBME	197	64	15	5	12	4	18	6	6	2	248	81
#MANPOWER DEV.	2	33	2	33	2	33	–	–	–	–	6	100
#TRAINING	3	19	3	19	3	19	4	25	1	6	14	88
GULF AIR	677	14	742	16	180	4	14	–	4	–	1,617	34
GARMCO	28	8	2	–	13	4	5	2	2	–	50	15
GPIC	35	32	15	14	8	7	5	4	4	3	67	61
**HEALTH	475	9	574	11	749	14	90	2	21	–	1,914	36
**WPW	72	5	59	4	91	6	12	1	4	–	238	16
NBB	275	72	64	17	27	7	9	3	5	1	380	100
STAN.CHARTERED	47	55	22	8	24	9	19	7	6	2	218	81
UBAF	17	62	3	11	3	11	3	11	1	4	27	100
KANOO	314	53	36	6	23	4	21	4	5	–	399	67

otes: * Percentage of Bahrain to total personnel.

   ** Ministry of

   # Directorate of

LE I Distribution of Bahraini Employees by Level in a Selected Number of Organisations

RGANISATION	Clerical		Basic Supervision		Middle Management		Advanced Management		Executive		Total	% *
	No.	%	No.	%	No.	%	No.	%	No.	%		
A	74	4	99	5	44	2	36	2	8	1	261	14
CO	35	11	8	3	17	5	5	2	1	–	66	21
ISLAMIC BNK	62	79	6	8	6	8	3	4	2	1	79	100
	57	58	3	3	12	12	6	6	2	2	80	81
AGAS	32	15	50	23	16	7	3	1	1	–	102	46
OCO	27	5	166	8	57	2%			10	–	767	21
ELCO	301	15	797	40	163	8	8	–	6	–	1,275	63
	293	66	70	16	14	3	9	2	5	1	391	88
E	197	64	15	5	12	4	18	6	6	2	248	81
IPOWER DEV.	2	33	2	33	2	33	–	–	–	–	6	100
AINING	3	19	3	19	3	19	4	25	1	6	14	88
F AIR	677	14	742	16	180	4	14	–	4	–	1,617	34
MCO	28	8	2	–	13	4	5	2	2	–	50	15
C	35	32	15	14	8	7	5	4	4	3	67	61
EALTH	475	9	574	11	749	14	90	2	21	–	1,914	36
PW	72	5	59	4	91	6	12	1	4	–	238	16
	275	72	64	17	27	7	9	3	5	1	380	100
N.CHARTERED	47	55	22	8	24	9	19	7	6	2	218	81
F	17	62	3	11	3	11	3	11	1	4	27	100
OO	314	53	36	6	23	4	21	4	5	–	399	67

The LEVEL spans the level columns.

s: * Percentage of Bahrain to total personnel.

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TABLE II   Distribution of Employees by Functional Areas in a Selected Numbe

ORGANISATION	Office Skills		Personnel		Marketing and Sales		Finance		Computer Data Pro	
	No.	%	No.	%	No.	%	No.	%	No.	%
ALBA	20	1.25	30	2	–	–	10	–	22	1.
AISCO	33	11	7	2	5	2	6	2	2	–
BAH ISLAMIC BNK	36	46	1	–	4	5	3	4	19	24
BMA	20	20	1	1	–	–	20	20	5	5
BANAGAS	incl oth		1	–	–	–	2	1	–	–
BANOCO	5	–	8	1	231	38	8	1	5	–
BATELCO	369	19	37	2	20	1	32	2	23	1
BBK	28	6	10	2	49	11	8	1	13	3
#MANPOWER DEV.	2	33	4	66	–	–	–	–	–	–
#TRAINING	3	19	4	25	–	–	–	–	–	–
GULF AIR	incl oth		142	3	187	4	134	3	incl oth	
GARMCO	12	4	5	1	5	1	5	1	4	1
GPIC	21	19	6	5	3	2	15	14	2	1
**HEALTH	incl oth		36	–	–	–	83	2	7	–
**WPW	47	3	14	1	–	–	29	2	3	–
NBB	7	2	8	2	27	7	8	2	16	4
STAN.CHARTERED	incl oth		5	2	7	2	–	–	14	5
UBAF	3	11	1	4	1	19	4	3	11	5
KANOO	170	29	3	–	53	9	11	2	31	5

Notes: *   Percentage of Bahrain to total personnel.

     **   Ministry of

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    incl oth – included in others

    incl fin – included in finance

TABLE III   Number of Employees by Level and Functional Area Who Have Recently Undergone or Are Now Undergoing Management Training in Bahrain

Organisation	Total No Employees	Level	No.	Functional Area	No.
ALBA	1860	MM AM	9 1	Computer/DP Production Accounting	1 8 1
AISCO	314	Clerical Basic Sup	2 1	Personnel Finance Production	1 1 1
BAH ISLAMIC BANK	79	None	-	None	-
BMA	98	Clerical Basic Sup MM AM	5 1 13 6	Office Skills Finance Computer/DP	5 18 2
BANAGAS	220	Clerical Basic Sup MM AM Top Exec	7 53 7 1 1	Personnel Finance Production Accounting Adm Support Others	1 1 21 4 18 24
BANOCO	603	Clerical Basic Sup MM AM	1 35 23 4	Office Skills Personnel Mkt & Sales Computer/DP Production Adm Support	1 3 9 1 47 2
BAPCO	3664	Basic Sup MM & AM	200 32	Not available	-

Organisation	Total No Employees	Level	No.	Functional Area	No.
BATELCO	1993	Clerical Basic Sup MM AM	120 60 24 2	Not available	
BBK	447	Clerical Basic Sup MM	100 35 8	Office Skills Personnel Mkt & Sales Finance Computer/DP Production Accounting Adm Support	3 2 30 4 8 84 10 2
GULF AIR	4689	Clerical Basic Sup MM AM	2 7 5 4	Personnel Mkt & Sales Finance Others	2 4 4 8
GARMCO	350	MM	4	Personnel Production	1 3
GPIC	109	Clerical Basic Sup MM AM	1 7 1 2	Not split by function	
MINISTRY OF HEALTH	5204	Clerical Basic Sup MM AM	1 1 1 2	Personnel Adm Support Others	1 3 1
MINISTRY OF WPW	1411	Clerical MM	1 2	Office Skills Computer/DP Accounting	1 1 1
NBB	380	Basic Sup	4	Production	4

Organisation	Total No Employees	Level	No.	Functional Area	No.
STAN.CHARTERED	265	MM	10	Mkt & Sales Accounting	5 5
UBAF	27	Clerical	1	Adm Support	1
KANOO	590	MM AM	20 7	Personnel Mkt & Sales Finance Computer/DP Accounting Adm Support	1 6 2 3 3 12

TABLE IV   Number of Employees by Level and Functional Area Who Are Expected to Undergo Management Training Over the Next 3 Years

Organisation	Total No Employees	Level	No.	Functional Area	No.
ALBA	1860	Basic Sup MM AM	8 5 1	Computer/DP Production Accounting	1 12 1
AISCO	314	Under Revision	—	—	—
BAH ISLAMIC BANK	79	None	-	None	-
BMA	98	Clerical Basic Sup MM	6 3 8	Office Skills Finance Computer/DP Other	9 3 2 3
BANAGAS	220	Not available	—	—	—
BANOCO	603	Clerical Basic Sup MM AM	1 30 16 3	Office Skills Personnel Mkt & Sales Computer/DP Production Adm Support	1 2 11 1 33 2
BAPCO	3664	Basic Sup MM	70 40	Not available	—
BATELCO	1993	Basic Sup MM AM	92 44 15	Not available	—

Organisation	Total No Employees	Level	No.	Functional Area	No.
BBK	447	Clerical Basic Sup MM	100 25 10	Office Skills Personnel Mkt & Sales Finance Computer/DP Production Accounting Adm Support	10 6 40 6 10 40 10 13
DIRECTORATE OF MANPOWER DEVELOPMENT	6	Basic Sup	2	Personnel	2
DIRECTORATE OF TRAINING	16	AM	2	Personnel	2
GULF AIR	4689	Not available			
GARMCO	350	Not available			
GPIC	109	Not available			
MINISTRY OF HEALTH	5204	Not available			
MINISTRY OF WPW	1411	Clerical Basic Sup MM AM Exec	2 20 50 3 1	Personnel Computer/DP Production	2 1 73
NBB	380	Not available			
STAN.CHARTERED	265	Not available			

Organisation	Total No Employees	Level	No.	Functional Area	No.
UBAF	27	Not available			
KANOO	590	Clerical 63 Basic Sup 36 MM 15 AM 12		Not available	

TABLE V   Methods Used to Determine Cost Effectiveness of International Programmes

Organisation	METHOD USED				
	RO	RE	JP	ET	NA
ALBA		X	X		
AISCO	X	X	X		
BAH ISLAMIC BNK	X	X			
BMA					X
BANAGAS			X		
BANOCO			X		
BAPCO	X	X	X		
BATELCO		X	X	X	
BBK		X	X		
BBME			X		
CSB					X
DIRECTORATE OF MANPOWER DEV.	X	X			
DIRECTORATE OF TRAINING					X
GULF AIR		X			
GARMCO					X
GPIC	X	X			
MINISTRY OF HEALTH	X				
MINISTRY OF WPW		X			
NBB	X		X	X	
STAN.CHARTERED					X
UBAF					X
KANOO			X		

Coding Key: RO = Reports from Course Organiser
RE = Reports from Employees
JP = Job Performance Reports
ET = Exams and Tests
NA = Not applicable

TABLE VI   Degree of Satisfaction of Training Officers
With International Programmes For Which They
Sponsored Participants

	Educational Programmes	Training Programmes
Very Satisfactory	3	3
Satisfactory	13	15
Unsatisfactory	-	-
No Response	6	4
TOTALS	22	22

TABLE VII   Degree of Satisfaction of Training Officers
With Bahrain Training Programmes For Which
They Sponsored Participants

	Name of Organisations
Very Satisfied	3
Satisfied	19
Unsatisfied	0
TOTAL	22

TABLE VIII   <u>Short-term Training Programmes as a</u>
              <u>Percentage of All Training Programmes Abroad</u>

<u>Organisation</u>	<u>Percentage (%)</u>
ALBA	50
AISCO	100
BAH ISLAMIC BNK	100
BMA	Not applicable
BANAGAS	100
BANOCO	87
BAPCO	Not applicable
BATELCO	44
BBK	100
BBME	Not applicable
CSB	Not applicable
DIRECTORATE OF MANPOWER DEV.	Not applicable
DIRECTORATE OF TRAINING	50
GULF AIR	100
GARMCO	Not applicable
GPIC	100
MINISTRY OF HEALTH	Not applicable
MINISTRY OF WPW	100
NBB	100
STANDARD CHARTERED BANK	Not available
UBAF	Not applicable
KANOO	100

TABLE IX Criteria Used by Training Officers in Selecting Candidates for Management Training Programmes at All Levels And In Various Areas of Specialisation

Organisation	CRITERIA						
	AC	WE	JP	SR	JR	CD	CL
ALBA	X	X	X	X	X	X	
AISCO			X	X		X	
BAH ISLAMIC BNK		X	X				
BMA				X			
BANAGAS	X	X	X	X			
BANOCO	X	X	X	X	X		
BAPCO			X	X			
BATELCO		X	X	X			
BBK	X	X	X				
BBME		X	X	X			
CSB			X	X			
DIRECTORATE OF MANPOWER DEV.		X	X				
DIRECTORATE OF TRAINING		X					
GULF AIR			X				X
GARMCO		X	X				
GPIC		X	X				
MINISTRY OF HEALTH			X				
MINISTRY OF WPW				X			
NBB			X	X			
STAN.CHARTERED		X		X			
UBAF			X	X			
KANOO	X	X	X	X			

Coding Key: AC = Academic Credentials
WE = Work Experience
JP = Job Performance
SR = Supervisory Recommendation
JR = Job Recruitment
CD = Career Development
CL = Grade/Level

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TABLE X   Persons Involved In Making Final Decision of
           Candidates for Management Training Programmes

Organisation	IS	TO	DH	SC	PD	GM
ALBA		X	X		X	X
AISCO			X		X	X
BAH ISLAMIC BNK					X	
BMA			X			
BANAGAS	X	X	X			
BANOCO	X	X	X		X	X
BAPCO			X			X
BATELCO			X			X
BBK		X				
BBME		X	X		X	
DIRECTORATE OF MANPOWER DEV.	X					
DIRECTORATE OF TRAINING				X		
GULF AIR			X			
GARMCO		X	X			
GPIC		X	X			
MINISTRY OF HEALTH				X		
MINISTRY OF WPW			X			
NBB			X	X		
STAN.CHARTERED			X			
UBAF			X			X
KANOO	X	X	X	X	X	

Coding Key: IS = Immediate Supervisor
               TO = Training Officer
               DH = Department Head
               SC = Selection Committee
               PD = Pesonnel Department
               GM = General Manager

TABLE XI   Trainees' Expectation Upon Completion of a
                  Training Programme

	Short-term Programme *	Long-term Programme **
No Immediate Change	17	7
Pay Raise	0	7
Promotion	0	12
Performance Appraisal	11	6

* - Ranging from few days to few weeks

** - 1-2 years of part-time training leading to a diploma

TABLE XII   <u>Linkeage Between Management Training and</u>
<u>Career Development Through Specific</u>
<u>Individual Career Path Plans</u>

<u>Number of Responses</u>

Yes	13
No	8
Not applicable	1
	—
TOTAL	22
	—

TABLE XIII   <u>Motivation of Trainees Vis-a-Vis Management</u>
<u>Training Programmes</u>

<u>Number of Responses</u>

Good	11
Average	7
Poor	3
Not applicable	1
	—
TOTAL	22
	—

TABLE XIV   Variables Used By Training Officers To
             Motivate Management Trainees

	Number of Responses
Non-Pecuniary Rewards	3
Closer Monitoring	3
Specially Tailored Programmes	3
Financial Rewards	2
Career Development Programmes	2
Grade Appraisal	1

TABLE XV   Preference of Training Officers: Custom
             Tailored Programmes Vis-a-Vis Mixed
             Programmes With Candidates From Different
             Organisations

	Number of Responses
Custom Tailored Only	5
Mixed Programmes Only	7
Both Programmes	8
No Response	2
TOTAL	22

TABLE XVI   Preference of Training Officers: Separate
             Management Training Programmes for Public and
             Private Sector Trainees or "Mixed" Programmes
             Combining Both Sectors

                                    Number of Responses

Separate Programmes Only   5

Mixed Programmes Only   10

Both Types of Programmes   3

No Response   4
                                        ____

TOTAL   22
                                        ____

TABLE XVII   Expected Training Programme Duration Over the
             Next 3 Years

                                    Number of Responses

Few Days Intensive Programmes   15

1 - 1 1/2 Year Diploma Programmes   6

Non-Diploma Semester Courses   2
                                        ____

          TOTAL   23
                                        ____

TABLE XVIII Preference of Training Officers Regarding Further Education at Gulf Polytechnic Immediately After Completion of Any One of the Four COMEP Programmes

	Number of Responses
Yes	11
No	11
	——
TOTAL	22
	——

Distribution of Comments:

Depends on Job Requirement	5
Depends on Career Development Programme	1
After Returning to Work for a Period	1
Immediately After Graduation	1
Depends on GP recommendation	1

TABLE IXX   Preference of Training Officers For
             Scheduling Arrangement

Scheduling Arrangement	Number of Responses
1 Day and 2 Evenings Per Week	15
2 Days Per Week	1
1 Day Per Week	2
Evenings Only	2
6 Contact Hours Per Week (2 Courses)	3
9 Contact Hours Per Week (3 Courses)	3

TABLE XX   Language of Instruction

	Number of Responses
English Preferred	15
Arabic Preferred	4
No Preference	3
TOTAL	22

GULF POLYTECHNIC

A SURVEY OF MANAGEMENT DEVELOPMENT NEEDS

A REPORT ON TABULATED STATISTICS

JUNE 1985

TABLE OF CONTENTS

Report on the Tabulated Data Survey on Management

Development Needs - 1985

This report will attempt to shed some analytical light on the tabulated results of the survey on training needs carried out during April/May 1985. The contents of this report refer only to the data provided by the twenty two organisations surveyed.

It is proposed at the out-set that three distinct areas will be covered in this report. The first being that part of the survey that deals with training statistics Table I. The second being that of covering the evaluation of training Table II, and the third one, considers views on training programmes pertaining to the Gulf Polytechnic, Table III.

(A) QUANTITATIVE ISSUES - MANAGEMENT DEVELOPMENT NEEDS
     1985 - Table I

     This table covers the training statistics showing the past and current training of Bahraini's whether abroad or in Bahrain. It also attempts to estimate the future needs of the organisations surveyed.

Some of these aspects of training are considered at various levels (clerical, basic supervision, middle management, advanced management and top executives) and by nine functional areas, see Table I.

Short Term Training and Education Abroad

As expected, very few of the company personnel at the lowest level had been sent abroad for training. Only in a couple of cases (AISCO and BANOCO) were personnel at this level sent abroad for specialised training.

Generally speaking, the higher the level of personnel the greater the probability of having being trained abroad "in the past three years". At the basic supervisory level more people had been sent abroad particularly by the larger manufacturing companies (AISCO 19, BATELCO 156, BANAGAS 9, BANOCO 13 and KANOO 35). This would invariably be for short term training abroad. the major exception was BATELCO where more than half the total personnel sent abroad (213) were sent for Diploma/Degree level courses.

At Middle Management level the major companies that sent people abroad for training were:

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ALBA 19, BANOCO 15, BBK 4, BANAGAS 3, MofPW 5, NBB 6, KANOO 11 and BATELCO 57 (Batelco figure includes Middle and Upper Management levels).

By functional area the largest category of people sent abroad were in production, the total for all companies, 336. To this figure can be added many of the specialised functions grouped in the 'other' * category, 304. Therefore, about six hundred people in production were sent abroad in the last three years by the organisations surveyed. Two companies, ALBA (51) and AISCO (approx 500) accounted for virtually all the people sent abroad for training. BATELCO, which was the other company that had sent many people abroad for training (213), were not able to provide a breakdown by functional areas. The great discrepancy between the relatively few people by levels sent abroad by ALBA (22) and AISCO (39) and the same two companies by functional areas can be explained as follows. In ALBA's case expatriates were excluded from the breakdown by functional areas as were production personnel, 1419. In AISCO's case the number of personnel sent abroad were mainly from production and other specialist categories, and many of them had gone on more than one course.

---

* Many companies distinguished between personnel in production proper and people like engineers were put in the "other" category.

In administrative functions, the largest group of people sent abroad by the organisations was administrative support, closely followed by marketing and sales, finance and accounting, computing and personnel training. The great majority of the personnel sent abroad went on short-term training courses, see Table II question 5.

Training in Bahrain
(Question 8 Table I and Question 9 Table II)

About 850 people have recently received their training in Bahrain, whether in-house or in other outside institutions on the Island. Nearly half of these were at the basic supervision level and nearly a third were in the clerical category. Only one fifth were in the upper three levels namely, middle and upper management and top executives.

By functional areas, production accounted for fifty percent of all personnel recently trained in Bahrain. Marketing and sales, and finance and accounting each accounted for about fifteen percent.

About half of the companies sent their personnel to other Bahraini institutions or used "outside contracted knowhow". This group included AISCO,

BANAGAS and STANDARD CHARTERED who sent all their trainees to outside training institutions in Bahrain. Among those with in-house training, fewer organisations used in-house training resources for virtually all their trainee's - ALBA, BAPCO, BATELCO and GULF AIR. The CSB were the next biggest (80%) of all their programmes used in-house resources.

Future Training Programmes

(Question 17, Table I)

Fewer than half of the organisations were able to provide us with estimates of their future training needs, ie, for the next three years. In some of these cases plans were under review.

The organisations that attempted to estimate the future training needs were better able to provide breakdowns by level rather than by functional areas. As expected, the greatest demand is estimated to be at the basic supervision level (over 40% of all "future" training needs). With increasing pressure for Bahrainisation at all levels, the expected demand for training at the middle and upper management levels should be greater than in the recent past.

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Indications at present are that the demand for training at the top and middle management levels will increase by twenty percent*. As the training of Bahrainis has accelerated in recent years, it is expected that the demand for training at the two lower levels will fall. This trend is supported by the results of this survey which shows that the future demand for training at the clerical and supervision levels are estimated to be thirty percent lower than recently, ie, a fall from 657 to 458 trainees (these figures are based on the data provided by the organisations surveyed).

From the data available it can be deduced that there will be a continuing high demand for courses in marketing and sales. "Future" demand for finance and accounting for managers courses is expected to fall.

---

* Question eight asked about the number of employee's who had recently undergone training in Bahrain; then the number of personnel is added at each level in all the 22 companies surveyed. We then compared the figures obtained with the answers given at question 17, ("number of employees expected to undergo management training ... over the next three years"). Fewer companies were able to supply estimates of future training needs usually because their plans were being revised so the estimate of future training needs under-represents future demand. However, from the answers supplied by the majority of companies, we can detect a certain trend which has been stated above.

(B) EVALUATION OF TRAINING (TABLE II)

Most of the personnel sent abroad for training were on short training courses (question 5). Every organisation was satisfied with training programmes abroad. The most widely used methods for evaluating training programmes abroad were written and/or verbal reports from the trainees and job performance reports. Reports from course organisers were also considered in many cases.

Training in Bahrain (question 9,10, 11 and 18)

About half the organisations surveyed had training programmes which used in-house resources. Those that used in-house training, almost wholly, were the largest organisations (CSB, GULF AIR, BAPCO, BATELCO, ALBA, NBB and KANOO).

Finally all organisations in the survey said that they would prefer to send trainees on Bahraini programmes if they were equal or better than those available abroad. Every organisation felt that training programmes in Bahrain was satisfactory (question 1).

Most organisations said that they have adopted certain methods for measuring the efficiency of their Bahrain training programmes (question 10). However, very few used evaluation methods relating directly to cost effectiveness.

Selection of Candidates for Training
(Questions 12 - 13)

Job performance and recommendation by supervisors were by far the most commonly used criteria for selecting candidates. Work experience was the next most popular criterion (question 12). The Head of the Department of the trainees was the person most likely to choose the candidates. The Training Officer or the Personnel Department had less influences on the final selection of candidates (question 13).

Rewards and Motivation
(Questions 14, 15, 16, 25 and 26)

In all cases where trainees had been on a short-term training programme, they could not expect an immediate change in their pay or position, although most companies had methods for appraising and monitoring the trainees past-course performance. In contrast trainees returning to work from longer term Diploma

programmes could usually expect increases in pay and promotion (questions 14 and 15). The majority of the organisations were generally satisfied with the motivation of Bahraini management trainees, a few felt that there was room for improvement (question 25). When asked how motivation could be improved, few were able to give specific answers. Those who did respond, mentioned various solutions, eg, specially tailored training programmes, closer monitoring and non-pecuniary rewards. However, there was a recognition that in the current economic climate it will be difficult to provide sufficient financial rewards (question 26).

(C) GULF POLYTECHNIC'S MANAGEMENT DEVELOPMENT PROGRAMMES

As we have seen (section A), the growing demand for management courses is in the middle and upper management levels. However, most of the demand will continue to be at the lower levels. This is to be expected as the majority of the employees are at/on the two lower levels (77%).

While most of the organisations are happy sending trainees on mixed* training programmes, many still

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* Mixed programmes included courses from different functional areas.

felt the need for some "custom tailored" courses for their specific needs. Indeed many felt that mixed programmes would be suitable for some of their trainees while others would require "custom tailored" programmes (question 20). Indeed three quarters of the organisations surveyed expressed a preference for short courses (less than one week). This would suggest that most of the "custom tailored" courses are expected to be of short duration so as to minimise disruption at the work place (question 22). The majority of the organisations were in favour of mixing candidates from both the public and private sectors. However, some of the larger organisations preferred separate programmes, for the private sector.

A few of the organisations were prepared to send trainees or sponsor students for Diploma courses noteably GULF AIR, BBK and STANDARD CHARTERED.

COMEP

Half the organisations surveyed were prepared to let their COMEP students stay on for higher degree/diploma programmes. The other half did not want to allow their students to continue to a higher degree/diploma programme. In some cases there was a possibility of trainees being allowed to return to Gulf Polytechnic

after some intervening period at work (question 23).

Most organisations prefer to send their trainees for one day and two evenings to the Gulf Polytechnic. This again reflects the organisations concern with minimising disruption at work. Very few organisations had definite views on the number of courses to be taken (question 26).

Three quarters of the organisations surveyed including almost all of the larger organisations, preferred English as the major medium of instruction on management courses at the Gulf Polytechnic.

CONCLUSION

Gulf Polytechnic's Management Development programmes appear to be fulfilling the strategic objective of designing management programmes which are based on Bahrain's manpower needs. In other words, the Bahraini environmental needs MUST BE REFLECTED in the programmes Gulf Polytechnic offers. This appears to have been accomplished to a great extent and has satisfied most of the organisations surveyed.

COMEP with further tuning and streamlining should become even more effective. The results of this survey shed some analytical light on the very important issue of management development needs as Bahrain moves into the 1990's. It is envisaged that a similar survey will be undertaken early next year for the same purpose.

APPENDIX I

Management Training Survey

Name of Organisations (alphabetically arranged)

1. Aluminium Bahrain (ALBA)

2. Arab Iron and Steel Company (AISCO)

3. Bahrain Islamic Bank (BIB)

4. Bahrain Monetary Agency (BMA)

5. Bahrain National Gas Company (BANAGAS)

6. Bahrain National Oil Company (BANOCO)

7. Bahrain Petroleum Company (BAPCO)

8. Bahrain Telecommunications Company (BATELCO)

9. Bank of Bahrain and Kuwait (BBK)

10. British Bank of the Middle East (BBME)

11. Civil Service Bureau (CSB)

12. Directorate of Training, Ministry of Education

13. Gulf Air

14. Gulf Aluminium Rolling Mills Company (GARMCO)

15. Gulf Petrochemicals Industries Company

16. Ministry of Health

17. Ministry of Works, Power and Water

18. National Bank of Bahrain (NBB)

19. Standard Chartered Bank

20. Union De Banque Arabes et Francaises (UBAF)

21. Vocational Training Centre, Ministry of Labour

22. Y.B.A. Kanoo Training Centre

GULF POLYTECHNIC MANAGEMENT DEV[ELOPMENT]
SURVEY : SPRING 1985

FIRMS/ORGS. (Notice personnel)	ALBA			ALBCO			GULF TECHNICAL			G.M.A.			BANAGAS			BANOCO FOS		
QUESTION N°.	34	5	8	17	34	5	8	17	34	5	8	17	34	5	8	17	34	5	8	17	34	5	8	17
LEVELS	N° (%)	No.			N° (%)	N°.			N° (%)	No.			N° (%)	No.			N° (%)	No.			N° (%)	No.		
CLERICAL	74 (4)	-	-	-	35 (11)	12	2		62 (79)	-			57 (58)	5	6		32 (15)	-	7		27 (5)	2	1	1
BASIC SUP.	99 (5)	-	-	8	8 (3)	19	1		6 (8)	-	0 0	0 0	3 (3)	1	3		50 (23)	9	53		166 (28)	13	35	30
MIDDLE MAN.	44 (2)	8	9	5	17 (5)	2			6 (8)	1	0 0	0 0	12 (12)	13	8		16 (7)	3	7		78 (13)	15	23	16
UPPER MAN.	36 (2)	12	1	1	3 (2)	6			3 (4)	-			6 (6)	6	-		3 (1)	1	1		8 (1)	4	4	3
TOP EXEC.	8 -	2	-	-	1	-			2 (1)	-			2 (2)				1	-	1		5 (1)	1	-	-
TOTAL	261 (14)	22	10	14	66 (21)	39	3		79 (100)	1			80 (81)	25	17		102 (45)	13	69		284 (48)	35	63	50
AREAS																				
OFFICE SKILLS	20 (1)	-	-	-	33 (11)				36 (46)				20 (20)	5	9		-	+			5 (1)	-	1	1
PERSONNEL *	30 (2)	-	-	-	7 (2)	3	1		1 (1)	0 0	0 0		2 (2)	0			1	1	1		8 (1)	4	3	2
MKT. & SALES	- -	-	-	-	5 (2)	2			4 (5)	1	0 0	0 0	- -	0			-	.			231 (39)	13	9	11
FINANCE	10 -	2	-	-	6 (2)	11	1		3 (4)		0 0		20 (20)	18	3		2 (1)	1	1		2 (1)	1	-	-
COMPUTER / D.P.	22 (1)	3	1	1	2 -				19 (24)				5 (5)	2	2		- -	.			5 (1)	1	1	1
PRODUCTION	1419 (76)	42	8	12	253 (81)	257	1		- -				- -				63 (29)	21			232 (39)	3	47	33
ACCOUNTING	3 -	2	1	1	*				10 (13)				2 (2)				10 (5)	4			30 (5)	3		
ADMIN. SUPPORT	3 -	1	-	-	6 (2)	23			5 (6)				7 (7)				64 (29)	3	18		5 (1)	1	2	2
OTHER	92 (5)	9	-	-	2	270			1 (1)				43 (44)	3			80 (36)	8	24		79 (13)	12	-	-
TOTAL	†1599 (85)	59	10	14	314 (100)	566	3		79 (100)	1			98 (100)	25	17		220 (100)	13	69		603 (100)	39	63	50

projection not available for period of these years

order

* INCLUDES TRAINING

This including 261 exports.

% expressed out of total employees.

○ included under FINANCE.

† included under...

GULF POLYTECHNIC MANAGEMENT D[...]
SURVEY : SPRING 198[...]

FIRMS/ORGS. (No. OF PERSONNEL)	TIG. MAN. DEV.				DIR. OF TRAINING 16 MoE				GULF AIR 4688C				ARAMCO 350 (f'cast 86/87)				G.P.I.C. 109				MIN. OF HEALTH 5204			
QUESTION No.	3/4	5	8	17	3/4	5	8	17	3/4	5	8	17	3/4	5	8	17	3/4	5	8	17	3/4	5	8	
LEVELS	No (%)	No.			No (%)	No.			No (%)	No.			No (%)	No.			No (%)	No.			No (%)	No.		
CLERICAL.	2 (35)				3 (19)				677 (14)	2			28 (8)				35 (32)	- 13			475 (9)	1		
BASIC SUP.	2 (33)		2		3 (19)				742 (16)	7			2 (1)				15 (14)	4 7			579 (11)	1		
MIDDLE MAN.	2 (33)	1			3 (19)				180 (4)	5			13 (4)				8 (7)	- 1			749 (14)	7 1		
UPPER MAN.					4 (25)	2			14 -	4			5 (1)				5 (5)	3 2			90 (2)	2		
TOP EXEC.	-				1 (6)				4	-			2 (1)				4 (4)	1			21 -	-		
TOTAL	6 (100)	1	2		14 (88)	2	2		1617 (34)	- 18			50 (15)	4			67 (62)	8 23			1914 (36)	7 5		
AREAS																								
OFFICE SKILLS	2 (33)				3 (19)				†				12 (4)				21 (19)	-			† -			
PERSONNEL *	4 (66)	1	2		4 (25)	2	2		142 (3)	2			5 (1)	1			6 (6)	1			36 -	1		
MKT. & SALES	-				-				187 (4)	4			5 (1)				3 (4)	2			-			
FINANCE	-				-				134 (3)	4			5 (1)				15 (14)	1			83 (2)	2		
COMPUTER / D.P.	-				-				†				4 (1)				2 (1)	1			7 -			
PRODUCTION	-				-				-				145 (41)	3			22 (20)	5			-			
ACCOUNTING	-				-				192 (4)				② -				② -				37 (1)			
ADMIN. SUPPORT	-				3 (19)				12 -				6 (2)				20 (18)	2			226 (4)	3		
OTHER	-				6 (37)				2859 (61)	8			169 (49)				20 (18)	-			4815 (93)	5 1		
TOTAL	6 (100)	1	2		16 (100)	2	2		3526 (75) (not including out-stations)	18			350 (100)	4			109 (100)	12			5204 (100)	7 5		

*INCLUDES TRAINING

GULF POLYTECHNIC MANAGEMENT DEVELOPMENT
NEEDS SURVEY: SPRING 1985:

No.	SUBJECT OF QUESTION																				
5	ABROAD SHORT-TERM TRAINING	%	50	100	100	n.a.	100	97	n.a.	44	100	n.av.	n.a.	n.c.	50	100	n.a	100	n.o.
6	'ABROAD' PROGRAMME EVALUATION METHODS :		RE JP	RO RE JP	RO RE	n.a.	JP	JP	RC RE JP	RE JP ET	RE JP	JP	n.a.	RO RE	n.a	RE	n.a	RO RE	RO RE
7	SATISFACTION WITH PROGRAMMES ABROAD?	DEG/DIP	S	n.a.	S	S	S	S	S	S	S	S	n.c.	VS	VS	S	n.a.	S	
		SHORT TERM	VS	S	S	VS	S	S	S	VS	S	S		S	n.a	S		S	S
9	BAHRAIN TRAINING USING 'IN-HOUSE' RESOURCES	%	90	0	0	0	0	22	100	98	60	50	90	0	n.c.	75	n.a	0	n.a
10	IS COST-EFFECTIVENESS STUDY MADE OF BAHRAIN TRAINING PROGS.?		✓?	✓?	×	×	×	×	×	×	×	✓	×	×	×	×	n.c.	n.c.	n.a
11	SATISFACTION WITH BAHRAIN TRAINING PROGS.?		S	S	S	S	S	S	S	VS	S	S	VS	VS	S	S	S	S	S
12	WHAT CRITERIA ARE USED IN SELECTING CANDIDATES FOR MANAGEMENT TRAINING PROGRAMMES ?		AC WE JP SR JR CD.	JP SR CD	WE JP	SR	AC WE JP SR	AC WE JP SR JR	JP SR	WE JP SR	AC WE JP	WE JP SR	JP SR	NE JP	WE	JP	WE JP GL	JP	SR
13	WHO MAKES THE FINAL SELECTION OF CANDIDATES FOR MANAGEMENT TRAINING PROGRAMMES ?		TO HD	HD PD GM	PD	HD	IS TO HD	IS TO HD PD GM	HD GM	HD PD	TO	TO HD PD	IS HD SC	sc	IS sc	HD	TO HD	TO HD	SC
14 & 15	WHAT CAN A SUCCESSFUL TRAINEE EXPECT UPON RETURNING TO HIS JOB ?	SHORT TERM / PIPLOMA	N→ R P A→	N→ P A→	A	P A	N P A→	N→ P A→	N R P A	R P A	N P	A→	N→ A→	N→	N→	N R P A→	N R P
16	IS THERE A FORMAL LINK WITH INDIVIDUAL CAREER PATH PLANS ?		✓	✓	×	×	×	✓	✓	✓	✓	×	×	×	×	✓	n.a.	✓	✓
18	WOULD BAHRAINI PROGS. BE PREFERRED IF EQUAL TO OR BETTER THAN ABROAD PROGS ?		✓	✓	✓	✓	✓	✓	✓	✓?	✓	✓	✓	✓	✓	✓	✓	✓	✓
19	WHAT EVALUATION METHODS ARE TO BE USED IN MONITORING FUTURE TRAINING ?		RE JP	RO RE JP ET			JP	RO RE JP	RO RE JP	JP ET	RE JP	JP	RE JP	RO	n.a.	RO RE	n.a.	under review	RO RE
25	HOW WOULD YOU RATE THE MOTIVATION OF BAHRAINI MANAGEMENT TRAINEES ?		✓?	✓✓	✓✓	✓	✓✓	✓✓	✓✓	✓✓	×	×	✓	✓✓	n.a.	✓✓	✓	✓✓	✓✓
26	HOW COULD ADDED MOTIVATION BE GIVEN TO BAHRAINI MANAGEMENT TRAINEES, IF NECESSARY ?		ST?	–	–	–	NP	FR ST CM	ST	ST	NP IMT	–	–	CM	n.c. CD	n.c. CD	–

* no. of employee   * see attachment to questionnaire   * of the ministry

GULF POLYTECHNIC MANAGEMENT DEVELOPMENT
NEEDS SURVEY: SPRING 1985:

Q No.	SUBJECT OF QUESTION	FIRM/ORG																					
20	DO YOU PREFER: 'CUSTOM-TAILORED' OR MIXED PROGS.?	CT MP	MP	MP	-		CT	CT MP	MP	CT MP	CT MP	CT		CT MP	CT MP		CT	CT	CT MP	M
21	DO YOU PREFER: PRIVATE SECTOR AND PUBLIC SECTOR TRAINEES TO BE SEPARATED OR TOGETHER?	SS MS	MS	MS	-	SS	MS	SS	MS	-	SS MS	MS MS		SS	SS	n.a.	MS	M
22	PREFERRED PROGRAMME DURATION AT G.P.?	<1 15	<1 15	<1	<1	<1	<1	<1		<1 DIP	<1		DIP DIP DIP		<1 DIP	<
23	WOULD YOU PREFER YOUR TRAINEES ON C.O.M.E.P. TO GO ON TO HIGHER DEG/DIP? — YES/NO	✓	✓	✓	✗	✗	✗	✗	✓	✓	✗	✗	✓	✗	✓	✗	✓	
	COMMENTS:	JR^q CD	JR	-	-	-	-	JR^q AW IG	-	-	-	-	-	PR	JR	
24	SCHEDULING ARRANGEMENTS FOR YOUR TRAINEES AT G.P.? — NO. OF COURSES	2	2	3	-	-	-	-	-	-	3	— n.a. —	-	-	-	
	ATTENDANCE	d2e	d	2d	-	d	d2e	d2e	d2e	d2e	d2e	d2e	d2e		d2e	e	d2e	d
27	DO YOU PREFER ENGLISH OR ARABIC AS THE MAJOR MEDIUM OF INSTRUCTION AT G.P.?	E^q	-	A	E^q	-	E^q	E^q	E	E	E	E	E	E	A	E^q	

* No. of employees.

GULF POLYTECHNIC

CONTINUING MANAGEMENT EDUCATION PROGRAM

A SUMMARY REPORT

MEETING OF DEAN IBRAHIM AL-HASHEMI WITH
REPRESENTATIVES FROM ORGANISATIONS PARTICIPATING IN COMEP

25 APRIL 1985

Present were:

Gulf Polytechnic: Dean Ibrahim Al-Hashemi (Chairman)
ALBA: Mr Tim Frankcom, Training Manager
Arab Iron and Steel: Mr Khodair Al-Majid, Assistant
  Manager, Human Relations
BANAGAS: Mr Bilal Faris Rashid, Supervisor Training
BANOCO: Mr Hamad K Sultan, Senior Advisor Training
BAPCO: Mr Robert C Hike, Manager Training and Development
BMA: Miss Aisha Nuruddin, Superintendent of Personnel
  Training
Bahrain Islamic Bank: Mr Ahmed Al Bucheeri
Bahrain Power Department: Mr Ivor MacLeod, Advisor
  Training
British Bank of the Middle East: Mr Fawzi A R Taqi,
  Personnel Officer
Civil Service Bureau: Mr Jassim Abdulla, Chief of Training
                      Miss Muneera A Al Khalifa, Training
                        Specialist
                      Mr Mahdi Mahfood, Training Specialist
                      Mr Jack Wecker, Training Advisor
Gulf Air: Miss Mariam Janahi, Instructor
Gulf Aluminium Rolling Mill: Mr Abdullah Al-Ali Engineer,
  Training Coordinator
Gulf Petrochemicals: Mr Harold Boulton, Training Officer
Ministry of Education: Mr Abd Ali Mohammed Hubail,
  Director of Training
Ministry of Health: Mr Riyadh Ali Dhaif, Officer Training
Ministry of Labour: Mr Jassim Bushail, DMD
National Bank of Bahrain: Mr Mohammed Hassan Ali, Manager
YBA Kanoo: Miss Huda Rashid Al Binali, Training Officer
Gulf Polytechnic: Dr Paris Andreou, Department of Business
                     and Management
                   Mr Khalid Ateeq, COMEP Coordinator
                   Dr Alexandra d'Aste-Surcouf, COMEP
                     Counsellor
                   Mr Anwar Shehab, Industrial Liason
                     Coordinator

Representatives unable to attend this meeting will be
invited to meet with Dr Andreou and/or Mr Shehab either at
Gulf Polytechnic or at their respective offices at the
earliest convenience.

The Dean opened the meeting at 0900 hours by welcoming the guests to Gulf Polytechnic and thanking them for coming to a Thursday morning meeting. After stressing the importance of such meetings, the Dean explained the purpose which was two-fold: to familiarise the guests with COMEP; and to update the 1983 COMEP managerial manpower data base. The Dean then went on to explain in detail:

I. The COMEP Overview

    A.   COMEP levels: there are five levels of COMEP: executive management, advanced management, middle management, basic supervision and clerical level.

    B.   COMEP courses: COMEP participants come from both the private and public business sectors and are sponsored respectively by the Ministry of Labour and the Civil Service Bureau. To meet the diverse needs of these two sectors, certain courses are taken only by MOL-sponsored participants, and other courses are taken only by CSB-sponsored participants. In addition, there are core courses which both sectors take together.

    C.   COMEP Guest Lecturers: in addition to their regular classes, COMEP participants are also invited to and expected to attend the Guest

Lecture Series offered throughout the academic year. Speakers include experts from Bahrain and abroad.

D. COMEP counselling: training/personnel officers are expected to assume an active role in counselling and monitoring participant progress and career path while COMEP Coordinator and Dr Alexandra d'Aste-Surcoouf, COMEP Counsellor monitor and counsel participants.

E. After COMEP: one pressing question asked by Mr Tim Frankcom (ALBA) and Mr Jassim Abdulla (CSB) - and often echoed by COMEP participants at the Advanced and Middle Management levels - pertains to professional and academic goals after completion of COMEP. The Dean explained the options open to participants:

1. To return to work full-time: to apply and utilize COMEP acquired knowledge and skills.

2. In the case of Middle Management, to proceed to the Advanced Management level. Once again, candidates must secure sponsorship from and be nominated by their respective organisations.

3. To join the full-time Gulf Polytechnic diploma/degree programme. Sponsor organisations must assume responsibility in the following areas:

a. Determining organisation needs for formal education and degrees;

b. Ensuring that the potential applicant fully understands the consequences vis-a-vis the organisation should he be nominated and accepted to a full-time diploma/degree programme;

c. Confirmation of organisation commitment to sponsor the potential applicant for the duration of his diploma/degree programme;

d. Understanding that the potential applicant will join the regular full-time diploma/degree programme offered to all Gulf Polytechnic students;

Once an organisation agrees to nominate and sponsor an employee to the diploma/degree programme:

a. The individual must apply to Gulf Polytechnic for admission to the diploma/ degree programme;

b. Gulf Polytechnic will assess each applicant on an individual basis according to his/her i. academic qualifications ii. and his willingness and ability to study in the full-time programme.

The following discussion regarding the full-time diploma/ degree programme then ensued. Mr J Abdulla asked that Gulf Polytechnic initiate the move from COMEP to the diploma/degree programme by designing a special programme to accommodate potential MOL/CSB applicants.

The Dean reiterated his previous statement that potential applicants were welcome to apply to the regular full-time diploma/degree programme. Gulf Polytechnic will not initiate the move nor will a special programme be designed.

Mr J Abdulla then brought up the need for Gulf Polytechnic to give a complete explanation to the organisations. The timetable and course of studies would depend on the needs of the individual student.

Mr Frankcom pointed out that "all" students want to go on to the diploma/degree programme, but they have misunderstood what is meant by "part-time" and "full-time".

The Dean replied that there is a minimum load which, considering class and study time involved, the potential applicant must understand is the equivalent of a full-time job.

Dr Andreou added another dimension to the diploma/degree discussion: the threat of producing too many qualified

professionals, thereby flooding the market and defeating manpower needs. In addition, Dean Al-Hashemi indicated, the growing job competition in Bahrain should make participants re-assess their educational goals as well as the level of risk they are willing to take by not being able to devote all their working time and efforts to their jobs - which they would not be able to do as students. Dean Al-Hashemi said that Gulf Polytechnic aims to meet the educational needs of Bahrain as they arise, but cautioned government organisations in particular of using the pay scale to encourage "paper" qualifications.

Dean Al-Hashemi then went on to discuss the second purpose for the meeting:

II. The COMEP Managerial Manpower Data Base Update

The Dean explained that in order for COMEP to be successful and meet managerial needs in Bahrain, it is necessary to maintain an up-to-date data base dependent on information from:

A. The organisations participating in COMEP: meeting regularly with Chief Executive Officers, Training/Personnel Officers and Supervisors of COMEP participants:

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1. To assess whether or not and how COMEP is meeting the academic and professional needs of the participants;

2. To determine the strengths and weaknesses of COMEP;

3. To maintain open lines of communication between COMEP and the organisations. Since follow-up is an on-going process, guests were urged by the Dean to keep in regular touch with the Gulf Polytechnic and in particular with Mr Anwar Shehab, the Industrial Relations Coordinator.

B. The participants who are formally interviewed at least twice during their COMEP experience to evaluate the programme as well as the transferability of COMEP-acquired skills to job situations. Participants are also asked to answer a Participant Assessment Questionaire once a semester. Finally, at the end of each semester, participants are asked to evaluate each of their courses taken during the semester.

C. The COMEP lecturers and Coordinator who each semester write individual progress reports for each COMEP participant in their classes. The progress reports assess participants on the basis of:

1. Career prospects

2. Performance

3. Motivation

Reiterating the need for the COMEP monitoring system and the importance of the managerial manpower data base update, Dean Al-Hashemi presented each guest with two copies of the Management Development Needs Questionaire, the purpose of which is to identify once again management needs in Bahrain and to determine if COMEP is meeting those needs; and if COMEP is not meeting those needs, how they can be met. Keeping in mind the need to work together to further develop and meet managerial needs in Bahrain, the Dean invited respondants' suggestions for additional questions and/or information to be included in the questionaire. Dean Al-Hashemi also emphasised that should an Arabic translation of the questionaire be requested, he would be happy to provide one. The Dean asked that the questionaire be answered within the next two weeks. In order to facilitate return of the questionaires, Dr Andreou would be contacting each of the respondants within the next few days to make an appointment to visit them at their respective offices, answer any questions they may have and collect the questionaires.

Before adjourning the meeting, Dean Al-Hashemi invited the guests to return to Gulf Polytechnic at any time to visit COMEP classes and speak with lecturers. He also extended to them an invitation for the May 18 COMEP Seminar. In conclusion, the Dean expressed his appreciation to the guests for their continued support and thanked them for having attended the meeting.

The meeting was adjourned at 0955 hours.

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LIST OF TABLES

CLERICAL LEVEL:

BASIC SUPERVISION:

MIDDLE MANAGEMENT:

ADVANCED MANAGEMENT:

LIST OF ABBREVIATIONS

COMEP   —   Continuing Management Education Programme

CSB   —   Civil Service Bureau

MOL   —   Ministry of Labour

ELPE   —   English Language Placement Examination

F'84   —   COMEP participants who began the programme during the Fall 1984-85 term

S'84   —   COMEP participants who began the programme during the Spring 1984-85 term

LIST OF APPENDICES

EXECUTIVE SUMMARY

Over two successful COMEP semesters and with the establishment of the COMEP data bank, certain trends have been identified and tentative conclusions drawn. The Spring 1984-1985 COMEP Report is expected to confirm assessments and evaluations made in the Spring 1983-1984 and Fall 1984-1985 Reports, and indicate as well possible future alternatives and patterns.

In order to upgrade quality and maintain high standards, COMEP was carefully monitored. Follow-up studies and evaluations included:

A. Structured Personal Interviews with COMEP Advanced Management participants. The purpose of these interviews was to establish professional and career objective profiles, and to evaluate COMEP in terms of needs assessment, quality of instruction and professional relevance. The respondents were generally pleased with the programme; however, they requested that the screening process be refined to include more professional, motivational and training uniformity among participants. They further requested more careful screening of lectures adept at teaching at this advanced level and able to adapt a more practical approach in the classroom.

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B. Using Course Evaluation Questionnaires, COMEP participants at all levels were asked to evaluate each COMEP course they had taken during the Fall 1984-1985 term. Overall, participants responded positively to those lecturers who demonstrated expertise in their respective fields, enthusiasm and interest in their teaching and understanding of the professional, academic and often personal needs of the participants.

C. At the end of the Fall term, lecturers were requested to write a progress report for each participant in the courses they taught. A composite report for each participant was then written and sent to the Ministry of Labour (MOL) and the Civil Service Bureau (CSB).

Included in the efforts to uphold high professional and academic standards was the introduction of the COMEP Lecture Series. Dr Emile Ghattas, Director of the Graduate School of Business and Management at the American University of Beirut (AUB) presented the first series when he spoke on "Operations and Production". Dr George Najjar was the second speaker in the series. His topic was "Frontiers of Personnel Management'. The series will continue throughout the academic year.

A total of 141 trainees participated in the Fall 1984-85 COMEP: 28 at the Clerical Level, 43 in Basic Supervision, 39 in Middle Management and 31 in Advanced Management. Sectors of business and industry represented ranged from banking, construction, real estate, oil, gas and steel, to telecommunications, research and development, tourism, commerce and computer services. The following is a brief assessment of each of the four COMEP levels:

A. CLERICAL LEVEL

Motivation, English language proficiency along with organisational and academic encouragement and support largely determined success at this level. Participants who began COMEP in the Spring 1983-84 term (S'84 participants) were motivated, applied themselves to their studies and showed a marked improvement in conceptual skills and career consciousness. This improvement over the Spring 1983-84 term may be attributed to the attrition of less well-prepared and less motivated participants.

Generally, poor conceptual skills and motivation, low career consciousness and immaturity contributed to the fair overall performance of the new in-coming Fall 1984-85 participants (F'84 participants). On the other hand, a few possessing the attributes necessary

to succeed were over qualified for the Clerical Level and lacked training and professional background to qualify for the Basic Supervisory and subsequently produced poor results brought about by boredom. It is hoped that with the help and encouragement of the COMEP team, attitudinal changes and hence more positive results may be anticipated in June.

B. BASIC SUPERVISION

Overall, the participants at this level displayed a sense of direction and eagerness to use COMEP as a vehicle to accelerate career mobility. However, among S'84 participants, academic performance declined; this may be attributed to lack of application and responsibility, over-confidence and immaturity. Taking into consideration the large class size (28) and the constraints faced by first semester participants the F'84 group showed application and high motivation.

C. MIDDLE MANAGEMENT

Generally, performance was adequate at this level. Participants were keen on upward career mobility and showed enthusiasm for and interest in their COMEP pursuits. The lowest management class average was 'C'.

The grade distribution for the S'84 group followed a normal pattern: 10% outstanding, 39% very good, 25% good, 30% fair and 5% poor. Members of this group look forward to continuing to the diploma/degree programme.

Among the F'84 group, the following were noted:

1. Among a few members of the group, motivation and performance were hindered by what they perceived to be a lack of organisation recognition of their COMEP endeavour.

2. CSB participants entered with low English language proficiency which handicapped their performance; higher motivation and hard work helped them to overcome this temporary handicap.

3. 53% of the participants represented one particular organisation. While they generally performed well academically, were adequately trained in English and showed motivation, the heterogeneous nature normally attributed to COMEP was imbalanced.

The grade distribution for the F'84 group reflected a positive pattern: 32% very good, 32% good, 10% fair and 26% poor.

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D. ADVANCED MANAGEMENT

Overall, the Advanced Management, participants are upward bound, motivated, mature, responsible and cognizant of COMEP as a vehicle to accelerate career mobility. The response to the courses was positive, class participation active and English language preparation adequate. Among both groups there was general uniformity in educational background with the exception of five in the F'84 group who had received formal educational training in the USA and of whom two had MS degrees.

The performance of the S'84 participants had improved markedly over the previous term and they demonstrated excellent 'esprit de corps' to help one another overcome academic difficulties and deficiencies. Their grade distribution followed a very positive pattern and reflected their ambition to gain acceptance to the degree programme: 8% outstanding, 54% very good and 38% good.

The F'84 participants faced the adjustments of professionals returning to study. In light of this, their results were positive: 7% outstanding, 40% very good, 13% good and 40% fair.

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In the pursuit of high academic and professional standards and to ensure the continued success of COMEP the following recommendations are put forth:

A. That Personnel/Training Officers be fully acquainted with COMEP, its philosophy, goals and objectives in order to facilitate screening of potential COMEP applicants at the organisation level.

B. That organisations carefuly screen potential COMEP applicants with regard to:

1. Maturity,

2. Motivation/Interest,

3. Professional preparation,

4. English language proficiency,

5. Professional and academic commitment to COMEP.

COMEP - FALL 1984-1985

Introduction

The purpose of the following report is:

A. To evaluate the Fall 1984-1985 term of COMEP;

B. To make recommendations based on the above findings.

The report is presented in five parts: and overview and discussion of the four individual levels. Each section has been written independently of the rest unless indicated otherwise, thereby allowing the reader to focus on individual points of interest. Thus, repetition of certain information is intentional.

FALL 1984-1985   A COMEP OVERVIEW

PARTICIPATING ORGANISATIONS

During the Spring 1983-84 term, 18 MOL and 17 CSB sponsored organisations participated in COMEP. Trainees from three MOL sponsored organisations, Al Ahlia Insurance Company, Abdulla A Nass and Arab Iron and Steel Company withdrew/were withdrawn for the Fall 1984-85 term. Participants from 4 CSB sponsored organisations, Civil Aviation Directorate, Ministry of Interior, Ministry of Labour and Postal Directorate failed to register for the Fall 1984-85 term.

In Fall 1984-85, seven new MOL sponsored organisations and one new CSB sponsored organisation sent trainees to COMEP: three independently sponsored organisations also joined COMEP and the MOL sponsored one participant at the Clerical Level who was (and continues to be) unemployed.

NEW MOL SPONSORED ORGANISATIONS - FALL 1984-85

Allied Banking Group

BANAGAS

BAS

NCR

UBAF

UBF

WORLD TRAVEL SERVICES

NEW CSB SPONSORED ORGANISATIONS - FALL 1984-85

Ministry of Education

INDEPENDENTLY SPONSORED ORGANISATIONS - FALL 1984-85

Al-Tattan

Bahrain Institute for Development and Research

Yacuby

Thus during the Fall 1984-85 term, 22 MOL, 14 CSB and 3 independently sponsored organisations participated in COMEP. Interests of the MOL and independently sponsored organisations ranged from banking to construction, real estate, telecommunications, oil, gas and steel, computer services and tourism to commerce and research and development.

MOL Sponsored Organisations According to Level:

Fall 1984-1985

	AM	MM	BS	CL	TOTAL
ALBA	5	-	2	-	7
Al-Ahli Commercial Bank	-	-	1	2	3
Allied Banking Group	-	-	-	1	1
Al-Majid Est Groups	1	-	1	-	2
Arab Asian Bank	-	1	-	-	1
BANAGAS	-	1	-	-	1
BANOCO	2	-	-	1	3
BAS	1	-	-	1	2
BATELCO	4	12	7	1	24
BBTC	-	-	1	-	1
Bank of Bahrain & Kuwait	-	1	1	-	2
Chartered Bank	-	-	-	1	1
GOSI	-	3	1	-	4
Gray Mackenzie Marine Services	-	-	-	1	1
Gulf Air	4	6	8	4	22
Khorami Construction	-	1	-	-	1
NCR	1	-	-	-	1
No employer	-	-	-	1	1
Regency Inter-Continental Hotel	1	-	1	-	2
UBAF	-	1	-	-	1
UBF	-	-	1	-	1
World Travel Services	-	-	1	..	1
YBA Kanoo	2	-	2	1	5
TOTAL	21	25	26	16	88

CSB Sponsored Organisations According to Level:

Fall 1984-1985

	AM	MM	BS	CL	TOTAL
BSED	-	1	1	-	2
CSB	-	3	-	6	9
Electricity Directorate	-	-	2	1	3
General Organisation for Youth and Sport	-	1	-	-	1
Gulf Polytechnic	-	1	1	-	2
Ministry of Education	-	-	2	-	2
Ministry of Finance	1	3	5	-	9
Ministry of Foreign Affairs	2	1	-	-	3
Ministry of Health	2	-	1	1	4
Ministry of Housing	3	1	-	-	4
Ministry of Information	1	-	-	-	1
Ministry of State for Cabinet Affairs	-	1	1	-	2
Ministry of Works, Power and Water	-	1	1	4	6
Power and Water Affairs	1	1	-	-	2
TOTAL	10	14	14	12	50

Independently Sponsored Organisations According to Level: Fall 1984-1985

	AM	MM	BS	CL	TOTAL
Al-Tattan		-	-	1	-	1
Bahrain Institute for Development and Research		-	-	1	-	1
Yacuby		-	-	1	-	1
TOTAL		-	-	3	-	3

Represented Sectors According to Level:

Fall 1984-1985

	AM	MM	BS	CL	TOTAL
Banking	-	3	3	4	10
Construction	-	1	-	-	1
Real Estate	1	-	1	-	2
Telecommunications	4	12	7	1	24
Oil, gas and steel	7	-	2	2	11
Computer services	1	-	-	-	1
Tourism & Services	6	6	10	5	27
Commerce	-	-	2	-	2
Research and Development	-	-	1	-	1
Insurance	-	3	1	-	4
Miscellaneous	2	-	2	4	8
TOTAL	21	25	29	16	91

THE SCREENING PROCESS

A. Applicants:

The number of COMEP applicants was lower in Fall 1984-85 than in Spring 1983-84.

Number of Applicants According to MOL/CSB Distribution: Spring 1983-84 and Fall 1984-85

	Spring 1983-84	Fall 1984-85	Total
MOL	229	97	326
CSB	167	64	213
Total	396	161	539

B. English Language Placement Examination (ELPE)

Applicants sat the ELPE in September 1984. Minimum entry requirements varied according to level.

ELPE Minimum Entry Requirements: Fall 1984-1985

Advanced Management	63%
Middle Management	57%
Basic Supervision	44%
Clerical Level	38%

88% applicants qualified for candidacy to COMEP.

C. Interview

On the Interview Committee were representatives from the Ministry of Labour, the Civil Service Bureau, the American University of Beirut and Gulf Polytechnic.

Interview Committee Members According to Organisation

Fall 1984-85

Ministry of Labour	Mr Jassim Bushail
Civil Service Bureau	Mr Jassim Abdulla
AUB	Dr Namir Eid
Gulf Polytechnic	Dr Alexandra d'Aste-Surcouf (English Language Unit)
	Dr Paris Andreou (Department of Business and Management)

The goals of the interview was to determine candidate's eligibility for COMEP by assessing the following:

1. Previous training and/or formal education
2. Interest in and knowledge of COMEP
3. Oral/Aural English language proficiency

As a result of the screening process, 80 candidates were accepted to and enrolled in COMEP for the Fall 1984-85 term.

Candidates Accepted to and Enrolled in COMEP

by Level and According to MOL/CSB

Distribution: Fall 1984-1985

	MOL	CSB	Independent	Total
Advanced Management	13	5	-	18
Middle Management	14	5	-	19
Basic Supervision	16	9	3	28
Clerical Level	11	5	-	16
Total	54	24	3	81

In general, the screening process went well. However, more coordination is advisable in the following areas:

1. Understanding of COMEP, its raison d'etre, goals and objectives at the organisation level (Personnel and Training Departments);

2. Organisation screening of potential applicants to determine their qualification for COMEP in terms of -
    a. English language proficiency
    b. Professional goals and objectives
    c. Training background
    d. Educational background
    e. On-the-job experience and background;

3. Complete and accurate applicant data from MOL and CSB to COMEP:

   a. Completed applications

   b. Accurate and up-to-date lists of applicants and level they are applying to.

ENGLISH LANGUAGE PROFICIENCY

Contrary to recommendations made at the end of the Spring 1983-84 term that minimum entry level ELPE requirements be raised, minimum English language proficiency requirements declined for the Fall 1984-35 term.

ELPE Averages, Beginning and Continuing
Participants: Fall 1984-1985

	Spring 1983-84	Fall 1984-85	Difference
Advanced Management	76%	73%	3%
Middle Management	74%	66%	8%
Basic Supervision	69%	54%	13%
Clerical Level	61%	44%	17%

Should the lowered ELPE minimum requirements become standard, it will be increasingly difficult for COMEP lecturers to meet COMEP goals and objectives.

PROBATION

As of right now, probation has not been an imposed sanction in COMEP. However, should the proposed guidelines presented to the Academic Council be accepted, 17 participants who began COMEP in Spring 1984-84 (S'84 participants) and in Fall 1984-85 (F'84 participants) would have been on probation during Spring 1984-85 term.

S'84 Participants Qualifying for Probation:

Fall 1984-1985

Level	Sem GPA	Cum GPA	Sponsor
Basic Supervision	0.50	2.13	BBTC
	1.00	1.50	Gulf Air
	2.00	1.00	BBK
	0.50	1.13	BATELCO
	0.50	1.00	Al-Majid
	1.00	1.25	M of Works
Clerical Level	1.00	0.88	AlAhlia Bank
	1.75	0.88	CSB

S'84 Participants Qualifying for Probation

Accor ling to MOL/CSB Distribution:

Fall 1984-1985

	AM	MM	BS	CL	TOTAL
MOL	–	–	5	1	6
CSB	–	–	1	1	2
TOTAL	–	–	6	2	8

Nine participants who began COMEP during the Fall 1984-85 term attained semester GPA's of less than 1.3.

F'84 Participants Qualifying for Probation:

Fall 1984-1985

Level	Sem GPA	Sponsor
Advanced Management	1.13	Gulf Air
Basic Supervision	0.50	Gulf Air
Clerical Level	1.00	Elect. Directorate
	1.12	CSB
	0.50	Gulf Air
	1.25	Gulf Air
	1.00	BANAGAS
	0.50	CSB
	0.50	CSB

F'84 Participants Qualifying for Probation:

According to MOL/CSB Distribution

Fall 1984-1985

	AM	MM	BS	CL	TOTAL
MOL	1	-	1	3	5
CSB	-	-	-	4	4
TOTAL	1	-	1	7	9

The following should be noted:

1. With the exception of one Advanced Management participant, nine are from the Clerical Level and seven from the Basic Supervision.

2. 75% of the S'84 participants received 'D' and 'F' final grades for Accelerated Learning Skills.

3. Among both the S'84 and F'84 Clerical Levels, 87.5% of those qualifying for probation received the final grade of 'F' in CL 010.

4. Of the six S'84 Basic Supervision participants qualifying for probation, three took BS 017 for which they received the final grade of 'F'.

ATTRITION

All S'84 participants finished their first semester; 14 however, did not register again for the Fall 1984-85 term. Reasons for attrition vary:

A. At the Advanced Management level, job-related pressures and training abroad were primary issues;

B. At the Middle Management, Basic Supervision and Clerical Levels, poor English and poor overall performance were the two major factors for attrition;

C. Poor Engl.sh and poor performance were the two major factors for attrition among CSB participants.

During the Fall 1984-85 semester, five F'84 participants withdrew during the semester. Reasons were job pressures, poor English as well as yet-to-be identified factors. Of these five, one was able to eliminate job-related pressure and return to COMEP in time for Spring 1984-85 term. Nine participants who finished the semester did not register for the Spring 1984-85 term. Reasons for attrition, again, vary:

A. At the Advanced Management level, job-related pressures is still an issue;

B. At the Middle Management level, poor English and poor performance were the major factors;

C. At the Clerical Level, over-qualification has become an issue and attrition may be attributed to boredom.

FOLLOW-UP STUDIES AND EVALUATIONS

In order to upgrade the quality of COMEP training and attain and maintain high standards, COMEP has been and will continue to be carefully monitored. During the Fall 1984-85 term, the following studies were completed:

A. Structured Personal Interviews with COMEP Participants

Individual participants from the S'84 Middle and Advanced Management levels were interviewed in order to:

1. establish a professional profile of the Middle and Advanced Management participants;

2. establish a career objectives profile of the Middle and Advanced Management participants;

3. evaluate course relevance with relation to profession 1l goals and objectives of the Middle and Advanced Management participants;

4. evaluate methods of instruction used by lecturers of the Middle and Advanced Management levels and the effectiveness of these methods;

5. identify the main weaknesses of COMEP at the Middle and Advanced Management levels;

6. provide an overall evaluation of COMEP at the Middle and Advanced Management levels;

7. to put forth recommendations based on the above findings.

Results:

The overall assessment of the programme was that if the programme were not good, participants would not have continued. Participants saw COMEP as a means to better themselves and to study their respective fields in depth. Members of both groups were very pleased with the overall programme and especially with the programme design, the lecturers, teaching methods and techniques and acquired job-related knowledge and skills.

Recommendations resulting from the interviews were:

1. To refine the screening process that it might reflect, more accurately -

a. career experience

b. extent of formal training

c. specific areas of training

d. career objectives

2. To screen carefully lecturers with regard to -

a. academic background

b. practical knowledge of their respective subjects

c. teaching techniques

B. <u>Course Evaluation Questionaire</u>

Individual participants were asked to evaluate Fall 1984-1985 COMEP courses they have taken in terms of:

1. material

2. relevance

3. lecturer

4. self-assessment

(for details, please see reports of individual levels)

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C. <u>Progress Report</u>

Lecturers were requested to evaluate individual participants in all of the classes. The format followed was the same as that used at the end of the Spring 1983-84 term.

A composite report for each participant was then written and sent to the Ministry of Labour or to the Civil Service Bureau or to an independent organisation, depending on sponsorship.

LECTURE SERIES

In additional to their regular classes, Advanced and Middle Management participants were invited to attend two lecture series:

A. December 8 -9, Dr Emile Ghattas, Director of the Graduate School of Business and Management, AUB, spoke on "Operations and Production". 37 participants representing 19 organisations attended.

B. December 19 and 21, Dr George Najjar, Associate Professor in the Graduate School of Business and Management, AUB, spoke on "Frontiers of Personnel Management'. 40 participants representing 18 organisations attended.

C. A third lecture "Economic Policy: Issues and Implications" to have been delivered by Dr Nadim Munla, Assistant Professor in the Graduate School of Business and Management, AUB, was postponed to a later date.

