

A P P E N D I C E S

VOLUME II

A - E1

A P P E N D I X A

CHIEF EXECUTIVE OFFICERS (CEO's) INTERVIEW

PROFILE OF THE BAHRAINI MANAGER

Spring 1985

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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-consciousness, 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?

APPENDIX A

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 ICEO'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 ICEO's PERCEPTION OF THE BAHRAINI MANAGERProfessional Standing of Bahraini Managers

<u>Professional Standing</u>	<u>No. of Responses</u>
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 IICEO'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

<u>Job Expectations</u>	<u>Commitment</u>	<u>Motivation</u>
Very high (2)	Low (3)	Low (3)
Promotion (5)	Average (15)	High (5)
Increased authority (1)	High (2)	Average (5)
A challenging (1)		Varies (1)
To have a position without responsibilities (2)	Committed but do not want the responsibility (2)	Decreased motivation as a result of fewer opportunities at the 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 recognition and achievement (2)
Material rewards (4)		

Figures between parenthesis indicate number of responses

TABLE IIICEO'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 IIICEO's PERCEPTION OF THE BAHRAINI MANAGERCompetence and Productivity of The Bahraini ManagerVis-a-vis His Expatriate Counterpart

	<u>Number of Responses</u>
Inferior	8
Equal	9
Superior	3
Depends on Individual	4
No Generalisation Possible	5
	—
TOTAL	<u>29</u>

TABLE IVCEO'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.

APPENDIX A

TABLE IV

CEO's Perception of the Bahraini Manager

Support Level and Incentive System Available to Bahraini Managers*

<u>Government Support</u>	<u>Organisation Support</u>	<u>Incentive System</u>
Generally does not exist (2)	Available (8)	Unfair (2)
Weak (1)	Inadequate (3)	Non-existent except for salary differential (1)
Available (6)	Adequate (2)	Non-existent (2)
Reasonable (1)	Good (1)	Very limited (4)
Successful (1)	Protective (1)	Needs improvement (1)
Tremendous (2)	Not organized to meet fast changes (1)	Satisfactory (3)
Legal framework exists but not enough communication between public and private sectors (3)	Compares favourably with other industrial organisations in Bahrain (1)	Very good (1)
Not up to organisation expectations of Bahrainis (1)		Exists for those with potential (3)
		Material rewards (4)
		Formal education/courses outside and inside Bahrain (8)
		Opportunities for personal growth (2)
		Promotional opportunities (3)

* Figures between parentheses indicate number of responses

TABLE VCEO'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 VCEO's PERCEPTION OF THE BAHRAINI MANAGERMethods Presently Followed in Preparing and Developing
Bahraini ManagersNo. 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 VICEO'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 VICEO's PERCEPTION OF THE BAHRAINI MANAGERMajor Obstacles or Barriers Slowing The Development
of The Bahraini Manager

	<u>No. of Responses</u>
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 VIICEO'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 VIIICEO'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 VIIICEO's Perception of The Bahraini ManagerSuggested Methods to Bring About Awareness of Bahraini Managers of
Major Trends and Development in Management Knowledge

<u>No. of Responses</u>	<u>Suggested Methods</u>
Need for improvement Dissemination of information from top (1)	26
No need for improvement Discussion (4)	0
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 IXCEO's PERCEPTION OF THE BAHRAINI MANAGERMajor Concerns and Worries of The Bahraini Manager

	<u>No. of Responses</u>
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 IXCEO'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 stand out. This was followed by competition from expatriates, job security, low remuneration and regional instability.

TABLE IXCEO's PERCEPTION OF THE BAHRAINI MANAGERMajor Concerns and Worries of The Bahraini Manager

	<u>No. of Responses</u>
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 XCEO'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 XCEO's PERCEPTION OF THE BAHRAINI MANAGERAssessment of Bahraini's Experience With Managerial
Technology Transfer

<u>Assessment</u>	<u>No. of Responses</u>
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 XICEO'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 XICEO's PERCEPTION OF THE BAHRAINI MANAGERRecommended Methods for the Transfer of "Appropriate"
Managerial Technology

<u>Methods</u>	<u>No. of Responses</u>
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
Perseverance	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 MANAGERSComponent 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. 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

APPENDIX B

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 ICOMPOSITE PROFILE OF BAHRAINI MANAGERSSelf 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 ICOMPOSITE PROFILE OF BAHRAINI MANAGERSSelf PerceptionEducational Background of Respondents on aSectoral Basis

<u>Educational Background</u>	<u>Private Sector</u>	<u>Public Secotr</u>	<u>Total</u>
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 IICOMPOSITE PROFILE OF BAHRAINI MANAGERSSelf 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 IIICOMPOSITE PROFILE OF BAHRAINI MANAGERSSelf 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

<u>Managerial Functions</u>	<u>Private Sector</u>	<u>Public Sector</u>
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 & VCOMPOSITE PROFILE OF BAHRAINI MANAGERSSelf 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)

<u>Sector</u>	<u>Average Degree of Significance</u>	<u>Number of Responses</u>
Private	4	11
Public	4.2	12
		—
	TOTAL	23
		—

TABLE IVCOMPOSITE PROFILE OF BAHRAINI MANAGERSSelf PerceptionDegree of Job Satisfaction Among RespondentsBased on Educational Background

(Scale: 1 is lowest and 5 is highest)

<u>Educational Background</u>	<u>Degree of Job Satisfaction</u>	<u>Number of Responses</u>
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 VICOMPOSITE PROFILE OF BAHRAINI MANAGERSSelf 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 VICOMPOSITE PROFILE OF BAHRAINI MANAGERSSelf PerceptionDegree of Job Satisfaction Among Respondents Based onCareer Development Methods Used Most Frequently by theOrganisation

(Scale: 1 is lowest and 5 is highest)

<u>Career Development Method</u>	<u>Degree of Job Satisfaction</u>	<u>Number of Responses</u>
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 VIICOMPOSITE PROFILE OF BAHRAINI MANAGERSSelf 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 VIICOMPOSITE PROFILE OF BAHRAINI MANAGERSSelf PerceptionDegree of Job Significance Among Respondents in
Selected Employment Sectors

(Scale: 1 is lowest and 5 is highest)

<u>Industry</u>	<u>Degree of Job Significance</u>	<u>Number of Responses</u>
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 VIIICOMPOSITE PROFILE OF BAHRAINI MANAGERSSelf 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 VIIICOMPOSITE PROFILE OF BAHRAINI MANAGERSSelf PerceptionDegree of Job Significance Among Respondents Based onEducational Background

(Scale: 1 is lowest and 5 is highest)

<u>Educational Background</u>	<u>Degree of Job Significance</u>	<u>Number of Responses</u>
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 IXCOMPOSITE PROFILE OF BAHRAINI MANAGERSSelf 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 IXCOMPOSITE PROFILE OF BAHRAINI MANAGERSSelf PerceptionDegree of Job Satisfaction in Selected Employment Sectors

(Scale: 1 is lowest and 5 is highest)

<u>Industry</u>	<u>Degree of Job Satisfaction</u>	<u>Number of Responses</u>
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 XCOMPOSITE PROFILE OF BAHRAINI MANAGERSSelf 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)

<u>Sector</u>	<u>Degree of Job Satisfaction</u>	<u>Number of Responses</u>
Private	4.2	11
Public	4.2	12

TABLE XICOMPOSITE PROFILE OF BAHRAINI MANAGERSSelf 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 XICOMPOSITE PROFILE OF BAHRAINI MANAGERSSelf PerceptionDegree of Job Effectiveness Among Respondents on aSectoral Basis

(Scale: 1 is lowest and 5 is highest)

<u>Sector</u>	<u>Degree of Job Effectiveness</u>	<u>Number of Responses</u>
Public	3.8	12
Private	4.1	11

TABLE XIICOMPOSITE PROFILE OF BAHRAINI MANAGERSSelf 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 XIICOMPOSITE PROFILE OF BAHRAINI MANAGERSSelf 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)

<u>Career Development Method</u>	<u>Degree of Job Effectiveness</u>	<u>Number of Responses</u>
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 XIIICOMPOSITE PROFILE OF BAHRAINI MANAGERSSelf 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 XIIICOMPOSITE PROFILE OF BAHRAINI MANAGERSSelf PerceptionDegree of Job Effectiveness Among Respondents inSelected Employment Sectors

(Scale: 1 is lowest and 5 is highest)

<u>Industry</u>	<u>Degree of Job Effectiveness</u>	<u>Number of Responses</u>
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 XIVCOMPOSITE PROFILE OF BAHRAINI MANAGERSSelf 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 XIVCOMPOSITE PROFILE OF BAHRAINI MANAGERSSelf PerceptionDegree of Effectiveness Among Respondents in Relation toEducational Background

(Scale: 1 is lowest and 5 is highest)

<u>Educational Background</u>	<u>Degree of Job Effectiveness</u>	<u>Number of Responses</u>
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 XVCOMPOSITE PROFILE OF BAHRAINI MANAGERSSelf 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 XVCOMPOSITE PROFILE OF BAHRAINI MANAGERSSelf PerceptionRank Order of Professions in Terms of Social Status

<u>Profession</u>	<u>Rank Order</u>
Medical Doctor	1
Judge	2
Engineer	3
Manager	3
Busiressman	5
Lawyer	6
University Professor/Lecturer	6
Dentist	8
Airline Pilot	9
Technician	10
Secondary School Teacher	11

TABLE XVICOMPOSITE PROFILE OF BAHRAINI MANAGERSSelf 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

	<u>No. of Responses</u>
Aware	8
Not Aware	15
	—
TOTAL	23
	—

TABLE XVIICOMPOSITE PROFILE OF BAHRAINI MANAGERSSelf Perception

When pressed for acquired familiarity with western management models, the surveyed managers showed more interest and curiosity 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 XVIICOMPOSITE PROFILE OF BAHRAINI MANAGERSSelf PerceptionInternational Management Models Identified by Respondents

<u>Model</u>	<u>No. of Responses</u>
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 XVIIICOMPOSITE PROFILE OF BAHRAINI MANAGERSSelf 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

	<u>No. of Responses</u>	<u>Relationship*</u>
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 XIXCOMPOSITE PROFILE OF BAHRAINI MANAGERSSelf Perception

When queried 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

	<u>No. of Responses</u>
No Career Path Projected	15
No Response	1
Career Path Projected	7
	—
TOTAL	23
	—

TABLE XXCOMPOSITE PROFILE OF BAHRAINI MANAGERSSelf 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 - INTERPERSONAL NETWORKING

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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.

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 loyal and efficient. 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:

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 significance 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.

APPENDIX B

TABLE I

INTERPERSONAL NETWORKING

Use of Formal Methods for Getting Business Done Within The Organisation

<u>When Used</u>		<u>Reasons</u>	
Most of the time	(10)	To keep authority and responsibility lines delineated	(6)
When a record in need for future reference	(7)	For record keeping	(5)
During a formal meeting	(3)	Avoid violation of any established procedures and rules	(2)
When an action needs to be taken through appropriate channels	(3)	Avoid misunderstanding	(2)
When important decisions have to be made	(3)	When formal approval is needed	(2)
When clear instructions are needed	(3)	To resolve conflict, gain consensus and/or clarify issues	(1)
Depends on the particular situation	(2)	To give people clear guidelines	(1)
For lower level management	(2)	Contributes to better relations within the organisation	(1)
When communicating information to a large group	(2)		
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

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.

APPENDIX B

TABLE II

INTERPERSONAL NETWORKING

Use of Informal Methods for Getting Business Done Within The Organisation

<u>When Used</u>		<u>Reasons</u>	
Rarely	(1)	For urgency and confidentiality	(2)
Seldom	(2)	People tend to open up more	(2)
When job is to be done faster	(3)	To expedite things	(3)
Routine day-to-day business	(2)	Reduce paper work	(2)
Depending on the situation	(2)	Clarify misunderstandings	(1)
When no records are needed	(3)		
When people are reluctant to be fully open	(2)		
To 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

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.

APPENDIX B

TABLE III

INTERPERSONAL NETWORKING

Personal Connections and Their Effect on Managerial Performance

<u>Personal Connections</u>		<u>Effect on Managerial Performance</u>	
Used in Bahrain to a large extent	(13)	Hindrance	(14)
Used to a certain extent	(6)	It goes both ways - help and hindrance	(10)
Used when it is not in violation of the law and ethics	(2)	Little effect on performance	(1)
They are socially ingrained in society	(5)		

Numbers between parentheses indicate responses

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 line 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

<u>Greetings, Social Talk and Refreshments Prior to Starting a Business Discussion</u>	<u>Situation</u>	<u>Evaluation</u>	<u>Reasons</u>
Yes (26)	Always (7)	Beneficial (23)	Builds a climate of trust (6)
No (0)	Most situations (9)	Beneficial when restricted to tolerable level (3)	Ice breaker (4)
	With Arab nationals (2)	Waste of time (0)	Creates rapport (4)
	At high levels (3)		Better environment (4)
			Friendly atmosphere (3)

Numbers between parentheses indicate responses

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 Efficiency:
Manager's Preference

	<u>Number of Responses</u>
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 managers violating the chain of command, 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

	<u>Number of Responses</u>
Very often	0
Occasionally	13
Seldom	12

TABLE VIIINTERPERSONAL 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 VIIINTERPERSONAL NETWORKINGForeign Managerial Practices Transferable to Bahrain

<u>Managerial Practices</u>	<u>Number of Responses</u>
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 VIIIINTERPERSONAL NETWORKING

Perceived Personal Traits Essential to
Success in Management

	<u>Number of Responses</u>
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

A P P E N D I X B

COMPOSITE PROFILE OF BAHRAINI MANAGERS

COMPONENT II - MANAGER AND HIS ENVIRONMENT

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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 IMANAGER AND HIS ENVIRONMENT

When queried 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 IMANAGER AND HIS ENVIRONMENTIncidence of Outside Consultation in Decision Making

<u>Response</u>	<u>No. of Responses</u>	<u>Circumstances</u>	
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 IIMANAGER 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

<u>Government Officials</u>		<u>Community</u>	
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/civil 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			
Develop Bahrainis	(1)	Promote and develop education in Bahrain	(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

<u>Extended Family</u>		<u>Employers</u>	
Provide moral/financial support		leadership	(6)
Advise on family affairs	(3)	Motivation	(1)
Keep some time for them	(3)	Problem solving	(5)
Expedite matters	(1)	Coordination	(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 accessible	(6)
Be successful	(3)	Be fair but demanding	(1)
Be honest	(1)	Be fair and equitable	(5)
Be respected	(2)	Be honest	(1)
		Be supportive	(8)
		Be flexible	(1)

Figures between parentheses indicate number of responses

TABLE IV
MANAGER AND HIS ENVIRONMENT

When queried 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

<u>Existence of Influence</u>		<u>Influences</u>	
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 VMANAGER 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

<u>Inside the Organisation</u>		<u>Outside the Organisation</u>	
Translate objectives into plan of action and ensure implementation	(9)	Spokesman for the organisation	(7)
Leadership	(6)	Helper	(1)
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)	Maintain high profile	(1)
Problem solver	(1)	Maintain low profile	(1)

Figures between parentheses indicate number of responses

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 VIMANAGER AND HIS ENVIRONMENTMain Difficulties Faced by the Manager in Bahrain

	<u>Number of Responses</u>
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 queried 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 VIIMANAGER AND HIS ENVIRONMENTDesired Changes/Innovations Restricted by
Tradition and Social Values

<u>Changes/Innovations</u>	<u>Number of Responses</u>
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 statutes	1
Course development/performance appraisal	2
Assertiveness training for women	1
Female Bahraini technicians	1

TABLE VII (Cont.)MANAGER AND HIS ENVIRONMENTDesidred Changes/Innovations Restricted by
Tradition and Social Values

<u>Changes/Innovations</u>	<u>Number of Responses</u>
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

A P P E N D I X B

COMPOSITE PROFILE OF BAHRAINI MANAGERS

Component II - Approach to Decision Making

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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.

APPENDIX B

- (6) The decision to introduce a new product/enter a new market/take a new project/expand existing work facilities.
- (7) The decision to alter/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 IAPPROACHES 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

<u>Situation</u> <u>A</u>	<u>Situation</u> <u>B</u>	<u>Situation</u> <u>C</u>	<u>Situation</u> <u>D</u>	<u>Situation</u> <u>E</u>	<u>Situation</u> <u>F</u>	<u>Situation</u> <u>G</u>	<u>Method</u>	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>F</u>	<u>G</u>
Promote employee supervised by manager's subordinate	Discipline employee supervised by manager's subordinate	Terminate employee supervised by manager's subordinate	Reduce the total work force	Increase work force in sub-ordinate's dept.	Introduce new product/enter new market /take new product/expand existing work facilities	Alter/modify the formal organization in sub-ordinate's dept.	Corporate decision	-	-	-	-	-	1	-
							Manager's decision without prior consultation with subordinate	-	-	-	-	-	1	1
							Manager's decision after prior consultation with subordinate	4	4	4	9	10	9	9
							A joint decision between the manager and his subordinate	12	8	15	8	11	9	11

APPENDIX B

TABLE I (Cont.)

Approaches to Decision Making
Relating Situations to Methods

<u>Situation</u> <u>A</u>	<u>Situation</u> <u>B</u>	<u>Situation</u> <u>C</u>	<u>Situation</u> <u>D</u>	<u>Situation</u> <u>E</u>	<u>Situation</u> <u>F</u>	<u>Situation</u> <u>G</u>	<u>Method</u>	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>F</u>	<u>G</u>
							Subordinate's decision	4	7	1	-	-	-	1
							Manager's decision with or without prior consultation with sub- ordinate	-	-	-	1	-	-	-
							Manager's decision after prior consulta- tion with sub- ordinate or a joint decision between the manager and his subordinate	1	2	1	1	1	1	1
							Manager's decision with- out prior consultation with sub- ordinate, or a joint decision between the manager and his subordinate	1	1	1	1	1	1	1

APPENDIX B

TABLE I (Cont.)

Approaches to Decision Making
Relating Situations to Methods

<u>Situation</u> <u>A</u>	<u>Situation</u> <u>B</u>	<u>Situation</u> <u>C</u>	<u>Situation</u> <u>D</u>	<u>Situation</u> <u>E</u>	<u>Situation</u> <u>F</u>	<u>Situation</u> <u>G</u>	<u>Method</u>	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>F</u>	<u>G</u>
							A joint decision between the manager and his subordinate or the decision of the sub- ordinate	1	1	-	-	-	-	-
							No answer	-	-	-	-	-	1	-

TABLE IIAPPROACHES 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.

