

A P P E N D I C E S

VOLUME III

E2 - J

APPENDIX E - ANNUAL COMEP REPORT 1985-86

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## BACKGROUND STATEMENT

June 1986 marks the completion of five successful COMEP semesters. Over the span of these 28 months, over three hundred participants have been admitted to COMEP; close to 100 have been graduated; and the Bahrain management community has had the opportunity to take part in several management seminars at Gulf Polytechnic thereby bringing ideas pertinent to Bahraini management to the forefront and affording a forum for constructive and relevant dialogue.

The following report is an overview of progress made by Advanced Management (AM) and Middle Management (MM) participants from the inception of COMEP through Fall 1985-86.



ADVANCED MANAGEMENT

SPRING 1983 - 84

During the Spring 1984-85 term AM S'83-84 participants were interviewed and asked as well to respond to a COMEP Assessment Questionnaire. Throughout the ensuing discussion, reference will be made to data collected from both the interviews and the questionnaires. For the sake of the record, 13 (100%) trainees, eleven men and two women representing five private and three public organisations were interviewed. Then trainees (76.92%), eight men and two women representing five private and three public organisations responded to the questionnaire.

#### GENERAL PROFILE OF PARTICIPANTS

During the Spring 1984-85 term, 13 participants continued in COMEP at the Advanced Management (AM level). They represent nine private companies and six public organisations.

<u>Private Sector</u>	<u>No. of Participants</u>
ALBA ...	1
Al-Majid Est Groups ...	1
Arab Financial Services	1
Gulf Air ...	2
Regency Inter-Continental Hotel	1
Y B A Kanoo ...	<u>2</u>
Total (5 organisations)	<u>8</u>

<u>Public Sector</u>	<u>No. of Participants</u>
Ministry of Foreign Affairs	2
Ministry of Health ...	2
Ministry of Information ...	<u>1</u>
Total (3 organisations) ...	<u>5</u>

Male-female ratio in the class remained steady at 5.5 to one.

AM Spring 83-84  
Male-Female Distribution  
Spring 1984-85

		Male	Female	Total
Private	...	6	2	8
Public	...	<u>5</u>	<u>2</u>	<u>5</u>
Total	...	<u>11</u>	<u>4</u>	<u>13</u>

Between the two interviews, two changes occurred:

- A One participant moved in December 1984 from one organisation to another and changed job titles. Originally Senior Supervisor, Computer Operations, she is now Sales Ledger Supervisor.
- B A second participant was promoted within his organisation from Senior Sales Engineer to Assistant General Manager, Trading Division.

ORGANISATION	JOB TITLE
Regency Inter-Continental Hotel	Materials Manager
ALBA	Process Automation Specialist
Gulf Air	Agency Officer
Gulf Air	Superintendent of Technical Stores
Al-Majid Est Groups	Manager
Arab Financial Services Co	Sales Ledger Supervisor
Y B A Kanoo	Assistant General Manager, Trading Division
Y B A Kanoo	Credit Analyst
Ministry of Foreign Affairs	Accountant
Ministry of Foreign Affairs	Head of Administration and Personnel
Ministry of Health	General Services Superintendent
Ministry of Health	Administrator for Salmaniya Hospital Maternity Unit
Ministry of Information	Director of Bahrain TV

## PROFESSIONAL PROFILE OF PARTICIPANTS

All participants continue to hold positions entailing significant responsibility at the managerial level in their respective organisations. Their present professional positions fall into the following categories:

- A Data Processing
- B Marketing
- C Personnel
- D Accounts
- E General Services
- F Information and Public Relations

The list of their numerous tasks has remained the same.

- A Sales and Contracting
- B Purchasing
- C Survey and Research
- D Forecasting and Planning
- E Supplies and Maintenance
- F Liaison
- G Support Services
- H Media Production
- I Programme and Appointment Implementation
- J Personnel Issues
- K Data Processing
- L Financial Auditing
- M Budgeting
- N Credit Analysis

As mentioned in the previous Fall 1984 survey, all participants report to an immediate supervisor who in turn reports to a third party. Only in one instance does a member report directly to the Chief Executive Officer of his organisation; another reports, on occasion, directly to the Minister. Re-organisation at Gulf Air is the cause of "functional" change of supervision for one individual but administratively there has been no change.

The number of tasks and persons supervised continues to vary from one secretary to 400 staff directly involved in computer operations and maintenance. Employees supervised are either on-sight or at missions abroad and are both Bahrainis and expatriates. Job types supervised range from professional positions (Sales Representatives and Engineers), technical staff (TV production) to maintenance personnel (labourers). Only three participants have been given additional staff to supervise; one participant continues to be understaffed in her office.

#### PARTICIPANTS CAREER OBJECTIVES PROFILE

In the fall 1984 survey, it was reported that career objectives were clearer among private sector participants than among public sector participants. Essentially, this situation has not changed except to mention that:



- A One individual was promoted to the slot which he had said in Fall he was looking forward to "in the near future".
- B One individual had originally targeted his promotion for the end of 1984 or the latest 1985; he now envisages it for March 1986 when the contract of the expatriate currently in the slot will expire.
- C One individual who had indicated the desire to leave one company for another did.
- D A participant who had said he wanted to be General Manager, a post which could be anywhere in the world, specified Bahrain as his target post within his international organisation.

Both private and public sector participants continue to show ambition, drive and focus on upward career mobility.

Their numerous tasks can be classified as follows:

- A Sales and Contracting
- B Purchasing
- C Survey and Research
- D Forecasting and Planning
- E Supplies and Maintenance
- F Liaison
- G Support Services
- H Media Production

- I Programme and Appointment Implementation
- J Personnel Issues
- K Data Processing
- L Financial Auditing
- M Budgeting
- N Credit Analysis

#### PREVIOUS POSITIONS

Previous positions held by respondents may be categorized as follows:

- A General Office Work and Supervision
- B Materials Supervision
- C Construction
- D Engineering
- E Data Processing
- F Accounts
- G Sales
- H Education
- I Diplomatic Corps
- J Hospital Administration
- K Journalism
- L Broadcasting/Telecasting

(For more information, please see Table I)



## EDUCATIONAL BACKGROUND OF RESPONDENTS

All respondents have completed their secondary education. Six have attended universities and five hold Bachelors degrees in Statistics, two in Accounts, and Economics and Arts respectively. In addition, most have earned diplomas and/or certificates in Bahrain and the UK in the fields of:

- A Engineering
- B Computer Operations
- C Business Executive Studies
- D Business Management
- E Bookkeeping and Accounts
- F Teaching English as a Foreign Language

(see Table I)

## TRAINING PROGRAMME BACKGROUND OF RESPONDENTS

With the exception of two who did not indicate any training background, all respondents have at some point participated in in-house and/or outside training programmes primarily in the fields of management and communication, and short-term (two days to two weeks) in duration. Training took place primarily in Bahrain, but also in the Gulf Area, Switzerland, the United Kingdom and the United States.

Short-term training programmes were in:

- A Management - Human Relations
- B Management - Personnel
- C Management - General
- D Management - Hotel Hospitality
- E Management - Hotel Materials
- F Manpower Development
- G Data Processing
- H Personnel
- I Airline Procedures
- J Communication - Report Writing
- K Communication - English Language
- L Communication - Writing Skills

Medium-term (three to nine months) training programmes were in:

- A Management - Business
- B Hospital Administration
- C Communication - Business English

Long-term (two years) training programmes were in:

- A Management - Business
- B Data Processing

(For more details, please see Tables IV, V and VI).

## DATE JOINED PRESENT ORGANISATION

With the exception of one respondent who joined his present company in January 1985, 60% have been with the same organisation for at least ten years and 30% for a minimum of three years. Length of time with a company is not dependent upon private or public sector in this group.

However, both ladies showed job mobility; one had left one company for another just five months ago, and the other is looking for opportunities to start her own business. (Please see Table I).

## CAREER OBJECTIVES OF RESPONDENTS

The respondents are generally ambitious, in pursuit of higher professional standards, and looking toward upward professional mobility within a year to ten years. With the exception of one (10%) respondent who is seeking a middle management position. 70% wish to attain senior management positions. One indicated that within 5-10 years he wanted to be the General Manager of his hotel. 50% sought improved working conditions; financial rewards alone were not of primary importance (30%). (Please see Table II).

**SHORT/LONG-TERM CAREER PLANS**

To attain their professional goal, respondents are seeking increased professional awareness through education and/or training (50%) and preparing for specific upward managerial moves (20%). One is already training somebody to take over his job, one is evaluating possible job alternatives, and one, in his pursuit of improved working conditions and transfer of skills and knowledge already obtained, is concentrating on the production of a local TV programmes. Two did not answer this question, possibly because they did not differentiate between its meaning and that of question number nine pertaining to career objectives. Two others did not feel that they were in control of their career plans but felt that they were dependent on the plans of upper management.

**BARRIERS/OBSTACLES TO ATTAINING OBJECTIVES**

Respondents identified organisational policy (70%) as the primary barrier in attaining objectives. Only 20% saw educational background as a hindrance. However, while respondents have a clear idea of their goals and are making their plans accordingly, 60% do not seem to have taken inventory of the skills they ready have, or they do not hold in high regard the expertise they have acquired over the years. Strengths identified are in the areas of:

- A Data Processing (20%) which can be determined in terms of diplomas, certificates and hands-on-experience.
- B Managerial skills (20%) which may be a positive reaction to COMEP.
- C Human and Public Relations (20%), possibly an echo of Dr Alpay's success with this group during the Spring 1983-84 term.

This low response may reflect a dependence on degrees to prove self. To support the education theory, one respondent listed as job-related skills, titles of COMEP courses. On the other hand, two listed specific job experience and titles held, and one indicated that he was able to assess his skills "through (my) active participation in the organisation". Such responses may imply a misunderstanding of the question. If this is true, and considering the 60% who did not answer the question, then there is the possibility that COMEP has not succeeded in developing the respondents' ability to assess their own skills, though they may be able to assess those of colleagues, subordinates and superiors.

#### JOB ELEMENTS CRITICAL TO CAREER DEVELOPMENT

With the exception of supervising project work (20%) and making oral presentations (30%), all job elements listed were critical to the respondents' career development:



- A 60% Working with peers
- B 50% Acquiring communication skills
  - Being creative
  - Having career objectives
- C 40% Making decisions
  - Supervisory office/field work
  - Defining problem areas for supervisor attention
  - Using different skills
  - Receiving feedback
  - A combination of skills

(Please see Table VII).

#### SATISFACTION WITH COMEP

All respondents expressed satisfaction with COMEP:

A	Fairly satisfied	20%
B	Generally satisfied	60%
C	Highly satisfied	20%

(Please see Table VIII)

Furthermore, they found that it compared favourably with similar programmes:

A	Favourable	20%
B	Generally favourable	50%
C	Highly favourable	30%

(Please see Table IX)

60% found that COMEP had met their expectations and 20% found that it had gone beyond their expectations. Only 20% felt that COMEP had not quite met their expectations.

It may be noted that of the 20% (two respondents) whose expectations were not quite met, one does not as yet hold a middle management position; it is questionable whether or not he is professionally qualified for this advanced level, although he is reported to be making steady progress. The other respondent may be over-qualified for COMEP, or at least for the level of participants presently accepted into Advanced Management. Where most participants are dependent on lectures directly related to textbooks, she has expressed dissatisfaction with this method and would rather have lecturers discuss matters related to the subject at hand and on a broader basis but not simply explaining, or parroting the text. (For more information, please see "Structured Personal Interview with COMEP Participants" Advanced Management, S'84 Group of Spring 1984-1985)

CAREER DEVELOPMENT IMPACT OF COMEP

Exceptions of the career development impact of COMEP were primarily in the area of self-development (80%) and secondly in new ideas gained and broader responsibilities (both 60%). Promotion was expected by less than half (40%).

PERFORMANCE

The class average was 3.27. The CSB-sponsored participants achieved a higher overall average, 3.51 than their MOL sponsored colleagues, 3.14. There is little difference between the overall GPA of the males and the females:

Females	...	3.22
Males	...	3.29

ATTRITION

Of the 21 participants originally enrolled at the AM level in Spring 1983--84,

- A Three never attended class; of these three, though, one enrolled again in Fall 1984-85 and eventually graduated in February 1986.



- B Two were unable to continue after the first semester due to heavy work loads; of these two, one returned to COMEP in Spring 1984-85 and graduated in February 1986.
- C Three left to study abroad.

## GRADUATION

All remaining 13 participants graduated in June 1985:

Five with high distinction

Five with distinction

Course Averages  
Spring 1983-84, Fall and Spring 1984-85

<u>Course</u>	<u>Class Average</u>	<u>Number of Participants</u>
Accelerated Learning Skills	2.25	14
Personnel and Human Resource development	3.07	14
Marketing Management	3.38	9
Job Evaluation and Com- pensation Management	2.81	8
Managerial Finance	3.38	13
Managerial Budgeting	3.4	5
Business Computer Systems	3.38	13
Management Information Systems	3.76	13
Corporate Planning	3	13
Advanced Management Systems	3.9	5

**Course Averages**  
**Private/Public Sector Distribution**  
**Spring 1983-84, Fall and Spring 1984-85**

<u>Course</u>	<u>Private</u>	<u>Public</u>
Accelerated Learning Skills	2.33	2.4
Personnel and Human Resource Development	3.00	3.2
Marketing Management	3.38	-
Job Evaluation and Compensation Management	2.81	-
Managerial Finance	3.25	3.6
Managerial Budgeting	-	3.4
Business Computer Systems	3.25	3.6
Management Information Systems	3.68	3.9
Corporate Planning	2.62	3.7
Advanced Management Systems	-	3.9

**Course Averages**  
**Private/Public Sector Distribution**  
**Spring 1983-84, Fall and Spring 1984-85**

<u>Course</u>	<u>Private</u>	<u>Public</u>
Accelerated Learning Skills	2.33	2.4
Personnel and Human Resource Development	3.00	3.2
Marketing Management	3.38	
Job Evaluation and Compensation Management	2.81	-
Managerial Finance	3.25	3.6
Management Information Systems	3.68	3.9
Corporate Planning	2.62	3.7
Advanced Management Systems	-	3.9

Course Averages  
Male/Female Distribution  
Spring 1983-84, Fall and Spring 1984-85

<u>Course</u>	<u>Male</u>	<u>Female</u>
Accelerated Learning Skills	2.45	1.75
Personnel and Human Resource Development	3.16	2.50
Marketing Management	3.50	3.00
Job Evaluation and Compensation Management	2.66	3.25
Managerial Budgeting	3.40	-
Business Computer Systems	3.31	3.75
Management Information Systems	3.72	4.00
Corporate Planning	2.95	3.25
Advanced Management Systems	3.90	-

Even when apparently doomed to failure, this group of participants managed consistently to break through all barriers and succeed. While their ability to help one another, to utilize one another's strengths and their superb esprit de corps have already been discussed in last year's report, they are certainly worthy of being mentioned again.

This group produced no 'F' grades and faculty assessment was 80% favourable throughout. They excelled in hard work, were able to handle management concepts, were highly motivated, demonstrated excellent potential and progress, and participated actively in class discussions and assignments.

### ENGLISH LANGUAGE SKILLS

While three participants were noted for their difficulty in keeping with class work, 69.23% demonstrated "good" and 7.6% (1) "very good" English language skills.

#### English Language Skills Appraisal as per Semester Progress Reports Spring 1984-85

Excellent	...	-
Very good	...	1
Good	...	9
Fair	...	3
Poor	...	-

## IDENTIFIED STRENGTHS AND WEAKNESSES AMONG PARTICIPANTS

## AS PER COMMENTS ON FACULTY PROGRESS REPORTS

SPRING 1983-84, FALL AND SPRING 1984-85

<u>Category</u>	<u>Positive Comments</u>	<u>No</u>	<u>Negative Comments</u>	<u>No</u>
Potential	Excellent	24	Is not up to Am Standard	1
	High	2		
	Very Good	4		
	Good	15		
	Fair			
Performance	Excellent	2	Poor	1
	Very Good	2	Did not match potential	3
	Good	3	Insufficient effort	1
Participa- tion	Excellent	5		
	Very Good	15		
	Good	6		
	Fair	3		
Motivation	Excellent	7	Poor	1
	High	1		
	Very Good	15		
	Good	1		
	Fair	2		
Results	Excellent	3	Could have been better	1
	Very Good	3		
	Good	5		

## APPENDIX E

<u>Category</u>	<u>Positive Comments</u>	<u>No</u>	<u>Negative Comments</u>	<u>No</u>
Progress	Excellent	9	Downhill	1
	Very Good	7		
	Good	5		
	Fair	2		
	Steady	3		
Ability to handle management concepts	Excellent	8		
	Very Good	4		
	Good	1		
English Skills			Needs to improve	1
			Deficient	3
			Limited writing ability	1
Attitude/ Behavior	Capable	1		
	Diligent	4		
	Intelligent	4		
	Enterprising	1		
	Hard-working	9		
	Conscientious	1		
Miscellaneous	Outstanding participant	1	Deficiency in Accounting/ Finance background	3
	Excellent potential for Data Processing - asked job-oriented questions	3	Hampered by job responsibilities	1



## COURSE RELEVANCE

During the Spring 1984/85 term, both sectors almost unanimously (69%) found Management Information Systems to have the most relevance. 23% found all or most courses relevant.

Courses least relevant to career goals and immediate tasks were:

- A Managerial finance: Government employees (40%) reiterated that this course was unrelated to their jobs and goals.
- B Business Computer Systems: For further comment, please see "Effective Instruction".

COMEP acquired skill priorities remained the same among public sector participants although computer skills were added:

- A Personnel
- B Communication
- C Research
- D Computer

The private sector, on the other hand, identified 12 new skills in addition to those previously mentioned. As a result, priorities shifted:



	<u>Fall</u>	<u>Spring</u>
A	Communication	Research, Survey and Planning
B	Research, Survey & Pl.	Communication
C	Personnel	Personnel

### MOST APPEALING COMEP ASPECTS

Respondents found the management aspects of COMEP curriculum by far the most appealing: many had expressed enthusiasm during the Fall 1984-85 term for the anticipated Business Computer Systems course to be taken in Spring 1984-85/ (For more details, please refer to "Structured Personal Interview with COMEP Participants, Advanced Management, S'84 Group" of Fall 1984-85 and Spring 1984-85). More specifically, Management Information Systems and Business Computer Systems. Two respondents did not answer this question.

### LEAST APPEALING COMEP ASPECTS

Response to the least appealing COMEP aspects was not significant: 30% did not answer and 10% found nothing unappealing. The remaining responses were scattered and fell into the following categories: Job Evaluation and Compensation Management: Marketing: Business Computer Systems: Accounting

Reasons for this discontent are discussed in "Structured Personal Interviews with COMEP PARTICIPANTS, Advanced Management, S'84 Group" of Fall 1984-85 and Spring 1984-85.