More participants would have liked to attend the lectures than actually did: many were not able to leave their offices for two days in a row. It is recommended that:

A. A COMEP lecture series be planned, scheduled and announced at the beginning of each term;

B. That a letter be sent to Training/Personnel Departments of respective organisations informing them of this series and requesting the release of involved personnel from duty in order to attend the lectures;

C. in order to facilitate attendance, lectures be scheduled in afternoons.

LECTURERS AND COURSES

Sixteen lecturers taught the 27 COMEP courses offered during the Fall 1984-85 term. Mr Tom Lander (Department of Business and Management Studies) was the Coordinator. Dr Alexandra d'Aste-Surcouf (English Language Unit) was the Coordinator for Communications courses taught.

(for details, please see individual level reports)

CLERICAL LEVEL REPORT   FALL 1984-1985

PARTICIPANTS PROFILE

At the beginning of the Fall 1984-85 term, 28 participants were enrolled at the Clerical Level. 57% from MOL and 43% from CSB.

<u>Clerical Level Participants According to</u>

<u>MOL/CSB Distribution: Fall 1984-1985</u>

	<u>Spring 1984</u>	<u>Fall 1984</u>	<u>Total</u>
MOL	5	11	16
CSB	<u>7</u>	<u>5</u>	<u>12</u>
Total	<u>12</u>	<u>16</u>	<u>28</u>

Among the private organisations participating in COMEP, 25% of the trainees represent tourism and 32.5% the banking sector.

Distribution of Clerical Level Participants

According to Organisation: Fall 1984-1985

	Organisation	No of Participants
MOL	Al-Ahli Commercial Bank	2
	Allied Banking Group	1
	BANAGAS	1
	BANOCO	1
	BAS	1
	BATELCO	1
	Chartered Bank	1
	Gray Mackenzie Marine Services	1
	Gulf Air	4
	UBF	1
	YBA Kanoo	1
	None (unemployed)	1
	TOTAL (11 organisations)	16
CSB	Civil Service Bureau	7
	Electricity Directorate	1
	Ministry of Health	1
	Ministry of Works, Power and Water	3
	TOTAL (4 organisations)	12

Over one half of the trainees were female.

<u>Distribution of Clerical Level Male/Female</u>

<u>Participants: Fall 1984-1985</u>

	<u>Male</u>	<u>Female</u>	<u>Total</u>
MOL	8	8	16
CSB	<u>5</u>	<u>7</u>	<u>12</u>
Total	<u>13</u>	<u>15</u>	<u>28</u>

PERFORMANCE

Motivation and English Language proficiency along with organisational and academic encouragement and support (to be discussed under 'attrition') largely determine the degree of success a Clerical Level trainee may achieve in COMEP.

A. <u>Motivation</u>

A mature, responsible and motivated group, the participants who began COMEP during the Spring 1983-4 (S'84 participants) term recognised the relevance of COMEP and have shown enthusiasm for and appreciation of the courses. Their grades have improved

considerably from the first semester when they attained a 'I' overall semester average to a 'C+' overall semester average during the Fall 1984-85 term.

On the other hand, motivation appears to have been low among the participants who began during the Fall 1984-85 (F'84 participants) term. Lecturers generally agreed that they were immature, boisterous and failed to recognise their purpose for being in COMEP.

B. English

Contrary to recommendations made at the end of the Spring 1983-84 term to raise minimum entry level ELPE requirements, minimum English language proficiency requirements have declined at the Clerical Level.

Clerical Level ELPE Range and Average According
to S'84 and F'84 Distribution

	Range	Class Average
S'84	47 - 79%	61%
F'84	37 - 66%	44%

The average score decreased by 17% and the minimum score by 10%. At the same time, without lowering courses standards, the end results of S'84 and F'84 participants in all first semester courses are similar, if not identical.

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First Semester Courses Taken by S'84 and F'84

Clerical Level Participants:

A Comparison of Grades

	S'84	F'84
ENGL 010	C	C
CL 010	F	F
CL 011	D+	C+
CL 014	D	F

Although these results could suggest that English language proficiency may not be or has not been a factor in determining success or failure in COMEP attrition, data indicated that English language proficiency is a crucial determiner of success or failure at the Clerical Level.

ATTRITION

Attrition has been relatively high at the Clerical Level. Of the 34 participants registered during the Spring 1983-84 and Fall 1984-85 terms, 26.5% are no longer in COMEP. Reasons may be attributed to English language proficiency, enforcement of rules and regulations, qualifications and motivation.

A. <u>English Language Proficiency</u>

As already noted, English language proficiency is not uniform among entering Clerical Level participants. Those hindered by the English language handicap fail English and/or other courses: among S'84 participants who did not return to COMEP in the Fall 1984-85 term, three failed ENGL 010, and two received a final grade of 'D'.

B. <u>Enforcement of Rules and Regulations</u>

Over the past two semesters, MOL has been fairly consistant in its enforcement of the 2-F automatic withdrawal policy, whereas CSB has not. As a result, attrition among MOL Clerical Level participants is 20.6% as compared to 5.9% among CSB participants. CSB trainees who failed English and/or other subjects have not been withdrawn.

C. <u>Over-qualificatior</u>

An otherwise Basc Supervision qualified trainee may be assigned to the Clerical Level because he lacks training background, on-the-job experience or organisational support to be placed elsewhere. Boredom and a sense of wasting time lead to eventual failure or poor performance in some cases.

D. <u>Motivation</u>

Poor motivation may be caused by insufficient English language skills, over-qualification as well as inappropriate pre-COMEP screening and preparation of candidates by their respective organisations. Trainees are cognizant of the professional benefits to reaped from participants in in-house training directly related to on-the-job activities and tasks. However, not informed of the goals and objectives of COMEP, unaware of why they have been sent to this particular programme, trainees often fail to see COMEP as one step on the ladder towards self-improvement and job advancement. Consequently, they lose interest and fail.

COURSE-LECTURER EVALUATIONS AND SELF-ASSESSMENT

<u>Courses Taken by Clerical Level S'84</u>

<u>Participants: Fall 1984-1985</u>

<u>Code</u>	<u>Course Title</u>	<u>Lecturer</u>	<u>Class Average</u>
CL 012	Book-keeping II	Ateeq	C+
CL 013	Accelerated Learning Skills	d'Aste-Surcouf	B
CL 015	Basic Personnel Skills	Jaffary	B

A. Course Relevance

S'84 participants reported that over the past two semesters they had acquired the following job-related skills:

Accounting	Office Organisation
Information Retrieval	Communication

B. Course Evaluation

Mr Ateeq was appreciated as a lecturer. Participants found the course relevant to their jobs. They did not, however, like the textbook used. Furthermore, they felt handicapped by the language and found it difficult to keep up with the work.

Dr d'Aste-Surcouf was appreciated for her knowledge of the subject, her presentation. The participants liked the text which they found useful and job related. They were able to keep up with the work and did not feel handicapped by the language.

Mr Jaffary was the least appreciated of the lecturers: the participants did not care for the textbook, and they did not find the course relevant to their jobs. Mr Jaffary was very conscientious, but, being a part-time lecturer, perhaps he was not completely familiar with the needs of our participants.

Courses Taken by F'84 Clerical Level Participants:

Fall 1984-1985

Code	Course Title	Lecturer	Class Average
ENGL 010	Accelerated Learning Skills	d'Aste-Surcouf	C
CL 010	Office Organisation & Records Management	Salins	F
CL 011	Book-keeping I	Saleemi	B

A. **Course Relevance**

While Dr d'Aste-Surcouf was appreciated for her knowledge of the subject and her pace in explaining the subject, the participants failed to recognize the relevance of the course to their work.

Mr Salins taught two courses:

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1. CL 010 - participants did not appreciate Mr Salins nor did they find the material covered in the course relevant to their jobs.

2. CL 014 - participants recognized the relevance of the course material. Although participants did not find their English Language ability inadequate for the task at hand, Mr Salins had complained on several occasions of the low level English language proficiency.

Mr Saleemi was appreciated as a lecturer, although his course material was less appreciated. Of the three lecturers for this group, his comments regarding the participants were the most encouraging and positive.

SUMMARY OF OVERALL PERFORMANCE

The S'84 participants were motivated, performed well and had a relatively high level of English language proficiency. It is too early to determine trends for the F'84 group.

Overall Performance of Clerical Level Groups:

Fall 1984-1985

	S'84	F'84	Total
Outstanding	-	-	-
Very Good	3	-	2
Good	5	2	7
Fair	3	10	13
Poor	1	4	5
Total	12	16	28

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BASIC SUPERVISION REPORT   FALL 1984-1985

PARTICIPANTS PROFILE

At the beginning of the Fall 1984-85 term, 43 participants were enrolled at the Basic Supervision Level: 59% from MOL, 33.3% from CSB and 7% from independent organisations.

Basic Supervision Participants According to MOL/CSB Distribution: Fall 1984-1985

	Spring 1984	Fall 1984	Total
MOL	10	16	26
CSB	5	9	14
Indep.	-	3	3
Total	15	28	43

Among the private organisations participating in COMEP, 24.4% of the trainees represent tourism and 17.1% telecommunications.

Distribution of Basic Supervision Participants

According to Organisation: Fall 1984-1985

	Organisation	No of Participants
MOL	ALBA	2
	Al-Ahli Commercial Bank	1
	Al-Majid Est. Groups	1
	BATELCO	7
	BBTC	1
	Bank of Bahrain and Kuwait	1
	GOSI	1
	Gulf Air	8
	Regency Intercontinental Hotel	1
	World Travel Services	1
	YBA Kanoo	2
	TOTAL (11 organisations)	26
CSB	BSED	1
	Electricity Directorate	2
	Gulf Polytechnic	1
	Ministry of Education	2
	Ministry of Finance	5
	Ministry of Health	1
	Ministry of State for Cabinet Affairs	1
	Ministry of Works, Power and Water	1
	TOTAL (8 organisations)	14

Independent

	No of Participants
Al-Tattan	1
Bahrain Institute for Research and Development	1
Yacuby Est	1
TOTAL (3 organisations)	3

Unlike the Clerical Level, male trainees far outnumber female trainees at the Basic Supervision Level.

Distribution of Basic Supervision Level Male/Female

Participants: Fall 1984-1985

	Male	Female	Total
MOL	23	3	26
CSB	11	3	14
Indep.	2	1	3
Total	36	7	43

PERFORMANCE

Motivation, direction and English Language proficiency largely determine the degree of success a Basic Supervision Level trainee may achieve in COMEP.

A. Motivation

S'84 participants ended their first semester (Spring 1983-84) well with an overall 'C' average. However, they achieved only a 'D+' average at the end of their second term. Their lack of motivation seems to stem from certain aspects of the programme (see 'Direction' below) as well as a sense of over-confidence. While many have clear career paths in mind, how these goals are to be accomplished is not always obvious to them;

nor have they fully realised that achievement in COMEP is obtained through much study, concentration and hard work. As in the case of the F'84 Clerical Level participants, sense of responsibility and level of maturity could possibly be reviewed and re-assessed.

B. Direction

Uncertainty regarding academic background and training preparation has caused certain lecturers to teach "over the heads" of participants. Thus far, and in general, courses have been taught at an 'A' level and success has not been high. It appears that a review of level and course goals and objectives is in order.

C. English

Once again, contrary to recommendations made at the end of the Spring 1983-84 term that minimum entry level ELPE requirements be raised, minimum English language proficiency requirements have declined.

Basic Supervision ELPE Range and Average According to S'84 and F'84 Distribution

	Range	Class Average
S'84	54 - 80%	69%
F'84	43 - 79%	54%

The average score decreased by 13% and the minimum by 11%. At the same time, without lowering course standards, the end results of S'84 and F'84 participants in all first semester courses were similar, if not identical.

First Semester Courses Taken by S'84 and F'84
Basic Supervision Participants:
A Comparison of Grades

	S'84	F'84
ENGL 010	D+	D+
BS 012	C+	B
BS 015	C+	C
BS 016	C	C

While the first semester grades have remained relatively stable, English is still a problematic area. Participants feel handicapped by the language. Through hard work, the F'84 groups have managed to achieve a certain standard. However, it remains to be seen whether or not they will maintain that standard.

ATTRITION

Attrition is higher among MOL participants than among CSB: of the seven who failed to continue in Fall 1984-85 and Spring 1984-85, 57% were MOL trainees, 28.5% were CSB and 14.2% independent. It is generally unknown why these

individuals have not returned to the programme, although
poor English and poor performance are strongly suspected.
In Fall 1985-86, COMEP will institute a formal follow-up
system to facilitate accumulation of attrition-related
data.

COURSE-LECTURER EVALUATIONS AND SELF-ASSESSMENT

Courses Taken by Basic Supervision S'84
Participants: Fall 1984-1985

Code	Course Title	Lecturer	Class Average
BS 017	Supervisory Decision-Making	Peterson	D
BS 018	Basic Quantitative Methods	Edwards	D+
BS 013	Practical Financial Accounting II	Chamberlain	C

A. Course Relevance

Although respected for the knowledge and expertise
which he brought to the classroom, Dr Peterson was not
appreciated as a lecturer. His subject was seen as
being irrelevant - as it may have been since due to an
administrative error participants were assigned this

course by mistake. On the other hand, Dr Peterson perceived difficulties with the material which he thought to be too advanced for this particular level to grasp.

Mr Edwards was appreciated as a lecturer, but once again, his subject was not seen as being relevant. Participants also felt that their knowledge of English was inadequate to follow this course.

Mr Chamberlain was the most appreciated of the three lecturers for his knowledge of the subject and his presentation. However, again, participants failed to see the relevance of the course, perhaps rightly so since an administrative error caused them to take this course by mistake.

Courses Taken by F'84 Basic Supervision Participants:

Fall 1984-1985

Code	Course Title	Lecturer	Class Average
ENGL 012	Accelerated Learning Skills	Mulley	D+
BS 012	Practical Financial Accounting II	Ateeq	B
BS 015	Basic Management Skills	Bellizi	C
BS 016	Fundamentals of Personnel Management	Radi	C

A.   Course Relevance
      ——————————————

Mr Mulley was appreciated as a lecturer. Participants
were able to understand the material and the
presentation; they found the English adequate for the
course. They did not, however, have enough time to
keep up with the work required.

Mr Ateeq was greatly appreciated as a lecturer and for
his presentation of material, although there were
difficulties in keeping up with the work. Also, the
textbook was not liked and will be changed. Once
again, these participants were misplaced in this
course. However, unlike the S'84 participants who
failed to see the relevance of their accounting class,
the F'84 group had no complaints in this area.

Mr Bellizi was by far the most appreciated lecturer of
the group, mainly for his clear explanations and his
helpful attitude. The participants were able to keep
up with the course and did not feel that their English
handicapped them in any way. It should be noted,
however, that Mr Bellizi changed the syllabus of the
course to meet the level and the needs of the
participants.

According to the majority of the participants Mr Radi had no business teaching a course which he was not qualified to teach. Furthermore, the book was too difficult for the trainees to follow. In addition, Mr Radi was away at the time of final exams, he did not mark his papers, assess his trainees or assign final grades.

SUMMARY OF OVERALL PERFORMANCE

The S'84 group could have achieved a higher level of success but lacked motivation and shared a rather negative attitude. The F'84 group were more motivated and achieved a certain success although they entered COMEP with lower English language proficiency than their predecessors. Furthermore, class size (28) made it difficult for lecturers to give the individuals the help they needed.

Overall Performance of Basic Supervision Groups: Fall 1984-1985

	S'84	F'84	Total
Outstanding	-	1	1
Very Good	2	7	9
Good	5	6	11
Fair	7	8	15
Poor	1	4	5
Total	15	26	41

MIDDLE MANAGEMENT REPORT   FALL 1984-1985

During the Fall 1984-85 term, Middle Management participants who began COMEP during the Spring 1983-84 term (S'84 participants) were interviewed. The purpose of the interview was:

A. To establish a professional profile of the Middle Management participants;

B. To establish a career objectives profile of the Middle Management participants;

C. To evaluate course relevance with relation to professional goals and objectives of the Middle Management participants;

D. To evaluate methods of instruction used by lecturers of the Middle Management level and the effectiveness of these methods;participants;

E. To identify the main weaknesses of COMEP at the Middle Management level;

F. To provide an overall evaluation of COMEP at the Middle Management level;

G. To put forth recommendations based on the above findings.

Information obtained during these interviews will be used in the following report. The F'84 group will also be interviewed during the Spring 1984-85 term and the findings will be included in the Spring 1984-85 report.

PARTICIPANTS PROFILE

At the beginning of the Fall 1984-85 term, 39 participants were enrolled at the Middle Management Level: 64.1% from MOL and 35.9% from CSB.

<u>Middle Management Participants According to</u>
<u>MOL/CSB Distribution: Fall 1984-1985</u>

	<u>Spring 1984</u>	<u>Fall 1984</u>	<u>Total</u>
MOL	11	14	25
CSB	<u>9</u>	<u>5</u>	<u>14</u>
Total	<u>20</u>	<u>19</u>	<u>39</u>

Among the private organisations participating in COMEP, 48% of the trainees represent the telecommunications sector and 24% tourism.

Distribution of Middle Management Participants

According to Organisation: Fall 1984-1985

	Organisation	No of Participants
MOL	Arab Asian Bank	1
	Bank of Bahrain and Kuwait	1
	BATELCO	12
	GOSI	3
	Gulf Air	6
	Khorami Construction	1
	UBAF	1
	TOTAL (7 organisations)	25
CSB	BSED	1
	Civil Service Bureau	3
	General Organisation for Youth & Sport	1
	Gulf Polytechnic	1
	Ministry of Finance	3
	Ministry of Foreign Affairs	1
	Ministry of Housing	1
	Ministry of State for Cabinet Affairs	1
	Ministry of Works, Power and Water	1
	Public Works Affairs	1
	TOTAL (10 organisations)	14

As with Basic Supervision, male trainees far outnumber female trainees at the Middle Management Level.

Distribution of Middle Management Level Male/Female

Participants: Fall 1984-1985

	Male	Female	Total
MOL	24	1	25
CSB	12	2	14
Total	36	3	39

PROFESSIONAL PROFILE OF THE S'84 PARTICIPANTS

Within their respective organisations, all participants hold management or management oriented positions. Their present job titles are:

Assistant Manager for Accounts and Finance Control

Engineer: Subscribers' Maintenance

Personnel Officer

Analyst Programmer

Cost Control Officer

Statistics Assistant

Scheduling Officer

Marketing Officer

General Manager

Construction Manager

Management Analyst (2)

Pension Fund Supervisor

First Secretary

Ministerial Committees Secretary

Electrical Engineer

Senior Staffing Specialist

Their professional positions fall into the following categories:

Accounts   Personnel   Data Processing   Marketing

Operations   General Services   Executive Assistance

Their numerous tasks can be classified as follows:

Auditing   Research   Budgeting   Personnel Issues

Training   Recruitment   Liaison   Data Processing

Documents   Recording   Filing   Correspondence

Scheduling   Follow-up   Planning   Advising

Industrial Operations   Support Services

Sales and Contracting

With the exception of two, all participants report directly to an immediate supervisor who in turn reports to a third party. Of the two exceptions, one, as General Manager of a family run business, reports directly to the Board of Directors, and another reports directly to a Minister. Eight trainees have nobody reporting to them; on the other hand, the General Manager has under his

control 300 individuals including Managers, Engineers as well as foremen and labourers. The remaining trainees supervise on-sight staff include Account Supervisors, Engineers, Secretaries and maintenance staff.

CAREER OBJECTIVES OF S'84 PARTICIPANTS

More then half of the private and public sector participants have clearly defined career objectives which entail upward mobility within their respective companies and within the areas they are presently involved. Target dates are specific and range from the immediate present to ten years in the future, to such a time as one's company is number one in Bahrain. They are, therefore, assuming control of their professional future. Only one was not able to specify a date; his promotion depends largely on the Bahrainisation of management positions in his company.

Among those who are less certain regarding their career paths, some wanted to move not only out of their present slots but possibly across lines; for example, one hopes to move from accounts to sales department management, and another from an engineering slot to a managerial slot. Others simply stated that they want to move up, but their goals have not as yet been formulated; as they perceive it, the extent of their upward mobility will largely be determined by the BSc and in one case the PhD.

PERFORMANCE

Motivation, purpose, recognition and English Language
proficiency largely determine the degree of success a
Middle Management Level trainee may achieve in COMEP.

A. Motivation

Motivation is high among both S'84 and F'84 groups.
Mature, responsible, hard-working and ambitious, the
S'84 group have risen from an overall first semester
'C' average to 'C+' in the Fall 1984-85 term.
However, it is precisely their motivation which is the
cause of often unwarranted fears that barriers will
suddenly appear to hinder their academic, hence
professional, pursuits beyond COMEP (see 'Purpose'
below). As a result, they have been in need of much
guidance, advisement and reassurance from the COMEP
team.

The F'84 participants are also mature, responsible and
hard-working, but possibly less ambitious as a group
than their predecessors. The motivation of a few was
obstructed by a sense of futility (see 'Recognition'
below) and low English language proficiency (see
'English' below).

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B. <u>Purpose</u>

Without exception S'84 participants want to transfer to the diploma and subsequently to the degree programmes; COMEP is seen as the first step toward that goal. As of the end of the Fall 1984-85 term, 50% of these trainees had a minimum 3.000 GPA, which technically qualifies them for transfer. Whether or not the F'84 participants have the same goal in mind remains to be seen.

C. <u>Recognition</u>

Although organisation recognition of COMEP may not always be forthcoming, most participants view the programme with long-term plans in mind. At the same time, insecurity with regard to formal and professional recognition of participation and achievement in COMEP hindered the motivation and hence the degree of success of some participants. Perceiving his efforts in COMEP to be futile, one participant purposely failed his final examinations, and two others almost followed in his footsteps only to recognise the rashness and immaturity of such an action before it was too late.

D. English

As with the Clerical and Basic Supervision Levels, recommendations made at the end of the Spring 1983-84 term to raise the minimum entry level ELPE requirements were not followed, instead, minimum English language proficiency requirements declined.

Middle Management ELPE Range and Average According to S'84 and F'84 Distribution

	Range	Class Average
S'84	62 - 91%	74%
F'84	42 - 87%	66%

The average score decreased by 8% and the minimum by 20%. Thus far, English has been clearly identified as a determiner for success at the Clerical Level. It is also a determiner of success at the Middle Management Level:

1. Of the five F'84 participants who did not continue in COMEP in Spring 1984-85, all failed English as well as at least another subject; three of the five failed their other courses because of poor English.

2. Insufficient English language proficiency did, in some cases, discourage participants from pursuing their studies:

a. As a result of having failed his mid-term examinations, one participant did not return to finish the second half of the term; his ELPE score was 55%.

b. Two participants with ELPE scores of 46% and 59% respectively failed English as well as other courses. Although they could have succeeded with much hard work, job pressures and job-related travel were added to their predicament.

But while insufficient English language proficiency was an insurmountable obstacle for some, others managed to overcome the hardship with hard work, high motivation and determination.

Special note should be taken of the ten new BATELCO participants. Well trained in English, the majority achieved a high degree of success both in English as well as in their management courses.

ATTRITION

Over the past two semesters attrition has been most evenly distributed between MOL participants (57.1%) and CSB participants (42.9%). The primary reason for attrition is poor English: all who failed English among the F'84 participants dropped out of COMEP. Attrition was also higher among the F'84 group; five as opposed to one from the S'84 group.

COURSE-LECTURER EVALUATIONS AND SELF-ASSESSMENT

Courses Taken by Middle Management S'84
Participants: Fall 1984-1985

Code	Course Title	Lecturer	Class Average
MM 013	Marketing Management	Andreou	C+
MM 016	Building Management Skills	Bellizi	B
MM 018	Quantitative Methods for Managers	Edwards	C

A. Course Relevance

Keeping in mind that all Middle Management trainees are seeking eventual promotion with the management field, it is significant to note that both the private and public sectors find Organisation and Management (taken during the Spring 1983-84 term) the course most relevant to their respective careers. COMEP acquired job oriented skills fall into the following categories and listed in order of priority and according to sector:

1. Private Sector   a   Research, Survey and Planning

                         b   Communication Skills

                         c   Accounting Skills

                         d   Personnel Skills

2. Public Sector   a   Pesonnel Skills

                         b   Research, Survey and Planning

                         c   Communication Skills

                         d   Accounting Skills

C. <u>Course Evaluation</u>

Dr Andreou was appreciated for his knowledge of the subject, his presentation, the course materials as well as the relevance of the course to jobs. Participants felt that Dr Andreou did his best to convey the subject to them; the general concensus was that he had a good grasp of the overall needs of the class. Participants would have appreciated more case studies in order to relate theory to reality and specifically to their jobs.

Most appreciated by the participants for his knowledge of the subject, his presentation and explanations, Mr Bellizi received the highest ratings from this group. Participants were able to keep up with the work but were uncertain as to whether they had a thorough grasp of the subject; this doubt may be at least partially

attributed to their English which they felt to have been inadequate for the course. The subject itself was seen as having been highly relevant.

Mr Edwards did not present his material well. As a result, the overall benefit was not what participants expected it to have been.

Courses Taken by Middle Management F'84
Participants: Fall 1984-1985

Code	Course Title	Lecturer	Class Average
MM 017	Organisation and Management	Andreou	C+
MM 016	Survey of Economics	Jackson	C+
ENGL 013	Accelerated Learning Skills	d'Aste-Surcouf	D+

C. Course Evaluation

Dr Andreou was appreciated for having taken into consideration the professional and social commitments of participants. His knowledge of the subject, his organisation of material and the relevance of the material to jobs were rated as very good.

Mr Jackson was the least appreciated of the three lecturers. There appear to have been three problem areas:

1. Course Evaluation: according to participants, they had only one examination, the final, during the whole semester. At no time were they called upon to perform out of class tasks, nor were other instruments except discussion used to evaluate their work, their progress, their understanding of the material.

2. Course Relevance: participants failed to see the relevance of the course and as a result resented the time they did spend preparing for class (reading assignments).

3. Class Material: neither the lecturer nor the participants were happy with the textbook used, it was too difficult and there was too much material to cover.

In general, ENGL 013 was appreciated by the participants. Dr d'Aste-Surcouf was most criticised for her rigid evaluation of participants and for her many assignments. Although they wanted more English, participants requested a lab approach and fewer out of class assignments.

SUMMARY OF OVERALL PERFORMANCE

Generally, the S'84 group has produced positive results. More positive results are also looked forward to from the F'84 group now that the weaker participants have left the programme.

Overall Performance of Middle Management Groups:
Fall 1984-1985

	S'84	F'84	Total
Outstanding	2	-	2
Very Good	6	6	12
Good	5	6	11
Fair	6	2	8
Poor	1	5	6
Total	20	19	39

ADVANCED MANAGEMENT REPORT   FALL 1984-1985

During the Fall 1984-85 term, Advanced Management participants who began COMEP during the Spring 1983-84 term (S'84 participants) were interviewed. The purpose of the interview was:

A. To establish a professional profile of the Advanced Management participants;
B. To establish a career objectives profile of the Advanced Management participants;
C. To evaluate course relevance with relation to professional goals and objectives of the Advanced Management participants;
D. To evaluate methods of instruction used by lecturers of the Advanced Management level and the effectiveness of these methods;
E. To identify the main weaknesses of COMEP at the Advanced Management level;
F. To provide an overall evaluation of COMEP at the Advanced Management level;
G. To put forth recommendations based on the above findings.

Information obtained during these interviews will be used in the following report. The participants who began COMEP during Fall 1984-85 semester (F'84 participants) will also be interviewed during the Spring 1984-85 term and the findings will be included in the Spring 1984-85 report.

PARTICIPANTS PROFILE

At the beginning of the Fall 1984-85 term, 31 participants were enrolled at the Advanced Management Level: 68% from MOL and 32% from CSB.

Advanced Management Participants According to MOL/CSB Distribution: Fall 1984-1985

	Spring 1984	Fall 1984	Total
MOL	8	13	22
CSB	5	5	10
Total	13	18	31

Among the private organisations participating at the Advanced Management Level of COMEP, 22.6% of the trainees represent the oil, gas and steel industries, 19.3% tourism and 12.9% telecommunications.

Distribution of Advanced Management Participants

According to Organisation: Fall 1984-1985

	Organisation	No of Participants
MOL	ALBA	5
	Al-Majid Est Group	1
	BANOCC	2
	BAS	1
	BATELCO	4
	Gulf Air	4
	NCR	1
	Regency Intercontinental Hotel	2
	TOTAL (9 organisations)	21
CSB	Ministry of Finance	1
	Ministry of Foreign Affairs	2
	Ministry of Health	2
	Ministry of Housing	3
	Ministry of Information	1
	Public Works Affairs	1
	TOTAL (6 organisations)	10

As with Basic Supervision and Middle Management, male trainees far outnumber female trainees at the Advanced Management Level.

Distribution of Advanced Management Level Male/Female

Participants: Fall 1984-1985

	Male	Female	Total
MOL	17	4	21
CSB	10	-	10
Total	27	4	31

PROFESSIONAL PROFILE OF THE S'84 PARTICIPANTS

All participants hold positions entailing significant responsibility at the managerial level in their respective organisations. Their present job titles are:

Materials Manager

Process Automation Specialist

Superintendent of Technical Stores

Agency Officer

Manager

Senior Supervisor Computer Operations

Senior Sales Engineer

Credit Analyst

Accountant

Head of Administration and Personnel

General Sales Superintendent

Administrator of Salmaniya Hospital, Maternity Unit

Director of TV

Their professional positions fall into the following categories:

Accounts   Personnel   Data Processing   Marketing

Information and Public Services   General Services

Their numerous tasks can be classified as follows:

Purchasing   Survey and Research

Sales & Contracting   Liaison

Forecasting and Planning   Supplies and Maintenance

Support Services   Media Production

Personnel Issues   Data Processing

Finance Auditing   Budgeting

Credit Analysis   Program and Appointment

                                 Implementation

All participants report directly to an immediate supervisor who in turn reports to a third party. Only in one situation does a member of staff report directly to the Director of his organisation; another reports on occasion directly to the Minister. The number of persons and the tasks supervised by the participants vary from one secretary to 400 individuals directly involved in computer operations and maintenance. Employees supervised were either on-sight or in missions abroad.

CAREER OBJECTIVES OF S'84 PARTICIPANTS

A   MOL Sponsored Participants

All of the men have clearly goals. The time allotted
for achievement ranges from six months to ten years.
For example, one individual intends to take over his
manager's position within the next year, whereas
another will become director of his family's
organisation when his father decides to retire. All
wish to remain with the same organisation and in
Bahrain with the exception of one who hopes to move on
a temporary basis to the corporate offices of his
organisation. Such an assignment would necessarily
involve living and working outside Bahrain.

Both women show a desire for change: one would like
to move across lines within her organisation; the
other has already found future employment with another
company. Such a move entails changing her field of
specialisation as well as her employer.

B.   CSB Sponsored Participants

Career goals and objectives are less clear among
members of the public sector. While there is a desire
for upward professional movement within respective
ministries, only one individual stated exactly which
position he is aiming for. Others tend to focus more
on ideas and ideals which they hope to see materialise.

PERFORMANCE

Motivation, purpose, formal education and English Language proficiency largely determine the degree of success a Advanced Management Level trainee may achieve in COMEP.

A. Motivation

Participants from S'84 and F'84 groups were motivated, responsible, mature and generally hard-working. Overall achievement was slightly higher, though, among the S'84 group.

First Semester Courses Taken by S'84 and F'84

Advanced Management Participants:

A Comparison of Grades

	S'84	F'84
ENGL 014	C	C
AM 012	C+	C
AM 016	B	C+
AM 011	B+	B+

B. Purpose

Without exception all S'84 participants want to transfer to the degree programme; COMEP is seen as the first step toward that goal. As of the end of the

Fall 1984-85 term, 84.6% of these trainees had a minimum 3.000 GPA, which technically qualifies them for transfer to the degree programme.

C. Formal Education

Educational background among the S'84 group is generally uniform. The F'84 group, however, has a more varied profile: five have received formal education outside the Middle East and specifically in the USA.

Formal Education Abroad
Advanced Management – Fall 1984-1985

Sponsor	Degree	ELPE Score	GP GPA
CSB	BS	83%	—*
CSB	BS	77%	3.13
CSB	MS	88%	3.81
CSB	MS	81%	3.44
MOL	none**	81%	—*

*   Both participants withdrew before the end of the semester.

** This participant attended an American university for only a year and a half.

The majority brought with them practical, on the job experience and knowledge as well as study skills and habits which most of our participants at the other levels lack.

D. English

Unlike the other three levels, overall minimum English language proficiency equirements have declined only slightly among F'84 Advanced Management participants.

Advanced Management ELPE Range and Average According
              to S'84 and F'84 Distribution

	Range	Class Average
S'84	63 - 92%	76%
F'84	60 - 88%	73%

The average score decreased by 3% and the minimum score also decreased only by 3%.

Unlike the other three COMEP levels, English language proficiency is net a significant cause for attrition among the Advanced Management groups, although it did determine the degree of success a participant could hope to achieve in management courses: the standard deviation between ELPE scores and management courses is .78.

ATTRITION

Attrition is evenly distributed between MOL (8.8%) and CSB (8.8%). Reasons for attrition are:

Poor English	2.9%
Training Abroad	5.8%
Job/Professional Pressures	5.8%
Others	2.9%

COURSE-LECTURER EVALUATIONS AND SELF-ASSESSMENT

Courses Taken by Advanced Management S'84 Participants: Fall 1984-1985

Code	Course Title	Lecturer	Class Average
AM 018	Managerial Budgeting	Gursoy	C+
AM 014	Managerial Finance	Turen	B
AM 019	Personnel Management and Job Compensation	Lander	C+

A. Course Relevance

Keeping in mind that the general career goals of the members of the S'84 group are aimed at upward administrative movement within their respective organisations, it is significant to note that the private sector chose Managerial Finance (and Marketing Management from the first semester) as the most relevant course to their career objectives. However,

over the two semesters, COMEP job-oriented skills acquired in COMEP fell into the following categories listed according to priority:

1. Communication Skills

2. Research, Survey and Planning

3. Personnel Skills

The public sector, on the other hand, chose Personnel and Human Resource Development from the first semester as the most relevant course. This finding is further substantiated by their choice of COMEP acquired job-oriented skills:

1. Personnel Skills

2. Communication Skills

3. Research, Survey and Planning

Courses found to be least relevant to career goals and immediate tasks were Job Evaluation and Compensation Management in the private sector; the course was redundant; and Managerial Finance was perceived by others as being simply unrelated to their jobs and career goals.

B. Course Evaluation

Dr Andreou was appreciated for his knowledge of the
subject, his presentation, the course materials as
well as the relevance of the course to jobs.
Participants felt that Dr Andreou did his best to
convey the subject to them; the general concensus was
that he had a good grasp of the overall needs of the
class. Participants would have appreciated more case
studies in order to relate theory to reality and
specifically to their jobs.

Most appreciated by the participants for his knowledge
of the subject, his presentation and explanations, Mr
Bellizi received the highest ratings from this group.
Participants were able to keep up with the work but
were uncertain as to whether they had a thorough grasp
of the subject; this doubt may be at least partially

attributed to their English which they felt to have been inadequate for the course. The subject itself was seen as having been highly relevant.

Mr Edwards did not present his material well. As a result, the overall benefit was not what participants expected it to have been.

Courses Taken by Advanced Management F'84
Participants: Fall 1984-1985

Code	Course Title	Lecturer	Class Average
MM 017	Organisation and Management	Andreou	C+
MM 016	Survey of Economics	Jackson	C+
ENGL 013	Accelerated Learning Skills	d'Aste-Surcouf	D+

C. Course Evaluation

Dr Andreou was appreciated for having taken into consideration the professional and social commitments of participants. His knowledge of the subject, his organisation of material and the relevance of the material to jobs were rated as very good.

Mr Jackson was the least appreciated of the three lecturers. There appear to have been three problem areas:

1. Course Evaluation: according to participants, they had only one examination, the final, during the whole semester. At no time were they called upon to perform out of class tasks, nor were other instruments except discussion used to evaluate their work, their progress, their understanding of the material.

2. Course Relevance: participants failed to see the relevance of the course and as a result resented the time they did spend preparing for class (reading assignments).

3. Class Material: neither the lecturer nor the participants were happy with the textbook used, it was too difficult and there was too much material to cover.

In general, ENGL 013 was appreciated by the participants. Dr d'Aste-Surcouf was most criticised for her rigid evaluation of participants and for her many assignments. Although they wanted more English, participants requested a lab approach and fewer out of class assignments.

SUMMARY OF OVERALl PERFORMANCE

Generally, the S'84 group has produced positive results. More positive results are also looked forward to from the F'84 group now that the weaker participants have left the programme.

Overall Performance of Advanced Management Groups:

Fall 1984-1985

	S'84	F'84	Total
Outstanding	2	-	2
Very Good	6	6	12
Good	5	6	11
Fair	6	2	8
Poor	1	5	6
Total	20	19	39

CONCLUSION

Over two successful semesters and with the establishment of the COMEP data bank, certain trends have been identified and tentative conclusions drawn. The June 1985 COMEP Report is expected to confirm assessments and evaluations made in Spring 1983-1984 and Fall 1984-1985 Reports, and to indicate as well possible future alternatives and patterns.

RECOMMENDATIONS

In light of what has been discussed in the report, it is recommended that:

A. Personnel/Training Officers be fully acquainted with COMEP, its philosophy, goals and objectives in order to facilitate screening of potential COMEP applicants at the organisational level.

B. Organisations carefully screen potential COMEP applicants with regard to:

1. Maturity

2. Motivation/Interest

3. Professional Preparation

4. English Language Proficiency

5. Professional and Academic Commitment to COMEP

C. COMEP receive complete and accurate applicant data from MOL and CSB fifteen days prior to date set for the ELPE.

D. English language requirements not be lowered anymore than they have been and that they be set according to the Fall 1984-85 version of the ELPE:

	%	Raw Score
Advanced Management	63	100
Middle Management	57	90
Basic Supervision	47	75
Clerical Level	38	60

E. Selection of COMEP lecturers be based on their expertise and ability to adapt their teaching methods to the needs of the COMEP participants.

F. Textbooks presently used in COMEP be re-assessed and replaced when and if necessary.

G. Basic Supervision and Clerical Level courses be re-assessed for relevance and appropriateness of level.

H. A COMEP Lecture Series be planned, scheduled and announced at the beginning of each term.

APPENDIX 1 - ORGANISATION AND PARTICIPANT DATA

TABLE I - TOTAL NUMBER OF COMEP PARTICIPANTS BY LEVEL

	Spring 1983-84	Fall 1984-85	Spring 1984-85
Clerical Level	18	28	25
Basic Supervision	17	43	41
Middle Management	21	39	29
Advanced Management	17	31	29
	73	141	128

TABLE II - NUMBER OF COMEP PARTICIPANTS EACH SEMESTER BY
MOL/CSB DISTRIBUTION

	Spring 1983-84	Fall 1984-85	Spring 1984-85
Ministry of Labour	42	88	79
Civil Service Bureau	31	50	46
	73	138 *	125 *

* This number does not include the three independently
  sponsored participants. The total number of
  participants for the Fall 1984-85 term, including the
  independently sponsored participants is 141 and for
  Spring 1984-85, 128.

TABLE II - NUMBER OF COMEP PARTICIPANTS EACH SEMESTER BY
         MOL/CSB DISTRIBUTION

	MOL	CSB	Total
Clerical Level	13	12	25
Basic Supervision	24	14	38
Middle Management	21	12	33
Advanced Management	21	8	29
	79	46	125

TABLE IV - CIVIL SERVICE BUREAU SPONSORED ORGANISATIONS
          PARTICIPATING IN COMEP

Organisation	Spring 1983-84	Fall 1984-85	Spring 1984-85
BSED	1	2	2
Civil Aviation Dir.	1	-	-
Civil Service Bureau	6	9	9
Electricity Directorate	1	3	3
General Organisation for Youth and Sport	1	1	1
Gulf Polytechnic	1	2	3
Ministry of Education	-	2	1
Ministry of Finance	2	9	8
Ministry of Foreign Affairs	3	3	3
Ministry of Health	4	4	4
Ministry of Housing	1	4	2
Ministry of Information	1	1	1
Ministry of Interior	1	-	-
Ministry of Labour	1	-	-
Ministry of State for Cabinet Affairs	2	2	2
Ministry of Works, Power and Water	3	6	5
Power and Water Affairs	1	2	2
Postal Directorate	1	-	-
TOTAL	31	50	46

TABLE V - MINISTRY OF LAVOUR SPONSORED ORGANISATIONS
          PARTICIPATING IN COMEP

Organisation	Spring 1983-84	Fall 1984-85	Spring 1984-85
ALBA	3	7	7
Abdulla A Nass	1	-	-
Al-Ahli Commercial Bank	3	3	3
Al-Ahli Insurance Co.	3	-	1
Allied Banking Group	-	1	-
Al-Majid Est Groups	2	2	2
Arab Asian Bank	1	1	1
Arab Financial Services	-	-	1
Arab Iron and Steel	1	-	-
BANAGAS	-	1	1
BANOCO	1	3	1
BAS	-	2	2
BATELCO	6	24	22
BBTC	1	1	1
Bank of Bahrain & Kuwait	1	2	2
Chartered Bank	1	1	1
GOSI	1	4	2
Gray Mackenzie Marine Services	1	1	1
Gulf Air	11	22	18
Khorami Construction	1	1	1
NCR	-	1	2
No employer	-	1	2
Regency Inter-Continental Hotel	1	2	2
UBAF	-	1	1
UBF	-	1	-
World Travel Services	-	1	1
YBA Kanoo	3	5	5
TOTAL	42	88	79

TABLE VI - COURSES OFFERED AND THE AVERAGE GRADE PER COURSE - SPRING 1983-84 AND FALL 1984-85

Code	Course Title	Average Grade	
		Spring 1983-84	Fall 1984-85
ENGL 014	Accelerated Learning Skills	C	C
AM 012	Personnel and Human Resource Management	C+	C
AM 016	Marketing Management	B	C+
AM 011	Advanced Management Systems	B+	B+
AM 018	Managerial Budgeting	B+	-
AM 014	Managerial Finance	B	-
AM 019	Job Evaluation and Compensation Management	C+	-
ENGL 013	Accelerated Learning Skills	D+	D+
MM 017	Organisation and Management	C+	C
MM 011	Survey of Economics	C+	C
MM 018	Quantitative Methods for Managers	C	-
MM 013	Marketing Management	C+	-
MM 016	Building Management Skills	B	-
ENGL 012	Accelerated Learning Skills	D+	D+
BS 015	Basic Management Skills	C+	C
BS 012	Practical Financial Acc I	C+	B
BS 016	Fundamentals of Personnel Management	C	C
BS 018	Basic Quantitative Methods	D+	-
BS 013	Practical Financial Acc II	C	-
BS 017	Supervisory Decision-Making	D	-
ENGL 010	Accelerated Learning Skills	C	C
CL 010	Office Organisation & Records Management	F	F
CL 014	Effective Supervision	D	F
CL 011	Book-keeping I	D+	C+
CL 013	Effective Communication	B	-
CL 012	Book-keeping II	C+	-
CL 015	Basic Personnel Skills	B	-

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TABLE VII – COURSE AVERAGES BY MOL/CSB DISTRIBUTION
FALL 1984-85

Code	Course Title	Averages MOL	CSB	OVERALL

Advanced Management – Beginning

Code	Course Title	MOL	CSB	OVERALL
ENGL 014	Accelerated Learning Skills	B	B+	B+
AM 012	Personnel and Human Resource Management	D+	B	C+
AM 016	Marketing Management	C+	–	C+
AM 011	Advanced Management Systems	–	B+	B+

Advanced Management – Continuing

Code	Course Title	MOL	CSB	OVERALL
AM 014	Managerial Finance	B	B+	B+
AM 019	Job Evaluation and Compensation Management	C+	–	C+
AM 018	Managerial Budgeting	–	B+	B+

Middle Management – Beginning

Code	Course Title	MOL	CSB	OVERALL
ENGL 014	Accelerated Learning Skills	C	D	D+
MM 011	Survey of Economics	C+	D+	C
MM 017	Organisation and Management	C	C	C

Middle Management – Continuing

Code	Course Title	MOL	CSB	OVERALL
MM 018	Quantitative Methods for Managers	C	C	C
MM 013	Marketing Management	C+	–	C+
MM 016	Building Management Skills	–	B	B

TABLE VII - cont

Code	Course Title	Averages		
		MOL	CSB	OVERALL

Basic Supervision - Beginning

Code	Course Title	MOL	CSB	OVERALL
ENGL 012	Accelerated Learning Skills	D+	D	D+
BS 015	Basic Management Skills	C	C+	C+
BS 012	Practical Financial Acc I	-	B	B
BS 016	Fundamentals of Personnel Management	C	-	C

Basic Supervision - Continuing

Code	Course Title	MOL	CSB	OVERALL
BS 013	Practical Financial Acc II	-	C	C
BS 018	Basic Quantitative Methods	D+	D+	D+
BS 017	Supervisory Decision-Making	D	-	D

Clerical Level - Beginning

Code	Course Title	MOL	CSB	OVERALL
ENGL 010	Accelerated Learning Skills	C	D+	C
CL 010	Office Organisation & Records Management	F	F	F
CL 014	Effective Supervision	-	F	F
CL 011	Book-keeping I	D+	-	D+

Clerical Level - Continuing

Code	Course Title	MOL	CSB	OVERALL
CL 012	Book-keeping II	C+	-	C+
CL 013	Effective Communicat.on	B	B	B
CL 015	Basic Personnel Skills	-	B	B

TABLE VIII - COMEP PARTICIPANTS: AVERAGE NUMBER OF YEARS
JOB EXPERIENCE ACCORDING TO LEVEL - SPRING 1984-85

Participants Beginning

	Spring 1983-84	Fall 1984-85	Spring 1984-85
Clerical Level	5.22	4.77	4.99
Basic Supervision	6.40	7.15	6.77
Middle Management	10.77	11.33	10.75
Advanced Management	13.16	11.53	12.34

TABLE IX - COMEP PARTICIPANTS: AVERAGE AGE ACCORDING TO
LEVEL - SPRING 1984-85

Participants Beginning

	Spring 1983-84	Fall 1984-85	Spring 1984-85
Clerical Level	23.0	23.54	23.27
Basic Supervision	26.81	26.92	26.86
Middle Management	30.35	30.58	30.46
Advanced Management	32.38	32.25	32.31

TABLE X - COMEP PARTICIPANTS: MALE/FEMALE DISTRIBUTION
SPRING 1984-85

	Male	Female
Clerical Level	13	12
Basic Supervision	31	7
Middle Management	30	3
Advanced Management	25	4
	99	26

TABLE XI - TOTAL PARTICIPANTS ACCEPTED TO COMEP ACCORDING
TO MOL/CSB DISTRIBUTION SPRING 1983-84 AND
FALL 1984-85

	MOL	CSB	Total
SPRING 1983-84	46	37	83
FALL 1984-85	58	26	84
	104	63	167

- TOTAL COMEP PARTICIPANTS ENROLLED ACCORDING
TO MOL/CSB DISTRIBUTION SPRING 1983-84 AND
FALL 1984-85

	MOL	CSB	Total
SPRING 1983-84	42	31	73
FALL 1984-85	88	50	138
	130	81	211

- PARTICIPANTS ACCEPTED TO COMEP WHO DID NOT
ATTEND CLASSES SPRING 1983-84 AND FALL 1984-85

	MOL	CSB	Total
SPRING 1983-84	2	8	10
FALL 1984-85	5	2	7
	7	10	17

TABLE XII - LIST OF 1984 COMEP COURSES AND LECTURERS

Code		Course Title S'84	Lecturer
AM	018	Managerial Budgeting	Dr T Gursoy
AM	014	Managerial Finance	Dr S Turen
AM	019	Job Evaluation and Compensation Management	Mr T Lander
MM	018	Quantitative Mthds for Mngrs	Mr C Edwards
MM	013	Marketing Management	Dr P Andreou
MM	016	Building Management Skills	Mr G Bellizi
BS	018	Basic Quantitative Methods	Mr C Edwards
BS	013	Practical Financial Acc II	Mr Chamberlain
BS	017	Supervisory Decision-Making	Mr E Peterson
ENGL	013	Accelerated Learning Skills	Dr d'Aste Surcouf
CL	012	Book-keeping II	Mr K Ateeq
CL	015	Basic Personnel Skills	Mr A Jaffary

F'84

Code		Course Title	Lecturer
ENGL	014	Accelerated Learning Skills	Dr d'Aste Surcouf
AM	012	Personnel and Human Resource Management	Mr T Lander
AM	016	Marketing Management	Dr P Andreou
AM	011	Advanced Management Systems	Mr G Bellizi
ENGL	013	Accelerated Learning Skills	Dr d'Aste Surcouf
MM	017	Organisation and Management	Dr P Andreou
MM	011	Survey of Economics	Mr A Jackson
ENGL	012	Accelerated Learning Skills	Mr C Mulley
BS	015	Basic Management Skills	Mr G Bellizi
BS	012	Practical Financial Acc I	Mr K Ateeq
BS	016	Fundamentals of Personnel Management	Mr A Radi
ENGL	010	Accelerated Learning Skills	Dr d'Aste Surcouf
CL	010	Office Organisation & Records Management	Mr O B Salins
CL	014	Effective Supervision	Mr O B Salins
CL	011	Book-keeping I	Mr R Saleemi

APPENDIX 2

COURSE EVALUATION RESULTS

FALL 1984 - 1985

GULF POLYTECHNIC

CONTINUING MANAGEMENT EDUCATION PROGRAM

Course Evaluation

Beginning Participants, Clerical Level, Fall, 1984-85

ENGL 010 d'Aste-Surcouf

CL 010 Salins

CL 011 Saleemi

CL 014 Salins

Poor   Fair   Good   Very Good   Excellent
       2   3   4   5

*The organization of the course material was

*The textbook and additional teaching material used were

*How would you compare this course with other COMEP courses?

*The relevance of the material covered in this course was

*How would you describe your overall benefit from this course?

*The lecturer's knowledge of the subject was

*The lecturer's presentation of the material was

*How accurate do you feel the lecturer's evaluation of your work in this course was?

*The lecturer's pace in expalining the subject matter was

*How would you compare this lecturer with other COMEP lecturers?

*Your understanding of the material covered was

*Your own ability to keep up with the course was

*Your overall English language preparation for this course was

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GULF POLYTECHNIC

CONTINUING MANAGEMENT EDUCATION PROGRAM

Course Evaluation

Beginning Participants, Basic Supervision, Fall, 1984-85

ENGL 012 Mulley

BS 015 Bellizi

BS 012 Ateeq

BS 016 Radi

Poor   Fair   Good   Very Good   Excellent
  1   2   3   4   5

**The organization of the course material was

*The textbook and additional teaching material used were

*How would you compare this course with other COMEP courses?

*The relevance of the material covered in this course was

*How would you describe your overall benefit from this course?

*The lecturer's knowledge of the subject was

*The lecturer's presentation of the material was

*How accurate do you feel the lecturer's evaluation of your work in this course was?

*The lecturer's pace in explaining the subject matter was

*How would you compare this lecturer with other COMEP lecturers?

*Your understanding of the material covered was

*Your own ability to keep up with the course was

*Your overall English language preparation for this course was

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GULF POLYTECHNIC

CONTINUING MANAGEMENT EDUCATION PROGRAM

Course Evaluation

Beginning Participants, Middle Management, Fall 1984-85

ENGL 013 d'Aste-Surcouf
MM 011 Jackson
MM 017 Andreou

Poor   Fair   Good   Veru Good   Excellent
  1   2   3   4   5

*The organization of the course material was

*The textbook and additional teaching material used were

*How would you compare this course with other COMEP courses?

*The relevance of the material covered in this course was

*How would you describe your overall benefit from this course?

*The lecturer's knowledge of the subject was

*The lecturer's presentation of the material was

*How accurate do you feel the lecturer's evaluation of your work in this course was?

*The lecturer's pace in explaining the subject matter was

*How would you compare this lecturer with other COMEP lecturers?

*Your understanding of the material covered was

*Your own ability to keep up with the course was

*Your overall English language preparation for this course was

GULF POLYTECHNIC

CONTINUING MANAGEMENT EDUCATION PROGRAM

Course Evaluation

Beginning Participants, Advanced Management, Fall 1984-85

ENGL 014 d'Aste-Surcouf
AM 012 Lander
AM 016 Andreou
AM 011 Peterson

Poor 1   Fair 2   Good 3   Very Good 4   Excellent 5

*The organization of the course material was

*The textbook and additional teaching material used were

*How would you compare this course with other COMEP courses?

*The relevance of the material covered in this course was

*How would you describe your overall benefit from this course?

*The lecturer's knowledge of the subject was

*The lecturer's presentation of the material was

*How accurate do you feel the lecturer's evaluation of your work in this course was?

*The lecturer's pace in explaining the subject matter was

*How would you compare this lecturer with other COMEP lecturers?

*Your understanding of the material covered was

*Your own ability to keep up with the course was

*Your overall English language preparation for this course was

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GULF POLYTECHNIC

CONTINUING MANAGEMENT EDUCATION PROGRAM

Course Evaluation

Continuing Participants, Clerical Level, Fall, 1984-85

GULF POLYTECHNIC

CONTINUING MANAGEMENT EDUCATION PROGRAM

Course Evaluation

Continuing Participants, Basic Supervision, Fall 1984-85

BS 018   Edwards
BS 013   Chamberlain
BS 017   Peterson

Poor   Fair   Good   Very Good   Excellent
 1   2   3   4   5

*The organization of the course material was

*The textbook and additional teaching material used were

*How would you compare this course with other COMEP courses?

*The relevance of the material covered in this course was

*How would you describe your overall benefit from this course?

*The lecturer's knowledge of the subject was

*The lecturer's presentation of the material was

*How accurate do you feel the lecturer's evaluation of your work in this course was?

*The lecturer's pace in explaining the subject matter was

*How would you compare this lecturer with other COMEP lecturers?

*Your understanding of the material covered was

*Your own ability to keep up with the course was

*Your overall English language preparation for this course was

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GULF POLYTECHNIC

CONTINUING MANAGEMENT EDUCATION PROGRAM

Course Evaluation

Continuing Participants, Middle Management, Fall 1984-85

MM 018 Edwards
MM 013 Andreou
MM 016 Bellizi

*The organization of the course material was

*The textbook and additional teaching material used were

*How would you compare this course with other COMEP courses?

*The relevance of the material covered in this course was

*How would you describe your overall benefit from this course?

*The lecturer's knowledge of the subject was

*The lecturer's presentation of the material was

*How accurate do you feel the lecturer's evaluation of your work in this course was?

*The lecturer's pace in explaining the subject matter was

*How would you compare this lecturer with other COMEP lecturers?

*Your understanding of the material covered was

*Your own ability to keep up with the course was

*Your overall English language preparation for this course was

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GULF POLYTECHNIC

CONTINUING MANAGEMENT EDUCATION PROGRAM

Course Evaluation

Continuing Participants, Advanced Management, Fall 1984-85

AM 018 Gursoy

AM 019 Lander

AM 014 Turen

Poor   Fair   Good   Very Good   Excellent

*The organization of the course material was

*The textbook and additional teaching material used were

*How would you compare this course with other COMEP courses?

*The relevance of the material covered in this course was

*How would you describe your overall benefit from this course?

*The lecturer's knowledge of the subject was

*The lecturer's presentation of the material was

*How accurate do you feel the lecturer's evaluation of your work in this course was?

*The lecturer's pace in explaining the subject matter was

*How would you compare this lecturer with other COMEP lecturers?

*Your understanding of the material covered was

*Your own ability to keep up with the course was

*Your overall English language preparation for this course was

GULF POLYTECHNIC

CONTINUING MANAGEMENT EDUCATION PROGRAM

Course Evaluation

Continuing Participants, Fall 1984-85

All Courses

Advanced Management
Middle Management
Basic Supervision
Clerical Level

Poor   Fair   Good   Very Good   Excellent

*The organization of the course material was

*The textbook and additional teaching material used were

*How would you compare this course with other COMEP courses?

*The relevance of the material covered in this course was

*How would you describe your overall benefit from this course?

*The lecturer's knowledge of the subject was

*The lecturer's presentation of the material was

*How accurate do you feel the lecturer's evaluation of your work in this course was?

*The lecturer's pace in explaining the subject matter was

*How would you compare this lecturer with other COMEP lecturers?

*Your understanding of the material covered was

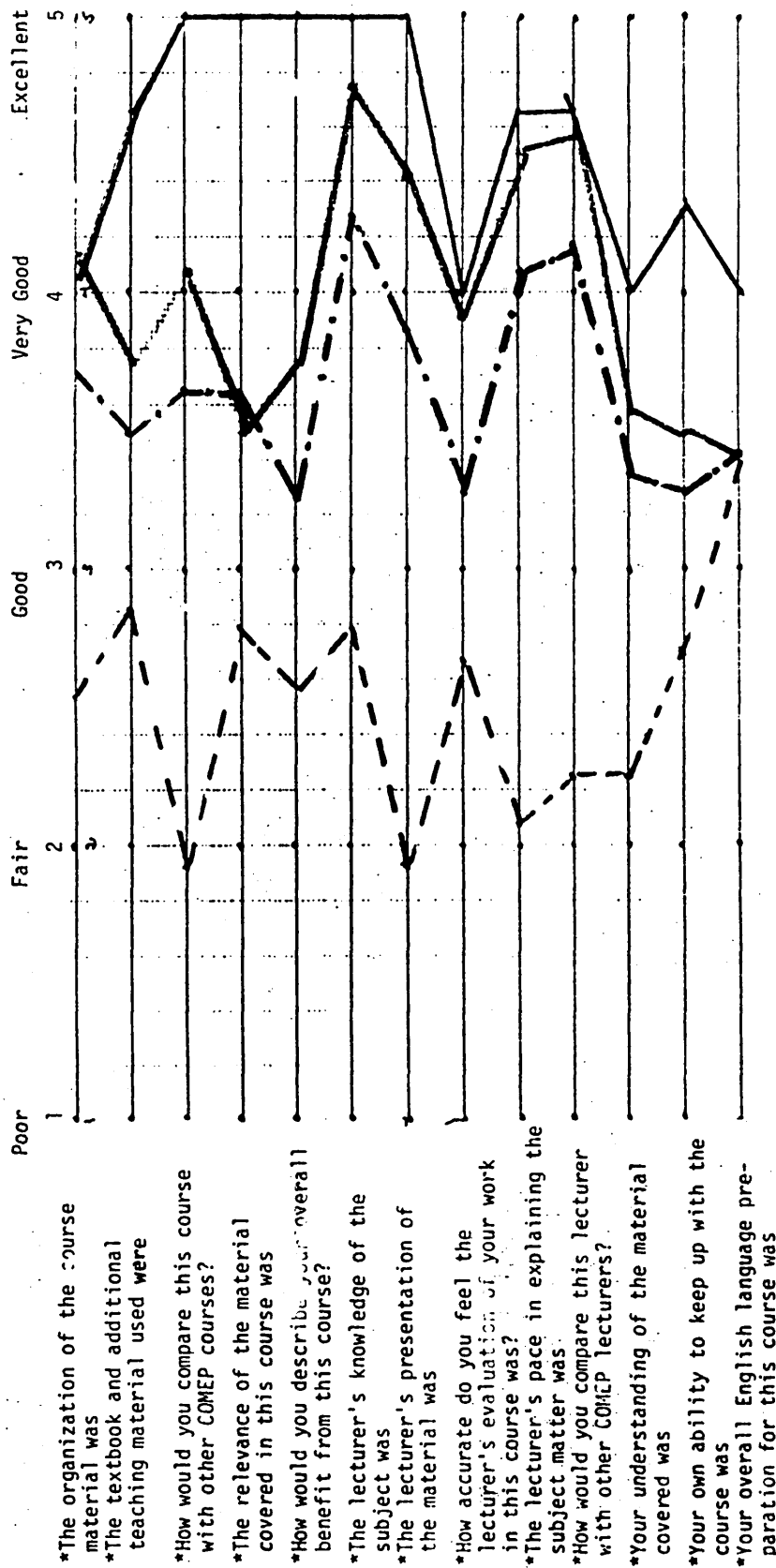*Your own ability to keep up with the course was

*Your overall English language preparation for this course was

GULF POLYTECHNIC

CONTINUING MANAGEMENT EDUCATION PROGRAM

Course Evaluation

Beginning Participants, Fall 1984-85

All Courses

Advanced Management
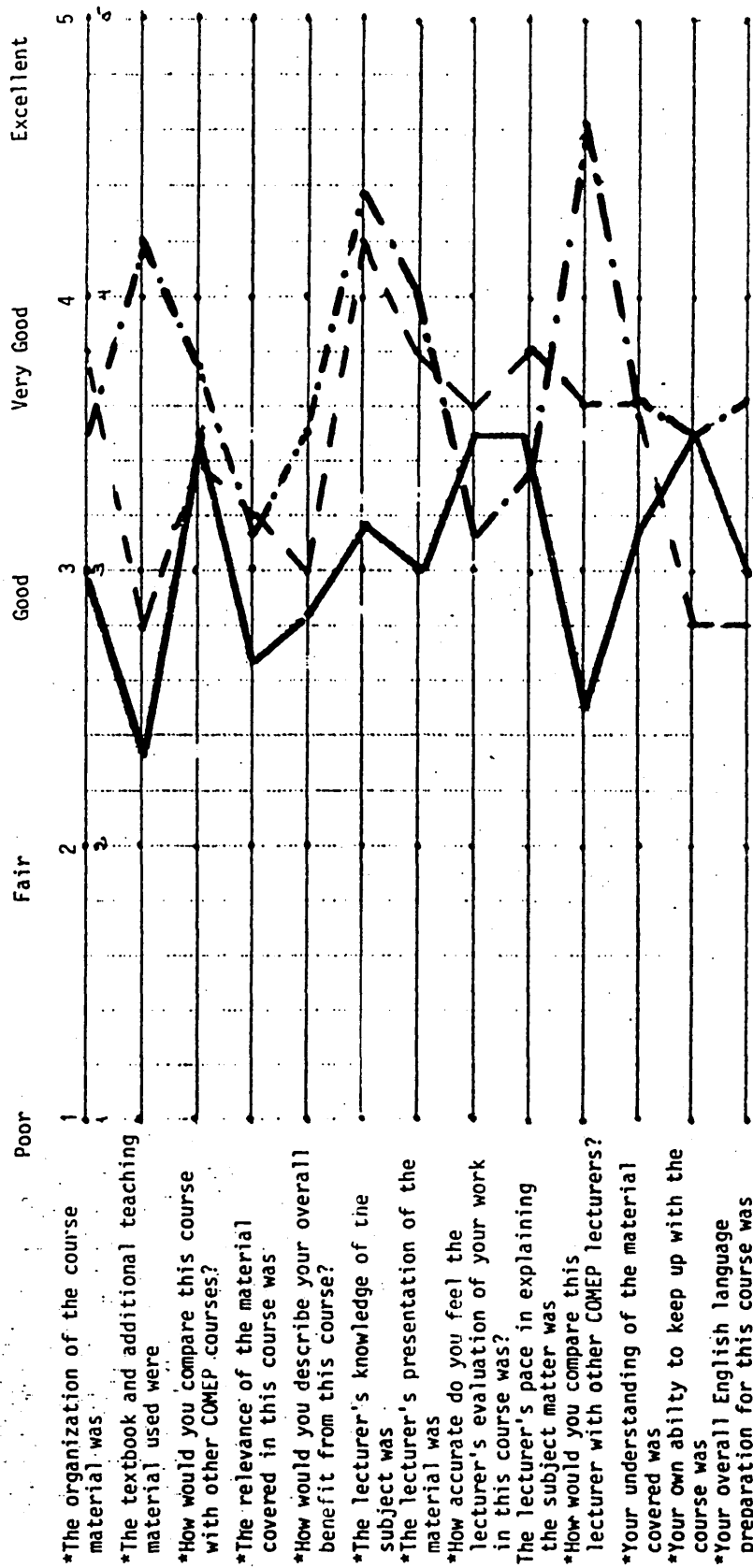
Middle Management

Basic Supervision

Clerical Level

Poor   Fair   Good   Very Good   Excellent

*The organization of the course material was

:The textbook and additional teaching material used were

*How would you compare this course with other COMEP courses?

The relevance of the material covered in this course was

*How would you describe your overall benefit from this course?

*The lecturer's knowledge of the subject was

*The lecturer's presentation of the material was

*How accurate do you feel the lecturer's evaluation of your work in this course was?

*The lecturer's pace in explaining the subject matter was

*How would you compare this lecturer with other COMEP lecturers?

*Your understanding of the material covered was

*Your own ability to keep up with the course was

*Your overall English language preparation for this course was

GULF POLYTECHNIC

CONTINUING MANAGEMENT EDUCATION PROGRAM

Course Evaluation

Continuing Participants, Fall 1984-85

All Courses by Organization of Material,
Teaching Material
Comparison with Other COMEP Courses
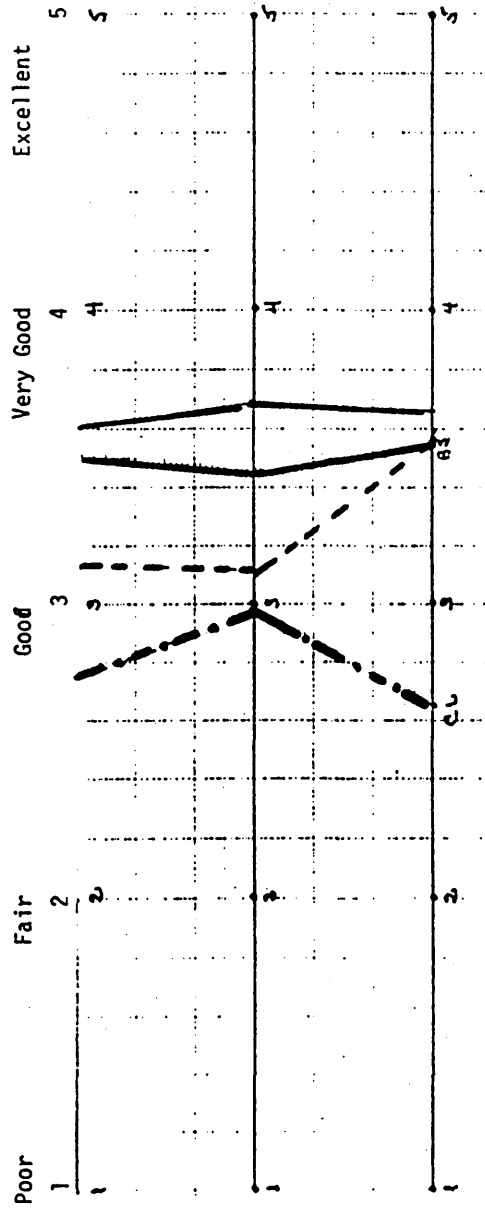
GULF POLYTECHNIC

CONTINUING MANAGEMENT EDUCATION PROGRAM

Course Evaluation

Beginning Participants, Fall 1984-85

All courses by: Organization of Material, Teaching Material,
Comparision with Other COMEP Courses

Advanced Management
Middle Management
Basic Supervision
Clerical Level

The organization of the course
material was

The textbook and additional
teaching material used were

How would you compare this course
with other COMEP courses?