APPENDIX B

TABLE II

APPROACHES TO DECISION MAKING

Problem Solving: Situations and Methods

<u>Situation A</u>	<u>Situation B</u>	<u>Situation C</u>	<u>Situation D</u>	<u>Method</u>	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</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 subordinate's department; subordinate opposes plan	Subordinate favours expansion plan of affecting his department; manager opposes plan	Manager's decision after prior consultation with subordinate	10	10	12	13
				A joint decision between manager and subordinate	4	4	2	1
				Depending on the issue, either the manager's decision after prior consultation with subordinate; or joint decision between manager and subordinate	4	5	2	1
				Subordinate's decision	-	-	1	2

APPENDIX B

TABLE II

APPROACHES TO DECISION MAKING

Problem Solving: Situations and Methods

<u>Situation A</u>	<u>Situation B</u>	<u>Situation C</u>	<u>Situation D</u>	<u>Method</u>	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>
				Manager would seek a third opinion or form a committee	1	-	8	7
				Manager would settle as diplomatically as possible	1	1	1	1
				Situation not applic- able	-	1	2	2
				No answer	2	1	-	-

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	_____

APPENDIX B

(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	_____

APPENDIX B

(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 ICONCEPT 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 ICONCEPT OF TIME AND CHANGECommon Reasons for Being Late to Business Meetings
and Social Occasions

<u>Business Meetings</u>	<u>No. of Responses</u>	<u>Social Occasions</u>	<u>No. of Responses</u>
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 IICONCEPT 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 IICONCEPT OF TIME AND CHANGEThe Manager's Time Horizon

<u>With reference to:</u>	<u>Time Horizon (in years)</u>				
	<u>Under 1</u>	<u>1-2</u>	<u>3-5</u>	<u>6-10</u>	<u>Over 10</u>
(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 IIICONCEPT OF TIME AND CHANGE

Like their counterparts elsewhere, and perhaps even more so, managers in Bahrain have to cope with rapid changes let alone 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 IIICONCEPT OF TIME AND CHANGESources of Change and Innovation

<u>Source</u>	<u>Number of Responses</u>
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 IVCONCEPT 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 Likelihood of it Happening in the Next 5 - 10 Years

	<u>Strongly</u> <u>Favour</u>	<u>Favour</u>	<u>Oppose</u>	<u>Strongly</u> <u>Oppose</u>
1. Women holding high managerial positions in business firms	<u>7</u>	<u>15</u>	<u>1</u>	<u>1</u>
	<u>Very</u> <u>Likely</u>	<u>Likely</u>	<u>Not</u> <u>Likely</u>	<u>Highly</u> <u>Unlikely</u>
2. Likelihood of it happening in the next 5 - 10 years	<u>4</u>	<u>14</u>	<u>3</u>	<u>1</u>

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

	<u>No. of Responses</u>
Strongly favour	15
Favour	8
Oppose	--
Strongly oppose	--
	<u>23</u>

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

	<u>Strongly</u> <u>Favour</u>	<u>Favour</u>	<u>Oppose</u>	<u>Strongly</u> <u>Oppose</u>
More freedom to new generation	<u>2</u>	<u>11</u>	<u>9</u>	<u>3</u>
	<u>Very</u> <u>Likely</u>	<u>Likely</u>	<u>Not</u> <u>Likely</u>	<u>Highly</u> <u>Unlikely</u>
Likelihood of it happening in the next 5 - 10 years	<u>2</u>	<u>15</u>	<u>6</u>	<u>3</u>

APPENDIX C - FOLLOW-UP CEO QUESTIONNAIRE

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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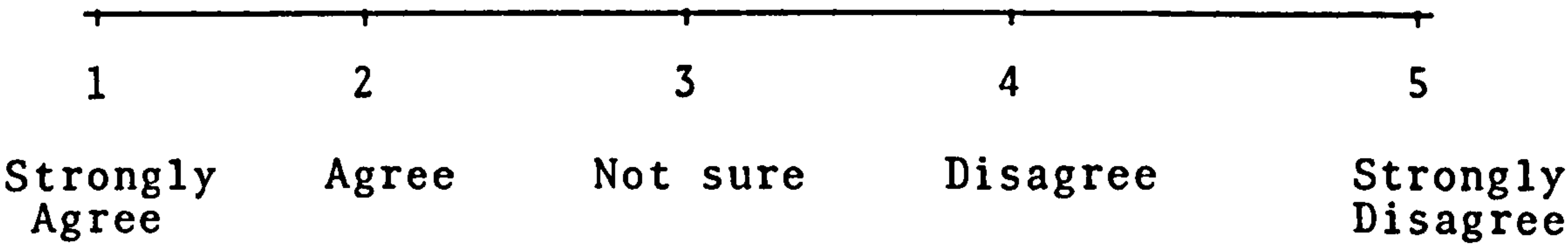
FOLLOW-UP CEO QUESTIONNAIRE

Introduction

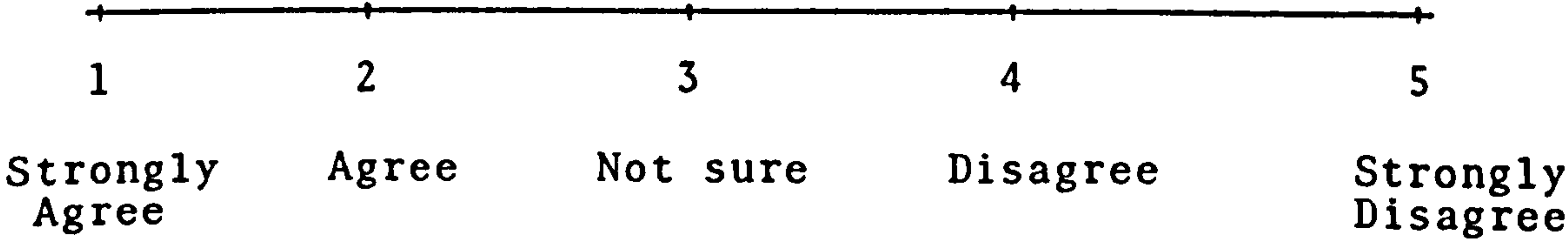
The purpose of this Questionnaire addressed to a representative sample of senior managers in Bahrain is to highlight current practices in the areas of leadership, motivation and managerial professionalism. In all three areas, the aim is to identify the prevailing norms, explore emerging trends and project future choices.

LEADERSHIP

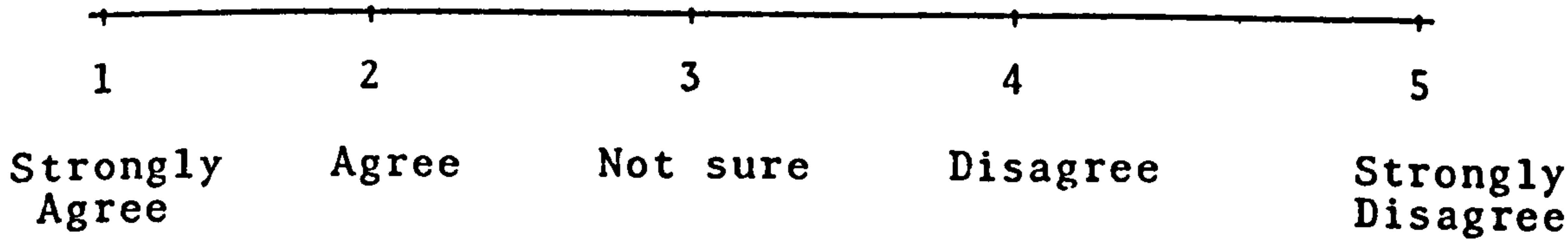
1. Leadership norms prevailing in Bahraini Society are generally Patriarchal and Familial.



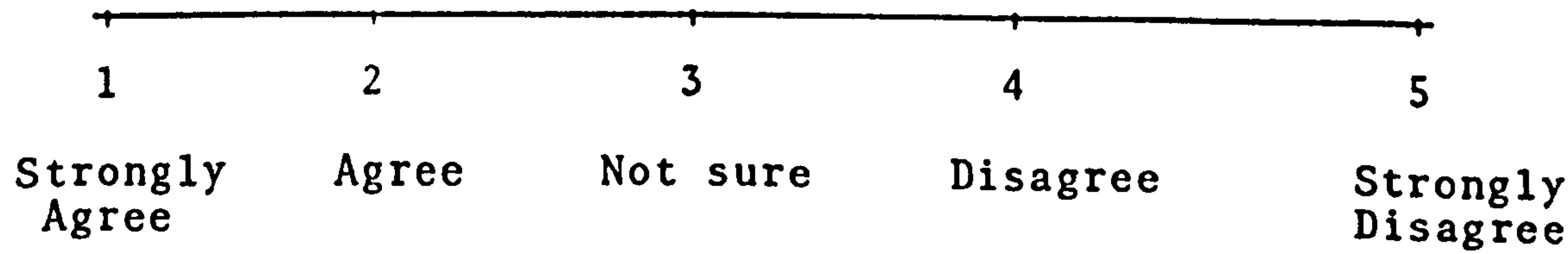
2. Leadership norms encouraged by most organisations in Bahrain are Patriarchal/Authoritarian.



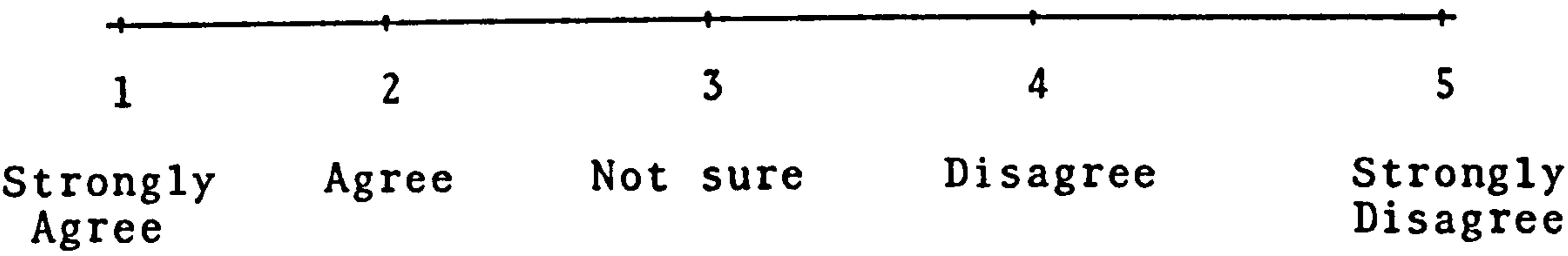
3. Traditional cultural values in Bahrain have generally facilitated the emergence of the management profession.



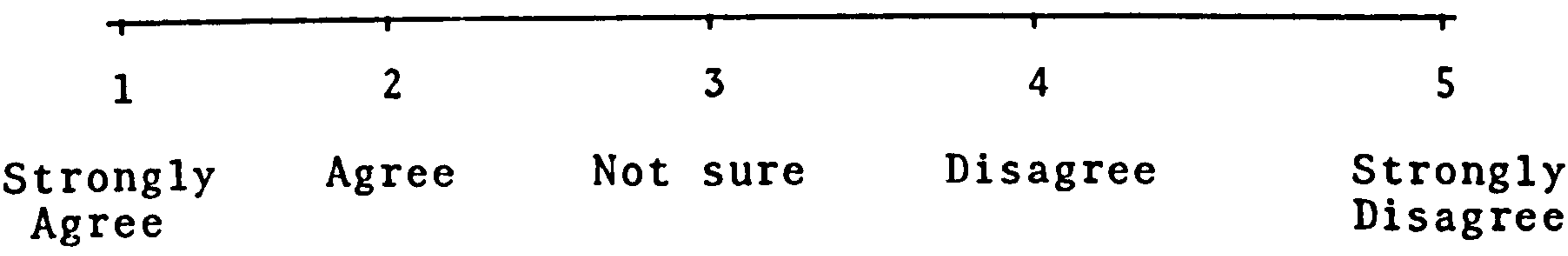
4. A manager in Bahrain is expected by society to emphasize efficiency much more than public relations or employee satisfaction.



5. The management style preferred by a majority of managers in Bahrain is Participative/Informal.

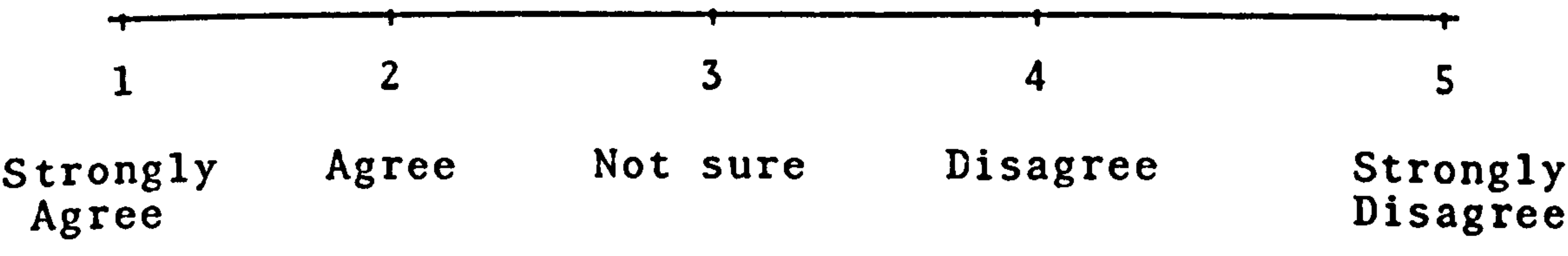


6. To be "successful", a Bahraini manager should not fail to be protective and "take care" of his people.

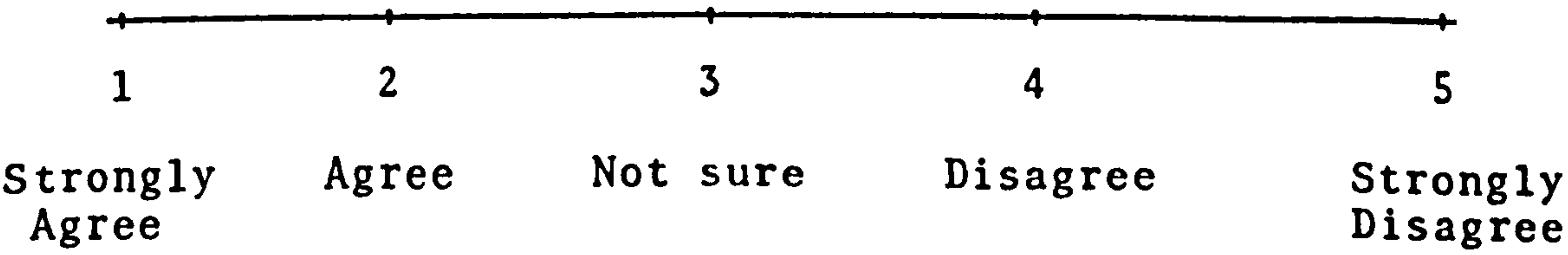


MOTIVATION

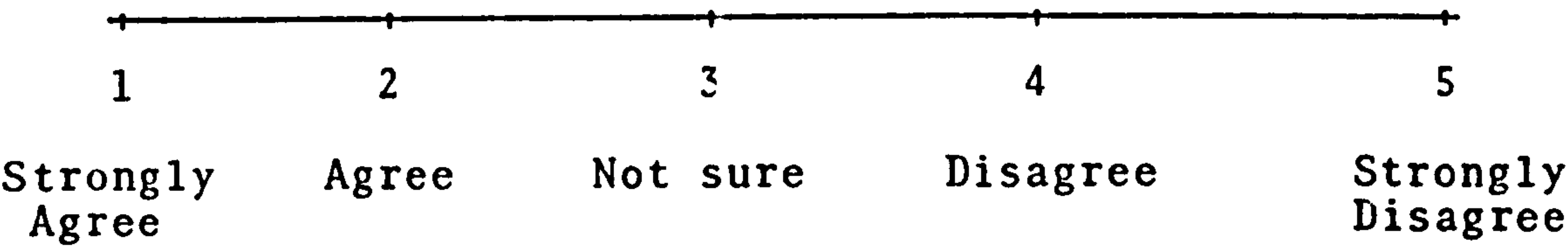
7. Bahraini society expects managers to prove their success through "conspicuous spending" and life style.



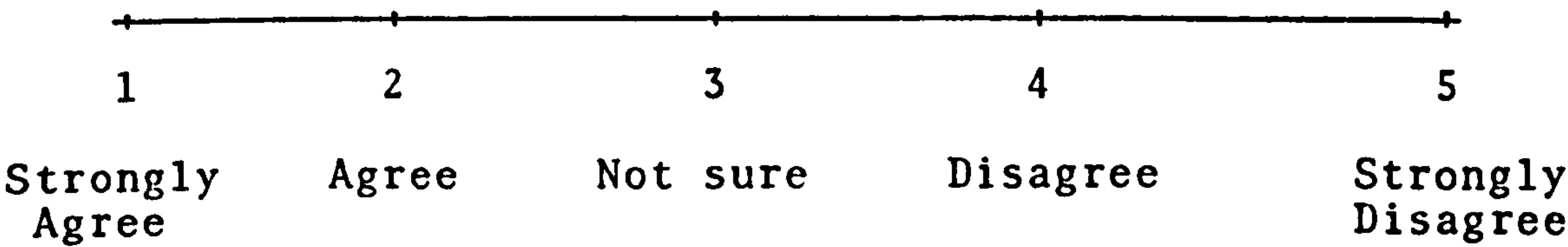
8. Corporate motivational practices in Bahrain place greater emphasis on monetary incentives than psychological boosters.



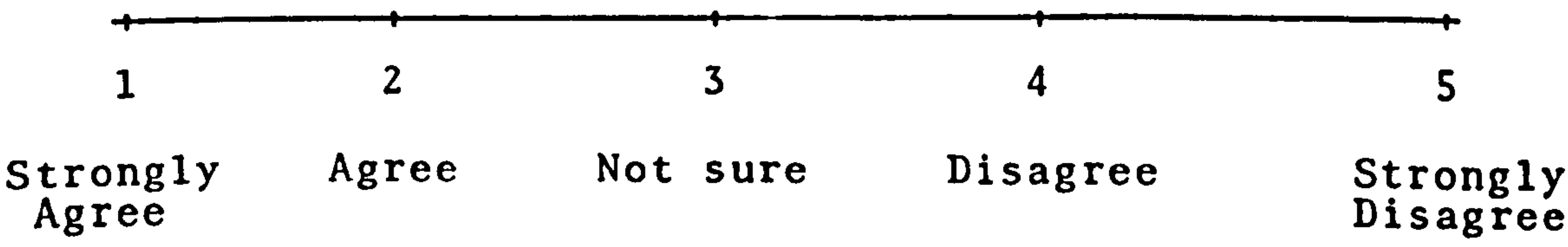
9. Most organisations in Bahrain have a clear motivational "strategy" designed to bring out the best in managers.



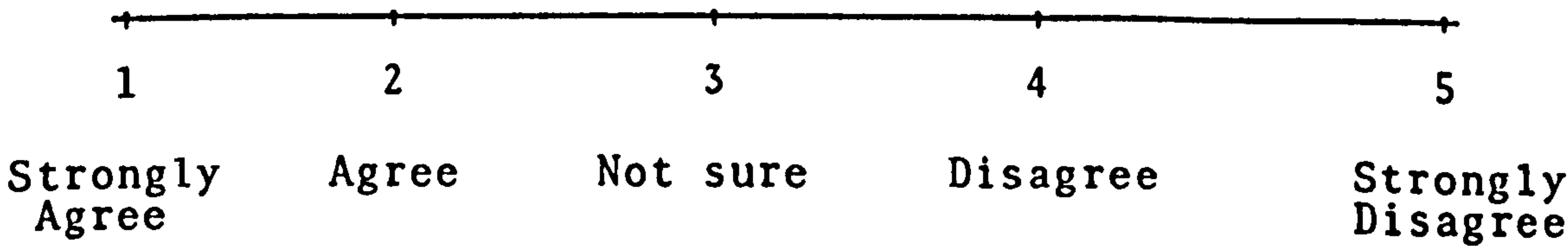
10. By and large, Bahraini managers are intrinsically motivated and are not too demanding in terms of extrinsic rewards.