### SUGGESTED MODIFICATIONS

40% of the respondents had no suggestions for modifications. Those presented were in the areas of:

#### A Timing:

- 1 Concentration on afternoon, evening classes
- 2 Inconvenience during Ramadan
- 3 Morning Finals only

#### B Courses Offered:

- 1 Add specialized courses in:
  - a. Commercial and local laws
  - b. Human relations
  - c. Specialized management courses
  - d. Problem solving
  - e. Materials management
- 2 Add BSc oriented courses
- 3 Delete:
  - a. Financial Management
  - b. Managerial Budgeting
- 4 Some syllabi too long

#### C Revision of screening criteria

- D Orientation for those who do not meet acceptance criteria
- E Utilization of local resources:
  - 1 Invite top managers in Bahrain as guest lecturers
  - 2 Visit local organisations

### OVERALL EVALUATION OF COMEP

In the overall evaluation of COMEP, participants occasionally included modifications. 30% did not respond to the question, possibly because they thought it redundant. (See questions 14, 16, 18, 19, 20, 21 and 22). Others took this opportunity to criticize lecturers and teaching methods. (See "Instruction" above).

Overall, respondents viewed COMEP favourably and found that as a result of the program, their managerial skills had improved, and that they had been provided with new methods and tools to help them carry out their duties. One respondent mentioned that while the course material was excellent and while it related to a previous program he had already participated in, he was not always able to transfer COMEP acquired knowledge to specific tasks. This was not mentioned, though, as a negative aspect of COMEP, but more as an individual problem with which he personally has to deal.

Another respondent mentioned the hard work they had all

put in and appreciation for recognition and praise they had received from the COMEP team. It is precisely this encouragement and desire to achieve which appears to make this group all the more determined to pursue formal education. However, in order to do so, there is a need:

A for cooperation from COMEP

B for COMEP to include long-term objectives to include the BSc programme

C to take into account:

- 1 that they are working people and cannot always get away to participate in the regular program
- 2 their years of experience should count toward credit

With regard to the courses the following points were made:

A some lecturers go too fast

B some subjects need to apply more practice to the theory

C some subjects need more in-class exercises

D COMEP was criticised for having to address managers with less than a secondary education

Finally, one individual recommended that their immediate Supervisors be involved throughout the program.

## ORGANISATION RECOGNITION

From the private sector, half expect a promotion as a result of successful completion of COMEP. With the exception of one who saw promotion as a possibility, the remaining 50% perceived COMEP to be a means toward professional self-improvement. In the public sector, one participant thought promotion a possibility; one was only concerned with personal development: recognition was not a concern. The remaining 60% are cognizant of ministerial approval of and appreciation for their professional development but were not able to predict what would happen as a result of their successful completion of COMEP.

ADVANCED MANAGEMENT

FALL 1984-85



During the Spring 1984-85 term, Advanced Management F 84-85 participants were interviewed and asked as well to respond to a COMEP Assessment Questionnaire. Throughout the ensuing discussion, reference will be made to data collected from both the interviews and the questionnaires.

#### GENERAL PROFILE OF PARTICIPANTS

During the Spring 1984-85 and Fall 1985-86 term, 15 participants continued in COMEP at the AM level. They represent six private companies and two public organisations.

#### AM F 84-85 PARTICIPANTS ORGANISATIONS AND JOB TITLES SPRING 1985

<u>Organisation</u>	<u>Job Title</u>
ALBA	Head of Storage and Issues
ALBA	Superintendent, Production
ALBA	Head of Training, Admin.
ALBA	Manager, Laboratory
Al-Ahlia Insurance Company	Administration Manager
BANOCO	Senior Supervisor Public Relations
Bahrain Airport Services	Superintendent, Ground Operations
BATELCO	Communication Engineer

<u>Organisation</u>	<u>Job Title</u>
BATELCO	Assistant Sales Officer
BATELCO	Engineer E 10 Exchange
BATELCO	Recruiting Officer
NCR	Manager
Ministry of Housing	Senior Site Engineer (2)
Public Works Affairs	Traffic Planning Engineer

All participants report to an immediate supervisor who in turn reports to a third party. Only in one instance does a member report directly to the General Manager of his organisation. The number of tasks and persons supervised continues to vary from nobody at all to occasional trainees (engineers), trainers, scientists, engineers, technicians and maintenance staff.

All participants hold positions entraining significant responsibility at the managerial level in their respective organisations. Their present professional positions fall into the following categories:

- A Production
- B Personnel
- C Staff Development
- D Information and Public Relations
- E Operations
- F Administration



Their numerous tasks can be classified as follows:

- A Supplies and Maintenance
- B Training
- C Liaison
- D Industrial Production
- E Monitoring
- F Bahrainisation
- G Supervision
- H Forecasting and Planning
- I Survey and Research
- J Support Services
- K Media Production
- L Office Management
- M Customer Services
- N Recruitment
- O Coordination
- P Assessment
- Q Budgeting
- R Quality Control
- S Report Writing

#### PREVIOUS POSITIONS HELD BY PARTICIPANTS

Previous positions held by participants may be categorized as follows:

- A Materials Supervision
- B Office Functions
- C Operations
- D Safety Control
- E Training
- F Administration
- G Supervision and Control
- H Mechanics
- I Sales
- J Engineering
- K Customer Services
- L Maintenance
- M Clerical Duties
- N Surveying

## PARTICIPANTS CAREER OBJECTIVE PROFILE

All participants are looking forward to career mobility. For short-term objectives, time spans vary from "any time" to two or three years. Long-term goals cover five to ten years. Change is occasionally dependent on expansion and opportunities. In some cases, companies are satisfied with the participants' work and do not favour moves. In other situations, titles will remain unchanged but responsibilities will increase. Limited and unlimited opportunities are causing three individuals to seriously consider leaving their present organisations.

- A Opportunities are not available
- B One position is sought and if not obtained the individual will start his own business
- C Opportunities are available but participant wants to move around to get an overview before settling down; he may eventually decide to open his own business

## EDUCATIONAL BACKGROUND OF RESPONDENTS

With the exception of one who has a primary school education, all participants have completed their secondary education. Two have attended but not completed their university studies. Four hold B.Sc degrees in:

- A Chemistry, Kuwait (1)
- B Civil Engineering, USA (2)
- C Architectural Engineering, USA (1)

Two hold MSc degrees from the USA in Civil Engineering.

In addition, most have earned diplomas and/or certificates in Bahrain, the UK and the USA in the fields of:

- A Supervision
- B English Language
- C Engineering
- D Mechanics
- E Management
- G Teacher Training
- H Shorthand - English
- I Sales
- J Arithmetic
- K Typing - English
- L Business Letter Writing

#### TRAINING PROGRAMME BACKGROUND OF PARTICIPANTS

With the exception of one who has not participated in company or individual training programmes\*, all participants have at some point participated in in-house

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\* This participant has a MSc degree

and/or outside training programmes. Short-term programmes (one - six weeks) in Bahrain, Jordan and the UK were in the areas of:

- A Public Relations
- B Management - Introduction
- C Management - Supervisory Development
- D Management - Construction
- E Correspondence - Writing Skills
- F Data Processing
- G Accounts - Budget
- H Information Systems

Medium-term programmes (two - nine months) in Bahrain, India and the UK were not as numerous and were in the fields of:

- A Supervision - Stores
- B Management - Managers
- C Management - Development
- D Management - Introduction
- E Public Relations - Press/Job Relations
- F Personnel - Manpower Development
- G Engineering - Traffic

Long-term programmes varied in length from one to two years or were made up of a series of courses over a five or six year period. Primarily in Bahrain and the UK, programmes were in the fields of:

- A Management - Business
- B Management - Leadership
- C Management - Objectives
- D Management - Finance
- E Management - Supervision
- F Management - Administration
- G Management - Training
- H Engineering - Industrial

#### DATE JOINED PRESENT ORGANISATION

One-half of the participants have been with their present organisation for at least 12 years and one for 20 years. Only one participant has been with his present company for only 4 years.

#### CAREER OBJECTIVES OF PARTICIPANTS

The majority of the participants wish to attain senior management positions. To attain their professional goals, participants are seeking:

## A Higher Education Qualifications

B To upgrade Professional Qualifications in order to improve future job prospects and opportunities

One participant hopes to improve staff working conditions and staff relationships in the field and to minimize cost without affecting quality. Another includes COMEP as part of her five-year plan to leave secretarial work (which she has done) to pursue a career in administration (which she is doing). Only one participant appears to be assured of promotion and within two years. Finally, two participants from private industry and public service respectively were pessimistic about promotion:

A Private Sector: 1 Unavailability of Bahraini to take his job;

2 "I am penalised by being excellent in my job!!!" At the same time, though, the participant recognized that Bahraini industry is subject to change daily and hence his situation.

B Public Sector Government employees are dependent on organisational policy and not their individual desires.



## COMEP-ACQUIRED JOB-RELATED SKILLS

Although many participants listed skills directly related to COMEP courses, in general this group appear to have a firm grip on their job-related abilities. Skills fell into the following categories:

- |   |                |   |                                      |
|---|----------------|---|--------------------------------------|
| A | Communications | 1 | English Language                     |
|   |                | 2 | Report Writing                       |
| B | Accounts       | 1 | Managerial Accounting                |
|   |                | 2 | Finance                              |
|   |                | 3 | Budgeting                            |
| C | Other          | 1 | Human Relations                      |
|   |                | 2 | Marketing (incl. Customer Relations) |
|   |                | 3 | Management                           |
|   |                | 4 | Personnel                            |
|   |                | 5 | Economics                            |
|   |                | 6 | Insurance Skills                     |
|   |                | 7 | Research                             |
|   |                | 8 | Training                             |

## BARRIERS/OBSTACLES TO ATTAINING OBJECTIVES

50% of the participants identified organisation policy and educational background as being equal obstacles in their career paths. More specifically, among participants who saw educational policy as a barrier:

- A One has university qualifications
- B One has attended a university but has not finished his degree. He is cognizant of company policy which has career development programmes for university graduates whose target positions are previously determined by respective departments. (For further information, please see "Immediate Supervisor Questionnaire" - Career Path Development.)
- C Five have received extensive company training; however, some policies are now changing from training to formal education for promotion. (For further information, please see "Structured Personal Interview with COMEP Participants, Advanced Management, F 84 Group" of Spring 1984-85.)

Perhaps related, though, to organisation policy is one participant who saw top management lacking in confidence to adapt to changes and thus restricting power and authority.

#### JOB ELEMENTS CRITICAL TO CAREER DEVELOPMENT

According to more than 50% of the participants, most critical job elements to career development are:

The group appear to have performed less "brilliantly" than their predecessors. Judging from comments made by faculty



on progress reports, lack of work and effort are not the cause. As one participant commented, the standard has since been established in COMEP and hence the grades reflect more accurately the level of participants and what they are actually able to achieve. Studying the grades of the AM Spring 1983-84, one is aware of a strong p..... .(?) for high grades, i.e. 'C' and above, whereas 'D' grades are not uncommon among the AM Fall 1984-85 participants. 'F' still remains "unknown" at this level. One lecturer said: "How can I fail a high ministry official?"

Class participation appears to have been a problem due to an extent to the inadequate background of many in Accounting and Finance as well, perhaps, to the questionable eligibility of certain participants to be at the AM level. On the other hand, some participants needed more advanced programme than COMEP.

#### ADVANCED MANAGED F 84-85

#### IDENTIFIED STRENGTHS AND WEAKNESSES AMONG PARTICIPANTS

#### AS PER COMMENTS ON FACULTY PROGRESS REPORTS

#### FALL AND SPRING 1984-85, FALL 1985-86

<u>Category</u>	<u>Positive Comments</u>	<u>No</u>	<u>Negative Comments</u>	<u>No</u>
Performance	Excellent	2	Erratic	1
	Average	1	Poor	4
	Steady	2	Marginal	1
	Fair	1	Weak	1
	Improved	1	Work interfered with performance	1

## APPENDIX E

<u>Category</u>	<u>Positive Comments</u>	<u>No</u>	<u>Negative Comments</u>	<u>No</u>
Progress	Took work in progress seriously	1		
	Very good	3	Poor	5
	Good	4		
Results	Fair	3		
	Excellent	4	Poor	1
	Satisfactory	1	Disappointing	1
	Consistent	1	Had hoped better	8
Motivation	Improved	1		
	Very good	14	Poor	6
	Good	12	Wanted to fail	1
	Fair	2		
Participation-	Excellent	5	Poor	9
	Very Good	2		
	Good	5		
	Fair	1		
	Affirmative	1		
	Model participant	1		
	Excellent student	1		
English Language Skills	Excellent	2	Comprehension limited	1
	Very good	2	Reading skills need improvement	1
	Much improvement	1	Needs to improve	4
			Not up to AM level	1

## APPENDIX E

<u>Category</u>	<u>Positive Comments</u>	<u>No</u>	<u>Negative Comments</u>	<u>No</u>
Potential	Excellent	10	Poor	3
	Tremendous	2		
	Very good	15		
	Good	8		
	Fair	4		
Preparation /Background	Could benefit from academically more vigorous and demanding programme	1	Eligibility for AM questionable	2
			Does not belong in AM	2
	Could benefit from MBA programme	1	Weak academically	1
	Good financial/accounting background	1	Needs to develop analytical skills	1
	Good all around commercial background	1	Insufficient financial/accounting background	1
			Difficulty focusing specific issues	1
			Difficulty coping with Corporate Planning material	1
Effort	Great improvement	1	Must work hard	5
	Analytical mind	1	More enthusiasm	1
	Probing mind	1	Too mechanical	1
Attitude/ Behaviour	Excellent mind	1	Reluctant	1
	Agile mind	1	Negative attitude	1
	Well organised	1	Excessive absences	1
	Moderate student	1	Failure to sit exam(s)	1
	A leader	2	Failure to turn in assignments	4

## APPENDIX E

<u>Category</u>	<u>Positive Comments</u>	<u>No</u>	<u>Negative Comments</u>	<u>No</u>
	Capable	1	Limited capacity	1
	Eager to learn	1	Not enough studytime	1
	Very serious	2		
	Concern for progress and development	1	Elderly age (42) a handicap	1
	Intelligent	6		
	Hard-working	9		
	Mature	8		
	Responsible	8		
	Reliable	4		
	Initiative	6		
	Drive	5		
	Conscientious	1		
	Diligent	1		
	Very thorough in his assignments	1		
	Forthright	1		
	Cooperative	1		
	Thoughtful	2		
	Worked steadily	2		
	Perceptive	1		
	Enthusiastic	2		
	Imaginative	2		
	Well prepared	3		
	Very interested in courses	1		
	Good leadership qualities	1		

## ENGLISH LANGUAGE SKILLS

Twenty percent were sighted as having "excellent" English language skills. The rest ranged between good (40%) and fair (40%). However, lecturer's assessments vary and one participant was noted for having inadequate English for the AM level.

AM F 84 - 85

## English Language Skills Appraisal

As Per Semester Progress Reports

Fall 1985 - 1986

Excellent	...	3
Very Good	...	-
Good	...	6
Fair	...	6

AM F 84 - 85  
Courses Averages  
Fall and Spring 1984 - 1985, Fall 1985 - 1986

	<u>Class Average</u>	<u>No. of Participants</u>
--	--------------------------	--------------------------------

Accelerated Learning Skills	2.69	13
Marketing Management	2.7	10
Advanced Management Systems	3.5	3
Personnel and Human Resources Devlp	2.3	13
Managerial Budgeting	2.43	15
Managerial Finance	2.66	15
Corporate Planning	2.63	15
Business Computer Systems	2.46	13
Advanced Management Systems	3.5	2

AM F 84 - 85  
Course Averages  
Private/Public Sector Distribution  
Fall and Spring 1984 - 1985, Fall 1985 - 1986

	<u>Private</u>	<u>Public</u>
--	----------------	---------------

Accelerated Learning Skills	2.35	3.83
Marketing Management	2.7	---
Advanced Management Systems	---	3.5
Personnel and Human Resources Devlp	1.95	3.5
Managerial Budgeting	2.45	2.33
Managerial Finance	2.37	3.83
Corporate Planning	2.5	3.16
Business Computer Systems	2.15	3.5
Advanced Management Systems	3.5	---



AM F 84 - 85  
Course Averages  
Male/Female Distribution  
Fall and Spring 1984 - 1985, Fall 1985 - 1986

	<u>Male</u>	<u>Female</u>
Accelerated Learning Skills	2.90	1.5
Marketing Management	2.81	2.25
Advanced Management Systems	3.5	---
Personnel and Human Resources Development	2.45	1.5
Managerial Budgeting	2.5	2
Managerial Finance	2.31	1.5
Corporate Planning	2.70	3
Business Computer Systems	2.5	2.25
Advanced Management Systems	3.5	---

	<u>Group</u>	<u>Tiered</u>
<u>Course relevance to:</u>		
Participants career objectives	-	-
Relevance to material	2.76	2.84
Overall benefit	2.46	2.92

Lecturers:

Knowledge of subject	3.92	4.15
Presentation	2.92	3.92
Accuracy of evaluation	2.69	3.53
Peer	2.76	3.38
Compared to other COMEP lecturers	3.15	3.92



AM F 84 - 85  
Overall Performance  
Fall 1985 - 1986

Outstanding	...	-
Very Good	...	5
Good	...	6
Fair	...	2
Poor	...	2

### SATISFACTION WITH COMEP

The majority of the participants expressed satisfaction with COMEP. Only two expressed dissatisfaction with COMEP. Both are graduates of American universities and found the programme too lecture and theory-bound in general and the classes lacking in use of case studies and the discussion which normally ensues from this type of presentation. (For further information, please see "Structured Personal Interview with COMEP Participants, Advanced Management, F '84 Group" of Spring 1984 - 1985).

### CAREER DEVELOPMENT IMPACT OF COMEP

Expectations of the career development impact of COMEP were primarily in the area of self-development. The remaining options were not of significant salience.

## ORGANISATION RECOGNITION

Participants' perception of organisation recognition as a result of successful completion of COMEP vary:

- A Two anticipate promotion
- B One has been offered a promotion, (that is to say an increase in responsibilities) but he was asked to wait until he has completed COMEP
- C Four think COMEP will help toward promotion but they must prove their effectiveness
- D Seven (44%) expect nothing but self-satisfaction
- E One does not need the programme and fails to understand why he was chosen
- F One claims that his Ministry knows nothing about COMEP and is unaware of its benefits
- G One had no thoughts on the subject

## SUGGESTED MODIFICATIONS

Modifications suggested in Spring 1984 - 1985 were in the areas of:

A Instructors

- 1 Increase hours with specialized lecturers
- 2 Selection of lecturers should not be dependent on degrees but on presentation

B Curriculum

- 1 Issue syllabus
- 2 Courses are presently arranged for top management but group falls between supervisory and middle
- 3 Offer: a. electives b. a speech course
- 4 Participants should not be treated as highly advanced students; for example, they need help in Budgeting

- 5 More seminars in solving administrative problems
  - 6 More courses in:   a. personnel management  
                      b. general management
  - 7 Concentration on self-image development rather than on the distillation of information
  - 8 More case studies
  - 9 Direct link between COMEP curriculum and BSc
  - 10 Improved teaching aids:
    - a. audio-visual material
    - b. improved texts
- C     Grouping participants according to needs
- D     More comfortable study area
- E     Enforcement of strict attendance
- F     Expansion of participants' role

#### OVERALL ASSESSMENT

Generally, participants are happy with COMEP and appreciate what is being done. One summed his feeling by stating that the idea is very good and unusual for the Middle East:

"Our thanks to those who thought of it,  
designed it and are working on it."

## CONCLUSION

Participants are divided, though far from equally, into two distinct camps:

- A In need of formal education background, the majority are generally satisfied with the traditional modes and methods of instruction.
- B In need of practical discussion and case studies, a small but distinct foreign-educated minority reject traditional modes and methods of instruction. More important than the acquisition of cognitive skills is the need for introspection and the development of self-image and human relations.