Poor   Fair   Good   Very Good   Excellent
  1   2   3   4   5

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GULF POLYTECHNIC

CONTINUING MANAGEMENT EDUCATION PROGRAM

Course Evaluation

Continuing Participants, Fall 1984-85

All Courses by: Relevance of Material
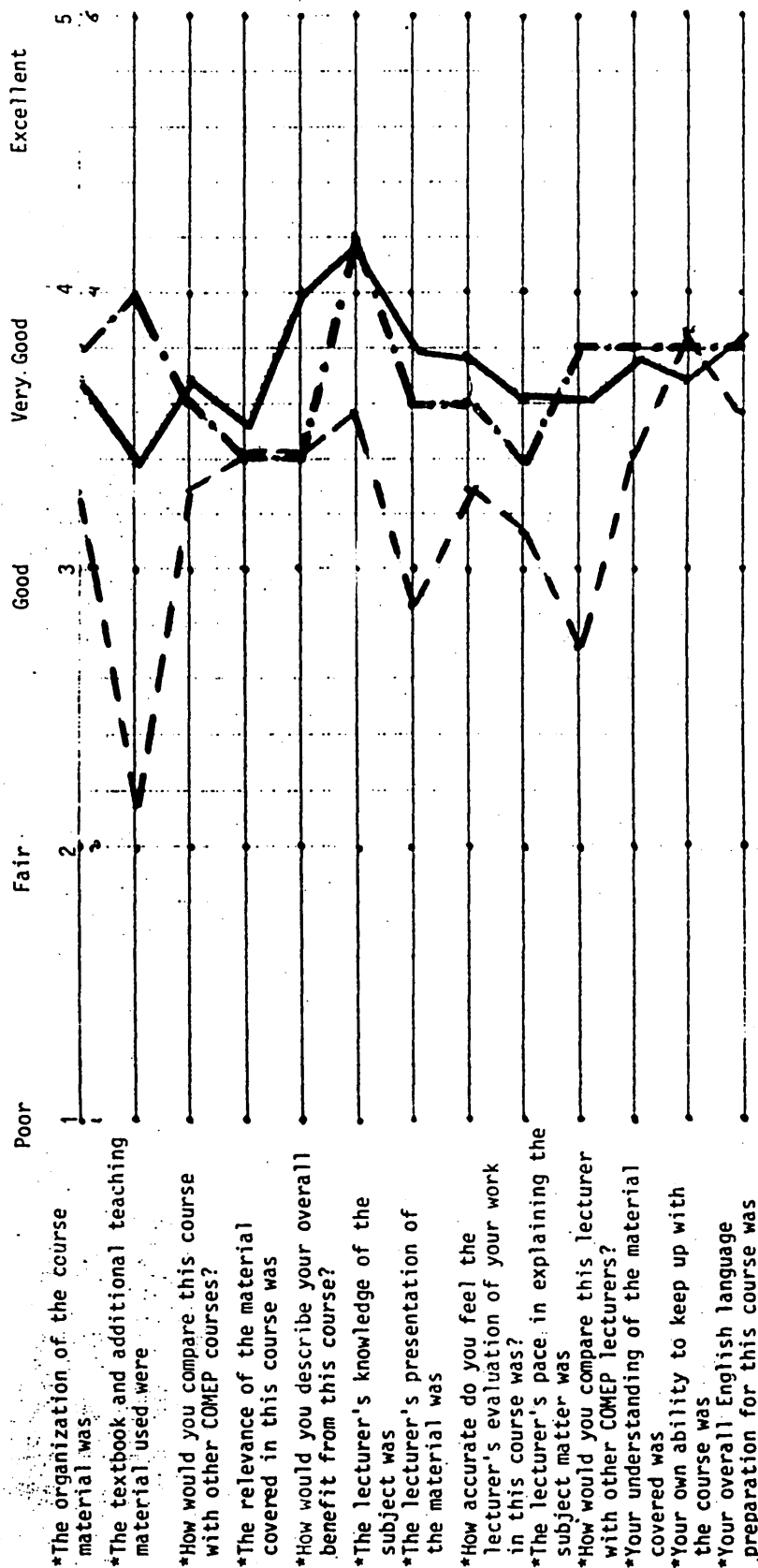Overall Benefit from Course

Advanced Management
Middle Management
Basic Supervision
Clerical Level

Poor   Fair   Good   Very Good   Excellent

The relevance of the material
covered in this course was

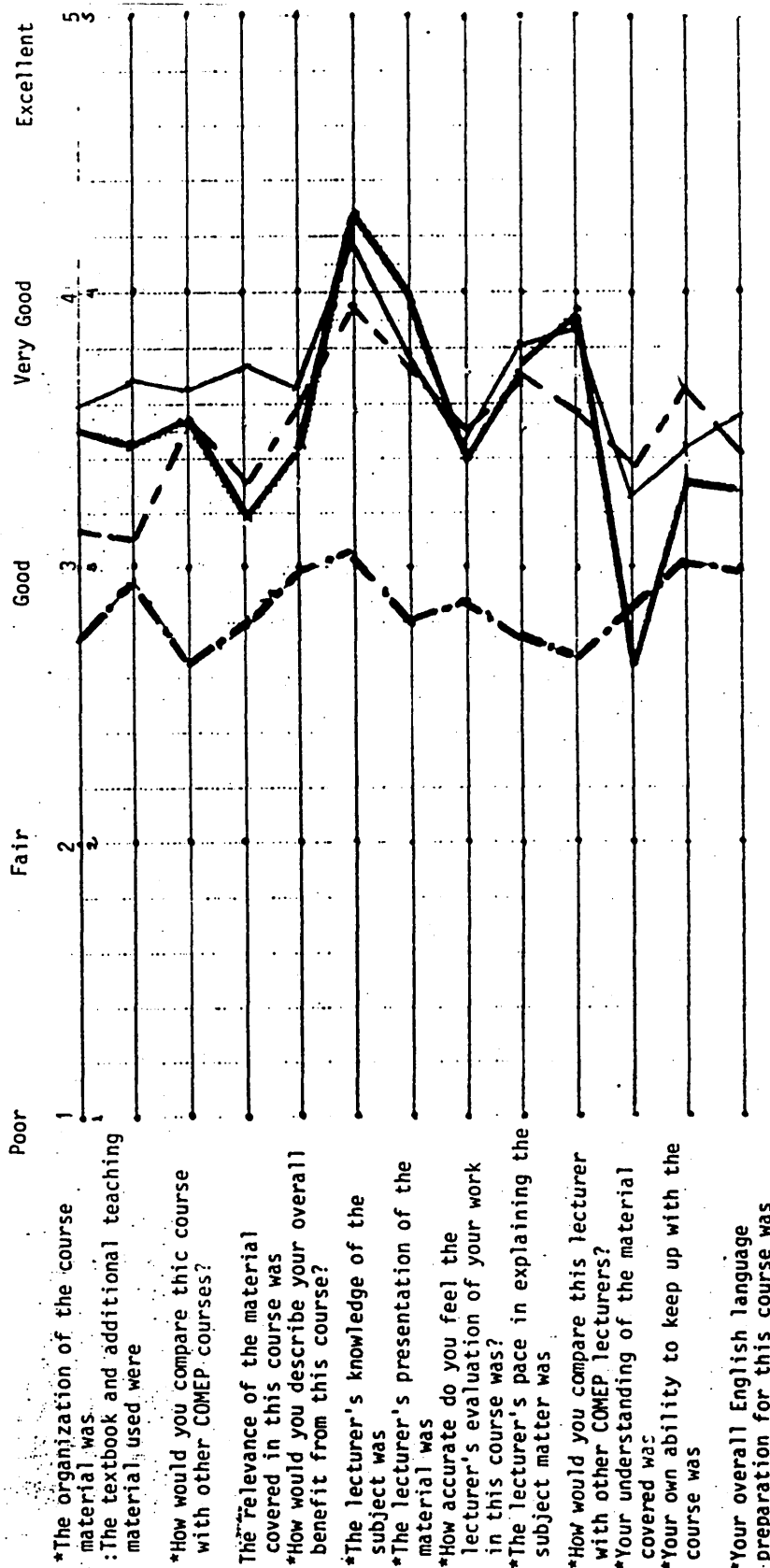How would you describe your overall
benefit from this course?

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GULF POLYTECHNIC

CONTINUING MANAGEMENT EDUCATION PROGRAM

Course Evaluation

Beginning PArticpants, Fall 1984-85

All Courses by: Relevance of Material
Overall Benefit from Course

Advanced MAnagement

Middle Management

Basic Supervision

Clerical Level

Poor | Fair | Good | Very Good | Excellent
1 | 2 | 3 | 4 | 5

The relevance of the material coveeed in this course was
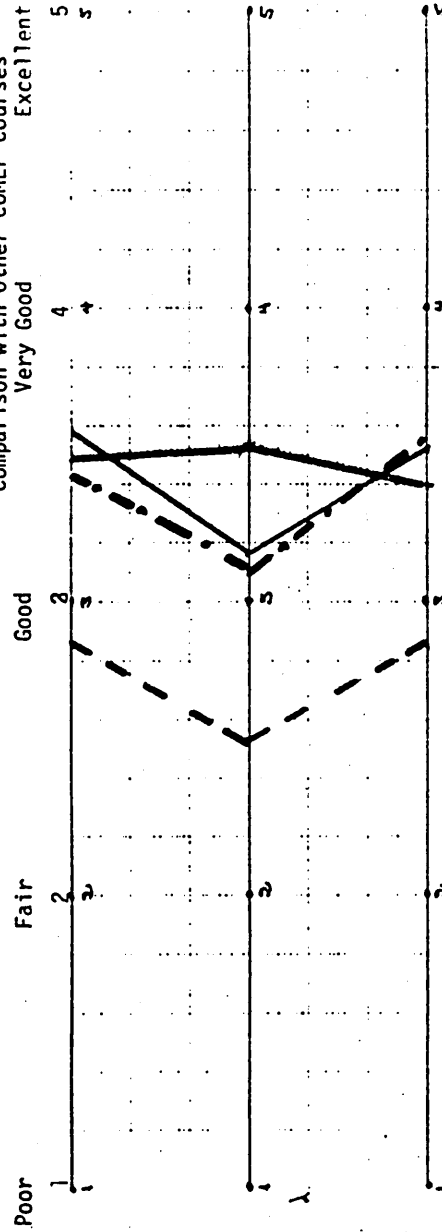
How would you describe your overall benefit from this course?

GULF POLYTECHNIC

CONTINUING MANAGEMENT EDUCATION PROGRAM

Course Evaluation

Continuing Participants, Fall 1984-85

All Courses by: Lecturers' Knowledge, Presentation, Evaluation of Participants' Work, Pace, and Comparing with Other COMEP Lecturers

Advanced Management
Middle Management
Basic Supervision
Clerical Level

Poor Fair Good Very Good Excellent

The lecturers' knowledge of the subject was

The lecturers' presentation of the material was

How accurate do you feel the lecturers' evaluation of your work in this course was?

The lecturers' pace in explaining the subject matter was

How would you compare the lecturers with other COMEP lecturers?

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GULF POLYTECHNIC

CONTINUING MANAGEMENT EDUCATION PROGRAM

Course Evaluation

Beginning Participants, Fall 1984-85

All Courses by: Lecturers' Knowledge, Presentation,
Evaluation of PArticpants' Work, Pace,
and Comparing with other COMEP Lecturers

Advanced Management
Middle Management
Basic Supervision
Clerical Level

Poor   Fair   Good   Very Good   Excellent

The lecturers' knowledge of the
subject was

The lecturers' presentation of the
material was

How accurate do you feel the
lecturers' evaluation of your work
in this course was?

The lecturers' pace in explaining
the subject matter was

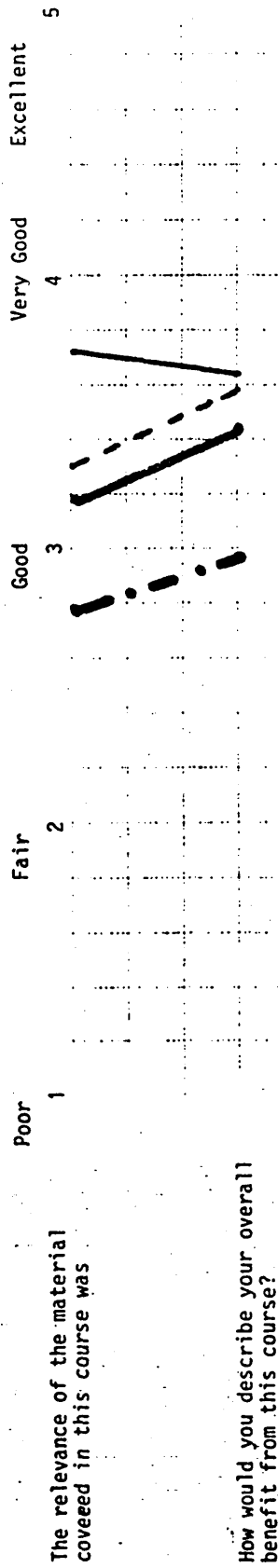How would you comoare the lecturers
with other COMEP lecturers?

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GULF POLYTECHNIC

CONTINUING MANAGEMENT EDUCATION PROGRAM

Course Evaluation

Continuing Participants. Fall 1984-85

All Courses by: Participants' Understanding of
Course, Ability to Keep up, and
Overall English Language Preparation

Advanced Management
Middle Management
Basic Supervision
Clerical Level

Poor   Fair   Good   Very Good   Excellent
1   2   3   4   5

Your understanding of the material covered was

Your own ability to keep up with the course was

Your overall English language preparation for this course was

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GULF POLYTECHNIC

CONTINUING MANAGEMENT EDUCATION PROGRAM

Course Evaluation

Beginning Participants, Fall 1984-85

All Courses by: Participants' Understanding of
Course, Ability to Keep up, and
Overall English Language PReparation

Advanced Management

Middle Management

Basic Supervision

Clerical Level

Poor 1

Fair 2

Good 3

Very Good 4

Excellent 5

Your understanding of the material covered was

Your own ability to keep up with the course was

Your overall English language preparation for this course was

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A participant is permitted to <u>withdraw</u> from courses no later than six weeks after the start of the semester provided he submits an authorisation from his preceptor; a grade o: <u>W</u> will be inscribed on his report.

Adding and dropping of courses will be made on special cards approved by the participant's advisor and submitted to the Registrar's Office.

Withdrawal after the sixth week is not allowed unless the participant presents a legitimate excuse approved by his perceptor. A grade of <u>WF</u> is reported for a participant withdrawing from a course after the sixth week without a legitimate excuse.

3. <u>Probation</u>

A participant is placed on probation under the following conditions:

A. Failure in one or more courses in a single semester.

B. Semester GPA less than 1.3

C. Cumulative GPA less than 1.5

The probation must be removed at the end of the following semester. Failure to remove probation may result in dismissal.

4. Graduation

To qualify for the diploma, a participant must complete 18 credit hours and attain a cumulative GPA of 1.5 or better.

5. Course Failure

A participant who fails one course in a given semester must then repeat the course the next time it is offered. A participant who fails two more courses in a given semester is either terminated or demoted to a lower level. The passing grade in all COMEP courses is D. A course may be repeated only once.

6. Attendance

A participant may not absent himself for more than 20% (about three weeks) of the sessions per semester. Absence in excess of 20% will result in loss of academic credit for the course in question and repitition of the course.

7. <u>Transfer to a Higher Level</u>

A COMEP candidate may not apply to a higher level upon
the successful completion of a lower level unless and
until he secures employer's sponsorship channeled
through either the Civil Service Bureau or the
Ministry of Labour.

8. <u>Exemptions</u>

A COMEP candidate whose background warrants his
exemption from specific COMEP courses may be allowed
to substitute courses. Exemption procedures may be
initiated by the candidate himself who submits a
petition with the supporting evidence attached.

GULF POLYTECHNIC

CONTINUING MANAGEMENT EDUCATION PROGRAMME

Rules and Regulations for COMEP Participants

1. Course Load and Grading

The maximum load for a participant is set at nine and the minimum at three credit hours per semester.

Eight categories of scholastic achievement, ranging from "Excellent" to "Failure" (A,B+,B,C+,C,D+,D,F) are used as end-of-course grades. In the event of a participant withdrawing from a course before the end of a semester, two symbols may be used: W ("Incomplete") is reported temporarily in lieu of a final grade until incomplete work is satisfied and a final grade is reported.

2. Adding and Dropping Courses

A participant is permitted to add courses to his approved schedule only during the first week of the semester.

APPENDIX 4

COMEP FOLLOW-UP AND EVALUATION FORMS

PERSONAL INTERVIEWS WITH COMEP PARTICIPANTS - FALL 1984

Purpose: to evaluate COMEP;

to evaluate the transferability of classroom skills to job situations.

Name: _____

Programme Level: _____

Organisation: _____

Job Title: _____

Brief Job Description:

Do you think this programme will help you in attaining your career objectives? If yes, how? If no, why not?

Can you identify some job-related skills you have acquired in the classroom?

Are you applying any skills acquired in class to your job?

Which subjects are least relevant to your career development?

Is using English as a medium of instruction a handicap?

Did the English course provide you with useful communication skills?

Are you in favour of adding another communications course
to the programme?

Can you identify courses which are relevant and useful to
your job enrichment?

Would you care to comment positively or negatively on the
teaching methods of instructors in che programme?

Would you care to comment on the overall programme?

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GULF POLYTECHNIC

CONTINUING MANAGEMENT EDUCATION PROGRAMME

Course Evaluation Questionnaire

The purpose of this questionnaire is to determine the quality and relevance of this course to your professional training needs and e..pectations. In order to obtain a reliable and representative assessment of the course, it is important that you answer all questions. You need not write your name; all information provided will be considered confidential. Please answer each question by circling the number which best represents your views.

1. The organisation of the course material was:

   Poor   Fair   Good   Very Good   Excellent
   1   2   3   4   5

2. The textbook and additional teaching material used in this course were:

   Poor   Fair   Good   Very Good   Excellent
   1   2   3   4   5

3. You: understanding of the material covered in this course was:

   Poor   Fair   Good   Very Good   Excellent
   1   2   3   4   5

4. The relevance of the material covered in this course to your professional career development was:

   Poor   Fair   Good   Very Good   Excellent
   1   2   3   4   5

5. The lecturer's knowledge of the subject was:

    Poor   Fair   Good   Very Good   Excellent
     1   2   3   4   5

6. The lecturer's presentation of the material was:

    Poor   Fair   Good   Very Good   Excellent
     1   2   3   4   5

7. How accurate do you feel the lecturer's evaluation of
    your work in this course was:

    Poor   Fair   Good   Very Good   Excellent
     1   2   3   4   5

8. The lecturer's pace in explaining the subject matter
    was:

    Poor   Fair   Good   Very Good   Excellent
     1   2   3   4   5

9. Your own ability to keep up with the course was:

    Poor   Fair   Good   Very Good   Excellent
     1   2   3   4   5

10. Your overall English language preparation for this
    course was:

    Poor   Fair   Good   Very Good   Excellent
     1   2   3   4   5

11. How would you compare this course with other COMEP
    course taken?

    Poor   Fair   Good   Very Good   Excellent
     1   2   3   4   5

12. How would you compare this lecturer with other COMEP
    lecturers?

    Poor   Fair   Good   Very Good   Excellent
     1   2   3   4   5

13. How would you describe your overall benefit of this course?

Poor	Fair	Good	Very Good	Excellent
1	2	3	4	5

14. How many hours per week did you actually spend in preparation for this course?

_____hours

15. Did you find your work schedule conflicting with your responsibilities for this course?

_____ yes   _____ no

Please feel free in the space provided below to write any additional comments regarding this course.

Thank you.

GULF POLYTECHNIC

CONTINUING MANAGEMENT EDUCATION PROGRAMME

<u>Individual Follow-Up Report</u>

Name: _____

Sponsor
Organisation: _____

Position Title: _____

Programme Level: _____

Course: _____

Assessment of participant performance and potential:

Any other remarks:

Name of faculty member: _____

Date: _____   Signature: _____

GULF POLYTECHNIC

CONTINUING MANAGEMENT EDUCATION PROGRAMME

<u>Progress Report</u>

Name: _____

Sponsor
Organisation: _____

Present
Position: _____

Immediate
Supervisor: _____

Admission Date: _____

Expected
Graduation Date: _____ _____

Programme Level: _____

English Language
Proficiency: _____ _____

	Semester		
<u>Course Completed</u>	<u>Spring 1984</u>	<u>Fall 1985</u>	<u>Grade</u>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

<u>Attendance Record</u>:

128

General Assessment:

Overall Performance:

OUTSTANDING	VERY GOOD	GOOD	FAIR	POOR

Signature:

/

George K Najjar
AUB Coordinator

APPENDIX 5

COMEP LECTURE SERIES REPORTS

1 Report of the Operations and Productions Management Seminar of December 8 and 9, 1984.

2 Report of the Frontiers of Personnel Management Seminar of December 17 and 19, 1984.

1. Operations and Production Management Seminar

Dr Emile Ghattas, Director of the Graduate School of Business and Management, American University of Beirut

December 8 and 9, 1984.

The seminar took place in the Sports Annex of the Gulf Polytechnic from 0800 hours to 1200 hours both days.

Invited to attend the seminar were trainees from the Advanced Management and Middle Management groups of COMEP. To facilitate attendance, invitations were sent to the General Manager/Chief Executive Officer of each organisation represented among the participants.

The proceedings were video-taped and audio cassettes are available to those wishing to purchase them. Those interested may contact Alexandra d'Aste-Surcouf for further information.

Of the nineteen companies/ministries invited to send participants to the seminar, sixteen were represented. It should be noted, though, that while representation was high, the actual number of participants was not: of the sixty invited, only thirty-seven were able to attend. Naturally, having the seminar two mornings in

a row was a drawback. A greater disadvantage, though, lay in the method used to invite trainees. As mentioned above, invitations were sent to the General Manager/Chief Executive Officers; due to the complexities of company mail and communication as well as the holiday, many participants were not notified that they had permission to attend. Thus, many who wished to be present were not. When planning for the next semester or lecture series, it would be better to hand an invitation to each participant personally that he may deliver it himself to the appropriate person responsible in his organisation.

COMEP owes special thanks to:

Dean Ibrahim Al Hashemi for his support, cooperation and participation;

Mr Khalil Al Thawadi, Director of Bahrain Television for arranging the microphones and taping the proceedings;

Mr Anwar Shehab, Industrial Liaison Coordinator, for managing crucial arrangements;

Mr Saeed Al Arady, Director of Sports, for having video-taped the proceedings.

COMEP is especially grateful to Dr Emile Ghattas for having taken time in his busy schedule to speak to the COMEP trainees and sharing with them his ideas on such an important subject.

Companies Represented: BAS, BATELCO, ALBA, NCR, GULF AIR, YBA KANOO, REGENCY INTERCONTINENTAL HOTEL, AL-MAJID EST GROUP, ARAB ASIAN BANK, KHORRAMI CONSTRUCTION, GOSI and UBAF.

Ministries Represented: FINANCE AND NATIONAL ECONOMY, HOUSING, WORKS POWER AND WATER and FOREIGN AFFAIRS.

Trainees in Attendance:

ADVANCED MANAGEMENT (First Semester)

Ahmed Khalil Al Otaibi	BAS
Ashoor Ali Ahmed Ashoor	BATELCO
Hussain Khairy	ALBA
Ibrahim M Ali	NCR
Mohammed Shumeli	ALBA
Rabia A F Saeed	BATELCO
Sharifa A R Al Faraj	BATELCO
Rashid A R Mahmeed	BATELCO
Issam Khalaf	Min of WPW
Khalid A Al Shafie	Min of Housing
Mahmood Ahmed Abdul Rahman	Min of Housing

ADVANCED MANAGEMENT (Second Semester)

Gholoom Ali Reza	Gulf Air
Ahmed Saleh Ahmed	ALBA
Mahmood Abdul Ghaffar	YBA Kanoo
Mohammed Redha M Hussain	YBA Kanoo
Abbas Faraj	Regency Inter. Hotel
Hameed Majeed Al Majid	Al-Majid Est Group
Habib Hashim	Min of Foreign Affairs

MIDDLE MANAGEMENT (First Semester)

Abdul Reza Ahmed Khorrami	Khorrami Construction
Hemyan Hassan Al Essa	GOSI
Shubber M H Mohammed	BATELCO
Sharifa A R Al Faraj	BATELCO
Faisel Mohammed Abdulrahman	BATELCO
Abdulla Sulaibeekh	Gulf Air
Nadia Salman Al Jar	Min of Finance
Sayed Yousif Al Jar	Min of Works
Majid Maarij	Gulf Air

MIDDLE MANAGEMENT (Second Semester)

Salman Yousif Al Jumairy	Bank of Bahrain & Kuwait
Mohammed Isa Al Wazzan	GOSI
Yousif Hassan Yousif	BATELCO
Abdul Hussain Abdulla Derazi	BATELCO
Abdul Redha Khalaf Al Khalaf	BATELCO
Abdul Rasool Khalaf Al Khalaf	BATELCO
Hassan Salim Abdulla	BATELCO
Mohammed Abdulla Al Asfoor	UBAF
Mohammed Abdul Rahman Rashid	BATELCO
Rashid Fahad Ahmed	BATELCO
Salman Ebrahim Salman	BATELCO

Programme Outline and Handouts:

GULF POLYTECHNIC

CONTINUING MANAGEMENT EDUCATION PROGRAMME

Operations Management/Management Science

Dr Emile Ghattas   December 8 and 9, 1984

1. Subject Overview

   A. Production Management: background and transition to production systems;

   B. Transition to Operations Management and the universality of Operations Management techniques;

   C. Management Science: the arm of Operations Management;

   D. Management Science and Operations Research: the new commerce of rational management; Management Science vs Scientific Management;

   E. Operations Research as a science for quantifying optimally in systems and operations;

   F. Basic fields in Operations Management/Management Science:
      1. Decision Theory
      2. Mathematical Programming
      3. Inventory models and materials flow systems
      4. Queuing models and the dilemma of facility expansion vs waiting and queuing
      5. Simulation techniques: the response to the failure of mathematical handling
      6. Operations planning and execution by network techniques: project operations and activities

2. Selected Topics in Operations Management/Management Science

   A. Decision Theory: certainty, risk, uncertainty, decision trees

B. Materials and Processes Operations: optimisation by transportation, assignment, sequencing, linear programming, and multiple goal programming techniques

C. Materials and Finished Products Inventory Systems: dynamic systems under certainty, dynamic systems under risk, the P and Q systems, systems evaluation and simulation

D. Queuing Models: what are the prerequisites for a queuing system? the decision to expand an economic facility, simulation solutions vs mathematical solutions

E. Project Management by Network Systems: designing a project network and determining the critical path, network cost accounting, project budgeting and control by network methods, network plannning with limited resourses, levelling project resourses by heuristic methods and the economies achieved

F. Conclusions and selected applications from Bahrain.

Table of Contents

BACKGROUND STATEMENT

June 1986 marks the completion of five successful COMEP
semesters. Over the span of these 28 months, over three
hundred participants have been admitted to COMEP; close to
100 have been graduated; and the Bahrain management
community has had the opportunity to take part in several
management seminars at Gulf Polytechnic thereby bringing
ideas pertinent to Bahraini management to the forefront
and affording a forum for constructive and relevant
dialogue.

The following report is an overview of progress made by
Advanced Management (AM) and Middle Management (MM)
participants from the inception of COMEP through
Fall 1985-86.

During the Spring 1984-85 term AM S'83-84 participants were interviewed and asked as well to respond to a COMEP Assessment Questionnaire. Throughout the ensuing discussion, reference will be made to data collected from both the interviews and the questionnaires. For the sake of the record, 13 (100%) trainees, eleven men and two women representing five private and three public organisations were interviewed. Then trainees (76.92%), eight men and two women representing five private and three public organisations responded to the questionnaire.

GENERAL PROFILE OF PARTICIPANTS

During the Spring 1984-85 term, 13 participants continued in COMEP at the Advanced Management (AM level). They represent nine private companies and six public organisations.

Private Sector		No. of Participants
ALBA	...	1
Al-Majid Est Groups	...	1
Arab Financial Services		1
Gulf Air	...	2
Regency Inter-Continental Hotel		1
Y B A Kanoo	...	<u>2</u>
Total (5 organisations)		<u>8</u>

Public Sector	No. of Participants
Ministry of Foreign Affairs	2
Ministry of Health ...	2
Ministry of Information ...	<u>1</u>
Total (3 organisations) ...	<u>5</u>

Male-female ratio in the class remained steady at 5.5 to one.

AM Spring 83-84
Male-Female Distribution
Spring 1984-85

		Male	Female	Total
Private	...	6	2	8
Public	...	5	2	5
Total	...	<u>11</u>	<u>4</u>	<u>13</u>

Between the two interviews, two changes occurred:

A   One participant moved in December 1984 from one organisation to another and changed job titles. Originally Senior Supervisor, Computer Operations, she is now Sales Ledger Supervisor.

B   A second participant was promoted within his organisation from Senior Sales Engineer to Assistant General Manager, Trading Division.

ORGANISATION	JOB TITLE
Regency Inter-Continental Hotel	Materials Manager
ALBA	Process Automation Specialist
Gulf Air	Agency Officer
Gulf Air	Superintendent of Technical Stores
Al-Majid Est Groups	Manager
Arab Financial Services Co	Sales Ledger Supervisor
Y B A Kanoo	Assistant General Manager, Trading Division
Y B A Kanoo	Credit Analyst
Ministry of Foreign Affairs	Accountant
Ministry of Foreign Affairs	Head of Administration and Personnel
Ministry of Health	General Services Superintendent
Ministry of Health	Administrator for Salmaniya Hospital Maternity Unit
Ministry of Information	Director of Bahrain TV

PROFESSIONAL PROFILE OF PARTICIPANTS

All participants continue to hold positions entailing significant responsibility at the managerial level in their respective organisations. Their present professional positions fall into the following categories:

A   Data Processing
B   Marketing
C   Personnel
D   Accounts
E   General Services
F   Information and Public Relations

The list of their numerous tasks has remained the same.

A   Sales and Contracting
B   Purchasing
C   Survey and Research
D   Forecasting and Planning
E   Supplies and Maintenance
F   Liaison
G   Support Services
H   Media Production
I   Programme and Appointment Implementation
J   Personnel Issues
K   Data Processing
L   Financial Auditing
M   Budgeting
N   Credit Analysis

As mentioned in the previous Fall 1984 survey, all participants repor: to an immediate supervisor who in turn reports to a third party. On.ly in one instance does a member report directly to the Chief Executive Officer of his organisation; another reports, on occasion, directly to the Minister. Re-organisation at Gulf Air is the cause of "functional" change of supervision for one individual but administratively there has been no change.

The number of tasks and persons supervised continues to vary from one secretary to 400 staff directly involved in computer operations and maintenance. Employees supervised are either on-sight or at missions abroad and are both Bahrainis and expatriates. Job types supervised range from professional positions (Sales Representatives and Engineers), technical staff (TV production) to maintenance personnel (labourers). Only three participants have been given additional staff to supervise; one participant continues to be understaffed in her office.

PARTICIPANTS CAREER OBJECTIVES PROFILE

In the fall 1984 survey, it was reported that career objectives were clearer among private sector participants than among public sector participants. Essentially, this situation has not changed except to mention that:

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A   One individual was promoted to the slot which he had said in Fall he was looking forward to "in the near future".

B   One individual had originally targeted his promotion for the end of 1984 or the latest 1985; he now envisages it for March 1986 when the contract of the expatriate currently in the slot will expire.

C   One individual who had indicated the desire to leave one company for another did.

D   A participant who had said he wanted to be General Manager, a post which could be anywhere in the world, specified Bahrain as his target post within his international organisation.

Both private and public sector participants continue to show ambition, drive and focus on upward career mobility.

Their numerous tasks can be classified as follows:

A   Sales and Contracting

B   Purchasing

C   Survey and Research

D   Forecasting and Planning

E   Supplies and Maintenance

F   Liaison

G   Support Services

H   Media Production

I   Programme and Appointment Implementation

J   Personnel Issues

K   Data Processing

L   Financial Auditing

M   Budgeting

N   Credit Analysis

PREVIOUS POSITIONS

Previous positions held by respondents may be categorized as follows:

A   General Office Work and Supervision

B   Materials Supervision

C   Construction

D   Engineering

E   Data Processing

F   Accounts

G   Sales

H   Education

I   Diplomatic Corps

J   Hospital Administration

K   Journalism

L   Broadcasting/Telecasting

(For more information, please see Table I)

EDUCATIONAL BACKGROUND OF RESPONDENTS

All responderts have completed their secondary education. Six have attended universities and five hold Bachelors degrees in Statistics, two in Accounts, and Economics and Arts respectively. In addition, most have earned diplomas and/or certificates in Bahrain and the UK in the fields of:

A   Engineering

B   Computer Operations

C   Business Executive Studies

D   Business Management

E   Bookkeeping and Accounts

F   Teaching English as a Foreign Language

(see Table I)

TRAINING PROGRAMME BACKGROUND OF RESPONDENTS

With the exception of two who did not indicate any training background, all respondents have at some point participated in in-house and/or outside training programmes primarily in the fields of management and communication, and short-term (two days to two weeks) in duration. Training took place primarily in Bahrain, but also in the Gulf Area, Switzerland, the United Kingdom and the United States.

Short-term training programmes were in:

A   Management - Human Relations

B   Management - Personnel

C   Management - General

D   Management - Hotel Hospitality

E   Management - Hotel Materials

F   Manpower Development

G   Data Processing

H   Personnel

I   Airline Procedures

J   Communication - Report Writing

K   Communication - English Language

L   Communication - Writing Skills

Medium-term (three to nine months) training programmes were in:

A   Management - Business

B   Hospital Administration

C   Communication - Business English

Long-term (two years) training programmes were in:

A   Management - Business

B   Data Processing

(For more details, please see Tables IV, V and VI).

DATE JOINED PRESENT ORGANISATION

With the exception of one respondent who joined his present company in January 1985, 60% have been with the same organisation for at least ten years and 30% for a minimum of three years. Length of time with a company is not dependent upon private or public sector in this group.

However, both ladies showed job mobility; one had left one company for another just five months ago, and the other is looking for opportunities to start her own business. (Please see Table I).

CAREER OBJECTIVES OF RESPONDENTS

The respondents are generally ambitious, in pursuit of higher professional standards, and looking toward upward professional mobility within a year to ten years. With the exception of one (10%) respondent who is seeking a middle management position. 70% wish to attain senior management positions. One indicated that within 5-10 years he wanted to be the General Manager of his hotel. 50% sought improved working conditions; financial rewards alone were not of primary importance (30%). (Please see Table II).

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SHORT/LONG-TERM CAREER PLANS

To attain their professional goal, respondents are seeking increased professional awareness through education and/or training (50%) and preparing for specific upward managerial moves (20%). One is already training somebody to take over his job, one is evaluating possible job alternatives, and one, in his pursuit of improved working conditions and transfer of skills and knowledge already obtained, is concentrating on the production of a local TV programmes. Two did not answer this question, possibly because they did not differentiate between its meaning and that of question number nine pertaining to career objectives. Two others did not feel that they were in control of their career plans but felt that they were dependent on the plans of upper management.

BARRIERS/OBSTACLES TO ATTAINING OBJECTIVES

Respondents identified organisational policy (70%) as the primary barrier in attaining objectives. Only 20% saw educational background as a hindrance. However, while respondents have a clear idea of their goals and are making their plans accordingly, 60% do not seem to have taken inventory of the skills they ready have, or they do not hold in high regard the expertise they have acquired over the years. Strengths identified are in the areas of:

A   Data Processing (20%) which can be determined in terms
     of diplomas, certificates and hands-on-experience.

B   Managerial skills (20%) which may be a positive
     reaction to COMEP.

C   Human and Public Relations (20%), possibly an echo of
     Dr Alpay's success with this group during the
     Spring 1983-84 term.

This low response may reflect a dependence on degrees to
prove self.   To support the education theory, one
respondent listed as job-related skills, titles of COMEP
courses.   On the other hand, two listed specific job
experience and titles held, and one indicated that he was
able to assess his skills "through (my) active
participation in the organisation".   Such responses may
imply a misunderstanding of the question.   If this is
true, and considering the 60% who did not answer the
question, then there is the possibility that COMEP has not
succeeded in developing the respondents' ability to assess
their own skills,s though they may b able to assess those
of colleagues, subordinates and superiors.

JOB ELEMENTS CRITICAL TO CAREER DEVELOPMENT

With the exception of supervising project work (20%) and
making oral presentations (30%), all job elements listed
were critical to the respondents' career development:

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A   60%   Working with peers

B   50%   Acquiring communication skills

          Being creative

          Having career objectives

C   40%   Making decisions

          Supervisory office/field work

          Defining problem areas for supervisor attention

          Using different skills

          Receiving feedback

          A combination of skills

(Please see Table VII).

SATISFACTION WITH COMEP

All respondents expressed satisfaction with COMEP:

A   Fairly satisfied   20%

B   Generally satisfied   60%

C   Highly satisfied   20%

(Please see Table VIII)

Furthermore, they found that it compared favourably with similar programmes:

A   Favourable   20%

B. Generally favourable   50%

C   Highly favourable   30%

(Please see Table IX)

60% found that COMEP had met their expectations and 20% found that it had gone beyond their expectations. Only 20% felt that COMEP had not quite met their expectations.

It may be noted that of the 20% (two respondents) whose expectations were not quite met, one does not as yet hold a middle management position; it is questionable whether or not he is professionally qualified for this advanced level, although he is reported to be making steady progress. The other respondent may be over-qualified for COMEP, or at least for the level of participants presently accepted into Advanced Management. Where most participants are dependent on lectures directly related to textbooks, she has expressed dissatisfaction with this method and would rather have lecturers discuss matters related to the subject at hand and on a broader basis but not simply explaining, or parroting the text. (For more information, please see "Structured Personal Interview with COMEP Participants" Advanced Management, S'84 Group of Spring 1984-1985)

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CAREER DEVELOPMENT IMPACT OF COMEP

Exceptions of the career development impact of COMEP were primarily in the area of self-development (80%) and secondly in new ideas gained and broader responsibilities (both 60%). Promotion was expected by less than half (40%).

PERFORMANCE

The class average was 3.27. The CSB-sponsored participants achieved a higher overall average, 3.51 than their MOL sponsored colleagues, 3.14. There is little difference between the overall GPA of the males and the females:

Females   ...   3.22
Males   ...   3.29

ATTRITION

Of the 21 participants originally enrolled at the AM level in Spring 1983-84,

A   Three never attended class; of these three, though, one enrolled again in Fall 1984-85 and eventually graduated in February 1986.

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B   Two were unable to continue after the first semester due to heavy work loads; of these two, one returned to COMEP in Spring 1984-85 and graduated in February 1986.

C   Three left to study abroad.

GRADUATION

All remaining 13 participants graduated in June 1985:

Five with high distinction

Five with distinction

Course Averages
Spring 1983-84, Fall and Spring 1984-85

Course	Class Average	Number of Participants
Accelerated Learning Skills	2.25	14
Personnel and Human Resource development	3.07	14
Marketing Management	3.38	9
Job Evaluation and Compensation Management	2.81	8
Managerial Finance	3.38	13
Managerial Budgeting	3.4	5
Business Computer Systems	3.38	13
Management Information Systems	3.76	13
Corporate Planning	3	13
Advanced Management Systems	3.9	5

Course Averages
Private/Public Sector Distribution
Spring 1983-84, Fall and Spring 1984-85

Course	Private	Public
Accelerated Learning Skills	2.33	2.4
Personnel and Human Resource Development	3.00	3.2
Marketing Management	3.38	-
Job Evaluation and Compensation Management	2.81	-
Managerial Finance	3.25	3.6
Managerial Budgeting	-	3.4
Business Computer Systems	3.25	3.6
Management Information Systems	3.68	3.9
Corporate Planning	2.62	3.7
Advanced Management Systems	-	3.9

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Course Averages
Private/Public Sector Distribution
Spring 1983-84, Fall and Spring 1984-85

Course	Private	Public
Accelerated Learning Skills	2.33	2.4
Personnel and Human Resource Development	3.00	3.2
Marketing Management	3.38	
Job Evaluation and Compensation Management	2.81	-
Managerial Finance	3.25	3.6
Management Information Systems	3.68	3.9
Corporate Planning	2.62	3.7
Advanced Management Systems	-	3.9

Course Averages
Male/Female Distribution
Spring 1983-84, Fall and Spring 1984-85

Course	Male	Female
Accelerated Learning Skills	2.45	1.75
Personnel and Human Resource Development	3.16	2.50
Marketing Management	3.50	3.00
Job Evaluation and Compensation Management	2.66	3.25
Managerial Budgeting	3.40	-
Business Computer Systems	3.31	3.75
Management Information Systems	3.72	4.00
Corporate Planning	2.95	3.25
Advanced Management Systems	3.90	-

Even when apparently doomed to failure, this group of
participants managed consistently to break through all
barriers and succeed. While their ability to help one
another, to utilize one another's strengths and their
superb esprit de corps have already been discussed in last
year's report, they are certainly worthy of being
mentioned again.

This group produced no 'F' grades and faculty assessment was 80% favourable throughout. They excelled in hard work, were able to handle management concepts, were highly motivated, demonstrated excellent potential and progress, and participated actively in class discussions and assignments.

ENGLISH LANGUAGE SKILLS

While three participants were noted for their difficulty in keeping with class work, 69.23% demonstrated "good" and 7.6% (1) "very good" English language skills.

English Language Skills Appraisal
as per Semester Progress Reports
Spring 1984-85

Excellent	...	-
Very good	...	1
Good	...	9
Fair	...	3
Poor	...	-

IDENTIFIED STRENGTHS AND WEAKNESSES AMONG PARTICIPANTS

AS PER COMMENTS ON FACULTY PROGRESS REPORTS

SPRING 1983-84, FALL AND SPRING 1984-85

Category	Positive Comments	No	Negative Comments	No
Potential	Excellent	24	Is not up to Am Standard	1
	High	2		
	Very Good	4		
	Good	15		
	Fair			
Performance	Excellent	2	Poor	1
	Very Good	2	Did not match potential	3
	Good	3	Insufficient effort	1
Participa-tion	Excellent	5		
	Very Good	15		
	Good	6		
	Fair	3		
Motivation	Excellent	7	Poor	1
	High	1		
	Very Good	15		
	Good	1		
	Fair	2		
Results	Excellent	3	Could have been better	1
	Very Good	3		
	Good	5		

Category	Positive Comments	No	Negative Comments	No
Progress	Excellent	9	Downhill	1
	Very Good	7		
	Good	5		
	Fair	2		
	Steady	3		
Ability to handle management concepts	Excellent	8		
	Very Good	4		
	Good	1		
English Skills			Needs to improve	1
			Deficient	3
			Limited writing ability	1
Attitude/ Behavior	Capable	1		
	Diligent	4		
	Intelligent	4		
	Enterprising	1		
	Hard-working	9		
	Conscientious	1		
Miscellaneous	Outstanding participant	1	Deficiency in Accounting/ Finance background	3
	Excellent potential for Data Processing – asked job-oriented questions	3	Hampered by job responsibilities	1

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COURSE RELEVANCE

During the Spring 198485 term, both sectors almost unanimously (69%) found Management Information Systems to have the most relevance. 23% found all or most courses relevant.

Courses least relevant to career goals and immediate tasks were:

A   Managerial finance: Government employees (40%) reiterated that this course was unrelated to their jobs and goals.

B   Business Computer Systems: For further comment, please see "Effective Instruction".

COMEP acquired skill priorities remained the same among public sector participants although computer skills were added:

A   Personnel

B   Communication

C   Research

D   Computer

The private sector, on the other hand, identified 12 new skills in addition to those previously mentioned. As a result, priorities shifted:

	Fall	Spring
A	Communication	Research, Survey and Planning
B	Research, Survey & Pl.	Communication
C	Personnel	Personnel

MOST APPEALING COMEP ASPECTS

Respondents found the management aspects of COMEP curriculum by far the most appealing: many had expressed enthusiasm during the Fall 1984-85 term for the anticipated Business Computer Systems course to be taken in Spring 1984-85/ (For more details, please refer to "Structured Personal Interview with COMEP Participants, Advanced Management, S'84 Group" of Fall 1984-85 and Spring 1984-85). More specifically, Management Information Systems and Business Computer Systems. Two respondents did not answer this question.

LEAST APPEALING COMEP ASPECTS

Response to the least appealing COMEP aspects was not significant: 30% did not answer and 10% found nothing unappealing. The remaining responses were scattered and fell into the following categories: Job Evaluation and Compensation Management: Marketing: Business Computer Systems: Accounting

Reasons for this discontent are discussed in "Structured Personal Interviews with COMEP PARTICIPANTS, Advanced Management, S'84 Group" of Fall 1984-85 and Spring 1984-85.

SUGGESTED MODIFICATIONS

40% of the respondents had no suggestions for modifications. Those presented were in the areas of:

A Timing:

   1 Concentration on afternoon, evening classes

   2 Inconvenience during Ramadan

   3 Morning Finals only

B Courses Offered:

   1 Add specialized courses in:

      a. Commercial and local laws

      b. Human relations

      c. Specialized management courses

      d. Problem solving

      e. Materials management

   2 Add BSc oriented courses

   3 Delete:

      a. Financial Management

      b. Managerial Budgeting

   4 Some syllabi too long

C Revision of screening criteria

D   Orientation for those who do not meet acceptance
     criteria
E   Utilization of local resources:

   1   Invite top managers in Bahrain as guest lecturers

   2   Visit local organisations

OVERALL EVALUATION OF COMEP

In the overall evaluation of COMEP, participants occasionally included modifications. 30% did not respond to the question, possibly because they thought it redundant. (See questions 14, 16, 18, 19, 20, 21 and 22). Others took this opportunity to criticize lecturers and teaching methods. (See "Instruction" above).

Overall, respondents viewed COMEP favourably and found that as a result of the program, their managerial skills had improved, and that they had been provided with new methods and tools to help them carry out their duties. One respondent mentioned that while the course material was excellent and while it related to a previous program he had already participated in, he was not always able to transfer COMEP acquired knowledge to specific tasks This was not mentioned, though, as a negative aspect of COMEP, but more as an individual problem with which he personally has to deal.

Another respondent mentioned the hard work they had all

put in and appreciation for recognition and praise they
had received from the COMEP team. It is precisely this
encouragement and desire to achieve which appears to make
this group all the more determined to pursue formal
education. However, .n order to do so, there is a need:

A for cooperation from COMEP

B for COMEP to include long-term objectives to include
   the BSc programme

C to take into account:

    1 that they are working people and cannot always get
       away to participate din the regular program

    2 their years of experience should count toward
       credit

With regard to the courses the following points were made:

A some lecturers go too fast

B some subjects need to apply more practice to the theory

C some subjects need more in-class exercises

D COMEP was criticised for having to address managers
   with less than a secondary education

Finally, one individual recommended that their immediate
Supervisors be involved throughout the program.

ORGANISATION RECOGNITION

From the private sector, half expect a promotion as a result of successful completion of COMEP. With the exception of one who saw promotion as a possibility, the remaining 50% perceived COMEP to be a means toward professional self-improvement. In the public sector, one participant thought promotion a possibility; one was only concerned with personal development: recognition was not a concern. The remaining 60% are cognizant of ministerial approval of and appreciation for their professional development but were not able to predict what would happen as a result of their successful completion of COMEP.

During the Spring 1984-85 t∂rm, Advanced Management F
84-85 participants were interviewed and asked as well to
respond to a COMEP Assessment Questionnaire. Throughout
the ensuing discussion, reference will be made to data
collected from both the int∂rviews and the questionnaires.

GENERAL PROFILE OF PARTICIIANTS

During the Spring 1984-85 and Fall 1985-86 term, 15
participants continued in COMEP at the AM level. They
represent six private companies and two public
organisations.

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AM F 84-85
PARTICIPANTS ORGANISATIONS AND JOB TITLES
SPRING 1985

</div>

Organisation	Job Title
ALBA	Head of Storage and Issues
ALBA	Superintendent, Production
ALBA	Head of Training, Admin.
ALBA	Manager, Laboratory
Al-Ahlia Insurance Company	Administration Manager
BANOCO	Senior Supervisor Public Relations
Bahrain Airport Services	Superintendent, Ground Operations
BATELCO	Communication Engineer

Organisation	Job Title
BATELCO	Assistant Sales Officer
BATELCO	Engineer E 10 Exchange
BATELCO	Recruiting Officer
NCR	Manager
Ministry of Housing	Senior Site Engineer (2)
Public Works Affairs	Traffic Planning Engineer

All participants report to an immediate supervisor who in turn reports to a third party. Only in one instance does a member report directly to the General Manager of his organisation. The number of tasks and persons supervised continues to vary from nobody at all to occasional trainees (engineers), trainers, scientists, engineers, technicians and maintenance staff.

All participants hold positions entrailing significant responsibility at the managerial level in their respective organisations. Their present professional positions fall into the following categories:

A   Production

B   Personnel

C   Staff Development

D   Information and Public Relations

E   Operations

F   Administration

Their numerous tasks can be classified as follows:

A   Supplies and Maintenance

B   Training

C   Liaison

D   Industrial Production

E   Monitoring

F   Bahrainisation

G   Supervision

H   Forecasting and Planning

I   Survey and Research

J   Support Services

K   Media Production

L   Office Management

M   Customer Services

N   Recruitment

O   Coordination

P   Assessment

Q   Budgeting

R   Quality Control

S   Report Writing

PREVIOUS POSITIONS HELD BY PARTICIPANTS

Previous positions held by participants may be categorized
as follows:

A   Materials Supervision
B   Office Functions
C   Operations
D   Safety Control
E   Training
F   Administration
G   Supervision and Control
H   Mechanics
I   Sales
J   Engineering
K   Customer Services
L   Maintenance
M   Clerical Duties
N   Surveying

PARTICIPANTS CAREER OBJECTIVE PROFILE

All participants are looking forward to career mobility. For short-term objectives, time spans vary from "any time" to two or three years. Long-term goals cover five to ten years. Change is occasionally dependent on expansion and opportunities. In some cases, companies are satisfied with the participants' work and do not favour moves. In other situations, titles will remain unchanged but responsibilities will increase. Limited and unlimited opportunities are causing three individuals to seriously consider leaving their present organisations.

A   Opportunities are not available

B   One position is sought and if not obtained the individual will start his own business

C   Opportunities are available but participant wants to move around to get an overview before settling down; he may eventually decide to open his own business

EDUCATIONAL BACKGROUND OF RESPONDENTS

With the exception of one who has a primary school education, all participants have completed their secondary education. Two have attended but not completed their university studies. Four hold B.Sc degrees in:

A   Chemistry, Kuwait (1)

B   Civil Engineering, USA (2)

C   Architectural Engineering, USA (1)

Two hold MSc degrees from the USA in Civil Engineering.

In addition, most have earned diplomas and/or certificates in Bahrain, the UK and the USA in the fields of:

A   Supervision

B   English Language

C   Engineering

D   Mechanics

E   Management

G   Teacher Training

H   Shorthand - English

I   Sales

J   Arithmetic

K   Typing - English

L   Business Letter Writing

TRAINING PROGRAMME BACKGROUND OF PARTICIPANTS

With the exception of one who has not participated in company or individual training programmes*, all participants have at some point participated in in-house

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* This participant has a MSc degree

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and/or outside training programmes. Short-term programmes
(one - six weeks) in Bahrain, Jordan and the UK were in
the areas of:

A   Public Relations

B   Management - Introduction

C   Management - Supervisory Development

D   Management - Construction

E   Correspondence - Writing Skills

F   Data Processing

G   Accounts - Budget

H   Information Systems

Medium-term programmes (two - nine months) in Bahrain,
India and the UK were not as numerous and were in the
fields of:

A   Supervision - Stores

B   Management - Managers

C   Management - Development

D   Management - Introduction

E   Public Relations - Press/Job Relations

F   Personnel - Manpower Development

G   Engineering - Traffic

Long-term programmes varied in length from one to two years or were made up of a series of courses over a five or six year period. Primarily in Bahrain and the UK, programmes were in the fields of:

A   Management - Business

B   Management - Leadership

C   Management - Objectives

D   Management - Finance

E   Management - Supervision

F   Management - Administration

G   Management - Training

H   Engineering - Industrial

DATE JOINED PRESENT ORGANISATION

One-half of the participants have been with their present organisation for at least 12 years and one for 20 years. Only one participant has been with his present company for only 4 years.

CAREER OBJECTIVES OF PARTICIPANTS

The majority of the participants wish to attain senior management positions. To attain their professional goals, participants are seeking:

A   Higher Education Qualifications

B   To upgrade Professional Qualifications in order to improve future job prospects and opportunities

One participant hopes to improve staff working conditions and staff relationships in the field and to minimize cost without affecting quality. Another includes COMEP as part of her five-year plan to leave secretarial work (which she has done) to pursue a career in administration (which she is doing). Only one participant appears to be assured of promotion and within two years. Finally, two participants from private industry and public service respectively were pessimistic about promotion:

A   Private Sector: 1   Unavailability of Bahraini to take his job;

                        2   "I am penalised by being excellent in my job!!!" At the same time, though, the participant recognized that Bahraini industry is subject to change daily and hence his situation.

B   Public Sector   Government employees are dependent on organisational policy and not their individual desires.

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COMEP-ACQUIRED JOB-RELATED SKILLS

Although many participants listed skills directly related to COMEP courses, in general this group appear to have a firm grip on their job-related abilities. Skills fell into the following categories:

A	Communications	1	English Language
		2	Report Writing
B	Accounts	1	Managerial Accounting
		2	Finance
		3	Budgeting
C	Other	1	Human Relations
		2	Marketing (incl. Customer Relations)
		3	Management
		4	Personnel
		5	Economics
		6	Insurance Skills
		7	Research
		8	Training

BARRIERS/OBSTACLES TO ATTAINING OBJECTIVES

50% of the participants identified organisation policy and educational background as being equal obstacles in their career paths. More specifically, among participants who saw educational policy as a barrier:

A   One has university qualifications

B   One has attended a university but has not finished his degree. He is cognizant of company policy which has career development programmes for university graduates whose target positions are previously determined by respective departments. (For further information, please see "Immediate Supervisor Questionnaire" - Career Path Development.)

C   Five have received extensive company training; however, some policies are now changing from training to formal education for promotion. (For further information, please see "Structured Personal Interview with COMEP Participants, Advanced Management, F 84 Group" of Spring 1984-85.)

Perhaps related, though, to organisation policy is one participant who saw top management lacking in confidence to adapt to changes and thus restricting power and authority.

JOB ELEMENTS CRITICAL TO CAREER DEVELOPMENT

According to more than 50% of the participants, most critical job elements to career development are:

The group appear to have performed less "brilliantly" than their predecessors. Judging from comments made by faculty

on progress reports, lack of work and effort are not the cause. As one participant commented, the standard has since been established in COMEP and hence the grades reflect more accurately the level of participants and what they are actually able to achieve. Studying the grades of the AM Spring 1983-84, one is aware of a strong p........(?) for high grades, i.e. 'C' and above, whereas 'D' grades are not uncommon among the AM Fall 1984-85 participants. 'F' still remains "unknown" at this level. One lecturer said: "How can I fail a high ministry official?"

Class participation appears to have been a problem due to an extent to the inadequate background of many in Accounting and Finance as well, perhaps, to the questionable eligibility of certain participants to be at the AM level. On the other hand, some participants needed more advanced programme than COMEP.

ADVANCED MANAGED F 84-85

IDENTIFIED STRENGTHS AND WEAKNESSES AMONG PARTICIPANTS

AS PER COMMENTS ON FACULTY PROGRESS REPORTS

FALL AND SPRING 1984-85, FALL 1985-86

Category	Positive Comments	No	Negative Comments	No
Performance	Excellent	2	Erratic	1
	Average	1	Poor	4
	Steady	2	Marginal	1
	Fair	1	Weak	1
	Improved	1	Work interfered with performance	1

Category	Positive Comments	No	Negative Comments	No
	Took work in progress seriously	1		
Progress	Very good	3	Poor	5
	Good	4		
	Fair	3		
Results	Excellent	4	Poor	1
	Satisfactory	1	Disappointing	1
	Consistent	1	Had hoped better	8
	Improved	1		
Motivation	Very good	14	Poor	6
	Good	12	Wanted to fail	1
	Fair	2		
Participation-	Excellent	5	Poor	9
	Very Good	2		
	Good	5		
	Fair	1		
	Affirmative	1		
	Model participant	1		
	Excellent student	1		
English Language Skills	Excellent	2	Comprehension limited	1
	Very good	2	Reading skills need improvement	1
	Much improvement	1	Needs to improve	4
			Not up to AM level	1

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Category	Positive Comments	No	Negative Comments	No
Potential	Excellent	10	Poor	3
	Tremendous	2		
	Very good	15		
	Good	8		
	Fair	4		
Preparation /Background	Could benefit from academically more vigorous and demanding programme	1	Eligibility for AM questionable	2
			Does not belong in AM	2
	Could benefit from MBA programme	1	Weak academically	1
	Good financial/ accounting background	1	Needs to develop analytical skills	1
	Good all around commercial background	1	Insufficient financial/accounting background	1
			Difficulty focusing specific issues	1
			Difficulty coping with Corporate Planning material	1
Effort	Great improvement	1	Must work hard	5
	Analytical mind	1	More enthusiasm	1
	Probing mind	1	Too mechanical	1
Attitude/ Behaviour	Excellent mind	1	Reluctant	1
	Agile mind	1	Negative attitude	1
	Well organised	1	Excessive absences	1
	Moderate student	1	Failure to sit exam(s)	1
	A leader	2	Failure to turn in assignments	4

Category	Positive Comments	No	Negative Comments	No
	Capable	1	Limited capacity	1
	Eager to learn	1	Not enough studytime	1
	Very serious	2		
	Concern for progress and development	1	Elderly age (42) a handicap	1
	Intelligent	6		
	Hard-working	9		
	Mature	8		
	Responsible	8		
	Reliable	4		
	Initiative	6		
	Drive	5		
	Conscientious	1		
	Diligent	1		
	Very thorough in his assignments	1		
	Forthright	1		
	Cooperative	1		
	Thoughtful	2		
	Worked steadily	2		
	Perceptive	1		
	Enthusiastic	2		
	Imaginative	2		
	Well prepared	3		
	Very interested in courses	1		
	Good leadership qualities	1		

ENGLISH LANGUAGE SKILLS

Twenty percent were sighted as having "excellent" English language skills. The rest ranged between good (40%) and fair (40%). However, lecturer's assessments vary and one participant was noted for having inadequate English for the AM level.

AM F 84 - 85

English Language Skills Appraisal

As Per Semester Progress Reports

Fall 1985 - 1986

Excellent	...	3
Very Good	...	-
Good	...	6
Fair	...	6

AM F 84 - 85
Courses Averages
Fall and Spring 1984 - 1985, Fall 1985 - 1986

	Class Average	No. of Participants
Accelerated Learning Skills	2.69	13
Marketing Management	2.7	10
Advanced Management Systems	3.5	3
Personnel and Human Resources Devlp	2.3	13
Managerial Budgeting	2.43	15
Managerial Finance	2.66	15
Corporate Planning	2.63	15
Business Computer Systems	2.46	13
Advanced Management Systems	3.5	2

AM F 84 - 85
Course Averages
Private/Public Sector Distribution
Fall and Spring 1984 - 1985, Fall 1985 - 1986

	Private	Public
Accelerated Learning Skills	2.35	3.83
Marketing Management	2.7	---
Advanced Management Systems	---	3.5
Personnel and Human Resources Devlp	1.95	3.5
Managerial Budgeting	2.45	2.33
Managerial Finance	2.37	3.83
Corporate Planning	2.5	3.16
Business Computer Systems	2.15	3.5
Advanced Management Systems	3.5	---

AM F 84 - 85
Course Averages
Male/Female Distribution
Fall and Spring 1984 - 1985, Fall 1985 - 1986

	Male	Female
Accelerated Learning Skills	2.90	1.5
Marketing Management	2.81	2.25
Advanced Management Systems	3.5	---
Personnel and Human Resources Development	2.45	1.5
Managerial Budgeting	2.5	2
Managerial Finance	2.31	1.5
Corporate Planning	2.70	3
Business Computer Systems	2.5	2.25
Advanced Management Systems	3.5	---

	Group	Tiered
Course relevance to:		
Participants career objectives	-	-
Relevance to material	2.76	2.84
Overall benefit	2.46	2.92
Lecturers:		
Knowledge of subject	3.92	4.15
Presentation	2.92	3.92
Accuracy of evaluation	2.69	3.53
Peer	2.76	3.38
Compared to other COMEP lecturers	3.15	3.92

AM F 84 - 85
Overall Performance
Fall 1985 - 1986

Outstanding	...	-
Very Good	...	5
Good	...	6
Fair	...	2
Poor	...	2

SATISFACTION WITH COMEP

The majority of the participants expressed satisfaction with COMEP. Only two expressed dissatisfaction with COMEP. Both are graduates of American universities and found the programme too lecture and theory-bound in general and the classes lacking in use of case studies and the discussion which normally ensues from this type of presentation. (For further information, please see "Structured Personal Interview with COMEP Participants, Advanced Management, F '84 Group" of Spring 1984 - 1985).

CAREER DEVELOPMENT IMPACT OF COMEP

Expectations of the career development impact of COMEP were primarily in the area of self-development. The remaining options were not of significant salience.

ORGANISATION RECOGNITION

Participants' perception of organisation recognition as a result of successful completion of COMEP vary:

A   Two anticipate promotion

B   One has been offered a promotion, (that is to say an increase in responsibilities) but he was asked to wait until he has completed COMEP

C   Four think COMEP will help toward promotion but they must prove their effectiveness

D   Seven (44%) expect nothing but self-satisfaction

E   One does not need the programme and fails to understand why he was chosen

F   One claims that his Ministry knows nothing about COMEP and is unaware of its benefits

G   One had no thoughts on the subject

SUGGESTED MODIFICATIONS

Modifications suggested in Spring 1984 - 1985 were in the areas of:

A   Instructors

       1   Increase hours with specialized lecturers
       2   Selection of lecturers should not be dependent on degrees but on presentation

B   Curriculum

       1   Issue syllabus
       2   Courses are presently arranged for top management but group falls between supervisory and middle
       3   Offer: a.   electives   b.   a speech course
       4   Participants should not be treated as highly advanced students; for example, they need help in Budgeting

5   More seminars in solving administrative problems

6   More courses in: a. personnel management
                      b. general management

7   Concentration on self-image development rather than on the distillation of information

8   More case studies

9   Direct link between COMEP curriculum and BSc

10   Improved teaching aids:

     a. audio-visual material
     b. improved texts

C   Grouping participants according to needs

D   More comfortable study area

E   Enforcement of strict attendance

F   Expansion of participants' role

OVERALL ASSESSMENT

Generally, participants are happy with COMEP and appreciate what is being done. One summed his feeling by stating that the idea is very good and unusual for the Middle East:

"Our thanks to those who thought of it,

designed it and are working on it."

CONCLUSION

Participants are divided, though far from equally, into two distinct camps:

A   In need of formal education background, the majority are generally satisfied with the traditional modes and methods of instruction.

B   In need of practical discussion and case studies, a small but distinct foreign-educated minority reject traditional modes and methods of instruction. More important than the acquisition of cognitive skills is the need for introspection and the development of self-image and human relations.

RECOMMENDATIONS

A   In order to better meet the variety of training needs, electives should be offered.

B   Select lecturers who are:

1   able to adapt methods and topics to the needs of the individual groups;

2   familiar with the nature of the programme and the variety of participant needs.

GENERAL PROFILE OF PARTICIPANTS

During the Fall 1985-86 term, 17 all-male participants began in COMEP at the AM level. They represent nine private companies and two public organisations.

ADVANCED MANAGEMENT F 85-86
PARTICIPANTS ORGANISATIONS AND JOB TITLES

Organisation	Job Title
Arab Asian Bank	Assistant Manager
Arab Financial Services	Computer Manager
Arab Solidarity Bank	Assistant Vice President – Credit and Marketing
Bank of Bahrain and Kuwait	Senior Dealer
BATELCO	Personnel Officer
BATELCO	Telex Exchange Technician
BATELCO	Engineer
BATELCO	Engineer, International Transmissions
Gulf Air	Scheduling Officer
Khorrami Construction	General Manager
National Bank of Bahrain	Accounts Officer
CSB	Management Analyst (2)
CSB	Senior Classifications – Wage Analyst
Public Works Affairs	Traffic Planning Engineer
Public Works Affairs	Senior Staffing Specialist

47% (8) of the presently enrolled AM Fall 1985-86 participants are MM Spring 1983-84 graduates.

All participants hold positions entrailing significant responsibility at the managerial level in their respective organisations, their jobs being classified as follows:

A   Public Relations

B   Administration

C   Operations

D   Marketing

E   Personnel

F   Accounts

G   Customer Relations

H   Data Processing

PARTICIPANTS CAREER OBJECTIVE PROFILE

Most of the participants look forward to promotion. With the exception of one private sector participant who hopes to move across lines, the other ten private sector participants look forward to promotion and were able to identify targeted slots. Time ranged from "not sure" to ten years to "until we are number one in Bahrain and one of the biggest in the GCC". In contrast, government sector participants tended to be evasive. Of the four, three hope for promotion, but only one was able to identify a targeted slot which presently is occupied by an expatriate.

The majority perceive COMEP as helping them achieve their career objectives. Specifically, COMEP is helping them develop specialised skills, in particular, management, and is exposing them to a broad spectrum of management related target areas.

One participant with limited financial resourses noted that he had looked for an opportunity like COMEP five years ago. Unable to study on a full-time basis, COMEP allows him to work and study simultaneously. Others saw COMEP as a means to leave their present slots and possibly get into another related/unrelated field. For example, one engineer would like to leave the technical field completely and take on a management position. On the other hand, a data processor wishing to stay within his field hopes COMEP will help him move higher up in data processing related management.