11. Professional excellence is a priority objective to most Bahraini managers.

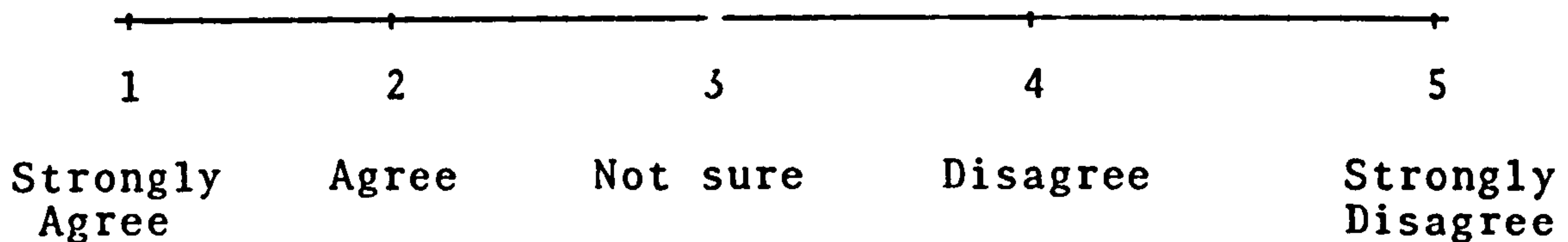


12. Most Bahraini managers are generally conscious of their own motivational needs and pursue them accordingly.

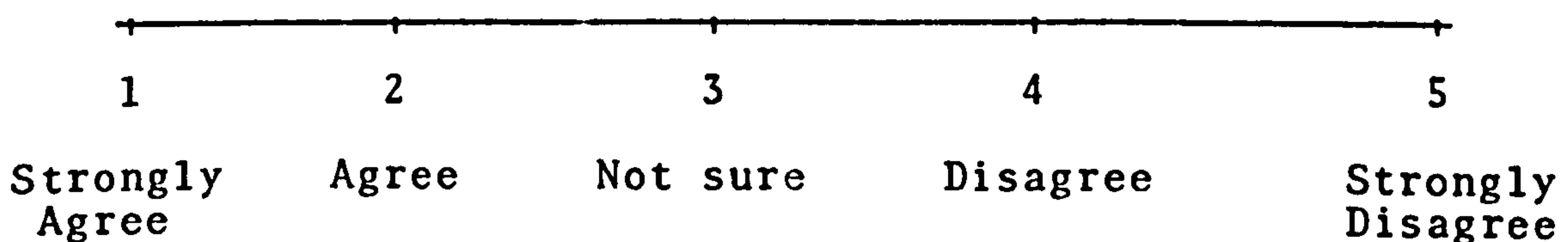


MANAGERIAL PROFESSIONALISM

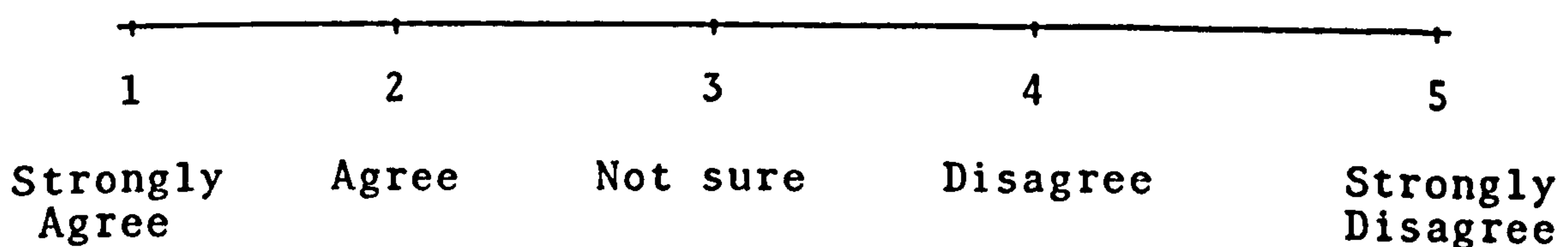
13. Most Bahraini managers are knowledgeable about their organisations and involved in the making of important plans and major decisions.



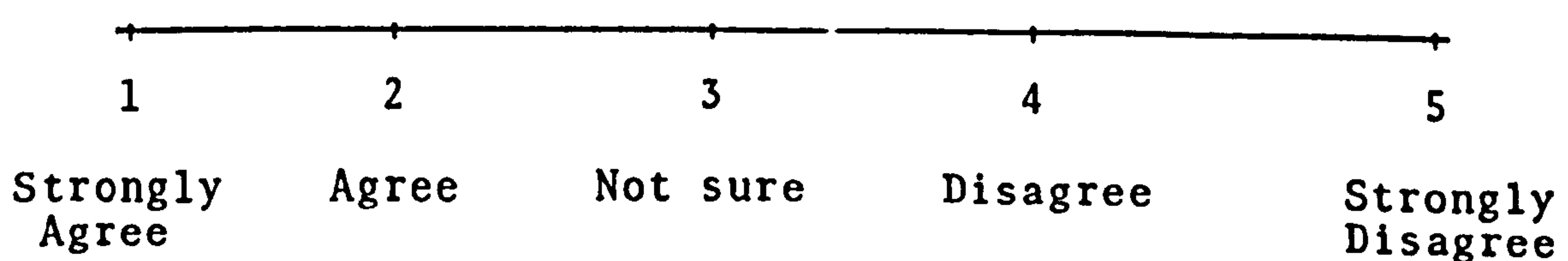
14. A majority among Bahraini managers are up-to-date with new management techniques and make a strong effort to stay that way.



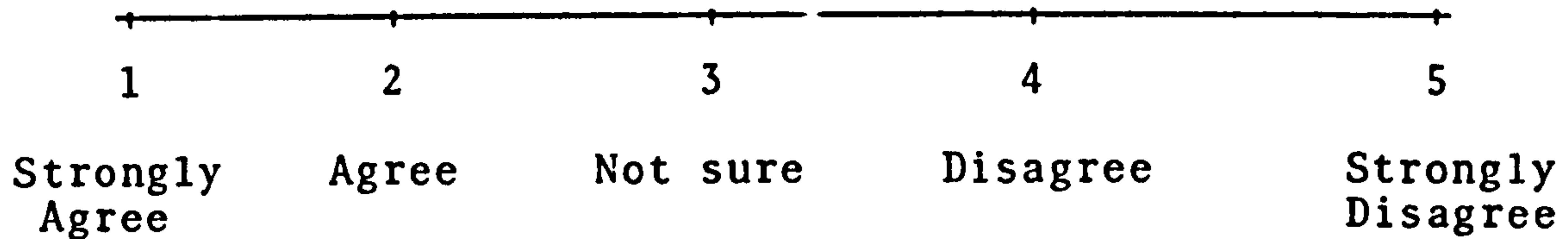
15. By and large, Bahraini managers are committed to self-development and spend adequate time reading professional subjects.



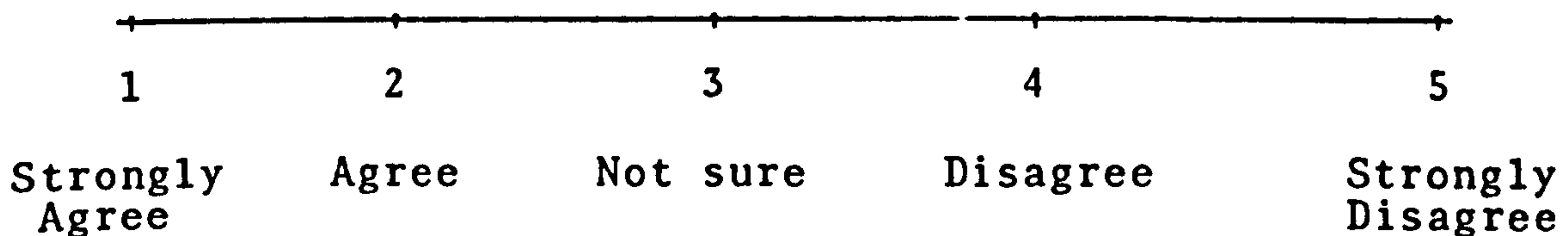
16. The analytical, problem-solving skills of Bahraini managers are on par with their international counterparts.



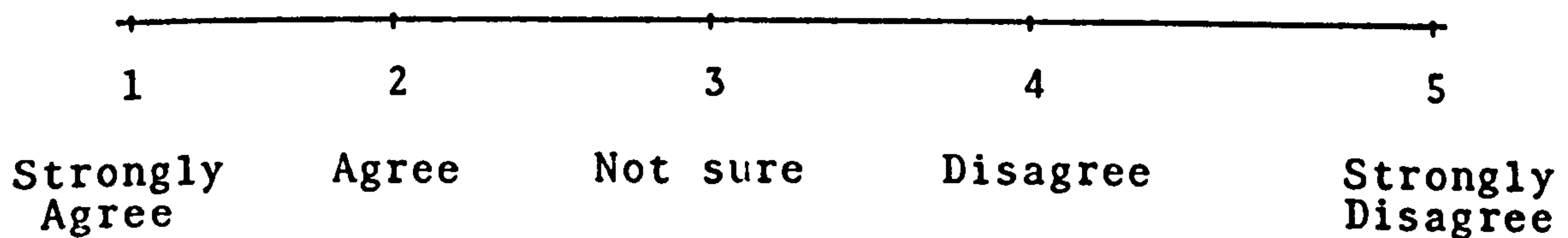
17. For professional management standards to be effectively developed in Bahrain, certain aspects of the general culture should change along western lines.



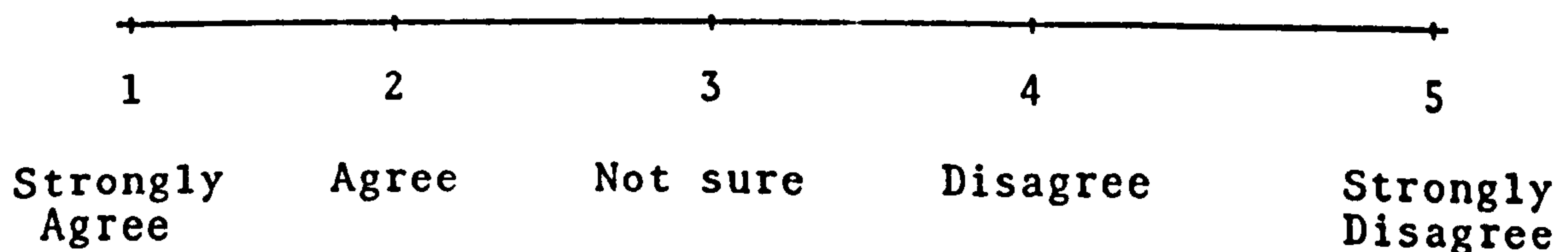
18. Sound management development in Bahrain requires near total Bahrainisation of materials and concentration on internal resources instead of importing ideas from outside.



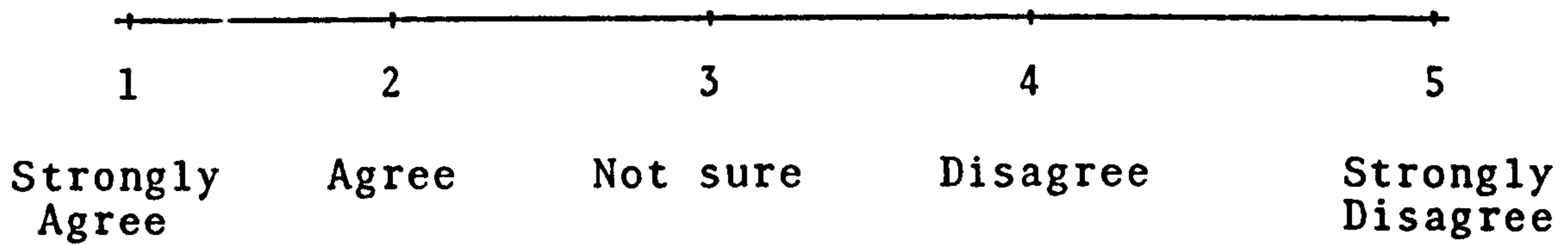
19. Instead of always looking West for new management ideas and techniques, Bahraini managers would do well by following the Japanese example.



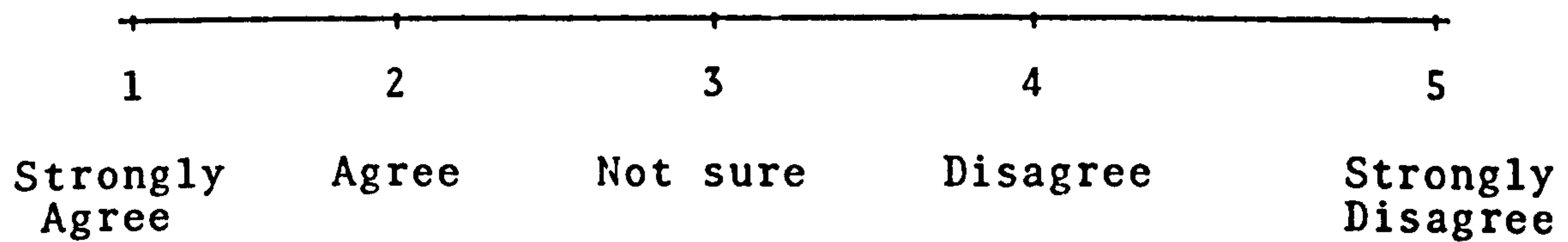
20. To satisfy its management development needs, Bahrain should first determine its own requirements and seek to satisfy them irrespective of competing international models.



21. The management profession in Bahrain is yet to gain the degree of acceptance enjoyed by older professions like medicine, engineering and law.



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.



APPENDIX C

CEO QUESTIONNAIRE ON LEADERSHIP, MOTIVATION AND PROFESSIONALISM N=25

QUESTION 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 QUESTIONNAIRE RESPONSESKey To Table:ORGANISATIONS

- 1 - Gulf Riyad Bank
- 2 - Standard Chartered Bank
- 3 - Al Bahrain Arab Bank
- 4 - Hilton International Bahrain
- 5 - Arab Iron and Steel Company
- 6 - Citibank
- 7 - Regency Intercontinental Hotel
- 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

APPENDIX C

		ORGANISATIONS																								
Question	Response	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
LEADERSHIP																										
1. Leadership norms prevailing in Bahraini society are generally patriarchal and familial.	SA A NS D SD	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
2. Leadership norms encouraged by most organisations in Bah. are patriarchal/authoritarian.	SA A NS D SD	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
3. Traditional cultural values in Bahrain have generally facilitated the emergence of the management profession.	SA A NS D SD	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
4. A manager in Bahrain is expected by society to emphasise efficiency much more than public relations or employee satisfaction.	SA A NS D SD	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
5. The management style preferred by a majority of managers in Bahrain is participative/informal	SA A NS D SD	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
6. To be "successful" a Bahraini manager should not fail to be and "take care" of his people.	SA A NS D SD	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

APPENDIX C

		ORGANISATIONS																								
<u>Question</u>	<u>Response</u>	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
<u>MOTIVATION</u>																										
7. Bahraini society expects managers to prove their success through "conspicuous spending" & lifestyle.	SA A NS D SD	X	X	X		X		X			X		X	X	X				X	X		X	X			X
					X	X				X			X					X			X			X		
									X								X								X	
8. Corporate motivational practices in Bahrain place greater emphasis on monetary incentives than phychological boosters.	SA A NS D SD	X		X	X		X		X	X		X	X	X	X	X				X		X	X	X		X
			X	X		X		X			X		X	X	X	X		X	X	X					X	
					X												X	X	X		X				X	
9. Most organisations in Bahrain have a clear motivational "strategy" designed to bring out the best in managers.	SA A NS D SD				X	X	X		X				X				X			X					X	
			X	X						X	X	X		X	X	X			X	X		X	X		X	
		X							X																	
10. By and large, Bahraini managers are intrinsically motivated and are not too demanding in terms of extrinsic rewards.	SA A NS D SD				X			X				X	X	X	X		X				X	X	X		X	
		X	X	X		X	X			X	X										X	X			X	
									X							X										
11. Professional excellence is a priority objective to most Bahraini managers.	SA A NS D SD					X				X			X								X	X			X	X
		X			X			X				X			X	X	X	X		X						
			X						X	X					X				X							
					X																					
12. Most Bahraini managers are generally consious of their own motivational needs and pursue them accordingly.	SA A NS D SD				X	X		X	X	X		X		X											X	
		X					X				X				X	X	X		X	X		X	X	X		
			X											X					X		X					

APPENDIX C

		ORGANISATIONS																								
<u>Question</u>	<u>Response</u>	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
<u>MANAGERAIL PROFESSIONALISM</u>																										
13. Most Bahraini managers are knowledgeable about their organisations and involved in the making of important plans and decisions.	SA A NS D SD				X			X	X		X	X				X	X				X	X	X	X	X	
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 NS D SD	X	X		X		X		X		X	X		X	X	X	X	X	X	X	X		X	X		X
15. By and large, Bahraini managers are committed to self-development and spend adequate time reading professional subjects.	SA A NS D SD	X	X		X		X		X	X	X	X		X	X		X		X	X	X		X		X	X
16. The analytical problem-solving skills of Bahraini managers are on par with their international counterparts.	SA A NS D SD	X	X	X	X	X	X		X		X	X		X	X		X	X	X	X	X	X	X	X		X
17. For professional management standards to be effectively developed in Bahrain, certain aspects of the general culture should change along Western lines.	SA A NS D SD	X	X		X		X	X		X	X			X	X	X			X		X			X	X	X

APPENDIX C

Question	Response	ORGANISATIONS																								
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
18. Sound management development in Bahrain requires near total Bahrainisation of materials and concentration on internal resources instead of importing ideas from outside.	SA					X				X					X		X									
	A																									
	NS			X									X	X		X		X			X		X	X	X	X
	D	X	X					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	X			X	X			
	NS	X	X		X	X	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									X
	A			X	X	X	X	X	X		X	X		X	X	X				X	X	X	X		X	
	NS	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										X
	A	X	X		X	X		X		X	X	X	X	X	X		X	X	X				X	X		
	NS			X			X															X				
	D																									
	SD																			X						
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					X	X	X	X
	A		X	X	X	X		X		X		X		X						X	X	X	X			
	NS															X										
	D																									
	SD																									

APPENDIX D - MANAGEMENT DEVELOPMENT NEEDS QUESTIONNAIRE

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 questionnaire 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:

<u>Number</u>	
	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:

<u>Number</u>	
	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.

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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 undergone 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				

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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?

Educational Programmes

_____ Excellent

_____ Good

_____ Fair

_____ Very Poor

Training Programmes

_____ Excellent

_____ Good

_____ Fair

_____ 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.

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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)

13. Who makes the final 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?

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16. Please indicate if and how 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				
Administ-rative 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:

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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?

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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									
	Clerical		Basic Supervision		Middle Management		Advanced Management		Executive	
	No.	%	No.	%	No.	%	No.	%	No.	%
ALBA	74	4	99	5	44	2	36	2	8	1
AISCO	35	11	8	3	17	5	5	2	1	-
BAH ISLAMIC BNK	62	79	6	8	6	8	3	4	2	1
BMA	57	58	3	3	12	12	6	6	2	2
BANAGAS	32	15	50	23	16	7	3	1	1	-
BANOCO	27	5	166	8	57		2%		10	-
BATELCO	301	15	797	40	163	8	8	-	6	-
BBK	293	66	70	16	14	3	9	2	5	1
BBME	197	64	15	5	12	4	18	6	6	2
#MANPOWER DEV.	2	33	2	33	2	33	-	-	-	-
#TRAINING	3	19	3	19	3	19	4	25	1	6
GULF AIR	677	14	742	16	180	4	14	-	4	-
GARMCO	28	8	2	-	13	4	5	2	2	-
GPIC	35	32	15	14	8	7	5	4	4	3
**HEALTH	475	9	574	11	749	14	90	2	21	-
**WPW	72	5	59	4	91	6	12	1	4	-
NBB	275	72	64	17	27	7	9	3	5	1
STAN.CHARTERED	47	55	22	8	24	9	19	7	6	2
UBAF	17	62	3	11	3	11	3	11	1	4
KANOO	314	53	36	6	23	4	21	4	5	-

Notes: * Percentage of Bahrain to total personnel.