## RECOMMENDATIONS

- A In order to better meet the variety of training needs, electives should be offered.
- B Select lecturers who are:
  - 1 able to adapt methods and topics to the needs of the individual groups;
  - 2 familiar with the nature of the programme and the variety of participant needs.

ADVANCED MANAGEMENT

FALL 1985 - 1986

## GENERAL PROFILE OF PARTICIPANTS

During the Fall 1985-86 term, 17 all-male participants began in COMEP at the AM level. They represent nine private companies and two public organisations.

ADVANCED MANAGEMENT F 85-86  
PARTICIPANTS ORGANISATIONS AND JOB TITLES

<u>Organisation</u>	<u>Job Title</u>
Arab Asian Bank	Assistant Manager
Arab Financial Services	Computer Manager
Arab Solidarity Bank	Assistant Vice President - Credit and Marketing
Bank of Bahrain and Kuwait	Senior Dealer
BATELCO	Personnel Officer
BATELCO	Telex Exchange Technician
BATELCO	Engineer
BATELCO	Engineer, International Transmissions
Gulf Air	Scheduling Officer
Khorrami Construction	General Manager
National Bank of Bahrain	Accounts Officer
CSB	Management Analyst (2)
CSB	Senior Classifications - Wage Analyst
Public Works Affairs	Traffic Planning Engineer
Public Works Affairs	Senior Staffing Specialist

47% (8) of the presently enrolled AM Fall 1985-86 participants are MM Spring 1983-84 graduates.



All participants hold positions entraining significant responsibility at the managerial level in their respective organisations, their jobs being classified as follows:

- A Public Relations
- B Administration
- C Operations
- D Marketing
- E Personnel
- F Accounts
- G Customer Relations
- H Data Processing

#### PARTICIPANTS CAREER OBJECTIVE PROFILE

Most of the participants look forward to promotion. With the exception of one private sector participant who hopes to move across lines, the other ten private sector participants look forward to promotion and were able to identify targeted slots. Time ranged from "not sure" to ten years to "until we are number one in Bahrain and one of the biggest in the GCC". In contrast, government sector participants tended to be evasive. Of the four, three hope for promotion, but only one was able to identify a targeted slot which presently is occupied by an expatriate.



The majority perceive COMEP as helping them achieve their career objectives. Specifically, COMEP is helping them develop specialised skills, in particular, management, and is exposing them to a broad spectrum of management related target areas.

One participant with limited financial resources noted that he had looked for an opportunity like COMEP five years ago. Unable to study on a full-time basis, COMEP allows him to work and study simultaneously. Others saw COMEP as a means to leave their present slots and possibly get into another related/unrelated field. For example, one engineer would like to leave the technical field completely and take on a management position. On the other hand, a data processor wishing to stay within his field hopes COMEP will help him move higher up in data processing related management.

#### ORGANISATIONAL RECOGNITION OF COMEP

In sharp contrast with the results of the Graduate/Immediate Supervisor study (Spring 1985-86) emphasising the existence of company support of COMEP participants, the group under discussion appears negative. However, it may be noted that the graduates also reflected negativism during their interviews as

trainees. It may well be that the process of graduation tinges reactions and reflections.

One third expect no recognition from their organisations as a result of successful completion of COMEP. Half said they had joined COMEP with self-development in mind. Some saw COMEP as a means towards promotion and 12.5% as a means towards promotion in the future. One participant said that his organisation had already informed him that they would not recognise COMEP. It should be noted that this organisation's views have been made known to us via participants in the past. Furthermore, it was such a negativism whether actual or rumoured which caused much discontent among Middle Management participants during Fall 1984-85. This year's participants suggested that his organisation still views COMEP as part of the 10,000 Plan.

Other responses varied:

A: The Ministry is aware of what respondent is doing.

B: The company has no idea of what the participant is doing.

C: Nothing has been said formally.

D: The participants look forward to being sent for further academic training as a result of COMEP.

One participant looking toward future promotion qualified his answer by emphasising that his company, a fairly new organisation, was not as yet well organised and presently was just looking at output. A Middle Management high distinction graduate expressed disappointment that his success was never recognised at his ministry. A third participant in need of management skills is taking COMEP in place of in-house management courses which he sees as being 'a waste of time and money'. Another noted that career planning is almost non-existent within his organisation; as a result, he charted his own path and COMEP is part of the development, he has planned for himself. The manager of one participant was against his participation in COMEP. A sixth has the maximum grade he can hope to achieve. Having reached this cul de sac, he has participated in both the Middle and Advanced levels for his own self-improvement. Given this participant's very average COMEP performance, one cannot help but wonder if the existence of job imperatives would not have influenced his level of academic achievement. Both he and a colleague within the same organisation must have a BSc in order to move on. Finally, the present economic situation in Bahrain is taking its toll on how much recognition trainees can hope to receive.

## COURSE RELEVANCE

Once again Personnel and Human Resource Development is perceived as the most relevant course taken thus far and is followed by Advanced Management Systems. One-third found all the courses to be relevant to career objectives.

The least relevant course was Marketing Management.

When asked to identify COMEP-acquired job-related skills, participants were able to identify 70 skills falling into the following areas:

- A Budget and Finance
- B Management
- C Communications
- D Personnel
- E Inter-personnel relations
- F Problem-solving

50% of the participants identified Budgeting in particular.

69% said that they are presently applying all the skills which they had individually identified.

## ATTRITION

One participant withdrew from COMEP at the very beginning of the term. Personal as well as work-related problems prevented him from pursuing his COMEP goals.

## PERFORMANCE

The overall GPA of this group was 2.92 with differences of no significance between the private and public sectors. In general, the results are quite adequate. However, certain trainees, it was felt, did not work to their full potential.

### Courses Averages

Fall 1985 - 1986

	<u>Class Average</u>	<u>No. of Participants</u>
Accelerated Learning Skills	2.44	18
Accounting for Managers	3.55	17
Advanced Management Systems	2.97	19



**Course Averages**  
**Private/Public Sector Distribution**  
**Fall 1985 - 1986**

	<u>Private</u>	<u>Public</u>
Accelerated Learning Skills	2.44	2.87
Accounting for Managers	3.34	3.37
Advanced Management Systems	3.00	3.87

**IDENTIFIED STRENGTHS AND WEAKNESSES AMONG PARTICIPANTS**  
**AS PER COMMENTS ON FACULTY PROGRESS REPORTS**  
**FALL 1985-86**

<u>Category</u>	<u>Positive Comments</u>	<u>No</u>	<u>Negative Comments</u>	<u>No</u>
Effort			Insufficient Could work harder	1 5
Results	Very Good	5	Could have done better	1
	Satisfactory	4		
English Language Skills			Need improvement	5
Potential	Excellent	1	Not taking COMEP seriously	1
Attitude/ Behaviour	Conscientious	2	Not serious	1
	Mature	2		
	Hard work	3		
	Good mind	1		
	Responsible	1		
	Good class participant	1		

## ENGLISH LANGUAGE SKILLS

Generally speaking the group faced little if any language problem. Their English language skills, with the exception of five ('fair') were adequate.

English Language Skills Appraisal  
As Per Semester Progress Reports  
Fall 1985 - 1986

Excellent	...	2
Very Good	...	1
Good	...	9
Fair	...	5
Poor	...	-

Overall Performance  
As Per Semester Progress Reports  
Fall 1985 - 1986

Outstanding	...
Very Good	...
Good	...
Fair	...
Poor	...



## ADDITIONAL COMMENTS

31.25% did not see any problems or weaknesses with the programme as it is right now. Areas identified as needing special attention were:

A The Screening Process: more careful screening is necessary in order to avoid the variety of levels that currently exist among the Advanced Management group; while background heterogeneity is happily accepted, there should be more homogeneity with regard to professional status. To support this claim, it was stated that bosses had been rejected in place of subordinates who had been accepted to the programme.

B Instruction:

1. Often faculty think that participants know more than actually do; as a result, discipline is lacking and trainees are not pushed to study. Some Middle Management graduates found the Middle Management atmosphere more serious.

2. One participant is still not used to the US system followed in the programme.

3. One Middle Management graduate refused to take marketing when he found out that the Advanced Management course would simply be a repetition of what he had taken in Middle Management.
4. Another Middle Management graduate would like to see more of the case studies technique followed at the Middle level. This comment is reinforced by another trainee finding the programme too academic and not job-related enough.
5. One trainee found it difficult to keep up with the reading, but readily admitted this to be his problem not that of the faculty.
6. The small class size, on the other hand, is conducive to discussion.

#### C Curriculum:

1. Three hours per week per class are insufficient (one participant).
2. Two courses per semester are insufficient (one participant).

3. Having Accounting only once a month was insufficient.
4. All weaknesses sighted during last year's Middle Management interviews have been overcome.
5. The programme is helpful for those who cannot attend class full-time.

D Public Relations:

Problems in this area are, to an extent, carryovers from previous years. It seems that no matter how clearly and how often commuriques are issued, two weaknesses still stand out -

1. Company/Ministry officials continue to have insufficient information with regard to COMEP.
2. Participants are still worried about their future after COMEP and are still requesting that Gulf Polytechnic initiate a COMEP-styled BSc programme for them. They remain uncertain of official recognition of COMEP and worry about transferability of credits.

## CONCLUSION

Generally speaking, participants are most satisfied with COMEP and appreciate the opportunity it is affording them. Significantly, career goals are being met.

## RECOMMENDATIONS

- A Screening of participants has been identified in the past as a problem. To circumvent this situation, the Screening Committee must spend more time with candidates and familiarise themselves with candidates' background and eligibility, as well as who is who within an organisation in order to avoid rejecting supervisors in favour of subordinates.
- B In order to maintain a teaching status quo, the COMEP syllabi must be 'firmed up'.
- C There is a definite need for frequent liaison between organisations and COMEP.

MIDDLE MANAGEMENT

FALL 1983-84

During the Spring 1984-85 term, Middle Management S 83-84 participants were interviewed and asked to answer a COMEP Assessment Questionnaire. During the course of ensuing discussion, reference will be made to data collected from both the interviews and the questionnaires.

### GENERAL PROFILE OF PARTICIPANTS

During the Spring 1984-85, 19 MM participants continued in COMEP. They represent five private companies and six public organisations.

#### PARTICIPANTS ORGANISATIONS AND JOB TITLES SPRING 1984-85

<u>Organisation</u>	<u>Job Title</u>
Arab Asian Bank	Assistant Manager for Accounts and Financial Control
BATELCO	Engineer Subscriber's Maintenance
BATELCO	Personnel Officer
GOSI	Analyst Programmer
Gulf Air	Cost Control Officer
Gulf Air	Statistics Assistant
Gulf Air	Hygiene Services Officer
Gulf Air	General Services Superintendent
Gulf Air	Scheduling Officer
Gulf Air	Marketing Officer
Khorrami Construction	General Manager



<u>Organisation</u>	<u>Job Title</u>
BSED	Maintenance Engineer
Civil Service Bureau	Management Analyst
Civil Service Bureau	Management Analyst
Ministry of Finance	Pension Fund Supervisor
Ministry of Finance	Senior Technician-Accounting
Ministry of Foreign Affairs	First Secretary
Ministry of State for Cabinet Affairs	Ministerial Committees Secretary
Ministry of Works, Power and Water	Senior Staffing Specialist

The male-female ratio in the class was 8.5 to one.

Male-Female Distribution  
Spring 1984-85

		Male	Female	Total
Private	...	10	1	11
Public	...	<u>6</u>	<u>2</u>	<u>8</u>
Total	...	<u>17</u>	<u>3</u>	<u>19</u>

Their mean age is 31 and they have worked an average of eleven years. The class average was 2.85. Public sector participants achieved a higher cum GPA (3.23) than their private sector peers (2.56). And the ladies, while constituting only 16% of the class achieved a higher cum GPA (3.23) than their male counterparts (2.56).

## PROFESSIONAL PROFILE OF PARTICIPANTS

Within their respective organisation all participants hold management or management-oriented positions which fall into the following categories:

- A Accounts
- B Personnel
- C Data Processing
- D Marketing
- E Operations
- F General Services
- G Executive Assistance

Their numerous tasks can be classified as follows:

- A Auditing
- B Research
- C Budgeting
- D Personnel Issues
- E Training
- F Recruitment
- G Liaison
- H Data Processing
- I Documents
- J Recording
- K Filing
- L Correspondence
- M Scheduling
- N Follow-up
- O Planning
- P Advising
- Q Industrial Operations
- R Support Services
- S Sales Contracting
- T Maintenance

With the exception of two, all participants report directly to an immediate supervisor who in turn reports to a third party. Of the two exceptions, one as General Manager of a family-run business reports directly to the Board of Directors, and another reports directly to the Minister. Eight trainees have nobody reporting to them; on the other hand the General Manager has under his control 300 individuals including managers and engineers as well as foremen and labourers. The remaining trainees supervise on-sight staff including accounts supervisors, engineers, secretaries and maintenance staff.

More than half of the private and public sector participants have clearly defined career objective which entail upward mobility within their respective organisations and within the areas they are presently involved. Target dates are specific and range from the immediate present to ten years in the future, to such a time as one's company is number one in Bahrain. They are, therefore, assuming control of their professional future. Only one was not able to specify a date: his promotion depends largely on the Bahrainisation of top management positions in his company.

Among those who are less certain regarding their career paths, some wanted to move only out of their present slots but possibly across line; for example, one hopes to move

from accounts to sales department, and another from an engineering slot to a managerial slot. Others simply stated that they want to move up, but their goals have not as yet been formulated; as they perceive it, the extent of their upward mobility will be largely determined by the BSc and in one case the PhD.

#### PREVIOUS POSITIONS HELD BY PARTICIPANTS

Previous positions held by participants may be categorized as follows:

- A Engineering
- B Computer Programming
- C Supervision - Catering and Equipment
- D Management and Administration
- E Education
- F Training
- G Culture Affairs
- H General Office Work
- I Accounts
- J Personnel

## EDUCATIONAL BACKGROUND OF RESPONDENTS

All participants are secondary school graduates. Two hold Bachelors degrees in Geography and Computer Sciences/Mathematical Statistics with a minor in Management respectively. In addition, many have earned diplomas and/or certificates in Bahrain and the UK in the fields of Engineering, Management, teacher training, English language, accounting and secretarial studies.

## TRAINING PROGRAMME BACKGROUND OF PARTICIPANTS

Most participants have at some point participated in in-house and/or outside training programmes mainly in the field of management development as well as other miscellaneous areas. They were generally short-term (two days to four weeks) in duration. Training took place primarily in Bahrain, but also in Saudi Arabia, Tunisia, Egypt and the UK. Short-term programmes were in management, administration, personnel, communications, and training (for trainers). Medium-term (eleven weeks to nine months) training programmes were in data processing and English language, while long-term (one to three years) training programmes were in English language again and airline support services.



**BARRIERS/OBSTACLES TO ATTAINING OBJECTIVES**

Participants identified organisational policy and educational background as the main barriers to attaining career objectives. Dependence on formal education for advancement is reflected in participants' difficulty to identify and/or assess job-related skills they may have. They were able to list coordination, planning, communication, leadership, management, report writing and training as primary skills which they possess.

**ATTRITION**

Of the 22 participants originally enrolled with the MM S'83-84 group, two failed to attend classes the first semester and one did not return for the final semester (Spring 1984-85) due to low grades (cum GPA 1.00).

**GRADUATION**

Of the 19 participants registered during the Spring 1984-85 term, 16 (84%) graduated, four with high distinction and six with distinction. It should be noted that the four high distinction graduates are all employed in the public sector. Of the remaining three non-graduated participants, two returned to GP in Fall 1985-86 to make up for low grades.



## RETURNING GRADUATES

Among the MM S'83-84 graduates, eight returned to COMEP in Fall 1985-86 to pursue at the AM level and two returned in Spring 1985-86. Thus, 50% of the MM graduates are still with COMEP at a higher level.

## PERFORMANCE

MM progress reports are generally positive and reflect a high degree of motivation, above average potential to pursue studies as well as general above average performance. Although 15% did take COMEP seriously, the remaining participants generally demonstrated positive qualities indicating a high success initiative.

English language skills, as indicated on progress reports, remain weak among 55% of the participants, only 10% demonstrated 'excellent' oral and writing skills and another 10% 'good' writing skills.

## MIDDLE MANAGEMENT S 83-84

## IDENTIFIED STRENGTHS AND WEAKNESSES AMONG PARTICIPANTS

## AS PER COMMENTS ON FACULTY PROGRESS REPORTS

SPRING 1983-84, FALL AND SPRING 1983-85

<u>Category</u>	<u>Positive Comments</u>	<u>No</u>	<u>Negative Comments</u>	<u>No</u>
Motivation	Excellent	1	Needs to study hard	2
	High	10		
	Good	9		
	Consistent	1		
	Hard-working	8		
	Enthusiastic	2		
	Driven	1		
Potential	Excellent	9	Has not reached full potential	1
	Very good	4		
	Above average	2		
	Average	2		
	Good	15		
Performance	Excellent	2	Below average	1
	Very good	7	Poor	5
	Average	2	Undistinguished	1
	Good	3	Careless mistakes	1
	Consistent	1	Irregular	1
	Improved	1		
Attitude/ Behaviour	Diligent	1	Not serious	1
	Dedicated	1	Did not take COMEP seriously	3
	Enthusiastic to learn	2	Too concerned with grades	1
	Conscientious	3	Needs to be more organised	1
	Irresponsible	4	Did not study	1
	Methodical	1		
	Initiative	1		
	Serious	5		
	Capable	1		
	Leadership qualities	1		
Participation-	Excellent	1		
	Very Good	2		

## APPENDIX E

<u>Category</u>	<u>Positive Comments</u>	<u>No</u>	<u>Negative Comments</u>	<u>No</u>
Progress	Very good	2		
	Good	1		
	Steady	3		
Intellectual Abilities	Inquiring mind	1	Little aptitude	1
	Intelligent	1		
	Learns quickly	1		
	Too good for MM	1		
	Keen on developing managerial skills	3		
	Keen on applying skill to job	1		
Communication Skills	Good written English	2	Needs to improve English	10
	Excellent spoken and written English	2	Very weak English	1
Fluency in Management Terminology	Very Good	3	Poor	1
	Good	7		
	Made progress	1		
	Moderate	1		
Attendance			Poor	3
			Excessive absence	2
Misc	Good field experience	1	Job demands prevented better results	1

## COURSE DATA AND BACKGROUND

Courses Averages		
Spring 1983 - 1984, Fall and Spring 1984 - 1985		
	<u>Class</u> <u>Average</u>	<u>No. of</u> <u>Participants</u>
Accelerated Learning Skills	1.65	20
Survey of Economics	2.80	20
Organisation and Management	2.92	20
Building Management Skills	3.27	9
Quantitative Methods	2.40	19
Marketing Management	2.68	11
Introduction to Computer Programng.	2.72	18
Managerial Finance	2.85	10
Supervision and Control	3.05	9

## Courses Averages

## Private/Public Sector Distribution

Spring 1983 - 1984, Fall and Spring 1984 - 1985

	<u>Private</u>	<u>Public</u>
Accelerated Learning Skills	1.27	2.11
Survey of Economics	2.50	3.16
Organisation and Management	2.68	3.22
Building Management Skills	-	3.27
Quantitative Methods	2.22	2.61
Marketing Management	2.68	-
Introduction to Computer Programng.	2.45	3.06
Managerial Finance	2.77	-
Supervision and Control	-	3.18

## ENGLISH LANGUAGE SKILLS

English Language Skills Appraisal  
As Per Semester Progress Reports  
Spring 1984 - 1985

Excellent	...	1
Very Good	...	-
Good	...	6
Fair	...	9
Poor	...	3

## Overall Performance

Spring 1984 - 1985

Outstanding	...	-
Very Good	...	9
Good	...	6
Fair	...	3
Poor	...	1

## FAILURES

Failing grades were noted in the following courses:

Accelerated Learning Skills	2
Building Management Skills	1
Quantitative Methods for Managers	1
Introduction to Computer Programming	1

Three of the above-mentioned 'F' grades were earned by the same person. Thus, altogether, failure was very low in this class.