ORGANISATIONAL RECOGNITION OF COMEP

In sharp contrast with the results of the Graduate/Immediate Supervisor study (Spring 1985-86) emphasising the existence of company support of COMEP participants, the group under discussion appears negative. However, it may be noted that the graduates also reflected negativism during their interviews as

trainees. It may well be that the process of graduation tinges reactions and reflections.

One third expect no recognition from their organisations as a result of successful completion of COMEP. Half said they had joined COMEP with self-development in mind. Some saw COMEP as a means towards promotion and 12.5% as a means towards promotion in the future. One participant said that his organisation had already informed him that they would not recognise COMEP. It should be noted that this organisation's views have been made known to us via participants in the past. Furthermore, it was such a negativism whether actual or rumoured which caused much discontent among Middle Management participants during Fall 1984-85. This year's participants suggested that his organisation still views COMEP as part of the 10,000 Plan.

Other responses varied:

A   The Ministry is aware of what respondent is doing.

B   The company has no idea of what the participant is doing.

C   Nothing has been said formally.

D   The participants look forward to being sent for further academic training as a result of COMEP.

One participant looking toward future promotion qualified his answer by emphasising that his company, a fairly new organisation, was not as yet well organised and presently was just looking at output. A Middle Management high distinction graduate expressed disappointment that his success was never recognised at his ministry. A third participant in need of management skills is taking COMEP in place of in-house management courses which he sees as being 'a waste of time and money'. Another noted that career planning is almost non-existent within his organisation; as a result, he charted his own path and COMEP is part of the development, he has planned for himself. The manager of one participant was against his participation in COMEP. A sixth has the maximum grade he can hope to achieve. Having reached this cul de sac, he has participated in both the Middle and Advanced levels for his own self-improvement. Given this participant's very average COMEP performance, one cannot help but wonder if the existence of job impertives would not have influenced his level of academic achievement. Both he and a colleague within the same organisation must have a BSc in order to move on. Finally, the present economic situation in Bahrain is taking its toll on how much recognition trainees can hope to receive.

COURSE RELEVANCE

Once again Personnel and Human Resource Development is perceived as the most relevant course taken thus far and is followed by Advanced Management Systems. One-third found all the courses to be relevant to career objectives.

The least relevant course was Marketing Management.

When asked to identify COMEP-acquired job-related skills, participants were able to identify 70 skills falling into the following areas:

A   Budget and Finance

B   Management

C   Communications

D   Personnel

E   Inter-personnel relations

F   Problem-solving

50% of the participants identified Budgeting in particular.

69% said that they are presently applying all the skills which they had individually identified.

ATTRITION

One participant withdrew from COMEP at the very beginning
of the term. Personal as well as work-related problems
prevented him from pursuing his COMEP goals.

PERFORMANCE

The overall GPA of this group was 2.92 with differences of
no significance between the private and public sectors.
In general, the results are quite adequate. However,
certain trainees, it was felt, did not work to their full
potential.

Courses Averages
Fall 1985 - 1986

	Class Average	No. of Participants
Accelerated Learning Skills	2.44	18
Accounting for Managers	3.55	17
Advanced Management Systems	2.97	19

Course Averages

Private/Public Sector Distribution

Fall 1985 - 1986

	Private	Public
Accelerated Learning Skills	2.44	2.87
Accounting for Managers	3.34	3.37
Advanced Management Systems	3.00	3.87

IDENTIFIED STRENGTHS AND WEAKNESSES AMONG PARTICIPANTS

AS PER COMMENTS ON FACULTY PROGRESS REPORTS

FALL 1985-86

Category	Positive Comments	No	Negative Comments	No
Effort			Insufficient Could work harder	1 5
Results	Very Good	5	Could have done better	1
	Satisfactory	4		
English Language Skills			Need improvement	5
Potential	Excellent	1	Not taking COMEP seriously	1
Attitude/ Behaviour	Conscientious Mature Hard work Good mind Responsible Good class paticipant	2 2 3 1 1 1	Not serious	1

ENGLISH LANGUAGE SKILLS

Generally speaking the group faced little if any language problem. Their English language skills, with the exception of five ('fair') were adequate.

English Language Skills Appraisal

As Per Semester Progress Reports

<u>Fall 1985 - 1986</u>

Excellent	...	2
Very Good	...	1
Good	...	9
Fair	...	5
Poor	...	-

Overall Performance

As Per Semester Progress Reports

<u>Fall 1985 - 1986</u>

Outstanding	...
Very Good	...
Good	...
Fair	...
Poor	...

ADDITIONAL COMMENTS

31.25% did not see any problems or weaknesses with the programme as it is right now. Areas identified as needing special attention were:

A   The Screening Process: more careful screening is necessary in order to avoid the variety of levels that currently exist among the Advanced Management group; while background heterogeneity is happily accepted, there should be more homogeneity with regard to professional status. To support this claim, it was stated that bosses had been rejected in place of subordinates who had been accepted to the programme.

B   Instruction:

1. Often faculty think that participants know more than actually do; as a result, discipline is lacking and trainees are not pushed to study. Some Middle Management graduates found the Middle Management atmosphere more serious.

2. One participant is still not used to the US system followed in the programme.

3. One Middle Management graduate refused to take marketing when he found out that the Advanced Management course would simply be a repitition of what he had taken in Middle Management.

4. Another Middle Management graduate would like to see more of the case studies technique followed at the Middle level. This comment is reinforced by another trainee finding the programme too academic and not job-related enough.

5. One trainee found it difficult to keep up with the reading, but readily admitted this to be his problem not that of the faculty.

6. The small class size, on the other hand, is conducive to discussion.

C   Curriculum:

1. Three hours per week per class are insufficient (one participant).

2. Two courses per semester are insufficient (one participant).

3. Having Accounting only once a month was insufficient.

4. All weaknesses sighted during last year's Middle Management interviews have been overcome.

5. The programme is helpful for those who cannot attend class full-time.

D   Public Relations:

Problems in this area are, to an extent, carryovers from previous years. It seems that no matter how clearly and how often commuriques are issued, two weaknesses still stand out -

1. Company/Ministry officials continue to have insufficient information with regard to COMEP.

2. Participants are still worried about their future after COMEP and are still requesting that Gulf Polytechnic initiate a COMEP-styled BSc programme for them. They remain uncertain of official recognition of COMEP and worry about transferability of credits.

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CONCLUSION

Generally speaking, participants are most satisfied with COMEP and appreciate the opportunity it is affording them. Significantly, career goals are being met.

RECOMMENDATIONS

A Screening of participants has been identified in the past as a problem. To circumvent this situation, the Screening Committee must spend more time with candidates and familiarise themselves with candidates' background and eligibility, as well as who is who within an organisation in order to avoid rejecting supervisors in favour cf subordinates.

B In order to maintain a teaching status quo, the COMEP syllabi must be 'firmed up'.

C There is a definite need for frequent liaison between organisations and COMEP.

During the Spring 1984-85 term, Middle Management S 83-84
participants were interviewed and asked to answer a COMEP
Assessment Questionnaire. During the course of ensuing
discussion, reference will be made to data collected from
both the interviews and the questionnaires.

GENERAL PROFILE OF PARTICIPANTS

During the Spring 1984-85, 19 MM participants continued in
COMEP. They represent five private companies and six
public organisations.

PARTICIPANTS ORGANISATIONS AND JOB TITLES
SPRING 1984-85

Organisation	Job Title
Arab Asian Bank	Assistant Manager for Accounts and Financial Control
BATELCO	Engineer Subscriber's Maintenance
BATELCO	Personnel Officer
GOSI	Analyst Programmer
Gulf Air	Cost Control Officer
Gulf Air	Statistics Assistant
Gulf Air	Hygiene Services Officer
Gulf Air	General Services Superintendent
Gulf Air	Scheduling Officer
Gulf Air	Marketing Officer
Khorrami Construction	General Manager

Organisation	Job Title
BSED	Maintenance Engineer
Civil Service Bureau	Management Analyst
Civil Service Bureau	Management Analyst
Ministry of Finance	Pension Fund Supervisor
Ministry of Finance	Senior Technician-Accounting
Ministry of Foreign Affairs	First Secretary
Ministry of State for Cabinet Affairs	Ministerial Committees Secretary
Ministry of Works, Power and Water	Senior Staffing Specialist

The male-female ratio in the class was 8.5 to one.

Male-Female Distribution
Spring 1984-85

		Male	Female	Total
Private	...	10	1	11
Public	...	6	2	8
Total	...	17	3	19

Their mean age is 31 and they have worked an average of eleven years. The class average was 2.85. Public sector participants achieved a higher cum GPA (3.23) than their private sector peers (2.56). And the ladies, while constituting only 16% of the class achieved a higher cum GPA (3.23) than their male counterparts (2.56).

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PROFESSIONAL PROFILE OF PARTICIPANTS

Within their respective organisation all participants hold
management or management-oriented positions which fall
into the following categories:

A   Accounts
B   Personnel
C   Data Processing
D   Marketing
E   Operations
F   General Services
G   Executive Assistance

Their numerous tasks can be classified as follows:

A   Auditing
B   Research
C   Budgeting
D   Personnel Issues
E   Training
F   Recruitment
G   Liaison
H   Data Processing
I   Documents
J   Recording
K   Filing
L   Correspondence
M   Scheduling
N   Follow-up
O   Planning
P   Advising
Q   Industrial Operations
R   Support Services
S   Sales Contracting
T   Maintenance

With the exception of two, all participants report directly to an immediate supervisor who in turn reports to a third party. Of the two exceptions, one as General Manager of a family-run business reports directly to the Board of Directors, and another reports directly to the Minister. Eight trainees have nobody reporting to them; on the other hand the General Manager has under his control 300 individuals including managers and engineers as well as foremen and labourers. The remaining trainees supervise on-sight staff including accounts supervisors, engineers, secretaries and maintenance staff.

More than half of the private and public sector participants have clearly defined career objective which entail upward mobility within their respective organisations and within the areas they are presently involved. Target dates are specific and range from the immediate present to ten years in the future, to such a time as one's company is number one in Bahrain. They are, therefore, assuming control of their professional future. Only one was not able to specify a date: his promotion depends largely on the Bahrainisation of top management positions in his company.

Among those who are less certain regarding their career paths, some wanted to move only out of their present slots but possibly across line; for example, one hopes to move

from accounts to sales department, and another from an engineering slot to a managerial slot. Others simply stated that they want to move up, but their goals have not as yet been formulated; as they perceive it, the extent of their upward mobility will be largely determined by the BSc and in one case the PhD.

PREVIOUS POSITIONS HELD BY PARTICIPANTS

Previous positions held by participants may be categorized as follows:

A   Engineering

B   Computer Programming

C   Supervision - Catering and Equipment

D   Management and Administration

E   Education

F   Training

G   Culture Affairs

H   General Office Work

I   Accounts

J   Personnel

EDUCATIONAL BACKGROUND OF RESPONDENTS

All participants are secondary school graduates. Two hold Bachelors degrees in Geography and Computer Sciences/Mathematical Statistics with a minor in Management respectively. In addition, many have earned diplomas and/or certificates in Bahrain and the UK in the fields of Engineering, Management, teacher training, English language, accounting and secretarial studies.

TRAINING PROGRAMME BACKGROUND OF PARTICIPANTS

Most participants have at some point participated in in-house and/or outside training programmes mainly in the field of management development as well as other miscellaneous areas. They were generally short-term (two days to four weeks) in duration. Training took place primarily in Bahrain, but also in Saudi Arabia, Tunisia, Egypt and the UK. Short-term programmes were in management, administration, personnel, communications, and training (for trainers). Medium-term (eleven weeks to nine months) training programmes were in data processing and English language, while long-term (one to three years) training programmes were in English language again and airline support services.

BARRIERS/OBSTACLES TO ATTAINING OBJECTIVES

Participants identified organisational policy and educational background as the main barriers to attaining career objectives. Dependence on formal education for advancement is reflected in participants' difficulty to identify and/or assess job-related skills they may have. They were able to list coordination, planning, communication, leadership, management, report writing and training as primary skills which they possess.

ATTRITION

Of the 22 participants originally enrolled with the MM S'83-84 group, two failed to attend classes the first semester and one did not return for the final semester (Spring 1984-85) due to low grades (cum GPA 1.00).

GRADUATION

Of the 19 participants registered during the Spring 1984-85 term, 16 (84%) graduated, four with high distinction and six with distinction. It should be noted that the four high distinction graduates are all employed in the public sector. Of the remaining three non-graduated participants, two returned to GP in Fall 1985-86 to make up for low grades.

RETURNING GRADUATES

Among the MM S'83-84 graduates, eight returned to COMEP in Fall 1985-86 to pursue at the AM level and two returned in Spring 1985-86. Thus, 50% of the MM graduates are still with COMEP at a higher level.

PERFORMANCE

MM progress reports are generally positive and reflect a high degree of motivation, above average potential to pursue studies as well as general above average performance. Although 15% did take COMEP seriously, the remaining pariticipants generally demonstrated positive qualities indicating a high success initiative.

English language skills, as indicated on progress reports, remain weak among 55% of the participants, only 10% demonstrated 'excellent' oral and writing skills and another 10% 'good' writing skills.

MIDDLE MANAGEMENT S 83-84

IDENTIFIED STRENGTHS AND WEAKNESSES AMONG PARTICIPANTS

AS PER COMMENTS ON FACULTY PROGRESS REPORTS

SPRING 1983-84, FALL AND SPRING 1983-85

Category	Positive Comments	No	Negative Comments	No
Motivation	Excellent	1	Needs to study hard	2
	High	10		
	Good	9		
	Consistent	1		
	Hard-working	8		
	Enthusiastic	2		
	Driven	1		
Potential	Excellent	9	Has not reached full	
	Very good	4	potential	1
	Above average	2	Limited	3
	Average	2	Unknown	1
	Good	15	Could produce	
			better results	6
Performance	Excellent	2	Below average	1
	Very good	7	Poor	5
	Average	2	Undistinguished	1
	Good	3	Careless mistakes	1
	Consistent	1	Irregular	1
	Improved	1		
Attitude/	Diligent	1	Not serious	1
Behaviour	Dedicated	1	Did not take COMEP	
	Enthusiastic		seriously	3
	to learn	2	Too concerned with	
	Conscientious	3	grades	1
	Irresponsible	4	Needs to be more	
	Methodical	1	organised	1
	Initiative	1	Did not study	1
	Serious	5		
	Capable	1		
	Leadership			
	qualities	1		
Participa				
tion-	Excellent	1		
	Very Good	2		

Category	Positive Comments	No	Negative Comments	No
Progress	Very good	2		
	Good	1		
	Steady	3		
Intelectual Abilities	Inquiring mind	1	Little aptitude	1
	Intelligent	1		
	Learns quickly	1		
	Too good for MM	1		
	Keen on developing managerial skills	3		
	Keen on applying skill to job	1		
Communication Skills	Good written English	2	Needs to improve English	10
	Excellent spoken and written English	2	Very weak English	1
Fluency in Management Terminology	Very Good	3	Poor	1
	Good	7		
	Made progress	1		
	Moderate	1		
Attendance			Poor	3
			Excessive absence	2
Misc	Good field experience	1	Job demands prevented better results	1

COURSE DATA AND BACKGROUND

Courses Averages
Spring 1983 - 1984, Fall and Spring 1984 - 1985

	Class Average	No. of Participarts
Accelerated Learning Skills	1.65	20
Survey of Economics	2.80	20
Organisation and Management	2.92	20
Building Management Skills	3.27	9
Quantitative Methods	2.40	19
Marketing Management	2.68	11
Introduction to Computer Programng.	2.72	18
Managerial Finance	2.85	10
Supervision and Control	3.05	9

Courses Averages
Private/Public Sector Distribution
Spring 1983 - 1984, Fall and Spring 1984 - 1985

	Private	Public
Accelerated Learning Skills	1.27	2.11
Survey of Economics	2.50	3.16
Organisation and Management	2.68	3.22
Building Management Skills	-	3.27
Quantitative Methods	2.22	2.61
Marketing Management	2.68	-
Introduction to Computer Programng.	2.45	3.06
Managerial Finance	2.77	-
Supervision and Control	-	3.18

ENGLISH LANGUAGE SKILLS

English Language Skills Appraisal
As Per Semester Progress Reports
Spring 1984 - 1985

Excellent	...	1
Very Good	...	-
Good	...	6
Fair	...	9
Poor	...	3

Overall Performance

Spring 1984 - 1985

Outstanding	...	-
Very Good	...	9
Good	...	6
Fair	...	3
Poor	...	1

FAILURES

Failing grades were noted in the following courses:

Accelerated Learning Skills	2
Building Management Skills	1
Quantitative Methods for Managers	1
Introduction to Computer Programming	1

Three of the above-mentioned 'F' grades were earned by the same person. Thus, altogether, failure was very low in this class.

CAREER DEVELOPMENT IMPACT OF COMEP

Expectations of the career development impact of COMEP were primarily in the area of self-development and secondly in improved learning skills. Promotion and broader responsibilities were not anticipated.

OVERALL EVALUATION OF COMEP

Generally, participants were pleased with COMEP and to testify to this is the high number of those who returned to the AM level. They found the programme to be work-related, useful and a means to further pursue educational goals for those not able to study on a full-time basis.

During the Fall and Spring 1984-85 terms, participants from the MM F 1984-85 group were interviewed and they answered a Participant Assessment questionnaire. During the course of the ensuing discussion, reference will be made to the results of both the interviews and the questionnaires.

GENERAL PROFILE OF PARTICIPANTS

From the original MM F 84-85 group, 12 all-male participants continued their studies in COMEP during the Spring 1984-85 term.

Participants Organisations and Job Titles

BATELCO	Public Relations Officer
BATELCO	Group Leader (2)
BATELCO	Senior Technician
BATELCO	Assistant Operations Engineer
BATELCO	Telegraph Supervisor
UBAF	Assistant Accountant
Civil Service Bureau	Head of Classification and Compensation
Gulf Polytechnic	Assistant Registrar for Records
Ministry of Finance	Senior Budget Analyst
Ministry of Finance	Accountant

During the Fall 1984-85 term, all with the exception of two participants continued in COMEP. Those who withdrew from the programmes were from Gulf Polytechnic and the Ministry of Finance.

PROFESSIONAL PROFILE OF PARTICIPANTS

All participants hold positions at the management-oriented level in their respective organisations. Their professional positions at the time of the interview, fell into the following categories:

A Information on Public Relations

B General Services

C Operations

D Accounts

E Personnel

Their numerous tasks can be classified as follows:

A Planning

B Advising

C Maintenance

D Installation

E Liaison

F Design

G Training

H Auditing

I Settlement

J Records

K Correspondence

L Press Relations

M   Marketing

N   Classification

O   Follow-up

P   Transmission

All participants report to an immediate supervisor who in turn reports to a third party. The number of tasks and persons supervised varies from nobody at all to engineers, budget analysts and clerks.

PARTICIPANTS CAREER OBJECT PROFILE

55% of the participants have clearly defined career objectives which involve upward job mobility. One participant at the top is looking for a horizontal move to eventually give him vertical mobilit;. A few look forward to attaining formal educational degrees and aim for higher positions.

PREVIOUS POSITION3 HELD BY PARTICIPANTS

Previous positions held by participants may be categorized as follows:

A   Public Relations

B   Technician - Telephone

C   Accounts

D   Planning

E   Research

EDUCATIONAL BACKGROUND OF PARTICIPANTS

All participants have completed their secondary education and two have attended universities. Most have earned diplomas and/or certificates in Bahrain and the UK in the fields of Engineering, Public Relations, Data Processing, English language and Accounts.

TRAINING PROGRAMME BACKGROUND OF PARTICIPANTS

All participants have at some point joined in-house and/or outside training programmes primarily in the fields of management, personnel and technical training. Length of time varied. Training took place in Bahrain (management and technical), Qatar (technical), Greece (personnel), UK (management and technical) and USA (personnel).

CAREER OBJECTIVES OF PARTICIPANTS

The participants are motivated, in pursuit of higher professional standards and looking forward to upward professional mobility. The majority seek to attain middle management positions and senior management positions as well as improved working conditions.

BARRIERS/OBSTACLES TO ATTAINING OBJECTIVES

According to more than 50% of the participants, job elements critical to career development are:

A   Decision Making

B   Defining problem areas for suspe-visors

C   Supervisory office/field work

D   Being creative

E   Receiving feedback

F   Having clear objectives

PERFORMANCE

The class average at the time of graduation was 2.79. Only one participant graduated with high distinction and two with distinction. Originally 20 participants were admitted to the MM F 84-85 group. Only one did not attend class. During the second semester, attrition was high: five did not register and two withdrew during the semester.

Finally, two more withdrew from the program during Fall 1985-86 term. Attrition, therefore, among this group was 50%. Reasons for withdrawal are:

No-show	1
Failure	5
Workload	2
Transfer to higher level	1
Personal reasons	1

FAILURES

Failing grades were noted in the following courses:

Accelerated Learning Skills   5

Survey of Economics   6

Organisation and Management   2

Quantitative Methods   1

With the exception of the 'F' grade in Quantitative Methods, all others took place in the first semester. Reasons were:

Inability to :ope with the course;

Poor English Language skills

A premeditated attempt to fail the program so as not to have to continue. Certain participants felt that their organisation would not give COMEP the recognition it deserved, and therefore decided they were wasting their time.

COURSE DATA

Course Averages

Fall and Spring 1984-85, Fall 1985-86

Course	Class Average	Number Parts	Private Sector	Public Sector
Accelerated Learning Skills	1.94	19	2.2	1.2
Survey of Economics	2.10	19	2.07	2.2
Organisation and Management	2.42	19	2.64	1.8
Fundamentals of Marketing	3.18	8	3.18	-
Quantitative Methods	2.54	12	2.0	2.62
Building Management Skills	2.87	4	-	2.87
Intro to Computer Prog	2.75	8	2.75	2.75
Effective Personnel Management	2.12	8	2.25	1.75
Fundamentals of Finance	2.66	6	2.66	-

English Language Skills Appraisal
as per Semester Progress Report
Fall 1985-86

Excellent	2
Very Good	-
Good	6
Fair	-
Poor	2

During the Fall 1985-86 term, 17 MM participants joined COMEP. They represent 11 private organisations and 4 public organisations.

MM F 1985-86

PARTICIPANTS' ORGANISATIONS

Private Sector:

AISCO

ALBA

Arab Banking Corporation

Bank of Bahrain and Kuwait

BATELCO

Gulf Air

Gulf Air

Khorrami Construction

Kuwait Technical Office

Saicon Construction Company

Sumitomo Corporation

YBA Kanoo

YBA Kanoo

Public Sector:
Civil Service Bureau
Ministry of Finance
Power and Works Directorate
Water Supply Directorate

Total: 15 organisations

The overall average of the class sat the end of the first semester was 2.46. There was little difference between the MOL performance - 2.49 - and that of the CSB - 2.38

COURSE DATA AND BACKGROUND

During the Fall 1985-86 term all MM F 85-86 participants took the same courses: Organisation and Management, Survey of Economics and Accelerated Learning Skills.

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MM F 84-85

Course Averages

Fall 1984-85

</div>

	Class Average	No of Participants
Accelerated Learning Skills	2.33	18
Survey of Economics	2.12	17
Organisation and Management	2.83	18

MM F 84-85

Course Averages

Private/Public Sector Distribution

Fall 1984-85

	Private	Public
Accelerated Learning Skills	2.28	2.12
Survey of Economics	2.16	2
Organisation and Management	2.82	2.87

The male-female ratio in the class was 4.25 to one.

MM F 85-86

Male/Female Distribution

Fall 1985-86

		Males	Females	Total
Private	...	11	2	13
Public	...	2	2	4
Total	...	13	4	17

MM F 84-85

Male/Female Distribution

Fall 1984-85

	Male	Female
Accelerated Learning Skills	2.35	2.25
Survey of Economics	2.16	2.00
Organisation and Management	2.82	2.87

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FAILURES

Two failures were noted in Survey of Economics. Reasons for the failures are unknown since the lecturer himself failed to submit progress reports for the class.

PERFORMANCE

The group as a whole was well motivated and worked hard to produce the best possible results. The problem appears to lie not in effort put into the course work but poor academic preparation for this level. A certain number were perhaps misplaced and would have done better at the Basic Supervision level.

Category	Positive Comments	No	Negative Comments	No
Results	Very good	1	Hopefully will do better in future	1
	Satisfactory	3		
	Fair	1		
Performance	Excellent	1	Needs to make greater effort	2
	Very good	10		
	Good	8		
	Consistent	1		
Potential	Excellent	6	Not taking advantage of potential	1
	Very good	6		
	Good	11		
	Fair	3		
Motivation	Excellent	3	Lacking	1
	Very Good	9		
	High	2		
	Good	4		

Category	Positive Comments	No	Negative Comments	No
Class Participation-	Excellent	3	Poor	7
	Very Good	7		
	Good	2		
	Fair	1		
	Relevant	2		
	Helpful	2		
Progress	Excellent	1		
	Very Good	9		
	Gooc	7		
Ability to learn	Excellent	4		
	Very good	6		
	Good	5		
	Fair	3		
English Language Skills			Need improvement	4
			Lacking	1
Academic Preparation	Belongs at higher level	2	Lacks analytical Skills	3
			Difficulty transferring skills	1
			Insufficiently developed numeracy/arithmetic related skills	3
			Lacks confidence	3

Category	Positive Comments	No	Negative Comments	No
			Needs to work hard to keep up	1
			Belongs at lower level	3
Attitude/ Behaviour	Capable	1	Not academically inclined	1
	Mature	1	Did not work hard	1
	Hard-working	4		
	Conscientious	1		

MM F 85-86

English

Fall 1985-86

Very Good	3
Good	3
Fair	6
Poor	5

MM F 84-85

Overall Performance

Fall 1984-85

Outstanding	-
Very Good	3
Good	7
Fair	4
Poor	2

PREVIOUS POSITIONS HELD BY PARTICIPANTS

Previous positions held by participants may be categorized
as follows:

A   Materials Supervision

B   Office Functions

C   Operations

D   Safety Control

E   Training

F   Administration

G   Supervision and Control

H   Mechanics

I   Sales

J   Engineering

K   Customer Services

L   Maintenance

M   Clerical Duties

N   Surveying

PARTICIPANTS CAREER OBJECTIVE PROFILE

All participants are looking forward to career mobility. For short-term objectives, time spans vary from "any time" to two or three years. Long-term goals cover five to ten years. Change is occasionally dependent on expansion and opportunities. In some cases, companies are satisfied with the participants' work and do not favour moves. In other situations, titles will remain unchanged but responsibilities will increase. Limited and unlimited opportunities are causing three individuals to seriously consider leaving their present organisations.

A   Opportunities are not available

B   One position is sought and if not obtained the individual will start his own business

C   Opportunities are available but participant wants to move around to get an overview before settling down; he may eventually decide to open his own business

EDUCATIONAL BACKGROUND OF RESPONDENTS

With the exception of one who has a primary school education, all participants have completed their secondary education. Two have attended but not completed their university studies. Four hold B.Sc degrees in:

A   Chemistry, Kuwait (1)

B   Civil Engineering, USA (2)

C   Architectural Engineering, USA (1)

In addition, most have earned diplomas and/or certificates in Bahrain, the UK and the USA in the fields of:

A   Supervision

B   English Language

C   Engineering

D   Mechanics

E   Management

G   Teacher Training

H   Shorthand - English

I   Sales

J   Arithmetic

K   Typing - English

L   Business Letter Writing

TRAINING PROGRAMME BACKGROUND OF PARTICIPANTS

With the exception of one who has not participated in company or individual training programmes*, all participants have at some point participated in in-house

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* This participant has a MSc degree

and/or outside training programmes. Short-term programmes (one - six weeks) in Bahrain, Jordan and the UK were in the areas of:

A   Public Relations

B   Management - Introduction

C   Management - Supervisor/ Development

D   Management - Construction

E   Correspondence - Writing Skills

F   Data Processing

G   Accounts - Budget

H   Information Systems

Medium-term programmes (two - nine months) in Bahrain, India and the UK were not as numerous and were in the fields of:

A   Supervision - Stores

B   Management - Managers

C   Management - Levelopment

D   Management - Introduction

E   Public Relations - Press/Job Relations

F   Personnel - Manpower Development

G   Engineering - Traffic

Long-term programmes varied in length from one to two years or were made up of a series of courses over a five or six year period. Primarily in Bahrain and the UK, programmes were in the fields of:

A   Management - Business

B   Management - Leadership

C   Management - Objectives

D   Management - Finance

E   Management - Supervision

F   Management - Administration

G   Management - Training

H   Engineering - Industrial

DATE JOINED PRESENT ORGANISATION

One-half of the participants have been with their present organisation for at least 12 years and one for 20 years. Only one participant has been with his present company for only 4 years.

CAREER OBJECTIVES OF PARTICIPANTS

The majority of the participants wish to attain senior management positions. To attain their professional goals, participants are seeking:

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A   Higher Education Qualifications

B   To upgrade Professional Qualifications in order to improve future job prospects and opportunities

One participant hopes to improve staff working conditions and staff relationships in the field and to minimize cost without affecting quality. Another includes COMEP as part of her five-year plan to leave secretarial work (which she has done) to pursue a career in administration (which she is doing). Only one participant appears to be assured of promotion and within two years. Finally, two participants from private industry and public service respectively were pessimistic about promotion:

A   Private Sector: 1   Unavailability of Bahraini to take his job;

                       2   "I am penalised by being excellent in my job!!!" At the same time, though, the participant recognized that Bahraini industry is subject to change daily and hence his situation.

B   Public Sector   Government employees are dependent on organisational policy and not their individual desires.

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COMEP-ACQUIRED JOB-RELATED S<ILLS

Although many participants listed skills directly related to COMEP courses, in general this group appear to have a firm grip on their job-related abilities. Skills fell into the following categories:

A   Communications   1   English Language

                     2   Report Writing

B   Accounts   1   Managerial Accounting

                     2   Finance

                     3   Budgeting

C   Other   1   Human Relations

                     2   Marketing (incl. Customer Relations)

                     3   Management

                     4   Personnel

                     5   Economics

                     6   Insurance Skills

                     7   Research

                     8   Training

BARRIERS/OBSTACLES TO ATTAINING OBJECTIVES

50% of the participants identified organisation policy and educational background as being equal obstacles in their career paths. More specifically, among participants who saw educational policy as a barrier:

A   One has university qualifications

B   One has attended a university but has not finished his
     degree. He is cognizant of company policy which has
     career development programmes for university graduates
     whose target positions are previously determined by
     respective departments.   (For further information,
     please see "Immediate Supervisor Questionnaire" -
     Career Path Development.)

C   Five have received extensive company training;
     however, some policies are now changing from training
     to formal education for promotion.   (For further
     information, please see "Structured Personal Interview
     with COMEP Participants, Advanced Management, F 84
     Group" of Spring 1984-85.)

Perhaps related, though, to organisation policy is one
participant who saw top management lacking in confidence
to adapt to changes and thus restricting power and
authority.

JOB ELEMENTS CRITICAL TO CAREER DEVELOPMENT

According to more than 50% of the participants, most
critical job elements to career development are:

The group appear to have performed less "brilliantly" than
their predecessors. Judging from comments made by faculty

on progress reports, lack of work and effort are not the cause. As one participant commented, the standard has since been established in COMEP and hence the grades reflect more accurately the level of participants and what they are actually able to achieve. Studying the grades of the AM Spring 1983-84, one is aware of a strong persuance for high grades, i.e. 'C' and above, whereas 'D' grades are not uncommon among the AM Fall 1984-85 participants. 'F' still remains "unknown" at this level. One lecturer said: "How can I fail a high ministry official?"

Class participation appears to have been a problem due to an extent to the inadequate background of many in Accounting and Finance as well, perhaps, to the questionable eligibility of certain participants to be at the AM level. On the other hand, some participants needed more advanced programme than COMEP.

ADVANCED MANAGED F 84-85

IDENTIFIED STRENGTHS AND WEAKNESSES AMONG PARTICIPANTS

AS PER COMMENTS ON FACULTY PROGRESS REPORTS

FALL AND SPRING 1984-85, FALL 1985-86

Category	Positive Comments	No	Negative Comments	No
Performance	Excellent	2	Erratic	1
	Average	1	Poor	4
	Steady	2	Marginal	1
	Fair	1	Weak	1
	Improved	1	Work interfered with performance	1

Category	Positive Comments	No	Negative Comments	No
	Took work in progress seriously	1		
Progress	Very good	3	Poor	5
	Good	4		
	Fair	3		
Results	Excellent	4	Poor	1
	Satisfactory	1	Disappointing	1
	Consistent	1	Had hoped better	8
	Improved	1		
Motivation	Very good	14	Poor	6
	Good	12	Wanted to fail	1
	Fair	2		
Participation-	Excellent	5	Poor	9
	Very Good	2		
	Good	5		
	Fair	1		
	Affirmative	1		
	Model participant	1		
	Excellent student	1		
English Language Skills	Excellent	2	Comprehension limited	1
	Very good	2	Reading skills need improvement	1
	Much improvement	1	Needs to improve	4
			Not up to AM level	1

Category	Positive Comments	No	Negative Comments	No
Potential	Excellent	10	Poor	3
	Tremendous	2		
	Very good	15		
	Good	8		
	Fair	4		
Preparation /Background	Could benefit from academically more vigorous and demanding programme	1	Eligibility for AM questionable	2
			Does not belong in AM	2
	Could benefit from MBA programme	1	Weak academically	1
	Good financial/ accounting background	1	Needs to develop analytical skills	1
	Good all around commercial background	1	Insufficient financial/account-ing background	1
	ing specific issues		Difficulty focus-l	
			Difficulty coping with Corporate Planning material	1
Effort	Great improvement	1	Must work hard	5
	Analytical mind	1	More enthusiasm	1
	Probing mind	1	Too mechanical	1
Attitude/ Behaviour	Excellent mind	1	Reluctant	1
	Agile mind	1	Negative attitude	1
	Well organised	1	Excessive absences	1
	Moderate student	1	Failure to sit exam(s)	1
	A leader	2	Failure to turn in assignments	4

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Category	Positive Comments	No	Negative Comments	No
	Capable	1	Limited capacity	1
	Eager to learn	1	Not enough studytime	1
	Very serious	2		
	Concern for progress and development	1	Elderly age (42) a handicap	1
	Intelligent	6		
	Hard-working	9		
	Mature	8		
	Responsible	8		
	Reliable	4		
	Initiative	6		
	Drive	5		
	Conscientious	1		
	Diligent	1		
	Very thorough in his assignments	1		
	Forthright	1		
	Cooperative	1		
	Thoughtful	2		
	Worked steadily	2		
	Perceptive	1		
	Enthusiastic	2		
	Imaginative	2		
	Well prepared	3		
	Very interested in courses	1		
	Good leadership qualities	1		

ENGLISH LANGUAGE SKILLS

Twenty percent were sighted as having "excellent" English language skills. The rest ranged between good (40%) and fair (40%). However, lecturer's assessments vary and one participant was noted for having inadequate English for the AM level.

AM F 84 - 85

English Language Skills Appraisal

As Per Semester Progress Reports

Fall 1985 - 1986

Excellent	...	3
Very Good	...	-
Good	...	6
Fair	...	6

AM F 84 - 85
Courses Averages
Fall and Spring 1984 - 1985, Fall 1985 - 1986

	Class Average	No. of Participants
Accelerated Learning Skills	2.69	13
Marketing Management	2.7	10
Advanced Management Systems	3.5	3
Personnel and Human Resources Devlp	2.3	13
Managerial Budgeting	2.43	15
Managerial Finance	2.66	15
Corporate Planning	2.63	15
Business Computer Systems	2.46	13
Advanced Management Systems	3.5	2

AM F 84 - 85

Course Averages

Private/Public Sector Distribution

Fall and Spring 1984 - 1985, Fall 1985 - 1986

	Private	Public
Accelerated Learning Skills	2.35	3.83
Marketing Management	2.7	---
Advanced Management Systems	---	3.5
Personnel and Human Resources Devlp	1.95	3.5
Managerial Budgeting	2.45	2.33
Managerial Finance	2.37	3.83
Corporate Planning	2.5	3.16
Business Computer Systems	2.15	3.5
Advanced Management Systems	3.5	---

AM F 84 - 85

Course Averages

Male/Female Distribution

Fall and Spring 1984 - 1985, Fall 1985 - 1986

	Male	Female
Accelerated Learning Skills	2.90	1.5
Marketing Management	2.81	2.25
Advanced Management Systems	3.5	---
Personnel and Human Resources Development	2.45	1.5
Managerial Budgeting	2.5	2
Managerial Finance	2.31	1.5
Corporate Planning	2.70	3
Business Computer Systems	2.5	2.25
Advanced Management Systems	3.5	---

	Group	Tiered
Course relevance to:		
Participants career objectives		
Relevance to material	2.76	2.84
Overall benefit	2.46	2.92
Lecturers:		
Knowledge of subject	3.92	4.15
Presentation	2.92	3.92
Accuracy of evaluation	2.69	3.53
Peer	2.76	3.38
Compared to other COMEP lecturers	3.15	3.92

AM F 84 - 85

Overall Performance

Fall 1985 - 1986

Outstanding	...	-
Very Good	...	5
Good	...	6
Fair	...	2
Poor	...	2

SATISFACTION WITH COMEP

The majority of the participants expressed satisfaction with COMEP. Only two expressed dissatisfaction with COMEP. Both are graduates of American universities and found the programme too lecture and theory-bound in general and the classes lacking in use of case studies and the discussion which normally ensues from this type of presentation. (For further information, please see "Structured Personal Interview with COMEP Participants, Advanced Management, F '84 Group" of Spring 1984 - 1985).

CAREER DEVELOPMENT IMPACT OF COMEP

Expectations of the career development impact of COMEP were primarily in the area of self-development. The remaining options were not of significant salience.

ORGANISATION RECOGNITION

Participants' perception of organisation recognition as a result of successful completion of COMEP vary:

A   Two anticipate promotion

B   One has been offered a promotion, (that is to say an increase in responsibilities) but he was asked to wait until he has completed COMEP

C   Four think COMEP will help toward promotion but they must prove their effectiveness

D   Seven (44%) expect nothing but self-satisfaction

E   One does not need the programme and fails to understand why he was chosen

F   One claims that his Ministry knows nothing about COMEP and is unaware of its benefits

G   One had no thoughts on the subject

SUGGESTED MODIFICATIONS

Modifications suggested in Spring 1984 - 1985 were in the areas of:

A   <u>Instructors</u>

    1   Increase hours with specialized lecturers

    2   Selection of lecturers should not be dependent on degrees but on presentation

B   <u>Curriculum</u>

    1   Issue syllabus

    2   Courses are presently arranged for top management but group falls between supervisory and middle

    3   Offer: a. electives
                 b. a speech course

4   Participants should not be treated as highly advanced students; for example, they need help in Budgeting

5   More seminars in solving administrative problems

6   More courses in: a. personnel management
                       b. general management

7   Concentration on self-image development rather than on the distillation of information

8   More case studies

9   Direct link between COMEP curriculum and BSc

10 Improved teaching aids:

    a. audio-visual material
    b. improved texts

C   Grouping participants according to needs

D   More comfortable study area

E   Enforcement of strict attendance

F   Expansion of participants' role

OVERALL ASSESSMENT

Generally, participants are happy with COMEP and appreciate what is being done. One summed his feeling by stating that the idea is very good and unusual for the Middle East:

"Our thanks to those who thought of it, designed it and are working on it."

CONCLUSION

Participants are divided, though far from equally, into two distinct camps:

A   In need of formal education background, the majority are generally satisfied with the traditional modes and methods of instruction.

B   In need of practical discussion and case studies, a small but distinct foreign-educated minority reject traditional modes and methods of instruction. More important than the acquisition of cognitive skills is the need for introspection and the development of self-image and human relations.

RECOMMENDATIONS

A   In order to better meet the variety of training needs, electives should be offered.

B   Select lecturers who are:

    1   able to adapt methods and topics to the needs of the individual groups;

    2   familiar with the nature of the programme and the variet/ of participant needs.

APPENDIX F - CONTINUING MANAGEMENT EDUCATION PROGRAMME -

IMMEDIATE SUPERVISOR QUESTIONNAIRE - A REPORT

May 1985

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INTRODUCTION

A major part of evaluating COMEP as it is currently implemented at Gulf Polytechnic is to interact with the Immediate Supervisors of participants and elicit their assessment of the situation. Such assessment will necessarily involve a number of key variables:

A. The career profile of Supervisors of COMEP participants.

B. Types of human resource planning presently implemented in their organizations: the quality of human resources available undoubtedly affects the credibility of their feedback.

C. Methods used to determine training needs in organizations and how these needs are matched with specific training programmes available.

D. Methods used by Supervisors to handle the career planning function: how formal, systematic and well planned is their approach.

E. Methods used by Supervisors to facilitate transfer of COMEP acquired skills to job situations.

F. Supervisors' awareness of the importance of identifying certain variables as critical to participants' career maturation: development of certain skills, concepts and specific management expertise.

G. Supervisors' expectations from COMEP.

H. Comparison of COMEP to similar programmes Supervisors are/have been aware of in order for us to put COMEP in perspective.

I. Supervisors' suggested curriculum modifications.

BACKGROUND

Immediate Supervisors of COMEP participants were invited to attend a meeting with Dean Ibrahim Al-Hashemi on May 1, 1985. 16 Immediate Supervisors representing 12 organisations (8 private sector, 4 public sector) attended the meeting.

The purpose of the meeting was:

A. to familiarize the guests with COMEP;

B. to emphasise the importance of their role in the on-going process of upgrading, improving and

maintaining high academic standards in COMEP through continued dialogue, assessment and evaluation;

C. to distribute the Immediate Supervisor Questionnaire, a means to evaluate COMEP and the transferability of skills acquired by the COMEP participants from the Supervisors' perspective.

The Dean explained that the questions elicit responses of a descriptive nature and are necessary in order to improve COMEP. Respondents were also told that should they wish to add information, modify the questions, or make any comments and/or suggestions regarding the format and/or the questions, they should feel free to do so. The Dean also emphasized the urgency to answer the questionnaire and asked that respondents have them ready within a week to ten days. [For a Summary Report of this meeting, see Appendix D]

METHOD

The Immediate Supervisors left the above-mentioned meeting with two copies of the questionnaire. Within ten days, Mr Khalid Ateeq contacted individuals involved, made appointments to see them, and went to their respective offices to collect the questionnaire. During his meetings with the supervisors, Mr Ateeq answered numerous questions

regarding the objectives of COMEP and the differences between levels. At times, supervisors were given an overview of COMEP.

CONSTRAINTS

Keeping in mind that 57 trainees from 25 private and public organisations participated in COMEP during the Spring 1984-85 term. 75.43% of the participants and 80% of the organisations are represented by respondents in this questionna re.

GENERAL PROFILE OF RESPONDENTS

Thirty four * immediate supervisors representing 43 participants and 20 organisations (11 private and 9 public) responded [see Table I]. Respondents supervise COMEP trainees at the Advanced and Middle Management levels:

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* As Head of the 10,000 Training Plan Section at the Ministry of Labour (MOL), the MOL respondent does not supervise any particular trainee but represents the views of his organisation.

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Number of Trainees Represented
by Supervisors According to Level

Advanced Management   25

Middle Management   <u>18</u>

             Total   <u>43</u>

[see Table I]

PROFESSIONAL PROFILE OF RESPONDENTS

Entailing significant responsibility within their respective organisations, respondents' management level - management positions are slotted according to the following function areas:

A. Personnel

B. Accounts and Finance

C. Training

D. Engineering

E. Administration

F. Operations

G. Marketing

H. Support Services

[see Tables IV and V]

Their numerous tasks can be classified as follows:

1. Forecasting and Planning
2. Personnel Issues
3. Labour Relations
4. Support Services
5. Public Relations
6. General Accounting
7. Training Implementation
8. Liaison
9. Bahrainisation
10. Airport Services
11. Recruitment
12. Payroll
13. Financial Auditing and Control
14. Correspondence
15. Budgeting
16. Supplies and Maintenance
17. Sales and Contracting
18. Operations
19. Customer Services
20. Distribution
21. Marketing
22. Catering
23. Policy Making
24. Management
25. Advising
26. Manpower and Development
27. Consular Services
28. Administration
29. Engineering

The number of persons supervised by the respondents varies from 1 to 560 employees directly involved in airport services and management [see Table VI].

HUMAN RESOURCES PLANNING

Methods used for Human Resource Planning are evenly
distributed among Informal, 20%, and Semi-formal, 17.14%.
Formal methods are favoured by 28.57% of the
organisations, the majority of which, 70%, were private.
Comprehensive methods were favoured by 31.42% of the
organisations of which the majority were again private
(63.63%) [see Tables VII and VIII].

CAREER PATH DEVELOPMENT

A limited number of organisations (14) in either the
private or public sectors appear to have developed
specific career paths for their COMEP trainees. However,
it should be noted that the question was interpreted by
many, if not by most, in a general vein to mean "Had the
organisation thought about advancement after successful
completion of COMEP?" To this, the majority responded
affirmatively, although many wavered and hesitated to give
a definite 'yes'. Thus, the interpretation of Tables IX,
X and XI should be with this vacillation/uncertainty in
mind.

A definite 'yes' came from one CSB respondent representing
two Middle Management participants. Significantly this
respondent's job title is "Chief Organisation and Manpower

Management", and it may, therefore, be safely assumed that he understood the question and was able to answer accordingly. He then went on to describe the process. Another respondent from the same organisation was able to outline the career path participants were expected to follow, although his answer was vague, ie, the development of career paths 'sort of' exists. In addition to the organisation just cited, others with relatively clear career paths mentioned the following:

A. While the development does exist for employees, this particular participant had reached his limit within the company.

B. While it exists for most participants, two in particular (one Advanced Management and one Middle Management) do not as yet qualify. Within this particular company, from which we have many participants, the career plan is based on a five-year plan drawn up for each participant and dependent on job vacancies, qualifications, experience and potential for development.

C. The participant does not qualify because he is not a university graduate.

D. Bahrainisation plays an essential role.

E. In general and among most organisations, COMEP, is seen as a means towards promotion and self-development.

In few cases, however, were the supervisors able to outline the process clearly. Answers were typically:

A. Upon completion of study a training programme is drawn up and after the trainee is assigned a supervisory position held by an expatriate.

B. Planned 'toward a logical management succession'.

C. Slots already known.

D. Five-year development scheme.

Many respondents either:

a. are unsure of company procedures with regards to career path development, or;

b. interpreted career path development to mean that employees sent to COMEP:

1. were to improve/attain -

   knowledge

   skills

   qualifications

   on-the-job experience

   ability to assume responsibility

   professional level

2. were to meet/fill -

   promotion qualifications

   organisation needs

   job vacancies

   Bahrainisation needs

3. and would be judged according to the above as well
   as -

   experience

   potential

   progression

   attitude

   job requirement absorption

TRAINING NEEDS

Few organisations were actually able to identify methodology used in determining training needs. Mentioned were:

A. Manpower statistics

B. Visits to companies

C. Job requirements:

    1. Practical

    2. Academic

D. Profession

E. Bahrainisation

F. Training Department surveys and studies

G. Review of training recommendations from supervisors

H. Annual assessment based on appraisal of employee's on-the-job performance as well as job requirements

I. Anticipated and future needs, eg, new technology, expansion of business, new services.

Training needs are matched with candidate needs according to:

A. Job requirements (26.47%)

B. Training programmes available and if they meet needs (58.82%)

C. Candidates qualifications, background and experience (26.47%)

D. Future employment needs (5.88%).

[see Table XII]

In general, job requirement/description was the most important factor. Only one respondent mentioned future employment needs specifically.

SELECTION TO COMEP

The majority (70%) agreed that organisational needs are a strong factor determining selection to COMEP. Both the public and private sectors agreed on the ranking of priority bases for selection to COMEP:

Basis for Selection	Private	Public
Organization needs	71.42%	69.20%
Job Performance	42.85%	53.84%
Educational Background	42.85%	53.80%
Position	33.33%	53.80%
Motivation	23.80%	46.10%
Seniority	9.52%	7.70%

[see Tables XIII and XIV]

COMEP MONITORING

Participants' COMEP experience is monitored mainly by means of performance evaluation (82.35%) [see Table XV]. Communication Skills (73.52%) along with decision making (64.7%), improving function skills, defining problem areas and coordinating (all 64.7%) were identified as job elements most critical to participants' development in the private and public sectors [see Table XVI and XVIII].

Least critical were:

Monitoring key business indicators   20.58%

Using different skills   20.58%

Acquiring clerical skills   11.76%

More specifically, and at the various levels, critical job elements are as follows:

Advanced Management:

Decision making   92%

Improving communications skills   88%

Delegating   80%

Middle Management:

Improving communication skills   66.66%

Decision making   55.55%

Defining problem areas   55.55%

Improving function skills   55.55%

[see table XVIII]

CAREER DEVELOPMENT IMPACT

With both sectors, the career development impact was
expected to be primarily in self-development (88.23%) and
secondly in new ideas gained (64/7%). Least important was
promotion (32.35%) [see Table XIX]

Although there are seemingly similar priorities between
the Advanced and Middle Management, they should be
reviewed from the perspective of the funct ons, needs and
parameters of the two levels.

Among all sectors and levels, the career development
impact was expected to be primarily in self development
and secondly in new ideas gained. Least important was
promotion. Although there are seemingly similar
priorities among the various levels, they should be
reviewed from the perspective of the functions, needs and
parameters of each level:

A. Middle Management: Self-development may include intellectual and professional awareness development (new ideas gained).

B. Advanced Management: Self-development may include intellectual and professional awareness (new ideas gained) as well as managerial skills development.

[see Table XX]

TRANSFER OF PARTICIPANTS' COMEP-ACQUIRED SKILL TO JOB PERFORMANCE

Both private and public sectors preferred performance monitoring and appraisal (79.41%), although, as the responses indicate, a variety of methods may be used by one particular organisation [see Table XXI].

MOST/LEAST APPEALING COMEP FEATURES

Self-development is the most appealing COMEP feature (79.41%) [see Table XXII]. Many respondents failed to identify an unappealing feature, but class schedule was identified by 20.58% as being a problem as was the relevance of the programme to participants' jobs (20.58%) [see Table XXIII].

Ten respondents failed to identify changes/improvements in on-the-job performance. Three wished to withhold judgment until participants had completed COMEP, and three gave no answer at all. However, the remaining respondents observed the following changes/improvements:

A. Inter-personal relations; ability to:
  1. Delegate
  2. Motivate staff
  3. Guide staff
  4. Accept guidance/advice

B. Behavioural changes:
  1. Acceptance of increased responsibility
  2. Improved job performance
  3. Enhanced sense of professionalism
  4. Ability to determine priorities
  5. Application of time management
  6. Ability to transfer theory to practice
  7. Improved thinking process

C. Skills improvement:
  1. Problem solving
  2. Supervision
  3. Assessment
  4. Budgeting
  5. Finance/Accounting
  6. Report writing
  7. English language
  8. Management
  9. Organisation
  10. Management Information Systems
  11. Strategic Planning
  12. Manpower Planning
  13. Determining Priorities

[see Table XXIV]

SUGGESTED MODIFICATIONS

Suggested modifications in the COMEP curriculum pertained to:

A. Course offfering,
B. Methodology,
C. Liaison with organisations,
D. The need to keep abreast o: the 'state of the art'.

44.11% of the respondents did not comment on this question for the following reasons:

A. No answer/No comments   29.41%
B. No knowledge of COMEP   5.88%
C. No specific modification in mind   5.88%
D. No comment until participants' have
   completed the programme   2.94%

[see Table XVI]

OVERALL ASSESSMENT

Overall COMEP was generally well perceived by the respondents. Assessment of the programme was as follows:

A. Excellent   -
B. Very Good   44.11%
C. Adequate   35.29%
D. Generally Inferior   -
E. Very Poor   -

[see Table XVI]

CONCLUSION

During his meetings with Supervisors, Mr Ateeq found them enthusiastic with regard to COMEP but lacking thorough understanding of the goals and objectives. They very much favoured more direct contact with the COMEP administration and faculty.

In conclusion the following may be noted:

A. The greatest response came from Advanced Management (AM) participant Supervisors, perhaps an indication of the organisations' perception of the importance of COMEP training at this level.

B. Career path development varies from one organisation to another; generally, while apparent at the higher managerial levels, respondents were not able to describe the process.

C. Availability of training programmes is a primary factor in determining needs.

D. COMEP was expected to have a career development impact primarily in self-development and new ideas gained. Participation in COMEP does not appear to directly affect promotion and is based on organisational needs.

APPENDIX   1

IMMEDIATE SUPERVISOR QUESTIONNAIRE

GULF POLYTECHNIC

CONTINUING MANAGEMENT EDUCATION PROGRAMME (COMEP)

<u>Immediate Supervisor Questionnaire</u>

Your role as the immediate supervisor of a COMEP participant makes you a valuable resource for evaluating the programme and improving its quality. Such is the purpose of this questionnaire to which you are kindly invited to respond. Your cooperation is highly appreciated.

1. Name of Organization:

2. Name of Supervisor:

3. Job Title:

4. Briefly describe your responsibilities:

5. Number of subordinates reporting to you:

6. Name(s) of participant(s) in COMEP:

7. What sort of human resource planning is undertaken at your organization?

        ____ Informal

        ____ Semi-formal

        ____ Formal

        ____ Comprehensive

8. Has your organization developed a career path for each participant sent to COMEP? If yes, please describe the process.

9. On what basis do you select candidates for COMEP? Please check below.

        ____ Position

        ____ Organizational needs

        ____ Educational background

        ____ Motivation

        ____ Seniority

        ____ Job Performance

        ____ Others (please specify)

10. How do you go about determining training needs? Please provide specific description of the methodology used.

11. How do you match training programmes with candidate needs?

12. Do you measure the performance of a trainee before and after completion of a training programme? Please explain.

13. Do you feel participants in COMEP are applying acquired classroom skills to job categories? If yes, can you give some illustrations. If not, why not?

14. Please check job elements critical to the participant's development.

___ Improving function skills   ___ Handling uncertainty

___ Delegating   ___ Making decisions

___ Acquiring clerical skills   ___ Improving communication skills

___ Coordinating   ___ Using different skills

___ Defining problem areas for supervisor attention   ___ Working under pressure

___ Giving feedback   ___ Monitoring key business indicators

___ Learning a different part of the department's operation   ___ Others (please specify)

15. Do you hold supervisor-subordinate meetings to discuss the subordinate's career plans and progress? If not, why not?

16. Do you monitor progress toward career objectives? If yes, please check below:

    ____   Through performance evaluation

    ____   Periodic review meetings

    ____   Others (please specify)

17. What are your expectations of participant's career development impact of COMEP?

    ____   Promotion

    ____   Broader responsibilities

    ____   Self-development

    ____   Improved learning skills

    ____   New ideas gained

    ____   Others (please specify)

18. How would you compare COMEP with similar programmes you are familiar with?

    ____   Very poor

    ____   Generally inferior

    ____   Adequate

    ____   Very good

    ____   Excellent

19. Would you single out one or more COMEP feature that you find most appealing.

     ____ .Practical value

     ____ Thoroughness -(comprehensiveness, scope of coverage)

     ____ Flexibility

     ____ Relevance to job

     ____ Helpful to self-development

     ____ Follow-up methodology (procedures, methods, etc.)

     ____ Others (please specify)

20. Would you single out one or more COMEP feature that you find least appealing.

     ____ Class schedule

     ____ Quality of instruction

     ____ Reading materials covered

     ____ Advising

     ____ Relevance to job

     ____ Others (please specify)

21. Would you care to suggest any modifications in COMEP curriculum (such as adding, modifying or deleting subjects).

22. What specific steps do you plan to take to facilitate transfer of COMEP-acquired job skills to job performance for participants?

____ Coaching

____ Workshop

____ Preceptor feedback

____ Supervisor follow-up

____ Training officer reports

____ Performance monitoring and appraisal

____ Others (please specify)

APPENDIX 2

DATA AND TABULATIONS

TABLE I - RESPONDENTS ACCORDING TO PUBLIC/PRIVATE SECTORS

Public	13
Private	21
Total	34

TABLE II - PRIVATE ORGANISATIONS REPRESENTED
IN THE QUESTIONNAIRE

Organisation	Number of Respondents	Participants Number	Level
Al Ahlia Insurance Co	1	1	AM
Aluminium Bahrain (ALBA)	1	5	AM
Arab Asian Bank	1	1	MM
Bahrain Airport Services	1	1	AM
BANOCO	1	1	AM
BATELCO	8	10	MM 6
			AM 4
Gulf Air	3	3	MM 1
			AM 2
NCR	1	1	AM
The Regency Inter-continental Hotel	1	1	AM
UBAF	1	1	AM
Y B A Kanoo	2	2	AM

TABLE III - PUBLIC ORGANISATIONS REPRESENTED

IN THE QUESTIONNAIRE

Organisation	Number of Respondents	Participants Number	Level
Civil Service Bureau (CSB)	2	4	MM 3
			AM 1
General Organisation for Pension Fund Commission	1	1	MM
Ministry of Finance and National Economy	3	3	MM
Ministry of Foreign Affairs	1	3	MM 1
			AM 2
Ministry of Health	1	1	AM
Ministry of Housing	1	2	AM
Ministry of Labour	1	none	
Ministry of State for Cabinet Affairs	1	1	MM
Ministry of Works, Power and Water	2	2	AM

TABLE IV - JOB TITLES HELD BY RESPONDENTS
REPRESENTING PRIVATE ORGANISATIONS

General Manager

Executive Assistant Manager

Manager Administration

Assistant Personnel Manager

Acting Training Manager

Manager Finance

Assistant Manager Accounts and Finance

Assistant Group Finance Manager

Commercial Manager

Sales Manager

Assistant Manager Marketing Services (GCC)

Manager Traffic Services

Manager Inventory Management

Manager Catering and Cabin Services

Communications Engineer

Director, Field Engineering (Gulf)

Engineer ELO Exchanges

Operations Engineer

Earth Station Engineer

Engineer Network Planning

TABLE V - JOB TITLES HELD BY RESPONDENTS
REPRESENTING PUBLIC ORGANISATIONS

Director of Administration, Financial and Consular Affairs

Director Administration and Finance

Chief of Public Administration Sector

Head of 10,000 Training Plan Section

Chief of Organisation and Manpower Management

Chief, Classification and Compensation

Head of Pension and Indemnity Section

Chief of Accounting Systems Development

Chief Financial Accounting

Director of Services

Divisional Manager, Traffic

Department Manager, Design and Traffic

Construction Manager

TABLE VI - NUMBER OF SUBORDINATES REPORTING
TO PARTICIPANTS

No of Subordinates (direct/indirect)	No of Respondents
1 - 5	13
6 - 10	8
11 - 15	3
16 - 20	3
50 - 95	5
560	1
No answer	1
Total	34

TABLE VII - HUMAN RESOURCE PLANNING

Planning Method	No of Responses
Informal	7
Semi-formal	6
Formal	10
Comprehensive	11
No answer	1
Total	35

T A B L E   VIII

HUMAN RESOURCE PLANNING
ACCORDING TO SECTOR

	Informal	Semi-Formal	Formal	Compre-hensive	No Answer	No of Respondents
Private Sector Banking	–	1	–	1	–	2
Oil, Gas, Steel	1	–	1	–	–	2
Telecommunications	–	–	2	5	–	..7
Travel/Tourism	1	1	3	–	–	5
Others	1	2	1	1	–	5
Government	4	2	3	4	1	14
Total	7	6	10	11	1	35

TABLE IX - ORGANISATIONAL DEVELOPMENT OF CAREER
PATHS FOR COMEP PARTICIPANTS ACCORDING
TO PRIVATE/PUBLIC SECTORS

| Answers | No of Responses | | Total |
	Private	Public	
Career path development exists	10	4	14
Nothing specific	2	3	5
Unknown/Uncertain	1	1	2
Career path development	8	2	10
No answer	1	2	3
Totals	22	12	34

TABLE X - ORGANISATIONAL DEVELOPMENT OF CAREER
PATHS FOR COMEP PARTICIPANTS ACCORDING
TO AM/MM LEVELS

| Answers | Level | |
	AM	MM
Career path development exists	9	9
Nothing specific	7	3
Unknown/Uncertain	2	-
Career path development	6	4
No answer	1	2
Totals	25	18

40

TABLE XI - RELATIONSHIP BETWEEN CAREER PATH
DEVELOPMENT AND COMEP

Reasons for COMEP Participation		Number of Responses
Improve/attain:	Knowledge	2
	Skills	1
	Qualifications	2
	On-the-job performance	1
	Ability to assume responsibilities	1
	Professional level	3
Meet/fill:	Promotion qualifications	3
	Organisation needs	1
	Job vacancies	3
	Bahrainisation needs	1
Judged according to above plus:	Experience	3
	Potential	2
	Progression	1
	Attitude	1
	Job requirement absorption	1
	Logical management succession	1
	Staff development thought it appropriate	1
	Total	28

TABLE XII - METHODS USED TO MATCH TRAINING PROGRAMMES
WITH CANDIDATE NEEDS ACCORDING
TO PRIVATE/PUBLIC SECTORS

Responses	No of Responses		Total
	Private	Public	
Job requirement	6	3	9
Training programmes available	2	-	2
Match programme with candidate/company needs	10	8	18
Qualifications	5	4	9
Future employment needs	1	1	2
Self-development	2	-	2
Bahrainisation	-	1	1
Unknown	-	2	2
Not applicable	-	1	1
No answer	-	-	-
Totals	26	20	46

TABLE XIII - BASIS OF CANDIDATE SELECTION TO COMEP
ACCORDING TO PRIVATE/PUBLIC SECTORS

| Basis for selection | No of Responses | | Total |
	Private	Public	
Position	7	7	14
Organisational needs	15	9	24
Educational Background	9	7	16
Motivation	5	6	11
Seniority	2	1	3
Job-performance	9	7	16
Others: Individual request	2	-	2
Potential	1	-	1
Bahrainisation	1	-	1
No answer	-	2	2
Totals	51	39	90

T A B L E XIV

BASIS FOR SELECTION TO COMEP
ACCORDING TO SECTOR

	Position	Organizational Needs	Educational Background	Motivation	Seniority	Job Performance	Others	No Answer	No Responses
Private Sector:									
Banking	-	2	-		-		-		2
Oil, Gas and Steel	1	2	1	1	1	2	-		8
Telecommunications	3	4	2	3	-	1	1		14
Travel/Tourism	1	3	2	1	1	3	2		12
Others	3	4	4	2	-	3	1		17
Government	7	9	8	6	1	7	-	2	40
Total	14	24	17	13	3	16	4*	2	93

*Other:
a. individual request 2
b. potential 1
c. Bahrainization 1

TABLE XV - METHOD(S) USED TO MONITOR PROGRESS

TOWARDS CAREER OBJECTIVES (16)

Basis for selection	No of Responses		Total
	Private	Public	
Through performance evaluation	16	12	28
Periodic review meetings	10	8	18
Others: Continuous assessment tests	1	-	1
Informality	1	-	1
Goal setting sessions	1	-	1
No answer	1	1	2
Totals	30	21	51

TABLE XV: - JOB ELEMENTS CRITICAL TO PARTICIPANTS'
DEVELOPMENT ACCORDING TO PRIVATE/PUBLIC SECTORS

Responses	No of Responses		Total
	Private	Public	
Improving function skills	12	9	21
Delegating	12	8	20
Acquiring clerical skills	3	1	4
Defining problem areas for supervisor attention	17	7	24
Coordinating	15	6	21
Giving feedback	11	6	17
Learning a different part of the departments' operation	11	4	15
Handling uncertainty	10	4	14
Making decisions	14	8	22
Improving communication skills	16	9	25
Using different skills	5	2	7
Working under pressure	12	7	19
Monitoring key business indicators	4	3	7
Others: Advanced Financial & Management Acc.	1	-	1
Motivating subordinates	-	1	1
No answer	-	1	1
Totals	143	76	219

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T A B L E XVII

JOB ELEMENTS CRITICAL TO PARTICIPANTS' DEVELOPMENT ACCORDING TO JOB SECTOR

	Banking	Gas, Oil, Steel	Telecom- munications	Travel/ Tourism	Others	Government	No of Responses
Improving function skills ...	1	1	5	1	4	9	21
Delegating ...	–	2	6	2	2	8	20
Acquiring clerical skills ...	1	1	1	–	1	1	4
Coordinating ...	2	2	5	2	4	6	21
Defining problem areas ...	1	1	6	3	3	7	21
Giving feedback ...	1	1	6	1	2	6	17
Learning a different part of the department's operations ...	–	2	4	2	3	4	15
Handling uncertainty ...	–	1	4	2	3	4	14
Making decisions ...	–	2	6	2	4	8	22
Improving communication skills ...	1	2	6	3	4	9	25
Using different skills ...	–	1	1	1	2	2	7
Working under pressure ...	1	1	4	3	3	7	19
Monitoring key business indicators ...	–	–	1	1	2	3	7
Others: ...	1	–	–	–	1	–	4
Advanced Financial and Management Accounting	1	–	–	–	–	1	1
Motivating subordinates ...	–	–	–	–	1	–	1
No answer ...	–	–	–	–	–	1	1

TABLE XVIII - JOB ELEMENTS CRITICAL TO PARTICIPANTS'

DEVELOPMENT ACCORDING TO COMEP LEVEL

Responses	No of Responses		Total
	FM	MM	
Improving function skills	12	10	22
Delegating	20	8	28
Acquiring clerical skills	1	2	3
Defining problem areas for supervisor attention	19	10	29
Coordinating	22	7	29
Giving feedback	19	10	29
Learning a different part of the departments' operation	14	6	20
Handling uncertainty	14	5	19
Making decisions	23	10	33
Improving communication skills	22	12	34
Using different skills	9	3	12
Working under pressure	20	7	27
Monitoring key business indicators	6	2	8
Others: Advanced Financial & Management Acc.	-	1	1
Motivating subordinates	1	-	1
No answer	2	1	3
Totals	204	90	294

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TABLE XIX - COMEP CAREER DEVELOPMENT IMPACT ON
PARTICIPANTS' ACCORDING TO PRIVATE/PUBLIC SECTORS

| Responses | No of Responses | | Total |
	Private	Public	
Promotion	6	5	11
Broader responsibilities	13	7	20
Self-development	19	11	30
Improved learning skills	9	8	17
New ideas gained	14	8	22
Others: Basis for further study & advancement	-	1	1
No answer	-	1	1
Totals	61	41	102

EXPECTATIONS OF PARTICIPANTS' CAREER DEVELOPMENT IMPACT

ON COMEP

	Promotion	Broader Responsi-bilities	Self Develop-ment	Improved Learning Skills	New·ideas gained	Other*	NA
Banking ...	-	1	1	1	1	-	-
Oil, Gas, Steel	1	2	2	2	1	-	-
Telecommunication	1	3	8	3	6	-	-
Travel/Tourism	1	4	5	-	3	-	-
Other	3	3	3	3	3	-	-
Government	5	7	11	8	8	1	1
Total	11	20	30	17	22	1	1

* Basis for further study and advancement.