** Ministry of

Directorate of

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TABLE II Distribution of Employees by Functional Areas in a Selected Number of Organisations

ORGANISATION	FUNCTIONAL AREAS									
	Office Skills	Personnel	Marketing and Sales	Finance	Computer/ Data Proc	Production	Accounting	Admin. Support	Others	
	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	
ALBA	20 1.25	30 2	- -	10 -	22 1.3	1419 87	3 -	3 2	92 5.5	
AISCO	33 11	7 2	5 2	6 2	2 -	253 81	incl fin	6 2	2 -	
BAH ISLAMIC BNK	36 46	1 -	4 5	3 4	19 24	- -	10 13	5 6	1 -	
BMA	20 20	1 1	- -	20 20	5 5	- -	2 2	7 7	43 44	
BANAGAS	incl oth	1 -	- -	2 1	- -	63 29	10 5	64 29	80 36	
BANOCO	5 -	8 1	231 38	8 1	5 -	232 39	30 5	5 -	79 13	
BATELCO	369 19	37 2	20 1	32 2	23 1	297 15	88 4	213 11	914 46	
BBK	28 6	10 2	49 11	8 1	13 3	233 52	25 6	25 6	56 13	
#MANPOWER DEV.	2 33	4 66	- -	- -	- -	- -	- -	3 19	6 37	
#TRAINING	3 19	4 25	- -	- -	- -	- -	- -	- -	- -	
GULF AIR	incl oth	142 3	187 4	134 3	incl oth	- -	192 4	12 -	2589 61	
GARMCO	12 4	5 1	5 1	5 1	4 1	145 41	incl fin	6 3	168 48	
GPIC	21 19	6 5	3 2	15 14	2 1	22 20	incl fin	20 18	20 18	
**HEALTH	incl oth	36 -	- -	83 2	7 -	- -	37 1	226 4	4815 93	
**WPW	47 3	14 1	- -	29 2	3 -	1304 92	3 -	11 1	- -	
NBB	7 2	8 2	27 7	8 2	16 4	219 58	21 6	69 18	5 1	
STAN.CHARTERED	incl oth	5 2	7 2	- -	14 5	- -	10 4	10 4	219 83	
UBAF	3 11	1 4	1 19	4 3	11 5	18 9	33 -	- -	- -	
KANOO	170 29	3 -	53 9	11 2	31 5	- -	41 7	85 14	196 33	

Notes: * Percentage of Bahrain to total personnel.

** Ministry of

Directorate of

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	-

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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

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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	—

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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			

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Organisation	Total No Employees	Level	No.	Functional Area	No.
UBAF	27	Not available			
KANOO	590	Clerical	63	Not available	
		Basic Sup	36		
		MM	15		
		AM	12		

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

	<u>Educational Programmes</u>	<u>Training Programmes</u>
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

	<u>Name of Organisations</u>
Very Satisfied	3
Satisfied	19
Unsatisfied	0
	—
TOTAL	22
	—

TABLE VIII **Short-term Training Programmes as a**
Percentage of All Training Programmes Abroad

<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

TABLE X Persons Involved In Making Final Decision of
Candidates for Management Training Programmes

Organisation	<u>IS</u>	<u>TO</u>	<u>DH</u>	<u>SC</u>	<u>PD</u>	<u>GM</u>
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 = Personnel Department
GM = General Manager

TABLE XI Trainees' Expectation Upon Completion of a Training Programme

	<u>Short-term Programme</u> *	<u>Long-term Programme</u> **
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 Linkeage Between Management Training and
Career Development Through Specific
Individual Career Path Plans

	<u>Number of Responses</u>
Yes	13
No	8
Not applicable	1
	—
TOTAL	22
	—

TABLE XIII Motivation of Trainees Vis-a-Vis Management
Training Programmes

	<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

	<u>Number of Responses</u>
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

	<u>Number of Responses</u>
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

	<u>Number of Responses</u>
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

	<u>Number of Responses</u>
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

	<u>Number of Responses</u>
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

<u>Scheduling Arrangement</u>	<u>Number of Responses</u>
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

	<u>Number of Responses</u>
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

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2. Training in Bahrain

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3. Rewards and Motivation

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3. Conclusions

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Report on the Tabulated Data Survey on ManagementDevelopment 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:

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.

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

* 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 notably 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 SurveyName 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

APPENDIX D

GULF POLYTECHNIC MANAGEMENT DEVELOPMENT NEEDS
SURVEY: SPRING 1985

TRAINING STATISTICS SHEET 1 OF 2
QUESTIONS 3,4,5,6,7

FIRMS/CRGS.		H.E.P.				H.E.L.S.				E.M.S.				BANKS				BANDCO				BAPCO				BATECO				B.B.K.				B.E.P.E.				B.S.B.			
QUESTION NO.		5				6				7				8				9				10				11				12				13				14			
LEVELS	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.										
	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)											
CLERICAL	74 (4)	-	-	-	35 (11)	12	2	62 (7)	-	57 (58)	5	6	32 (15)	-	7	27 (5)	2	1	1	400 (11)	201 (15)	-	120	293 (66)	-	100	100	197 (64)	-	-	-	-									
BASIC SUP.	99 (5)	-	-	8	8 (3)	13	1	6 (8)	-	3 (3)	1	3	50 (23)	9	53	166 (22)	13	35	30	300 (8)	200	70	156	60	92	70 (19)	9	35	25	15 (5)	-	-	-								
MIDDLE MAN.	44 (2)	8	9	5	17 (5)	-	-	6 (8)	1	12 (12)	13	8	16 (7)	3	7	78 (13)	15	23	16	57 (2)	32	40	163 (2)	24	44	14 (3)	6	8	10	12 (4)	-	-	-								
UPPER MAN.	36 (2)	12	1	1	5 (2)	6	-	3 (4)	-	6 (6)	6	-	3 (1)	1	1	8 (1)	4	4	3	2 (1)	4	4	5 (1)	2	15	9 (2)	-	-	-	18 (6)	-	-	-								
TOP EXEC.	8 (1)	2	-	-	-	-	-	2 (1)	-	2 (2)	-	-	1 (1)	-	1	5 (1)	1	-	-	10 (1)	-	-	6 (1)	-	-	5 (1)	-	-	-	6 (1)	-	-	-								
TOTAL	261 (14)	22	10	14	66 (21)	39	3	79 (100)	1	80 (21)	25	17	102 (45)	13	69	264 (18)	35	63	50	767 (21)	232	110	125	213	206	151	371 (88)	14	143	135	249 (81)	-	-	-							
AREAS	20 (1)	-	-	-	33 (11)	-	-	36 (14)	-	20 (20)	5	9	-	-	-	5 (1)	-	1	1	1 (2)	1	1	369 (19)	37	29	32	23	297 (15)	233 (52)	25	6	-	-	-							
OFFICE SKILLS	30 (2)	-	-	-	7 (2)	3	1	1 (4)	-	1 (3)	1	1	1 (1)	1	1	8 (1)	4	3	2	80 (2)	not available	not available	not available	not available	not available	not available	not available	not available	not available	not available	not available	not available	not available								
PERSONNEL	-	-	-	-	5 (2)	2	-	4 (5)	1	1 (5)	1	-	-	-	-	231 (32)	13	9	11	231 (32)	13	9	11	109 (3)	55 (2)	313 (2)	213 (11)	25 (6)	8	2	13	-	-	-							
MKT. & SALES	10 (1)	2	-	-	6 (2)	11	1	3 (4)	-	20 (20)	18	3	2 (1)	1	1	2 (1)	1	-	-	109 (3)	55 (2)	313 (2)	213 (11)	25 (6)	8	2	13	-	-	-	-	-	-								
FINANCE	22 (1)	3	1	1	2 (1)	-	-	19 (24)	-	5 (5)	2	2	-	-	-	5 (1)	1	1	1	55 (2)	313 (2)	213 (11)	25 (6)	8	2	13	-	-	-	-	-	-	-								
COMPUTER/D.P.	1419 (76)	42	8	12	253 (81)	257	1	-	-	-	-	-	63 (29)	21	-	232 (39)	3	47	33	278 (57)	297 (15)	233 (52)	25	6	-	8	2	13	-	-	-	-	-								
PRODUCTION	3 (1)	2	1	1	8 (2)	-	-	10 (13)	-	2 (2)	-	-	10 (5)	4	-	30 (5)	3	-	-	9 (1)	12	-	314 (46)	213 (11)	25 (6)	8	2	13	-	-	-	-	-	-							
ACCOUNTING	3 (1)	1	-	-	6 (2)	23	-	5 (6)	-	7 (7)	3	18	64 (23)	3	18	5 (1)	1	2	2	313 (2)	213 (11)	25 (6)	8	2	13	-	-	-	-	-	-	-	-								
ADMIN. SUPPORT	92 (5)	9	-	-	2 (1)	270	-	1 (1)	-	43 (14)	3	24	80 (36)	8	24	73 (13)	12	-	-	1010 (25)	314 (46)	213 (11)	25 (6)	8	2	13	-	-	-	-	-	-	-								
OTHER	1597 (85)	59	10	14	314 (100)	566	3	79 (100)	1	98 (100)	25	17	220 (100)	13	69	603 (100)	38	63	56	3645 (100)	1493 (100)	4	38	143	135	-	-	-	-	-	-	-	-								
TOTAL	1597 (85)	59	10	14	314 (100)	566	3	79 (100)	1	98 (100)	25	17	220 (100)	13	69	603 (100)	38	63	56	3645 (100)	1493 (100)	4	38	143	135	-	-	-	-	-	-	-	-								

INCLUDES
TRAINING

Not including 261 counts.
Expressed
out of total
employees.

Included under
FINANCE.

Timed at 1:10:00.

† included in other areas
● included under business

* over-estimate:
includes technical
supernovae

English

APPENDIX D

GULF POLYTECHNIC MANAGEMENT DEVELOPMENT NEEDS SURVEY: SPRING 1985

TRAINING STATISTICS: SHEET 2 of 2
QUESTIONS 3, 4, 5, 9, 17

FIRMS/ORGS. (NO. OF PERSONNEL)	T.R. MAN. DEV. 6				D.K. F. TRAINING 16				S.I.E. AIR 46538				P.A.M.C.O. 350 (1/2 test)				S.P.F.C. 109				M.I.N. OF HEALTH 5204				M.I.N. OF W.F.W. 1411				N.B.B. 580				STAND. CHARTERED 265				U.E.R.F. 27				K.A.N.O. 590			
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	17	3/4	5	8	17	3/4	5	8	17	3/4	5	8	17	3/4	5	8	17				
LEVELS	No. (%)	No.	No.	No.	No. (%)	No.	No.	No.	No. (%)	No.	No.	No.	No. (%)	No.	No.	No.	No. (%)	No.	No.	No.	No. (%)	No.	No.	No.	No. (%)	No.	No.	No.	No. (%)	No.	No.	No.	No. (%)	No.	No.	No.	No. (%)	No.	No.	No.				
CLERICAL.	2 (33)				3 (19)				677 (14)	2			22 (8)				35 (13)				475 (9)	1			72 (5)		1	2	215 (72)				147 (55)				17 (63)				314 (53)			63
BASIC SUP.	2 (33)		2		3 (19)		2		742 (16)	7			15 (5)	4	7		59 (11)				59 (4)	1			59 (4)	4		20	17 (7)				22 (8)				3 (11)	2			36 (6)	35		36
MIDDLE MAN.	2 (33)	1			3 (19)				80 (4)	5			15 (5)				749 (14)	1			91 (6)	5	2	50	27 (7)	6						24 (9)				3 (11)	2			23 (4)	11	2	15	
UPPER MAN.					4 (25)	2			14 (1)	4			15 (5)				80 (2)	2			12 (1)	1		3	9 (3)	3						19 (7)				3 (11)				21 (4)	5	7	12	
TOP EXEC.					1 (6)				4 (1)				2 (1)				4 (1)	1			21 (1)				4 (1)	1		1	5 (1)				6 (2)				1 (4)				5 (1)			
TOTAL	6 (100)	1	2		14 (28)	2		2	1617 (34)	18			56 (15)				67 (23)	8	23		1914 (30)	7	5		238 (16)	11	3	76	390 (100)	9	4		218 (81)				27 (100)				249 (67)	51	27	126
AREAS																																												
OFFICE SKILLS	2 (33)				3 (19)				4 (1)				12 (4)				47 (3)				7 (2)				7 (2)								5 (2)				3 (11)				170 (29)	6		
PERSONNEL	4 (66)	1		2	4 (25)	2		2	142 (3)	2			12 (4)				36 (2)				8 (2)			2	8 (2)			2				5 (2)				4 (19)				3 (1)	1	1		
MKT. & SALES									187 (4)	4			15 (4)																				27 (7)	1			5 (19)				53 (9)	10	6	
FINANCE									134 (3)	4			15 (1)				83 (2)	2			29 (2)				8 (2)								16 (4)				1 (4)				11 (2)	3	2	
COMPUTER / D.P.									1 (1)				1 (1)												1 (1)			1					14 (5)								31 (5)	6	3	
PRODUCTION									15 (4)				22 (20)				1304 (12)				11 (73)				219 (58)	8	4						10 (6)		5		3 (11)							
ACCOUNTING									192 (14)				12 (1)				37 (1)				3 (6)			1	21 (6)								10 (4)				5 (18)				41 (7)	5	3	
ADMIN. SUPPORT					3 (19)				12 (1)				6 (5)				226 (4)	3			11 (1)				69 (18)								10 (4)				3 (33)		1		85 (14)	20	12	
OTHER					6 (37)				2859 (61)	8			168 (48)				20 (18)				4815 (93)	5	1										219 (83)								196 (33)			
TOTAL	6 (100)	1	2		16 (100)	2		2	3526 (75)	18			350 (100)				109 (100)	12			5204 (100)	7	5		1411 (100)	1	3	76	380 (100)	9	4		265 (100)				27 (100)				590 (100)	51	27	

* INCLUDES TRAINING

* To be expressed out of total

* includes cut-off points included in other areas

© included under finance

† included in other areas plus "a few" on C.S.B. courses

* 1984/85 only plus personnel

† included in other areas

* on the job training for all

APPENDIX D

GULF POLYTECHNIC MANAGEMENT DEVELOPMENT NEEDS SURVEY: SPRING 1985:

9.1 sec relevant
questionnaire

EVALUATION OF TRAINING & SELECTION AND
CAREER DEVELOPMENT OF PERSONNEL

SUBJECT OF QUESTION		EMPLOYEES																				CODING KEY		TOTALS IN FRACKETS WHERE APPROPRIATE																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																			
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NO.		100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	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na = no answer

* see attachment

na = no answer

* C.S.B.

APPENDIX D

GULF POLYTECHNIC MANAGEMENT DEVELOPMENT NEEDS SURVEY: SPRING 1985:

Q = see relevant
questionnaire

VIEWS ON MANAGEMENT DEVELOPMENT PROGRAMMES AT GULF POLYTECHNIC

Q No.	SUBJECT OF QUESTION	FIRM/ ORG	FILEA 1564	1565 ALSCO	1566 BAK ISLAMIC	79 B.M.A	92 BANAGAS	220 BANOCO	103 BAPCO	3664 BATELCO	1993 B.B.K.	447 B.G.M.C.	206 C.S.B.	2466 DIA.M.M.-DEV.	6 DIE-TRAINING	14 GULF AIR	4652 H.S.S.	380 (4/8/81) G.DENCO	G.P.I.C.	109 MIN. OF HEALTH	5224 MIN. OF W.A.V.	1411 N.B.B.	350 STAND. CHART.	265 U.G.A.P.	27 KANOD	590	CODING KEY	(TOTALS IN BRACKETS WHERE APPROPRIATE)
20	DO YOU PREFER: 'CUSTOM-TAILORED' OR MIXED PROGS.?	CT MP	MP	MP	MP	CT MP	CT MP	CT MP	CT MP	CT MP	CT MP	CT MP	CT MP	CT MP	CT MP	CT MP	CT MP	CT MP	CT MP	CT MP	CT MP	CT MP	CT MP	CT MP	CT MP	CT MP	CT MP	CT = 'CUSTOM-TAILORED' COURSES (13) MP = Mixed Programs (15)
21	DO YOU PREFER: PRIVATE SECTOR AND PUBLIC SECTOR TRAINEES TO BE SEPARATED OR TOGETHER?	SS MS	MS	MS	MS	SS MS	SS MS	SS MS	SS MS	SS MS	SS MS	SS MS	SS MS	SS MS	SS MS	SS MS	SS MS	SS MS	SS MS	SS MS	SS MS	SS MS	SS MS	SS MS	SS MS	SS MS	SS MS	SS = Separate Public and Private sectors (8) MS = Mix Public and Private sectors (13)
22	PREFERRED PROGRAMME DURATION AT G.P.?	<1 15	<1 15	<1	<1	<1	<1	<1	<1	<1	<1	<1	<1	<1	<1	<1	<1	<1	<1	<1	<1	<1	<1	<1	<1	<1	<1 = Less than one week (short course) (15) 15 = 15 week semester course (2) DIP = 3 or 4 semester diploma course (6)	
23	WOULD YOU PREFER YOUR TRAINEES ON C.O.M.E.P. TO GO ON TO HIGHER DEG/DIP?	YES/NO COMMENTS:	✓ JR ^a	✓ JR	✓	X	X	X	X	✓	✓	X	X	✓	X	✓	X	✓	X	✓	X	X ^a	✓	✓	✓	✓	✓ = Yes (11) X = NO (11) JR = Depends on Job Requirement (5) CD = Career Development Program (1) AW = After returning to Work for a period (1) IG = Immediately after graduation (1) PR = Depends on Polytechnic Recommendation (1)	
24	SCHEDULING ARRANGEMENTS FOR YOUR TRAINEES AT G.P.?	NO. OF COURSES ATTAINING	2 d2e	2 d	3 2d	-	-	-	-	-	-	-	3 d2e	-	-	-	-	-	-	-	-	3 d2e	-	-	2 d2e	-	-	d = 1 day (2) 2d = 2 days (1) d2e = 1 day + 2 evenings (15) e = evenings only (2)
27	DO YOU PREFER ENGLISH OR ARABIC AS THE MAJOR MEDIUM OF INSTRUCTION AT G.P.?	E ^a A	E ^a	A	E ^a	-	E ^a	E ^a	E ^a	E ^a	E ^a	E ^a	E ^a	E ^a	E ^a	E ^a	E ^a	E ^a	E ^a	E ^a	E ^a	E ^a	E ^a	E ^a	E ^a	E ^a	E = English preferred (15) A = Arabic preferred (4)	

* 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:

APPENDIX D

- 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:

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 Questionnaire 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 Questionnaire, 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 respondents' suggestions for additional questions and/or information to be included in the questionnaire. Dean Al-Hashemi also emphasised that should an Arabic translation of the questionnaire be requested, he would be happy to provide one. The Dean asked that the questionnaire be answered within the next two weeks. In order to facilitate return of the questionnaires, Dr Andreou would be contacting each of the respondents 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 questionnaires.

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.

APPENDIX E - COMEP Fall 1984-1985 REPORT

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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

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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.

- 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.

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.

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 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.

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: an 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

	<u>AM</u>	<u>MM</u>	<u>BS</u>	<u>CL</u>	<u>TOTAL</u>
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	<u>2</u>	<u>-</u>	<u>2</u>	<u>1</u>	<u>5</u>
TOTAL	<u>21</u>	<u>25</u>	<u>26</u>	<u>16</u>	<u>88</u>

CSB Sponsored Organisations According to Level:Fall 1984-1985

	<u>AM</u>	<u>MM</u>	<u>BS</u>	<u>CL</u>	<u>TOTAL</u>
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	<u>1</u>	<u>1</u>	<u>-</u>	<u>-</u>	<u>2</u>
TOTAL	<u>10</u>	<u>14</u>	<u>14</u>	<u>12</u>	<u>50</u>

Independently Sponsored Organisations According
to Level: Fall 1984-1985

<u>AM</u>	<u>MM</u>	<u>BS</u>	<u>CL</u>	<u>TOTAL</u>	
Al-Tattan	-	-	1	-	1
Bahrain Institute for					
Development and Research	-	-	1	-	1
Yacuby	<u>-</u>	<u>-</u>	<u>1</u>	<u>-</u>	<u>1</u>
TOTAL	<u>-</u>	<u>-</u>	<u>3</u>	<u>-</u>	<u>3</u>

Represented Sectors According to Level:Fall 1984-1985

	<u>AM</u>	<u>MM</u>	<u>BS</u>	<u>CL</u>	<u>TOTAL</u>
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	<u>2</u>	<u>-</u>	<u>2</u>	<u>4</u>	<u>8</u>
TOTAL	<u>21</u>	<u>25</u>	<u>29</u>	<u>16</u>	<u>91</u>

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

	<u>Spring 1983-84</u>	<u>Fall 1984-85</u>	<u>Total</u>
MOL	229	97	326
CSB	<u>167</u>	<u>64</u>	<u>213</u>
Total	<u>396</u>	<u>161</u>	<u>539</u>

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 COMEPby Level and According to MOL/CSBDistribution: Fall 1984-1985

	<u>MOL</u>	<u>CSB</u>	<u>Independent</u>	<u>Total</u>
Advanced Management	13	5	-	18
Middle Management	14	5	-	19
Basic Supervision	16	9	3	28
Clerical Level	<u>11</u>	<u>5</u>	<u>-</u>	<u>16</u>
Total	<u>54</u>	<u>24</u>	<u>3</u>	<u>81</u>

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 1984-85 term.