## CAREER DEVELOPMENT IMPACT OF COMEP

Expectations of the career development impact of COMEP were primarily in the area of self-development and secondly in improved learning skills. Promotion and broader responsibilities were not anticipated.

## OVERALL EVALUATION OF COMEP

Generally, participants were pleased with COMEP and to testify to this is the high number of those who returned to the AM level. They found the programme to be work-related, useful and a means to further pursue educational goals for those not able to study on a full-time basis.



MIDDLE MANAGEMENT

SPRING 1984-85

During the Fall and Spring 1984-85 terms, participants from the MM F 1984-85 group were interviewed and they answered a Participant Assessment questionnaire. During the course of the ensuing discussion, reference will be made to the results of both the interviews and the questionnaires.

#### GENERAL PROFILE OF PARTICIPANTS

From the original MM F 84-85 group, 12 all-male participants continued their studies in COMEP during the Spring 1984-85 term.

#### Participants Organisations and Job Titles

BATELCO	Public Relations Officer
BATELCO	Group Leader (2)
BATELCO	Senior Technician
BATELCO	Assistant Operations Engineer
BATELCO	Telegraph Supervisor
UBAF	Assistant Accountant
Civil Service Bureau	Head of Classification and Compensation
Gulf Polytechnic	Assistant Registrar for Records
Ministry of Finance	Senior Budget Analyst
Ministry of Finance	Accountant

During the Fall 1984-85 term, all with the exception of two participants continued in COMEP. Those who withdrew from the programmes were from Gulf Polytechnic and the Ministry of Finance.

**PROFESSIONAL PROFILE OF PARTICIPANTS:**

All participants hold positions at the management-oriented level in their respective organisations. Their professional positions at the time of the interview, fell into the following categories:

- A Information on Public Relations
- B General Services
- C Operations
- D Accounts
- E Personnel

Their numerous tasks can be classified as follows:

- A Planning
- B Advising
- C Maintenance
- D Installation
- E Liaison
- F Design
- G Training
- H Auditing
- I Settlement
- J Records
- K Correspondence
- L Press Relations

- M Marketing
- N Classification
- O Follow-up
- P Transmission

All participants report to an immediate supervisor who in turn reports to a third party. The number of tasks and persons supervised varies from nobody at all to engineers, budget analysts and clerks.

#### PARTICIPANTS CAREER OBJECT PROFILE

55% of the participants have clearly defined career objectives which involve upward job mobility. One participant at the top is looking for a horizontal move to eventually give him vertical mobility. A few look forward to attaining formal educational degrees and aim for higher positions.

#### PREVIOUS POSITIONS HELD BY PARTICIPANTS

Previous positions held by participants may be categorized as follows:

- A Public Relations
- B Technician - Telephone
- C Accounts
- D Planning
- E Research

**EDUCATIONAL BACKGROUND OF PARTICIPANTS**

All participants have completed their secondary education and two have attended universities. Most have earned diplomas and/or certificates in Bahrain and the UK in the fields of Engineering, Public Relations, Data Processing, English language and Accounts.

**TRAINING PROGRAMME BACKGROUND OF PARTICIPANTS**

All participants have at some point joined in-house and/or outside training programmes primarily in the fields of management, personnel and technical training. Length of time varied. Training took place in Bahrain (management and technical), Qatar (technical), Greece (personnel), UK (management and technical) and USA (personnel).

**CAREER OBJECTIVES OF PARTICIPANTS**

The participants are motivated, in pursuit of higher professional standards and looking forward to upward professional mobility. The majority seek to attain middle management positions and senior management positions as well as improved working conditions.

## BARRIERS/OBSTACLES TO ATTAINING OBJECTIVES

According to more than 50% of the participants, job elements critical to career development are:

- A Decision Making
- B Defining problem areas for supervisors
- C Supervisory office/field work
- D Being creative
- E Receiving feedback
- F Having clear objectives

## PERFORMANCE

The class average at the time of graduation was 2.79. Only one participant graduated with high distinction and two with distinction. Originally 20 participants were admitted to the MM F 84-85 group. Only one did not attend class. During the second semester, attrition was high: five did not register and two withdrew during the semester.

Finally, two more withdrew from the program during Fall 1985-86 term. Attrition, therefore, among this group was 50%. Reasons for withdrawal are:

No-show	1
Failure	5
Workload	2
Transfer to higher level	1
Personal reasons	1



## FAILURES

Failing grades were noted in the following courses:

Accelerated Learning Skills	5
Survey of Economics	6
Organisation and Management	2
Quantitative Methods	1

With the exception of the 'F' grade in Quantitative Methods, all others took place in the first semester. Reasons were:

Inability to cope with the course;

Poor English Language skills

A premeditated attempt to fail the program so as not to have to continue. Certain participants felt that their organisation would not give COMEP the recognition it deserved, and therefore decided they were wasting their time.

## COURSE DATA

## Course Averages

Fall and Spring 1984-85, Fall 1985-86

Course	Class Average	Number Parts	Private Sector	Public Sector
Accelerated Learning Skills	1.94	19	2.2	1.2
Survey of Economics	2.10	19	2.07	2.2
Organisation and Management	2.42	19	2.64	1.8
Fundamentals of Marketing	3.18	8	3.18	-
Quantitative Methods	2.54	12	2.0	2.62
Building Management Skills	2.87	4	-	2.87
Intro to Computer Prog	2.75	8	2.75	2.75
Effective Personnel Management	2.12	8	2.25	1.75
Fundamentals of Finance	2.66	6	2.66	-

English Language Skills Appraisal  
as per Semester Progress Report  
Fall 1985-86

Excellent	2
Very Good	-
Good	6
Fair	-
Poor	2

MIDDLE MANAGEMENT  
FALL 1985-86

During the Fall 1985-86 term, 17 MM participants joined COMEP. They represent 11 private organisations and 4 public organisations.

MM F 1985-86

## PARTICIPANTS' ORGANISATIONS

### Private Sector:

AISCO

ALBA

Arab Banking Corporation

Bank of Bahrain and Kuwait

BATELCO

Gulf Air

Gulf Air

Khorrami Construction

Kuwait Technical Office

Saicon Construction Company

Sumitomo Corporation

YBA Kano

YBA Kano

### Public Sector:

Civil Service Bureau

Ministry of Finance

Power and Works Directorate

Water Supply Directorate

Total: 15 organisations

The overall average of the class sat the end of the first semester was 2.46. There was little difference between the MOL performance - 2.49 - and that of the CSB - 2.38

#### COURSE DATA AND BACKGROUND

During the Fall 1985-86 term all MM F 85-86 participants took the same courses: Organisation and Management, Survey of Economics and Accelerated Learning Skills.

MM F 84-85

Course Averages

Fall 1984-85

	<u>Class Average</u>	<u>No of Participants</u>
Accelerated Learning Skills	2.33	18
Survey of Economics	2.12	17
Organisation and Management	2.83	18

MM F 84-85

## Course Averages

## Private/Public Sector Distribution

Fall 1984-85

	<u>Private</u>	<u>Public</u>
Accelerated Learning Skills	2.28	2.12
Survey of Economics	2.16	2
Organisation and Management	2.82	2.87

The male-female ratio in the class was 4.25 to one.

MM F 85-86

## Male/Female Distribution

Fall 1985-86

		<u>Males</u>	<u>Females</u>	<u>Total</u>
Private	...	11	2	13
Public	...	<u>2</u>	<u>2</u>	<u>4</u>
Total	...	<u>13</u>	<u>4</u>	<u>17</u>

MM F 84-85

## Male/Female Distribution

Fall 1984-85

	<u>Male</u>	<u>Female</u>
Accelerated Learning Skills	2.35	2.25
Survey of Economics	2.16	2.00
Organisation and Management	2.82	2.87



FAILURES

Two failures were noted in Survey of Economics. Reasons for the failures are unknown since the lecturer himself failed to submit progress reports for the class.

PERFORMANCE

The group as a whole was well motivated and worked hard to produce the best possible results. The problem appears to lie not in effort put into the course work but poor academic preparation for this level. A certain number were perhaps misplaced and would have done better at the Basic Supervision level.

<u>Category</u>	<u>Positive Comments</u>	<u>No</u>	<u>Negative Comments</u>	<u>No</u>
Results	Very good	1	Hopefully will do better in future	1
	Satisfactory	3		
	Fair	1		
Performance	Excellent	1	Needs to make greater effort	2
	Very good	10		
	Good	8		
	Consistent	1		
Potential	Excellent	6	Not taking advantage of potential	1
	Very good	6		
	Good	11		
	Fair	3		
Motivation	Excellent	3	Lacking	1
	Very Good	9		
	High	2		
	Good	4		

<u>Category</u>	<u>Positive Comments</u>	<u>No</u>	<u>Negative Comments</u>	<u>No</u>
Class Participa tion-	Excellent	3	Poor	7
	Very Good	7		
	Good	2		
	Fair	1		
	Relevant	2		
	Helpful	2		
Progress	Excellent	1		
	Very Good	9		
	Good	7		
Ability to learn	Excellent	4		
	Very good	6		
	Good	5		
	Fair	3		
English Language Skills			Need improvement	4
			Lacking	1
Academic Preparation	Belongs at higher level	2	Lacks analytical Skills	3
			Difficulty transferring skills	1
			Insufficiently developed numeracy/arithmetic related skills	3
			Lacks confidence	3

<u>Category</u>	<u>Positive Comments</u>	<u>No</u>	<u>Negative Comments</u>	<u>No</u>
Attitude/ Behaviour			Needs to work hard to keep up	1
	Capable	1	Belongs at lower level	3
			Not academically inclined	1
	Mature	1	Did not work hard	1
	Hard-working	4		
	Conscientious	1		

MM F 85--86

English

Fall 1985-86

Very Good	3
Good	3
Fair	6
Poor	5

MM F 84-85

Overall Performance

Fall 1984-85

Outstanding	-
Very Good	3
Good	7
Fair	4
Poor	2

## PREVIOUS POSITIONS HELD BY PARTICIPANTS

Previous positions held by participants may be categorized as follows:

- A Materials Supervision
- B Office Functions
- C Operations
- D Safety Control
- E Training
- F Administration
- G Supervision and Control
- H Mechanics
- I Sales
- J Engineering
- K Customer Services
- L Maintenance
- M Clerical Duties
- N Surveying

## PARTICIPANTS CAREER OBJECTIVE PROFILE

All participants are looking forward to career mobility. For short-term objectives, time spans vary from "any time" to two or three years. Long-term goals cover five to ten years. Change is occasionally dependent on expansion and opportunities. In some cases, companies are satisfied with the participants' work and do not favour moves. In other situations, titles will remain unchanged but responsibilities will increase. Limited and unlimited opportunities are causing three individuals to seriously consider leaving their present organisations.

- A Opportunities are not available
- B One position is sought and if not obtained the individual will start his own business
- C Opportunities are available but participant wants to move around to get an overview before settling down; he may eventually decide to open his own business

## EDUCATIONAL BACKGROUND OF RESPONDENTS

With the exception of one who has a primary school education, all participants have completed their secondary education. Two have attended but not completed their university studies. Four hold B.Sc degrees in:

- A Chemistry, Kuwait (1)
- B Civil Engineering, USA (2)
- C Architectural Engineering, USA (1)

In addition, most have earned diplomas and/or certificates in Bahrain, the UK and the USA in the fields of:

- A Supervision
- B English Language
- C Engineering
- D Mechanics
- E Management
- G Teacher Training
- H Shorthand - English
- I Sales
- J Arithmetic
- K Typing - English
- L Business Letter Writing

#### TRAINING PROGRAMME BACKGROUND OF PARTICIPANTS

With the exception of one who has not participated in company or individual training programmes\*, all participants have at some point participated in in-house

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\* This participant has a MSc degree



and/or outside training programmes. Short-term programmes (one - six weeks) in Bahrain, Jordan and the UK were in the areas of:

- A Public Relations
- B Management - Introduction
- C Management - Supervisor / Development
- D Management - Construction
- E Correspondence - Writing Skills
- F Data Processing
- G Accounts - Budget
- H Information Systems

Medium-term programmes (two - nine months) in Bahrain, India and the UK were not as numerous and were in the fields of:

- A Supervision - Stores
- B Management - Managers
- C Management - Development
- D Management - Introduction
- E Public Relations - Press/Job Relations
- F Personnel - Manpower Development
- G Engineering - Traffic

Long-term programmes varied in length from one to two years or were made up of a series of courses over a five or six year period. Primarily in Bahrain and the UK, programmes were in the fields of:

- A Management - Business
- B Management - Leadership
- C Management - Objectives
- D Management - Finance
- E Management - Supervision
- F Management - Administration
- G Management - Training
- H Engineering - Industrial

#### DATE JOINED PRESENT ORGANISATION

One-half of the participants have been with their present organisation for at least 12 years and one for 20 years. Only one participant has been with his present company for only 4 years.

#### CAREER OBJECTIVES OF PARTICIPANTS

The majority of the participants wish to attain senior management positions. To attain their professional goals, participants are seeking:

## A Higher Education Qualifications

B To upgrade Professional Qualifications in order to improve future job prospects and opportunities

One participant hopes to improve staff working conditions and staff relationships in the field and to minimize cost without affecting quality. Another includes COMEP as part of her five-year plan to leave secretarial work (which she has done) to pursue a career in administration (which she is doing). Only one participant appears to be assured of promotion and within two years. Finally, two participants from private industry and public service respectively were pessimistic about promotion:

- A Private Sector:
- 1 Unavailability of Bahraini to take his job;
  - 2 "I am penalised by being excellent in my job!!!" At the same time, though, the participant recognized that Bahraini industry is subject to change daily and hence his situation.
- B Public Sector Government employees are dependent on organisational policy and not their individual desires.

## COMEP-ACQUIRED JOB-RELATED SKILLS

Although many participants listed skills directly related to COMEP courses, in general this group appear to have a firm grip on their job-related abilities. Skills fell into the following categories:

- |   |                |   |                                      |
|---|----------------|---|--------------------------------------|
| A | Communications | 1 | English Language                     |
|   |                | 2 | Report Writing                       |
| B | Accounts       | 1 | Managerial Accounting                |
|   |                | 2 | Finance                              |
|   |                | 3 | Budgeting                            |
| C | Other          | 1 | Human Relations                      |
|   |                | 2 | Marketing (incl. Customer Relations) |
|   |                | 3 | Management                           |
|   |                | 4 | Personnel                            |
|   |                | 5 | Economics                            |
|   |                | 6 | Insurance Skills                     |
|   |                | 7 | Research                             |
|   |                | 8 | Training                             |

## BARRIERS/OBSTACLES TO ATTAINING OBJECTIVES

50% of the participants identified organisation policy and educational background as being equal obstacles in their career paths. More specifically, among participants who saw educational policy as a barrier:

- A One has university qualifications
- B One has attended a university but has not finished his degree. He is cognizant of company policy which has career development programmes for university graduates whose target positions are previously determined by respective departments. (For further information, please see "Immediate Supervisor Questionnaire" - Career Path Development.)
- C Five have received extensive company training; however, some policies are now changing from training to formal education for promotion. (For further information, please see "Structured Personal Interview with COMEP Participants, Advanced Management, F 84 Group" of Spring 1984-85.)

Perhaps related, though, to organisation policy is one participant who saw top management lacking in confidence to adapt to changes and thus restricting power and authority.

#### JOB ELEMENTS CRITICAL TO CAREER DEVELOPMENT

According to more than 50% of the participants, most critical job elements to career development are:

The group appear to have performed less "brilliantly" than their predecessors. Judging from comments made by faculty



on progress reports, lack of work and effort are not the cause. As one participant commented, the standard has since been established in COMEP and hence the grades reflect more accurately the level of participants and what they are actually able to achieve. Studying the grades of the AM Spring 1983-84, one is aware of a strong persuance for high grades, i.e. 'C' and above, whereas 'D' grades are not uncommon among the AM Fall 1984-85 participants. 'F' still remains "unknown" at this level. One lecturer said: "How can I fail a high ministry official?"

Class participation appears to have been a problem due to an extent to the inadequate background of many in Accounting and Finance as well, perhaps, to the questionable eligibility of certain participants to be at the AM level. On the other hand, some participants needed more advanced programme than COMEP.

#### ADVANCED MANAGED F 84-85

#### IDENTIFIED STRENGTHS AND WEAKNESSES AMONG PARTICIPANTS

#### AS PER COMMENTS ON FACULTY PROGRESS REPORTS

#### FALL AND SPRING 1984-85, FALL 1985-86

<u>Category</u>	<u>Positive Comments</u>	<u>No</u>	<u>Negative Comments</u>	<u>No</u>
Performance	Excellent	2	Erratic	1
	Average	1	Poor	4
	Steady	2	Marginal	1
	Fair	1	Weak	1
	Improved	1	Work interfered with performance	1



## APPENDIX E

<u>Category</u>	<u>Positive Comments</u>	<u>No</u>	<u>Negative Comments</u>	<u>No</u>
Progress	Took work in progress seriously	1		
	Very good	3	Poor	5
	Good	4		
Results	Fair	3		
	Excellent	4	Poor	1
	Satisfactory	1	Disappointing	1
	Consistent	1	Had hoped better	8
Motivation	Improved	1		
	Very good	14	Poor	6
	Good	12	Wanted to fail	1
Participation-	Fair	2		
	Excellent	5	Poor	9
	Very Good	2		
	Good	5		
	Fair	1		
	Affirmative	1		
	Model participant	1		
	Excellent student	1		
English Language Skills	Excellent	2	Comprehension limited	1
	Very good	2	Reading skills need improvement	1
	Much improvement	1	Needs to improve	4
			Not up to AM level	1

## APPENDIX E

<u>Category</u>	<u>Positive Comments</u>	<u>No</u>	<u>Negative Comments</u>	<u>No</u>
Potential	Excellent	10	Poor	3
	Tremendous	2		
	Very good	15		
	Good	8		
	Fair	4		
Preparation /Background	Could benefit from academically more vigorous and demand- ing programme	1	Eligibility for AM questionable	2
	Could benefit from MBA programme	1	Does not belong in AM	2
	Good financial/ accounting background	1	Weak academically	1
	Good all around commercial background	1	Needs to develop analytical skills	1
			Insufficient financial/account- ing background	1
	ing specific issues		Difficulty focus- 1	
			Difficulty coping with Corporate Planning material	1
Effort	Great improvement	1	Must work hard	5
	Analytical mind	1	More enthusiasm	1
	Probing mind	1	Too mechanical	1
Attitude/ Behaviour	Excellent mind	1	Reluctant	1
	Agile mind	1	Negative attitude	1
	Well organised	1	Excessive absences	1
	Moderate student	1	Failure to sit exam(s)	1
	A leader	2	Failure to turn in assignments	4

## APPENDIX E

<u>Category</u>	<u>Positive Comments</u>	<u>No</u>	<u>Negative Comments</u>	<u>No</u>
	Capable	1	Limited capacity	1
	Eager to learn	1	Not enough studytime	1
	Very serious	2		
	Concern for progress and development	1	Elderly age (42) a handicap	1
	Intelligent	6		
	Hard-working	9		
	Mature	8		
	Responsible	8		
	Reliable	4		
	Initiative	6		
	Drive	5		
	Conscientious	1		
	Diligent	1		
	Very thorough in his assignments	1		
	Forthright	1		
	Cooperative	1		
	Thoughtful	2		
	Worked steadily	2		
	Perceptive	1		
	Enthusiastic	2		
	Imaginative	2		
	Well prepared	3		
	Very interested in courses	1		
	Good leadership qualities	1		

ENGLISH LANGUAGE SKILLS

Twenty percent were sighted as having "excellent" English language skills. The rest ranged between good (40%) and fair (40%). However, lecturer's assessments vary and one participant was noted for having inadequate English for the AM level.