TABLE XXI - STEPS TO TRANSFER PARTICIPANTS' COMEP

ACQUIRED JOB SKILLS TO JOB PERFORMANCE

	No of Responses		
	Private	Public	Total
Coaching	6	3	9
Workshop	2	2	4
Perceptor feedback	2	3	5
Training officer reports	5	4	9
Performance monitoring and appraisal	19	8	27
Others: No specific steps planned		1	1
Unknown	-	1	1
No answer*	-	1	1
Totals	51	39	90

* includes also - effective communication, delegating, the art of creative thinking, dynamics of leadership, problem solving and decision making, interviewing and selection skills, report writing.

TABLE XXII - MOST APPEALING COMEP FEATURES

	No of Responses		Total
	Private	Public	
Practical values	3	2	5
Thoroughness	2	2	4
Flexibility	2	2	4
Relevance to job	4	4	8
Helpful to self-development	19	8	27
Follow-up methodology	2	2	4
Others: Shall comment after completion	1	-	1
No knowledge of COMEP	-	1	1
Too early to say	-	2	2
No answer	1	-	1
Totals	34	24	58

TABLE XXIII - LEAST APPEALING COMEP FEATURES

| | No of Responses | | Total |
	Private	Public	
Class schedule	6	1	7
Quality of instruction	1	2	3
Reading materials covered	3	1	4
Advising	1	2	3
Relevance to job	6	1	7
Others:			
Nil	4	-	4
Shall comment after completion of course	1	-	1
Case studies should be part of syllabus	1	-	1
Unknown	-	1	1
No comments	-	3	3
Too general	1	-	1
Too early to say	-	2	2
No sufficient knowledge of COMEP	-	1	1
Considerable pressure on individual at exam time when combined with demands and pressures of work	1	-	1
No answer	-	3	3
Totals	26	14	40

TABLE XXIV - CHANGES/IMPROVEMENT IN PARTICIPANTS' ON-THE-JOB PERFORMANCE SINCE JOINING COMEP

Response	No of Responses
Inter-personal relations; ability to:	
Delegate	2
Motivate staff	1
Guide staff	1
Accept guidance/advice	-
Behavioural changes:	
Acceptance of increased responsibility	2
Improved job performance	1
Enhanced sense of professionalism	1
Ability to determine priorities	1
Application of time management	1
Ability to transfer theory to practice	1
Improved thinking process	2
Skills improvement:	
Problem solving	2
Supervision	5
Assessment	1
Budgeting	2
Finance/Accounting	5
Report writing	8
English language	1
Management	2
Organisation	2
Management Information Systems	1
Strategic Planning	1
Manpower Planning	2
Determining Priorities	1
Improved theoretical base	2
Yes: changes/improvements are evident but no examples given	3
No: changes/improvements are evident	2
Presently no change/improvements are evident	2
Unable to answer	1
Assessment to be made upon participant's completion of COMEP	3
No answer	2

TABLE XXV - SUGGESTED COMEP CURRICULUM MODIFICATIONS

Response	No of Responses
Courses:	
Add:	
Case studies	3
Engineering Management	2
Current government financial procedure	1
Bahrain Labour Law	1
Safety and hygiene	1
Training and Manpower Development	1
Increase:	
Number of seminars	1
Emphasis on English language skills	1
MM computer courses	1
Hands-on computer experience	1
Accounting courses	1
Practical work, less theory	1
Modify:	
Managerial Accounting (AM) and Financial Management (AM) presently too advanced	1
Statistics courses to suit practical needs in Bahrain	1
Enhance creative and systematic thinking	1
More specialised leading to development of professional skills, after completion of general subjects	1
Liaison with organisations re subject requirements	1
Necessary evolution of COMEP to cope with technical and environmental changes	1
Perfectly adequate in context	1
Shall comment only after participants' completion	2
Nothing very specific	2
No knowledge of COMEP	2
Unable to comment until participant has completed COMEP	1
No comments	5
No answer	5

TABLE XXVI - COMPARISON OF COMEP WITH SIMILAR PROGRAMMES

	No of Responses		
	Private	Public	Total
Very poor	-	-	-
Generally inferior	-	-	-
Adequate	10	2	12
Very good	8	7	15
Excellent	-	-	-
Others: Comments after completion	1	-	1
Unable to comment	2	1	3
Unable to compare	1	2	3
No answer	-	1	1
Totals	22	13	35

APPENDIX   3

A SUMMARY REPORT

Second Meeting of Dean Ibrahim Al-Hashemi
with Representatives
from Organizations Participating in COMEP

The Immediate Supervisor Questionnaire

May 1, 1985

GULF POLYTECHNIC

CONTINUING MANAGEMENT EDUCATION PROGRAM

A SUMMARY REPORT

SECOND MEETING OF DEAN IBRAHIM AL-HASHEMI WITH
REPRESENTATIVES FROM ORGANISATIONS PARTICIPATING IN COMEP

THE IMMEDIATE SUPERVISOR QUESTIONNAIRE

1 MAY 1985

Present were:

Gulf Polytechnic: Dean Ibrahim Al-Hashemi (Chairman)
BANOCO: Mr Hamad K Sultan, Senior Advisor Training
BATELCO: Miss Mariam Janahi, Assistant Personnel Manager
          Mr Mohammed Ismail, Sales Manager
BAS: Mr David Samson, Manager Traffic Services
Civil Service Bureau: Miss Aziza A Rahman, Staffing
                          Specialist
GOSI: Mr Ebrahim Essa, Personnel Officer
Gulf Air: Mr Ameen Haider, Training Administrator
Ministry of Finance: Mr John M Clarkson, Chief Financial
                      Accountant
                      Mr Anthony Lewins, Chief Accounting
                      Systems Development
Ministry of Labour: Mr Jassim Bushail, 10,000 Plan
                     Mr Ahmed Mansoor, Labour Office
Ministry of Works, Power and Water: Mr Robin Goodwin,
                              Senior Traffic Engineer
NCR Corporation: Mr Elie Nassif, Manager FED Admin.
Regency Intercontinental Hotel: Mr Johnny Fattaleh,
                          Executive Assistant Manager
                          Mr Jun Del Rosario,
                          Training Manager
YBA Kanoo: Miss Huda Rashid Al Binali, Training Officer
Gulf Polytechnic: Dr Ziad Hatiboglu, Head of Business
                   and Management
                   Mr Khalid Ateeq, COMEP Coordinator
                   Dr Alexandra d'Aste-Surcouf, COMEP
                   Counsellor
                   Mr Anwar Shehab, Industrial Liaison
                   Coordinator

Representatives unable to attend this meeting will be
invited to meet with Dr Andreou and/or Mr Shehab either at
Gulf Polytechnic or at their respective offices at the
earliest convenience.

Dean Ibrahim Al-Hashemi opened the meeting at 0845 hours by welcoming the guests to Gulf Polytechnic and thanking them for coming. The Dean stressed the importance of such meetings, the Dean explained the purpose of this particular gathering: to familiarise the guests with COMEP and to emphasise the importance of their role in the on-going process of upgrading and improving standards, and maintaining high academic standards in COMEP through continued dialogue, assessment and evaluation.

The Dean first gave an overview of programmes offered at Gulf Polytechnic:

A. Special programmes tailored to individual organisations needs;

B. The part-time certificate programme for those employed full-time and seeking technical certification. The duration is three years;

C. The full-time diploma/degree programme: all full-time students must go through the diploma programme, which is three and a half years and includes one year of orientation. Those wishing to go on to the degree programme may do so provided they meet the required standards. In addition to the three years of diploma study, degree students must study an additional two

years. In line with the needs of the country, Gulf Polytechnic policy is to maintain an appropriate ratio between the degree and non-degree holding graduates.

The Dean then went on to explain the origins and development of COMEP. In 1981 a team was charged to design a new Gulf Polytechnic Business and Management Programme to meet local work needs as well as international academic requirements. To assess manpower needs in Bahrain, a survey was launched involving one-to-one interaction between the team and Chief Executive Officers and Training Managers. The results were design and development of a four-year integrated programme already described above ('C'). Another unexpected need emerged: to train a sizeable contingent of on-the-job managers lacking formal education background and/or skills and whose needs reflected five levels of decision making, subsequently incorporated into five levels of training:

A. executive management

B. advanced management

C. middle management

D. basic supervision

E. clerical skills

Translated from job requirements, training needs were distributed vertically according to the levels and horizontally according to disciplines and areas of specialisation.

In designing COMEP there were major assumptions:

A. Bahrain did not suffer from a shortage of training, but there was a reed for a change in methodology;

B. Continuity and self-renewal would be integral components of the programme;

C. COMEP would be a form of investment in human resourses, the test of its impact being measured by the success or failure of the transferability of skills and knowledge from the classroom to the job.

Keeping these assumptions in mind, continuity and self-renewal became the responsibility of joint efforts between the companies and Gulf Polytechnic. Evaluation, an on-going process to determine relevance and areas for improvement, would be carried out through means of:

A. Individual interviews with participants;

B. Regular meetings with Chief Executive Officers to obtain points of view re assessing and upgrading training;

C. Regular feedback through meetings with and questionnaire distribution to immediate Supervisors and Training Officers.

Presently, in addition to the formal dialogues, assessments and evaluations, COMEP participants are councelled by a full-time COMEP Coordinator, Mr Khalid Ateeq and a full-time COMEP Counsellor, Dr Alexandra d'Aste-Surcouf. When loopholes are identified, measures are taken almost immediately to eliminate them.

The Dean added that for those unable to spend 18 months studying COMEP there are short two-three day seminars as well as a new feature in Bahrain, the Executive Forum during which key-issues related to management in Bahrain are discussed. For example, last year under the direction of H E Dr Ali Fakhro, Minister of Education, a one-day seminar entitled "Corporate Culture in Bahrain", a discussion of the internal climate of companies in Bahrain, took place at Gulf Polytechnic on March 11, 1984. The proceedings are available. Other examples of such seminars held at Gulf Polytechnic are "Project Evaluation" and "The International Money Market". Another

such even: will take place on May 18, 1985. Once again
under the direction of H E Dr Ali Fakhro, Minister of
Education, the Executive Forum will present a one-day
seminar on "Strategy for Continuing Management Education
in Bahrain". The question 'who is the Bahraini Manager?'
will be addressed by four speakers:

A. Dr George Najjar of the Graduate School of Business
    and Management, the American University of Beirut will
    address the issue of "Philosophy and Methodology of
    Continuing Management Education in Bahrain";

B. Dr Rashid Fulaifil, Undersecretary, Ministry of
    Health, will discuss "The Making of the Bahraini
    Manager in the Public Sector";

C. Mr Nooreddin Nooreddin, General Manager ARIG, will
    discuss "The Making of the Bahraini Manager in the
    Private Sector";

D. And finally, Dr Paris Andreou, Department of Business
    and Management, Gulf Polytechnic, will present "The
    Continuing Management Education Programme at Gulf
    Polytechnic".

In addition to the Executive forum, the COMEP Lecture Series invites speakers from within Bahrain as well as outside to address local and international managerial issues.

Dean Al-Hashemi emphasised that management is still in its formative stages in Bahrain. Only through on-going dialogue between organisations and Gulf Polytechnic and continuous up-dating of the managerial needs data base can COMEP course maintain currency and relevance, and avoid becoming obsolete and out of touch with reality.

The goal of COMEP is to update and upgrade management skills, sharpen awareness of management techniques and local circumstances and develop the ability to recognise and better understand alternatives, thereby introducing options when and if necessary. Some criticize by saying "How can academics at a polytechnic tell us how to manage our business?" The academic institutions do not try to teach managers how to manage their organisations. As a polytechnic we exist to provide the facilities for managers and potential managers to learn techniques, to discuss concepts and ideas which will be useful in making them better and more professional managers when they are on the job; and in the individual members of the faculty we provide trained minds for managers to sharpen their own. The academic and industrial worlds have much to

learn from each other, and we must get closer together to generate a creative tension with each other.

One means of maintaining open communication, the Dean said is the Immediate Supervisor Questionnaire, a way to evaluate COMEP and the transferability of skills acquired by the COMEP participants from the Supervisors' perspective. The questions, he explained, elicit responses of a descriptive nature and are necessary in order to improve COMEP. Should respondents wish to add information, modify questions, they should feel free to do so. Confidentiality of the responses will be maintained. The Dean also emphasised the urgency to answer the questionnaire and asked that respondents have them ready with a week to ten days. He said that Mr Ateeq would contact individuals involved to make an appointment to discuss queries, suggestions, comments, and to collect the questionnaire. All respondents are welcome to visit Gulf Polytechnic, the students, the staff and facilities whenever they wish. Should class visitations be desired, the Dean strongly recommended that he, Mr Ateeq or Mr Shehab be contacted ahead of time so that guests my be properly received.

Before opening the meeting to questions, Dean Al-Hashemi introduced members of the COMEP team present:

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Dr Ziad Hatiboglu, Head of Business and Management

Mr Khalid Ateeq, COMEP Coordinator

Dr Alexandra d'Aste-Surcouf, COMEP Counsellor

Mr Anwar Shehab, Industrial Liaison Coordinator

Dean Al-Hashemi then opened the meeting to questions. The main issues discussed pertained to the development of COMEP courses in specialised areas and the place of Gulf Polytechnic in the international arena.

A representative from the Ministry of Finance said that so far he had found COMEP relevant; however, soon the Ministry would want one of the COMEP trainees to specialise in accounting. Should COMEP not narrow areas down to some speciality courses in accounting, this particular trainee would have to be sent abroad for further training.

The Dean explained that it was a question of economy of scale; the group is small. However, three possible alternatives are available:

A.   If from the very beginning a group of 12-15 with identical needs could be singled out, Gulf Polytechnic could run a needs assessment and then sit with the employer(s) and design a programme to suit the needs of the trainees;

B. If the number remains small but the employer(s) is(are) willing to meet the cost, the Gulf Polytechnic can provide the course(s);

C. The trainee may be sent to the Gulf Polytechnic diploma/degree programmes.

The Ministry of Finance representatives countered this last point ('C') with the argument that if sent abroad, a trainee would obtain international qualifications; the qualifications earned at Gulf Polytechnic, on the other hand, are only good for Bahrain.

The Dean stressed the need for Bahrainis to stand on their own feet. Unless local programmes are developed, Bahrainis will continue to depend on universities abroad which teach to their own standards and environment. At the same time, Gulf Polytechnic must maintain and uphold international qualifications. Right now this is being handled with the help of external universities from the region and abroad.

The Dean stressed that feedback from both private and public sectors regarding Gulf Polytechnic full-time programmes has been very positive. Local banking and other business sectors, for example, prefer to hire Gulf Polytechnic diploma students rather than degree-holding

graduates from other universities in the area. The last point was reinforced by the representatives present at the meeting.

The Ministry of Finance representative recognised the strength of COMEP and acknowledged that results achieved by his COMEP trainee are of superior quality, but he asked if Gulf Polytechnic was well known outside the immediate area; otherwise this lack of international recognition could prevent professional mobility outside Bahrain.

The Dean once again confirmed the need for international recognition as well as local relevance. Right now the Gulf Polytechnic Accounting Programme has achieved British and American and French standards. As it is, there are no established international accounting standards. Gulf Polytechnic, should, he said, take the Accounting Programme one step further: to focus on the establishment and achievement of Gulf standards.

The Dean then reiterated that at the moment a number of COMEP participants, as well as the number sponsored under COMEP accounting, is limited. As the numbers grow, Gulf Polytechnic can specialise. However, for expansion and relevant programmes, it is important to maintain dialogue.

In CONCLUSION, Dean Al-Hashemi reiterated that it would take a few years before Gulf Polytechnic and all the specialised programmes under COMEP would be fully developed. The Polytechnic is on the right track. The employers' feedback will undoubtedly provide input to the improvement and relevance of the programmes. The Dean also pointed out that Gulf Polytechnic is maintaining quality and awards degrees and diplomas only to those students who can meet the required standards.

One again, Dean Al-Hashemi thanked the guests for coming and he welcomed them back to Gulf Polytechnic whenever they wished to come again. He said that he looked forward to meeting them again and to receiving their feedback.

The meeting was adjourned at 1015 hours.

APPENDIX G - COMEP IMPACT ASSESSMENT QUESTIONNAIRE

This is a two-tier instrument intended to assess the impact of COMEP on the Bahrain management community. It covers both graduates of the programme (TIER 1) and their supervisors (TIER 2).

Spring 1986

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INTRODUCTION

In June 1985, the first group of COMEP participants who began the programme in Spring 1983-84 were graduated. At the end of the following Fall 1985-86 term, the second group who joined COMEP in Fall 1984-85 followed suit.

Since June 1985 and February 1986, both groups have had the opportunity to try their COMEP "wings", put their COMEP skills and knowledge to test within their respective organisations. The following two-tier report is an assessment of COMEP by:

(1) Middle Management (MM) and Advanced Management (AM) graduates representing the groups of Spring 1983-84 and Fall 1984-85.

(2) The immediate supervisors of these same participants.

The participant questionnaire (Tier 1) looks specifically at the following areas:

I COMEP curriculum design, planning and implementation (items 1 and 19);

II Job transferability of COMEP-acquired skills (items 3, 12, 14 and 20);

III   Relevance of COMEP material to the Bahrain experience

(items 9, 16 and 17);

IV   Success of COMEP as vehicle towards development of professional managers;

(items 4, 5, 6, 7, 8, 10 and 11)

V   Client organisation support of COMEP

(items 14, 15 and 18).

Tier 2 (the immediate supervisor questionnaire) covers the following variables:

I   Organisation commitment to management development

(items 2, 3, 4, 5 and 19);

II   COMEP objectives

(items 1, 6, 7 and 20);

III   Impact of COMEP on participant performance

(items 9, 10, 11, 12, 13, 15, 17 and 18);

IV   Transferability of COMEP-acquired skills

(items 9 and 15);

V   Comparison of COMEP to other training programmes

(items 14 and 16).

This report comprises two parts - Tier 1 and Tier 2.

CONSTRAINTS

Interviewers had access to most participants and supervisors, and contacted each of them personally for distributing, explaining and collecting questionnaires.

TIER 1

Forty-four MM and AM graduates (80%) responded to the questionnaire.

I COMEP Curriculum Design, Planning and Implementation (items 1 and 19)

Overall, participants agreed that COMEP was a well planned programme based on job need of Bahraini organisations (66% agree and 16% strongly agree, item 1). Only 14% thought COMEP to be poorly organised and loosely administered (item 19).

II Job transferability of COMEP-acquired skills (items 3, 12, 14 and 20)

Although 23% agreed that management knowledge could not be taught in the classroom, 70% were of the

opinion that it could be taught (item 20). To back up this opinion, 80% had noticed an appreciable improvement in their job performance (item 2), 77% perceived COMEP as a channel facilitating the transfer of knowledge from the classroom to the job (item 13), and 86% had been able to transfer COMEP acquired knowledge and skills to improve job performance (item 3).

III Relevance of COMEP material to the Bahrain experience (items 9, 16 and 17)

20% of the respondents were not sure that materials covered in COMEP was relevant to Bahrain, where 61% confirmed this relevance (item 9). More specifically 57% perceived leadership concepts as covered in COMEP as being "culture-adapted" to the Bahraini environment (item 16), and 61% agreed that concepts of motivation were "culture-adapted" (item 17).

IV Success of COMEP as vehicle towards development of professional managers
(items 4, 5, 6, 7, 8, 10 and 11)

Items 4, 8, 10 and 11 deal specifically with the idea of the COMEP-trained and targeted career manager who must function within the constraints of the Bahrain

environment. 73% agreed (52% 'agreed' and 20% 'strongly agreed') that with the aid of COMEP they were on their way to becoming career managers (item 4); and another 73% were aware of being more effective leaders within their organisations by the end of the programme (item 8). More importantly, COMEP has helped participants (91%) function more effectively within the constraints of the environment, and simultaneously improved the image of the Bahraini manager: 82% (items 10 and 11 respectively), 91% agreed (55% 'agreed' and 36% 'strongly agreed') that COMEP had relayed to participants the importance of "managerial leadership" (item 7). As a result, 91% felt better able to motivate their subordinates (item 6), and 73% felt better motivated themselves (item 5).

V <u>Client organisation support of COMEP</u>
   <u>(items 14, 15 and 18)</u>

Organisation support appears to be somewhat controversial. While 66% stated that their organisations were committed to "management development as a vehicle for Bahrainisation" (item 15), and an equal number received strong support from their organisations during their COMEP experience (item 18), 54% felt frustrated when

organisational barriers prevented them from applying COMEP-acquired knowledge and skills to their job (item 14).

TIER 2

Thirty-three immediate supervisors (75%) of MM and AM graduates responded to the questionnaire.

I Organisation commitment to management development (items 2, 3, 4, 5 and 19)

85% of the respondents felt that their organisations emphasised managerial professionalism (item 2). However, while 76% saw management development for young Bahrainis as a top organisation priority (item 19), 70% stated that earlier management development was integrated into manpower planning (item 3); 58% thought management development needs were assessed formally and accurately (item 4); and only 61% of the respondents actually played a decisive role in enrolling his/her trainee in COMEP (item 5).

II <u>COMEP objectives</u>

    <u>(items 1, 6, 7 and 20)</u>

    Supervisors often appeared uncertain of their ability
    to assess COMEP in view of the achievement of its
    objectives. 73% felt they needed more information
    about COMEP (item 1). While 64% were not struck by a
    lack of objectives (item 6), 45% were not sure if
    COMEP had fallen short of meeting its declared
    objectives (item 20), and 52% were not sure if COMEP
    emphasised "leadership styles compatible with the
    Bahrain environment" (item 7).

III <u>Impact of COMEP on participant performance</u>
     <u>(items 9, 10, 11, 12, 13, 15, 17 and 18)</u>

     61% of the respondents perceived the impact of COMEP
     on their subordinates as having be "appreciable"
     (item 8);   another   58%   noticed   an   improved
     professional   self-image   on   the   part   of   their
     subordinates   (item   11);   and   55%   thought   their
     subordinates   more   capable   of   motivating   others
     (item 12), while 48% noted a significant improvement
     in   their   subordinates'   self-motivation   level
     (item 10). COMEP has remained realistic in its goals
     and objectives and has not "corrupted" participants
     with expectations that cannot be attained (items 15

and 18). 45% saw an improvement in leadership style (item 13); the impact of COMEP on the individual organisations, however, remains as yet unclear (item 17).

IV Transferability of COMEP-acquired skills
    (items 9 and 15)

Once again, supervisors demonstrated uncertainty with regard to their lack of knowledge of COMEP. 73% thought COMEP to be effective in transferring knowledge to the job (item 9); but 30% saw these skills as being "often not relevant" as opposed to 48% who saw the relevance (item 15).

V Comparison of COMEP to other training programmes
   (items 14 and 16)

52% were not able to assess COMEP vis-a-vis similar overseas programmes (item 14); and 48% were unable to assess COMEP vis-a-vis locally offered programmes (item 14)

CONCLUSION

Graduates were more in command of their responses than their supervisors who admitted to limited knowledge of COMEP. And while supervisors perceived a transfer of skill from the classroom to the job, their responses reflected a degree of uncertainty in comparison with those of the graduates.

The majority of the respondents, participants and supervisors alike, perceived their organisations as being committed to management development and Bahrainisation. However, participants felt blocked by organisations unwilling to allow them to freely apply and practice newly acquired COMEP skills. Is this resistance indicative of companies' uncertainty of COMEP course relevance (as indicated by supervisors)? Or have the graduates broken certain "sound" barriers, so to speak?

BACKGROUND STATEMENT

The attached two-tier questionnaire is part of the on-going evaluation of the Continuing Management Education Programme (COMEP) at Gulf Polytechnic. It is designed to cover both graduates of the programme and their immediate supervisors.

Please fill the tier that corresponds to your position (graduate or immediate supervisor) by simply circling the option that comes closest to your choice.

Thank you.

TIER 1   COMEP GRADUATES

Please answer each of the following questions as
thoroughly and thoughtfully as possible.

1. COMEP is a well planned programme based on the job
   needs of Bahraini organisations.

```
+————————+————————+————————+————————+
1        2        3        4        5
```

Strongly   Disagree   Not   Agree   Strongly
Disagree   Sure   Agree
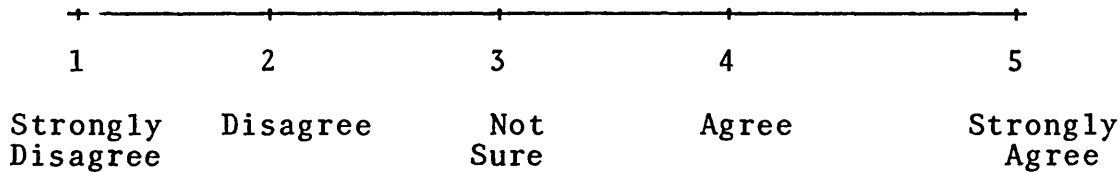
2. Compared to the 10,000 programme, COMEP is a more
   effective means for satisfying Bahrain's management
   development requirements.

```
+————————+————————+————————+————————+
1        2        3        4        5
```

Strongly   Disagree   Not   Agree   Strongly
Disagree   Sure   Agree
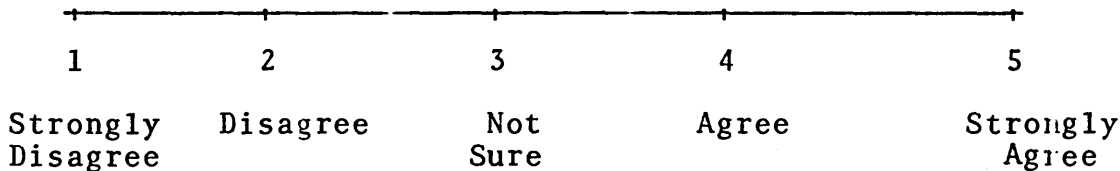
3. In my case COMEP has been successful in the transfer of
   management knowledge and skills towards better job
   performance.

```
+————————+————————+————————+————————+
1        2        3        4        5
```

Strongly   Disagree   Not   Agree   Strongly
Disagree   Sure   Agree
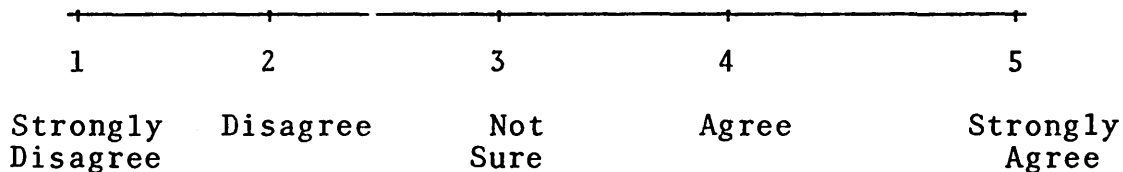
4. COMEP has set me on the way towards becoming a career
   professional manager.

```
+————————+————————+————————+————————+
1        2        3        4        5
```

Strongly   Disagree   Not   Agree   Strongly
Disagree   Sure   Agree

17
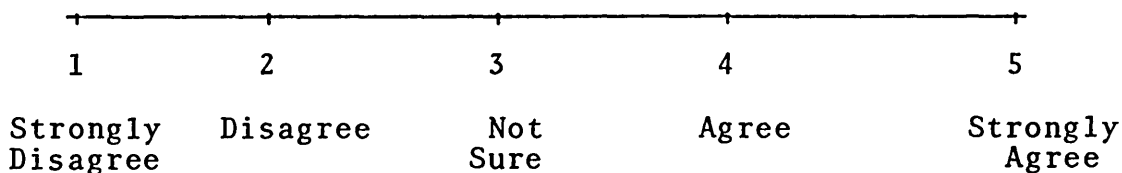
5. One result of COMEP is better motivation among graduates.

|---------|---------|---------|---------|---------|

1   2   3   4   5

Strongly   Disagree   Not   Agree   Strongly
Disagree   Sure   Agree
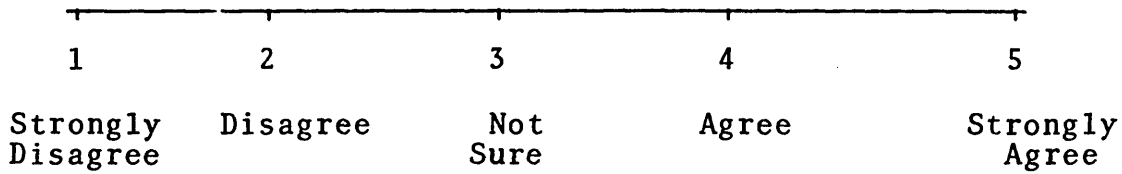
6. COMEP graduates are now better capable of motivating their subordinates.

|---------|---------|---------|---------|---------|

1   2   3   4   5

Strongly   Disagree   Not   Agree   Strongly
Disagree   Sure   Agree
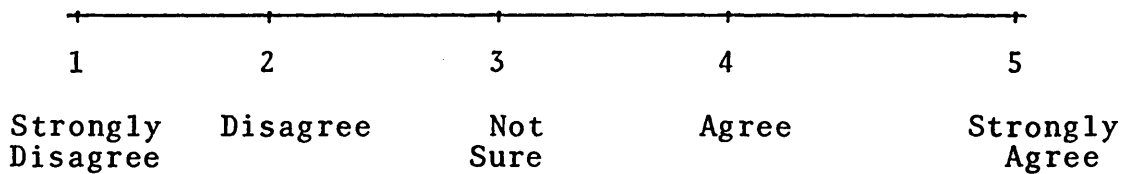
7. One area emphasised in COMEP and successfully transmitted to graduates is the importance of managerial leadership.

|---------|---------|---------|---------|---------|

1   2   3   4   5

Strongly   Disagree   Not   Agree   Strongly
Disagree   Sure   Agree
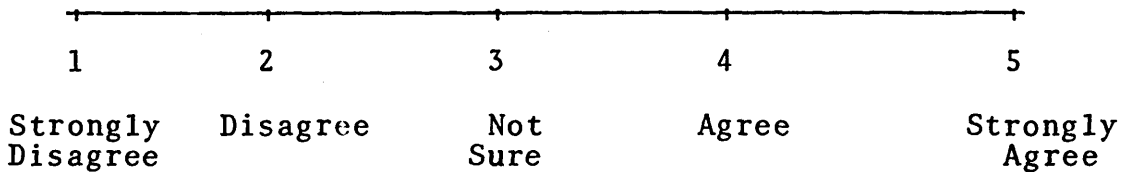
8. By the end of the programme, COMEP participants were more effective leaders in their organisations.

|---------|---------|---------|---------|---------|

1   2   3   4   5

Strongly   Disagree   Not   Agree   Strongly
Disagree   Sure   Agree
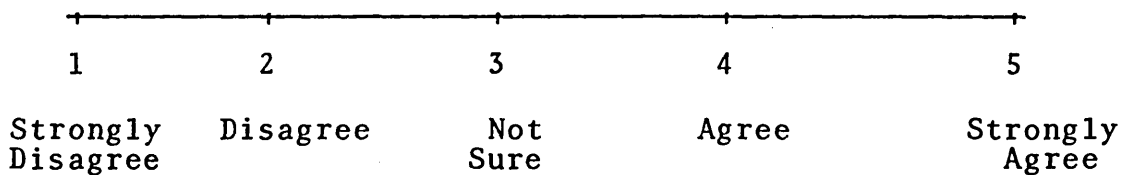
9. By and large, materials covered in COMEP are clearly related to Bahrain.

```
+--------------+--------------+--------------+------- --------+
1              2              3              4              5
```

Strongly   Disagree   Not   Agree   Strongly
Disagree   Sure   Agree
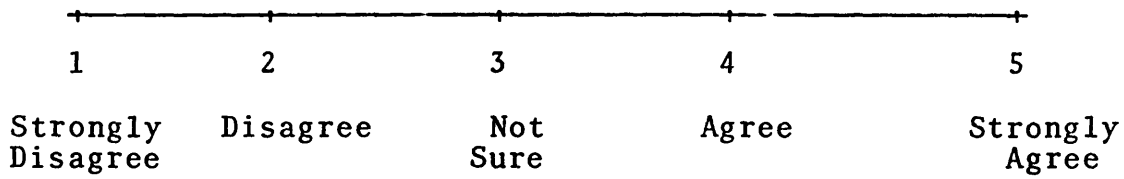
10. COMEP has improved by ability to cope with management constraints created by the environment.

```
+--------------+--------------+--------------+--------------+
1              2              3              4              5
```

Strongly   Disagree   Not   Agree   Strongly
Disagree   Sure   Agree
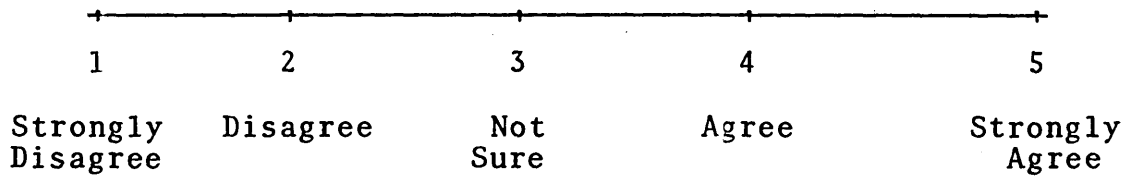
11. One goal successfully achieved by COMEP is improving the image of the Bahraini manager.

```
+--------------+------- -------+--------------+--------------+
1              2              3              4              5
```

Strongly   Disagree   Not   Agree   Strongly
Disagree   Sure   Agree
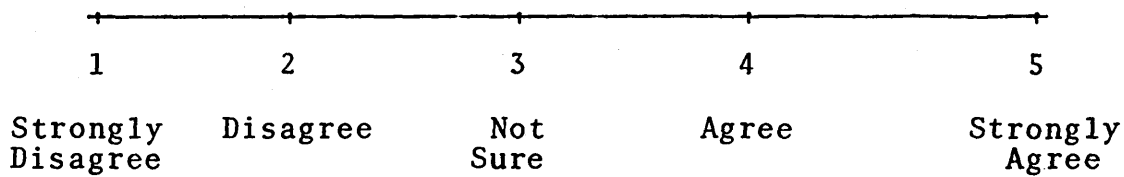
12. My job performance has appreciably improved as a result of COMEP.

```
+--------------+--------------+------ --------+--------------+
1              2              3              4              5
```

Strongly   Disagree   Not   Agree   Strongly
Disagree   Sure   Agree
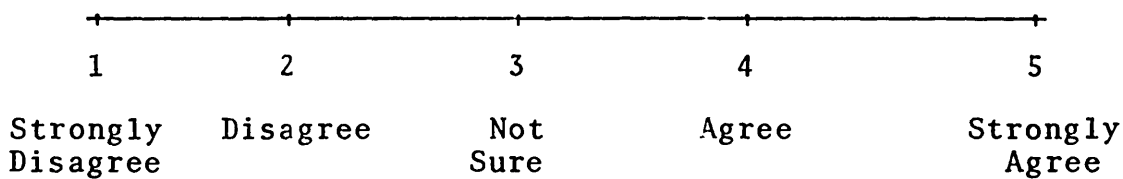
13. COMEP designers have built channels for facilitating the transfer of knowledge from the classroom to the job.

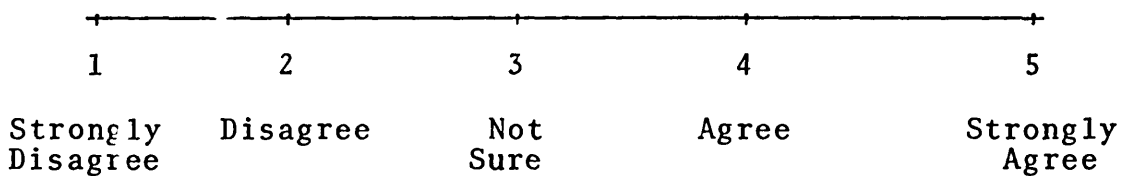|				
1	2	3	4	5
Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
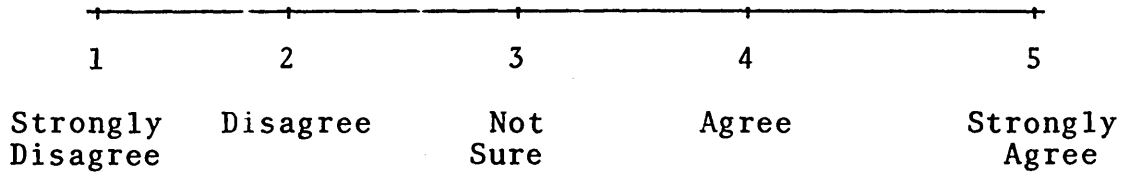
14. There are times when I feel frustrated because organisational pressures block me from applying COMEP acquired knowledge and skills.

1	2	3	4	5
Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
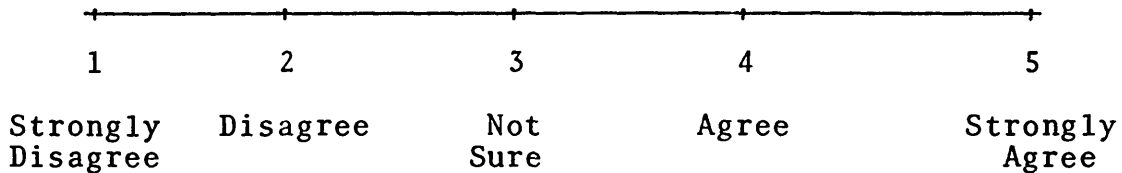
15. My organisation is seriously committed to management development as a vehicle for Bahrainisation.

1	2	3	4	5
Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
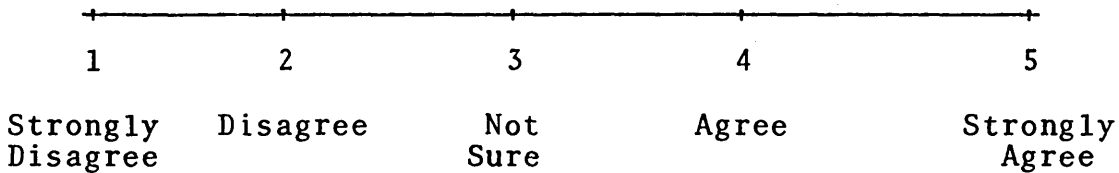
16. Concepts of leadership covered in COMEP are culture adapted to Bahrain.

1	2	3	4	5
Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree

17. Concepts of motivation covered in COMEP are culture adapted to Bahrain.

```
+----------------+----------------+----------------+----------------+
1                2                3                4                5

Strongly        Disagree         Not              Agree            Strongly
Disagree                         Sure                              Agree
```
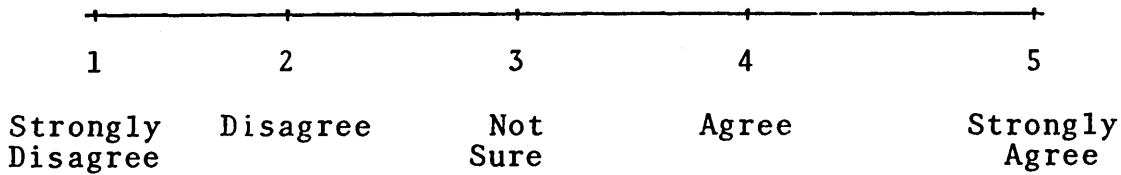
18. As a COMEP participant, I received strong support from my organisation.

```
+----------------+----------------+----------------+----------------+
1                2                3                4                5

Strongly        Disagree         Not              Agree            Strongly
Disagree                         Sure                              Agree
```
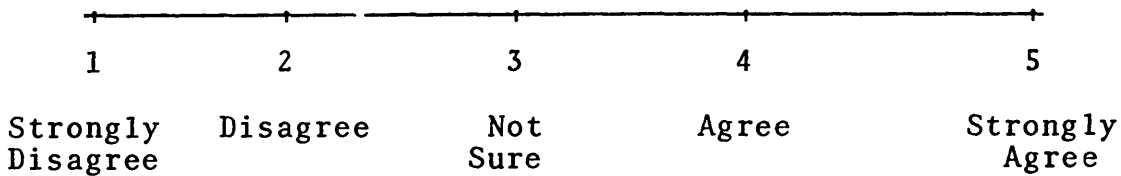
19. COMEP is poorly organised and loosely administered.

```
+----------------+----------------+----------------+----------------+
1                2                3                4                5

Strongly        Disagree         Not              Agree            Strongly
Disagree                         Sure                              Agree
```
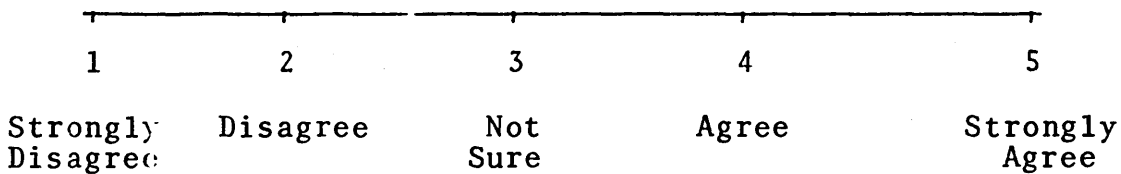
20. Management knowledge, much less values, cannot really be taught in a college.

```
+----------------+----------------+----------------+----------------+
1                2                3                4                5

Strongly        Disagree         Not              Agree            Strongly
Disagree                         Sure                              Agree
```
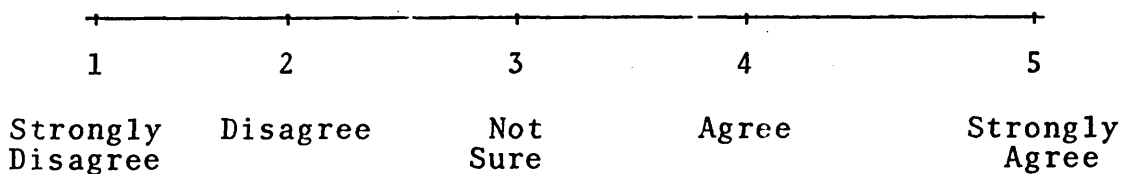
TIER 2   IMMEDIATE SUPERVISORS OF COMEP GRADUATES

Please tick the number that most closely represents your response to each of the following questions.

1. In general, I do not feel I should have more specific information about COMEP and similar management development programmes.

1	2	3	4	5
Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree

2. My organisation has a modern outlook with due emphasis on managerial professionalism.

1	2	3	4	5
Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree

3. In my organisation career management development is integrated into manpower planning.

1	2	3	4	5
Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree

4. Management development needs in my organisation are assessed formally and accurately.

1	2	3	4	5
Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree

5. I played a major role in the decision to enrol by subordinate in COMEP.

```
+----------+----------+----------+----------+----------+
1          2          3          4          5
```

Strongly   Disagree   Not   Agree   Strongly
Disagree   Sure   Agree
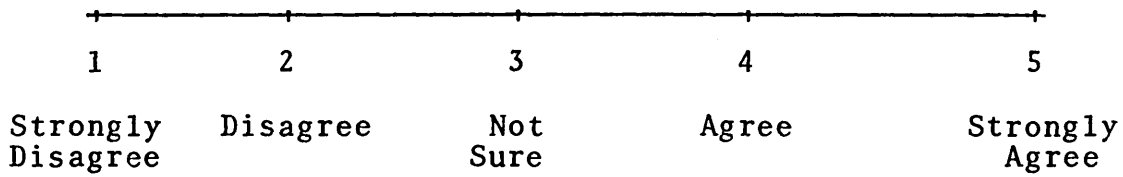
6. COMEP does not strike me as a programme with clear goals and strategy.

```
+----------+----------+----------+----------+----------+
1          2          3          4          5
```

Strongly   Disagree   Not   Agree   Strongly
Disagree   Sure   Agree
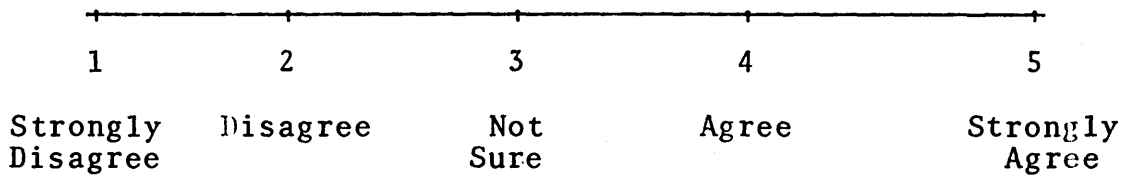
7. COMEP seems to place special emphasis on leadership styles compatible with the Bahrain environment.

```
+----------+----------+----------+----------+----------+
1          2          3          4          5
```

Strongly   Disagree   Not   Agree   Strongly
Disagree   Sure   Agree
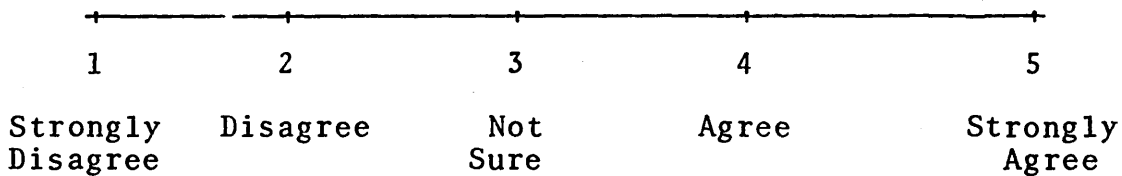
8. COMEP has not had an appreciable impact on the job performance of my subordinates.

```
+----------+----------+----------+----------+----------+
1          2          3          4          5
```

Strongly   Disagree   Not   Agree   Strongly
Disagree   Sure   Agree
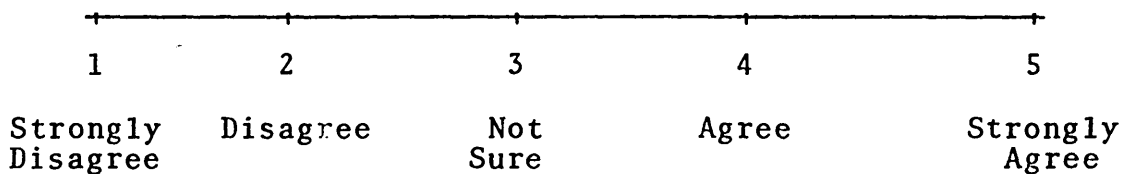
9. COMEP has succeeded in creating effective channels for the transfer of knowledge from the classroom to the job.

```
+-------------+-------------+-------------+-------------+
1             2             3             4             5
```

Strongly   Disagree   Not   Agree   Strongly
Disagree   Sure   Agree
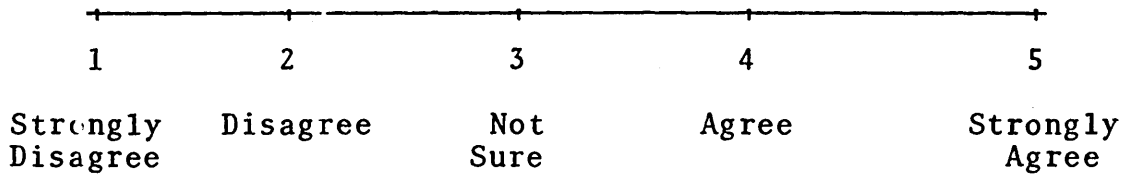
10. My subordinate's motivation level has significantly improved as a result of COMEP.

```
+-------------+-------------+-------------+-------------+
1             2             3             4             5
```

Strongly   Disagree   Not   Agree   Strongly
Disagree   Sure   Agree
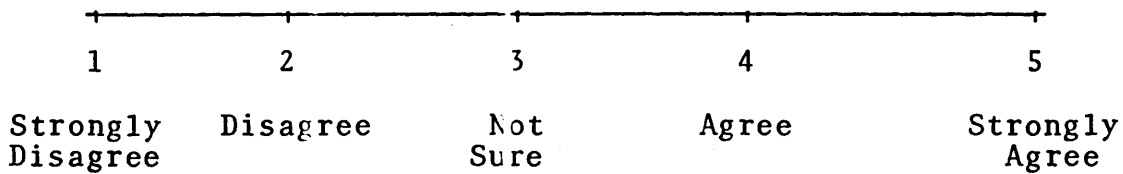
11. COMEP has clearly resulted in improving the professional self-image of my subordinate.
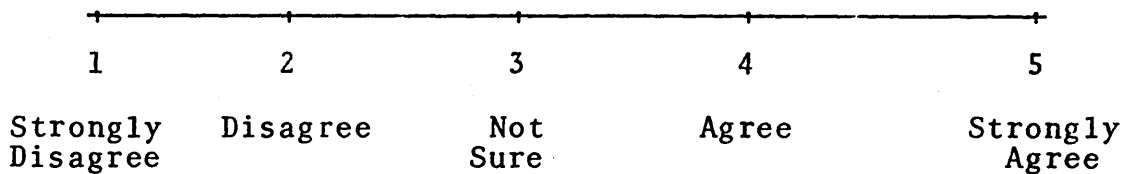
```
+-------------+-------------+-------------+-------------+
1             2             3             4             5
```

Strongly   Disagree   Not   Agree   Strongly
Disagree   Sure   Agree

12. After completing COMEP, my subordinate(s) became better capable of motivating others.

```
+-------------+-------------+-------------+-------------+
1             2             3             4             5
```

Strongly   Disagree   Not   Agree   Strongly
Disagree   Sure   Agree
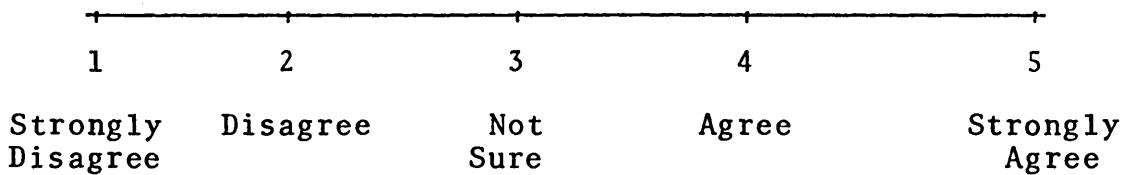
13. After completing COMEP, my subordinate(s) became better capable of leadership.

+--------+--------+--------+--------+--------+

1   2   3   4   5

Strongly Disagree Not   Agree Strongly
Disagree   Sure   Agree
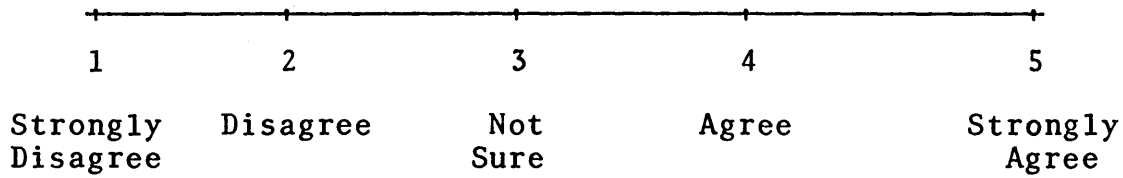
14. Unfortunately, COMEP is inferior to similar overseas programmes.

+--------+--------+--------+--------+--------+

1   2   3   4   5

Strongly Disagree Not   Agree Strongly
Disagree   Sure   Agree
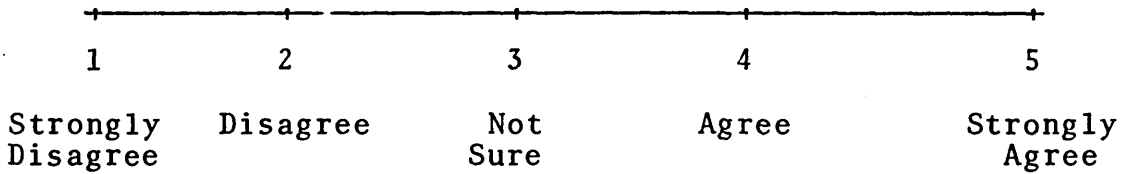
15. COMEP knowledge and skills acquired by my subordinate(s) are often not job relevant.

+--------+--------+--------+--------+--------+

1   2   3   4   5

Strongly Disagree Not   Agree Strongly
Disagree   Sure   Agree
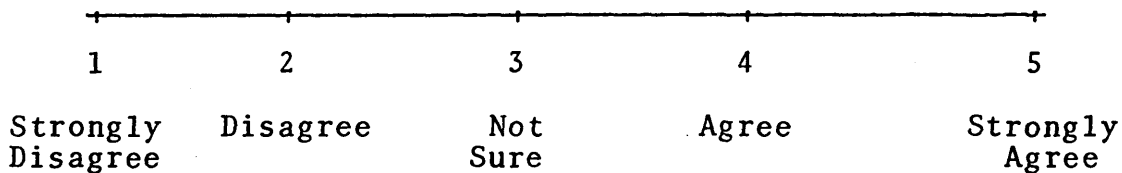
16. COMEP may be considered the best management development programme offered in Bahrain thus far.

+--------+--------+--------+--------+--------+

1   2   3   4   5

Strongly Disagree Not   Agree Strongly
Disagree   Sure   Agree
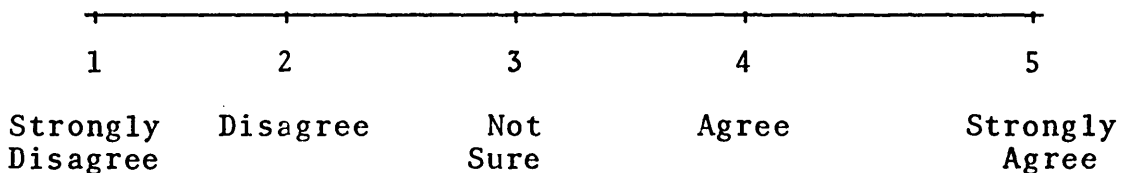
17. COMEP has not made much of an impact on my organisation.

```
+----------+----------+----------+----------+----------+
    1          2          3          4          5
```

Strongly   Disagree   Not   Agree   Strongly
Disagree   Sure   Agree
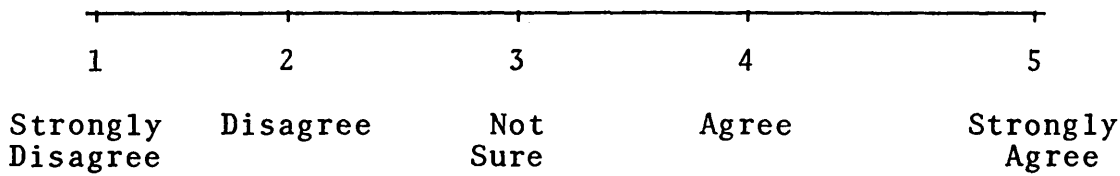
18. COMEP has "corrupted" my subordinate(s) through creating unrealistic expectation that cannot be met by our organisation.

```
+----------+----------+----------+----------+----------+
    1          2          3          4          5
```

Strongly   Disagree   Not   Agree   Strongly
Disagree   Sure   Agree
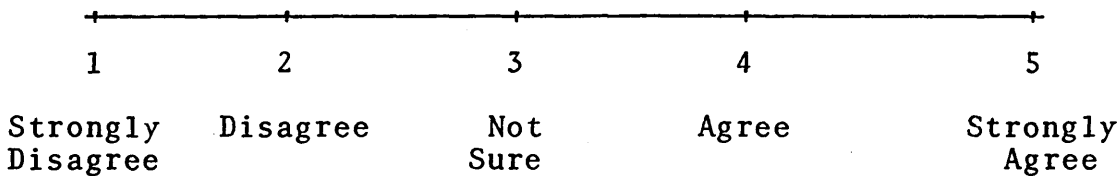
19. Management development of young Bahrainis is a top priority in my organisation.

```
+----------+----------+----------+----------+----------+
    1          2          3          4          5
```

Strongly   Disagree   Not   Agree   Strongly
Disagree   Sure   Agree
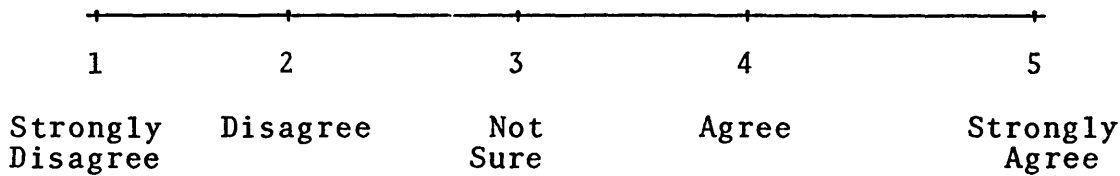
20. COMEP has thus far fallen far short of meeting its declared objectives.

```
+----------+----------+----------+----------+----------+
    1          2          3          4          5
```

Strongly   Disagree   Not   Agree   Strongly
Disagree   Sure   Agree
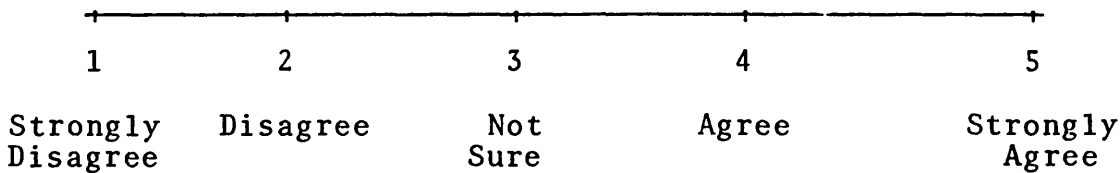
TABLE I - COMEP DESIGN

Response	No	%
Strongly agree	7	16
Agree	29	66
Not sure	5	11
Disagree	1	5
Strongly Disagree	1	2
No answer	-	-

TABLE II - COMEP vs 10,000 PLAN

Response	No	%
Strongly agree	11	25
Agree	19	43
Not sure	10	23
Disagree	2	5
Strongly Disagree	-	-
No answer	2	5

TABLE III - COMEP IMPACT ON KNOWLEDGE TRANSFER

Response	No	%
Strongly agree	12	27
Agree	26	59
Not sure	4	9
Disagree	1	2
Strongly Disagree	1	2
No answer	-	-

TABLE IV - COMEP IMPACT ON MANAGER PROFESSIONALISM

Response	No	%
Strongly agree	9	20
Agree	23	52
Not sure	7	16
Disagree	3	7
Strongly Disagree	2	5
No answer	-	-

TABLE V - COMEP IMPACT ON GRADUATE MOTIVATION

Response	No	%
Strongly agree	10	23
Agree	28	52
Not sure	2	5
Disagree	3	7
Strongly Disagree	1	2
No answer	-	-

TABLE VI - COMEP IMPACT ON GRADUATE FOR MOTIVATING
SUBORDINATES

Response	No	%
Strongly agree	13	30
Agree	24	55
Not sure	5	11
Disagree	2	5
Strongly Disagree	-	-
No answer	-	-

TABLE VII - COMEP IMPACT ON HELPING GRADUATES APPRECIATE THE IMPORTANCE OF LEADERSHIP

Response	No	%
Strongly agree	16	36
Agree	24	55
Not sure	3	7
Disagree	1	2
Strongly Disagree	-	-
No answer	-	-

TABLE VIII - COMEP IMPACT ON MAKING GRADUATES MORE EFFECTIVE LEADERS

Response	No	%
Strongly agree	12	27
Agree	20	45
Not sure	8	18
Disagree	4	9
Strongly Disagree	-	-
No answer	-	-

TABLE IX - RELEVANCE TO COMEP MATERIAL TO BAHRAIN

Response	No	%
Strongly agree	4	9
Agree	23	52
Not sure	9	20
Disagree	6	14
Strongly Disagree	2	5
No answer	-	-

TABLE X - COMEP IMPACT ON GRADUATES ABILITY TO COPE WITH ENVIRONMENTAL CONSTRAINTS

Response	No	%
Strongly agree	15	34
Agree	25	57
Not sure	3	7
Disagree	1	2
Strongly Disagree	-	-
No answer	-	-

TABLE XI - COMEP IMPACT ON IMPROVING THE IMAGE OF THE BAHRAINI MANAGER

Response	No	%
Strongly agree	10	23
Agree	26	60
Not sure	7	16
Disagree	1	2
Strongly Disagree	-	-
No answer	-	-

TABLE XII - COMEP IMPACT ON JOB PERFORMANCE

Response	No	%
Strongly agree	7	16
Agree	28	64
Not sure	7	16
Disagree	2	5
Strongly Disagree	-	-
No answer	-	-

TABLE XIII - COMEP SUCCESS IN TRANSFERRING
KNOWLEDGE TO JOB CONTENT

Response	No	%
Strongly agree	6	14
Agree	28	64
Not sure	6	14
Disagree	3	7
Strongly Disagree	1	2
No answer	-	-

TABLE XIV - ORGANISTIONAL BARRIERS TO IMPLEMENTING
COMEP KNOWLEDGE

Response	No	%
Strongly agree	6	14
Agree	22	50
Not sure	5	11
Disagree	9	20
Strongly Disagree	1	2
No answer	1	2

TABLE XV - ORGANISATION COMMITMENT TO
MANAGEMENT DEVELOPMENT

Response	No	%
Strongly agree	9	20
Agree	20	45
Not sure	12	27
Disagree	2	5
Strongly Disagree	-	-
No answer	1	2

TABLE XVI - COMEF CONCEPTS OF LEADERSHIP

Response	No	%
Strongly agree	3	7
Agree	22	50
Not sure	11	25
Disagree	6	14
Strongly Disagree	2	5
No answer	-	-

TABLE XVII - COMEP CONCEPTS OF MOTIVATION

Response	No	%
Strongly agree	3	7
Agree	24	55
Not sure	10	23
Disagree	5	11
Strongly Disagree	2	5
No answer	-	-

TABLE XVIII - ORGANISATION SUPPORT TO COMEP

Response	No	%
Strongly agree	13	27
Agree	17	39
Not sure	6	14
Disagree	7	16
Strongly Disagree	1	2
No answer	-	-

TABLE XIX - COMEP ORGANISATION

Response	No	%
Strongly agree	1	2
Agree	5	11
Not sure	4	9
Disagree	20	45
Strongly Disagree	14	32
No answer	-	-

TABLE XX - CAN MANAGEMENT KNOWLEDGE BE TAUGHT IN A COLLEGE

Response	No	%
Strongly agree	1	2
Agree	8	18
Not sure	3	7
Disagree	22	50
Strongly Disagree	9	20
No answer	1	2

TABLE I - HOW WELL INFORMED ARE YOU ABOUT COMEP
AND SIMILAR MANAGEMENT DEVELOPMENT PROGRAMMES?

Response	No	%
Strongly agree	2	6
Agree	3	9
Not sure	3	9
Disagree	17	52
Strongly Disagree	7	21
No answer	1	3

TABLE II - MANAGERIAL PROFESSIONALISM
IN MY ORGANISATION

Response	No	%
Strongly agree	4	12
Agree	24	73
Not sure	3	9
Disagree	2	6
Strongly Disagree	-	-
No answer	-	-

TABLE III - HOW WELL INTEGRATED IS MANAGEMENT
DEVELOPMENT INTO OVERALL MANPOWER PLAN?

Response	No	%
Strongly agree	6	18
Agree	17	52
Not sure	3	9
Disagree	5	15
Strongly Disagree	2	6
No answer	-	-

TABLE IV - MANAGEMENT NEED ASSESSMENT

Response	No	%
Strongly agree	2	6
Agree	17	52
Not sure	10	30
Disagree	3	9
Strongly Disagree	1	3
No answer	-	-

TABLE V - ROLE IN SENDING SUBORDINATE TO COMEP

Response	No	%
Strongly agree	6	18
Agree	14	42
Not sure	1	3
Disagree	10	30
Strongly Disagree	1	3
No answer	1	3

TABLE VI - COMEP GOAL STRUCTURE

Response	No	%
Strongly agree	1	3
Agree	4	12
Not sure	7	21
Disagree	19	58
Strongly Disagree	2	6
No answer	-	-

TABLE VII - LEADERSHIP STYLES IN COMEP

Response	No	%
Strongly agree	1	3
Agree	9	27
Not sure	17	52
Disagree	4	12
Strongly Disagree	1	3
No answer	1	3

TABLE VIII - COMEP IMPACT ON JOB PERFORMANCE

Response	No	%
Strongly agree	-	-
Agree	5	15
Not sure	5	15
Disagree	20	61
Strongly Disagree	-	-
No answer	3	9

TABLE IX - COMEP CHANNELS FOR KNOWLEDGE TRANSFER TO JOB CONTEXT

Response	No	%
Strongly agree	3	9
Agree	21	64
Not sure	5	15
Disagree	4	12
Strongly Disagree	-	-
No answer	-	-

TABLE X - COMEP IMPACT ON SUBORDINATES
MOTIVATIONAL LEVEL

Response	No	%
Strongly agree	3	9
Agree	13	39
Not sure	6	18
Disagree	7	21
Strongly Disagree	-	-
No answer	4	12

TABLE XI - COMEP IMPACT ON PROFESSIONAL SELF-IMAGE
OF SUBORDINATE

Response	No	%
Strongly agree	2	6
Agree	17	52
Not sure	6	18
Disagree	6	18
Strongly Disagree	-	-
No answer	2	6

TABLE XII - COMEP IMPACT ON GRADUATES ABILITY
TO MOTIVATE OTHERS

Response	No	%
Strongly agree	1	3
Agree	17	52
Not sure	9	27
Disagree	4	12
Strongly Disagree	-	-
No answer	2	6

TABLE XIII - COMEP IMPACT ON GRADUATE
LEADERSHIP SKILLS

Response	No	%
Strongly agree	2	6
Agree	13	39
Not sure	9	27
Disagree	6	18
Strongly Disagree	-	-
No answer	3	9

The first of its kind held in Bahrain, this seminar organised by the author brought together leading executives in the country to discuss the emerging theme of corporate culture in Bahrain and seek ways for facilitating corporate cultures more conducive to professionalism.