ELPE Averages, Beginning and Continuing

Participants: Fall 1984-1985

	<u>Spring 1983-84</u>	<u>Fall 1984-85</u>	<u>Difference</u>
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

<u>Level</u>	<u>Sem GPA</u>	<u>Cum GPA</u>	<u>Sponsor</u>
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

According to MOL/CSB Distribution:

Fall 1984-1985

	<u>AM</u>	<u>MM</u>	<u>BS</u>	<u>CL</u>	<u>TOTAL</u>
MOL	-	-	5	1	6
CSB	<u>-</u>	<u>-</u>	<u>1</u>	<u>1</u>	<u>2</u>
TOTAL	<u>-</u>	<u>-</u>	<u>6</u>	<u>2</u>	<u>8</u>

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

<u>Level</u>	<u>Sem GPA</u>	<u>Sponsor</u>
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 DistributionFall 1984-1985

	<u>AM</u>	<u>MM</u>	<u>BS</u>	<u>CL</u>	<u>TOTAL</u>
MOL	1	-	1	3	5
CSB	<u>-</u>	<u>-</u>	<u>-</u>	<u>4</u>	<u>4</u>
TOTAL	<u>1</u>	<u>-</u>	<u>1</u>	<u>7</u>	<u>9</u>

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 English 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 professional 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. Course Evaluation Questionnaire

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)

C. Progress Report

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 addition 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". 46 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.

Clerical Level Participants According to
MOL/CSB Distribution: Fall 1984-1985

	<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 ParticipantsAccording to Organisation: Fall 1984-1985

	<u>Organisation</u>	<u>No of Participants</u>
MOL	Al-Ahli Commercial Bank	2
	Allied Banking Group	1
	BANAGAS	1
	BANOCO	1
	BAS	1
	BATELCO	1
	Chartered Bank	1
	Gray Mackerzie Marine Services	1
	Gulf Air	4
	UBF	1
	YBA Kanoo	1
	None (unemployed)	<u>1</u>
	TOTAL (11 organisations)	<u>16</u>
CSB	Civil Service Bureau	7
	Electricity Directorate	1
	Ministry of Health	1
	Ministry of Works, Power and Water	<u>3</u>
	TOTAL (4 organisations)	<u>12</u>

Over one half of the trainees were female.

Distribution of Clerical Level Male/Female

Participants: Fall 1984-1985

	<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. Motivation

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

	<u>Range</u>	<u>Class Average</u>
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.

First Semester Courses Taken by S'84 and F'84Clerical Level Participants:A Comparison of Grades

	<u>S'84</u>	<u>F'84</u>
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. English Language Proficiency

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. Enforcement of Rules and Regulations

Over the past two semesters, MOL has been fairly consistent 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. Over-qualification

An otherwise Basic 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. Motivation

Poor motivation may be caused by insufficient English language skills, over-qualification as well as inappropriate pre-COMEF screening and preparation of candidates by their respective organisations. Trainees are cognizant of the professional benefits to be 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

Courses Taken by Clerical Level S'84Participants: Fall 1984-1985

<u>Code</u>	<u>Course Title</u>	<u>Lecturer</u>	<u>Class</u> <u>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

<u>Code</u>	<u>Course Title</u>	<u>Lecturer</u>	<u>Class</u> <u>Average</u>
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:

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

	<u>S'84</u>	<u>F'84</u>	<u>Total</u>
Outstanding	-	-	-
Very Good	3	-	2
Good	5	2	7
Fair	3	10	13
Poor	<u>1</u>	<u>4</u>	<u>5</u>
Total	<u>12</u>	<u>16</u>	<u>28</u>

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

	<u>Spring 1984</u>	<u>Fall 1984</u>	<u>Total</u>
MOL	10	16	26
CSB	5	9	14
Indep.	<u>—</u>	<u>3</u>	<u>3</u>
Total	<u>15</u>	<u>28</u>	<u>43</u>

Among the private organisations participating in COMEP, 24.4% of the trainees represent tourism and 17.1% telecommunications.

Distribution of Basic Supervision ParticipantsAccording to Organisation: Fall 1984-1985

	<u>Organisation</u>	<u>No of Participants</u>
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)	<u>26</u>
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)	<u>14</u>
Independent		
	Al-Tattan	1
	Bahrain Institute for Research and Development	1
	Yacuby Est	1
	TOTAL (3 organisations)	<u>3</u>

Unlike the Clerical Level, male trainees far outnumber female trainees at the Basic Supervision Level.

Distribution of Basic Supervision Level Male/FemaleParticipants: Fall 1984-1985

	<u>Male</u>	<u>Female</u>	<u>Total</u>
MOL	23	3	26
CSB	11	3	14
Indep.	<u>2</u>	<u>1</u>	<u>3</u>
Total	<u>36</u>	<u>7</u>	<u>43</u>

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

	<u>Range</u>	<u>Class Average</u>
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

	<u>S'84</u>	<u>F'84</u>
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

			<u>Class</u>
<u>Code</u>	<u>Course Title</u>	<u>Lecturer</u>	<u>Average</u>
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

<u>Code</u>	<u>Course Title</u>	<u>Lecturer</u>	<u>Class Average</u>
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

	<u>S'84</u>	<u>F'84</u>	<u>Total</u>
Outstanding	-	1	1
Very Good	2	7	9
Good	5	6	11
Fair	7	8	15
Poor	<u>1</u>	<u>4</u>	<u>5</u>
Total	<u>15</u>	<u>26</u>	<u>41</u>

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.

Middle Management Participants According to
MOL/CSB Distribution: Fall 1984-1985

	<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 ParticipantsAccording to Organisation: Fall 1984-1985

	<u>Organisation</u>	<u>No of Participants</u>
MOL	Arab Asian Bank	1
	Bank of Bahrain and Kuwait	1
	BATELCO	12
	GOSI	3
	Gulf Air	6
	Khorami Construction	1
	UBAF	<u>1</u>
	TOTAL (7 organisations)	<u>25</u>
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	<u>1</u>
	TOTAL (10 organisations)	<u>14</u>

As with Basic Supervision, male trainees far outnumber female trainees at the Middle Management Level.

Distribution of Middle Management Level Male/FemaleParticipants: Fall 1984-1985

	<u>Male</u>	<u>Female</u>	<u>Total</u>
MOL	24	1	25
CSB	<u>12</u>	<u>2</u>	<u>14</u>
Total	<u>36</u>	<u>3</u>	<u>39</u>

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 than 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).

B. Purpose

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. Recognition

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

	<u>Range</u>	<u>Class Average</u>
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'84Participants: Fall 1984-1985

<u>Code</u>	<u>Course Title</u>	<u>Lecturer</u>	<u>Class</u> <u>Average</u>
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 Personnel Skills
 - b Research, Survey and Planning
 - c Communication Skills
 - d Accounting Skills

C. 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 consensus 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

<u>Code</u>	<u>Course Title</u>	<u>Lecturer</u>	<u>Class</u> <u>Average</u>
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

	<u>S'84</u>	<u>F'84</u>	<u>Total</u>
Outstanding	2	-	2
Very Good	6	6	12
Good	5	6	11
Fair	6	2	8
Poor	<u>1</u>	<u>5</u>	<u>6</u>
Total	<u>20</u>	<u>19</u>	<u>39</u>

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

	<u>Spring 1984</u>	<u>Fall 1984</u>	<u>Total</u>
MOL	8	13	22
CSB	<u>5</u>	<u>5</u>	<u>10</u>
Total	<u>13</u>	<u>18</u>	<u>31</u>

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 ParticipantsAccording to Organisation: Fall 1984-1985

	<u>Organisation</u>	<u>No of Participants</u>
MOL	ALBA	5
	Al-Majid Est Group	1
	BANOCC	2
	BAS	1
	BATELCO	4
	Gulf Air	4
	NCR	1
	Regency Intercontinental Hotel	<u>2</u>
	TOTAL (9 organisations)	<u>21</u>
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	<u>1</u>
	TOTAL (6 organisations)	<u>10</u>

As with Basic Supervision and Middle Management, male trainees far outnumber female trainees at the Advanced Management Level.

Distribution of Advanced Management Level Male/FemaleParticipants: Fall 1984-1985

	<u>Male</u>	<u>Female</u>	<u>Total</u>
MOL	17	4	21
CSB	<u>10</u>	<u>-</u>	<u>10</u>
Total	<u>27</u>	<u>4</u>	<u>31</u>

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 Salmaniyah 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:

	<u>A Comparison of Grades</u>	
	<u>S'84</u>	<u>F'84</u>
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

<u>Sponsor</u>	<u>Degree</u>	<u>ELPE Score</u>	<u>GP</u> <u>GPA</u>
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 requirements have declined only slightly among F'84 Advanced Management participants.

Advanced Management ELPE Range and Average According to S'84 and F'84 Distribution

	<u>Range</u>	<u>Class Average</u>
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 not 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

			<u>Class</u>
<u>Code</u>	<u>Course Title</u>	<u>Lecturer</u>	<u>Average</u>
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 consensus 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

<u>Code</u>	<u>Course Title</u>	<u>Lecturer</u>	<u>Class</u> <u>Average</u>
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

	<u>S'84</u>	<u>F'84</u>	<u>Total</u>
Outstanding	2	-	2
Very Good	6	6	12
Good	5	6	11
Fair	6	2	8
Poor	<u>1</u>	<u>5</u>	<u>6</u>
Total	<u>20</u>	<u>19</u>	<u>39</u>

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

	<u>Spring 1983-84</u>	<u>Fall 1984-85</u>	<u>Spring 1984-85</u>
Clerical Level	18	28	25
Basic Supervision	17	43	41
Middle Management	21	39	29
Advanced Management	<u>17</u>	<u>31</u>	<u>29</u>
	<u>73</u>	<u>141</u>	<u>128</u>

TABLE II - NUMBER OF COMEP PARTICIPANTS EACH SEMESTER BY
MOL/CSB DISTRIBUTION

	<u>Spring 1983-84</u>	<u>Fall 1984-85</u>	<u>Spring 1984-85</u>
Ministry of Labour	42	88	79
Civil Service Bureau	<u>31</u>	<u>50</u>	<u>46</u>
	<u>73</u>	<u>138</u> *	<u>125</u> *

* 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

	<u>MOL</u>	<u>CSB</u>	<u>Total</u>
Clerical Level	13	12	25
Basic Supervision	24	14	38
Middle Management	21	12	33
Advanced Management	<u>21</u>	<u>8</u>	<u>29</u>
	<u>79</u>	<u>46</u>	<u>125</u>

TABLE IV - CIVIL SERVICE BUREAU SPONSORED ORGANISATIONS
PARTICIPATING IN COMEP

<u>Organisation</u>	<u>Spring 1983-84</u>	<u>Fall 1984-85</u>	<u>Spring 1984-85</u>
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	<u>1</u>	<u>-</u>	<u>-</u>
TOTAL	<u>31</u>	<u>50</u>	<u>46</u>

TABLE V - MINISTRY OF LABOUR SPONSORED ORGANISATIONS
PARTICIPATING IN COMEP

<u>Organisation</u>	<u>Spring 1983-84</u>	<u>Fall 1984-85</u>	<u>Spring 1984-85</u>
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	<u>3</u>	<u>5</u>	<u>5</u>
TOTAL	<u>42</u>	<u>88</u>	<u>79</u>

**TABLE VI - COURSES OFFERED AND THE AVERAGE GRADE PER
COURSE - SPRING 1983-84 AND FALL 1984-85**

<u>Code</u>	<u>Course Title</u>	<u>Average Grade</u>	
		<u>Spring</u> <u>1983-84</u>	<u>Fall</u> <u>1984-85</u>
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	-

TABLE VII - COURSE AVERAGES BY MOL/CSB DISTRIBUTION
FALL 1984-85

<u>Code</u>	<u>Course Title</u>	<u>Averages</u>		
		<u>MOL</u>	<u>CSB</u>	<u>OVERALL</u>
<u>Advanced Management - Beginning</u>				
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+
<u>Advanced Management - Continuing</u>				
AM 014	Managerial Finance	B	B+	B+
AM 019	Job Evaluation and Compensation Management	C+	-	C+
AM 018	Managerial Budgeting	-	B+	B+
<u>Middle Management - Beginning</u>				
ENGL 014	Accelerated Learning Skills	C	D	D+
MM 011	Survey of Economics	C+	D+	C
MM 017	Organisation and Management	C	C	C
<u>Middle Management - Continuing</u>				
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

<u>Code</u>	<u>Course Title</u>	<u>Averages</u>		<u>OVERALL</u>
		<u>MOL</u>	<u>CSB</u>	
<u>Basic Supervision - Beginning</u>				
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
<u>Basic Supervision - Continuing</u>				
BS 013	Practical Financial Acc II	-	C	C
BS 018	Basic Quantitative Methods	D+	D+	D+
BS 017	Supervisory Decision-Making	D	-	D
<u>Clerical Level - Beginning</u>				
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+
<u>Clerical Level - Continuing</u>				
CL 012	Book-keeping II	C+	-	C+
CL 013	Effective Communication	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

	<u>Participants Beginning</u>		
	<u>Spring 1983-84</u>	<u>Fall 1984-85</u>	<u>Spring 1984-85</u>
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

	<u>Participants Beginning</u>		
	<u>Spring 1983-84</u>	<u>Fall 1984-85</u>	<u>Spring 1984-85</u>
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

	<u>Male</u>	<u>Female</u>
Clerical Level	13	12
Basic Supervision	31	7
Middle Management	30	3
Advanced Management	<u>25</u>	<u>4</u>
	<u>99</u>	<u>26</u>

TABLE XI - TOTAL PARTICIPANTS ACCEPTED TO COMEP ACCORDING
TO MOL/CSB DISTRIBUTION SPRING 1983-84 AND
FALL 1984-85

	<u>MOL</u>	<u>CSB</u>	<u>Total</u>
SPRING 1983-84	46	37	83
FALL 1984-85	<u>58</u>	<u>26</u>	<u>84</u>
	<u>104</u>	<u>63</u>	<u>167</u>

- TOTAL COMEP PARTICIPANTS ENROLLED ACCORDING
TO MOL/CSB DISTRIBUTION SPRING 1983-84 AND
FALL 1984-85

	<u>MOL</u>	<u>CSB</u>	<u>Total</u>
SPRING 1983-84	42	31	73
FALL 1984-85	<u>88</u>	<u>50</u>	<u>138</u>
	<u>130</u>	<u>81</u>	<u>211</u>

- PARTICIPANTS ACCEPTED TO COMEP WHO DID NOT
ATTEND CLASSES SPRING 1983-84 AND FALL 1984-85

	<u>MOL</u>	<u>CSB</u>	<u>Total</u>
SPRING 1983-84	2	8	10
FALL 1984-85	<u>5</u>	<u>2</u>	<u>7</u>
	<u>7</u>	<u>10</u>	<u>17</u>

TABLE XII - LIST OF 1984 COMEP COURSES AND LECTURERS

<u>Code</u>	<u>Course Title</u>	<u>S'84</u>	<u>Lecturer</u>
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			
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