AM F 84 - 85

English Language Skills Appraisal  
As Per Semester Progress Reports  
Fall 1985 - 1986

Excellent	...	3
Very Good	...	-
Good	...	6
Fair	...	6

AM F 84 - 85 Courses Averages Fall and Spring 1984 - 1985, Fall 1985 - 1986		
	<u>Class Average</u>	<u>No. of Participants</u>
Accelerated Learning Skills	2.69	13
Marketing Management	2.7	10
Advanced Management Systems	3.5	3
Personnel and Human Resources Devlp	2.3	13
Managerial Budgeting	2.43	15
Managerial Finance	2.66	15
Corporate Planning	2.63	15
Business Computer Systems	2.46	13
Advanced Management Systems	3.5	2

## AM F 84 - 85

## Course Averages

## Private/Public Sector Distribution

Fall and Spring 1984 - 1985, Fall 1985 - 1986

	<u>Private</u>	<u>Public</u>
Accelerated Learning Skills	2.35	3.83
Marketing Management	2.7	---
Advanced Management Systems	---	3.5
Personnel and Human Resources Devlp	1.95	3.5
Managerial Budgeting	2.45	2.33
Managerial Finance	2.37	3.83
Corporate Planning	2.5	3.16
Business Computer Systems	2.15	3.5
Advanced Management Systems	3.5	---

AM F 84 - 85

## Course Averages

## Male/Female Distribution

Fall and Spring 1984 - 1985, Fall 1985 - 1986

	<u>Male</u>	<u>Female</u>
Accelerated Learning Skills	2.90	1.5
Marketing Management	2.81	2.25
Advanced Management Systems	3.5	---
Personnel and Human Resources Development	2.45	1.5
Managerial Budgeting	2.5	2
Managerial Finance	2.31	1.5
Corporate Planning	2.70	3
Business Computer Systems	2.5	2.25
Advanced Management Systems	3.5	---

	<u>Group</u>	<u>Tiered</u>
<u>Course relevance to:</u>		
Participants career objectives		
Relevance to material	2.76	2.84
Overall benefit	2.46	2.92

Lecturers:

Knowledge of subject	3.92	4.15
Presentation	2.92	3.92
Accuracy of evaluation	2.69	3.53
Peer	2.76	3.38
Compared to other COMEP lecturers	3.15	3.92



AM F 84 - 85

## Overall Performance

Fall 1985 - 1986

Outstanding	...	-
Very Good	...	5
Good	...	6
Fair	...	2
Poor	...	2

## SATISFACTION WITH COMEP

The majority of the participants expressed satisfaction with COMEP. Only two expressed dissatisfaction with COMEP. Both are graduates of American universities and found the programme too lecture and theory-bound in general and the classes lacking in use of case studies and the discussion which normally ensues from this type of presentation. (For further information, please see "Structured Personal Interview with COMEP Participants, Advanced Management, F '84 Group" of Spring 1984 - 1985).

## CAREER DEVELOPMENT IMPACT OF COMEP

Expectations of the career development impact of COMEP were primarily in the area of self-development. The remaining options were not of significant salience.

## ORGANISATION RECOGNITION

Participants' perception of organisation recognition as a result of successful completion of COMEP vary:

- A Two anticipate promotion
- B One has been offered a promotion, (that is to say an increase in responsibilities) but he was asked to wait until he has completed COMEP
- C Four think COMEP will help toward promotion but they must prove their effectiveness
- D Seven (44%) expect nothing but self-satisfaction
- E One does not need the programme and fails to understand why he was chosen
- F One claims that his Ministry knows nothing about COMEP and is unaware of its benefits
- G One had no thoughts on the subject

## SUGGESTED MODIFICATIONS

Modifications suggested in Spring 1984 - 1985 were in the areas of:

A Instructors

- 1 Increase hours with specialized lecturers
- 2 Selection of lecturers; should not be dependent on degrees but on presentation

B Curriculum

- 1 Issue syllabus
- 2 Courses are presently arranged for top management but group falls between supervisory and middle
- 3 Offer:
  - a. electives
  - b. a speech course

- 4 Participants should not be treated as highly advanced students; for example, they need help in Budgeting
  - 5 More seminars in solving administrative problems
  - 6 More courses in: a. personnel management  
b. general management
  - 7 Concentration on self-image development rather than on the distillation of information
  - 8 More case studies
  - 9 Direct link between COMEP curriculum and BSc
  - 10 Improved teaching aids:
    - a. audio-visual material
    - b. improved texts
- C Grouping participants according to needs
- D More comfortable study area
- E Enforcement of strict attendance
- F Expansion of participants' role

#### OVERALL ASSESSMENT

Generally, participants are happy with COMEP and appreciate what is being done. One summed his feeling by stating that the idea is very good and unusual for the Middle East:

"Our thanks to those who thought of it,  
designed it and are working on it."

## CONCLUSION

Participants are divided, though far from equally, into two distinct camps:

- A In need of formal education background, the majority are generally satisfied with the traditional modes and methods of instruction.
- B In need of practical discussion and case studies, a small but distinct foreign-educated minority reject traditional modes and methods of instruction. More important than the acquisition of cognitive skills is the need for introspection and the development of self-image and human relations.

## RECOMMENDATIONS

- A In order to better meet the variety of training needs, electives should be offered.
- B Select lecturers who are:
  - 1 able to adapt methods and topics to the needs of the individual groups;
  - 2 familiar with the nature of the programme and the variety of participant needs.

APPENDIX F - CONTINUING MANAGEMENT EDUCATION PROGRAMME -  
IMMEDIATE SUPERVISOR QUESTIONNAIRE - A REPORT

May 1985

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Appendix 3: A Summary Report:

Second Meeting of Dean Ibrahim  
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from Organizations Participating  
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Supervisor Questionnaire, May 1,  
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## INTRODUCTION

A major part of evaluating COMEP as it is currently implemented at Gulf Polytechnic is to interact with the Immediate Supervisors of participants and elicit their assessment of the situation. Such assessment will necessarily involve a number of key variables:

- A. The career profile of Supervisors of COMEP participants.
- B. Types of human resource planning presently implemented in their organizations: the quality of human resources available undoubtedly affects the credibility of their feedback.
- C. Methods used to determine training needs in organizations and how these needs are matched with specific training programmes available.
- D. Methods used by Supervisors to handle the career planning function: how formal, systematic and well planned is their approach.
- E. Methods used by Supervisors to facilitate transfer of COMEP acquired skills to job situations.



F. Supervisors' awareness of the importance of identifying certain variables as critical to participants' career maturation: development of certain skills, concepts and specific management expertise.

G. Supervisors' expectations from COMEP.

H. Comparison of COMEP to similar programmes Supervisors are/have been aware of in order for us to put COMEP in perspective.

I. Supervisors' suggested curriculum modifications.

#### BACKGROUND

Immediate Supervisors of COMEP participants were invited to attend a meeting with Dean Ibrahim Al-Hashemi on May 1, 1985. 16 Immediate Supervisors representing 12 organisations (8 private sector, 4 public sector) attended the meeting.

The purpose of the meeting was:

A. to familiarize the guests with COMEP;

B. to emphasise the importance of their role in the on-going process of upgrading, improving and

maintaining high academic standards in COMEP through continued dialogue, assessment and evaluation;

C. to distribute the Immediate Supervisor Questionnaire, a means to evaluate COMEP and the transferability of skills acquired by the COMEP participants from the Supervisors' perspective.

The Dean explained that the questions elicit responses of a descriptive nature and are necessary in order to improve COMEP. Respondents were also told that should they wish to add information, modify the questions, or make any comments and/or suggestions regarding the format and/or the questions, they should feel free to do so. The Dean also emphasized the urgency to answer the questionnaire and asked that respondents have them ready within a week to ten days. [For a Summary Report of this meeting, see Appendix D]

#### METHOD

The Immediate Supervisors left the above-mentioned meeting with two copies of the questionnaire. Within ten days, Mr Khalid Ateeq contacted individuals involved, made appointments to see them, and went to their respective offices to collect the questionnaire. During his meetings with the supervisors, Mr Ateeq answered numerous questions

regarding the objectives of COMEP and the differences between levels. At times, supervisors were given an overview of COMEP.

### CONSTRAINTS

Keeping in mind that 57 trainees from 25 private and public organisations participated in COMEP during the Spring 1984-85 term. 75.43% of the participants and 80% of the organisations are represented by respondents in this questionnaire.

### GENERAL PROFILE OF RESPONDENTS

Thirty four \* immediate supervisors representing 43 participants and 20 organisations (11 private and 9 public) responded [see Table I]. Respondents supervise COMEP trainees at the Advanced and Middle Management levels:

---

\* As Head of the 10,000 Training Plan Section at the Ministry of Labour (MOL), the MOL respondent does not supervise any particular trainee but represents the views of his organisation.

Number of Trainees Represented  
by Supervisors According to Level

Advanced Management	25
Middle Management	<u>18</u>
Total	<u>43</u>

[see Table I]

PROFESSIONAL PROFILE OF RESPONDENTS

Entailing significant responsibility within their respective organisations, respondents' management level - management positions are slotted according to the following function areas:

- A. Personnel
- B. Accounts and Finance
- C. Training
- D. Engineering
- E. Administration
- F. Operations
- G. Marketing
- H. Support Services

[see Tables IV and V]

Their numerous tasks can be classified as follows:

1. Forecasting and Planning
2. Personnel Issues
3. Labour Relations
4. Support Services
5. Public Relations
6. General Accounting
7. Training Implementation
8. Liaison
9. Bahrainisation
10. Airport Services
11. Recruitment
12. Payroll
13. Financial Auditing and Control
14. Correspondence
15. Budgeting
16. Supplies and Maintenance
17. Sales and Contracting
18. Operations
19. Customer Services
20. Distribution
21. Marketing
22. Catering
23. Policy Making
24. Management
25. Advising
26. Manpower and Development
27. Consular Services
28. Administration
29. Engineering

The number of persons supervised by the respondents varies from 1 to 560 employees directly involved in airport services and management [see Table VI].

HUMAN RESOURCES PLANNING

Methods used for Human Resource Planning are evenly distributed among Informal, 20%, and Semi-formal, 17.14%. Formal methods are favoured by 28.57% of the organisations, the majority of which, 70%, were private. Comprehensive methods were favoured by 31.42% of the organisations of which the majority were again private (63.63%) [see Tables VII and VIII].

CAREER PATH DEVELOPMENT

A limited number of organisations (14) in either the private or public sectors appear to have developed specific career paths for their COMEP trainees. However, it should be noted that the question was interpreted by many, if not by most, in a general vein to mean "Had the organisation thought about advancement after successful completion of COMEP?" To this, the majority responded affirmatively, although many wavered and hesitated to give a definite 'yes'. Thus, the interpretation of Tables IX, X and XI should be with this vacillation/uncertainty in mind.

A definite 'yes' came from one CSB respondent representing two Middle Management participants. Significantly this respondent's job title is "Chief Organisation and Manpower



Management", and it may, therefore, be safely assumed that he understood the question and was able to answer accordingly. He then went on to describe the process. Another respondent from the same organisation was able to outline the career path participants were expected to follow, although his answer was vague, ie, the development of career paths 'sort of' exists. In addition to the organisation just cited, others with relatively clear career paths mentioned the following:

- A. While the development does exist for employees, this particular participant had reached his limit within the company.
- B. While it exists for most participants, two in particular (one Advanced Management and one Middle Management) do not as yet qualify. Within this particular company, from which we have many participants, the career plan is based on a five-year plan drawn up for each participant and dependent on job vacancies, qualifications, experience and potential for development.
- C. The participant does not qualify because he is not a university graduate.
- D. Bahrainisation plays an essential role.

E. In general and among most organisations, COMEP, is seen as a means towards promotion and self-development.

In few cases, however, were the supervisors able to outline the process clearly. Answers were typically:

A. Upon completion of study a training programme is drawn up and after the trainee is assigned a supervisory position held by an expatriate.

B. Planned 'toward a logical management succession'.

C. Slots already known.

D. Five-year development scheme.

Many respondents either:

a. are unsure of company procedures with regards to career path development, or;

b. interpreted career path development to mean that employees sent to COMEP:

1. were to improve/attain -

knowledge

skills

qualifications

on-the-job experience

ability to assume responsibility

professional level

2. were to meet/fill -

promotion qualifications

organisation needs

job vacancies

Bahrainisation needs

3. and would be judged according to the above as well  
as -

experience

potential

progression

attitude

job requirement absorption

TRAINING NEEDS

Few organisations were actually able to identify methodology used in determining training needs. Mentioned were:

- A. Manpower statistics
- B. Visits to companies
- C. Job requirements:
  - 1. Practical
  - 2. Academic
- D. Profession
- E. Bahrainisation
- F. Training Department surveys and studies
- G. Review of training recommendations from supervisors
- H. Annual assessment based on appraisal of employee's on-the-job performance as well as job requirements
- I. Anticipated and future needs, eg, new technology, expansion of business, new services.

Training needs are matched with candidate needs according to:

- A. Job requirements (26.47%)
- B. Training programmes available and if they meet needs (58.82%)

C. Candidates qualifications, background and experience  
(26.47%)

D. Future employment needs (5.88%).

[see Table XII]

In general, job requirement/description was the most important factor. Only one respondent mentioned future employment needs specifically.

#### SELECTION TO COMEP

The majority (70%) agreed that organisational needs are a strong factor determining selection to COMEP. Both the public and private sectors agreed on the ranking of priority bases for selection to COMEP:

<u>Basis for Selection</u>	<u>Private</u>	<u>Public</u>
Organization needs	71.42%	69.20%
Job Performance	42.85%	53.84%
Educational Background	42.85%	53.80%
Position	33.33%	53.80%
Motivation	23.80%	46.10%
Seniority	9.52%	7.70%

[see Tables XIII and XIV]

COMEP MONITORING

Participants' COMEP experience is monitored mainly by means of performance evaluation (82.35%) [see Table XV]. Communication Skills (73.52%) along with decision making (64.7%), improving function skills, defining problem areas and coordinating (all 64.7%) were identified as job elements most critical to participants' development in the private and public sectors [see Table XVI and XVIII].

Least critical were:

Monitoring key business indicators	20.58%
Using different skills	20.58%
Acquiring clerical skills	11.76%

More specifically, and at the various levels, critical job elements are as follows:

Advanced Management:

Decision making	92%
Improving communications skills	88%
Delegating	80%



Middle Management:

Improving communication skills	66.66%
Decision making	55.55%
Defining problem areas	55.55%
Improving function skills	55.55%
[see table XVIII]	

CAREER DEVELOPMENT IMPACT

With both sectors, the career development impact was expected to be primarily in self-development (88.23%) and secondly in new ideas gained (64.7%). Least important was promotion (32.35%) [see Table XIX]

Although there are seemingly similar priorities between the Advanced and Middle Management, they should be reviewed from the perspective of the functions, needs and parameters of the two levels.

Among all sectors and levels, the career development impact was expected to be primarily in self development and secondly in new ideas gained. Least important was promotion. Although there are seemingly similar priorities among the various levels, they should be reviewed from the perspective of the functions, needs and parameters of each level:

A. Middle Management: Self-development may include intellectual and professional awareness development (new ideas gained).

B. Advanced Management: Self-development may include intellectual and professional awareness (new ideas gained) as well as managerial skills development.

[see Table XX]

#### TRANSFER OF PARTICIPANTS' COMEP-ACQUIRED SKILL TO JOB PERFORMANCE

Both private and public sectors preferred performance monitoring and appraisal (79.41%), although, as the responses indicate, a variety of methods may be used by one particular organisation [see Table XXI].

#### MOST/LEAST APPEALING COMEP FEATURES

Self-development is the most appealing COMEP feature (79.41%) [see Table XXII]. Many respondents failed to identify an unappealing feature, but class schedule was identified by 20.58% as being a problem as was the relevance of the programme to participants' jobs (20.58%) [see Table XXIII].

Ten respondents failed to identify changes/improvements in on-the-job performance. Three wished to withhold judgment until participants had completed COMEP, and three gave no answer at all. However, the remaining respondents observed the following changes/improvements:

A. Inter-personal relations; ability to:

1. Delegate
2. Motivate staff
3. Guide staff
4. Accept guidance/advice

B. Behavioural changes:

1. Acceptance of increased responsibility
2. Improved job performance
3. Enhanced sense of professionalism
4. Ability to determine priorities
5. Application of time management
6. Ability to transfer theory to practice
7. Improved thinking process

C. Skills improvement:

1. Problem solving
2. Supervision
3. Assessment
4. Budgeting
5. Finance/Accounting
6. Report writing
7. English language
8. Management
9. Organisation
10. Management Information Systems
11. Strategic Planning
12. Manpower Planning
13. Determining Priorities

[see Table XXIV]

SUGGESTED MODIFICATIONS

Suggested modifications in the COMEP curriculum pertained to:

- A. Course offering,
- B. Methodology,
- C. Liaison with organisations,
- D. The need to keep abreast of the 'state of the art'.

44.11% of the respondents did not comment on this question for the following reasons:

A. No answer/No comments	29.41%
B. No knowledge of COMEP	5.88%
C. No specific modification in mind	5.88%
D. No comment until participants' have completed the programme	2.94%

[see Table XVI]

OVERALL ASSESSMENT

Overall COMEP was generally well perceived by the respondents. Assessment of the programme was as follows:

A. Excellent	-
B. Very Good	44.11%
C. Adequate	35.29%
D. Generally Inferior	-
E. Very Poor	-

[see Table XVI]

CONCLUSION

During his meetings with Supervisors, Mr Ateeq found them enthusiastic with regard to COMEP but lacking thorough understanding of the goals and objectives. They very much favoured more direct contact with the COMEP administration and faculty.

In conclusion the following may be noted:

- A. The greatest response came from Advanced Management (AM) participant Supervisors, perhaps an indication of the organisations' perception of the importance of COMEP training at this level.
- B. Career path development varies from one organisation to another; generally, while apparent at the higher managerial levels, respondents were not able to describe the process.
- C. Availability of training programmes is a primary factor in determining needs.
- D. COMEP was expected to have a career development impact primarily in self-development and new ideas gained. Participation in COMEP does not appear to directly affect promotion and is based on organisational needs.