MARCH 1984

<u>GULF POLYTECHNIC</u>

<u>CONTINUING MANAGEMENT EDUCATION PROGRAM</u>

<u>EXECUTIVE FORUM</u>

<u>11 MARCH 1984</u>

0815 - 0845   Welcome statement by Dean Ibrahim Al-Hashemi. Brief opening statement by H E Dr Ali Fakhro

0845 - 0915   Corporate Culture: The Macro Picture; Clement Henry, Graduate School of Business and Management, American University of Beirut

0915 - 0945   Corporate Culture: The Micro Picture; George Najjar, Graduate School of Business and Management, American University of Beirut

0945 - 1015   BREAK

1015 - 1105   Group Discussion I

1110 - 1300   Group Discussion II

1300 - 1400   LUNCH BREAK

1400 - 1500   Synthesis and Future Directions

CHIEF EXECUTIVE OFFICER FORUM

SEMINAR ON CORPORATE CULTURES

Suggested Questions for Discussion

1. Is there such a thing as corporate culture or is it really a myth? Do you feel its existence in your own corporation?

2. Can corporate culture be planned from above? Specifically, to what extent can it be engineered by a Chief Executive Officer?

3. How compatible is your corporate culture with that of other organisations in your environment and with the environment at large?

4. What attitudes, assumptions, informal rules and expectations prevail among your managers? Should they be reinforced or changed in view of your existent or emerging culture?

5. How can personnel policies and objectives alter or reinforce aspects of your corporate culture that ought to be changed or reinforced?

6. What is your assessment of the "management profession" in Bahrain? Is the Bahraini manager coming of age as a new breed of change agent? How do you feel his advent in your own organisation?

7. What in your judgment are the major challenges facing the Bahraini manager today? Over the next 5-10 years?

8. What goes into the making of the Bahraini manager today? Are you generally satisfied with his educational training and performance levels? Any suggestions?

9. How compatible are current trends and practices in the development of Bahraini managers with the "optimal" corporate culture that you think is needed?

10. How does the Bahraini corporate culture relate to other international models: American, European, Japanese, etc?

11. How successful has management technology been in Bahrain?

12. How can bridges be built toward cross-fertilisation leading to a shared corporate culture between the Public and Private Sector?

CEO SEMINAR - 11 MARCH 1984

The Dean of the Gulf Polytechnic, Ibrahim S J Al-Hashemi, opened the seminar by welcoming the guests and participants, in particular H E Dr Ali Fakhro, the Minister of Education, and Dr A H Hallab, Vice President of the American University of Beirut.

The Dean stressed the importance of an opened attitude to learning and the opportunities now being made available to adults through the Continuing Education Programme. Such an undertaking required the full backing of the private and public sector and meetings such as this were intended to foster the relationship between education and management.

The Dean went on to talk of the new wave of management theories and of the focus on corporate culture, hence today's seminar when chief executive officers from commerce and government industry in Bahrain would have the opportunity to exchange views. In his closing remarks the Dean expressed his gratitude to H E Dr Ali Fakhro, the Minister of Education, for his support and for his forthcoming address to the seminar and to those responsible for organising the seminar: Professors Clement Henry and George Najjar of AUB and Mr Anwar Shehab, Gulf Polytechnic's Industrial Liason Officer.

The Dean then introduced H E Dr Ali Fakhro, the Minister of Education.

The Minister began by thanking all the participants and stressing the importance of the intensive dialogue between Gulf Polytehnic and it environment.

H E Dr Ali Fakhro pointed out that culture had no single definition but that no society was without a culture. In discussions on corporate culture in the private and public sector reasons may be discovered for a turnover of staff from one company or ministry to another. The Minister felt that such movement could not be solely for financial reasons and therefore the answer might be in the corporate culture of the organisations involved. The Minister emphasised the importance of not confusing culture with Public Relations - a study of culture required one to go much deeper. Furthermore he hoped these and similar discussions would not be just another passing fad, he believed that culture was an essential component in institutions within Society and hoped that continuous discussions and research could take place in order to identify and develop specific points relating to Bahrain and the Gulf region as opposed to merely discussing and attempting to copy those of the West or Japan.

In his closing remarks H E thanked all the participants and in particular the AUB team for their role in the promotion of the continuing education programme and expressed his wishes for success of this seminar and for those of the future.

Professor Clement Henry, Director of the Graduate School of Business and Management, American University of Beirut, then addressed the Seminar on Corporate Culture, 'The Macro Picture'.

Professor Henry began saying that to some extent he had been pre-empted by H E Dr Ali Fakhro as he intended mentioning the topical problem of 'Management Musical Chairs' and the part that corporate culture played in this. He then pointed out that AUB at present as facilitator, to provide the forum for discussion, to stimulate an exchange of experience and opinions through an exposition of current management theories and practices. Professor Henry stressed that it was the input from the chief executives that was of real value both to themselves as managers in sharing viewpoints and to the educationalist as feedback. Part of any chief executive's job was to formulate and develop corporate culture and therefore it was especially important to recognise this and be prepared to deal with it. Professor Henry examined various definitions of corporate culture and warned

against the oversimplification of regarding national culture and corporate culture as synonymous. Corporate culture was an implicit understanding of various norms but was more than an exercise in public relations or an indoctrination of employees. There were a number of dimensions to corporate culture which may be considered.

1. Problem-solving - different approaches, the examination of alternatives, the unspoken premises underlying attitudes.

2. The time factor - punctuality, the importance of time and the degree of flexibility to be applied.

3. The decision making process - authoritarian, democratic or participatory - how are decisions made, who is consulted.

4. Space - the use of space, territoriality.

Professor Henry stressed that in general one cannot codify how people will react: corporate culture deals with expectations from the trivial to the most demanding and this had to be borne in mind when formulating a corporate culture. It had been recognised that the best and most successful companies have a distinctive style of management, a corporate culture. As a reality corporate

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culture had been practiced for years although it became only recently the subject of serious research.

Various sorts of cultures must become integrated within the company to make it more viable. What had to be borne in mind was that each corporation goes through stages of development and the system may have to be changed at different stages - too much corporate culture, too rigid a system, would result in inflexibility and act as a constraint on future growth. Whatever culture is developed must be flexible and act capable of accommodating change. One must also be cognizant and aware of a possible incompatability between developing a corporate culture that enhances effectiveness while at the same time developing professional managers who are committed to the profession more than to the corporation.

It is important to guard against parochialism which corporate culture may also entail if carried to too great an extreme.

Professor Henry closed by reiterating that corporate culture might to some extent be a myth but it was in the power of chief executives to create it. Underlying the myth had to be more than mere public relations as it entailed a common style and attitude toward confronting problems. This was Professor Henry's working definition

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of corporate culture.

Professor George Najjar of the AUB Graduate School of Business and Management and Coordinator of AUB-GP cooperation then addressed the seminar on 'Corporate Culture: 'The Micro Picture'.

Dr George Najjar began by reminding CEOs that they are the real architects of corporate culture. Management had a long tradition of frontier-pushing insights and breakthroughs constituted by practitioners engaged in the creative act of reflecting on and formalising their job experiences. Concern with corporate culture was probably launched by a distinguished CEO back in the 1930s. Chester Bernard, after retiring from the presidency of a major company wrote his classical 'Functions of the Executive' where he recognized a distinct organisational personality separate from and independent of the personalities of employees. Bernard made it absolutely clear, that organisational survival and continued prosperity largely depended on the success of the organisational personality in absorbing and moulding individual personalities in a single act of socialisation that organisations try to shape employee perception of self and world is not seriously contested. This then according to Dr Najjar was the working definition of corporate culture which he felt provided the most

realistic approach. The individuals had to be incorporated into the organisational world-view and made to acquire a new identity. This process is essential for building and consolidating corporate culture. Dr Najjar stressed the importance of questions raised by the transferability of corporate culture. Bahrain executives were called upon to build their own corporate culture(s) and in the process make difficult choices about elements of other corporate cultures they might wish to appropriate.

Dr Najjar then went on to talk about the unavoidability of corporate culture - it was there, it was implicit, tacit and one had to recognise it, come to grips with it and develop a conscious approach to it. The more conscious about it one can be the more useful the results. In modern organisations corporate culture is necessary as an element of cohesiveness to piece together the various components of an institution. However, this carries the risk of over conformity which would be a constraint to change and thus detrimental to the natural course of corporate evolution.

Dr Najjar felt there were two basic facts that add to the concern with corporate culture:

1. Management has been more successful in managing technology than managing people. There are still serious difficulties at this level not least of which was the confusion surrounding the term professional and professionalism in management, mostly due to lack of the kind of maturity evident in older professions such as medicine and law.

2. The professionalisation problem as raised by Professor Henry. Professionalism as a value could be incorporated into a corporate culture and was not necessarily a barrier. Incorporating values of professionalism is shared by all corporate cultures as far as public statements go. Premium value is placed on professionalism by all corporations thus there must be a co-existence which it is the chief executive's responsibility to bring about. From the micro point of view, chief executives have always had a healthy scepticism towards corporate culture - they never become culture bound and seem to be able to move from one post to another, from one culture to another with relative ease, even shaping the 'new' culture after their own image of how things should be. Chief executives try to build, reinforce, and/or use corporate culture to achieve goals yet have the flexibility to move with facility from one to another and make whatever changes are felt to be necessary.

It is this flexibility which perhaps the chief executives present could give some insight into.

Dr Najjar then raised the question of whether in this part of the world we had been able to institutionalise entrepreneurial success. There were many examples of successful individuals who had built successful businesses but were these institutions in the accepted sense of the terms.

Another important dimension was the general connection between the corporate culture and the overall culture which hosts it and whether there was a gulf between the two. There may be conflicting demands on the individual, the question of incompatability should not be disregarded. The success of the 'Japanese approach' could be attributed to the fact that their corporate culture is a mere extension of their general culture. Whether the same can be said of the U.S., Europe or the Middle East was a key issue for this group to ponder.

Dr Najjar then asked how, from the strictly micro point of view, i.e. that of the 'corporate citizen', did the corporate culture filter down to making the manager? What went into the making of the Gulf or Bahrain manager? How was the process affected by the corporation on the one hand and how was it affected by the move toward

internationalisation on the other?

The problem was developing an "optimal" corporate culture and this was she chief executive's concern. There is no such thing as the right corporate culture, as difficult choices have to be made. There are alternative corporate cultures where a corporation in one direction or another through strategic planning, or multiple corporate cultures where, for example, different departments within an organisation accept different cultures.

In conclusion Dr Najjar stated that the distinction between macro and micro was academic and in practice there was constant movement back and forth between the two. The important caveat to be borne in mind was that the corporate culture had to manifest itself in specific forms to specific people. How did it affect decision making, leadership and training, these were questions to consider. Finally there was the problem of developing a common language within a particular organisation. Every organisation has its own language, its internal lingo, which is used to surmount internal communication problems. On the other hand an inter-organisational language has to be developed, the intra versus inter corporate lingo is very important and is perhaps the cutting edge of the distinction between the individual identity of the corporation and the international or

general set of values that the management profession would like to identify with.

This completed the presentation by the AUB team of Professors Henry and Najjar and before moving onto the 'questions suggested for discussion' (pp 3,4), Professor Henry invited Mr Don Hepburn, Chief Executive of BAPCO, to talk about the recent experiment there which was directly related to the subject of corporate culture.

Mr Don Hepburn, Chief Executive of BAPCO gave on outline of his experience in the application and appreciation of the role of corporate culture.

Mr Hepburn declared that corporate culture had an enormous influence on the capacity to change - it had always been with us and always recognised but perhaps not articulated. He felt that corporate culture had to be managed and that the success depended on how it was managed. To illustrate this Mr Hepburn then compared the way BAPCO was managed for 50 years, since its inception to the way it is being managed today; what changes had to be made and why and the role of corporate culture in these changes.

BAPCO, as a part of CALTEX, was managed from New York, it was entirely under the umbrella of a successful profit making multi-national company and the general outlook was positive and expansionist. BAPCO had no separate balance sheet, management decisions were invariably shrouded in secrecy and the company existed in a virtual state of ignorance on the broader issues.

This state of corporate imperialism existed until the late 70's when the Bahrain government acquired a 60% holding in the company; this ushered in a whole new era as far as management of the company was concerned. The company was now exposed to the vagaries of prevailing economic and market forces. Faced with fierce competition and a shrinking market there was no room for paternalism and complacency and in September 1982 a campaign of internal reorganisation was began to change the culture; to change self-perception and reaction, particularly to competition.

In September 1982 began a series of meetings to outline to management staff the gloomy future then apparent for the company and this accentuation of the negative proved a shock to many. The meetings were designed to break down the barriers of secrecy which had previously surrounded so many management decisions; they would initiate more consultation between chief executive and divisional managers and information would be shared. Divisional

managers would be asked to attend a board meeting to see how decisions were made, thus enabling them to apply the same criteria where relevant. Administrative and personnel practices were re-constructed in keeping with the needs of line organisation, and top management was moved from Awali to the refinery as a symbol that as a refinery company management should be seen to be involved instead of being remote. As part of a campaign to improve labour relations a corporate mission was issued and every manager was asked to state objectives; a series of management forums were held where managers could meet the chief executive and discuss prevailing problems - such discussions invariably proved exhaustive, frank and successful.

In 1983 a complete study of the company was followed by proposed changes which were then accepted. Some changes could be quickly implemented but for others and for the future, first the way people feel, react and make decisions must also change. Thus a change in corporate culture has to take place, a change initiated by the chief executive in the light of what he considers the best interests of the company now and in the foreseeable future. To effect such a change people must know more, be more aware of the problem facing the company both from within and without and to react more positively.

To this end corporate culture must be managed and although it was too early to say whether the changes were to have a profound or purely superficial effect, there was room for cautious optimism.

GROUP DISCUSSION 1

Professor Henry opened the discussion by inviting Mr Mohammed Saleh Shaikh Ali as General Manager of BANOCO to give his views on corporate culture in a comparatively new organisation.

Mr Ali confirmed Mr Hepburn's overview of the 'old' BAPCO set-up where the culture was one imposed by a remote authoritarian parent company. After the take-over of BAPCO he had been asked to take over marketing and had to form an organisation virtually from scratch with no background. He started with a few BAPCO people but no experts per se. With a $2 million turnover he established a small, elite group with a very flexible organisational structure; there were no rigid job descriptions but a great deal of scope for responsibility and growth. The organisation was rather similar to that at BAPCO with no stringent rules to act as a constraint on initiative.

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In 1982 the producing field of BAPCO was also transferred to BANOCO. Mr Ali took over in June 1983 and the government decided all oil production, exploration and marketing should be given to BANOCO. A number of discrepancies soon became apparent as the BANOCO system came into contact with the 'OLD BAPCO' culture firmly rooted in the Producing Field Operation. Thus, since then, a major concern has been to devise a method of fusing the cultures for the benefit of the new organisation. Flexibility was essential, no single policy could be applied across the board so within the same organisation different cultures have to exist, not only exist but co-exist and this in itself can create problems. It is hoped that over a period of two to three years a fusion can take place in order that common objectives and a common outlook may be achieved. Although this task will be a tremendously difficult and complicated one Mr Ali felt that as General Manager it would be a very exciting and challenging one and it would be interesting to see first what kind of corporate culture did evolve as the most appropriate. In conclusion, Mr Ali declared that, in the formation of a new organisation like BANOCO, the personality of the Chief Executive and his managers and their inter-relation was very important, any change had to come from the top.

Mr Ali Al-Malki Chief Executive, Gulf Air, then followed with the suggestion that perhaps discussion of corporate culture was rather percipitate; he felt that in the Gulf and in the Arab world in general there was a problem with management or rather the lack of it. Mr Al-Malki felt that as far as he was concerned the first problem was manpower resources but even before that, was the problem of environment. The environment here was not condusive to the growth of ideas, to professionalism and therefore was a fundamental issue which should be examined before that of culture.

Professor Henry commented that Mr Al-Malki's second point was ndeed related to culture and Mr Hepburn felt that both points were. Mr Al-Malki agreed but insisted that they were at a very basic level and therefore should be studied before sophisticated concepts. Dr Najjar agreed that the state of professionalism in management in this part of the world is yet to mature but felt that for the proper study and development of managerial skills, corporate culture had to be included, that it was an integral part of the whole together with basic management skills, people anc corporate citizens. Dr Najjar was convinced that the best method was to proceed simultaneously on all fronts.

Mr Abdul Rahman Darwish, Director of Training, Civil
Service Bureau then took up the theme and said that the
type of management prevailing in the area was perhaps a
different style of management and influenced by external
and internal environment, the macro and micro. Culture,
he maintained, was attitude. Management, whether studied
at home or abroad was basically the same, what was
different was the way the manager behaved; his way of
looking at things and his way of dealing with people in
the local situation. The chief executive has a role to
play in changing or even creating the climate within the
organisation. Mr Darwish then illustrated this by
relating how new middle management training programmes
were behaviour oriented rather then skill oriented and
moreover have established the learning process among
middle managers so that changes were taking place.
Management, he concluded, was there, and it was up to the
chief executive to institute changes in order to foster
the attitude or culture required.

Mr Mahmoud Al-Nouri, Managing Director of the United Gulf
Bank then took up Mr Al-Malki's point on the need for
professional management. He agreed it was in short supply
but that institutes like Gulf Polytechnic had been
established for this purpose. However, he felt that the
topic of corporate culture should be discussed as it was
an important issue for Bahrain, both as a developing

country and now as a financial centre. Mr Al-Nouri maintained that we could not differentiate between culture of society and corporate culture as a community develops, its culture does and so does its business culture and there is a continuous interaction between the two. As GCC citizens, Mr Al-Nouri felt that to a certain extent the very individualistic and tribal attitude still prevailed and chief executives tended to adopt very authoritarian attitude despite all the education and training. Such an attitude would take time to change, but attitude had to change to face the demands of the upsurge of industry and commerce in the region. The old style family business must go corporate to ensure their continued contribution to the economy of the country and thus to society as a whole. Mr Al-Nouri concluded that the discussion should be centered on the practical issues relating to corporate culture rather than to theories on the subject.

Dr Najjar then commented that he was all for professionalism but asked what made a professional manager. Professional Management meant different things to different people, and there was room in the profession for people from all backgrounds. What then went into the making of a Bahraini or Gulf manager? What were the attitudinal, behavioural and skill requirements and did they vary from company to company, sector to sector or management level to management level. Management has to

be a flexible profession that allowed for people to join its ranks from a variety of origins.

The question was how to work with this diversity to make sure that it was a source of variety, of rich cross-fertilisation rather than a hodge-podge of people from different places coming to do different things in the name of management. Professor Henry then called for general comments before returning to Mr Al-Nouri's point.

Mr Faisal Mirza, General Manager of BALCO, referred to the 'old' BAPCO corporate culture as a major factor in preventing the development of a Bahrain corporate culture and thus Bahrain management. This was particularly true because BAPCO was then the largest private sector employer on the island and had considerable power and influence both within and without its own organisation. He welcomed the change and stressed that the 'old' culture was not, in his opinion, appropriate even at that time since it was after all imposed from outside Bahrain by a management whose priority would be the interests of the parent company, those of 'branches' like BAPCO would be secondary. However, Mr Mirza believed in corporate culture though felt it was difficult to define, to pin-point, especially when policies come directly from overseas.

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Mr Bob Fisk, Acting Executive Director of the Civil Service Bureau (CSB) then observed that there appeared to be a mixture - that corporations were talked about but that the government had also been introduced. He said that organisations had essentially one of the two objectives, profit-making or service or possibly combinations of these. In Bahrain the profit-making corporations were of two types; those competing in the international market and those who have no competition at all in the island. In addition there were organisations like the government who provided a service. At the seminar people appeared to be talking about management in relation to the corporations competing in the international market. The style of management required would not necessarily be the same as that required for those organisations who do not have to compete internationally. The question therefore was whether it was necessary or even desirable for the culture or style of management to change into the international environment.

Dr Najjar answered this by suggesting that competition did exist for these non-competitive organisations; in the areas of attracting and retaining manpower, for example. He felt that this was where the culture aspect became important.

Mr Fisk in reply said that most of these companies were family concerns; the top management was family, the middle-management was Asian and as long as that situation existed there would be no competition for turnover.

Mr Darwish said that as he understood it, there were two factors; one was the organisational climate, the internal environment and the second was the influence of the general culture. Skills alone were not sufficient, behaviour was important. The point of discussing corporate culture was to determine ways for employees to work together and to develop a positive attitude to certain matters. He maintained that the management style existed but the internal culture of the organisation was influenced by the general culture. There was, he felt a basic rule that without a knowledge of the general culture the internal culture would not function properly. Individualism was part of the general culture and whether it could be changed remained to be seen. Was it possible to transfer all or part of a culture from elsewhere? Mr Darwish thought that it was only possible if it was compatible with the general culture of the host. Therefore a general understanding of the whole sense of behaviour was a pre-requisite to the establishment of any kind of lasting corporate culture.

Mr Al-Nouri then said that he thought what was being discussed was corporate culture and community culture. In this part of the world the largest employer was the government who thus provided social security with an open-door policy for nationals. The oil-recession had produced budget deficits in Gulf states and this produced two changes. First of all the government had to cut back on recruitment and also increase productivity. Secondly in the business world, exporting industries had to be developed and corporations formed from family businesses. Thus changes were taking place both in the public and private sector and the challenge was both to prepare the community for the changes and to help people cope with them.

Mr Hepburn took up the theme of the influence of the economic climate. BAPCO were required to sell 97% of its product in a fiercely competitive market and to refine efficiently they had to be conscious of the pricing structure in the market place and the competitiveness of their product. It was found to be extremely difficult, however, to impress on a Bahraini employee the gravity of the situation and to get a positive response to appeals for greater productivity when the situation everywhere else on the island appeared to be normal; an employee then feels a certain resentment that a kind of work ethic should be imposed which is not in keeping with what is

seen around him particularly as his own government constantly seeks to reassure him that all is well. Thus the Bahraini at BAPCO working in a highly competitive international operation cannot reconcile his particular role in that compared with everything he sees around him - this according to Mr Hepburn was the very real and immediate problem being encountered in trying to convert the BAPCO of old to the BAPCO of today and even more the BAPCO of tomorrow.

Unless the changes which Mr Nouri referred to can be made in all areas of the community in terms of the work ethic then Bahrain faces an uphill battle. Unless the work ethic is recongnised and applied wholeheartedly then industries like BAPCO would never be fully able to compete in the international market.

Shaikh Ibrahim R Al-Khalifa, Chairman and Managing Director of BANAGAS then took up the discussion and gave participants an insight into the government service. There was no real employee participation in decision making. Employees in general know that the work will not be demanding - the private sector on the other hand generally provided employment requiring more effort. Twenty years ago the major employers were BAPCO and the government as the number of private organisations was limited; neither was particularly productive as there was

no great urgency for it - thus urgency has only recently arisen with more companies appearing and thus competing for efficient, productive employees. The work ethic is therefore quite a recent phenomenon created by the harsher economic climate - higher productivity and the recognition of its value was on its way but it would be a gradual process. The government has had to cut back on recruitment and is now seeking ways of increasing productivity among existing staff. The general policy in the private sector now was to retain those employees who were productive and to shed those who were not.

Dr Najjar referring to a point raised earlier by Mr Hepburn reminded participants of economic dualism and suggested that there was a cultural dualism whereby the values which are reinforced in the general culture are not necessarily the same as those reinforced with the corporation. It was necessary to become aware of this and then to manage it.

A second point Dr Najjar went on to say that until recently it was perhaps acceptable in the Gulf area to be effective without necessarily being efficient. Now, however, efficiency has become at least as important a criterion as effectiveness and will probably signal a new dawn in managerial professionalism along the lines suggested by Mr Al-Malki earlier.

Some general discussion then followed on attitude and motivation in the government as opposed to the private sector.

Mr Al-Malki then made some specific points in relation to employees and the work ethic. Very often promotions were made which were not justified on merit but had to be made for political reasons and this was obviously a problem which had to be faced. Then referring to a point made earlier by Mr Al-Nouri, Mr Al-Malki went on to say that another problem was that nationals obtaining degrees or similar qualifications had to be offered employment, and then found themselves in a salary and promotion structure so rigid that there was no incentive to work hard and be productive. Continuing on the subject of employee incentives Mr Al-Malki said it was ironic that in a country like Bahrain where labour unions were considered undesirable the same objections to incentives were raised as were raised by labour unions in the West; those objections being that incentives were discriminatory.

Mr Al-Malki favoured the incentive system and was convinced that such schemes would greatly aid the establishment of the work ethic and a successful corporate culture. In conclusion Mr Al-Malki reaffirmed the importance of this and future seminars but felt that priority should be given to more basic issues.

Professor Henry on the issue of the compatability of the general culture with the business culture raised the question whether it was more difficult for a Bahraini, or Gulf national with his background of general culture to perform the duties of Chief Executive than for an expatriate who had, for example, greater freedom of action, being free from local culture ties.

Opinion was somewha: divided on this issue and Mr Hepburn while agreeing with Mr Ali that there was a requirement to conform to local customs felt that the expatriate did have greater freedom in certain situations for example in having to make an unpopular decision. The expatriate was not subject to the same peer pressures, community pressures and family pressures that a Bahraini was. The Bahraini was much more conscious of the social impact of a decision even though both might agree that the decision was right. However, the requirement to conform was very real and in general the community was very intolerant and unforgiving of an expatriate who makes a completely inadvertent social gaffe.

The expatriate at that level had to be meticulous in his social behaviour - if he failed to conform then he was seen to have failed in general.

Dean Al-Hashemi agreed with Mr Hepburn on the conformity issue particularly where it related to certain norms. However, he felt that in general as a question of perception the expatriate manager was invariably considered to be superior as far as experience was concerned. An important point was, however, the effect of the general culture on the up-bringing of the potential employee. The Dean felt that there was the influence of family and education to be considered and that by the time a company employed this person then there was a lot of 'damage' which had to be undone. Mr Al-Hashemi was concerned that the present younger generation was being brought up in an environment where too much was taken for granted, young people were inclined to be spoon-fed. Unless this attitude changed then he feared for the next generation of managers.

Professor Henry added that the relationship between the educational system and earlier family socialisation raised the whole issue of the congruence between different levels of association in a society. There was a general theory to the effect that the more congruent those different experiences were, especially when talking about such things as attitude toward authority and work ethic, the more stable generally the society would be.

Mr Al-Nouri agreed with the seriousness of the latter point made by Dean Al-Hashemi but felt that discussion was perhaps straying from the main topic of corporate culture. It was perhaps natural that the older generation, which had in general had a much harder life, would want to ensure that the younger generation escaped such hardship. However, the result was a spoilt generation and he appreciated the Dean's concern about the need for attitude to change. However, Mr Al-Nouri was connived that the new generation could meet the challenge facing them. After exposure to international affairs and thus could be better equipped than their predecessors. He was optimistic that they would rise to the occasion despite the many negative influences.

Professor Henry then asked Mr Gudvin Tofte, Chief Executive of ALBA how he dealt with the situation where there was a new enterprise which had to recruit employees with no industrial background, no corporate culture, how did they adapt? A corporate culture had to be created at ALBA but was now to undergo a change. Why was this considered necessary?

Mr Tofte said that it was hard to discuss something which couldn't be defined. He was irritated by statements that management did not exist here, that it needed two generations to develop, and so on - ALBA was living proof

of the existence of efficient local management. Mr Tofte agreed that the environment was damaging, that older managers had often set bad examples, particularly expatriate.

Management in isolation no longer worked; a manager had to be seen to be human, to be fallible, to be accessible, to be able to define objectives. A good manager had to be prepared for public success and failure and had to set examples which he would want others to follow. Responsibility had to be accepted and so had fallibility - the making of mistakes had to be accepted as part of the learning process, not avoided or hidden. These were the attitudes which had to be included if an efficient management team was to be developed.

Mr Mirza then made the point that Bahrain was really the melting pot for many nationalities and thus many corporate cultures. These different cultures intermingle against the background of the Bahraini general culture with its ethics and customs. The problem is to incorporate what is best for local needs into a good corporate culture. Mr Mirza felt, like Mr Tofte, that discussions hitherto had tended to skirt around the main topic and he hoped that now it could get back on course.

GROUP DISCUSSION 2

Professor Henry re-opened the discussion by focussing attention on some of the questions suggested by the AUB team. He started with question 3: 'How compatible is your corporate culture with that of other organisations in your environment and with the environment at large?'.

Mr Ali began by saying that he did not believe one could compare corporate culture, that each was unique to the organisation that created it.

Mr Al-Nouri maintained that although to a certain degree approaches to problem solving may be common and organisations may have certain written and unwritten rules which are followed, most organisations in Bahrain had not been in existence long enough to have developed a full corporate culture.

Professor Henry wondered whether not having a corporate culture put organisations such as new banks at a disadvantage in competition with older banks which had developed one.

Mr Al-Nouri declared that as far as OBUs were concerned, for example, all were new or comparatively new, all having been established in the last few years. He was of the

opinion that it would take something like 15 years to develop a corporate culture as a longer period with continuity of procedures and management was essential. To summarise, Mr Al-Nouri, said that the new companies set up in Bahrain need a long period of time to merge the many different cultures which exist within each, into an efficient organisation. He cited the example of a Kawaiti company established in 1961 with a definite policy of control by Kuwaiti nationals through experience and responsibility and how this process, this establishment of their own corporate culture, had taken 20 years to develop. The same time factor, Mr Al-Nouri believed, applied here.

Professor Henry acknowledged the point but said that corporate culture could come into existence through mission statements and through strategies developed by chief executives. Young companies with say 5 years of strategic planning still have time for shaping a corporate culture. The critical function of defining who you are and where you are going as translated into written documents and into understandings which fellow managers have, was part of the shaping of corporate culture.

Mr Al-Nouri referred to Dr Fakhro's having mentioned that there were 150 definitions of culture and maintained that things on paper did not make a culture. Culture was more

behaviour, more action and reaction than mere written words.

Mr Darwish thought that in general a corporate culture existed in every organisation and was the way in which the people interacted with management. It was how people reacted to company policy and decisions. If that reaction was not positive then there was probably a conflict between the general and the corporate policy. He agreed with Mr Al-Malki that this was clearer in an informal organisation.

Professor Henry then said that the question arose as to what extent the informal organisation was compatible with what the chief executive was trying to do as he tried to consolidate and plan for expansion. Was the informal organisation a help or hinderance?

Mr Al-Malki thought the answer was both, that while there were advantages to having set, written policies etc., in an informal organisation the rules and procedures could still be identified and acknowledged but at the same time the opportunity was there for flexibility and initiative.

Mr Hepburn compared Gulf Air and BAPCO and pointed out that whereas the former was expanding the latter was contracting or at least going through a period of

no-growth. As far as management was concerned the no-growth period was more difficult to handle. Much more was tolerated, accepted or condoned in a growing organisation, which in a no-growth one would be totally unacceptable and he gave the example of retirement. In a no-growth organisation one of the few avenues to promotion was the normal course of attrition, of people retiring when everyone then moved up one step. The acceptance of this situation is new to the Bahraini who is used to rapid promotion through replacement of expatriates in an expanding organisation. At BAPCO today the situation is virtually a non-expatriate, no-growth environment so the expectation of promotion cannot be met.

The government issued an edict to the effect that the retirement age could be extended by 5 years and this was a blow to BAPCO which had hoped to use the natural attrition to reduce the work force as well as provide promotion opportunities. This was an example perhaps of a general cultural decision coming into conflict with a corporate culture one. Thus BAPCO was denied one method of reducing the workforce and this was especially unfortunate as the company found it extremely difficult to shed manpower any other way. Dismissal was virtually impossible unless the employee had committed some outrageous crime (another cultural barrier?). In longer established companies there was likely to be a growing conflict between expectations

and the realities of a changing world. Referring to question 3, Mr Hepburn said that comparing public to private industry there might be some or no conflict between corporate cultures although in family companies there was a problem. Comparing private and public then there would be some conflict.

Mr Hepburn stressed that he was not condeming government policy, only pointing out that it was different; that culture and that perception of their relationship with their workforce had an impact on the way people in BAPCO thought and reacted because it was in conflict with the corporate culture being developed to cope with the pressures brought to bear by competition.

Mr Fisk considered that because of the lack of pressures for profit and because the government was essentially service oriented, the very fact of that service orientation tied it directly with the culture. Thus efforts to change that met with much greater resistance as there was no real incentive to make the change, other than a moral obligation. The traditional belief that each person was an individual and therefore was entitled to individual treatment rather than being subject to a general rule or policy still held away and although the need for a change of attitude was recognised by the management it was extremely difficult to effect. There

had been a gradual adjustment but nothing like as extensive as in the private sector where the need to was more urgent.

Mr Faisal Mirza gave the example of the Japanese corporate culture, pointing out that it appeared as one, uniform culture throughout Japanese industry. Mr Mirza wondered whether instead of grapping with the problems of developing different corporate cultures here, would it not be preferable to adopt that of the Japanese as it was obviously a successful one.

Mr Tofte queried the assumption that it was the culture that was the reason fo· the Japanese success. He felt that many factors contributed to their success, intelligence, creativity, technical skills, etc. Mr Tofte suggested that the culture mighty be a result of their success rather than vice versa.

Mr Mirza maintained that the Japanese had, through their culture, developed a collective attitude, a cohesiveness, as opposed to the individualistic approach more in evidence here and this was an important factor in their their success.

Professor Henry warned that such a coherent culture might be incompatible with certain kinds of high-tech innovation and might be borne out in certain very rapidly developing industries. Conversely, this kind of culture might work very well in most kinds of manufacturing industries. No one country could have all the secrets.

In general discussions on this question the consensus appeared to be that no culture could be transferred with a guarantee of success. Individual companies had to develop their own cultures suit business requirements and with due regard to the general culture prevailing.

Professor Henry cautioned that the situation might then arise when major companies developed their own unique cultures which might be hard to change when they moved into other phases of development.

Mr Al-Malki raised what he considered a major question, that of how a transferred culture could be made to work. He felt that if management was prepared to meet employee's requirements then they, the employees, would meet management's. Though he thought that culture could not be changed it could be adapted to meet corporate requirements. Through incentive schemes and other similar schemes worked out by management and employees together, both sides could be satisfied and at the same time such

deals helped to bring about a change of attitude and so were shaping the corporate culture.

Mr Al-Nouri on the subject of incentives said that the introduction of such schemes had, in his own experience, invariably meant a conflict with the general culture and although the desirability of such schemes was recognised as being vital for the development of a sound corporate culture, it would take time to convert resistance to cooperation.

Professor Henry then moved the discussion to question 4. 'What attitudes, assumptions, informal rules and expectations prevail among your managers? Should they be reinforced or changed in view of your existent or emerging cultures?'

Professor Henry was assuming that people do have prevailing practices; participants had already heard about the informal organisation at Gulf Air and perhaps implicity that such formal organisation could not be allowed in a no-growth company. What were the prevailing informal expectations; things which may not be easily seen but were there, good or bad, in terms of the objectives of individual chief executives in trying to develop a new corporate culture? What could be observed in the characteristics of those around the chief executive,

positive or negative elements which may be encouraged or discouraged? Could these practices or styles be assets or liabilities, could this be identified?

Mr Fisk (CSB) returned to the subject of incentives and told participants of cases in the government service where an employee had to be absent and another had to take over his more highly skilled job. As an incentive it had been suggested that this was an ideal opportunity for employees to demonstrate their promotability. Letting employees try out the job, their performance would be a good indication of potential. Employees however, preferred cash for anything different they were asked to do. Attempts to analyse this attitude proved that it was due to the traditional belief that promotion was automatic therefore there was no need to prove merit. Referring to the no-growth situation and the effects on promotion there, Mr Fisk said the same situation would soon arise in the government services as expatriates were phased out - the unlimited opportunities for promotion would disappear and what would remain would be a young workforce, stagnated, and this would be a major problem.

Mr Al-Nouri however maintained that such a situation was in fact the normal one and that young executives like those present were exceptional. Bahrain would be returning to the situation which prevailed in most

countries and there was no need to be apprehensive about it.

Mr Tofte felt that it was inevitable that there would be a period of transition when adjustments to attitude would have to be made.

Mr Hepburn echoed Mr Fisk's concern, however when he said that the cultural expectation was of rapid promotion but that BAPCO was down to 7% expatriate therefore the rate of promotion would be slow. Employees would become impatient and would leave, then training had to begin again involving cost etc.

Mr Tofte saw this as a healthy situation - creating a surplus of certain skills would lead to a redistribution of manpower.

Dean Al-Hashemi felt there were two issues involved. The question of supply and demand was beyond anyone's control, in the short run. The market itself was often unpredictable and could create a situation where, for example, an engineer, if he was unable to get a job at ALBA, could go to a bank and retain and even end up with a better paid job. The other dimension was the institutions that prepared people and the Dean returned to his earlier point that expectations were being set too high, too soon

- students were assuming that the degree etc obtained was a passport to employment, to automatic promotion and so forth. Of the two issues, that of supply and demand was perhaps uncontrollable, but policy makers must look seriously at the second issue, that of over producing highly qualified people for whom employment vacancies would be scarce. The Dean was concerned that this issue should not be neglected and that action was required to avoid what was potentially a major problem.

General discussion continued on this topic with the participants sharing the Dean's concern that the educational system may well be paying too much attention to the wrong end of the market.

Dr Najjar concluded the morning's proceedings by talking about first the difficulty of establishing a one to one co-relation between certain pre-job preparations and performance on the job. There was no single track, of course, which would guarantee a good manager. We could only hope for some connection between input and output, the input was to a large extent unknown. Dr Najjar then dealt with the competitiveness aspect of corporate culture. How competitive was a corporate culture in so far as personnel matters were concerned? Competitiveness was not just an attitude. To be seriously competitive the personnel management system must be efficient so that

staffing was linked to job needs and personnel knew exactly what was expected of an employee, this together with job description and job evaluation had to be efficiently managed otherwise it was more tokenism; tokenism was another va·iable of corporate culture which should not be overlooked.

It meant espousing values which were not really taken seriously and therefore not pushed very far. Here Dr Najjar referred to H E Dr Fakhro's address when he cautioned against allowing talk of corporate culture to deteriorate into public relations. Finally he reiterated his belief that personnel management had to be seriously committed to fostering competitiveness as an integral part of the development of a successful corporate culture.

At this point discussion was adjourned for lunch.

<u>AFTERNOON SESSION</u>

Professor Henry re-opened the proceedings by suggesting that they begin by discussing, briefly, personnel policies and how concrete policies under the control of chief executives could mould or change the culture of the organisation. Thereafter, Professor Henry proposed that they summarise the main lines and future possibilities for discussion. First however, he referred participants to question 5:

'How can personnel policies and objectives alter or reinforce aspects of your corporate culture that ought to be changed or reinforced?'

Mr Al-Nouri began by agreeing with Dean Al-Hashemi that market conditions played an important role in developing the benefits obtained by employees. Competition as far as these benefits (high salaries, insurance, allowances, etc) were concerned was quite fierce in Bahrain. However, Mr Al-Nouri felt that these benefits, whether cash or kind, did not play a major role in the company's success and the development of a positive culture. To Mr Al-Nouri the key was proper communication, an open relationship with staff and regular provision of information on company policy and direction.

Middle-line management should be encouraged to make a greater contribution to strategy and decision making. Job satisfaction was more important than financial reward and therefore a corporate spirit had to be developed. There had to be participation in decision making at all management levels and that meant a great deal of patience was required. Time had to be allocated for getting together with staff in order to share and exchange ideas. Compensation, incentives and communication were three positive factors, according to Mr Al-Nouri with incentives and communication being the most important.

Shaikh Ibrahim Al-Khalifa thought that there might be a link between corporate culture and personnel regulations. If the chief executive has himself played a part in formulating the policy then it was likely to be compatible with his main objectives for the company. If, on the other hand, the policy has been formulated by someone else without any input from the chief executive then it was likely that certain aspects of that policy would have to be changed to bring them into line with his objectives.

Environment as a whole and personal relationships with employees both played a part in decision making as they facilitated flexibility.

Dr Najjar suggested that the personnel sub-system was strategic in bringing about desirable changes in the corporate culture, particularly when it came to building up the corporate credibility (vis-a-vis employees). Part of an unarticulated corporate culture of the past was to relegate the personnel function to a subsidiary, control status; their role was primarily disciplinary with negative, disciplinary functions.

Mr Hepburn's views on the subject were again, he said, influenced by the present situation at BAPCO. If there is a long tradition of reasonable generosity in salaries and benefits and then there is a change in fortunes, one which is perceived to be long-term rather than short-term then the Personnel Department had a crucial role in dealing with labour relations. At BAPCO the predominantly long service stable work force was accustomed to regular annual salary increases, and tended to reach the maximum of their grade in large numbers. The Personnel Department had to convince the employee reaching the top of the grade that there would be no more increases. In 1983 there were 168 people who had reached the maximum grade and the personnel Department's reaction was to raise the grade. Mr Hepburn's response however was to insist on existing grades being adhered to and that it was up to the Personnel Department to ensure this policy gained acceptance. This problem of what to do with employees at

maximum grade was prevalent throughout the Gulf and no satisfactory solution had yet emerged. It was up to the Personnel Department to come up with solutions to this and other employee related problems. In Mr Hepburn's opinion the employee's perception of the company is determined more by the personnel and administrative function than by anything else in the corporation because it was between the man and the company and thus determined the employee's attitude. In a contracting business or a no-growth industry the Personnel function is a very demanding role. Without the money to buy peace he has to persuade people to be peaceful.

Dr Najjar agreed, stressing that the personnel department was first and foremost the intermediary and then a shock-absorber. However, he reiterated the importance of efficiency in the Personnel Department, accurate job descriptions, thorough job evaluations etc which gain the acceptance and credibility of all the participants. By so doing many employee related problems could be avoided.

Mr Tofte disagreed he felt it was the actual handling of the implementation of policies which was crucial. The way policies were communicated to employees was vital in their either being accepted or rejected.

Dr Najjar then suggested that he might now present a number of common themes which seemed to have evolved since discussions started and perhaps point out some possible directions for future consideration. There appears to be a healthy dose of disagreement on the issue of corporate culture. This was a good reminder that there were no single, final solutions to any of these problems. Choices were available but these choices had some discipline because they normally reflected major trade-offs, major combinations of factors which executives deem necessary. With regard to corporate culture what kind of management philosophy should be encouraged; authoritarian or participatory? Subordinates making mistakes - how was this to be handled without stifling initiative? How did one develop the expertise to make decisions at the optimal level? Making decisions at the so-called lowest feasible level.

Choices made were bound to vary from one executive to another and, within an organisation, from one point in time to another.

A major choice has to do with the tenuous link between an organisation and the outside world, corporate culture versus general culture. Undoubtedly certain norms and assumptions of the general culture had to be reflected in the corporate culture but this did not mean enslaved by

them; long established institutions were ideally placed to be able to change attitudes where necessary. Dr Najjar felt it was a major function of an executive to perceive where change was required and take the necessary action. A key puzzle to be grappled with concerned the magic combination of technical and non-technical skills which went into the making of a manager. Technical skills alone were not enough, it required many additional often indefinable qualities. The technical and the behavioural skills had to go hand in hand in the making of a manager. Thus, Dr Najjar concluded, the question of professionalism reappeared, professionalism and its relation with corporate culture. To the extent that the development of the corporate culture accentuates the corporate ego to a degree that might border on self-righteousness, it becomes prone to feelings of superiority and of seeing the outside world and competitors in stereotyped ways; this creates an attitude or way of thinking which is very contrary to the kind of universalism or internationalism, and that part of the professional outlook. Professions by definitions and the professional spirit cuts across organisational boundaries. To what does the professional executive owe his first loyalty, to his profession or effect on corporate culture there had to be an accommodation of two philosophies, two approaches, two choices. Dr Najjar then summed up by saying that, in the final analysis, all these issues at this stage could serve as agenda items for

future discussion and that the next issue which should be addressed by such a distinguished assembly was the specific question of professionalism with special reference to the Bahrain environment and to the making of the Bahraini manager.

Dean Al-Hashemi, pursuing the theme of professionalism versus corporate culture, added that he felt that Bahrain organisations tended to be input oriented rather than output oriented, though perhaps applied more to service than to productive concerns. There was a tendency to concentrate on input, pay some attention to process but neglect output. This added another dimension to the issue and the Dean felt that managers got so bogged down with input that by the time the end product appeared they had lost sight of what it should be.

Professor Henry suggested yet another dimension, that any given company might have far more in common, in terms of corporate culture, with other companies in other parts of the world operating in the same industry, than they would with other companies in Bahrain. Thus there was another universalistic aspect, but universalistic by function. Put another way, could a locally trained professional manager really expect to master the full range of managerial skills needed without very extensive experience in the particular industry? How transferable were these

professional managers - it may be that for technical as well as for corporate cultural reasons they are not as transferable as some might like to think, but stressed by an image of pseudo-professionalism as exemplified in certain business degrees awarded by business schools in the United States and elsewhere. To be really effective the manager had to be fully acculturated within a particular organisation or acculturated and skilled in a particular functional industry, these would be the different contrasts. This was a subject suggested as a possibility for future discussion.

Mr Al-Malki agreed with Dr Najjar and Professor Henry that these issues were important for future deliberation. However, he felt that more immediate concerns were certainly very real, practical issues. Given the cosmopolitan nature of Bahrain and its commerce and industry in particular, the variety of cultures in existence could pose problems which required solutions.

Management was an art but one which could be learned through effort, and application. What problems faced industry in Bahrain? According to Mr Al-Malki these problems could only be fully examined and discussed with government representatives and none were present at this seminar. Only discussion with high level government officials preferably from the Ministry of Labour could

throw light on such problems. Then, following such discussions, the subject of professionalism could be brought up. Mr Al-Malki concluded by saying that he had two points to make. The first was that he would like to see the seminar enlarged to identify contemporary problems and then secondly to work towards optimisation and professionalism.

Professor Henry in reference to Mr Al-Malki's first point, said that they had in mind a small group at the outset but the intention was to develop a chief executive officer's forum which would include all the actual chief executive officers on the island and thus provide a broader base for discussion.

Mr Hepburn with the aid of a diagram then illustrated his opinion of the value of a forum of the type Professor Henry had mentioned.

College	Industry	Maturity Experience Industry
knowledge	skill ability	wisdom

One had to take knowledge and put it to work in acquiring skill and ability. Later moving into the chief executive bracket one acquired wisdom through maturity and experience. These were essential steps for the manager and a forum like the one today were valuable in that they

could provide the opportunity for seasoned executives to share their experiences and the lessons they had learned with younger men who might take years to otherwise acquire even an insight into such expertise.

Mr Hepburn declared that he had gained much from hearing of different ways of looking at problems - his own decision making was restricted to his BAPCO experience thus at forums such as these he was adding to his own corporate culture.

Dr Najjar then suggested that perhaps more could have been achieved if they had started to narrow down some of the terms, and try to develop a common understanding. All were committed to the idea of training executives and managers but very little had been done by way of trying to assess and measure the return on this training. What kind of a Bahraini manager would chief executives like to see emerging over the next five years, was such a person already there?

Could we talk of the advent of the Bahraini manager already? To what extent could we hope to develop not so much a common perception and a common language, but a common way of presenting problems so that we could do something serious about cross-fertilisation, to which he was sure all executives were committed. Dr Najjar thought

that the time was right for moving forwards from recognising these problems towards seeking some tentative scenarios for starting to build possible solutions and again he stressed the importance of such a forum.

Mr Al-Nouri took up Dr Najjar's question as to what a chief executive's reaction should be to mistakes made by his staff. Mistakes were inevitable, no success was possible without some being made. As far as major mistakes were concerned Mr Al-Nouri said that provided they were in good faith then they should not be punished - punishment in such a case would have a negative effect on staff morale and would act as a brake on initiative.

With reference to participation he confirmed what he believed to be the general view that centralisation was wrong, participation in decision making should be encouraged at all management levels and that, in fact, strategy should be initiated at the lower level and proceed upwards.

With regard to the copying of corporate culture the question was raised as to whether a Bahraini officer could do the job abroad and Mr Al-Nouri saw no reason why not as there was internationalisation of professional management, so, having acquired professional skills, a manager could do the job anywhere.

As to the professionalism, Mr Al-Nouri was convinced that it was essential to ensure efficiency and so corporate success.

Mr Tofte expressed his concern about the point of the discussion in general. He felt that the group was really too big and that the area of discussion was too great. Discussion of more specific topics in a more homogeneous group would have been of more value. Smaller groups of organisations with similar operations would enable discussion to get down to major issues of immediate common concern. Mr Tofte maintained that the problems besetting, for example, a bank with a comparatively small staff could not apply to a large industrial organisation and vice versa.

There then followed a brief discussion on the relative merits of the composition of the forum and the subject under discussion. The consensus was that the value of both larger and smaller groups was recognised and that although discussion on this occassion could only be in general terms there was nevertheless much to be gained from a frank exchange of views. Gulf Polytechnic in particular would benefit from such a liason, as feedback from commerce and industry was essential to an institution which was engaged in training tomorrow's managers.

In conclusion Dean Al-Hashemi reminded participants of the Polytechnic's willingness to run courses for specific needs. He referred to the topic of 'action learning' discussed at a previous seminar and commented on the need for such discussion to be translated into action. The Dean thanked all the participants and expressed his appreciation of the contribution made by industry. Mr Al-Hashemi also expressed his pleasure at the supportive attitude of the business world in Bahrain to Gulf Polytechnic. He welcomed feedback from employers in order that the Gulf Polytechnic remained on the right track. The Dean emphasised the importance of a continuing dialogue between the Polytechnic and employers and welcomed all comments and advice which would help to improve the institution. In conclusion the Dean again expressed his pleasure at the warm interest in Gulf Polytechnic by executives through their active participation. This close cooperation would help to produce the kind of managers who would make a positive contribution to the success of local industry and thus Bahrain society at large.

APPENDIX I - CEO SEMINAR ON STRATEGY FOR CONTINUING MANAGEMENT EDUCATION IN BAHRAIN

Also organised by the author as the first of its kind in Bahrain, this seminar was of great significance to the professional dialogue on goals, strategies and methods of management development and continuing management education in the country.

Index of Appendix

SEMINAR ON

STRATEGY FOR CONTINUING

MANAGEMENT EDUCATION

IN BAHRAIN

AT

GULF POLYTECHNIC

18 MAY 1985

SEMINAR PROGRAMME

0800 - 0830   -   HOLY KORAN

               -    OPENING NOTE
                    H E Dr Ali M Fakhro
                    Minister of Education, Chairman
                    of the Board of Trustees

               -    SEMINAR THEME
                    Mr Ibrahim J Al-Hashemi
                    Dean, Gulf Polytechnic

0830 - 1000   -   FIRST PANEL DISCUSSION

                    Chairman: H E Dr Ali Fakhro

           (1)   The Philosophy and Methodology
                    of Continuing Management Education
                    in Bahrain
                    Dr George K Najjar
                    Graduate School of Business and
                    Management, AUB

1000 - 1030   -   BREAK

1030 - 1230   -   SECOND PANEL DISCUSSION

                    Chairman: Mr Abdulla H Saif
                    Govenor, Bahrain Monetary Agency

           (2)   The Making of the Bahraini Manager
                    in the Public Sector
                    Dr Rashid A Fulaifil
                    Undersecretary, Ministry of Health

           (3)   The Making of the Bahraini Manager
                    in the Private Sector
                    Mr Nooreddin A Nooreddin
                    General Manager, ARIG

1230 - 1345   -   LUNCH

1400 - 1500   -   THIRD PANEL DISCUSSION

                    Chairman: Mr Ibrahim J Al-Hashemi

           (4)   The Continuing Management Education
                    Programme at Gulf Polytechnic
                    Dr Paris Andreou
                    Dept of Business and Management
                    Gulf Polytechnic

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I   'THE PHILOSOPHY AND METHODOLOGY OF CONTINUING MANAGEMENT EDUCATION IN BAHRAIN' by Dr George K Najjar, Graduate School of Business and Management, American University of Beruit (AUB).

Dr Najjar in his presentation sought to highlight some of the salient features of his paper.

The purpose of his paper was to articulate the philosophical foundations of COMEP, spell out its substantive structure and lay bare the methodology necessary for its implementation.

Dr Najjar attempted to put the Gulf Polytechnic Continuing Management Education Programme in perspective and to relate it to the Bahrain Management. Recalling the 70's period of rapid growth and economic boom when concern was more with running businesses rather than building organisations, the 80's have seen a change of priorities: companies have had to start focusing more on building their internal management system, in which the most strategic element is the Bahraini manager. The first indication of this shift of emphasis was an increased interest in management training programmes of various kinds. Early

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programmes were, however, beset with problems, tentativeness, disjointedness and an ad hoc attitude. Little was done to evaluate such programmes as investments in human capital and measure the return. Interest was shown in the evolution of a management culture as an ever changing context for managerial technology transfer to Bahrain. Meanwhile, the main stream of management thought and education in the West was undergoing its own crisis centred around the increasing inability of traditional approaches to management education to cope with changes of various kinds. First, pre-employment schooling was seen as inadequate and thus there was a need to develop programmes that would cater to requirements in the post-employment phase. Second, alternative approaches to management practice and ·education emerged such as the Japanese experience now widely acclaimed and emulated. Their accounts was a third problem, namely, the trend in management education to proliferate along disciplinary lines; it was important, therefore, to develop an arm of management thought that can capture the functional unity of management. COMEP, claimed Dr Najjar, has always been dedicated to viewing the management function as an organic unity. Thus COMEP inclined away from the traditional text-book approach to the

use of more practical, authentic and relevant teaching materials. COMEP, in order to be successful has to be at one and the same time:-

1. Anticipatory

2. Remedial

3. Developmental

4. Interactive

Dr Najjar outlined these features, drew participants attention to the fact that they were analysed in detail in his paper, and voiced his optimism that the COMEP at Gulf Polytechnic could live up to them. However, though this philosophy was thus commendable, for it to become a reality it has to rest on a rigorous, well defined methodology.

This methodology is made up of six key elements already practised at Gulf Polytechnic and already in the process of refinement:

1. Needs Identification, at all levels

2. Translation of Manpower Needs into Programme Categories

3. Further development of Programme Categories into a Full-Fledged Curriculum

4. Screening Participants

5. Programme Delivery, Evaluation

6. Programme Auditing

If this methodology is properly carried out on the basis of the philosophy outlined then COMEP can face its one major problem, that of the transfer of class-room acquired skills to job applications. This task must be approached jointly by the learning institutions and by industry. In conclusion Dr Najjar expressed his belief that COMEP was an investment in human capital which should be subject to forms of measurement, something which was formely neglected, but has to be done jointly as it offers tremendous potential for targeting the programme, making sure it stays on course and introducing a feed-back and corrective capability.

0910: H. E. Dr Ali Fakhro thanked Dr Najjar for his presentation, briefly reviewed the main points with which participants might like to take issue, then asked for questions from the floor.

Mr Sayed Mustafa (Midal Cables). The first comment, on methodology, concerned on-line follow-up. The speaker felt that in two year's time Gulf Polytechnic should find out from COMEP participants' companies, what benefits both employee and company had derived from the programme.

Mr Don Hepburn (BAPCO) expressed his concern about what was an acceptable management culture to Bahrainis. He felt that in his use of Western derived management terms and concepts he finds Bahrainis, although appearing to understand, have a different perception of these. Mr Hepburn asked what motivated a young manager; was it company loyalty, wages and salaries, the ability to participate in decision making? What motivated him, gave him job satisfaction, make him feel good about himself and therefore create an environment in which he could be productive? Mr Hepburn confessed to an inability to properly identify and quantify these. He asked why it was that while Bahrainis were such successful business-men and entrepreneurs they needed expatriate management. Mr Hepburn made a 'cry for help', he had discovered that much of the management training was not being actually practiced as it seeded to contravene some fundamental attitudes not clearly understood by the expatriate trainers. To be effective, Mr Hepburn felt there needed to be an understanding of what management and leadership meant to a Bahraini, and what motivated them.

H. E. Dr Fakhro, acknowledging the importance of this question, referred to Dr Najjar's comments on

the transferability of management philosophy and methodology and pointed out how often attempts to transfer a successful system from one country to another had failed due to social, cultural or other incompatability. H. E. Dr Fakhro added that perhaps this area of behavioural sciences, sociology and psychology of the Arab manager was one which Gulf Polytechnic might explore as part of COMEP. H. E. Dr Fakhro at this point reminded participants that comments or questions could, of course, be made in either English or Arabic.

Rashid Fakhro (BANOCO) felt that the basic problems facing Bahraini managers stemmed from various sources:

1. The quality of education and the difference or variance in educational sources. Most Bahraini managers had undergone a Western style education, though some had had an Arab oriented education, or even Asian.

2. At work, the Western style of management has had to be accepted regardless of background.

The Bahraini manager thus has to reconcile both his education and profession with his natural

environment and culture and is faced with conflicts. Mr Rashid Fakhro felt, however, that it was not the management culture that should be revised to suit the local culture but rather the reverse; that socially, politically and economically, a maturity was required to marry with those cultures which have successfully evolved in the West.

H. E. Dr Fakhro took up the point about the diversity of educational background and suggested that COMEP could play a very positive role in unifying these.

Mr Abdul Rahman Darwish (C.S.B), referring to Dr Najjar's presentation, affirmed C.S.B.'s support for COMEP but felt there were many organisations that may not yet fully understand the philosophy of the programme or were not yet ready to cope with its requirements.

Mr Khadem Hashemi (Directorate of Work Affairs) stated his belief in the development of management training and, referring to motivation, asserted that an important factor was the setting of challenges to young managers. These, he claimed, enabled managers to obtain a sense of achievement;

from his experience in the public sector, however, Mr Hashemi felt there were too few of these challenges and that too many young managers were over-supervised and not given the opportunity to act on their own initiative and introduce their own ideas. This, he believed, was stifling enthusiasm and discouraging innovation. It was essential that young managers be given the chance to manage especially in the early stages. While acknowledging that there were constraints, Mr Hashemi felt that greater efforts should be made to allow young managers to practice management.

Hassan Mehri (Ministry of Education) felt that as management in Bahrain was relatively new, the role of Gulf Polytechnic and similar institutions was to study the hidden contents of administration and to be selective in what parts of Western philosophy we accepted so ensuring that only what was suitable to the Bahraini culture and environment was taught.

As no further comments or questions were forthcoming the Chairman, H. E. Dr Ali Fakhro invited Dr Najjar to reply.

Dr Najjar first referred to the comment on on-line follow-up and stated that such a programme was in

fact in the advanced stage of implementation; he stressed the importance of follow-up in determining the degree of success in the transfer of the skills from classroom to organisation. Again, Dr Najjar emphasised the inter-active nature of the programme, stated that the programme's success hinged on the extent to which the recipient organisations were prepared to reciprocate.

Referring to Mr Hepburn's question, Dr Najjar dealt with the reason for the intensive managerial technology transfer expertise and pointed out that this was a difference between running a business and building an organisation. With regard to motivation, Dr Najjar felt that the appeal should be made to the sense of excellence of the manager, his interest in becoming a professional and his pride in professionalism.

However, Dr Najjar cautioned that this was but a tentative diagnosis which was as yet incomplete. A joint undertaking was necessary between educational institutions, organisations, employers and employees, in order to be more definite.

Responding to Mr Darwish, Dr Najjar focused on the responsibility of the host organisations. He felt

there were, however, degrees of willingness exhibited, from mere lip-service to whole-hearted support and it was the latter that had to be sought. Dr Najjar then mentioned the introduction of Preceptors as part of COMEP; these would be people in line capacities who would act as mentors, guiding and advising trainees, using their experience and knowledge of practical situations.

With reference to Mr Rashid Fakhro's comments, Dr Najjar felt that COMEP should have homogenising effect and should go some way in meeting the need for a common language, in developing shared perceptions and joint approaches to problem solving so that the end result will be mutual understanding.

As to the problem of conflict, between the emerging management culture and the broader society culture Dr Najjar felt neither could totally dominate the other, they had to learn to live with each other in a pattern of reciprocal accommodation.

Addressing Mr Hashemi's comments, Dr Najjar referred to the constraints on young managers and stated that this was an integral part of the training programme. The trainee had to deal with these problems, this in itself was a test of his ability and he experience was thus invaluable.

Taking up Mr Mehri's point regarding the novelty of management, Dr Najjar asserted that this was a two-edged sword; while the novelty meant there was room for innovation and flexibility, it also meant there was no tradition to draw on. Management had been largely shaped by practitioners rather than academics which was a reminder to stay close to reality and applied orientation.

H. E. Dr Ali Fakhro then asked for further comments from participants.

A comment was made regarding the statement of objectives by management. It was felt that a manager must clearly define objectives then shape the organisation to meet these.

Mr A Woodhouse (Director, Banker's Training Centre) commended the structure and approach of COMEP but felt that the implementation would be a major task. Referring to Western-trained Bahrainis who faced conflicts with their own environment and culture, he felt that prudent selection of Western practices could benefit progress in Bahrain in terms of management development. Referring to various training programmes conducted by the larger organisations, Mr Woodhouse felt there should be

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some degree of co-ordination between those and programmes like COMEP conducted by institutions like Gulf Polytechnic.

Mr Woodhouse then asked how the needs identification was to be carried out and commented on the enormity of the task. Finally, Mr Woodhouse pledged the full support and cooperation of the Banker's Training Centre in whatever capacity COMEP deemed appropriate and advised that all concerned should be apprised of the goals and objectives of the programme.

The Chairman, H. E. Dr Ali Fakhro, stressed the importance of Mr Woodhouse's point regarding the coordination of various training programmes.

Mr Ali Yousef (Gulf Air), referring to Mr Hepburn's declared inability to fully communicate certain aspects of management philosophy, claimed he had the same problems with Europeans. He felt that a major factor in the apparent incompatability was that of the Islamic culture. He felt that the Islamic influence had to be recognized and its value accepted and utilised.

It was important to identify our own training or education to suit our own beliefs and values.

Mr Saeed (Ministry of Works, Power and Water) was concerned about the various problems encountered by young managers in general and COMEP graduates in particular. He felt that, in the public sector especially, senior managers had often reached their positions not because of the qualifications and training but because of personality and experience, and as a result there was a difference in mentality, in method and in attitude, between them and the younger managers. As a result, the younger manager faced many constraints and thus there was no real incentive to do well on a course such as COMEP as the graduate would have real doubts as to whether he will be allowed to 'on-the-job' practice what he acquires through training.

Dr Rashid Fulaifil (Ministry of Health) commented that traditional attitude and beliefs could of course impose constraints on what someone has studied or been taught and this is an area which has to be given due consideration.

H. E. Dr Ali Fakhro invited Dr Najjar to make his final comments prior to the conclusion of the first pannel discussion.

Dr Najjar, in reply to Dr Fulaifil, agreed that the behavioural and attitudinal as well as the cognitive aspects of COMEP participants had to be addressed; he felt that the present course content reflected this.

Concerning the involvement of chief executives and senior management, he stressed that COMEP was aware of the importance of the positive effects of this and informed participants of the existence of an executive forum; executives from all sectors are invited individually and in groups to discuss COMEP - related problems, management development problems, to share perceptions and formulate solutions.

With regard to Mr Woodhouse's point on needs identification, Dr Najjar affirmed that the task was indeed mammoth but had been dealt with over the past two years. It was started with a comprehensive survey, constantly up-dated, and at present a survey is being conducted on the evaluation of various parts of the programme.

Dr Najjar concluded with special thanks to H. E. Dr Ali Fakhro and the Dean, Mr Ibrahim Al-Hashemi whose unfailing support has been a major contribution to the success of COMEP.

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1010:   H. E. Dr Ali Fakhro brought the first session to a
        close by thanking Dr Najjar for his contribution
        and by apologising to those who, due to shortage of
        time, did not have the opportunity to speak.

1030:   Second Panel Discussion

        Chairman: Mr Abdulla H Saif, Govenor, Bahrain
                    Monetary Agency

II   'The Making of the Bahraini Manager in the Public
        Sector'

        Dr Rashid A Fulaifil, Undersecretary, Ministy of
        Health.

1035:   Mr Abdulla H Saif opened the session by welcoming
        all participants and introducing the speakers, Dr
        Rashid Fulaifil, Undersecretary, Ministy of Health
        and Mr Nooreddin Nooreddin, General Manager of ARIG.

        Dr Fulaifil thanked the Dean of Gulf Polytechnic,
        Mr Ibrahim Al-Hashemi for affording him the
        opportunity to address the seminar and declared
        that he preferred to make a full presentation of
        his paper rather than risk losing some of its
        impact in a summary.

1110: Mr Abdulla Saif, Chairman thanked Dr Fulaifil for his presentation which he summarised as follows:

Dr Fulaifil suggests that a rapid transition has taken place in Arab societies but the authoritarian nature of Arab society may still be reflected in managers' attitudes and behaviour. Changes in knowledge, attitude and behaviour of individuals and groups can take time to evolve particularly at the top of the management tree. He seems to suggest that middle management may be adaptable. In identifying the need to be able to deal with people as a vital quality of the successful leader, Dr Fulaifil came to a key question; are leaders born with leadership characteristics? (The Trait Theory). Or are they made as a result of their environment and training? (The Environment Theory).

Dr Fulaifil does not, however, provide a final answer, but does draw a distinction between authoritarian leaders and more democratic leaders who introduce more freedom and delegation to subordinates. Individual leadership styles differ reflecting the various personal needs of each individual for security, social standing, recognition and self fulfilment. He draws a

distinction between the public and private sector managers; the former working in the public's interest with a more secure job; the latter working for an organisation but with far less security. Dr Fulaifil concludes that the development of the public sector manager should be a combination of education, training and experience and that this will successfully reduce the authoritarian nature of managers.

The Chairman, Mr Abdulla Saif then asked for comments and questions from the floor.

Abdul Rahman Darwish (C.S.B) posed a question about managers in general, Bahraini managers in particular, and the distinction between the Bahraini manager in the public and private sector.

1. Do we want the Bahraini manager to be a leader in the organisation.

2. Do we want the Bahraini manager to be a boss; a job-oriented man whose priority is to accomplish his work as efficiently as possible? What kind of manager is required bearing in mind the type of organisation being managed?

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Dr Fulaifil, in reply, thought that Bahraini managers were seen as leaders, particularly those in very senior positions, but tended to be very authoritarian; an attitude he felt, could not be changed easily. As far as managers in the public and private sectors were concerned, he thought there was a difference because in the public sector the manager has already acquired everything he needs, he has security of tenure and can virtually please himself as to his style of management. Not so the manager in the private sector who must constantly strive for efficiency as his job depends on it.