ENGL 010 d'Aste-Surcouf

CL 010 Salins

CL 011 Saleemi

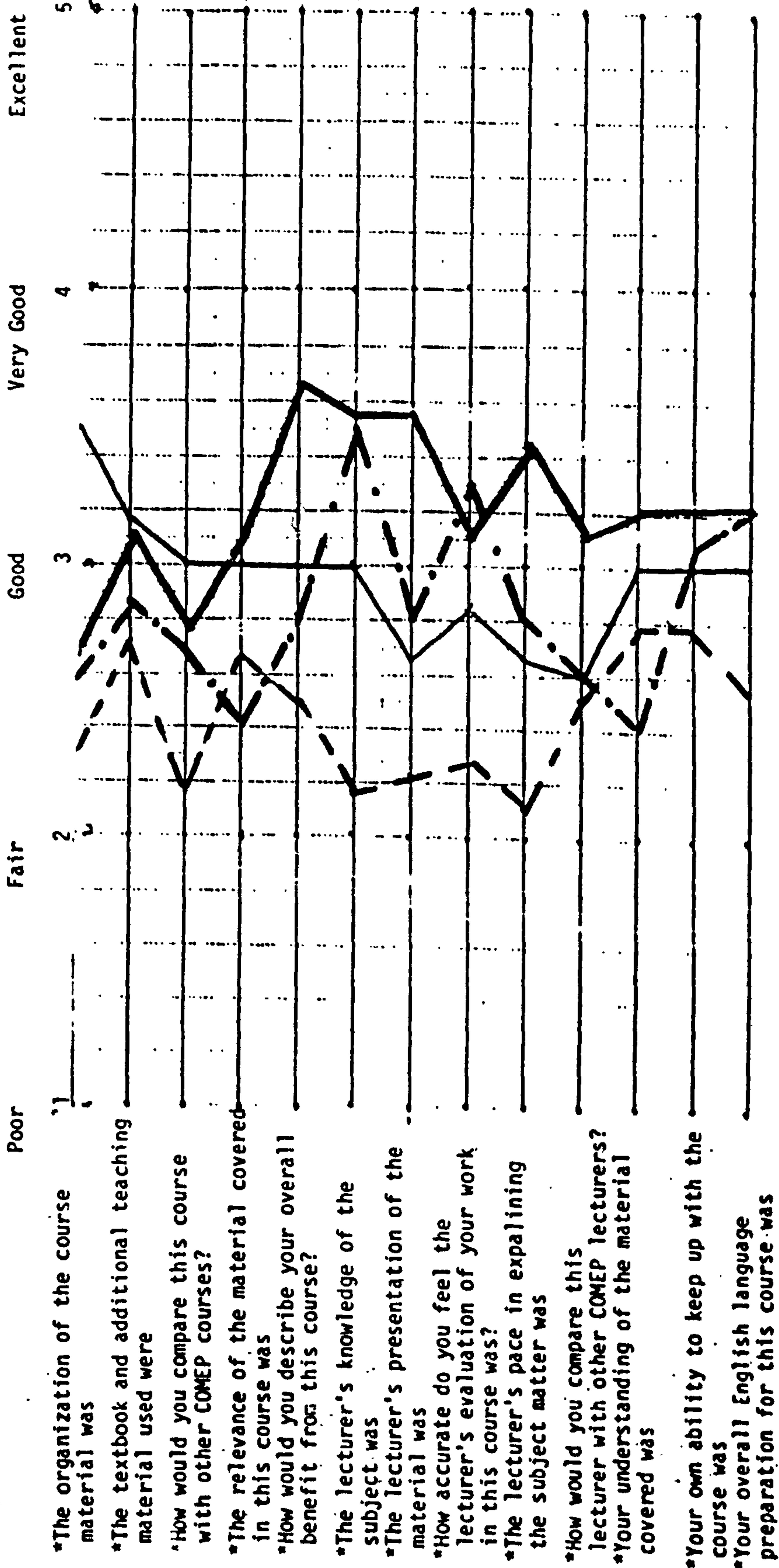
CL 014 Salins

GULF POLYTECHNIC

CONTINUING MANAGEMENT EDUCATION PROGRAM

Course Evaluation

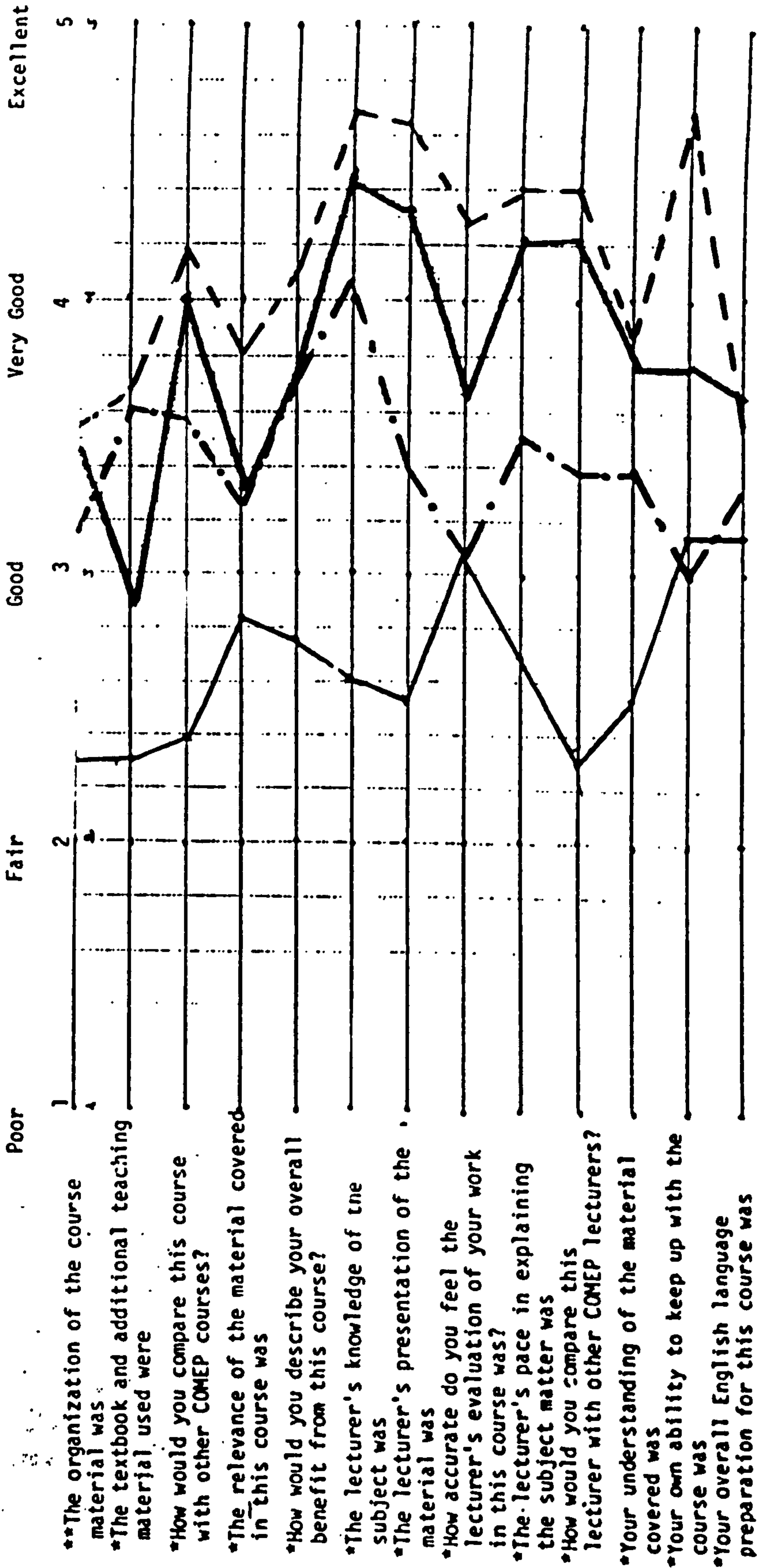
Beginning Participants, Clerical Level, Fall, 1984-85



ENGL 012 Mulley — • — • —
 BS 015 Bellizi — — — —
 BS 012 Ateeq — — — —
 BS 016 Radi — — — —

GULF POLYTECHNIC
 CONTINUING MANAGEMENT EDUCATION PROGRAM
 Course Evaluation

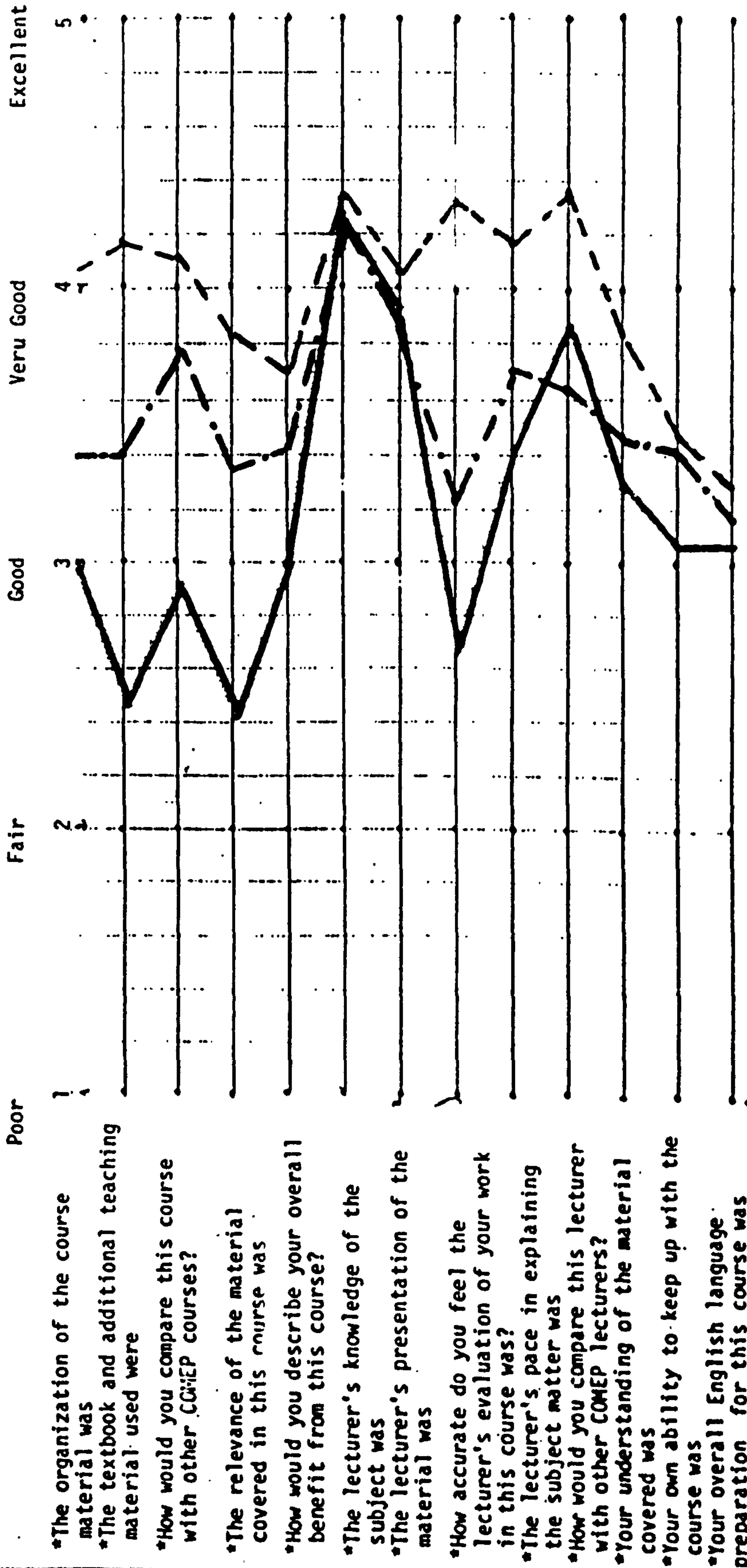
Beginning Participants, Basic Supervision, Fall, 1984-85



ENGL 013 d'Aste-Surcouf ———
 MM 011 Jackson ———
 MM 017 Andreou - - -

GULF POLYTECHNIC
 CONTINUING MANAGEMENT EDUCATION PROGRAM
 Course Evaluation

Beginning Participants, Middle Management, Fall 1984-85

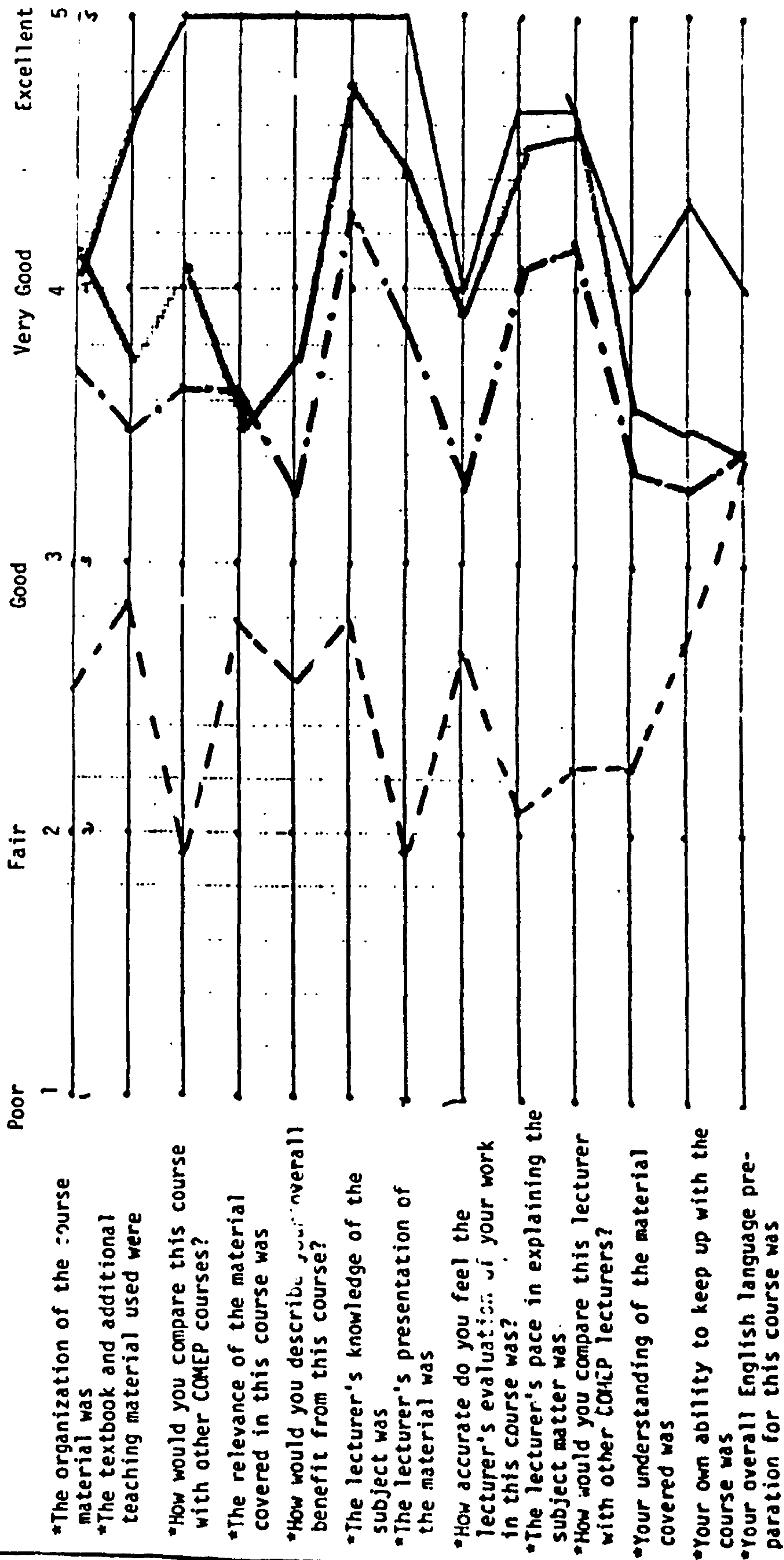


GULF POLYTECHNIC
CONTINUING MANAGEMENT EDUCATION PROGRAM

Course Evaluation

Beginning Participants, Advanced Management, Fall 1984-85

ENGL 014 d'Aste-Surcouf — — — —
AM 012 Lander — — — —
AM 016 Andreou — — — —
AM 011 Peterson — — — —



CL 013 d'Aste-Surcouf

CL 012 Ateeq

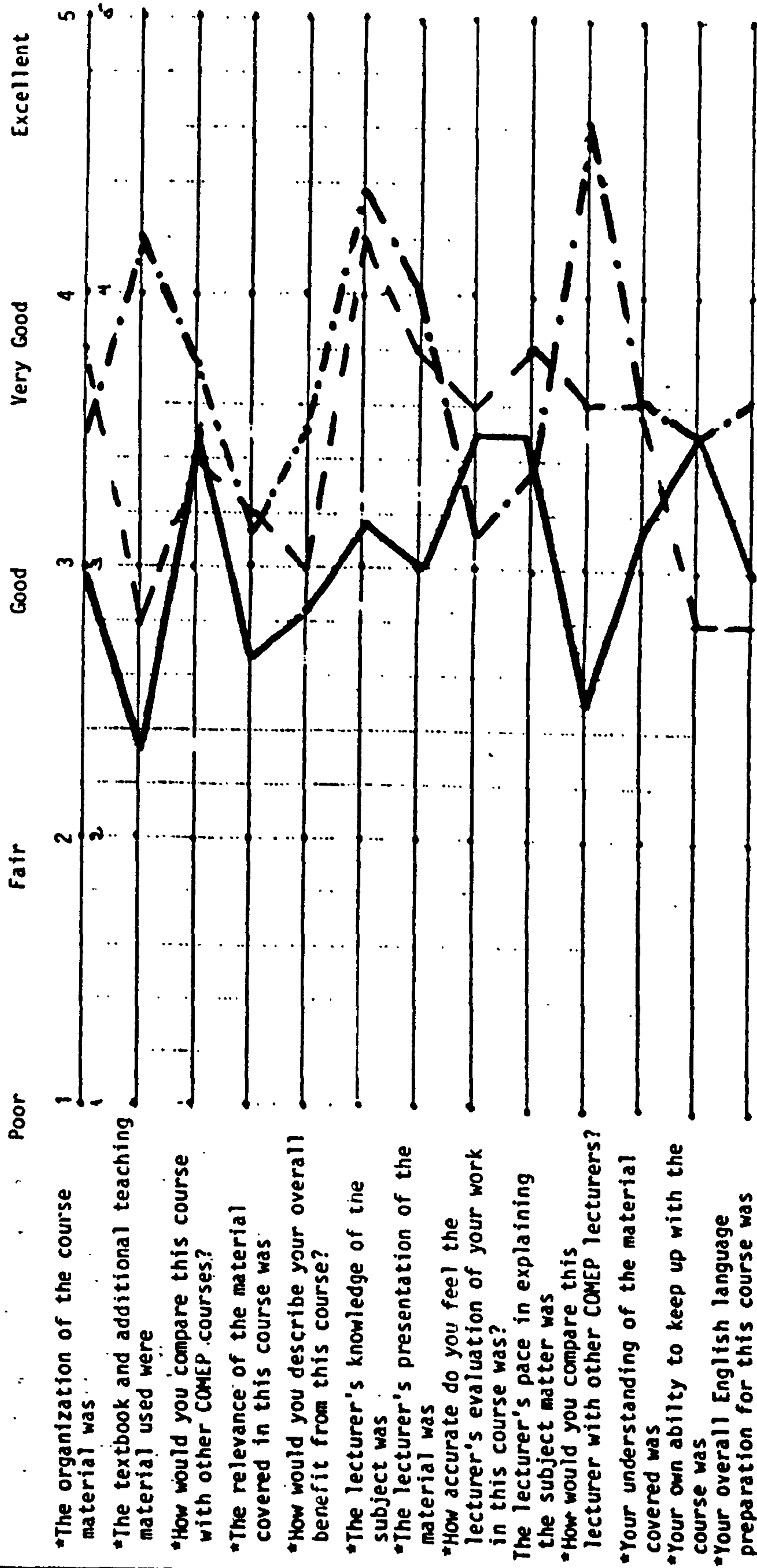
CL 015 Jaffary

GULF POLYTECHNIC

CONTINUING MANAGEMENT EDUCATION PROGRAM

Course Evaluation

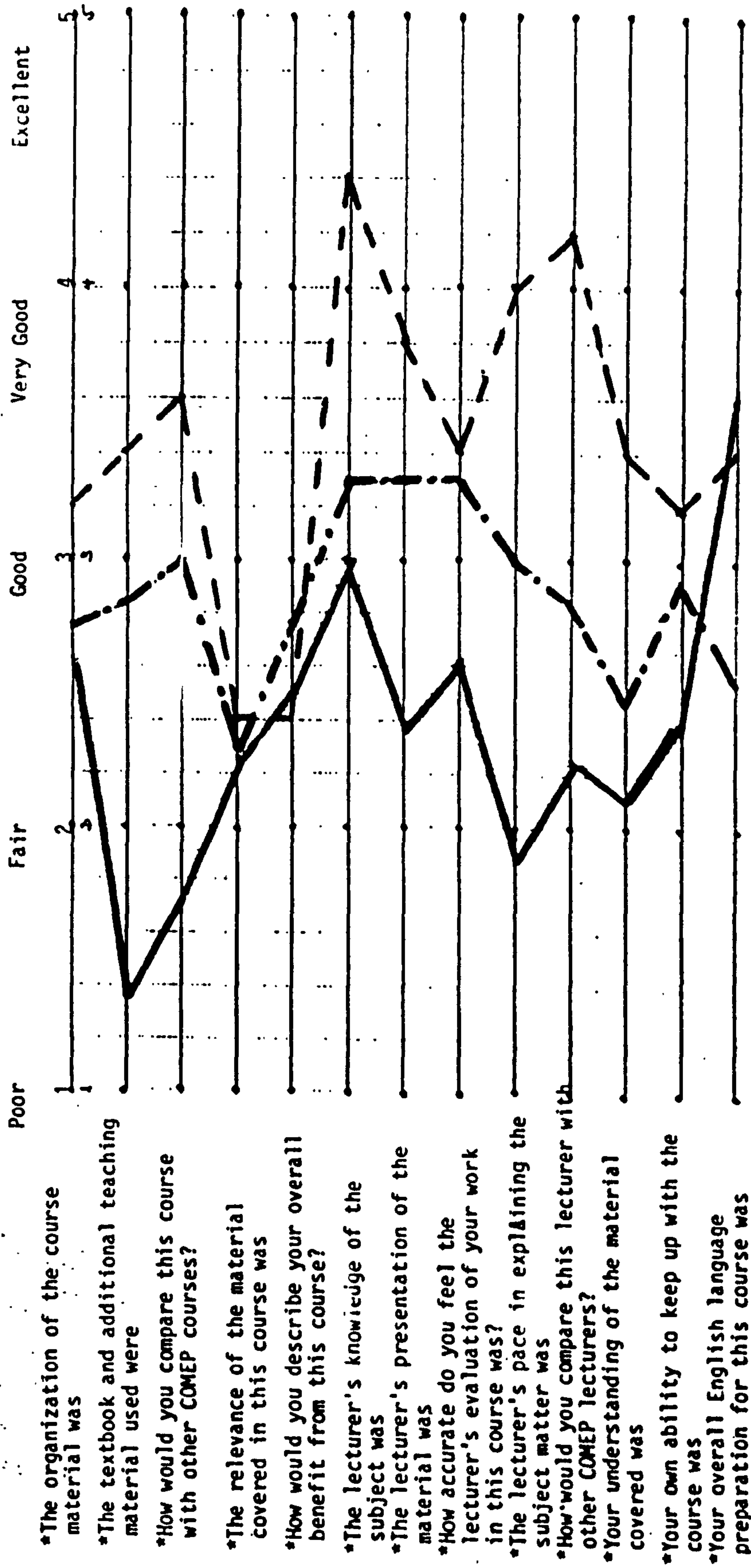
Continuing Participants, Clerical Level, Fall, 1984-85