APPENDIX 1

IMMEDIATE SUPERVISOR QUESTIONNAIRE



GULF POLYTECHNIC

CONTINUING MANAGEMENT EDUCATION PROGRAMME (COMEP)

Immediate Supervisor Questionnaire

Your role as the immediate supervisor of a COMEP participant makes you a valuable resource for evaluating the programme and improving its quality. Such is the purpose of this questionnaire to which you are kindly invited to respond. Your cooperation is highly appreciated.

1. Name of Organization:

2. Name of Supervisor:

3. Job Title:

4. Briefly describe your responsibilities:

5. Number of subordinates reporting to you:

6. Name(s) of participant(s) in COMEP:

7. What sort of human resource planning is undertaken at your organization?

- ☐ Informal
- ☐ Semi-formal
- ☐ Formal
- ☐ Comprehensive

8. Has your organization developed a career path for each participant sent to COMEP? If yes, please describe the process.

9. On what basis do you select candidates for COMEP? Please check below.

- ☐ Position
- ☐ Organizational needs
- ☐ Educational background
- ☐ Motivation
- ☐ Seniority
- ☐ Job Performance
- ☐ Others (please specify)

10. How do you go about determining training needs? Please provide specific description of the methodology used.

## APPENDIX F

11. How do you match training programmes with candidate needs?
  
12. Do you measure the performance of a trainee before and after completion of a training programme? Please explain.
  
13. Do you feel participants in COMEP are applying acquired classroom skills to job categories? If yes, can you give some illustrations. If not, why not?
  
14. Please check job elements critical to the participant's development.
 

<input type="checkbox"/> Improving function skills	<input type="checkbox"/> Handling uncertainty
<input type="checkbox"/> Delegating	<input type="checkbox"/> Making decisions
<input type="checkbox"/> Acquiring clerical skills	<input type="checkbox"/> Improving communication skills
<input type="checkbox"/> Coordinating	<input type="checkbox"/> Using different skills
<input type="checkbox"/> Defining problem areas for supervisor attention	<input type="checkbox"/> Working under pressure
<input type="checkbox"/> Giving feedback	<input type="checkbox"/> Monitoring key business indicators
<input type="checkbox"/> Learning a different part of the department's operation	<input type="checkbox"/> Others (please specify)

15. Do you hold supervisor-subordinate meetings to discuss the subordinate's career plans and progress? If not, why not?

16. Do you monitor progress toward career objectives? If yes, please check below:

- ☐ Through performance evaluation
- ☐ Periodic review meetings
- ☐ Others (please specify)

17. What are your expectations of participant's career development impact of COMEP?

- ☐ Promotion
- ☐ Broader responsibilities
- ☐ Self-development
- ☐ Improved learning skills
- ☐ New ideas gained
- ☐ Others (please specify)

18. How would you compare COMEP with similar programmes you are familiar with?

- ☐ Very poor
- ☐ Generally inferior
- ☐ Adequate
- ☐ Very good
- ☐ Excellent

19. Would you single out one or more COMEP feature that you find most appealing.

- \_\_\_ Practical value
- \_\_\_ Thoroughness -(comprehensiveness, scope of coverage)
- \_\_\_ Flexibility
- \_\_\_ Relevance to job
- \_\_\_ Helpful to self-development
- \_\_\_ Follow-up methodology (procedures, methods, etc.)
- \_\_\_ Others (please specify)

20. Would you single out one or more COMEP feature that you find least appealing.

- \_\_\_ Class schedule
- \_\_\_ Quality of instruction
- \_\_\_ Reading materials covered
- \_\_\_ Advising
- \_\_\_ Relevance to job
- \_\_\_ Others (please specify)

21. Would you care to suggest any modifications in COMEP curriculum (such as adding, modifying or deleting subjects).

22. What specific steps do you plan to take to facilitate transfer of COMEP-acquired job skills to job performance for participants?

- \_\_\_ Coaching
- \_\_\_ Workshop
- \_\_\_ Preceptor feedback
- \_\_\_ Supervisor follow-up
- \_\_\_ Training officer reports
- \_\_\_ Performance monitoring and appraisal
- \_\_\_ Others (please specify)



## APPENDIX 2

## DATA AND TABULATIONS

TABLE I - RESPONDENTS ACCORDING TO PUBLIC/PRIVATE SECTORS

Public	13
Private	<u>21</u>
Total	<u>34</u>

**TABLE II - PRIVATE ORGANISATIONS REPRESENTED  
IN THE QUESTIONNAIRE**

Organisation	Number of Respondents	Participants	
		Number	Level
Al Ahlia Insurance Co	1	1	AM
Aluminium Bahrain (ALBA)	1	5	AM
Arab Asian Bank	1	1	MM
Bahrain Airport Services	1	1	AM
BANOCO	1	1	AM
BATELCO	8	10	MM 6 AM 4
Gulf Air	3	3	MM 1 AM 2
NCR	1	1	AM
The Regency Inter- continental Hotel	1	1	AM
UBAF	1	1	AM
Y B A Kanoo	2	2	AM

TABLE III - PUBLIC ORGANISATIONS REPRESENTED  
IN THE QUESTIONNAIRE

Organisation	Number of Respondents	Participants	
		Number	Level
Civil Service Bureau (CSB)	2	4	MM 3 AM 1
General Organisation for Pension Fund Commission	1	1	MM
Ministry of Finance and National Economy	3	3	MM
Ministry of Foreign Affairs	1	3	MM 1 AM 2
Ministry of Health	1	1	AM
Ministry of Housing	1	2	AM
Ministry of Labour	1	none	
Ministry of State for Cabinet Affairs	1	1	MM
Ministry of Works, Power and Water	2	2	AM

**TABLE IV - JOB TITLES HELD BY RESPONDENTS  
REPRESENTING PRIVATE ORGANISATIONS**

General Manager

Executive Assistant Manager

Manager Administration

Assistant Personnel Manager

Acting Training Manager

Manager Finance

Assistant Manager Accounts and Finance

Assistant Group Finance Manager

Commercial Manager

Sales Manager

Assistant Manager Marketing Services (GCC)

Manager Traffic Services

Manager Inventory Management

Manager Catering and Cabin Services

Communications Engineer

Director, Field Engineering (Gulf)

Engineer ELO Exchanges

Operations Engineer

Earth Station Engineer

Engineer Network Planning

TABLE V - JOB TITLES HELD BY RESPONDENTS  
REPRESENTING PUBLIC ORGANISATIONS

Director of Administration, Financial and Consular Affairs  
Director Administration and Finance  
Chief of Public Administration Sector  
Head of 10,000 Training Plan Section  
Chief of Organisation and Manpower Management  
Chief, Classification and Compensation  
Head of Pension and Indemnity Section  
Chief of Accounting Systems Development  
Chief Financial Accounting  
Director of Services  
Divisional Manager, Traffic  
Department Manager, Design and Traffic  
Construction Manager

**TABLE VI - NUMBER OF SUBORDINATES REPORTING  
TO PARTICIPANTS**

<u>No of Subordinates</u> <u>(direct/indirect)</u>	<u>No of Respondents</u>
1 - 5	13
6 - 10	8
11 - 15	3
16 - 20	3
50 - 95	5
560	1
No answer	<u>1</u>
Total	<u>34</u>

**TABLE VII - HUMAN RESOURCE PLANNING**

<u>Planning Method</u>	<u>No of Responses</u>
Informal	7
Semi-formal	6
Formal	10
Comprehensive	11
No answer	<u>1</u>
Total	<u>35</u>



T A B L E VIII

HUMAN RESOURCE PLANNING  
ACCORDING TO SECTOR

	Informal	Semi- Formal	Formal	Compre- hensive	No Answer	No of Respondents
Private Sector						
Banking	-	1	-	1	-	2
Oil, Gas, Steel	1	-	1	-	-	2
Telecommunications	-	-	2	5	-	7
Travel/Tourism	1	1	3	-	-	5
Others	1	2	1	1	-	5
Government	4	2	3	4	1	14
Total	7	6	10	11	1	35

TABLE IX - ORGANISATIONAL DEVELOPMENT OF CAREER  
PATHS FOR COMEP PARTICIPANTS ACCORDING  
TO PRIVATE/PUBLIC SECTORS

Answers	No of Responses		Total
	Private	Public	
Career path development exists	10	4	14
Nothing specific	2	3	5
Unknown/Uncertain	1	1	2
Career path development	8	2	10
No answer	1	2	3
Totals	22	12	34

TABLE X - ORGANISATIONAL DEVELOPMENT OF CAREER  
PATHS FOR COMEP PARTICIPANTS ACCORDING  
TO AM/MM LEVELS

Answers	Level	
	AM	MM
Career path development exists	9	9
Nothing specific	7	3
Unknown/Uncertain	2	-
Career path development	6	4
No answer	1	2
Totals	25	18

TABLE XI - RELATIONSHIP BETWEEN CAREER PATH  
DEVELOPMENT AND COMEP

<u>Reasons for COMEP Participation</u>		<u>Number of Responses</u>
Improve/attain:	Knowledge	2
	Skills	1
	Qualifications	2
	On-the-job performance	1
	Ability to assume responsibilities	1
	Professional level	3
Meet/fill:	Promotion qualifications	3
	Organisation needs	1
	Job vacancies	3
	Bahrainisation needs	1
Judged according to above plus:	Experience	3
	Potential	2
	Progression	1
	Attitude	1
	Job requirement absorption	1
	Logical management succession	1
	Staff development thought it appropriate	1
	Total	<u>28</u>

TABLE XII - METHODS USED TO MATCH TRAINING PROGRAMMES  
WITH CANDIDATE NEEDS ACCORDING  
TO PRIVATE/PUBLIC SECTORS

Responses	No of Responses		Total
	Private	Public	
Job requirement	6	3	9
Training programmes available	2	-	2
Match programme with candidate/company needs	10	8	18
Qualifications	5	4	9
Future employment needs	1	1	2
Self-development	2	-	2
Bahrainisation	-	1	1
Unknown	-	2	2
Not applicable	-	1	1
No answer	-	-	-
Totals	26	20	46

TABLE XIII - BASIS OF CANDIDATE SELECTION TO COMEP  
ACCORDING TO PRIVATE/PUBLIC SECTORS

Basis for selection	No of Responses		Total
	Private	Public	
Position	7	7	14
Organisational needs	15	9	24
Educational Background	9	7	16
Motivation	5	6	11
Seniority	2	1	3
Job-performance	9	7	16
Others: Individual request	2	-	2
Potential	1	-	1
Bahrainisation	1	-	1
No answer	-	2	2
Totals	51	39	90

T A B L E   X I V

BASIS FOR SELECTION TO COMEP

ACCORDING TO SECTOR

	Position	Organizational Needs	Educational Background	Motivation	Seniority	Job Performance	Others	No Answer	No Responses
Private Sector:									
Banking	-	2	-		-		-		2
Oil, Gas and Steel	1	2	1	1	1	2	-		8
Telecommunications	3	4	2	3	-	1	1		14
Travel/Tourism	5	3	2	1	1	3	2		12
Others	3	4	4	2	-	3	1		17
Government	7	9	8	6	1	7	-	2	40
Total	14	24	17	13	3	16	4*	2	93

\*Other:  
a.individual request    2  
b.potential                1  
c.Bahrainization        1

TABLE XV - METHOD(S) USED TO MONITOR PROGRESS  
TOWARDS CAREER OBJECTIVES (16)

Basis for selection	No of Responses		Total
	Private	Public	
Through performance evaluation	16	12	28
Periodic review meetings	10	8	18
Others: Continuous assessment tests	1	-	1
Informality	1	-	1
Goal setting sessions	1	-	1
No answer	1	1	2
Totals	30	21	51



TABLE XV - JOB ELEMENTS CRITICAL TO PARTICIPANTS'  
DEVELOPMENT ACCORDING TO PRIVATE/PUBLIC SECTORS

Responses	No of Responses		Total
	Private	Public	
Improving function skills	12	9	21
Delegating	12	8	20
Acquiring clerical skills	3	1	4
Defining problem areas for supervisor attention	17	7	24
Coordinating	15	6	21
Giving feedback	11	6	17
Learning a different part of the departments' operation	11	4	15
Handling uncertainty	10	4	14
Making decisions	14	8	22
Improving communication skills	16	9	25
Using different skills	5	2	7
Working under pressure	12	7	19
Monitoring key business indicators	4	3	7
Others: Advanced Financial & Management Acc.	1	-	1
Motivating subordinates	-	1	1
No answer	-	1	1
Totals	143	76	219

T A B L E XVII

JOB ELEMENTS CRITICAL TO PARTICIPANTS' DEVELOPMENT  
ACCORDING TO JOB SECTOR

	Banking	Gas, Oil, Steel	Telecom- munications	Travel/ Tourism	Others	Government	No of Responses
Improving function skills	1	1	5	1	4	9	21
Delegating	-	2	6	2	2	8	20
Acquiring clerical skills	1	-	1	-	1	1	4
Coordinating	2	2	5	2	4	6	21
Defining problem areas	1	1	6	3	3	7	21
Giving feedback	1	1	6	1	2	6	17
Learning a different part of the department's operations	-	2	4	2	3	4	15
Handling uncertainty	-	1	4	2	3	4	14
Making decisions	-	2	6	2	4	8	22
Improving communication skills	1	2	6	3	4	9	25
Using different skills	-	1	1	1	2	2	7
Working under pressure	1	1	4	3	3	7	19
Monitoring key business indicators	-	-	1	1	2	3	7
Others:	1	-	-	-	1	-	4
Advanced Financial and Management Accounting	1	-	-	-	-	-	1
Motivating subordinates	-	-	-	-	1	-	1
No answer	-	-	-	-	-	1	1

TABLE XVIII - JOB ELEMENTS CRITICAL TO PARTICIPANTS'  
DEVELOPMENT ACCORDING TO COMEP LEVEL

Responses	No of Responses		Total
	FM	MM	
Improving function skills	12	10	22
Delegating	20	8	28
Acquiring clerical skills	1	2	3
Defining problem areas for supervisor attention	19	10	29
Coordinating	22	7	29
Giving feedback	19	10	29
Learning a different part of the departments' operation	14	6	20
Handling uncertainty	14	5	19
Making decisions	23	10	33
Improving communication skills	22	12	34
Using different skills	9	3	12
Working under pressure	20	7	27
Monitoring key business indicators	6	2	8
Others: Advanced Financial & Management Acc.	-	1	1
Motivating subordinates	1	-	1
No answer	2	1	3
Totals	204	90	294

TABLE XIX - COMEP CAREER DEVELOPMENT IMPACT ON  
PARTICIPANTS' ACCORDING TO PRIVATE/PUBLIC SECTORS

Responses	No of Responses		Total
	Private	Public	
Promotion	6	5	11
Broader responsibilities	13	7	20
Self-development	19	11	30
Improved learning skills	9	8	17
New ideas gained	14	8	22
Others: Basis for further study & advancement	-	1	1
No answer	-	1	1
Totals	61	41	102

T A B L E XX

EXPECTATIONS OF PARTICIPANTS' CAREER DEVELOPMENT IMPACT  
ON COMEP

	Promotion	Broader Responsi- bilities	Self Develop- ment	Improved Learning Skills	New ideas gained	Other <sup>*</sup>	NA
Banking ...	-	1	1	1	1	-	-
Oil, Gas, Steel	1	2	2	2	1	-	-
Telecommunication	1	3	8	3	6	-	-
Travel/Tourism	1	4	5	-	3	-	-
Other	3	3	3	3	3	-	-
Government	5	7	11	8	8	1	1
Total	11	20	30	17	22	1	1

\* Basis for further study and advancement.

TABLE XXI - STEPS TO TRANSFER PARTICIPANTS' COMEP  
ACQUIRED JOB SKILLS TO JOB PERFORMANCE

	No of Responses		Total
	Private	Public	
Coaching	6	3	9
Workshop	2	2	4
Perceptor feedback	2	3	5
Training officer reports	5	4	9
Performance monitoring and appraisal	19	8	27
Others: No specific steps planned		1	1
Unknown	-	1	1
No answer*	-	1	1
Totals	51	39	90

\* includes also - effective communication, delegating, the art of creative thinking, dynamics of leadership, problem solving and decision making, interviewing and selection skills, report writing.

TABLE XXII - MOST APPEALING COMEP FEATURES

	No of Responses		Total
	Private	Public	
Practical values	3	2	5
Thoroughness	2	2	4
Flexibility	2	2	4
Relevance to job	4	4	8
Helpful to self-development	19	8	27
Follow-up methodology	2	2	4
Others: Shall comment after completion	1	-	1
No knowledge of COMEP	-	1	1
Too early to say	-	2	2
No answer	1	-	1
Totals	34	24	58



TABLE XXIII - LEAST APPEALING COMEP FEATURES

	No of Responses		Total
	Private	Public	
Class schedule	6	1	7
Quality of instruction	1	2	3
Reading materials covered	3	1	4
Advising	1	2	3
Relevance to job	6	1	7
Others:			
Nil	4	-	4
Shall comment after completion of course	1	-	1
Case studies should be part of syllabus	1	-	1
Unknown	-	1	1
No comments	-	3	3
Too general	1	-	1
Too early to say	-	2	2
No sufficient knowledge of COMEP	-	1	1
Considerable pressure on individual at exam time when combined with demands and pressures of work	1	-	1
No answer	-	3	3
Totals	26	14	40

TABLE XXIV - CHANGES/IMPROVEMENT IN PARTICIPANTS'  
ON-THE-JOB PERFORMANCE SINCE JOINING COMEP

<u>Response</u>	<u>No of Responses</u>
<u>Inter-personal relations; ability to:</u>	
Delegate	2
Motivate staff	1
Guide staff	1
Accept guidance/advice	-
<u>Behavioural changes:</u>	
Acceptance of increased responsibility	2
Improved job performance	1
Enhanced sense of professionalism	1
Ability to determine priorities	1
Application of time management	1
Ability to transfer theory to practice	1
Improved thinking process	2
<u>Skills improvement:</u>	
Problem solving	2
Supervision	5
Assessment	1
Budgeting	2
Finance/Accounting	5
Report writing	8
English language	1
Management	2
Organisation	2
Management Information Systems	1
Strategic Planning	1
Manpower Planning	2
Determining Priorities	1
Improved theoretical base	2
Yes: changes/improvements are evident but no examples given	3
No: changes/improvements are evident	2
Presently no change/improvements are evident	2
Unable to answer	1
Assessment to be made upon participant's completion of COMEP	3
No answer	2

TABLE XXV - SUGGESTED COMEP CURRICULUM MODIFICATIONS

<u>Response</u>	<u>No of Responses</u>
Courses:	
<u>Add:</u>	
Case studies	3
Engineering Management	2
Current government financial procedure	1
Bahrain Labour Law	1
Safety and hygiene	1
Training and Manpower Development	1
<u>Increase:</u>	
Number of seminars	1
Emphasis on English language skills	1
MM computer courses	1
Hands-on computer experience	1
Accounting courses	1
Practical work, less theory	1
<u>Modify:</u>	
Managerial Accounting (AM) and Financial Management (AM) presently too advanced	1
Statistics courses to suit practical needs in Bahrain	1
Enhance creative and systematic thinking	1
More specialised leading to development of professional skills, after completion of general subjects	1
Liaison with organisations re subject requirements	1
Necessary evolution of COMEP to cope with technical and environmental changes	1
Perfectly adequate in context	1
Shall comment only after participants' completion	2
Nothing very specific	2
No knowledge of COMEP	2
Unable to comment until participant has completed COMEP	1
No comments	5
No answer	5