A comment was then made to the effect that before any discussion of management, the term manager should be defined. the speaker defined one as a person who handles people and equipment, using judgment and skill to deal with the former fairly and to satisfy their needs. A manager is not just a leader, that is only on function; he has to be able to train, communicate, motivate, plan, use advanced techniques, innovate and evaluate. Communication, he felt, was perhaps the most important function.

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Rashid Fakhro (BANOCO) felt that Dr Fulaifil had posed numerous questions but supplied few answers. Mr Fakhro asked whether Mr Fulaifil preferred the authoritarian or democratic type of management and to give reasons for his choice.

Dr Fulaifil maintained that his preference was clearly for a more humanistic style of leadership; he felt the team approach was more efficient. Subordinates should be allowed to contribute to the setting and achievement of objectives as, unless allowed to do so, their training is wasted.

Mr Khadem Hashemi (Directorate of Work Affairs). With regard to the comparison between public and private sector Dr Fulaifil was asked why factors which motivated the private sector manager could not be applied to the public sector - why the job security, for example, could not be removed so that the public sector manager was more answerable and should therefore be more efficient. Were there any special reasons why this could not be done? By not doing so are we not encouraging the wrong attitudes?

Dr Fulaifil stated that the situation was generally true of the public sector in many countries. In Bahrain, as elsewhere, the public sector has

traditionally attracted employees who preferred security to the pressure and pace of the private sector.

The Chairman, Mr Abdulla Saif, added that changes were, in fact, taking place in the public sector to streamline it and make it more efficient, but these changes would be gradual.

Mr Nooreddin Nooreddin (ARIG) affirmed that in the private sector managers were under constant pressure to succeed as they were responsible to the shareholders. There was little of the same kind of sustained pressure in the public sector.

Mr Rashid Fakhro (BANOCO) commenting on Mr Hashemi's remarks claimed that in fact changes were occurring in the private sector and political appointments with job security were being made. Mr Fakhro felt that a manager's actual authority and decision-making powers had been eroded to such an extent that many were virtually head-clerks.

Mr Abdul Rahman Darwish (C.S.B.) felt that public and private sectors attracted managers according to the skills they could offer. Life employment had its advantages, it did not necessarily lead to

inefficiency; on the contrary it often led to greater commitment by employees who felt they had a vested interest in the success of the organisation.

The Chairman Mr Abdulla Saif, commented that a common problem was that while there was pressure to promote the Bahraini manager, there was no shortcut to education, and experience and promotion should not be at the expense of efficiency.

Mr Sayed Saeed Ahmed (Ministry of Labour) referred to the two styles of management, the authoritarian and the democratic, and asked how the democratic could be taught in an environment which was traditionally hostile to it. The organisation where the young manager is employed may still be authoritarian so he would be unable to practise the democratic approach.

Dr Fulaifil agreed that the traditional authoritarian attitude could not be changed overnight but he maintained that by persistence the change could be brought about though it will be gradual and extend over a long period. Through knowledge and example, however, the democratic principle will eventually succeed.

1140: The Chairman, Mr Abdulla Saif, then introduced the second speaker, Mr Nooreddin Nooreddin, General Manager, ARIG to speak on 'The Making of the Bahraini Manager in the Private Sector'.

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Mr Nooreddin thanked the Chairman and expressed his pleasure at having been asked to address the seminar. He noted that some of the points he would deal with in his paper had already been raised during earlier discussions and apologised for any repitition. Mr Nooreddin Nooreddin then made a full presentation of his paper.

1200: The Chairman, Mr Abdulla Saif, thanked Mr Nooreddin for his presentation which he summarised as follows:

The process of training and development of a young manager starts with a proper selection procedure; the successful candidate then moves into an executive training programme involving a well-planned mixture of specific on-the-job training courses, development of skills and guidance from a senior member of management. Assuming he has passed his programme, during which regular evaluation of his performance is essential, the management trainee can move into a career development path leading to a middle management

position where talents will be developed and management skill broadened; learning to deal with people will be a vital part of this. However, a special factor exists in Bahrain which has an impact on management style and skill, for example, some subordinates expect to be consulted but not necessarily to have to make a final decision so joint decision making may not be easy. Some people may not like open confrontation and may find any criticism difficult to accept. Business structures which are too formal and impersonal do not fit in with typical relationships in Bahrain.

Mr Nooreddin also pointed out that middle management is a new concept in Bahrain; the new breed of manager may find it frustrating that their seniors are slow to change, for example, to introduce more delegation of responsibility or to invite constructive criticism. The young managers will have to be patient, they cannot automatically step into senior positions.

Finally, Mr Nooreddin mentioned four areas where he believes progress can be made in developing management:

1. More delegation

2. More conflict management

3. Better management of time

4. Developing skills to cope with an ever changing work environment

The Chairman then invited comments and questions from participants and guests.

Abdul Rahman Darwish (C.S.B.) asked if he was correct in understanding that Mr Nooreddin believed that organisations in Bahrain were task-oriented.

Mr Nooreddin responded by explaining that what he meant was that in the training process we should recognise the fact that we are more person-oriented in our approach so we should not put too much emphasis on task-oriented techniques.

Mr Sayed (Midal Cables) suggested that there were problems, other than those mentioned by Mr Nooreddin, which had to be solved if Bahrainis were to be encouraged to enter the private sector. He felt that too few were entering industry and the reasons were that the pressure of work and number of potential problems were far greater. It was difficult to keep pace with technological advances;

finance was expensive; there was no protection of local industry. To develop a Bahraini manager in industry he must be provided with resources, the finance and the incentives; without assistance he cannot develop new products or compete with long established industries elsewhere.

Mr Nooreddin felt that Mr Sayed was airing some of the frustrations which were relevant in the changing economic environment. In the present economic climate, funds are not so plentiful, requirements have to be carefully identified and spending carefully monitored. In the 70's the move was to the private sector as most opportunity lay there; in the 80's the reverse is true and in an age of cut-backs and streamlining, the security offered by the public sector may be more attractive.

Mr Yacoub Yousef Mohammed, National Bank of Bahrain, commented on the fact that Mr Nooreddin had dealt with new recruits to an organisation but had ignored the existing staff. The basic need was to start with the organisational structure, build into it a career plan for staff, then develop a training plan to suit this. What could be done to blend the 'old' with the 'new' staff in order to build an efficient organisation? Many existing

'old' staff had reached senior positions during a period wher accelerated promotion was common because of a shortage of qualified experienced Bahraini managers; today, the situation is different; competition for a management post is keener and young managers with enthusiasm and fresh ideas have to work with 'old' ones who may be set in their 'old' ways.

Mr Nooreddin declared that he had in fact referred to 'old' staff in his paper. He said that staff for training could either be hired or selected from within the organisation. With reference to the development of senior management, Mr Nooreddin pointed out that managers should be rotated to prepare them to assume more senior positions.

Mr Rashid Fakhro (BANOCO), referring to the era of accelerated promotions for Bahraini managers, said that the impression had been given that unless you become a manager or general manager by the age of 40 then you were a failure. As a result, there is now a bottle-neck of middle-managers whose way is blocked by those in senior positions who are still young. Training programmes producing more young managers should give some thought to this fact, or the end result could be increased frustration

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amongst those waiting in line for senior positions of which there were too few.

Mr Nooreddin acknowledged the importance of his problem and did refer to it in his paper. In the absence of industrial and commercial expansion which would create more openings, the solution was to lengthen training programmes and ensure that trainees were aware of the situation and accepted it. Patience was required.

Mr Don Hepburn (BAPCO) agreed that patience was required and added that it was part of maturing, of growing up. Referring to the difference in the employment situation, Mr Hepburn said that whereas once it was a case of 2,000 applicants for 10 jobs, now it was 10 applicants for 2,000 jobs. Selection processes had changed over the years. With regard to authoritarian versus democratic management, Mr Hepburn felt this was an over-simplification of the task of running a company; he felt a combination of both was required, with the degree of each varying according to the situation. Style and technique of management had to vary according to who and/or what was being dealt with. Mr Hepburn maintained that oversimplification should be avoided; there was an elusive quality in good leaders which has existed

for as long as man has. Bahraini employees in BAPCO, when asked who were the best managers, will always cite the toughest, the most technically competent, the most demanding; they had honesty, fairness and consistency, the three qualities vital in a good manager. To these should be added technical competence and you then have the complete leader-manager. This elusive quality of leadership is the one which needs to be developed.

The Chairman, Mr Abdulla Saif, remarked on the necessity for avoiding rigidity in the organisational structure - it must be dynamic and flexible according to the situation job-wise or people-wise and thus some of the frustrations arising from dead-end career paths can be avoided.

Dr Fulaifil accepted Mr Hepburn's point about over-simplification and pointed out that this had not been his intention; he had merely tried to indicate that different styles did exist. He recognised the fact that elements of both contributed to the elusive qualities of good leadership and management.

Sayed Saeed Ahmed (Ministry of Labour) referred to Mr Nooreddin's point about Bahraini subordinates expecting to be consulted but not wishing to

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participate in actual decision making, and asked if Mr Nooreddin had had any personal experience with this problem.

Mr Nooreddin replied that while decision making by consensus was practised in some countries, Japan was a prime example, the traditional attitude in Bahrain was that only the leader should do so.

The problem of unemployment among young graduates was then raised, but following a brief discussion on this point, it was felt the subject was not strictly relevant to the topic of Mr Nooreddin's paper and therefore could best be dealt with at a more appropriate time.

Harold Bolton (G.P.I.C.) then referred to performance appraisal and wondered whether this was really understood as a positive rather than a negative measure.

Mr Nooreddin agreed that it was not always understood or appreciated but this problem was being addressed particularly in banking.

Mr Ibrahim Al-Hashemi, Dean, Gulf Polytechnic then made the following points regarding matters discussed by participants:

1. Statistically, around 50% of students at Gulf Polytechnic are sponsored; this is a healthy situation and was an indication of the extent to which local organisations recognised the value of educational and training facilities offered by Gulf Polytechnic.

2. He regretted that discussion of the main theme had been diverted by the question of unemployment although the latter was undoubtedly an important issue.

3. Gulf Polytechnic, like any educational institution, could not guarantee employment for all its graduates. The prevailing economic situation and market forces dictated the employment situation. However, Gulf Polytechnic was ever vigilant regarding what was required in the job market and always ready to cater to particular demands.

A related point was that graduates should realise the mere fact of having a degree does not in itself entitle them to automatic employment and a secure, clearly defined career path. Once recruited, graduates must prove that they have the ability in practice and therefore must be patient and realise

that employers will require a probationary period before promotion can even be considered.

Nevertheless, the Dean acknowledged the problem and assured participants that it was one which Gulf Polytechnic did not shirk. Courses at Gulf Polytechnic would always be tailored to suit the job market and thus minimise the unemployment problem.

Sayed Hasan (Ministry of Education) suggested that students should, as part of the curriculum, actually learn how to apply for a job; this in itself would be of great benefit to young job-seekers.

1240: The Chairman, Mr Abdulla Saif, then announced that time constraints meant he now had to conclude this part of the seminar. He thanked both speakers and participants for a stimulating and enlightening session.

1355: Third Panel Discussion
Chairman: Mr Ibrahim J Al-Hashemi,
Dean, Gulf Polytechnic

IV   'The Continuing Management Education Programme at Gulf Polytechnic'

Dr Paris Andreou, Department of Business and Management, Gulf Polytechnic

The Dean opened the afternoon's proceedings by welcoming back participants and guests, reviewing the previous presentations and introducing the final speaker, Dr Paris Andreou. Unfortunately Dr Andreou would have to curtail his presentation due to the fact that the earlier sessions had over-run the time allowed.

Dr Andreou outlined the salient features of COMEP at Gulf Polytechnic. He began by explaining how the faculty reacted with COMEP and what was expected of participants. Dr Andreou went on to deal with the problem of the transfer of classroom skills to the workplace and suggested four ways in which it could be tackled; by joint identification of key strategic problem areas in an organisation; joint diagnosis of specific problem areas therein; the working out of simulated plans to increase market share and make the company more competitive; by involving managers in brain-storming sessions focussing on particular problems.

Dr Andreou stressed the importance of continuous monitoring of COMEP and explained the evaluation procedure and how it was constructed in such a way as to provide maximum feed back on performance by both participant and staff. Included was a comprehensive survey of participating organisations in order to ascertain developmental needs, how COMEP is rated, etc in order that any necessary modifications can then be carried out to the programme.

Dr Andreou then explained how COMEP was linked to the full-time courses at Gulf Polytechnic but stressed that movement of students from COMEP to the degree programme would be restricted to outstanding participants who were supported by their organisations. Dr Andreou indicated the range of courses available in COMEP and briefly outlined the importance of one, Marketing, as being particularly relevant to Bahrain's needs; the successful marketing of services could ensure Bahrain's survival once oil reserves were exhausted.

In conclusion, Dr Andreou emphasised Gulf Polytechnic's commitment to the programme and the importance of it continuing as a joint venture. He predicted COMEP's being emulated by other Gulf countries due to its undoubted success.

The Chairman, Mr Ibrahim Al-Hashemi, thanked Dr Andreou for his presentation and invited questions and comments from the floor.

In reply to a question as to whether there had already been any feed-back from organisations on the success of COMEP, the Dean said that a number of approaches had been made but it was generally felt that it was too early to get any in-depth reaction. However, he stressed the importance of feed-back as being an integral part of the programme.

Dr Andreou explained that a data-bank was being assembled at present and will be constantly updated in the future.

Dr Najjar added that data-gathering was essentially long-term but the feed-back obtained thus far from participants had been generally positive and regular contacts with chief executives and senior staff had also indicated strong support.

Mr A Woodhouse (Bankers' Training Centre) was of the opinion that evaluation was a two-way process. The learning must be evaluated and so must the actual implementation of what has been learned,

i.e. Gulf Polytechnic will evaluate course content etc. and the employer must evaluate what the trainee has then practised in the organisation.

Dr Fulaifil asked whether it was possible for practising managers to be more closely involved in the actual teaching programme. He also asked whether participants in COMEP were grouped according to educational background or ability.

Dr Andreou said that they did try to divide participants into groups; those with the same background for example, or career path.

Regarding the use of Bahraini managers, this was also being done and in fact special courses such as insurance were taught by part-time, Bahraini staff from various local organisations. In addition, Bahraini managers are invited to take part in brain-storming sessions with faculty members.

The Dean confirmed that Gulf Polytechnic actively encourages prominent Bahraini management personnel to come and talk to students but that they had to rely on the cooperation of the organisations concerned.

Dr Andreou added that they tried to stimulate COMEP by running specialised seminars and inviting distinguished speakers to enrich the programme.

Dr Najjar stressed that a programme like COMEP had to avail itself of the knowledge and experience of eminent practitioners from government, commerce and industry in Bahrain. This could be done at all levels from a guest lecture, to short courses or career counselling.

A question was asked regarding the use of 'Preceptors' in COMEP. How cooperative were the participant organisations?

The Dean stated that a very positive response already came from BAPCO, and other organisations were expected to follow. Stressing the importance of the scheme, the Dean explained that they could only request cooperation and he hoped more would soon follow BAPCO's example.

A question was then asked as to why it would not be possible for Gulf Polytechnic to run part-time B.S. courses. COMEP graduates who wished to transfer to B.S. could not always do so; their companies were unwilling to release them for a full-time programme.

The Dean first reminded participants that there was no automatic transfer from COMEP to B.S. Students had to be recommended both by faculty and company. A part-time programme for B.S. would require additional resources of staff and facilities which Gulf Polytechnic could not provide at present. The Dean also pointed out that academic requirements had to be met for entry to B.S. programmes.

Another question was raised as to the value of the COMEP Diploma in terms of equivalence in the B.S. programme. It was claimed that success in COMEP merited only an exemption from the orientation programme.

This was seen as unfair given the background: experience, qualifications, etc. of COMEP participants.

The Dean in reply made the following points:

1. Each case, i.e. COMEP graduate, is considered on merit for acceptance to B.S.

2. Gulf Polytechnic cannot be so flexible as to meet every student's requirements. It was possible to attend the minimum number of courses

on a B.S. programme so minimising the time away from work, the only disadvantage being that the time taken to complete the course would be rather longer.

The Dean felt that COMEP students had possibly been misled on this issue and he offered to meet them to discuss the matter if necessary.

Questions were then raised which referred back to earlier presentations yet were pertinent to COMEP, questions regarding the effect of environment. Another question concerned the anticipatory/ remedial nature of the programme.

Dr Najjar addressed these questions as follows:

1. The central significance of the environment and how it filters into the curriculum. He stressed that this issue was too important to be restricted to one specific course; it was thus dealt with as an integral part of all courses.

2. Curriculum design is essentially an exercise in choice to reach an "optimal mix". COMEP combined the anticipatory and the remedial. A mutually supportive is expected.

Dr Fulaifil felt that the important issue of language had been overlooked. He claimed that because courses such as COMEP were not conducted in the native language of the participants this constituted a major obstacle in the learning process.

The Dean acknowledged the point but regretted that until the resources were available for the courses and programmes to be conducted in Arabic, English was the only alternative.

Mr Akbar Jaffari (ALBA). As a part-time lecturer at Gulf Polytechnic as well as an industrialist, Mr Jaffari felt he was well qualified to comment on COMEP and similar courses. He felt that many students were learning but not understanding because they could not relate it to their own experiences in their own environment. Mr Jaffari overcomes this problem by using situations and cases from his own practical experience. He felt that English, as the international language of business and commerce, should still be used but more use should be made of the Bahraini environment, the students' real world, to help them understand what is being taught.

Mr Yousef (Gulf Air), in support of Dr Fulaifil's comments on the use of Arabic and closer links with the students' natural environment, customs and culture, made another plea for Arabic to replace English as the main language of instruction and communication. He felt, for example, that many participants in today's seminar were inhibited by the fact that perhaps their command of English was inadequate.

The Dean, while acknowledging the point, referred to the fact that in there first session H E Dr Ali Fakhro had invited participants to address questions and comments either in English or Arabic.

A request was then made for any future seminar to be held first in English and then in Arabic. The Dean gave his assurance that this request would be given very serious consideration.

The Chairman, Dean Ibrahim Al-Hashemi, then briefly summarised the presentations made by Dr Najjar, Dr Fulaifil, Mr Nooreddin and Dr Andreou and thanked speakers and the participants for making the seminar such an obvious success. He assured all those present that this seminar is only the first chain in a series of similar events which will be organized by Gulf Polytechnic on a regular basis to underscore its commitment to Continuing Management Education.

SEMINAR ON:

STRATEGY FOR CONTINUING MANAGEMENT
EDUCATION PROGRAMME

Philosophy and Methodology of Continuing

Management Education

by

George Khalil Najjar

Associate Professor of Management

American University of Beirut

May 1985

Paper (1)

PHILOSOPHY AND METHODOLOGY OF

CONTINUING MANAGEMENT EDUCATION

In the Arab Gulf States, phenomenal growth rates of the 1970's have all but given way to less spectacular and more stable policies in the 1980's. The 1970's will undoubtedly be remembered as the boom years of expansionary fiscal policies, thriving private ventures, the big infrastructure push and increasing dependence on expatriate manpower.

During the past decade of abundance, the availability of financial resources overshadowed other aspects of the development process. The fact that the structural foundations of gulf economies were still taking shape meant that effectiveness i.e. achieving set goals, was more of a priority than efficiency defined as the economy of resources used in achieving on the look for new lucrative opportunities offered by a rapidly expanding economy. Out of breath, such companies operated by and large on a stop-gap basis and had little time or energy for the pains taking process of developing their internal organisation particularly its planning and control aspects. By the early 1980's the Gulf environment had changed enough to give rise to a radically different frame of reference emphasising post-oil economies, efficient deployment of increasingly scarce resources, cost

consciousness, rationalization of government spending and accelerating the transfer from expatriate to national manpower.

This sketchy account of a global Gulf landscape requires three qualifications in the case of Bahrain. First, Bahrain has always been more inclined toward moderation in its economic growth policies; a fact partly due to its smaller scale, more diversified economy and a stronger sense of scarcity. Second, Bahrain occupies a special position within AGCC countries due to its status as a regional service centre offering banking, educational and training facilities, sensitive to the needs of the area yet fully integrated within the international system. Third, Bahrainization as a planned process of better developing and utilising rational manpower to replace expatriates is older, more feasible and more advanced than similar policies in other Gulf countries,

However, for post-oil Bahraini development to take its full course, Bahrainization has to attain qualitative and quantitative leaps on a scale heretofore unprecedented. Such a change of direction and pace has to be pursued as part of the new ethos of the 1980's as the Gulf "Management Decade" emphasizing the transition from running business to building organisations and the development of indigenous management capabilities. Both

are primary requirements for organizations whether public or private under normal conditions less tolerant and more demanding than the Gulf economic environment of the 70's.

There is, of course, more to considering the 1980's as a Gulf "Management Decade" than the newly awakened cost consciousness and concern with the efficient running of organizations that enjoyed until recently an unusual degree of laxity born out of a highly supportive environment. For a management ethos to be viable, it should be part of a broader management culture that heralds the emergence of an organizational society. With the advent of the Bahraini manager on the professional scene, there are numerous indications suggesting that Bahrain is approaching this threshold. The dual emergence of a Bahraini management culture and the professional Bahraini manager occurs simultaneously with an all out effort for managerial technology transfer from a variety of sources to suit present and future Bahraini needs.

Management circles in Bahrain have come to the realization that successful building of a modern management culture capable of facing up to the challenges of the management decade hinges on the Bahraini manager. This has led to greater interest in factors that go into his making and affect his performance. In searching for the "optimal" formula for breeding managers, Bahrain is in

fact joining a now classical debate which began in the West at the turn of the century. Subsequent stages in the unfolding of this debated led to different schools of management thought and practice and in a parallel way to established norms of management education leading to formal university degrees. However, such conventional approaches to the making of managers that thrived during the 50's, 60's and 70's soon came under attack on two main grounds. One track of criticism focused on their inability to cope with accelerating technological changes and keep managers abreast of relevent job related knowledge. This track became increasingly outspoken in questioning the validity of college-based management education to the changing needs of an organizational civilization. Various educational reform proposals have been made and some of them successfully implemented. The second major wave of criticism directed against conventional approaches to management education attacked their cultural ethnocentrism and challenged their transferability potential to other cultures. This trend received added momentum from the international recognition of non-Western management alternatives particularly the widely acclaimed Japanese model.

Shaken by the above criticism, the main-stream of management education responded by introducing alternative sources for preparing, upgrading and continuously training

practicing managers. Continuing Management Education soon came to symbolize and embody this spirit.

The philosophy of Continuing Management Education is based on two major premises: First, comes the fact that no type or degree of pre-employment schooling is adequate today for equipping managers with all the conceptual and operational skills they need. Such skills, to be sure, are constantly changing as a reflection of sweeping breakthroughs in technology and corresponding adjustments in values and attitudes toward work. Continuing Management Education is then seen as a preventive or anticipatory measure designed to help managers resist obsolescence, practice self-renewal and continue to be sound investments for their organizations. Second, management is generally recognized as a "loose" profession, in the sense that entry into its ranks is rather liberal and accommodates a variety of disciplinary backgrounds and career paths. It is imperative in such a case to try to cultivate common themes, create a unifying language, generate shared perceptions of problems and chart out a commonly accepted managerial frame of reference.

Continuing Management Education is much more than a mere extension of college based management schooling. Besides serving as a valuable "booster" for college educated

managers, it offers other managers who made it through the ranks an opportunity to enrich their hard-earned experience through acquiring a theory base. In both cases Continuing Management Education is more operational, job-related and oriented toward managerial problem-solving.

Nor is Continuing Management Education restricted in its effects on the individual manager. Successful programs are often systemic in the sense of relating management picture. To do so, Continuing Management Education has to broaden its scope to include conceptual, technical, and behavioural aspects of management. Its contents are designed on the basis of a desired organizational context as a corporate culture within which Continuing Management Education stands to make more of an impact. What is at stake here is to avoid the trap of creating a schism between the learning process and its job correlates. Should such a schism arise, it would negate the very spirit of Continuing Management Education as an integrative strategy pulling together the organization and the manager in a relationship of reciprocal reinforcement.

The integrative nature of Continuing Management Education is also apparent in the way it focuses on the unity of the management function. A permanent source of tension between management academics and practitioners is the

excessive disciplinary proliferation apparent in business school curricula. Such proliferation, of course, is a by-product of excessive specialization and academic convenience and it serves important analytical purposes. However, practicing managers are all too aware by virtue of experience that real life problems hardly ever present themselves in distinct and neatly separated components. Management problems always seem to have a sense of organic unity and a degree of intricate connectedness that often escapes the attention of detached researchers. This dechotomy has occasionally led managers to question the operational viability of academic management education and call for better integration of theory and practice.

Such integration is a strategic objective of Continuing Management Education which addresses itself to practitioners and seeks to help them conceptualize and systematize their hands-on management instincts. Part of the process is to help them learn to avail themselves of the rich and constantly expanding knowledge base relevant to their work.

Approaching the management function as an <u>organic unity</u> and transending the disciplinary fragmentation of management sciences allows Continuing Management Education to explore and refine novel methods of program delivery. Extensive use of problem-solving modules and management

simulation games is a case in point. A related aspect of the "organic unity" orientation characteristic of Continuing Management Education is heavy reliance on management practice itself for the generation of teaching and training materials and the involvement of senior managers as teachers, session leaders and trainers.

Continuing Management Education then is at once anticipatory, remedial and developmental. It is anticipatory in so far as it reflects a futuristic orientation and captures the spirit of imminent changes before they actually materialize on the job, within the organization and in society. Its remedial nature stems from its concern with upgrading the performance level(s) of managers and attending to specific techno-behavioural loopholes that adversely affect their behavior. As for the developmental orientation, it is readily apparent in the degree to which Continuing Management Education caters to career path planning, monitoring and assessment. It is also apparent in the priority assigned to help managers develop virtues of self-learning and long-term commitment to professional development.

Competent satisfaction of all 3 requirements: anticipatory, remedial and developmental is a major challenge for program designers and the acid test to which their efforts should be subjected.

Successful adherence to the Continuing Management Education philosophy outlined above requires a solid methodological base that can successfully bridge the gap between sound ideas and workable programs. Such a methodology may allow for a certain degree of flexibility subject to the nature and scope of a specific program. However, program particularities notwithstanding, a viable Continuing Management Education methodology has to address and integrate the following sequence:

* Identification of management development needs at macro-national, corporate, divisional, departmental and position levels. This is normally achieved through formal surveys, questionnaires, interviews, disciplined observation, etc.

* Translation of management development cum organizational needs into program categories both vertically (proper levels) and horizontally (areas of specialization). Part of completing this step is deciding on client groups and breaking them down sectorally and sub-sectorally depending on availability of information.

* Expanding program categories through detailed development of subject matter preferably on a modular basis utilizing field work to generate materials from

within organizations and incorporate that into case studies, problem-solving exercises and simulation games.

* Selecting participants on the basis of job task contents, background, ability, motivation, etc. using whenever possible objective evaluation instruments and conducting pre-selection interviews.

* Delivering program under conditions of constant monitoring, multiple evaluations and built-in correctives. Implementing this step requires the customized development of evaluation instruments covering participants, program categories and levels, instructors, delivery methods, relevance, etc. Piloting such instruments should always preceed their final adoption.

* Liasing as closely as possible with all sponsor organizations at all levels: <u>Chief Executive Officers, immediate supervisors, training managers, preceptors, mentors, etc. to facilitate the transfer of classroom-acquired skills to the job context.</u> This is undoubtedly one of the most difficult steps as it requires imagination, courage, expertise and patience.

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* <u>Auditing the program,</u> as it were, through post-implementation follow-up directed toward assessing the over-all impact of the program. Such impact will have to be assessed as the "other-things-being-equal" attitude is necessary for this purpose.

* <u>Linking the program,</u> whenever possible, <u>to more advanced educational programs</u> to further develop the learning potential of outstanding candidates, accelerate their career development and offer them needed motivation particularly in cultures where formal degrees have a special appeal.

* Reinforcing the Continuing Management Education program by creating other professional activities related to it: short intensive seminars, executive forums, conferences, lecture series, etc.

A major feature of sound Continuing Management Education philosophy and methodology as evidenced in the above presentation is successful satisfaction of the following criteria:

1. Comprehensiveness and synergy. The program has to be conceived as an integrated whole and not an array of disjointed parts. The whole, however, should be greater hand the mere sum of its parts.

2. Conceptual clarity and operational viability. The program should rest on a clear and explicitly articulated philosophy with a mechanism of implementation that is causal, sequential and measurable.

3. Sensitivity to environmental subtleties and ability to produce results within a limited resource base. Every Continuing Management Education program has to operate within a specific environmental context with values, expectations and priorities that should be respected and promoted with the minimum feasible level of resources.

The Continuing Management Education Program (COMEP) currently followed at Gulf Polytechnic has been designed and is managed to reflect the philosophy and methodology articulated above. Its strategic objectives extend beyond the successful delivery of a relevant program in line with Bahrain's national manpower policies. Its aim is to contribute to the emergence of a Bahraini management culture conducive to values of professionalism, objectivity, productivity, and excellence yet sensitive to broader cultural norms. Such a management culture will grow through interfacing with the various corporate cultures within different organizations in the country and in the process accelerate the coming of age for Bahraini managers struggling for local acceptance and international recognition. In a sense, the Bahraini manger, his corporate culture and the still broader international

management scene relate to each other as concentric circles.

Being the innermost circle in this configuration, the Bahraini manager is the ultimate target of all management development efforts. Bahraini's path into the post-oil future and its ability to successfully undergo the transition of the "Management Decade" depends on how he is prepared, supported and sustained. What goes into the making of the Bahraini manager today will cast a long shadow on management practice for many years to come.

It should be understood that serious management development is always a process and never an event. It admits of no finality and can never be arbitrarily arrested at any point, however advanced. Sound management development is a dynamic momentum that takes-off, builds up and becomes self-sustaining.

For Bahrain to enjoy the full benefits of an ambitious program like COMEP all parties should guard against unilateral, self-righteous attitudes and pool resources together as full partners in a massive investment project dealing with human capital. Return on this investment is largely a function of the close cooperation between investors, "investees", Gulf Polytechnic and the national policy making bodies.

If it is not to be <u>unilateral</u>, <u>disjointed</u>, <u>arbitrary</u> <u>or</u> <u>irrelevant</u>, and, conversely, if it is to be a continuous <u>process</u>, at once <u>anticipatory</u>, <u>remedial</u> and <u>developemntal</u> then continuing management education a should at all times be <u>interactive</u>. This latter quality is undoubtedly the spirit behind our seminar and similar events that are sure to follow in the future.

SEMINAR ON:

STRATEGY FOR CONTINUING MANAGEMENT
EDUCATION PROGRAMME

The Making of the Bahraini Manager
In The Public Sector

by

Dr Rashid Fulaifil
Undersecretary, Ministry of Health

May 1985

Paper (2)

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THE MAKING OF BAHRAINI MANAGERS IN THE PUBLIC SECTOR

INTRODUCTION

At the outset let me thank my dear friend Ibrahim
Al-Hashemi for giving me this opportunity to venture into
a talk on a subject, which at first glance, struck me as
the domain of management academicians rather than a
medical man like myself! However, perhaps this is the
ideal platform for inviting the academicians and
management theorists to look into this interesting aspect,
which will certainly have a bearing on managerial style in
the Arab world generally, and specifically in Bahrain.

In fact, public sector management as a subject needs to be
introduced in managerial courses in order to offer insight
into the country's leadership patterns, those which
already exist as well as those that are emerging. I would
like to emphasize that point because Bahrain has always
been regarded as a spring board for research in many
fields encompassing economic and health institutions. I
don't see any reason why we should not provide a similar
canvass for research and leadership in public
administrative and managerial spheres.

Historically speaking, Bahrain's present public-sector
managerial model s a result of many evolutionary
changes. I will lat·r detail some of these changes.

CLASSIFICATION OF MANAGERIAL ACTIVITIES

First, let us take a look at the broad aspects of managerial positions in the public sector. Perhaps one can define three distinct levels of public managers:

1. Political Managerial Positions

    Ministers

    Undersecretaries

2. Politico-technocrat Managerial Positions

    Assistant Undersecretaries

    High Level Directors

3. Technocratic Managerial Positions

    Support the structure, and are primarily

    responsible for implementation of top

    management directives

However, before elaborating on the three levels and trying to hypothesise about what goes into their making, I would like to dwell on the background theme this is frequently forgotten:

What went into the constitution of Arab world societies and how has this affected managerial styles?

What went into the making of Bahrain State to enable it to evolve to its present economic and technological stage?

The managerial effectiveness of a public sector manager in Bahrain is, to a large extent, shaped by the influence of Bahrain's traditional society with all of its cultural implications.

THE ARAB WORLD

The societies in the Arab World have developed and have been transformed from from nomadic tribal societies. The transition from settled, agro-based societies to industrial ones has occured over a relatively short span. This has led to the formation of organisational structures which reflect either a typically bureaucratic style, a pyramidal value system, or a humanistic value system. Each of these systems emphasises different relationships and objectives for running the organisation.

Knowing this information about the Arab culture, we must then ask:

1. Can we change the behaviour of the leader and break the circle in the community?

2. Do we accept the family relation - father, children, husband and wife as authoritarians, striving from the tribal relation of ruler and subordinates?

According to Fromm (1941), the authoritarian person is characterised by his attitude toward authority; he submits to authority and wants to subject others to his authority Nathir Sara in 1981 (p272) pointed out that "authoritarianism operates in a vicious circle: people who grow u) in an authoritarian climate tend to become authoritarian themselves and mould their institutions and overall behaviour in an authoritarian fashion."

3. Are not the family and tribal relations in the Arab World doing the same to the individual, and are we treating the group in the similar manner?

It is easier to come up with questions than it is to provide answers, but I do believe that authoritarianism is not unique to our society. However, I do accept the result of the 1973 study of Papastavrou, that showed that the Middle East is significantly more authoritarian than is the United States.

My introductory remarks reminded us that Bahrain's present public sector managerial model is a result of evolutionary change. Let me dwell on the scheme of behaviour changes that could take place in the individual and the group to bring about some of these changes.

According to Chris Argyres, there are four levels of changes in people:

1. Knowledge Changes: These changes take the least time to happen. Major influencing factors are the teaching institutions and the various information media such as television, films and newspapers.

2. Attitude Changes: These changes take a little longer time, and once again the media and present day jet-travel have shortened the time needed for change.

3. Behavioural Changes: These changes take the longest time to occur; I feel it is not such a matter of change, but rather a question of modified response as a result of knowledge and attitude change.

4. Group or Organisational Performance Changes: These changes take place at a slower pace.

LEVELS OF MANAGEMENT STATES IN BAHRAIN PUBLIC SECTORS

Let us get back to the three levels of management positions that I talked about earlier:

1. The Political Managerial Position: Evolved from tribal leadership, using the pyramidal style of organisation for a conceptual management style, with the ability to understand and accept the overall policies of the organisation. The manager acts according to the total organisational objectives, but works on the basis of the needs of his own close group as well as his own prestige ego. While the knowledge and attitude of the individual as well as the society has changed over a relatively short span of time, unfortunately, the behaviour of the individual and the troup tends to remain unchanged. The political manager uses the same behaviour he is exposed to in the society of tribalism, familial relationships and acquaintances. This attitude is extremely difficult to modify or change by management courses. Change will come through long-range educational and familial behavioural exposure.

2. Politico-technocrat Managerial Position: This has been introduced in the organisation to fill a gap between the political and technocratic positions. The

individual has had an opportunity to undergo some, though not all, individual attitude changes; and his group attitude, which takes much longer to change, will probably remain the same. There is little dichotomy of management style. He hopes to be more democratic and humanistic in his approach, but is unable to function in the frame completely. He needs to use many skills, methods, and techniques to affect performance and influence the group attitude. He is obliged to use different administration styles for different groups in the society.

3. <u>Technocratic Managerial Position</u>: This is the middle management cadre. This group changes the group attitude through higher level thinking and meets the requirements of knowledge change in the individual, as well as the needs of the community group and the developing groups of the society. They have to use different stratum of the community. In addition to administrative capabilities, they need to have human relations abilities to enable them to deal effectively with people.

John D Rockfeller said: "I will pay more for the ability to deal with people than any other ability under the sun."

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Can we train people to acquire this ability or is it inherent in a gene, family relation, childhood experience, and environmental impact?

I think that all the four elements go into its making.

DIAGNOSING FACTORS AFFECTING LEADERSHIP

From what has been said up till now it is obvious we can make a diagnosis of the factors affecting leadership, which to my belief could be summarised as:

1. External Environment

    Rules of Living

    Attitudes Towards Work

    Culture in General, and

    Family and Close Community Habits

2. The Work Environment That Includes:

    A. The superior's style and expectation and the extent it fulfils the role expectation of the family relationship

    B. Associate style and expectations

    C. Subordinates' style and expectations

    D. The job demands and how it relates to the personality constituents

    E. Other variables.

There are in the literature several approaches used in studying leadership traits. I want to touch only on two of these theories:

1. One theory concentrates on the study of trait relationship, and is the Trait Theory.

2. The second theory concentrates on culturation and is the Environmental Theory.

The Trait Theory would accept the inherited gene postualte since it suggests that there are certain characteristics to leadership. These traits include such things as:

TRAIT THEORY FACTORS WHICH MIGHT AFFECT MANAGEMENT BEHAVIOUR

1. Physical Appearance (This is gene dominant)

2. Friendliness - could be either an inherited pattern or childhood experience in a conflict situation.

3. Domination - a gene inheritance or a manifestion as a result of family background to behave as a "King" who orders and demands satisfaction easily in childhood.

4. Intellegence - definitely a gene inherited characteristic.

These are inherent characteristics and so this theory questions the effectiveness of training for leadership without screening the traits first.

SCREEN FIRST, THEN TRAIN

Managerial competency training would only be of benefit for those who have been screened! This theory is not substantiated by research and Eugene E Jennings states: "Fifty years of study has failed to produce one personality trait or set of qualities that can be used to differentiate leaders from nonleaders.

The second theory is the Situational or Environmental Approach which emphasises the training for leadership, allowing the individual to adopt styles of leadership behaviour and adapt the behaviour to varying situations. Under this theory, people are not "born" managers, but rather "trained" managers.

Within this theory resides the inherent elements of the authoritarian or task leadership style, or that the democratic, humanitarian relation oriented leadership style stems from the activity style of the leader, which to a large extent may be trait characteristics.

AUTHORITARIAN TASK LEADERSHIP
vs
DEMOCRATIC HUMAN RELATION ORIENTED LEADERSHIP

AUTHORITARIAN
Task·.Leadership

DEMOCRATIC
Human relation oriented

Makes	Presents	Sells	Defines limits	Sets limits
the	Ideas	Decisions	but makes	and leaves
Decisions			decisions	subordinate to
				decide and act
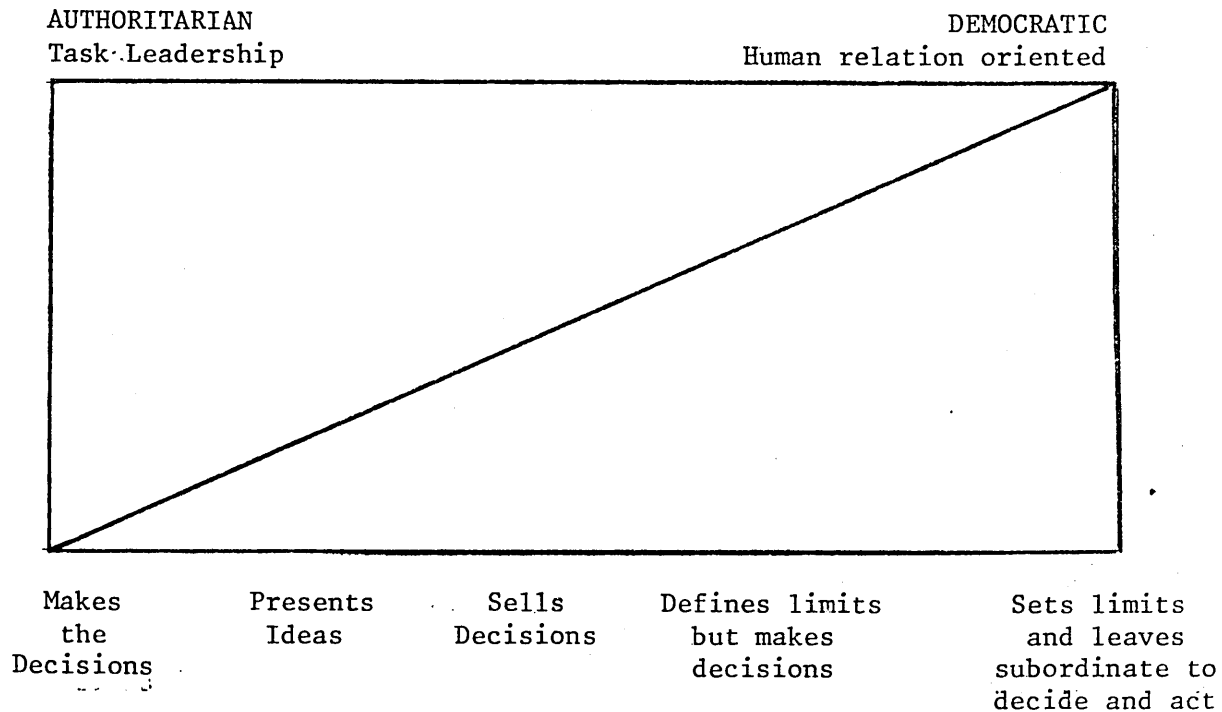
Both of these theories are accepted by some individual, but we must remember that there is no single realistic and ideal, or normative leadership style that takes into consideration all of the factors which shape leadership style:

Cultural Differences

Traditions

Level of Education

Standards of Living

Individual Experiences

CONCLUSIONS

The activity of the leader and his leadership style is ruled by his personality needs and reactions. His behaviour at a particular moment is usually determined by his own personality needs. Maslow (1954) outlined needs in a hierarchy which ranged from the lowest to the highest needs:
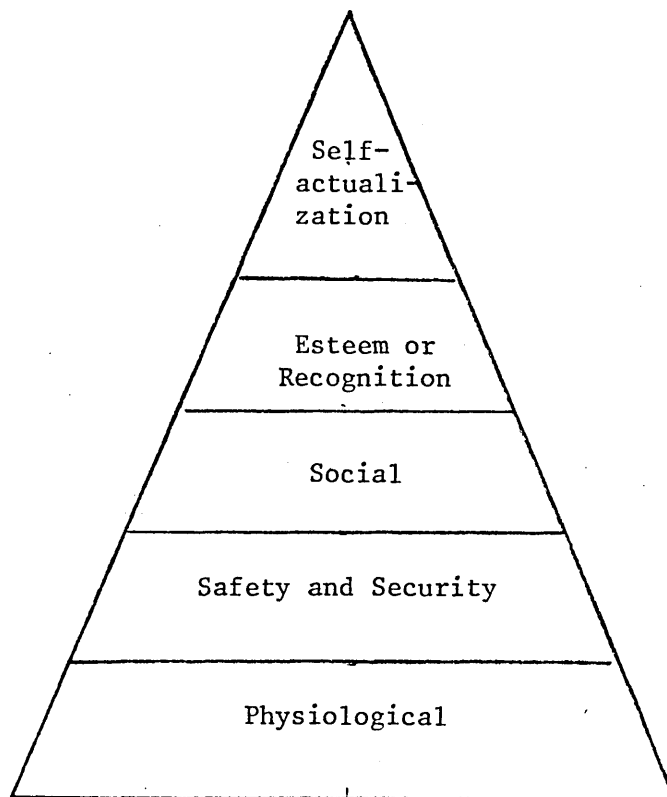
MASLOW'S HIERARCHY OF NEEDS

If I may shift these needs into the realm of the public manager, we might find that:

<u>The Physiological Needs</u>: He is able to satisfy his basic needs such as hunger, thirst, protection from cold and heat as a result of the regular salary he receives, irrespective of his quality of contribution.

<u>The Security Needs</u>: These are developed consciously or unconsciously in childhood due to family treatment of the child:

1. The home could be very protective - as a result of security conscious parents who create a very peaceful, non-competitive individual, or

2. A very easy home where the parents are providing everything the child dreams of. Never saying no to a child - he is a child; he does not know; he does not understand. This creates a King-spirited individual. This type of person cannot face up to the reality of human relations in competitive life and does not anticipate or estimate the consequences of the disaster till it happens and then finds out he has no means to combat it.

The childhood experience in the Arab World is of both types: frequently the child is protected and allowed to have everything easily. He may refuse to obey orders and may not be willing to compete on capability and competency basis.

The Social Needs: His employment is permanent. The society recognises his status in services of the State, but this need also requires prestige, success, and self respect, which may or may not be supplied.

Esteem or Recognition: He does not concern himself very much with productivity or cost, so he uses resources to please this desire and that of his group.

Self Actualization: Few people achieve this status for very long periods. This involves the desire for worthwhile accomplishments, self fullfilment, and personal growth.

Maslow's (1954) theory of needs was widely accepted as a "catch-all" for managers in the 1970's. But it proves to be difficult testing ground. Lower needs are never outgrown, and it has never been explained why some people strive for higher level needs when others do not. However, it is still one of the best indicators for understanding human behaviour.

THE PUBLIC SECTOR MANAGER

I would now like to bring this back to the public manager aspect with these questions. As a Civil Servant -

- Does he behave as a civil servant, or does he use his protection to satisfy his own needs for self esteem and self achievement?
- Is he authoritative?
- Does he block or facilitate issues?
- How does he behave toward his neighbours or friends in comparison to the unknown citizens?
- What behaviour changes need to be introduced in the family network, and what is to be taught in the making of a manager?

To help answer this, let us look at possible differences between the Civil Servant and the Industrial Manager:

PUBLIC versus INDUSTRIAL MANAGER

Civil Servant	Industrial Manager
Represents the Country that cares for the public opinion	Represents the industrial organisation
Works for the public benefit	Works for organisational goals and benefits
His Employers are permanent	His employees are nonpermanent
His employment is permanent and he cannot be demoted	His employment is tied to performance; can lose his job or be demoted

What we need to emphasise in the training of the public sector manager?

1. Should we introduce morale and ethical subjects to complement the theory of organisation and style of management?

2. At what point in the time frame should we train a manager?

3. How do we train a manager - Do we send him to colleges and universities for book learning or is he trained on-the-job?

   Mayo said: "Book learning would not develop an effective manager; neither a master of business administration. It gives managers concepts of management, but not skills."

LOCAL EXPERIENCES

We at Salmaniya Medical Center try to combine training on-the-job with conceptual management studies based on the problem solving of daily administrative problems; combined seminars on interpersonal concepts, and seminars on stress at the work place, and diagnosing of its causes and far reaching solutions are helping our trainers to cope. The trainee receives teaching in scientific and technical competences with attitudinal studies to create the ability to relate these compentencies to the outside world. They learn to work together and to constructively criticize each other. The preceptor is a college at work which helps to solve problems by discussion and interaction. The created administrator carries on later with the same attitudes of teamwork.

We recently introduced the same concept for the middle-level managers with a simulated workshop approach course at the College of Health Sciences. The Ministry of Health is striving to produce the human relations oriented manager through education, training, and experience; and then to give the trainee the opportunity to try it out in real life. I am optimistic that this type of training will help break the authoritarian spirit in the individual administrator and supervisor, and that they will tend to accept the findings reported by Nathir Sara (1981) in his research on Teacher Education as a framework for reducing authoritarianism.

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SEMINAR ON:

STRATEGY FOR CONTINUING MANAGEMENT

EDUCATION PROGRAMME

The Making of the Bahraini Manager

In The Private Sector

by

Mr Nooreddin Nooreddin

General Manager, ARIG

May 1985

Paper (3)

THE MAKING OF THE BAHRAINI MANAGER IN THE PRIVATE SECTOR

Ladies and Gentlemen:

I feel very privileged to have been asked by Mr Ibrahim Al Hashemi and his colleagues at the Gulf Polytechnic to speak today on the subject of the making of the Bahraini manager in the private sector.

I wonder whether the process of developing Bahraini managers in the private sector should differ from developing those in the public sector. However, corporations are expected to face different kinds of constraints and challenges in developing Bahrainis for managerial positions that Government Departments or Ministries, and the nature of such constraints may affect the development process in one way or another.

Let me first review with you what I consider to be an international model for preparing managers.

A corporation starts by identifying its need for people. In getting the desired final output, an organisation requires work and that work is divided up among positions. The positions are divided into tasks which are assigned to people. Certain tasks require managerial skills which can only be obtained through education, training and development.

Training and development must be distinguished from education. It is best to leave education to the educators in colleges and universities who deliver the educated person with basic fundamentals of language, mathematics, economics, various sciences, etc, to be able to be trained in industry.

Training is concerned with the meeting between two inputs to organisational effectiveness; people and technology.

The management or executive trainee could be hired from outside or identified from within the company. The minimum education required is normally a Bachelor's Degree or equivalent. However, ideally one would look for candidates with Master's Degree, such as MBA's.

The selection stage is the most critical in the process and mistakes in selection could be very damaging to the interests of the company and the individuals concerned. Therefore, a proper procedure for selection of trainees must be followed. Nepotism and appointments based purely on loyalty considerations and personal connections should be avoided. Applications must be thoroughly screened and candidates should be professionally interviewed.

Once the selection is made, the management trainee is enrolled in the corporation's executive training programme which may be broken down into the following phases:

Phase # 1 - general induction course which could last from one week up to six months. The purpose of this course is to introduce the new hire to the corporation by acquainting him with the people and making him understand the nature of the company's business and its culture.

Phase # 2 - the trainee should then be assigned to specific areas of the company, i.e. marketing, production, administration, etc. The purpose of such assignment is to train the individual to perform specific functions in the department concerned.

Phase # 3 - will cover attending specific skill courses to meet micro training needs. If good training is available inside the organisation in the form of existing programmes of special assignments, the appropriate source is selected; otherwise outside sources must be located for the trainee to attend, such as seminars or workshops, university programmes, self-study programmes, etc. In all cases, it is essential to establish a mechanism for evaluating the trainee's performance and obtaining feedback on the course or the programme attended.

Phase # 4 - at this stage, it is advisable to appoint
a senior member of management to act as mentor to the
trainee for a period of one to three years. The
mentor will advise and guide the trainee as required
and should assist him in solving his problems and
making best use of his time. It is recommended that
mentors be rotated to let the trainees learn form the
experience of more than one person.

Upon completion of the executive training programme, the
trainee is assigned specific responsibilities to allow him
to gain practical experience. At this stage, a career
development plan should be established; the programme has
to be monitored on a regular basis along with performance
appraisals which must be prepared at quarterly intervals.
The management trainee has to be encouraged by advising
him of his strengths. He must also be assisted to improve
on his weaknesses. Good performers should be recognised
and promoted without delay. Unsatisfactory performers
must be counselled and if they are not able to progress
according to plan, they may have to be taken off the
programme.

It is considered to be beneficial to delegate interesting
projects to the trainee early in his career to test
certain qualities in him such as his research abilities,
innovation abilities, ability to follow through, etc. The

result of such projects should guide management in monitoring the career path of the trainee at an early stage of his development.

It is also recommended to keep the management trainee aware of developments in the company. He should be allowed to participate in major corporate committees, possibly as a junior member, in order to be informed of corporate policies and plans. Such information and participation will motivate the person and gives him recognition.

The career development plan should lead the employee into assuming a middle management position in the company after a period of time. This period varies depending on the job opportunities in the company, the size of the company and the nature of its business, as well as the progress of the individual should attend various executive programmes at recognised institutions. This is necessary to broaden his or her management skills such as planning and organising capabilities and ability to set strategies. As a middle manager, the person would also be able to learn and practice other vital skills such as people management, communication, delegation, etc. In addition, it managers from within the company or from outside as well as from business and social contacts with customers or clients.

I may add here that for the selected few who at a later stage become candidates for senior management positions, special programmes must be established. This may involve a period of rotation or assignments in other divisions in addition to attending some specialised and high level management and/or technical courses.

By following this model of management development, a company can ensure continuous flow of well educated and self-motivated individuals who are properly selected and introduce to the company and who are given sufficient technical and management training to adequately fill in vacant managerial positions. Many of the advance corporations operating in the developed world have succeeded in following such a model. There is no reason why it should not be successfully applied by companies operating in a fast developing country such as Bahrain. It is true that the rapid pace of development over the past decade may not have allowed us time to be systematic in training and developing our managers, but now that our market has entered a maturity stage, we should be ready to make better use of new technology and management systems that are available to us in directing our business and developing our people.

Having said this, I must point out that certain management styles and skills required in Bahrain and the rest of the Arab world may differ from those advocated or practiced in other cultures.

(1)   Joint decision- making which may be favoured in some countries such as Japan is unlikely to be widely adopted by Arab management. Arab subordinates expect to be consulted but not to make the final decision.

(2)   People in this part of the world are more sensitive to criticism, open confrontation and directness, especially when in front of a group. As such, conflict resolution and problem solving techniques which may be successfully applied in a place like America are unlikely to succeed in Bahrain.

(3)   Impersonal and formal systems or styles would be at a great disadvantage in an organisational and societal environment such as Bahrain. It must always be recognised that our environment is more person-orientated than task or role-orientated.

(4)   Due consideration must be given to the fact that in the Gulf, the executive's role within his community and organisation is shaped to some extent by the expectations of relatives, friends and employees. Also, social values and norms have significant influence on the Arab executive's decision-making.

In addition, we must be aware of constraints/challenges which are relevant to this country:

(1) Management as a concept is a novelty in Bahrain. Owners of businesses, usually merchants who are not always professional managers, are responsible for directing many businesses as well as most of the companies in the private sector. Their "businessmanship" methods may not always fit with the new management techniques that the younger generation of managers nave learnt and therefore would like to apply. This could cause friction, disappointment to the young managers, and on occasion hinders the management development process.

(2) Change has come very rapidly to Bahrain. As a result, our executives are burdened with the need to constantly and rapidly adapt to change in order to make better use of new technology and provide the necessary training to their subordinates.

(3) There seems to be some lack of trust or fear on the part of present Bahraini chief executives and senior managers in delegating responsibilities earned to new managers. This we may have inherited from our fathers, who as merchants or businessmen used to be very centralised and made all important decisions

themselves. Delegation is under-utilized in our companies and this indeed is detrimental to the growth and development of our people and our businesses.

(4) Then there is the question of how to manage the aggressive and high anticipations of young second-generation managers who will have to wait longer before assuming top positions already filled by Bahrainis. The market is maturing and young managers must learn to be more patient.

(5) Many of our educated trainees feel they know it all and are eager not to waste much time in assuming managerial responsibilities. We must know how to convincingly communicate to the educated trainees that they require experience.

(6) With the changing economic environment we may not be in a position to meet the high cost of training and/or create the same kind of opportunities for our graduates as in the past. Moreover, it may no longer be possible to absorb the mistakes of the prematurely elevated manager. As such, we need to optimise the use of our training facilities and be a lot more objective in appraising the performance of our trainees and managers.

(7) Our executives do not normally face opposition from their subordinates and many of them do not encourage it. This can be attributed to the societal values and norms which shun open confrontation and encourage rather authoritarian behaviour on the executive's part.

As a conclusion, I would like to review some managerial skills that can specifically be beneficial to the development of Bahrain executives:

(1) Delegation - as the level of delegation is low, we must emphasise delegation. By more frequent use of delegation, the executive can (a) save time; (b) train his employees; (c) utilise his employees' existing skills and resources; and (d) motivate his employees.

(2) Conflict management - executives should encourage opposition from subordinates. Training can help the executive change his own attitudes, as well as his employees' expectations, towards constructive opposition.

(3) Management of time - skills must be learnt to deal with management of time.

(4) <u>Skills to accept and cope with change</u> - skills appropriate to this role could include skills of introducing change, managing resistance to change, and understanding the process of change and its consequences.

The points raised in this paper are non-exhaustive. These are just some of the issues that we need to address in order to become more effective in the making of the Bahraini Manager.

Thank you very much for listening.

SEMINAR ON:

STRATEGY FOR CONTINUING MANAGEMENT EDUCATION PROGRAMME

The Continuing Management Education
Programme at Gulf Polytechnic

by

Dr Paris Andreou, M.A., Ph.D., (Leeds - UK)
Associate Professor, Marketing and Business Management
Gulf Polytechnic

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Paper (4)

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INTRODUCTION

It is my pleasure to present some information to you as someone who has been closely involved on the teaching side of COMEP since its inception. It will be my task to tell you about how COMEP pulls together here at the Polytechnic. I want to tell you how the faculty feels about COMEP - what are some of the details - the pleasures - and some of the problems we have, of being part of COMEP. What do we expect from the Participants? What are our teaching methods? What are the qualifications - motivations and drive that makes COMEP a fully operational program?

These are the areas I intend to discuss in my presentation.

The idea of Continuing Education - whether in management or any other subject - started in the UK and the USA about thirty years ago. Today, most advanced, and industrially developed countries offer continuing education programs as a way of integrating the two processes of education and training - and to have the opportunity to develop their skills, improve their job qualifications - and - last but not least - to improve their quality of life and reach greater personal qualification.

For example, in Cyprus where I come from, a quasi-system of COMEP was started ten years ago so the Labour training shortages in most sectors of the economy, could be fulfilled. The results have been so encouraging that International organisations such as ILO and UNESCO are now publicly commenting positively on the Cyprus model. Many experts have concluded that the "Economic Miracle" of the island of Cyprus owes its creation to the Cyprus Manager and Entrepreneur who is strongly motivated to work hard and efficiently. One can cite many examples, too, in other countries.

As you all know the Continuing Management Education framework is based on the <u>flexible credit system</u> which allows maximum freedom for the participants within a plan, jointly agreed upon with the sponsor.

The system, divides any educational program, to a number of courses each covering a specific subject. Each course is given particular weight, on the basis of its relative importance compared to other courses at the same level. Course weight is determined by classroom contact hours per week per semester, and measured in credits. Each training level requires a total number of credits to be completed by the Participant for graduation. By successfully completing courses assigned to their respective training levels, trainees accumulate credits toward their

graduation. The average credit weight per course is 3. However, courses of 4 credits, on the one hand, and 1 and 2 credits on the other, are not unusual. An average credit load per semester for Management trainees varies from 6 to 9 depending on whether a participant is taking two or three courses.

We strongly believe that management training should be based on prior assessment of manpower needs and that it should be undertaken <u>jointly with major client organisations</u>. Therefore, a committee has been set up to represent Gulf Polytechnic, Ministry of Labour and the Civil Service Bureau. The main task of this high-level committee is to oversee the development and implementation of this management education and training program.

As you are fully aware we at present offer four different levels of training in COMEP. These are:

1] Clerical Skills
2] Basic Supervision
3] Middle Management
4] Advanced Management.

Admission to any training level is conditional upon satisfying the English language requirement. Successful completion of a level qualifies a candidate to join a higher level if he or she secures the approval of their sponsor.

NOMINATION AND SCREENING OF CANDIDATES

I'm sure that most of you are probably familiar with the selection procedures we use to choose COMEP Participants and place them into the appropriate COMEP level. But I will briefly summarise the procedures for you anyway to refresh your mind.

Nominations for the four levels we presently offer are usually made within the broad parameters stated in our catalogue. Final nominations are channelled through the Ministry of Labour for private sector organisations and the Civil Service Bureau for public agencies.

Those nominations then proceed through a series of screening procedures at the Polytechnic including entrance examinations and a detailed interview by a special committee representing Government, Industry and Gulf Polytechnic. Successful candidates are then duly notified.

PROFILE OF PARTICIPANTS

Having completed the selection process, we might now ask who are these men and women whom we call COMEP Participants? To answer that question in detail, we are now starting to build a data bank. The data bank will help us to know and understand them better and, in that

way, to provide more help to them for career and personal development. This data accumulation project was started last month - and has already yielded even at this very early stage some vital information. For example:

We know that they have highly diversified backgrounds and educational experience/achievements. At the top, we have college graduates with Bachelor of Science and Master of Science degrees - from such places as Saudi Arabia, Libya and the USA. As you can well imagine, these participants are exciting and a real challenge to teach and, you can be sure that they make a real contribution to classroom discussion. They know how to ask the searching questions. At a different level of academic achievement are those participants who have only the secondary school Tawjihia diploma - and there are also a very few who don't even have that yet.

Second, we know that their fields of study before joining COMEP are almost as diversified as their educational levels. Some come from the technical world of engineering - some are from computer science - and some have already been students of business administration.

Third, when we asked them where do you word in Bahrain, and what do you do, we were amazed to see that they came from EVERYWHERE! They came from the public sector - they

came from the private sector - with great diversification in type of organization, be it a Government Ministry or a private company. Indeed, we have participants from Gulf Air, BATELCO, ALBA, The Ministry of Health, the Ministry of Information, the Ministry of Finance and National Economy - and many others, too numerous to mention.

Fourth, we know that, in age, they range from twenties to forties and, I dare say, that if you look closely, you will find some participants in their fifties. These older participants are the ones for whom the "lamp of learning" still burns brightly - and COMEP is the place where their yearning for more schooling and self-improvement is being fulfilled.

Faced with this great diversity, COMEP lecturers accepted the demanding challenge involved in teaching and in communicating with a group of persons having such a mixed background. I can tell you that it was not easy - and other COMEP lecturers would tell you the same thing. What did we do? We met this challenge by using all our creative ability as teachers to devise specialized teaching techniques, new teaching materials and new approaches to classroom discussion, presentation of lecturers and testing of participants.

PROFILE OF COMEP FACULTY

Well, I have told you something about the participants.
But now what about those here who teach the participants?
I'm sure that you would like to know something about those
persons who are on the other side of the "student-teacher"
relationship - the COMEP faculty. Here is a short profile
of that group which, by the way, includes me!

The international faculty in the Department of Business
and Management of the Gulf Polytechnic has been recruited
to meet the challenges of many varied and growing demands
of all our new programs. These faculty members have been
purposely drawn from diverse countries such as the USA,
Canada, the UK, South Asia and the Middle East. The
objective of this recruitment policy is to give all
polytechnic students - including COMEP Participants - an
international perspective of business and industry as it
is today in the complex world in which we live.

Faculty members earned their academic qualifications at
credible universities in North America, the UK and the
Middle East. Their biographical history reveals
wide-ranging, academic involvement and practical "real
world" experience in advanced industrialized countries as
well as in others which are now undergoing rapid
development and modernization. Some faculty members have
also served in other parts of the Middle East and Near
East.

They have worked in a broad spectrum of management in many business areas such as advertising, sales, marketing and production operations - and have held posts in general business administration. Many have started and managed their won businesses.

Therefore, it should not be surprising that we have been able to reach such a high degree of success thus far with COMEP.

And by the way, I would like to mention that <u>we assign only our most senior and experienced professors and lecturers to teach courses in the COMEP program</u>.

WHAT IS EXPECTED OF COMEP PARTICIPANTS?

My next topic, deals with an important academic and psychological issue: what attitudes - what orientation - and what quality of performance does the faculty hope to find in these ambitious Participants?

I can present the ideal to you, and I can tell you right now that it is a lot. Perhaps it is more than they can realistically achieve in the short time - three semesters - that we have them in COMEP. But the faculty has a strong academic obligation to create the ideal - and then try to encourage and stimulate the Participants to live up

to that ideal - knowing full well that the Participants are human beings who, like the rest of us, have shortcomings and limitations. And like us, they also get tired once in a while.

With that understanding, I can now describe the ideal to you that we are trying to instill into COMEP Participants. The most important elements are follows.

First, we expect the Participant to develope a variety of general and specific academic skills. These are designed to help the Participant improve his or her performance in the classroom at all four COMEP levels. There are four components in this area of academic skills.

A] is the ability to read textbooks and other learning materials - and to be able to study them effectively.

B] is the ability to take notes while listening to lectures and classroom discussion.

C] is the ability to contribute to classroom discussion and to exchange ideas with other Participants in the same class.

D] outside of the classroom we encourage the use of the library in order to become familiar with primary and secondary research sources.

Overall, we can summarize the above four objectives which I listed by saying that our main goal is to help the Participants acquire the mental discipline needed to be successful as a student in the academic world - our world here at the Polytechnic.

Second, we try to foster and to stimulate the development of a proper professional outlook. One example of this is the requirement as demanded on punctuality and consistency in classroom attendance and the completion of assignments on time to meet the stated deadline. In this we, the faculty, realize that the Participants carry a great burden: responsibilities in their place of work - family responsibilities in the home - constraints and limitations which are not part of the burden of our full-time day students in the regular Polytechnic programs. To ease this burden we, the faculty, apply flexible rules and methods in our teaching and we make what we feel are only reasonable demands on the Participants.

Third, we also ask the Participants to adopt a serious and proper attitude toward tests and the idea of testing, in general. In this expectation, we are trying to make them understand that, when they complete a course, they receive three academic credits. BUT - to receive these credits, they must first do their part - which is to fulfill all course requirements - and this includes taking and passing tests.

And after the completion of the COMEP program - what then? What might we expect - or more importantly - what might YOU expect of the Participants you have sent to us? In general, and briefly, I think that we, and you, can expect, first, an improvement in the Participant's job performance and, secondly, you can expect that the Participant has established a sound base for further training in the future and for further career development.

In management terms we can say, briefly, that the Participant is now ready for greater managerial responsibility - requiring the many and varied interpersonal and conceptual managerial skills.

I hope that you all approve of and agree with what I have discussed and described for you in this area of expectations from COMEP Participants. Because - in an increasingly complex world - greater and greater interdependence - rapidly accelerating technological changes - in such a world we hope that our expectations of the Participants will help them survive - grow - and prosper - both within and outside the organization!

TEACHING METHODS AND TECHNIQUES

Faced with the tremendous diversity of educational levels and backgrounds in the Participants, we the faculty, asked ourselves "HOW CAN WE BEST ATTAIN THE EDUCATIONAL GOALS

ESTABLISHED FOR COMEP?" It was not easy to find answers but, as I mentioned earlier, we sought the answer in a creative array of methods and techniques. And I would like to briefly describe them to you so that you can have a full appreciation of my hard-working colleagues and what they have accomplished in the classroom:

FIRST - FORMAL LECTURES - the old, traditional method of communicating information from the lecturer to the student.

SECOND - CASE STUDIES - selected with great sensitivity and awareness of the Gulf culture so that the case study will come from the "real world" of the participant.