BS 018 Edwards
BS 013 Chamberlain
BS 017 Peterson

GULF POLYTECHNIC
CONTINUING MANAGEMENT EDUCATION PROGRAM
Course Evaluation

Continuing Participants, Basic Supervision, Fall 1984-85

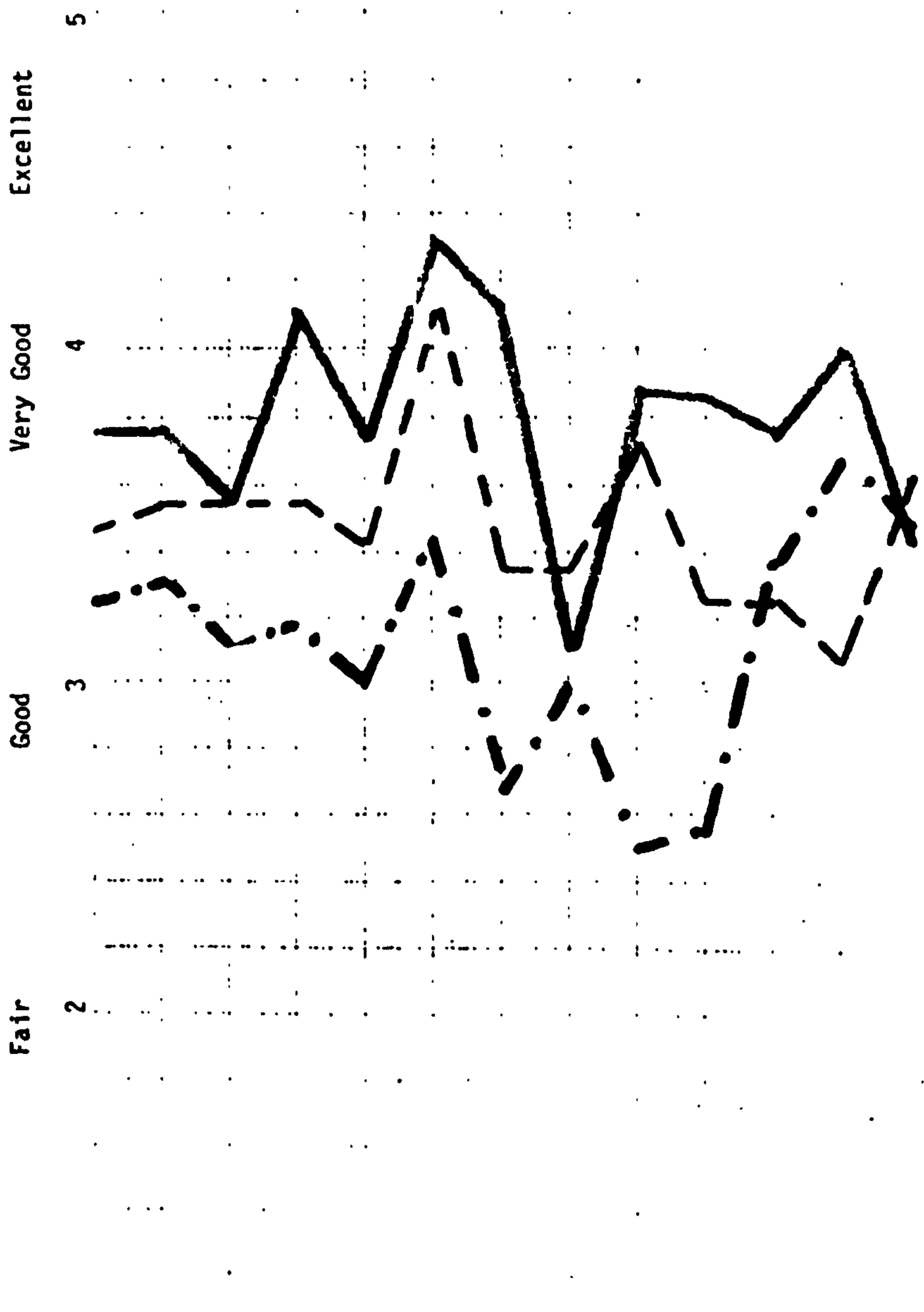


MM 018 Edwards
MM 013 Andreou
MM 016 Bellizi

GULF POLYTECHNIC
CONTINUING MANAGEMENT EDUCATION PROGRAM
Course Evaluation

Continuing Participants, Middle Management, Fall 1984-85

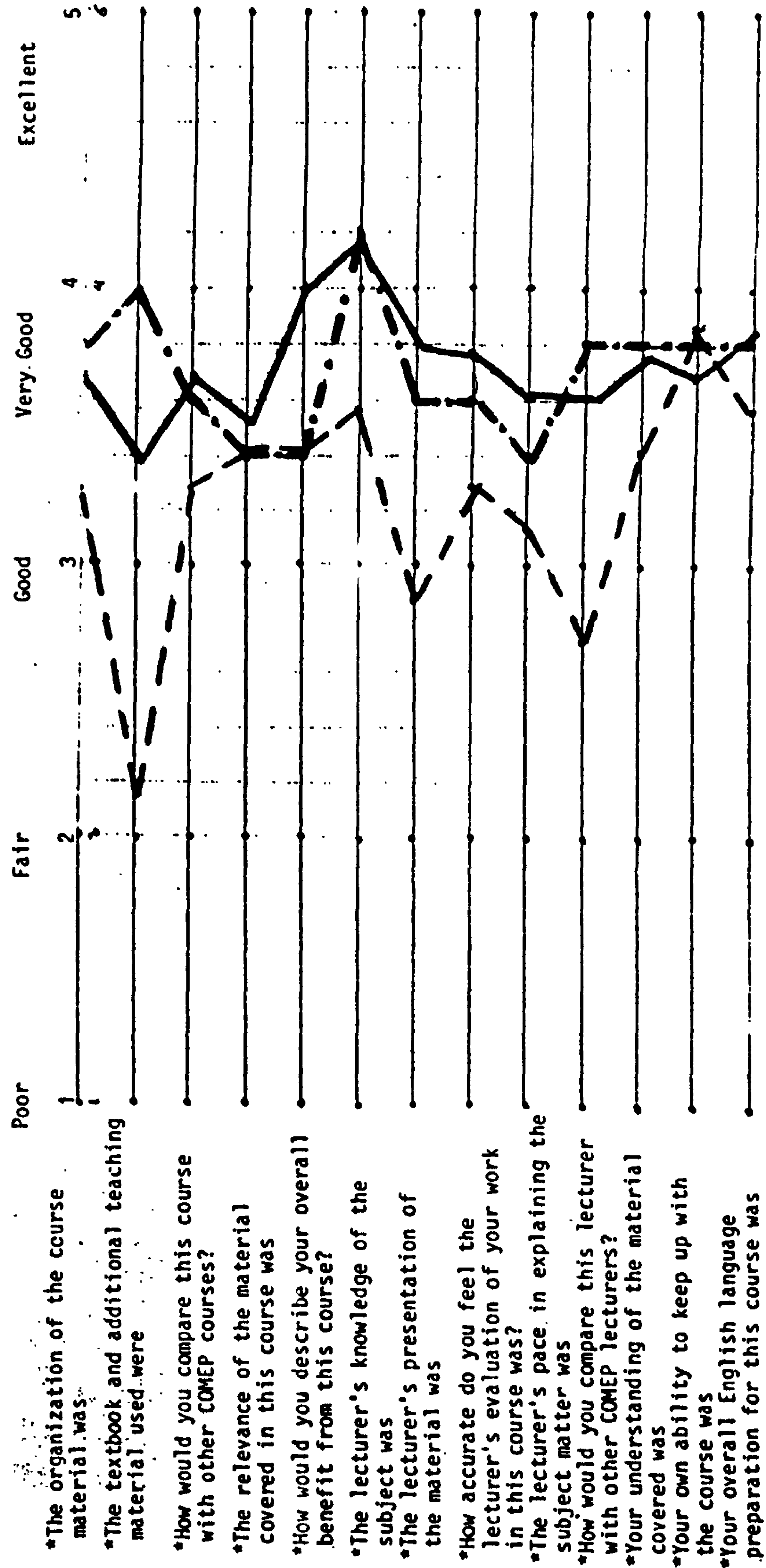
- *The organization of the course material was
- *The textbook and additional teaching material used were
- *How would you compare this course with other COMEP courses?
- *The relevance of the material covered in this course was
- *How would you describe your overall benefit from this course?
- *The 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



AM 018 Gursoy
 AM 019 Lander
 AM 014 Turen

GULF POLYTECHNIC
 CONTINUING MANAGEMENT EDUCATION PROGRAM
 Course Evaluation

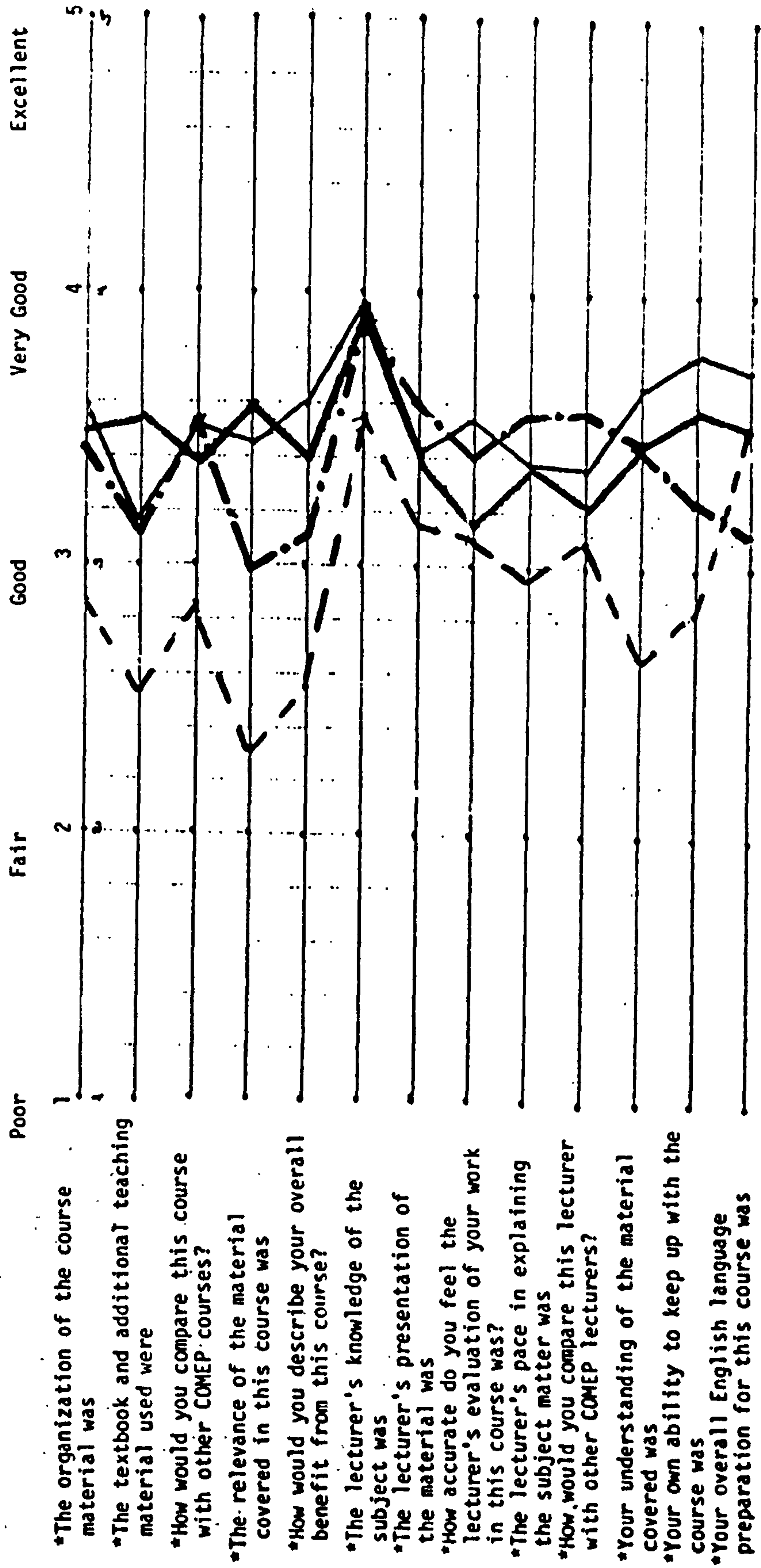
Continuing Participants, Advanced Management, Fall 1984-85

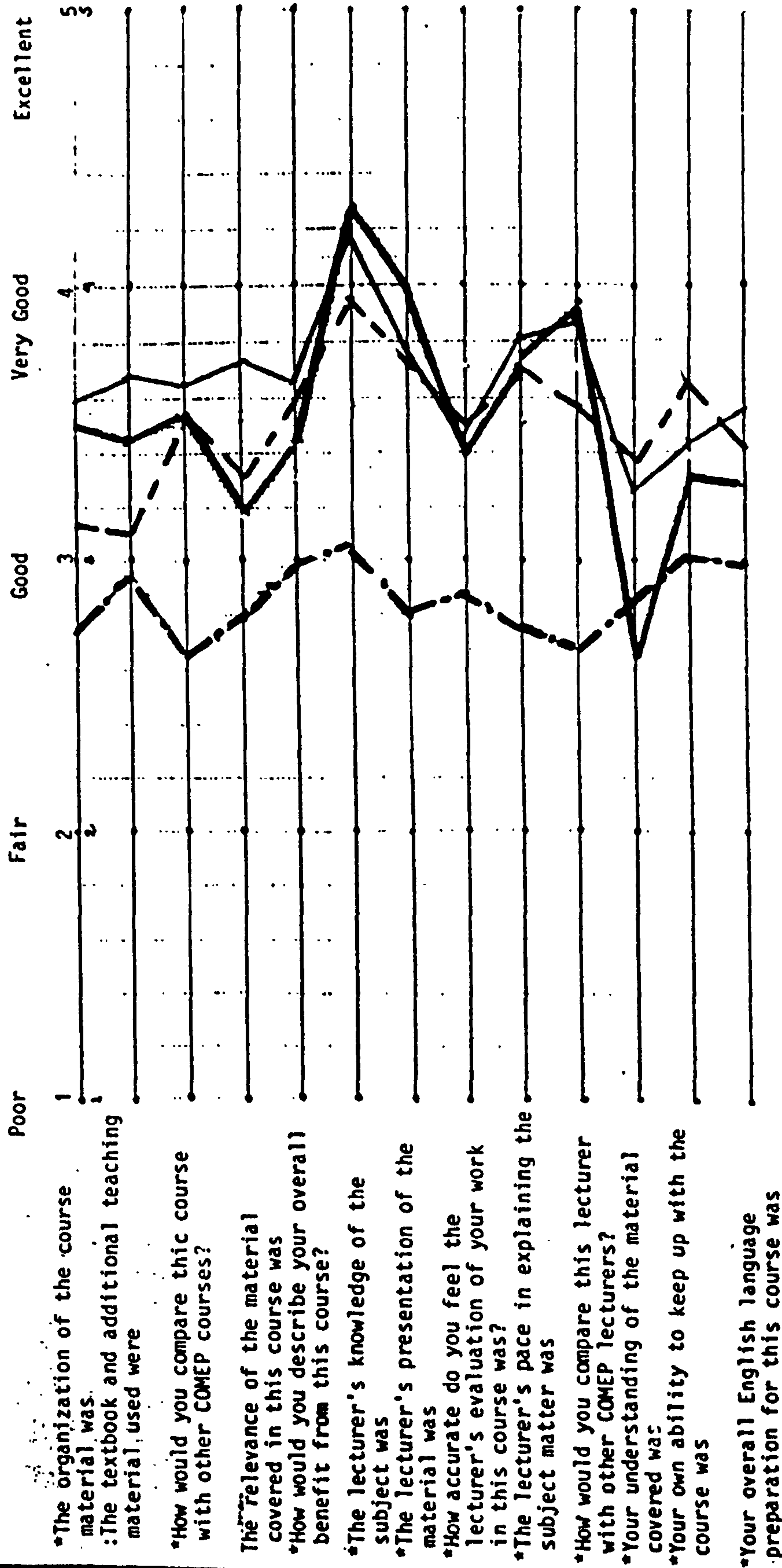


Advanced Management _____
 Middle Management _____
 Basic Supervision - - - - -
 Clerical Level - . - . - .

GULF POLYTECHNIC
 CONTINUING MANAGEMENT EDUCATION PROGRAM
 Course Evaluation
 Continuing Participants, Fall 1984-85

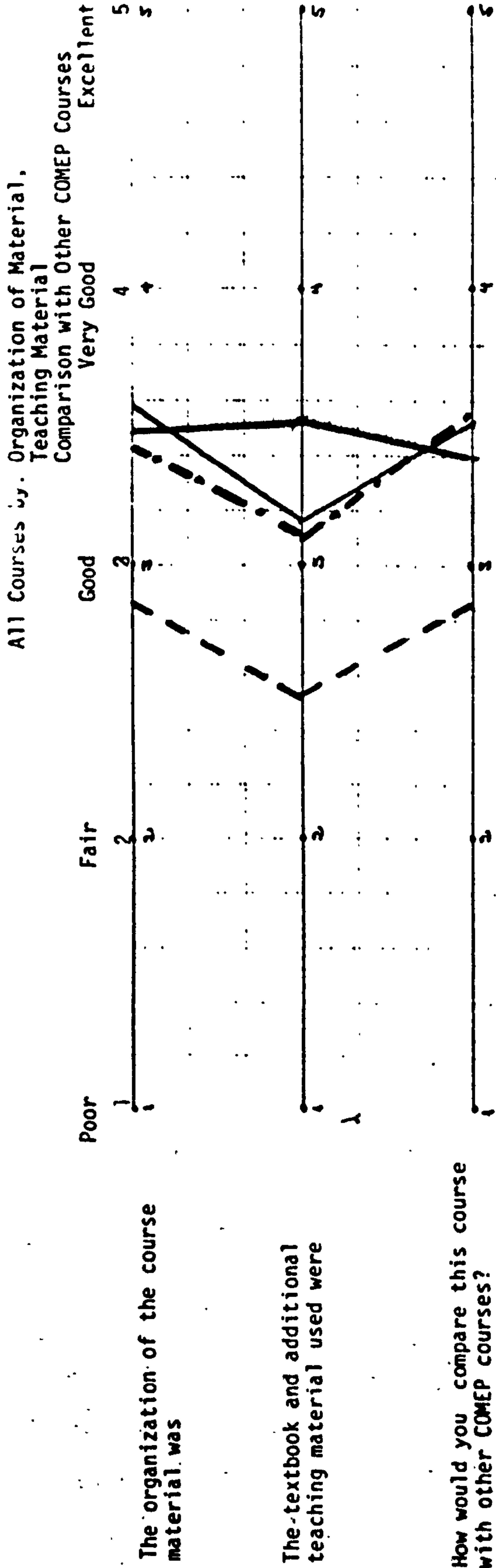
All Courses





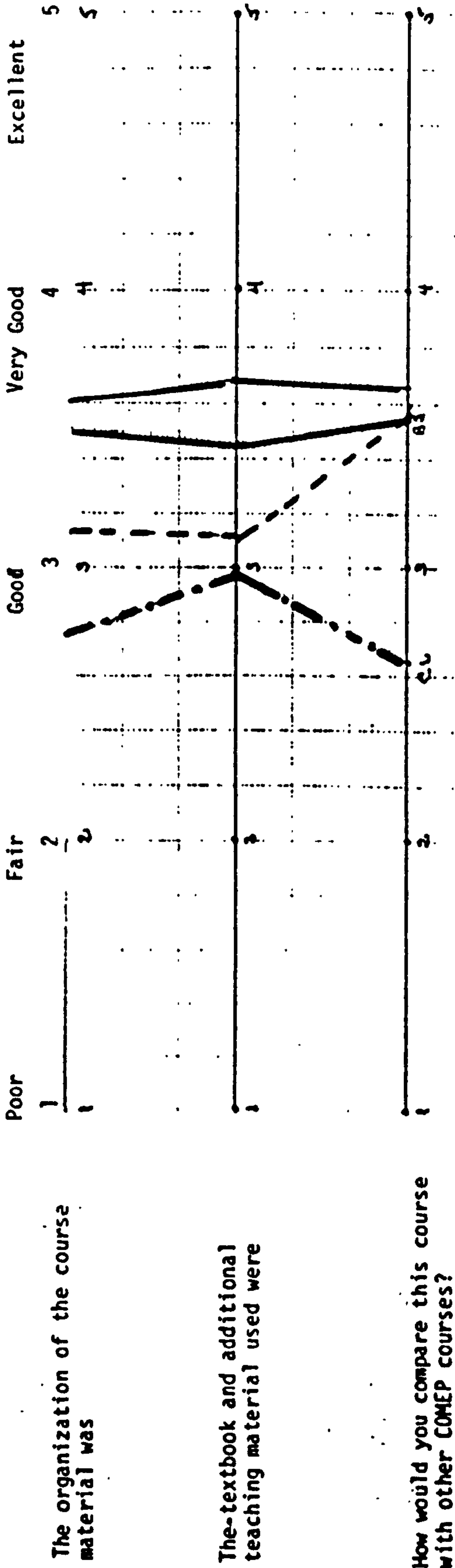
Advanced Management _____
Middle Management _____
Basic Supervision - - - - -
Clerical Level - . - . - .