TABLE XXVI - COMPARISON OF COMEP WITH SIMILAR PROGRAMMES

	No of Responses		Total
	Private	Public	
Very poor	-	-	-
Generally inferior	-	-	-
Adequate	10	2	12
Very good	8	7	15
Excellent	-	-	-
Others: Comments after completion	1	-	1
Unable to comment	2	1	3
Unable to compare	1	2	3
No answer	-	1	1
Totals	22	13	35

APPENDIX 3

A SUMMARY REPORT

Second Meeting of Dean Ibrahim Al-Hashemi  
with Representatives  
from Organizations Participating in COMEP

The Immediate Supervisor Questionnaire

May 1, 1985

GULF POLYTECHNIC  
CONTINUING MANAGEMENT EDUCATION PROGRAM  
A SUMMARY REPORT

SECOND MEETING OF DEAN IBRAHIM AL-HASHEMI WITH  
REPRESENTATIVES FROM ORGANISATIONS PARTICIPATING IN COMEP  
THE IMMEDIATE SUPERVISOR QUESTIONNAIRE

1 MAY 1985

Present were:

Gulf Polytechnic: Dean Ibrahim Al-Hashemi (Chairman)  
BANOCO: Mr Hamad K Sultan, Senior Advisor Training  
BATELCO: Miss Mariam Janahi, Assistant Personnel Manager  
          Mr Mohammed Ismail, Sales Manager  
BAS: Mr David Samson, Manager Traffic Services  
Civil Service Bureau: Miss Aziza A Rahman, Staffing  
                          Specialist  
GOSI: Mr Ebrahim Essa, Personnel Officer  
Gulf Air: Mr Ameen Haider, Training Administrator  
Ministry of Finance: Mr John M Clarkson, Chief Financial  
                          Accountant  
                          Mr Anthony Lewins, Chief Accounting  
                          Systems Development  
Ministry of Labour: Mr Jassim Bushail, 10,000 Plan  
                          Mr Ahmed Mansoor, Labour Office  
Ministry of Works, Power and Water: Mr Robin Goodwin,  
  Senior Traffic Engineer  
NCR Corporation: Mr Elie Nassif, Manager FED Admin.  
Regency Intercontinental Hotel: Mr Johnny Fattaleh,  
  Executive Assistant Manager  
  Mr Jun Del Rosario,  
  Training Manager  
YBA Kanoo: Miss Huda Rashid Al Binali, Training Officer  
Gulf Polytechnic: Dr Ziad Hatiboglu, Head of Business  
                          and Management  
                          Mr Khalid Ateeq, COMEP Coordinator  
                          Dr Alexandra d'Aste-Surcouf, COMEP  
                          Counsellor  
                          Mr Anwar Shehab, Industrial Liaison  
                          Coordinator

Representatives unable to attend this meeting will be invited to meet with Dr Andreou and/or Mr Shehab either at Gulf Polytechnic or at their respective offices at the earliest convenience.



Dean Ibrahim Al-Hashemi opened the meeting at 0845 hours by welcoming the guests to Gulf Polytechnic and thanking them for coming. The Dean stressed the importance of such meetings, the Dean explained the purpose of this particular gathering: to familiarise the guests with COMEP and to emphasise the importance of their role in the on-going process of upgrading and improving standards, and maintaining high academic standards in COMEP through continued dialogue, assessment and evaluation.

The Dean first gave an overview of programmes offered at Gulf Polytechnic:

- A. Special programmes tailored to individual organisations needs;
- B. The part-time certificate programme for those employed full-time and seeking technical certification. The duration is three years;
- C. The full-time diploma/degree programme: all full-time students must go through the diploma programme, which is three and a half years and includes one year of orientation. Those wishing to go on to the degree programme may do so provided they meet the required standards. In addition to the three years of diploma study, degree students must study an additional two



years. In line with the needs of the country, Gulf Polytechnic policy is to maintain an appropriate ratio between the degree and non-degree holding graduates.

The Dean then went on to explain the origins and development of COMEP. In 1981 a team was charged to design a new Gulf Polytechnic Business and Management Programme to meet local work needs as well as international academic requirements. To assess manpower needs in Bahrain, a survey was launched involving one-to-one interaction between the team and Chief Executive Officers and Training Managers. The results were design and development of a four-year integrated programme already described above ('C'). Another unexpected need emerged: to train a sizeable contingent of on-the-job managers lacking formal education background and/or skills and whose needs reflected five levels of decision making, subsequently incorporated into five levels of training:

- A. executive management
- B. advanced management
- C. middle management
- D. basic supervision
- E. clerical skills

Translated from job requirements, training needs were distributed vertically according to the levels and horizontally according to disciplines and areas of specialisation.

In designing COMEP there were major assumptions:

- A. Bahrain did not suffer from a shortage of training, but there was a need for a change in methodology;
- B. Continuity and self-renewal would be integral components of the programme;
- C. COMEP would be a form of investment in human resources, the test of its impact being measured by the success or failure of the transferability of skills and knowledge from the classroom to the job.

Keeping these assumptions in mind, continuity and self-renewal became the responsibility of joint efforts between the companies and Gulf Polytechnic. Evaluation, an on-going process to determine relevance and areas for improvement, would be carried out through means of:

- A. Individual interviews with participants;

B. Regular meetings with Chief Executive Officers to obtain points of view re assessing and upgrading training;

C. Regular feedback through meetings with and questionnaire distribution to immediate Supervisors and Training Officers.

Presently, in addition to the formal dialogues, assessments and evaluations, COMEP participants are councelled by a full-time COMEP Coordinator, Mr Khalid Ateeq and a full-time COMEP Counsellor, Dr Alexandra d'Aste-Surcouf. When loopholes are identified, measures are taken almost immediately to eliminate them.

The Dean added that for those unable to spend 18 months studying COMEP there are short two-three day seminars as well as a new feature in Bahrain, the Executive Forum during which key-issues related to management in Bahrain are discussed. For example, last year under the direction of H E Dr Ali Fakhro, Minister of Education, a one-day seminar entitled "Corporate Culture in Bahrain", a discussion of the internal climate of companies in Bahrain, took place at Gulf Polytechnic on March 11, 1984. The proceedings are available. Other examples of such seminars held at Gulf Polytechnic are "Project Evaluation" and "The International Money Market". Another

such event will take place on May 18, 1985. Once again under the direction of H E Dr Ali Fakhro, Minister of Education, the Executive Forum will present a one-day seminar on "Strategy for Continuing Management Education in Bahrain". The question 'who is the Bahraini Manager?' will be addressed by four speakers:

- A. Dr George Najjar of the Graduate School of Business and Management, the American University of Beirut will address the issue of "Philosophy and Methodology of Continuing Management Education in Bahrain";
- B. Dr Rashid Fulaifil, Undersecretary, Ministry of Health, will discuss "The Making of the Bahraini Manager in the Public Sector";
- C. Mr Nooreddin Nooreddin, General Manager ARIG, will discuss "The Making of the Bahraini Manager in the Private Sector";
- D. And finally, Dr Paris Andreou, Department of Business and Management, Gulf Polytechnic, will present "The Continuing Management Education Programme at Gulf Polytechnic".

In addition to the Executive forum, the COMEP Lecture Series invites speakers from within Bahrain as well as outside to address local and international managerial issues.

Dean Al-Hashemi emphasised that management is still in its formative stages in Bahrain. Only through on-going dialogue between organisations and Gulf Polytechnic and continuous up-dating of the managerial needs data base can COMEP course maintain currency and relevance, and avoid becoming obsolete and out of touch with reality.

The goal of COMEP is to update and upgrade management skills, sharpen awareness of management techniques and local circumstances and develop the ability to recognise and better understand alternatives, thereby introducing options when and if necessary. Some criticize by saying "How can academics at a polytechnic tell us how to manage our business?" The academic institutions do not try to teach managers how to manage their organisations. As a polytechnic we exist to provide the facilities for managers and potential managers to learn techniques, to discuss concepts and ideas which will be useful in making them better and more professional managers when they are on the job; and in the individual members of the faculty we provide trained minds for managers to sharpen their own. The academic and industrial worlds have much to



learn from each other, and we must get closer together to generate a creative tension with each other.

One means of maintaining open communication, the Dean said is the Immediate Supervisor Questionnaire, a way to evaluate COMEP and the transferability of skills acquired by the COMEP participants from the Supervisors' perspective. The questions, he explained, elicit responses of a descriptive nature and are necessary in order to improve COMEP. Should respondents wish to add information, modify questions, they should feel free to do so. Confidentiality of the responses will be maintained. The Dean also emphasised the urgency to answer the questionnaire and asked that respondents have them ready with a week to ten days. He said that Mr Ateeq would contact individuals involved to make an appointment to discuss queries, suggestions, comments, and to collect the questionnaire. All respondents are welcome to visit Gulf Polytechnic, the students, the staff and facilities whenever they wish. Should class visitations be desired, the Dean strongly recommended that he, Mr Ateeq or Mr Shehab be contacted ahead of time so that guests may be properly received.

Before opening the meeting to questions, Dean Al-Hashemi introduced members of the COMEP team present:

Dr Ziad Hatiboglu, Head of Business and Management

Mr Khalid Ateeq, COMEP Coordinator

Dr Alexandra d'Aste-Surcouf, COMEP Counsellor

Mr Anwar Shehab, Industrial Liaison Coordinator

Dean Al-Hashemi then opened the meeting to questions. The main issues discussed pertained to the development of COMEP courses in specialised areas and the place of Gulf Polytechnic in the international arena.

A representative from the Ministry of Finance said that so far he had found COMEP relevant; however, soon the Ministry would want one of the COMEP trainees to specialise in accounting. Should COMEP not narrow areas down to some speciality courses in accounting, this particular trainee would have to be sent abroad for further training.

The Dean explained that it was a question of economy of scale; the group is small. However, three possible alternatives are available:

- A. If from the very beginning a group of 12-15 with identical needs could be singled out, Gulf Polytechnic could run a needs assessment and then sit with the employer(s) and design a programme to suit the needs of the trainees;



- B. If the number remains small but the employer(s) is(are) willing to meet the cost, the Gulf Polytechnic can provide the course(s);
- C. The trainee may be sent to the Gulf Polytechnic diploma/degree programmes.

The Ministry of Finance representatives countered this last point ('C') with the argument that if sent abroad, a trainee would obtain international qualifications; the qualifications earned at Gulf Polytechnic, on the other hand, are only good for Bahrain.

The Dean stressed the need for Bahrainis to stand on their own feet. Unless local programmes are developed, Bahrainis will continue to depend on universities abroad which teach to their own standards and environment. At the same time, Gulf Polytechnic must maintain and uphold international qualifications. Right now this is being handled with the help of external universities from the region and abroad.

The Dean stressed that feedback from both private and public sectors regarding Gulf Polytechnic full-time programmes has been very positive. Local banking and other business sectors, for example, prefer to hire Gulf Polytechnic diploma students rather than degree-holding

graduates from other universities in the area. The last point was reinforced by the representatives present at the meeting.

The Ministry of Finance representative recognised the strength of COMEP and acknowledged that results achieved by his COMEP trainee are of superior quality, but he asked if Gulf Polytechnic was well known outside the immediate area; otherwise this lack of international recognition could prevent professional mobility outside Bahrain.

The Dean once again confirmed the need for international recognition as well as local relevance. Right now the Gulf Polytechnic Accounting Programme has achieved British and American and French standards. As it is, there are no established international accounting standards. Gulf Polytechnic, should, he said, take the Accounting Programme one step further: to focus on the establishment and achievement of Gulf standards.

The Dean then reiterated that at the moment a number of COMEP participants, as well as the number sponsored under COMEP accounting, is limited. As the numbers grow, Gulf Polytechnic can specialise. However, for expansion and relevant programmes, it is important to maintain dialogue.

In CONCLUSION, Dean Al-Hashemi reiterated that it would take a few years before Gulf Polytechnic and all the specialised programmes under COMEP would be fully developed. The Polytechnic is on the right track. The employers' feedback will undoubtedly provide input to the improvement and relevance of the programmes. The Dean also pointed out that Gulf Polytechnic is maintaining quality and awards degrees and diplomas only to those students who can meet the required standards.

One again, Dean Al-Hashemi thanked the guests for coming and he welcomed them back to Gulf Polytechnic whenever they wished to come again. He said that he looked forward to meeting them again and to receiving their feedback.

The meeting was adjourned at 1015 hours.

## APPENDIX G - COMEP IMPACT ASSESSMENT QUESTIONNAIRE

This is a two-tier instrument intended to assess the impact of COMEP on the Bahrain management community. It covers both graduates of the programme (TIER 1) and their supervisors (TIER 2).

Spring 1986

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## INTRODUCTION

In June 1985, the first group of COMEP participants who began the programme in Spring 1983-84 were graduated. At the end of the following Fall 1985-86 term, the second group who joined COMEP in Fall 1984-85 followed suit.

Since June 1985 and February 1986, both groups have had the opportunity to try their COMEP "wings", put their COMEP skills and knowledge to test within their respective organisations. The following two-tier report is an assessment of COMEP by:

- (1) Middle Management (MM) and Advanced Management (AM) graduates representing the groups of Spring 1983-84 and Fall 1984-85.
- (2) The immediate supervisors of these same participants.

The participant questionnaire (Tier 1) looks specifically at the following areas:

- I COMEP curriculum design, planning and implementation (items 1 and 19);
- II Job transferability of COMEP-acquired skills (items 3, 12, 14 and 20);

III Relevance of COMEP material to the Bahrain experience  
(items 9, 16 and 17);

IV Success of COMEP as vehicle towards development of  
professional managers;  
(items 4, 5, 6, 7, 8, 10 and 11)

V Client organisation support of COMEP  
(items 14, 15 and 18).

Tier 2 (the immediate supervisor questionnaire) covers the  
following variables:

I Organisation commitment to management development  
(items 2, 3, 4, 5 and 19);

II COMEP objectives  
(items 1, 6, 7 and 20);

III Impact of COMEP on participant performance  
(items 9, 10, 11, 12, 13, 15, 17 and 18);

IV Transferability of COMEP-acquired skills  
(items 9 and 15);

V Comparison of COMEP to other training programmes  
(items 14 and 16).

This report comprises two parts - Tier 1 and Tier 2.

## CONSTRAINTS

Interviewers had access to most participants and supervisors, and contacted each of them personally for distributing, explaining and collecting questionnaires.

## TIER 1

Forty-four MM and AM graduates (80%) responded to the questionnaire.

### I COMEP Curriculum Design, Planning and Implementation (items 1 and 19)

Overall, participants agreed that COMEP was a well planned programme based on job need of Bahraini organisations (66% agree and 16% strongly agree, item 1). Only 14% thought COMEP to be poorly organised and loosely administered (item 19).

### II Job transferability of COMEP-acquired skills (items 3, 12, 14 and 20)

Although 23% agreed that management knowledge could not be taught in the classroom, 70% were of the

opinion that it could be taught (item 20). To back up this opinion, 80% had noticed an appreciable improvement in their job performance (item 2), 77% perceived COMEP as a channel facilitating the transfer of knowledge from the classroom to the job (item 13), and 86% had been able to transfer COMEP acquired knowledge and skills to improve job performance (item 3).

### III Relevance of COMEP material to the Bahrain experience (items 9, 16 and 17)

20% of the respondents were not sure that materials covered in COMEP was relevant to Bahrain, where 61% confirmed this relevance (item 9). More specifically 57% perceived leadership concepts as covered in COMEP as being "culture-adapted" to the Bahraini environment (item 16), and 61% agreed that concepts of motivation were "culture-adapted" (item 17).

### IV Success of COMEP as vehicle towards development of professional managers (items 4, 5, 6, 7, 8, 10 and 11)

Items 4, 8, 10 and 11 deal specifically with the idea of the COMEP-trained and targeted career manager who must function within the constraints of the Bahrain

environment. 73% agreed (52% 'agreed' and 20% 'strongly agreed') that with the aid of COMEP they were on their way to becoming career managers (item 4); and another 73% were aware of being more effective leaders within their organisations by the end of the programme (item 8). More importantly, COMEP has helped participants (91%) function more effectively within the constraints of the environment, and simultaneously improved the image of the Bahraini manager: 82% (items 10 and 11 respectively), 91% agreed (55% 'agreed' and 36% 'strongly agreed') that COMEP had relayed to participants the importance of "managerial leadership" (item 7). As a result, 91% felt better able to motivate their subordinates (item 6), and 73% felt better motivated themselves (item 5).

V Client organisation support of COMEP  
(items 14, 15 and 18)

Organisation support appears to be somewhat controversial. While 66% stated that their organisations were committed to "management development as a vehicle for Bahrainisation" (item 15), and an equal number received strong support from their organisations during their COMEP experience (item 18), 54% felt frustrated when



organisational barriers prevented them from applying COMEP-acquired knowledge and skills to their job (item 14).

## TIER 2

Thirty-three immediate supervisors (75%) of MM and AM graduates responded to the questionnaire.

### I Organisation commitment to management development (items 2, 3, 4, 5 and 19)

85% of the respondents felt that their organisations emphasised managerial professionalism (item 2). However, while 76% saw management development for young Bahrainis as a top organisation priority (item 19), 70% stated that earlier management development was integrated into manpower planning (item 3); 58% thought management development needs were assessed formally and accurately (item 4); and only 61% of the respondents actually played a decisive role in enrolling his/her trainee in COMEP (item 5).



II COMEP objectives(items 1, 6, 7 and 20)

Supervisors often appeared uncertain of their ability to assess COMEP in view of the achievement of its objectives. 73% felt they needed more information about COMEP (item 1). While 64% were not struck by a lack of objectives (item 6), 45% were not sure if COMEP had fallen short of meeting its declared objectives (item 20), and 52% were not sure if COMEP emphasised "leadership styles compatible with the Bahrain environment" (item 7).

III Impact of COMEP on participant performance(items 9, 10, 11, 12, 13, 15, 17 and 18)

61% of the respondents perceived the impact of COMEP on their subordinates as having be "appreciable" (item 8); another 58% noticed an improved professional self-image on the part of their subordinates (item 11); and 55% thought their subordinates more capable of motivating others (item 12), while 48% noted a significant improvement in their subordinates' self-motivation level (item 10). COMEP has remained realistic in its goals and objectives and has not "corrupted" participants with expectations that cannot be attained (items 15

and 18). 45% saw an improvement in leadership style (item 13); the impact of COMEP on the individual organisations, however, remains as yet unclear (item 17).

#### IV Transferability of COMEP-acquired skills (items 9 and 15)

Once again, supervisors demonstrated uncertainty with regard to their lack of knowledge of COMEP. 73% thought COMEP to be effective in transferring knowledge to the job (item 9); but 30% saw these skills as being "often not relevant" as opposed to 48% who saw the relevance (item 15).

#### V Comparison of COMEP to other training programmes (items 14 and 16)

52% were not able to assess COMEP vis-a-vis similar overseas programmes (item 14); and 48% were unable to assess COMEP vis-a-vis locally offered programmes (item 14)

## CONCLUSION

Graduates were more in command of their responses than their supervisors who admitted to limited knowledge of COMEP. And while supervisors perceived a transfer of skill from the classroom to the job, their responses reflected a degree of uncertainty in comparison with those of the graduates.