THIRD - SPECIAL ASSIGNMENTS - such as, for example, presentation by the participant of a report, requiring some survey-type research.

FOUR - VISUAL AIDS - using films, video cassettes and Overhead projectors all of which add IMPACT to the verbal message.

FIVE - GROUP DISCUSSION - where we divide the class into small groups of participants and each group is given a part of a problem to analyze and solve. Each group then submits its own report, and these are combined to create a total solution.

SEVEN - BUSINESS GAMES - the most advanced techniques today in management science using simulation and other exercises.

EIGHT - GUEST SPEAKERS - these being specially selected Bahrain entrepreneurs, government officials and top management executives from private companies - such as yourselves. And I want to warn you: YOU MAY BE NEXT!

SPECIALIZED WORKSHOPS SEMINARS

Last year we ran a number of on-day and two-day workshops dealing with specific subject areas of interest to participants and other invited chief executives.

Here are a few examples:

On December 17 to 19, 1984, professor Emile Ghattas, Director of the Graduate Business Management School, at AUB, presented a seminar on "INTERNATIONAL RISK AND PROTECTION TECHNIQUES".

On April 21 to 23, 1984, Dr Gunter Dufey, professor of International Business and Finance, at the University of Michigan in the USA spoke on the subject of "INTERNATIONAL MONEY MARKETS".

In January, 1985 Dr George Najjar, also of AUB, presented a two-day seminar on "NEW FRONTIERS IN PERSONNEL MANAGEMENT".

Looking towards the future, we are planning to continue this type of valuable supplementary activity which will fulfill the specific needs of the participants by inviting distinguished speakers with the highest educational achievements.

SOME EXAMPLES OF COMEP COURSES

And what of the types of courses we offer in COMEP at the four levels? Thanks to the forward planning and innovative syllabus created by Dr George Najjar and Dean Al Hashemi, we believe that COMEP is right in the forefront of modern management education. I think you saw that earlier when I spoke about our teaching methods and techniques. Now I would like to describe a few of the courses which contribute to the making of competent, "modern" managers in COMEP.

MIS (Management Information Systems)

This course is one of those given at the Advanced Management Level. It brings the Participant into the work of computerized information systems, using systems theory

to create, implement and control various types of information systems to support managerial decision-making and to improve the control effectiveness, and productivity in the operational working levels. Our MIS course is not just a computer course or an accounting course but rather it is one that emphasizes management ideas related to the problems that may arise when an organization - any organization - makes the decision to change from manual and mechanical information handling to computerized techniques - or, if it already has done so in the past - it now recognizes that it must upgrade and improve its system to remain competitive, if it is a private company - or to improve its services, if it is a government organization, providing services to the people of Bahrain.

Building Management Skills

Here is a course, Building Management Skills, from our Middle Management Level, that has the firm objective of giving COMEP Participants specific analytical and decision-making tools and techniques. These are tools and techniques which - once mastered by the Participants in the classroom - the Participant can use on the job today - here and now.

And I might add, though these are tools and techniques which are a part of modern management theory in the

academic world - which is the world where we at the Polytechnic work - they have also stood the test of time in the real world of work - which is where you ladies and gentlemen are.

Introduction to Basic Supervision Level

This brings me to the level we call Basic Supervision, the first level of management in any organization. And it is the first challenge to COMEP lecturers who face the difficult task of introducing modern management to the group of Participants, most of whom come to COMEP without any prior study or background in the subject of management.

From that moment when the Basic Supervision Participant comes to his or her first class, we strive to open their minds so that we can reveal to them a new world of management principles and ideas. It is here where the Participant gets his or her first taste of what Continuing Management Education is all about. It is this lower level where we take the "raw material" - the Participants you gentlemen send us - and we forge in the classroom the "new" first-level manager you will have at the end of the Program.

TRANSFER OF TECHNIQUES AND SKILLS FROM THE CLASSROOM TO
THE WORKPLACE

And now, ladies and gentlemen, I would like to say a few
words about something that I am sure is very much on your
mind: that is the question of - HOW - and - WHEN do the
Participants you send us transfer the skills, techniques
and knowledge they get here in the classroom to your
workplace to help your organization accomplish its
objectives. I can answer that question by very briefly
describing some of the efforts made in this direction.

Because our time is limited, I will have to be very brief
and I can only offer a few examples. So, I hope that you
will forgive me if I don't mention specific
organizations. The examples I have selected are a good
cross-section of large service-type organizations in
Bahrain - organizations well-known to everyone.

(1) Joint identification of key strategic areas for future
improvement in the organization.

(2) Joint diagnosis of specific problem areas in the
organization.

(3) Working out simulated plans for increasing the market
share of the organizations and making it more
competitive.

(4) Involving managers from various organizations in intensive brain storming sessions in COMEP classes focusing on possible innovations relevant to their business.

What I wish to say here, with these brief examples, is that we are aware of the great need and obligation we have to identify our clients' problems and to forthrightly address them in the classroom - for the mutual benefit of the Participants and the organizations where they work.

EVALUATION OF COMEP

After all the considerations which I have discussed today in my presentation, I now arrive at the next-to-the-last topic: an evaluation of COMEP. Approximately 15 months have passed since the first Participants appeared on the Gulf Polytechnic campus to attend their first class. You might ask where are we today? That's a fair question and I propose to answer it by telling you that all of us here at the Polytechnic have a strong feeling that we are on the right road to success with COMEP.

But - just to make sure of it - and to make sure that we stay on the right road - we have begun an evaluation process that will be a continuing one and that will serve to guide our efforts in the future. Here are a few examples of the objectives the evaluation process will explore:

ONE, we want to verify on an empirical basis how relevant the subjects, topics and course areas are that we offer to the Participants.

TWO, we want to assess the impact, again on empirical grounds, that COMEP has on the participating organizations.

THREE, we are not forgetting ourselves because this third one is a self-evaluation: our teaching methods and techniques, our classrooms styles - and our success in communicating with the Participants.

The information and conclusions we make during this evaluation process will influence the ways we make changes and the scope of the changes that will be make in the future. I might add, by the way, that we hope we will have your full support and assistance in this evaluation process. Some of the actions now being developed include:

FIRST, the design of instruments which form the medium through which we get information and opinions from the Participants and their supervisors.

SECOND, the use of meetings - that is, brain-storming sessions - chaired by Dean Ibrahim Al Hashemi, and attended by all Polytechnic faculty members who teach COMEP. These go on for hours, sometimes even into the night.

THIRD, the development of a Data Bank which will contain all the vital statistics about the Participants and COMEP.

LINKAGE OF COMEP WITH REGULAR POLYTECHNIC PROGRAMS

There is one final subject I would like to talk about before I conclude my remarks this afternoon on COMEP. It is a feature of COMEP that has created great interest and excitement on the Polytechnic campus in COMEP classrooms.

This has to do with the COMEP objective of providing an avenue for the Participants to make the transition to a Polytechnic regular day program - such as CSD, the Commercial Studies Diploma, the ADP, Accounting Diploma Program, the ABD, Associate Business Diploma and finally, the Bachelor of Science four-year degree.

We like to say that GP provides a "LINKAGE" BETWEEN COMEP and these full-time day programs.

Naturally, only the most successful and the most highly-qualified Participants can be allowed to make the transition to the full-time day programs. For those Participants who cannot go further, COMEP is a TERMINAL program, meaning that upon completing their particular COMEP course - Basic Supervision, Middle-Level or Advanced Level - the Participant has completed his studies and receives the COMEP diploma.

To use a layman's term COMEP has the major objective of "Killing two birds with one stone": by enabling Participants to either complete their studies upon receiving the COMEP diploma at whatever level and to either continue to a higher COMEP level or to continue to a regular program.

We ask you ladies and gentlemen to recognize that only the very highest caliber candidates - and that means a very few - can be allowed to make this transition - and we need your help on clarifying this restriction to the Participants so that there will not be an oversupply of poor quality B.Sc's.

As a faculty member who now spends 90% of my time in teaching COMEP Participants, I know that a very large majority of them have shown a great interest, in making the transition to the B.Sc. regular program. And to allow this to happen, would defeat the 'strategic' objectives of COMEP. So - once again, I want to strongly emphasize, that we must be very selective in choosing those very few candidates who will be allowed to continue to the B.Sc. Nonetheless, we are pleased that we have been able to provide in COMEP the "linkage" - that makes it possible for the best Participants to reach their highest academic potential provided they secure the nomination and support of their organization.

CONCLUSION

Let me conclude my remarks this afternoon by telling you that, since we first heard and read about COMEP, we the faculty at Gulf Polytechnic have embraced it fully.

COMEP now is a reality and it has achieved a full measure of success with the limited resources available. As such, it now fulfills the broad objectives of the 10,000 Program. But we need ask: CAN WE DO BETTER? The answer is YES - we can make it even more successful and effective with YOUR help. If you - our clients - continue to extend

your complete cooperation and constructive advice - <u>as you</u> <u>have done thus far</u> - I feel sure that Gulf Polytechnic will continue to deliver training programs of the highest possible quality.

It is my conviction that COMEP in five years - will receive such regional acclaim as a model that other countries in the Gulf might opt to develop similar programs of their own. Five years from now, COMEP may well prove to be one of the most important innovations in the educational history of Bahrain.

I thank you all very much for listening to me.

<u>A P P E N D I X</u>

COURSES OFFERED AT DIFFERENT

LEVELS IN THE CONTINUING

EDUCATION PROGRAMME

CLERICAL LEVEL

ENGL	010	Accelerated Learning Skills
CL	010	Office Organization and Records Management
ENGL	011	Basic Business English
CL	011	Book-Keeping I
CL	012	Book-Keeping II
CL	013	Effective Communication
CL	014	Effective Supervision
CL	015	Basic Personnel Skills
CL	016	Computer Appreciation and Word Processing
CL	017	Basic Cost Analysis

BASIC SUPERVISION

ENGL	012	Accelerated Learning Skills
BS	010	Introduction to Computer Programming
BS	011	Basic Supervision Skills
BS	012	Practical Financial Accounting I
BS	013	Practical Financial Accounting II
BS	014	Introduction to Finance
BS	015	Basic Management Skills
BS	016	Fundamentals of Personnel Management
BS	017	Supervisory Decision-Making
BS	018	Basic Quantitative Methods

MIDDLE MANAGEMENT

ENGL	013	Accelerated Learning Skills
MM	010	Supervision and Control
MM	011	Survey of Economics
MM	012	Intermediate Accounting
MM	013	Marketing Management
MM	014	Introduction to Computers
MM	015	Managerial Finance
MM	016	Building Management Skills
MM	017	Organization and Management
MM	018	Quantitative Methods

ADVANCED MANAGEMENT

ENGL	014	Accelerated Learning Skills
AM	010	Advanced Accounting
AM	011	Advanced Management Systems
AM	012	Personnel and Human Resourses
AM	013	Corporate Planning
AM	014	Managerial Finance
AM	015	Production and Operational Management
AM	016	Marketing Management
AM	017	Management Information Systems
AM	018	Managerial Budgeting
AM	019	Job Evaluation and Compensation Management
AM	020	Business Computer Systems

SEMINAR ON:

STRATEGY FOR CONTINUING MANAGEMENT
EDUCATION PROGRAMME

Statistical Summary

Background Information

May 1985

CONTINUING EDUCATION

The idea of continuing education is gaining in importance and momentum all over the world. It is based on the philosophy of continuous learning, i.e. the fact that the learning process cannot be arbitrarily arrested without grave consequences affecting the individual and society. The rapidity of technological changes today makes it imperative to develop systems designed to bridge practice and the working knowledge of professionals. Providing such a mechanism is one of the functions of continuing education. This fact assumes special importance in the field of management, whether in government (Public Administration) or in business due to the phenomenal expansion of this field over the past two decades and the trend to have people join the ranks of management and administration through different avenues. They tend to have different disciplinary backgrounds which make it all the more important to offer them common grounds and a shared body of operational knowledge. From the lowest-ranking clerk to the senior executive, administrative personnel can ill afford to be cut off for a long time from accelerating innovations directly relevant to their jobs.

Within the field of management the elements of education and training cannot be separated with any degree of rigidity as they interrelate symbiotically and reinforce each other. Such awareness brought the issue of continuing management education to the forefront of Gulf Polytechnic priorities since the very inception of its new Business and Management curriculum in October 1982. Discussions and professional brainstorming sessions were held with representatives of leading public and private organizations to develop a comprehensive system of continuing management education and training serving the needs of Bahrain and the area at all management levels.

The scheme owes its success to the guidance and support of H. E. the Minister of Education, Dr Ali Mohammed Fakhro, H.E. the Minister of Industry and Development and Acting Minister of State for Cabinet Affairs, Mr Yousif Ahmed Al-Shirawi and H. E. the Minister of Labour and Social Affairs, Sheikh Khalifa Bin Salman Bin Mohammed Al-Khalifa.

TABLE I

TOTAL NUMBER OF COMEP PARTICIPANTS BY LEVEL

	Spring 83-84	Fall 84-85	Spring 84-85
Clerical Level	18	28	25
Basic Supervision	17	43	41
Middle Management	21	39	33
Advanced Management	17	31	29
	73	141	128

TABLE II

NUMBER OF COMEP PARTICIPANTS EACH SEMESTER
BY MOL/CSB DISTRIBUTION

	Spring 83-84	Fall 84-85	Spring 84-85
MOL	42	88	79
CSB	31	50	46
	73	138*	125*

* This number does not include the three independently sponsored participants. The total number of participants for the Fall 1984-85 term, including the independently sponsored participants is 141 and for Spring 1984-85, 128.

TABLE III

TOTAL NUMBER OF COMEP PARTICIPANTS
BY MOL/CSB DISTRIBUTION

Spring 1984 - 85

	MOL	CSB	Total
Clerical Level	13	12	25
Basic Supervision	24	14	38
Middle Management	21	12	33
Advanced Management	21	8	29
	79	46	125

TABLE IV

CIVIL SERVICE BUREAU SPONSORED ORGANIZATIONS
PARTICIPATING IN COMEP

ORGANIZATION	Spring 83-84	Fall 84-85	Spring 84-85
BSED	1	2	2
Civil Aviation Directorate	1	-	-
Civil Service Bureau	6	9	9
Electricity Directorate	1	3	3
General Organization for Youth and Sport	1	1	1
Gulf Polytechnic	1	2	3
Ministry of Education	-	2	1
Ministry of Finance	2	9	8
Ministry of Foreign Affairs	3	3	3
Ministry of Health	4	4	4
Ministry of Housing	1	4	2
Ministry of Information	1	1	1
Ministry of Interior	1	-	-
Ministry of Labour	1	-	-
Ministry of State for Cabinet Affairs	2	2	2
Ministry of Works, Power and Water	3	6	5
PWA	1	2	2
Postal Directorate	1	-	-
	31	50	46

TABLE V

MINISTRY OF LABOUR SPONSORED ORGANIZATIONS PARTICIPATING IN COMEP

ORGANIZATION	Spring 83-84	Fall 84-85	Spring 84-85
ALBA	3	7	7
Abdulla A Nass	1	-	-
Al-Ahli Commercial Bank	3	3	3
Al-Ahlia Insurance Company	3	-	1
Allied Banking Group	-	1	-
Al-Majid Est Groups	2	2	2
Arab Asian Bank	1	1	1
Arab Financial Services	-	-	1
Arab Iron and Steel	1	-	-
Banagas	-	1	1
Banoco	1	3	1
BAS	-	2	2
Batelco	6	24	22
BBTC	1	1	1
Bank of Bahrain and Kuwait	1	2	2
Chartered Bank	1	1	1
GOSI	1	4	2
Gray-MacKenzie Marine Services	1	1	1
Gulf Air	11	22	18
Khorami Construction	1	1	1
NCR	-	1	1
No employer	-	1	2
Regency Inter-Continental Hotel	1	2	2
UBAF	-	1	1
UBF	-	1	-
World Travel Services	-	1	1
Y B A Kanoo	3	5	5
	42	88	79

TABLE VI

COURSE OFFERED AND THE AVERAGE GRADE PER COURSE
SPRING 1983-84 AND FALL 1984-85

			Average Grade	
Code		Course Title	Spring 83-84	Fall 84-85
ENGL	014	Accelerated Learning Skills	C	C
AM	011	Advanced Management Systems	B+	B+
AM	012	Personnel and Human Resourses	C+	C
AM	014	Managerial Finance	B	-
AM	016	Marketing Management	B	C+
AM	018	Managerial Budgeting	B+	-
AM	019	Job Evaluation and Compensation Management	C+	-
ENGL	013	Accelerated Learning Skills	D+	D+
MM	011	Survey of Economics	C+	C
MM	013	Marketing Management	C+	-
MM	016	Building Management Skills	B	-
MM	017	Organization and Management	C+	C
MM	018	Quantitative Methods	C	-
ENGL	012	Accelerated Learning Skills	D+	D+
BS	012	Practical Financial Accounting I	C+	B
BS	013	Practical Financial Accounting II	C	-
BS	015	Basic Management Skills	C+	C
BS	016	Fundamentals of Personnel Management	C	C
BS	017	Supervisory Decision-Making	D	-
BS	018	Basic Quantitative Methods	D+	-
ENGL	010	Accelerated Learning Skills	C	C
CL	010	Office Organization and Records Management	F	F
CL	011	Book-Keeping I	D+	C+
CL	012	Book-Keeping II	C+	-
CL	013	Effective Communication	B	-
CL	014	Effective Supervision	D	F
CL	015	Basic Personnel Skills	B	-

TABLE VII

COMEP PARTICIPANTS: AVERAGE NUMBER OF YEARS
JOB EXPERIENCE ACCORDING TO LEVEL

SPRING 1984/5

Participants Beginning

	Spring 83-84	Fall 84-85	Spring 84-85
Clerical Level	5.22	4.77	4.99
Basic Supervision	6.40	7.15	6.77
Middle Management	10.17	11.33	10.75
Advanced Management	13.16	11.53	12.34

TABLE VIII

COMEP PARTICIPANTS: AVERAGE AGE ACCORDING TO LEVEL

SPRING 1984/5

Participants Beginning

	Spring 83-84	Fall 84-85	Spring 84-85
Clerical Level	23.00	23.54	23.27
Basic Supervision	26.81	26.92	26.86
Middle Management	30.35	30.58	30.46
Advanced Management	32.38	32.25	32.31

TABLE IX

COMEP PARTICIPANTS: MALE/FEMALE DISTRIBUTION BY LEVEL

SPRING 1984/5

	MALE	FEMALE
Clerical Level	13	12
Basic Supervision	31	7
Middle Management	30	3
Advanced Management	25	4
	99	26

TABLE X

EVALUATION INSTRUMENTS USED TO MONITOR COMEP

ACADEMIC YEAR 1984 - 85

Individual Progress Report

Participant Self-Assessment Questionaire

Participant Structural Interview

Immediate Supervisor Questionaire

Management Development Needs Questionaire

Chief Executive Officer Interview

TABLE XI

COMEP VARIABLES EVALUATED EVERY SEMESTER

1. Lecturers' evaluation of participants' progress.

2. Coordinator's evaluation of participants' progress:

   a. performance

   b. motivation

   c. absenteeism.

3. Participants' evaluation of COMEP courses:

   a. Interview: transferability of COMEP - acquired
                    skills
                    attainment   of   career   objectives
                    through COMEP
                    course relevance
                    teaching techniques and methods used
                    in COMEP
                    evaluation of lecturers
                    identification of COMEP weaknesses
                    identification of COMEP strengths
                    identification of career objectives

   b. Course
      Evaluation: teaching materials
                    lecturer
                    participant self-assessment

APPENDIX J

THE BAHRAIN MANAGEMENT PROFESSION

IN

TRANSITION SEMINAR

ADDRESS OF

H.E. SHAIKH KHALIFA BIN SALMAN BIN MOHAMMED AL-KHALIFA
MINISTER OF LABOUR AND SOCIAL AFFAIRS

TO THE

GULF POLYTECHNIC SEMINAR

ON

"THE BAHRAIN MANAGEMENT PROFESSION IN TRANSITION"

5 MAY 1986

Ladies and Gentlemen,

It is my pleasure to be with you this morning to open
the seminar on "THE BAHRAIN MANAGEMENT PROFESSION IN
TRANSITION" organized by Gulf Polytechnic.

At the outset I should like to thank Mr. lbrahim
Al-Hashemi, Dean of the Polytechnic and Dr. George K.
Najjar, Head of the Business and Management
Department, for organizing the seminar and to extend
to all of you my appreciation for your participation
which will undoubtedly contribute in no small measure
to the success of this important event.

Experience has shown that mere availability of
production factors is not enough to bring about
comprehensive development. Production factors have
to be directed and managed appropriately in order to
yield maximum return. Such is the role of management
which is now recognized as a moving force for our
collective capacities specially with properly
equipped state-of-the-art expertise. Recent
developments in the field of management have led to
the emergence of an advanced body of knowledge
capable of transforming our institutions from
individual businesses to modern organizations.

Besides the seasoning that comes with experience, managers today have to have professional preparation and technical qualifications, as well as personal traits on equal footing with more matured professions. Actually, the emergence of management as a distinct profession on a global scale is a significant characteristic of the second half of our century.

Professionalism today signals a number of important connotations including specialization and recognized qualifications as the basis for practice. In addition, professionalism requires constant upgrading of skills, commitment to service and strict quality control. Understood as such, professionalism is almost taken for granted the world over in such fields as medicine, engineering, pharmacy, law and accountancy. The common denominator among all these professions is a common tradition that offers identity to individual members. Today, however, other areas of practice, including management and consultancy, are trying to follow suit and acquire professional recognition.

Bahrain is at the forefront of this development with its impressive record of preparing highly qualified management professionals in a very short time. Nowadays, part of our difficult adjustment to the

changing economic climate is to place greater emphasis on management as a profession committed to finding creative solutions for the complex problems of attaining efficiency and productivity. As such, we need to prepare future managers with vision and anticipatory approaches to problems in a strict spirit of professional discipline. The next stage in our development will undoubtedly be overshadowed by the increasing awarness of management as a strategic factor affecting socio-economic development and manpower planning, and contributing to the emergence of scientifically minded supervisors entrusted with running our public and private institutions. As such, management is called upon to contribute towards organizing, developing and utilizing resources, human and otherwise, on the basis of rationality, competence and efficiency.

Nor is management a marginal or related profession as it profoundly affects all other professions. Modern management is badly needed for running hospitals, plants, government departments, business organizations and social clubs. In all organizations, technical personnel with no management background cannot function without the support of advanced management systems. This fact makes it imperative that technical personnel acquire special

management skills prior to assuming administrative functions as the two roles are markedly different. Recognized expertise in management or engineering is no ticket for sound managerial performance. Nowadays a new professional identity in management is needed for such people as well as all others aspiring for organizational careers. In view of the above, it is hardly an exaggeration to assign to management a role perhaps more critical than some other professions due to its being entrusted with our national resources. The performance of managers will have profound implications as to whether or not we will be able to meet our future goals. Is it not time, therefore, for us to show grater commitment towards upgrading our management capabilities and giving this important specialization the reinforcement it deserves?

This, ladies and gentlemen, is the major question before us and I feel sure that our deliberations will shed light on its varied dimensions.

Thank you for listening and best wishes for continued success.

ADDRESS OF

DEAN IBRAHIM AL-HASHEMI

TO THE

GULF POLYTECHNIC SEMINAR

ON

"THE BAHRAIN MANAGEMENT PROFESSION IN TRANSITION"

5 MAY 1986

Your Excellency Shaikh Khalifa Bin Salman Bin
Mohammed Al-Khalifa
Distinguished Trustees
Ladies and Gentlemen

It is my good fortune to welcome you to Gulf
Polytechnic this morning wishing our seminar every
success in tackling its weighty topic.

Your willingness to avail us again of your time and
experience is but another indicator of the close ties
between Gulf Polytechnic and its community. Ever
since it assumed its new role in 1981, this
institution has been a strong advocate of joint
action as an effective strategy for development.

Our discussions today center around the "BAHRAIN
MANAGEMENT PROFESSION IN TRANSITION"; a timely topic
given the current economic outlook and the pressing
need for greater efficiency and higher productivity
levels. The aspirations of management for
professional recognition on equal footing with the
other professions are very encouraging. They signal
the determination of Bahraini management
practitioners to rise up to the challenge of
sustained growth, Bahrainization, cost-reduction and
institution-building.

I am convinced we all share the view that underneath our current difficulties there lies an opportunity for self-reliance, rational planning and greater emphasis on the development of advanced management systems as our way to consolidating the present and building the future.

The first session deals with professionalism as a major phenomenon of modern society that has clear implications to management. The paper presented faces us with two critical choices; namely, resignation to the "fate" of Bahraini management as a second-rate profession with no clear criteria or performance standards, or actively seeking to reinforce managerial professionalism and meet its rigorous requirements.

The second session examines the habitat of the Bahraini management and provides a critical evaluation of Bahraini organizations and their corporate culture(s). Major drawbacks are pointed out and a call is made for a joint venture between Gulf Polytechnic, the government and the business sector to set up a Management Information and Research Centre to meet a widely felt need in Bahrain.

Your Excellency, Ladies and Gentlemen, Gulf Polytechnic claims no final answers to the many questions raised in this seminar. Its aim is to be a forum for complex professional issues and a catalyst for bringing managers together.

May I seize the opportunity to convey my gratitude to H.E. Shaikh Khalifa Bin Salman Bin Mohammed Al-Khalifa, Minister of Labour and Social Affairs, for kindly accepting to chair the first session and place the seminar under his patronage.

May I also voice my deep appreciation for panelists, Messrs Hassan Zainulabidin, Hassan Jumaa', Rashid Fakhro as well as Dr. Rashid Fulaifel, Dr. Hamad Al-Sulayti and Mr. Rida Faraj.

I would also like to thank the Ministry of Information for providing coverage and the Department of Business and Management for organizing this seminar as part of the Continuing Management Education Programme.

Gulf Polytechnic is indeed grateful for your generous participation.

GULF POLYTECHNIC

Department of Business and Management

CONTINUING MANAGEMENT EDUCATION PROGRAM

THE BAHRAIN MANAGEMENT PROFESSION IN TRANSITION

PROBLEMS AND PROSPECTS

Paper Presented
by
GEORGE KHALIL NAJJAR
Head, Department of Business and Management
GULF POLYTECHNIC

Seminar on
THE BAHRAIN MANAGEMENT PROFESSION IN TRANSITION

5 MAY 1986

Professionalism is hardly a newcomer to Bahrain. Since the 1950s, scores of "avant guarde" Bahrainis have distinguished themselves in the medical, legal and engineering fields abroad and returned home to spearhead Bahrain's leap to modernity and assume its regional lead throughout the Gulf area.

The influence of the new professional groups was limited at first due to the sheer novelty of their presence, and their being overwhelmingly outnumbered by expatriate colleagues. Gradually, however, Bahraini professionals came of age, gained local recognition commensurate with their international status and formed their specialized societies. Today, such societies are full-blown autonomous associations with ever-increasing memeberships.

Professional associations in Bahrain currently exhibit all the distinctive characteristics of similar bodies worldwide. Foremost among such characteristics are:

- Regulating entry routes to the profession and making such entry conditional on lengthy formal specialization gained through passing set qualifications as established by recognized institutions.

- Establishing and monitoring technical performance standards and enforcing guidelines which practitioners may not violate without incurring serious sanctions from the association in keeping with accepted international norms.

- Enforcing among practitioners a strict ethical code which is often embodiedin legislations and other rules of conduct and symbolized by the oath required of many professionals as part of the rites of initiation into their chosen profession.

- Organizing conferences, seminars, research activities, etc. around the specialized body of knowledge with which the profession identifies. The purpose behind such activities is to expand the frontiers of professional knowledge and often in collaboration with other international bodies.

- Providing members with a sense of identity that sets them apart from other groups. Such identity often transcends organizational lines and amounts to what may be considered a universal code of practice.

-   Lobbying for and representing the interests of the profession with government, community leaders and other social groups.

No sooner had professionalism in the sense outlined above gained roots in Bahrain, then two major developments with significant long-term implications loomed in the horizon. Firstly, many qualified professionals gradually ended up assuming administrative/managerial roles and phasing out of their previous profession. Secondly, the boom years of 1970s witnessed a proliferation of organizations with the subsequent emergence of a highly visible managerial group in the country.

The first of these developments is a worldwide phenomenon partly due to the reward structures of organizations where able technical personnel get eventually promoted to supervisory positions on their performance record. The fact that one does not necessarily lead to the other is often overlooked and at a great cost. Not to follow this route, however, is tantamount to suggesting that technical personnel can be kept as such whereas "managers" may be hired "ready made" from some other source. In either case, there are obvious problems to be surmounted before a clear conception of "managerial professionalism" can emerge.

In the case of Bahrain there never was much choice but to divert some of those who have distinguished themselves in other professions to management because senior decision-making positions in government ministries and private businesses were starved, for national talent much needed for the broader planning and control roles. Moved by this important consideration, Bahraini engineers, physicians, accountants, etc. rose up in their respective organizations to occupy the upper echelons that had little use for their previous professional backgrounds.

As for the second development: rapid organizational proliferation and the emergence of a relatively large managerial group in Bahrain, it should be recalled that no amount of "conversion" of other professioals into management positions would have been enough to satisfy the growing demands for supervisory personnel during the 1970s. Subsequently, substantial numbers of young Bahrainis were attracted to various management education and training programs to obtain supervisory credentials.

In many cases, pursuit of such credentials occurred on the job with strong organizational support in order to bring supply closer to the seemingly insatiable demand.

With a substantial group of Bahrainis already set on a supervisory or managerial career track, a major question has to be addressed. What is the professional status of the new-comers?

Even a cursory examination reveals that supervisory/managerial groups do not exactly conform to the professional profile sketched earlier. For one thing, supervisory-managerial personnel have no prescribed or standardized entry requirements as they reflect a wider variety of backgrounds, disciplines, specializations, values and experiences. Equally important is the fact that they approach their tasks in many different ways, identify with a wide range of management philosophies, schools of thought, problem-solving techniques and styles. Far from having any consensus, management practitioners often express skepticism about the "relevance" of any body of knowledge to what they do and operate with little more than the questionable guidance of trial and error. Despite the impressive strides made in management education over the last two decades, one might still wonder in moments of despair if this forbidding heterogeneity can ever lend itself to the kind of standardization and order that are so much the hallmark of a mature profession.

This problem, of course, is by no means unique to Bahrain. Even in advanced industrial societies, management has been undergoing a serious "identity" crisis on a scale never before experienced by other professions. One hardly needs more than a surface review of the proceedings of any of the numerous annual conferences, or quickly skim through the pages of a recent issue of one of the many specialized journals in management to comprehend the depth of this crisis. In the midst of this turmoil, practitioners often seem left to their own devices.

Recently, however, a clear trend in the direction of "professionalizing" management ranks started to take shape with the distinct promise of evolving a common language, shared perceptions and a more or less generally accepted code of practice. Without having any illusions about how much more has to be achieved before this promise becomes a reality, it still can be said that, at least in the United States, the MBA seems to be emerging as a common professional denominator among management practitioners. Suffice it to know that more than 70,000 MBAs will be offered in the 1986 alone by US institutions to realize the strength of this trend.

With or without the unifying influence of the MBA, it should be acknowledged that the absence of a close-knit professional bond has not always had an adverse effect on management practice in advanced industrial societies. The existence of a relatively long tradition extending over a century and the prsence of unwritten conventions have led to the emergence of a professional climate emphasizing efficiency, rationality, impersonality and an overriding work ethic. In most western socieities, and certainly in Japan, a clearly understood "managerial role" has evolved over the past 30 years with a concomitant self-image, corporate profile and community expectations. Absence of the written professional code might have slowed down the process but it did not alter its course.

In Bahrain, where management is something of a new-comer deprived of the benefits of both professional standardization and informal tradition, the problem of regulating management practice assumes added urgency. To start with, the disproportionate importance of managerial skill for the utilization of the country's resources is self-evident particularly in view of Bahrain's status as a regional and international business centre. It is no exaggeration

to assert that Bahrain's future prospects in this connection largely hinge on its success in developing advanced managerial capabilities that can gradually reverse its dependence on expatriate expertise. Perhaps more than any other single group of specialists, Bahraini managers will cast a long shadow on the country's future well into the 21st century. The changing economic outlook of the mid 1980s can only reconfirm this stark reality.

Absence of both professional regulation and binding tradition for a group so vital to the future of the country should certainly be the cause for some concern. This, however, should lead to no unwarranted anxiety for the situation is far from beig out of control. Without the benefits of a professional association or conventional tradition, many Bahraini managers who worked their way up the hard way, have distinguished themselves as world-class practitioners. These are the pioneers who rose up to the challenge and seized the opportunity.

A careful examination, however, reveals that the success stories of most first-generation Bahraini managers are to be credited more to personal drive and the "opportune moment" than formal professional

credentials and planned institutional support. The combined effects of a rapidly growing economy and the dramatic shortfall of national manpower made it possible.

It is in the maturing of the environment as well as major organizations in Bahrain that one should seek the clue to pressing problems of managerial professionalism at present. If we are now to practice the virtues of economy, cost reduction, efficiency and competitiveness with harder times in store for younger managers, then some soul-searching is undoubtedly in order.

Given the tasks ahead, should management practice continue with its present pluralism hoping that variety will sort itself out in due course with the natural emergence of greater homogeneity and standardization? The option is tempting as it allows for creativity, flexibility, situationalism and carries contingency to its limits. Are we not all familiar, after all, with instances when the "professional establishment" in areas other than management was rigid to the point of stifling major break-throughs? Doesn't standardization often offer the comfort of consensus but possibly at the cost of individual insight?

Lest one gets carried away with such self-serving speculation, the risk involved should not be overlooked. Lack of a unifying professional framework, however difficult it may seem, in the case of management, means the absence of inter-organizational performance standards and the near total parochialization of managerial practice, i.e. relegating it to each organization as it sees fit. A corollary to that is our having to settle for no "management universals" with all the attending negative implications with respect to the state-of-the-art, emergence of a common language, cultivation of pan-organizational expertise and set ways for preparing future practitioners.

Lack of clear-cut professional standards for managers, in Bahrain and elsewhere, is bound to have a domino effect casting a shadow of doubt not only on performance criteria but perhaps also on the commitment of new-comers to the practice and their dedication to norms of objectivity, efficiency and analytical problem-solving. Doesn't that also leave the door open for practices that would be far more difficult to justify had standards been more clearly defined?

The dilemma of management practice in Bahrain today is that we can neither leave it totally intra-organizational nor codify it into a formal inter-organizational set of standards. Recognition of such a dilemma is a necessary precondition for any satisfactory resolution. What seems essential at this stage is to draw together policy makers, employees and management practitioners in a dialogue that clarifies the issues involved and ponders alternative scenarios.

Is the time ripe now for Bahrain to have its MANAGEMENT FORUM when such a group can meet periodically to address questions relevant to management practice on the island? If so, seminars like ours are perhaps viable avenues for the kind of brain-storming that usually precedes the emergence of a working agenda. Should such a forum prove to be a success would it not pave the way for the establishment of a SOCIETY OF MANAGERS or a MANAGEMENT ASSOCIATION to serve as the ultimate quality control body in this field?

Different answers to such and other related questions notwithstanding hard comparisons of managers to other professional groups in Bahrain are bound to continue

together with the urge to join the international
debate on this issue and come up with criteria for a
profession of management, perhaps more flexible than
other areas but no less disciplined. To abandon this
search is to forego any real chance to control forces
already unleashed that might very well shape our
future.

The transition the Bahraini management profession is
under-going cannot be arrested. Much too much is at
stake for the government, major organizations and the
thousands of young Bahrainis who have invested their
lives in a management career. The only two real
options that seem now open is to leave this
transition to its own inner dynamics hoping we will
eventually stumble on workable solutions, or to try
to take charge of it and channel it along lines
roughly similar to what has been achieved in the
other professions. A management forum, a society of
Bahraini managers, perhaps a journal, an annual
seminar with published proceedings, an ad hoc
commission on professional standards and the momentum
continues. Isn't management, after all, one of the
few areas where the rest of the world is still not
far ahead of us, with ample room for our own
contribution?

G U L F   P O L Y T E C H N I C

Department of Business and Management

CONTINUING MANAGEMENT EDCUATION PROGRAMME

THE MANAGEMENT STRUCTURE
OF
BAHRAINI ORGANISATION

Paper Presented
by
IBRAHIM JAMAL AL-HASHEMI
Dean, Gulf Polytechnic

Seminar on
THE BAHRAIN MANAGEMENT PROFESSION IN TRANSITION

5 MAY 1986

Every profession has a habitat. Physicians need their hospitals, engineers thrive in their plants and workshops and lawyers require law firms and courts. By the same token, managers have to practise their trade in complex organisations. Indeed the very justification of modern management is its being the "science, art and profession" of running complex organisations.

Progress in the professions is tied to improvements made on the facilities where they can be practised. Such improvements may be physical, technological, administrative or even psychological. Professional know-how in various fields seems to have evolved in direct proportion to advances made in their habitats. This critical observation has major implications to the emerging management profession in Bahrain. For, if this embryonic development is to undergo normal growth it must be hatched and reared in hospitable environs. Acceptance of this premise should lead to an overview of organisations in Bahrain.

The Bahraini society is not yet an organisational society. Individuals, community leaders, primary group loyalties, traditional cultural norms are still far more important to our lives than the impersonal,

efficiency-bound work place. Unlike western societies, the intricate roles and rules of complex organisations have yet to be asimilated into our broader socio-cultural framework. Our notions of time, space, loyalty, work, leisure, success, fairness, etc. seldom resonate with the way these same notions are experienced in advanced industrial socieities that have had an organisational experience for over a century.

Bahrain's impressive economic growth and development record was partly made possible by the country's determination to acquire organisational and managerial skills in both the public and private sectors. While much was accomplished in a short period, it should be obvious to any familiar observer that the record is mixed. Tensions between incipient corporate and cultures and our traditional norms are often brought home to Bahraini managers.

Such tensions fueled by the sheer novelty of the organisational phenomenon in Bahrain, have continued to undercut the "organisational imperative" and generate hybrid practices that are only "quasi-professional". A related symptom is that many of our organisations are not yet capable of sustaining advanced management systems for such

systems presume a degree of standardisation, continuity and institutional momentum beyond our present capabilities.

As microcosoms of their larger enviroment, Bahraini organisations can only be described as transitional. Far from the family trading houses of old and short of fully developed corporate cultures, our organisations and their managers are only now starting to feel the pressures of competitiveness and realising that an affluent protective environment cannot be taken for granted.

Transitionalism as the key characteristic of Bahraini organisations at this stage results in a number of problems including: <u>weak management infrastructures</u>, <u>experimentalism</u>, <u>impressionism</u>, <u>manpower development imbalances</u> and a <u>poor research base</u>. We now turn to a brief discussion of each of these.

<u>WEAK MANAGEMENT INFRASTRUCTURES</u>

As used in this context, the term management infrastructure refers to the overall planning - decision-making - feedback and control system that permeates an organisation and forms its nerve

centres. Such an infrastructure reflects institutional maturity and is necessary for organisational survivial especially under conditions of severe uncertainty.

In Bahrain, a majority of organisations were first established in the "gold rush" fever of the 1970s as little more than ad hoc setups designed for short-term operations in an environment rich with opportunities. As such, they tended to be highly centralised outfits not prepared for the painstaking tasks of building management infrastructures or embarking on serious management development. Having a managerial infrastructure is a sign of successful institution-building while ours are still organisations in the making.

ORGANISATIONAL EXPERIMENTALISM

Experimentalism is essentially a state of mind. In management, its symptoms are disjointedness, a reactive approach to policy making and decision reversals. Deprived of long-standing operating traditions and often caught in a web of unplanned diversifications, some Bahraini organisations ended up on occasions taking shots in the dark. This was

at times inadvertently encouraged by the overprotectiveness extended to the private sector and its feeling that the government was there to cushion and bail out. The strict, competitive, results-centred climate necessary to test the calibre of management and weed out unproductive elements was thus not encouraged. Under the circumstances amateurishness often prevailed and the emergence of "battle-tested" professioal management was delayed. It is only now, thanks to the growing awareness, that the times have changed that some organisations are sobering up to the hard realities and trying to streamline their management structures.

IMPRESSIONISM

Impressionism is the guiding spirit of experimentalism. Senior managers, not coached in the rigours of analytical techniques, or seasoned by long years of experience often resorted to hunches and intuitive behaviour that would not have been possible in a more mature profession. Again such dangers were sometimes hidden by an over-supportive environment and the managers concerned became even more set in their own ways. Managerial patriarchialism was thus encouraged with excessive centralisation as its most

obvious indicator. Impressionism is undoubtedly at the heart of many expensive excesses that could have been easily avoided.

MANPOWER DEVELOPMENT IMBALANCES

Bahrainisation is both a national priority and an economic expediency for Bahraini organisations. It is the most viable long-run solution to many of the managerial ills outlined above. Motivated by this important consideration many Bahraini organisations have massively embarked on educational and training programmes as a sure vehicle for Bahrainisation. The problem, however, is that this massive investment in human capital was based more on short-term, stop-gap needs with little regard for long-range implications. In many cases, this meant our being one step behind the problems we were trying to solve. Nor is the reason very hard to find. One does not need to look much further than the lack of adequate trainin needs assessment capabilities in many organisations to realise that the prevailing approach to managerial manpower development was grossly lacking in methodology and seems to have confused the process with the product. A related observation is that despite the obvious successes

that were achieved by some organisations as evidenced by the sharp increase in the number of qualified Bahraini managers, this major investment was generally not subjected to careful measurements of its return to the effect of harbouring inefficiencies and failing to produce results commensurate with the volume of resources allotted to it.

THE WIDENING RESEARCH GAP

Bahraini organisations are grossly under-researched. Precious little reliable information is available for them or on them. While modern management is so heavily information oriented we have yet to fully appreciate the extent to which we are falling behind on this important aspect. Whether reference is made to economic forecasts, salary surveys, job evaluation, cost estimates, attitude surveys, management styles or motivational patterns, the unfortunate reality is that our organisations underestimate the importance of reliable and accurate information.

This point can hardly be overemphasised. Without reliable information, what chance do we have for operating under norms of rationality, linking causes

to effects, cultivating diagnostic problem-solving skills and teaching our younger managers that they belong to a profession with criteria and quality control values that may not be ignored. In reality, no amount of training, management development, motivation or leadership is likely to take us very far unless and until this research gap is bridged to the effect of generating, storing, updating and retrieving relevant information as needed.

In fairness, however, it should be stated that the blame for our information gap is not to be placed entirely on business organisations for it is also the responsibility of other institutions. Particularly significant in this connection are colleges and other institutions of higher professional education including Gulf Polytechnic. One suggestion for this group to consider is setting up a joint MANAGEMENT INFORMATION CENTRE to operate on a multi-sector basis throughout Bahrain and provide three major types of services to organisations:

- General support information covering economic, sociological, vocational and technical variables relevant to various organisations at both the executive and middle management levels.

-   Specialised "functional" information covering
    particular spheres of management such as human
    resources, marketing, production and operations,
    finance and accounting and data
    processing/management information systems.

-   Consulting expertise in specific problem areas
    as custom tailored to particular organisations.
    This service should include a "think tank"
    capability.

Gulf Polytechnic will be pleased to house such an
important centre should enthusiasm for the idea be
shared by different Bahraini organisations and should
the need for such a service be unanimously perceived.

For Gulf Polytechnic such a centre will be a much
valued bridge with industry and a reasearch outlet
with a clearly applied focus. Among other things, it
will certainly accelerate the process of Bahrainising
teaching materials thereby improving our ability to
contribute to higher professional standards in
management.

The purpose behind developing a selected list of
problems affecting the organisational context of the
management profession in Bahrain was obviously not to

undercut or criticise. The writer himself is after all a Bahraini manager who has suffered, and in many ways, continues to suffer the adverse effects of these problems. The point behind raising these issues was the need to stress the urgency of INTEGRATED approach to managerial professionalism which does not concentrate on the isolated individual and fail to touch the system where he/she operates. The pursuit of integration should mark the next phase of our concerted efforts and guide managerial manpower development efforts on both the supply and demand sides. Only an integrated approach can have the sort of preventive capability needed for problem diagnosis and solution. Through integration, the practice of management can overcome the pitfalls of disjointedness and move into the stage of advanced systems where professional knowledge, job applications, institutional intelligence and supporting research start to general mutually supportive energies.

As this paper is essentially meant to prompt discussion and trigger an in-depth dialogue, some of the observations made may sound a bit too generalised and not warranted in all cases. This is undoubtedly true in some cases as the author is intimately familiar with the outstanding record of some Bahrain

organisations. Suffice it to acknowledge success,
point out failure, suggest possibilities and call for
a joint action to further explore the brave new world
of management.

APPENDIX J

THE BAHRAIN MANAGEMENT PROFESSION

IN

TRANSITION SEMINAR

The Seminar was held under the patronage of H.E. Sheikh Khalifa bin Salman bin Mohammed Al Khalifa, Minister of Labour and Social Affairs.

The seminar was officially opened at 10 a.m. by the Minister who gave a word indicating his pleasure to be able to open the seminar and thanked Dean Ibrahim Al Hashemi, of the Gulf Polytechnic and Dr. George Najjar, Head of Department of Business and Management, for the contribution to the seminar. He also thanked the participants for their presence.

Sheikh Khalifa emphasized that the development experience shows that the mere presence of factors of production alone is not enough. Management is a key factor to move the productivity process. Management the Minister added, is now based on scientific criteria as it involves the running of complex organizations. The Manager today has to be well educated and professionally qualified.

The evolution of Management as a profession in one of the land marks of the second half of the 20th century. Professionalism immediately evokes certain connotations like specialization, keen interest in quality control, commitment to public service and

continued self development. Such, anyway, is the
pattern followed by the more mature professions like
medicine, engineering and law.

Management, on the other hand, is an emerging
profession in Bahrain as elsewhere. In our case,
however, the next phase of development is likely to
be a management decade based on merit, scientific
analysis and a futuristic orientation.

The modern management profession overlaps with all
other profession and permeates all types of
organizations. It is thus important to distinguish
between technical qualifications, say in medicine or
engineering and managerial qualifications. A
technical background should not be viewed as a ticket
to management position.

Modern management in Bahrain is entrusted with our
scarce resources. Is it not therefore worthy of our
attention so that its professional identity may be
reinforced. This, to me, is the key question and I
feel certain that your deleberation will shade much
needed light on it. I wish you every success.

His Excellency the Minister, then called on Mr.
Ibrahim Al Hashemi, Dean of the Gulf Polytechnic to
present his opening statement.

After thanking His Excellency the Minister, for accepting to place the event under his patronage and sharing the first session - the Dean indicated his pleasure in welcoming all participants to Gulf Polytechnic and wished the seminar every success in doing justice to its ambitious agenda. "Your being here", the Dean added, "is a good indication of our close ties to industry which we believe is a must".

The theme of our seminar stressed the Dean is the Bahrain Management Profession in transition. This theme assumes added urgency today in view of the difficulties associated with the economic downturn. Under such condition managerial professionlism can become a life saver. The difficulties we are facing can be a blessing in disguise and an opportunity to restructure our organizations on more solid foundations.

Our first session deals with managerial professionalism as a modern phenomenon. It highlights the meaning of criteria of professionalism which has to assume new charactaristic perhaps not always in line with traditional way of thinking. It concludes that management stands to gain immensley by clarifying its professional parameters and charting out its future cost effection.

The second session, added the Dean, addresses the questions of Bahraini organizations as the natural habitat for management.

The Dean further affirmed that this seminar seeks to raise many fundamental questions without pretending to provide final answers to any of them. Staff to provide a forum for addressing complete management issues in the realms of practice development and research.

The Dean concluded by thanking again His Excellency Sheikh Khalifa bin Salman bin Mohammed Al-Khalifa, Minister of Labour and Social Affairs, as well as Dr. Tawfiq Al-Moayyed, Chairman of the second session and discussants Mr. Hassan Juma, Mr. Rashid Fakhro, Dr. Rashid Fulaifel, Dr. Hamad Al Sulaiti and Mr. Redha Faraj.

The Dean also thanked the Minister of Information for providing coverage and the Department of Business and Management at the Gulf Polytechnic for organizing the seminar and all those who contributed to making it success.

His Excellency the Minister then opened the first

session addressing (The Bahrain Management Profession: Problems and Prospects).

The session, clarified the Minister, centers around a paper prepared by Dr. George Najjar, Head of Department of Business and Management at the Gulf Polytechnic who was called upon by the Minister to present his paper.

Dr. Najjar started the presentation by pointing out that his paper comprises 3 major sections:

Section 1 - Deals with professionalism as a key
feature with this century and attempts
to delineate its major characteristics.

Section 2 - Highlights management practice in Bahrain
from a strictly professional perspectives.

Section 3 - Draws attention to a paradox afflicting
the Bahrain Management Profession at the
present stage at its development.

Beginning with section one, Dr. Najjar clarified that as a modern phenomenon professionalism is not entirely new in Bahrain. In many fields pioneering Bahrainis distinguished themselves as early as 1950s

as solid professionals. Many examples can be sighted in the areas of medicine, engineering, pharmacy, etc. By the early 1970s traditional professionals in Bahrain were already well established, and soundly organized with their ranks, constantly on their eyes.

With constant infusion of new commerce such professions continued to florish and acquired all the international characteristics associated with professionalism. Such characteristics include:

1. Control of entry roots to the profession and baring such entry on formal qualifications.

2. Strict adherence to technical standards and criteria performance.

3. Equally strict adherence to ethical standards and ideas of public service for having a professional identity stamping members of the professional group irrespective of their place of employment.

4. Defending the profession vis-a-vis government and community.

5. Arranging conferences and seminars as well as sponsoring publications to expand the knowledge base of profession.

6. Expecting of members constant self development and renewal.

What happens, Dr. Najjar asked, when such criteria are applied to management practice in Bahrain? This brings us to the second section of the paper.

Management Practice in Bahrain has witnessed recently two key developments:

a. Substantial numbers of technically trained personnel switching to management.

b. The Mushrooming of organisations in all sectors with the multiplying need for the managers particularly Bahrainis.

A major question has to be addressed: What is the professional status of Bahraini managers today? By the same token: Is management just another profession similar to more established others?

The answer to this latter question has to be negative as there is no one route to learning management. Management has too many theories and approaches and this plurarism has lead to the despair of some as to its future prospects. This is not unique to Bahrain although the problem here is more acute as management is a new comer with no established tradition. The search for identity and unification is going on unabated the world over and some in the west particularly the US have recently started thinking of the MBA as such a unifying source. This, however, is still controversial to say the least.

The third section of the paper addressed a major paradox facing the Bahrain Management Profession during this transitional period. What exactly is this paradox?

The current stage of Development of the Management Profession does not allow for objective trans-organizational criteria of performance anywhere near what is taken for granted by the other professions to attempt such objectification prematurely would certainly be counter productive, but not to attempt it at all would surely be detremental to the long term interest of the profession. The way out of this paradox is through

providing an active forum for discussion and sustaining an active dialogue; perhaps a society for managers or a publication might also serve to highten profesional consciousness.

The Chairman, His Excellency Sheikh Khalifa, thanked Dr. Najjar for his presentation and gave the floor to the three-discussings starting with Mr. Hassan Zainalabedin.

Mr. Zainulabedin thanked the Gulf Polytechnic for this opportunity and complimented the good choice of topics, and thanked the institution for the opportunity to make a follow-up presentation on Dr. Najjar's paper entitled "The Bahrain Management Profession: Problems and prospects".

Mr. Zainulabedin affirmed at the outset that management development in Bahrain and in particular the question of professionalism is one of the most pressing topics that needs to be dealt with seriously at all levels and, particularly, at this stage in time.

The evolution of Management in Bahrain, he said, can only be viewed as part of the development of the Bahraini society itself. I do agree with Dr. Najjar that the Management Professional is a new comer to

Bahrain and as such it warrents greater attention on our part. Managers in Bahrain are far from having a joint approach to their profession and only among them are academically qualified in Management. Although some are quite successful, most do not have their qualifications in order.

A cursory review of some other professions in Bahrain, reveals that a formal qualification is a prerequisite for admission to the ranks. Medicine and engineering are good examples. In sharp contrast, managers seem to belong to two distinct groups: a minority who joined management on the basis of their academic qualifications in this field, and a vast majority whose backgrounds reflect other specialisations. A look at chairmen and members of Boards of Directors in Bahrain shows they dont come from an academic management background and approach their work on the basis of entirely different criteria.

Executives generally conform to the same pattern and can hardly boast of their academic management credentials. We have to be open to this fact and look at them in terms of the activities they shoulder particularly decision-making, planning, directing, coordination and control.

This issue throws open the question of whether the manager has to be academically specialized as is obviously the case in the other professions. The answer probably is negative and there are obvious differences in Management standards between one organisation and another. Total freedom for each organisation is not possible but some is necessary.

Academic qualification cannot then in any event be made a prerequisite for the practice of management nor can the proposed society for managers be assigned the same role excercised by similar professional associations in medicine or engineering.

What is important for Bahrain at present and in the future is following a modern approach to management emphasizing the scientific spirit, advanced technology and information systems. Such an approach would also allow managers a certain measure of freedom within a framework of strict accountability. It would also delineate authority and base promotions on merit.

The second discussant was Mr. Hassan Juma who emphasized that management is a fundamental pre-requisite for development. Trained Managerial

cadres are very important as we came to realise during the last decade. Managerial professionalism has been on the rise during that period all over the world and Bahrain is no exemption. The clear relevance of management to socio-economic development in Bahrain makes it imperative to develop trained managerial cadres particularly under the present circumstances of recession. Executive competence is an absolute requirement for seeing us through the present crisis. Flexibility and creativity are key requirements. Total unification, however, by way of universal standards is not feasible as different countries have their own circumstances. In Bahrain Management Development is the joint responsibility of industry, government and institutions of higher learning.

Five factors are specifically required of industry in this connection:

- Supporting the development of trained managerial personnel.

- Communicating its manpower needs to academic institutions.

- Providing the necessary support for holding professional conferences and seminars.

- Encouraging members to participate actively in such conferences and seminar.

- Availing academic institutions of its experience and expertise.

The proposed society for managers would be a step in the right direction towards achieving the suggested goals.

The third discussant, Mr. Rashid Fakhro, praised the presentation of Dr. Najjar as a thorough account of the emergence of Bahraini managers since the economic boom in the mid 1970s and until the early 1980s. In the last decade Bahrain has witnessed an unprecedented increase in its managers who came from a variety of different backgrounds with an attempt to build a strong management foundation based on the advanced western management style. They came to management from a variety of paths, sources and backgrounds particularly those sectors that proceeded others in starting their managerial infrastructures.

The diversity of backgrounds among managers as well as their different social and intellectual backgrounds worked against the emergence of a unified tradition in Bahrain. It is high managerial time to

start the search for such a tradition in Bahrain. Western management, he emphasized, reflects Western valves. A manager there faces demands from his organisation consistent with the expectations of the culture, whereas a Bahraini manager faces conflicting demands and has to operate against the odds of individualism, selfishness and chaos. His credibility is normally the natural victim of this sad situation. Also affected is his efficiency and the morale of the whole institution.

Mr. Fakhro raised a number of key questions that are pressing for answers, such questions include:

a. How important to us is sound planning and performance appraisal?

b. How committed are we to the merit principle?

c. How prevelant are problems of discipline in our organizations?

d. Have we established clear links between achievement and awards?

e. Is our approach to recruitment based on geniun needs?

f. Is our loyalty primarly to institution or to
    individual?

g. Is the authority of the manager commencurate
    with his responsibility?

h. Is productivity something to which we really
    attach a high premium?

i. How do we evaluate management and by what
    standards?

j. Is a management position to us a question of
    prestige or strict accountability?

k. How does the Bahraini Manager view himself and
    How is he viewed by others?

l. How is Bahraini Manager compared to the
    expatriate Manager?

There is no alternative, Mr. Fakhro added, to a
strict evaluation of our management experience over
the past ten years in order to develop performance
standards, criteria and yardsticks. For such
evaluation to be useful it should be comprehensive

and objective. It may be undertaken through the suggested managers' society or possibly as an activity for the Research Centre. It may also be handled by an academic institution.

Following the presentation of Mr. Fakhro the Chairman opened the floor to a general discussion. First to speak was Dr. Nazar Al Baharna, Assistant Dean for Academic Affairs at the Gulf Polytechnic. Dr. Al-Baharna called attention to a distinction between three different type of orgnaisations in the private sector, namely: Banks, Commercial establishments, and industries. Generalisation is difficult, he added, as each type has its own problems. Dr. Al Baharna was particularly concerned about the management on small private business where professionalism is bound to have a hard time. As to the possibility of a management society, Dr. Al Baharna wondered about necessary minimum qualifications, and asked experience can be substituted for academic qualifications.

Next to speak was Mr. Khalifa Khalfan, Director of Labour, Ministry of Labour and Social Affairs, who first thanked the Minister and the Gulf Polytechnic for the opportunity and stressed that management should be understood in the context of

Bahrainisation. As such what is urgent for Bahrain is to accelerate Bahrainisation and produce managers who are nationally committed. Bahraini managers should be given an opportunity to learn and replace expatriates. There has to be a clear policy supporting the Bahraini manager.

Mr. Khalfan was followed by Dr. Mohammed Ali Mansoor who emphasized the need to first develop a joint understanding as to the identity of the manager? Is the manager someone who is merely academic qualified or does he have to be defined in terms of the socio-economic characteristics of Bahrain. Bahrainisation should involve institutions and not just individuals as management should be tied to development. As long as the way planing and inplemention are approached, continues to depend on foreign expertises our management systems cannot be truly Bahrainised.

In response to Dr. Mansoor, H.E. The Minister, clarified that Bahrainisation is primarily a question of the human factor and over the next ten years we might still have to use expatriates. Some sectors like Banking are well advanced on the path to Bahrainisation while others like construction still have a need for expatriates.

Dr. Jalil Halwachi expressed his preference for grouping Bahraini institutions into profit and non-profit organisations. Management of profit organisations is relatvely new to Bahrain whereas non-profit organisations have been around for a longer period. I believe it is important, he stressed, to develop and upgrade the management capabilities of profit organisations. The MBA, for example, is a sound approach towards achieving this goal. He also voiced his support for a society of managers or a forum for dialogue on professional standards.

The Chairman then gave the floor to Mr. Abdul Rahman Darwish who pointed out that in Bahrain we have managers without a management background because managerial positions cannot possibly be restricted to the academically qualified. The problem, however, is that a major social investment is "wasted" when professionals from other badly needed areas leave their respective occupations to become managers. A society for managers, he felt, might be very conducive to stringthening managerial awareness.

Next to speak was Mr. Isa Saad from the Bahrain Monetary Agency, who thought that sound management was a combination of ability, trust and training.

The Chairman then asked Dr. George Najjar to respond to some of the questions raised. Dr. Najjar clarified that by speaking of qualifications for managers, there was no intent to suggest a rigid route that has to be followed in all cases as such indeed would be foolish. Bahrain, to be sure, is not the only place where academically qualified managers are a minority. This, indeed, is the case everywhere including the west. As to the idea of a management society, it was raised as a suggestion; an alternative to promote standards not as a licensing society.

Dr. Najjar further added that managers should view themselves as life-long Learners committed to self-development and self-renewal. Management's professional status should not be viewed in evolutionary terms. It is not that management is not yet like the other professions. It will never be like the other professions because it is qualitatively different. It is interdisciplinary, open-ended and it overlaps with all other professions.

His Excellency, the Chairman, then clarified that the MOL promotes Bahrainisation through a variety of programmes intended to upgrade Bahrainis so that they

may replace expatriates. This, however, requires some time and cannot be achieved instantly.

Next to follow was Mr. Adnan Bsesiou who thanked Gulf Polytechnic for hosting the seminar. It is my impression, he said, that too much emphasis is put on technical factors. What, may I ask, is our conception of a manager? Management cannot be viewed in isolation of other related factors particularly an over-all development strategy pursued jointly by the public and private sectors. Greater emphasis should also go to our organisational structures and particularly the decision-making process. Who manages is relatively less important than whether or not decision-making is in Bahraini's hands. How are decisions made and how do they filter down to lower strats in the pyramid? Is there real participation in the process as is the case, say, in Japan where such participation is behind their phenomenal success story? In Arab institutions we have managers but they do not make decisions. This calls for serious evaluation to make sure that those who manage are also those who run things.

Mr. Bseisou was followed by Mr. Said Sayed Ahmed who stressed the need for an applied approach to management. Our managers are trained East and West

but their studies do not always prepare them to appreciate the socio-cultural context in which they have to operate. There are some adverse influences, nepotism for example. How to get out of this is what we look to academics for help on.

The MOE and MOL sponsor very ambitious programmes but they are all "imported" and their "fit" within our society cannot be taken for granted.

Mr. Abdul Rahman Darwish reraised the ques;tion on the identity of management in Bahrain and who is qualified to be a manager. Should we bar those who are not academically qualified in management from practicing management. Another question: Can organisations in Bahrain evolve whatever management systems they please? Issues of centralisation as participative managemnt should also be clearly addressed.

Next to speak was Mr. Isa Al Sheikh from Power and Works Directorate, who wondered how can we develop a successful Bahraini Manager. Talent and experience are important but we still need standards and objective criteria.

What we need is a strategy that establishes goals and

objectives and stipulates qualifications for managers
to have. Institutions in Bahrain should do the
groundwork and come up with creative solutions. Good
managers require standards; something unfortunately
lacking in Bahrain. Are we loyal to the "boss" or to
organisation is another related question.

Dr. Mohsen Khalil from the American University of
Beirut called attention to the fact that the
scientific or academic approach to management does
not negate the importance of experience.
Professionalism in management has aspects that differ
from other professions. Organisations are made of
individuals who have their peculiarities much the
same as larger groups of individuals like societies
as such the practice of management differs from one
society to another. Also time is that different
economic sectors also differ and require varied
approaches to management.

Next, followed Mr. Jassim Al Bin Ali from Batelco who
also called for greater interest in evaluating
management through its ability to achieve
organisational objectives.

Next to be recognised was Mr. Albert Woodhouse,
Director of the Bahrain Bankers' Training Centre who

stated that one of the key problems facing management in Bahrain is that people sometimes join management development programmes for the wrong reasons. The economic downturn, he stated, is a mixed blessing. It is necessary to overcome the mystique of management development and establish criteria for performance. There are management skills which can be learned but management is also an art which is difficult to teach. We must be able to identify potential in individuals and invest in it. In a country like Bahrain, role modeling is important for management development.

The second session chaired by Dr. Tawfiq Al Moayyed, began after lunch. The Chairman made a brief presentation in which he emphsized the need for more intensive investigation of issues affecting our society.

The Chairman then introduced Dean Ibrahim Al Hashemi who was to present the major paper for this session.

Dean Al Hashemi presented his paper entitled "The structure of Bahraini Organisations". First to be emphsized by him was the need to understand that each profession has a habitat medical practice needs hospitals, engineering needs sites, law needs law

firms and courts etc. By the same token organisations are essential to the practice of management and as such should be very carefully examined in the context of the Bahrain environment.

Dean Al Hashemi then presented a number of key characteristics of Bahraini organisations at this juncture in their evolution. These characteristics include:

. Experimentalism: A trial and error attitude hardly consistent with planning and rational decision processes.

. Impressionism: Over-dependence on individual attitudes, greater emphasis on personal rather than institutional factors and decision reversals that can and should be avoided.

. Manpower Imbalances: A symptom of shaky planing that leads to sudden "gluts" in certain areas and acute shortages in others. Such problems can be minimised through a more balanced approach to manpower planning.

. Weak Information Base: Bahraini organisations are grossly under researched; a fact that

adversely affect every aspect of their management. In response, the Dean called for a joint venture between Gulf Polytechnic, Government and industry to establish a Management Research and Development Centre.

The Dean in conclusion stressed that we claim no final answers to these problems but hope to contribute to their eventual resolution.

The Chairman thanked the Dean for his presentation and introduced the first discussant Dr. Rashid Fulayfil.

Dr. Fulayfil emphasized that management cannot be considered an exact science but should be approached as an art. He further stressed that management should be viewed as a living organisation interacting with its environment. Managers do not necessarily have to come from an academic managerial background although it is necessary for all managers to acquire some basics.

The four symptous listed by Mr. Al-Hashemi are results of our authoritarian society where men dominate women and fathers dominate children.

The Chairman, Dr. Al Moayyed, called on participants to develop a common understanding of who a manager was. Scientific managements, he said, is now rejected and the manager is he who plans, controls and manages.

Dr. Fulayfel was followed by Mr. Redha Faraj who called for greater emphasis on understanding the role of the manager and stressed the importance of creativity for managers. Creativity means, among other things, that management cannot just be a science but is partly an art.

Dr. Hamad Al Sulayti emphasized that management is leadership, and pioneering work. Society affects management but the latter also has a role to play as a change agent. The role of the entreupreneor is very critical.

The manager of yesterday and today is already a thing of the past. What matters is the manager of the future. How do we prepare him and what goes into his making.

Much emphasis has been placed on the Bahraini manager while management is a universal function everywhere.

What Mr. Al-Hashemi probably meant is that we need a manager sensitive to the values and norms of Bahrain and capable to function within this. We often hear that the Bahraini worker is not as productive as his expatriate counterpart. Our managers, whether educated at home or abroad have to be oriented to our culture.

A manager is not expected to predict the future but rather to excercise judgement. There are 4 parties relevant to the work of a manager: employees, customers, shareholders and society.

Mr. Redha Faraj was then recognised by the Chairman for a follow-up presentation. He stressed once again the need to focus greater attention on the manager of the future.

Managers do not read the future, they just exercise judgment.

Dr. Najjar clarified that there is more to defining who is a manager than dictionary entries and semantics. The issue involves management philosophy and models of organisation. Four distinct approaches can be recognised:

- Manager as owner

- Manager as functional specialist

- Manager as information resource

- Manager as facilitator

Mr. Adnan Bseisou stressed that in every institution that has to be a clear line of demarcation between equity owners, board of directors and management. In Bahrain, however, the relationship is not always very clear.

Another point of view was that some expatriate managers sometimes fail to fully understand the working of the host culture.

Dean Al Hashemi stressed that what is required is a management style sensitive to Bahrain but not lacking in its emphasis on efficiency. At once a universalist and an insder.

Dr. Fulaifel concluded by calling attention to the importance of not balming society for all the drawbacks of management. Management itself should shoulder its responsibilities.

The meeting adjouned around 4:00 p.m.