GULF POLYTECHNIC
CONTINUING MANAGEMENT EDUCATION PROGRAM
Course Evaluation
Continuing Participants, Fall 1984-85



GULF POLYTECHNIC
CONTINUING MANAGEMENT EDUCATION PROGRAM
Course Evaluation
Beginning Participants, Fall 1984-85
All courses by: Organization of Material, Teaching Material,
Comparison with Other COMEP Courses

- Advanced Management _____
- Middle Management _____
- Basic Supervision - - - - -
- Clerical Level - - - - -

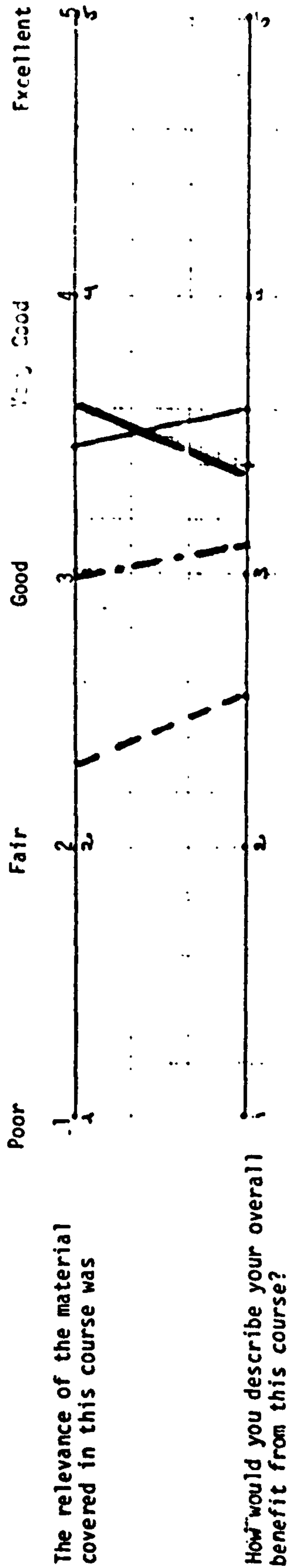


Advanced Management ———
Middle Management ———
Basic Supervision - - - -
Clerical Level -

GULF POLYTECHNIC
CONTINUING MANAGEMENT EDUCATION PROGRAM
Course Evaluation

Continuing Participants, Fall 1984-85

All Courses by: Relevance of Material
Overall Benefit from Course

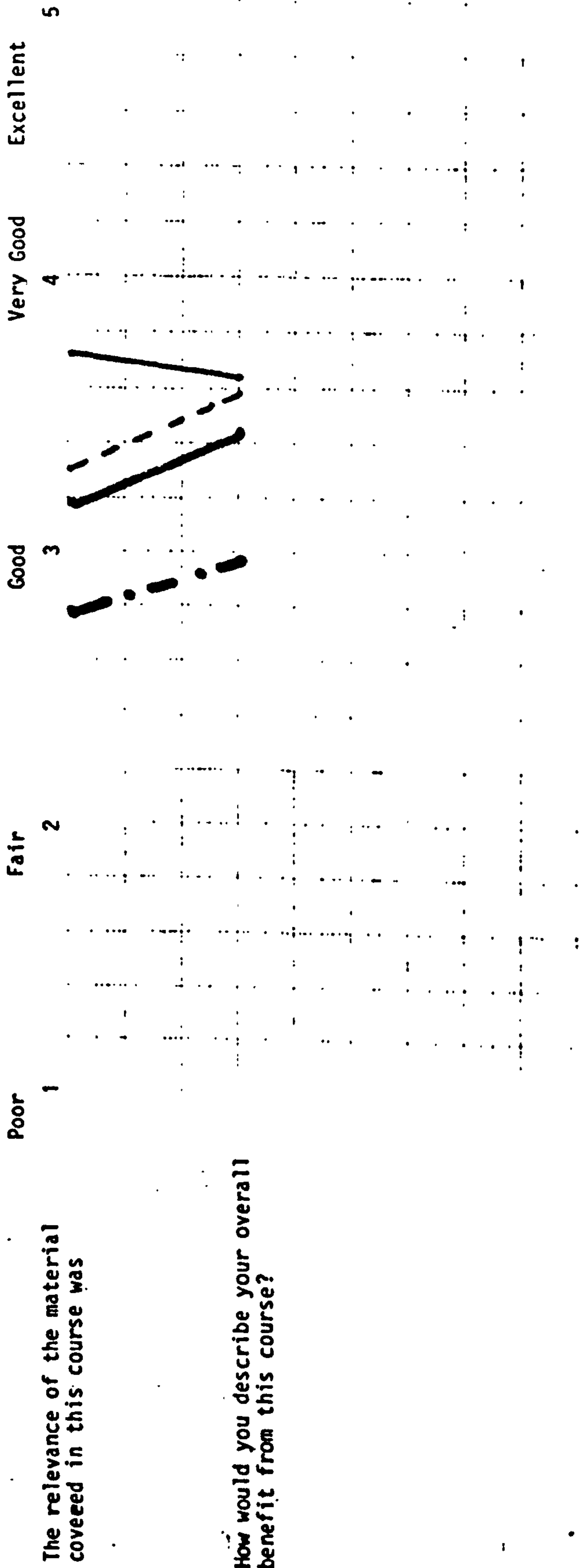


Advanced Management —————
Middle Management —————
Basic Supervision - - - - -
Clerical Level

GULF POLYTECHNIC
CONTINUING MANAGEMENT EDUCATION PROGRAM
Course Evaluation

Beginning Participants, Fall 1984-85

All Courses by: Relevance of Material
Overall Benefit from Course



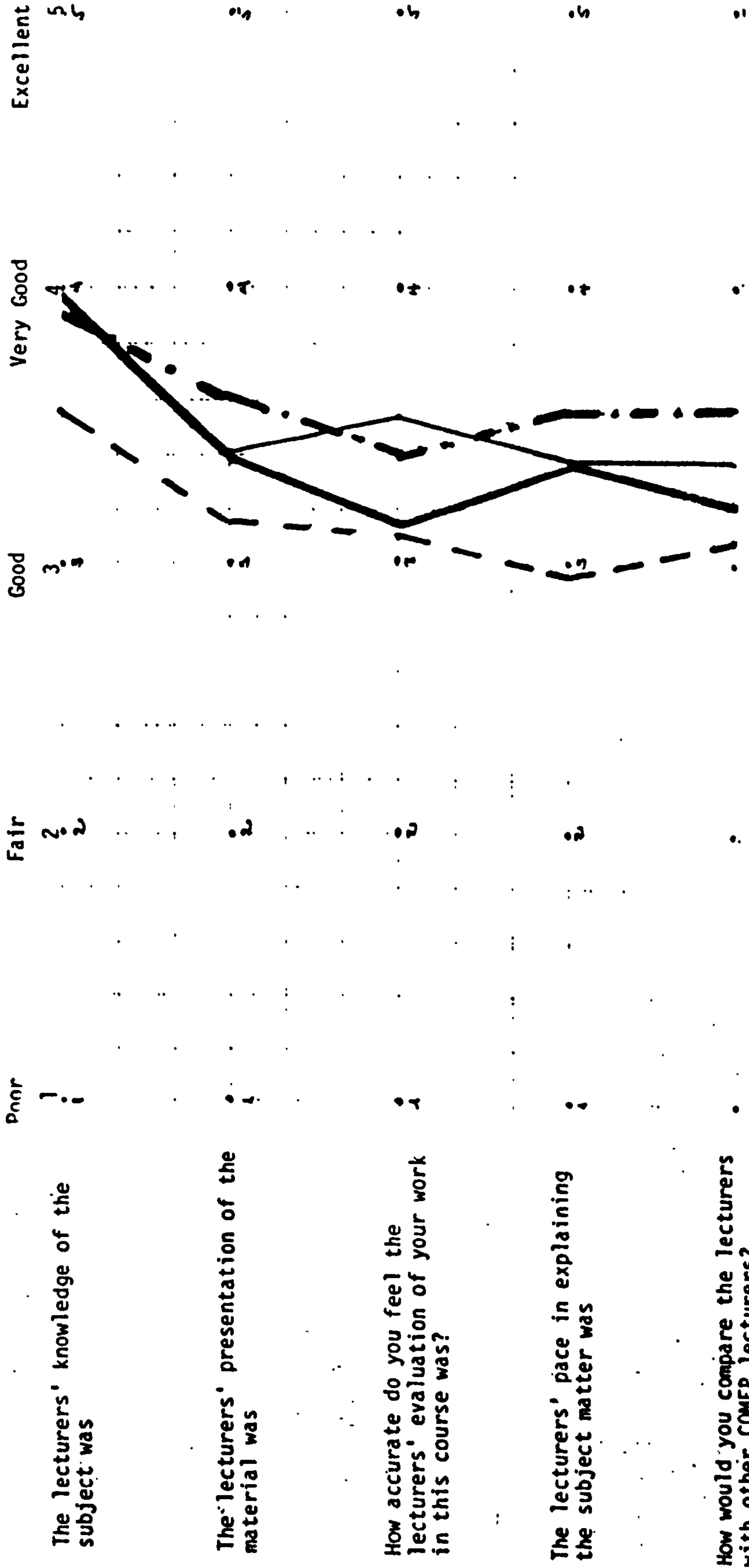
How would you describe your overall benefit from this course?

Advanced Management _____
 Middle Management _____
 Basic Supervision - - - - -
 Clerical Level - - - - -

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



How would you compare the lecturers
 with other COMEP lecturers?

Advanced Management

Middle Management

Basic Supervision

Clerical Level

GULF POLYTECHNIC

CONTINUING MANAGEMENT EDUCATION PROGRAM

Course Evaluation

Beginning Participants, Fall 1984-85

All Courses by: Lecturers' Knowledge, Presentation,
Evaluation of Participants' Work, Pace,
and Comparing with other COMEP Lecturers
Very Good Excellent

Poor

Fair

Good

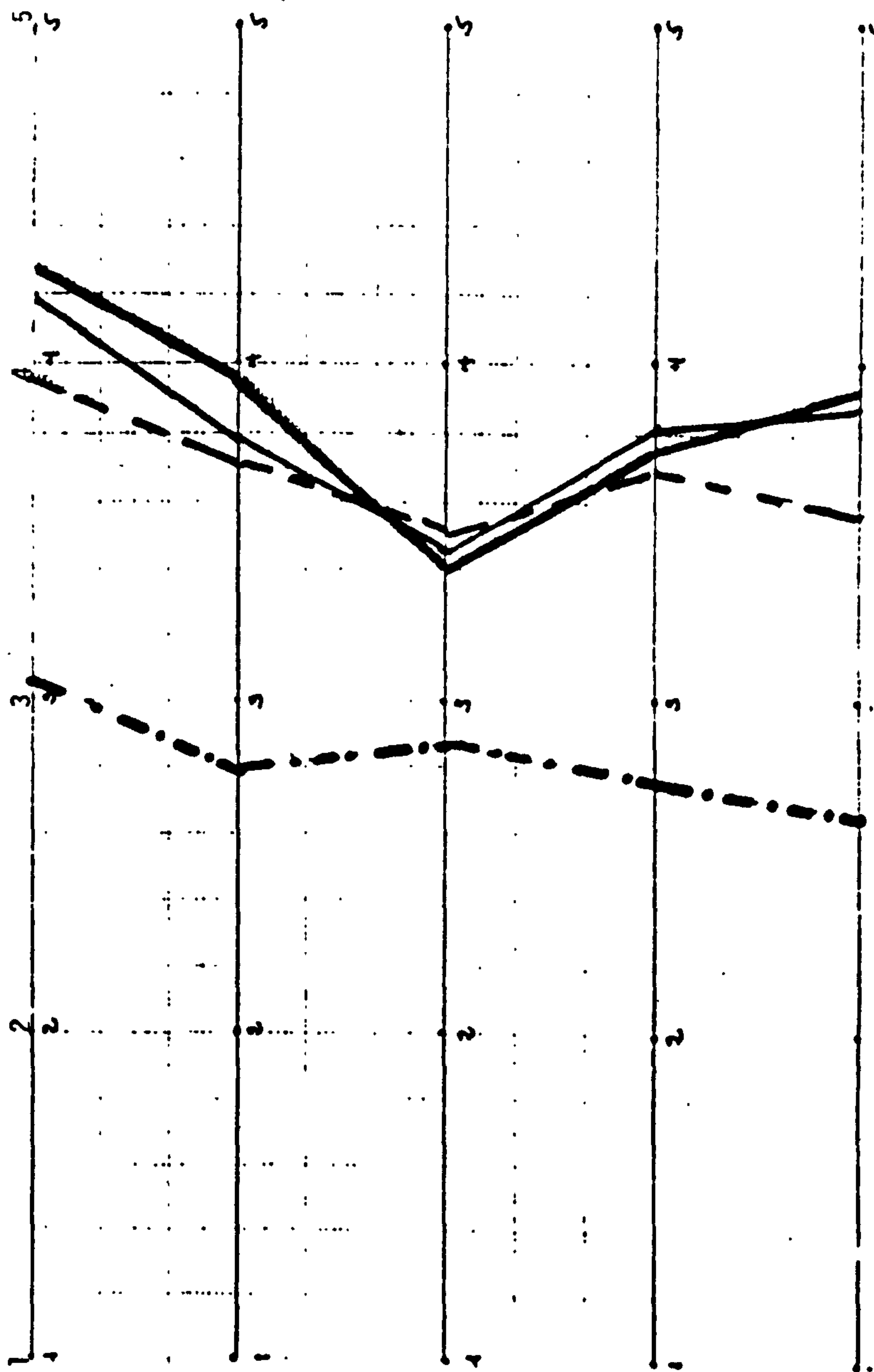
The lecturers' knowledge of the subject was

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?



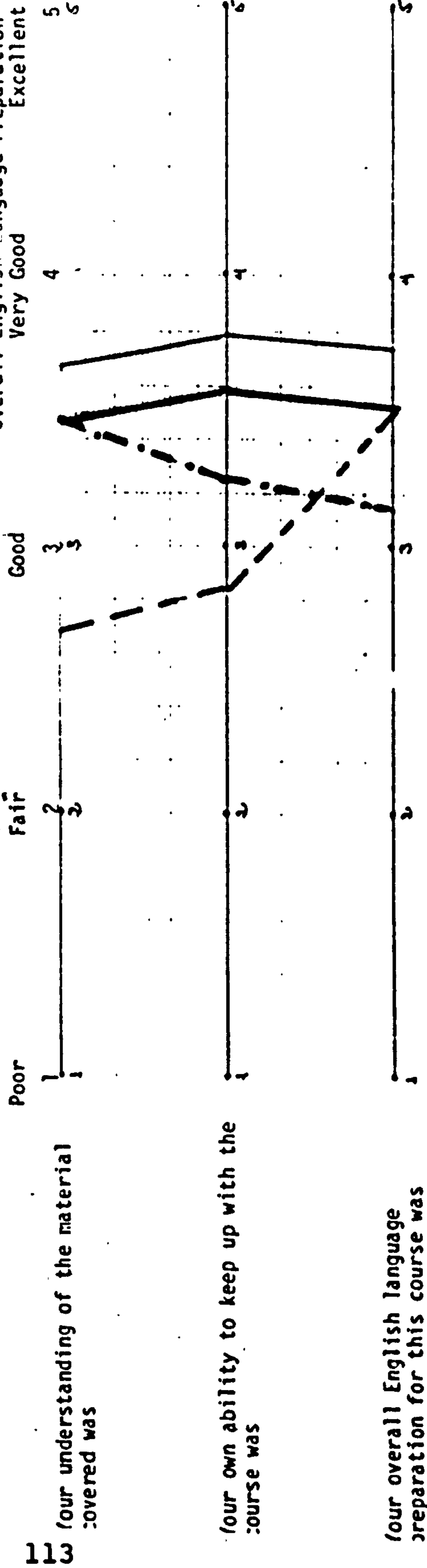
- Advanced Management —————
- Middle Management —————
- Basic Supervision - - - - -
- Clerical Level — • • • • •

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



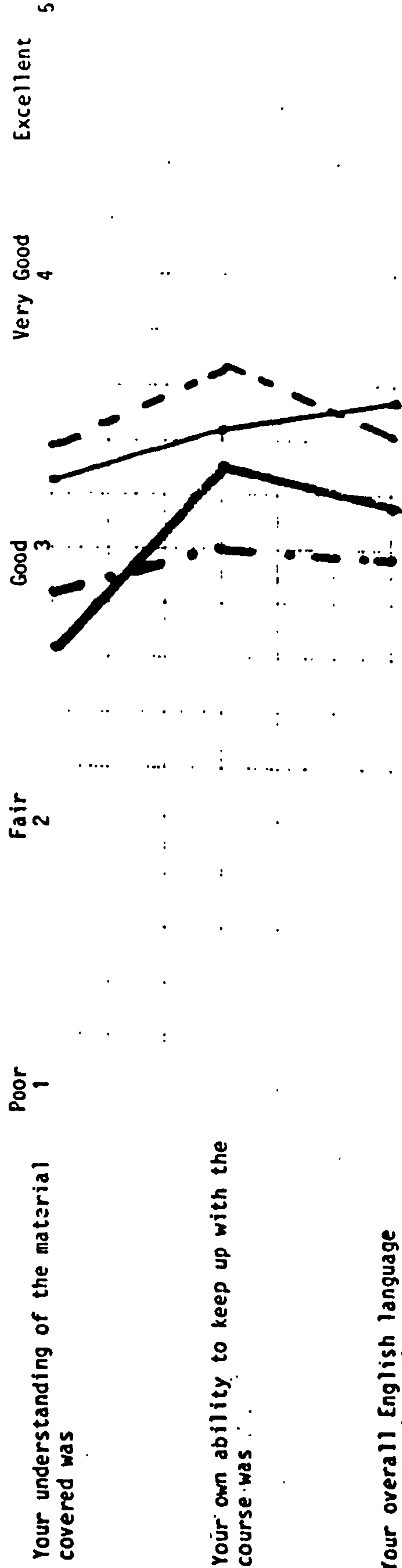
Advanced Management _____
Middle Management _____
Basic Supervision - - - - -
Clerical Level - - - - -

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



APPENDIX 3

PROPOSED COMEP GUIDELINES

A participant is permitted to withdraw from courses no later than six weeks after the start of the semester provided he submits an authorisation from his preceptor; a grade of W 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 preceptor. A grade of WF is reported for a participant withdrawing from a course after the sixth week without a legitimate excuse.

3. Probation

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 repetition of the course.

7. Transfer to a Higher Level

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. Exemptions

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 the programme?

Would you care to comment on the overall programme?

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 expectations. 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. Your 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 ycu 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

Individual Follow-Up Report

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

Progress Report

Name: _____

Sponsor
Organisation: _____

Present
Position: _____

Immediate
Supervisor: _____

Admission Date: _____

Expected
Graduation Date: _____

Programme Level: _____

English Language
Proficiency: _____

<u>Course Completed</u>	<u>Semester</u>		<u>Grade</u>
	<u>Spring 1984</u>	<u>Fall 1985</u>	
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Attendance Record:

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 Kedha 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 planning with limited resources, levelling project resources by heuristic methods and the economies achieved
- F. Conclusions and selected applications from Bahrain.

- 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 planning with limited resources, levelling project resources by heuristic methods and the economies achieved
- F. Conclusions and selected applications from Bahrain.