The majority of the respondents, participants and supervisors alike, perceived their organisations as being committed to management development and Bahrainisation. However, participants felt blocked by organisations unwilling to allow them to freely apply and practice newly acquired COMEP skills. Is this resistance indicative of companies' uncertainty of COMEP course relevance (as indicated by supervisors)? Or have the graduates broken certain "sound" barriers, so to speak?

APPENDIX 1

QUESTIONNAIRES - TIERS 1 AND 2

BACKGROUND STATEMENT

The attached two-tier questionnaire is part of the on-going evaluation of the Continuing Management Education Programme (COMEP) at Gulf Polytechnic. It is designed to cover both graduates of the programme and their immediate supervisors.

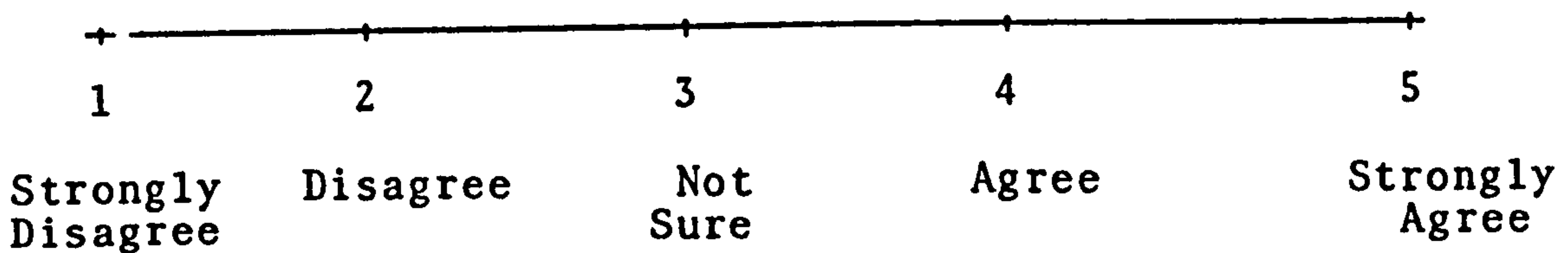
Please fill the tier that corresponds to your position (graduate or immediate supervisor) by simply circling the option that comes closest to your choice.

Thank you.

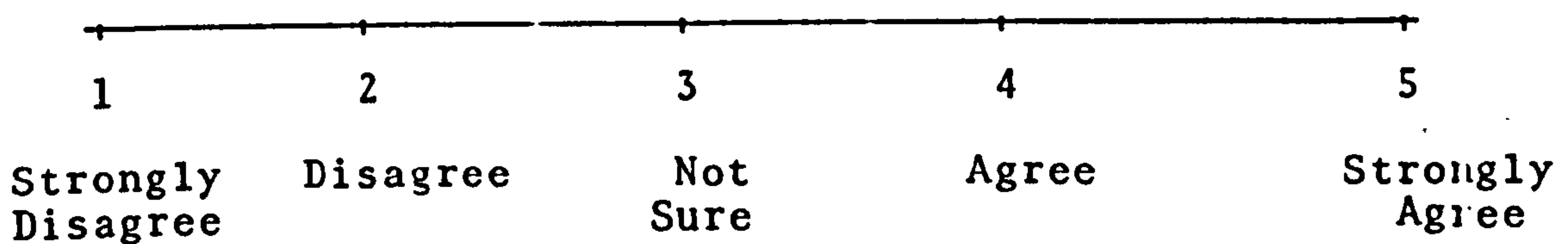
TIER 1                      COMEP GRADUATES

Please answer each of the following questions as thoroughly and thoughtfully as possible.

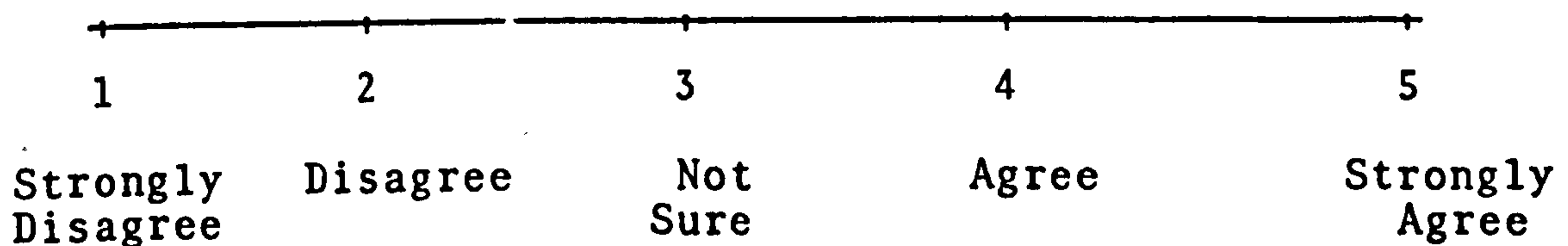
1. COMEP is a well planned programme based on the job needs of Bahraini organisations.



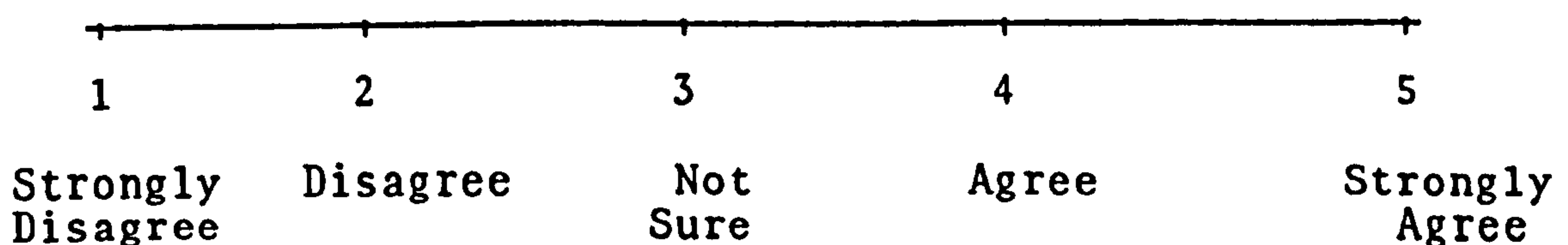
2. Compared to the 10,000 programme, COMEP is a more effective means for satisfying Bahrain's management development requirements.



3. In my case COMEP has been successful in the transfer of management knowledge and skills towards better job performance.

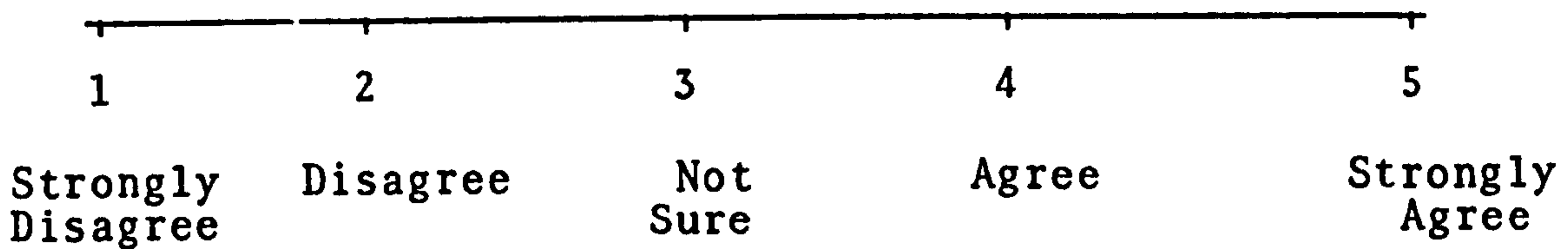


4. COMEP has set me on the way towards becoming a career professional manager.

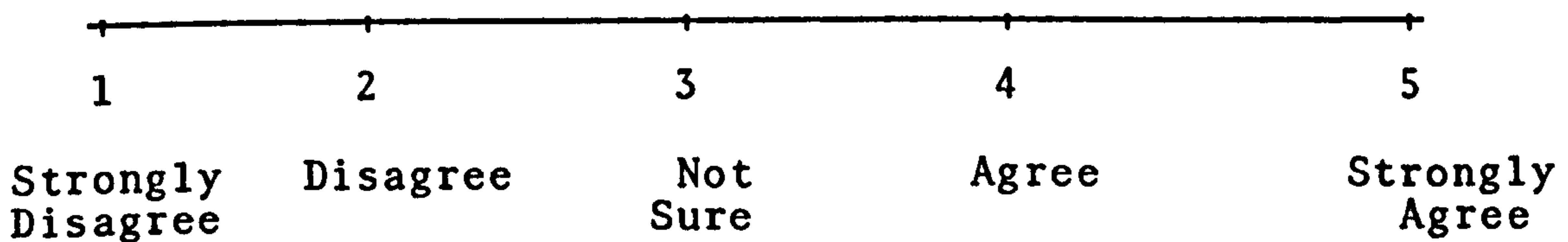




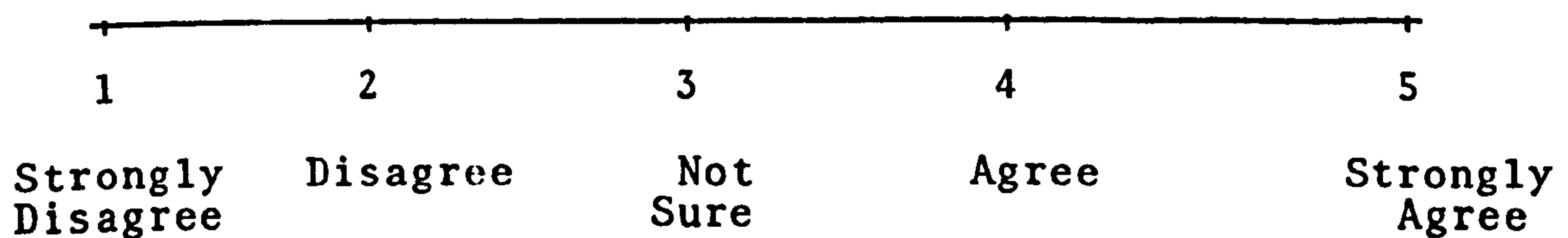
5. One result of COMEP is better motivation among graduates.



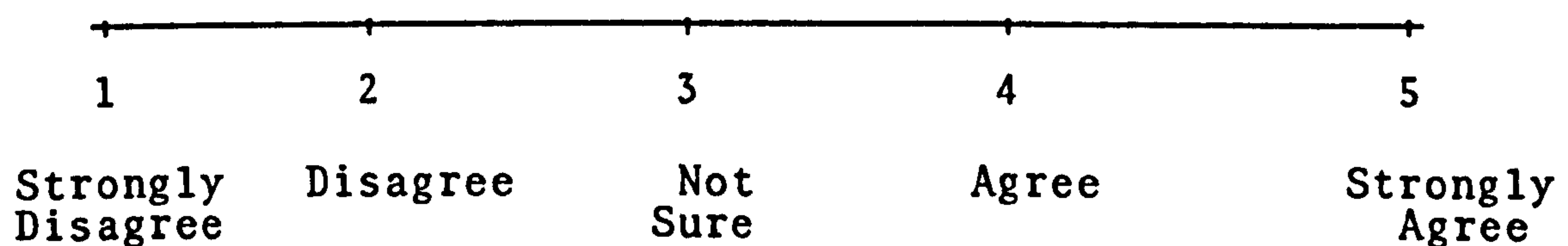
6. COMEP graduates are now better capable of motivating their subordinates.



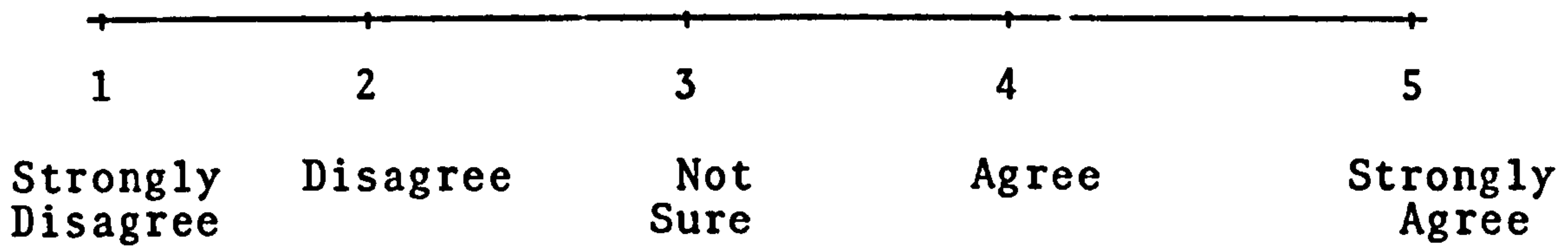
7. One area emphasised in COMEP and successfully transmitted to graduates is the importance of managerial leadership.



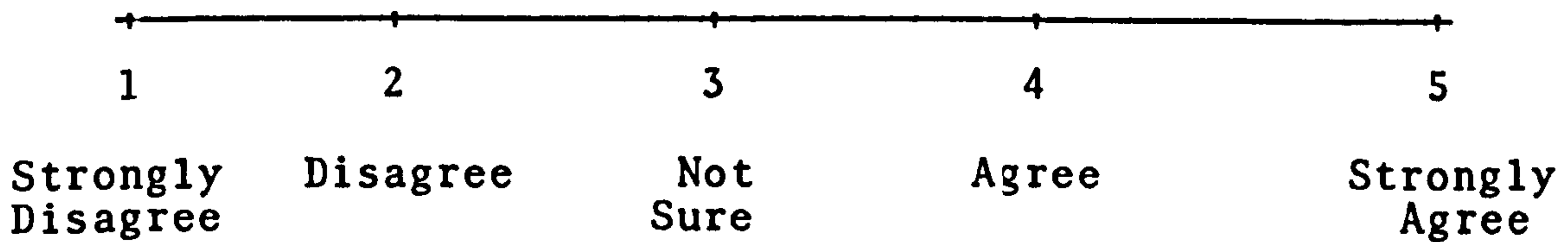
8. By the end of the programme, COMEP participants were more effective leaders in their organisations.



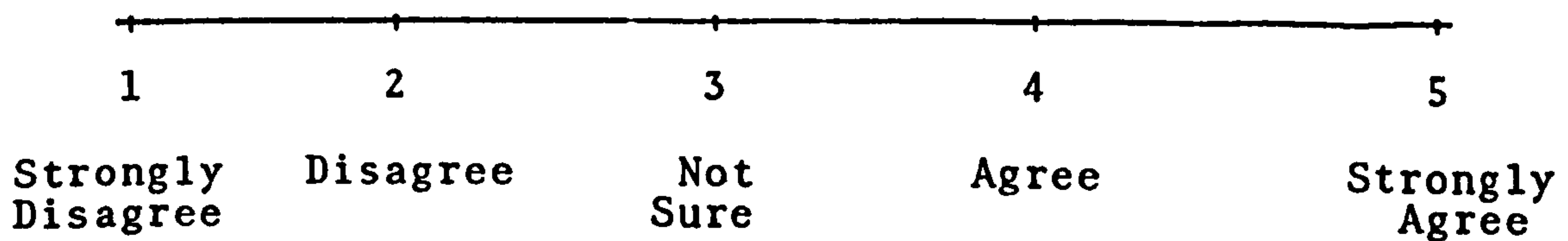
9. By and large, materials covered in COMEP are clearly related to Bahrain.



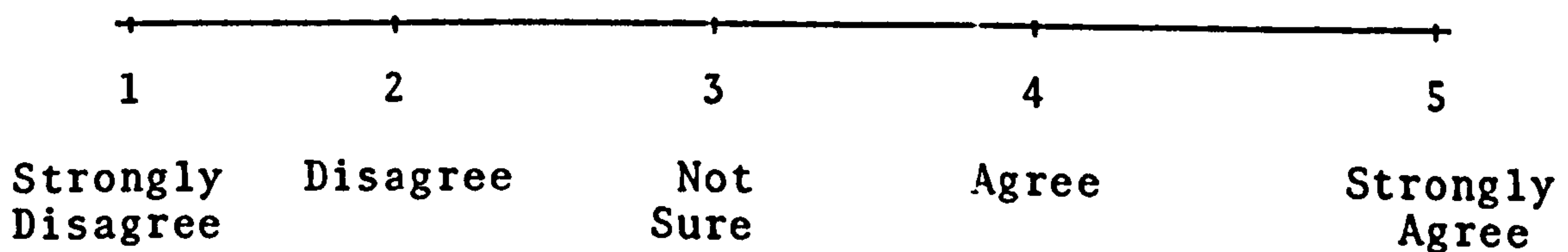
10. COMEP has improved by ability to cope with management constraints created by the environment.



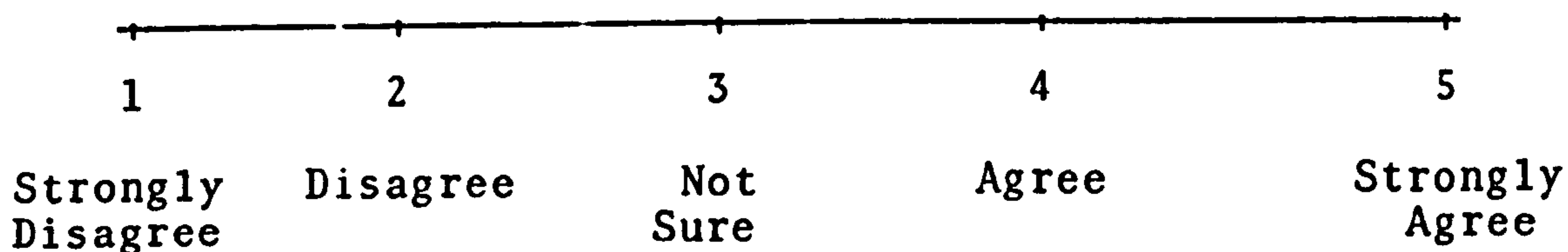
11. One goal successfully achieved by COMEP is improving the image of the Bahraini manager.



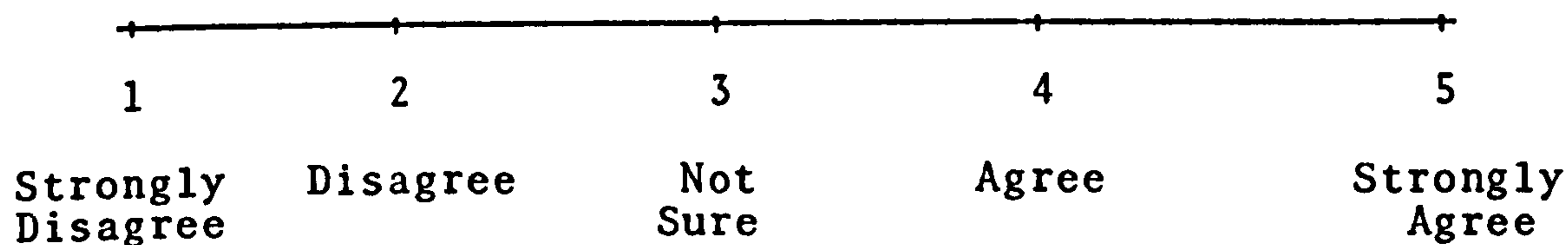
12. My job performance has appreciably improved as a result of COMEP.



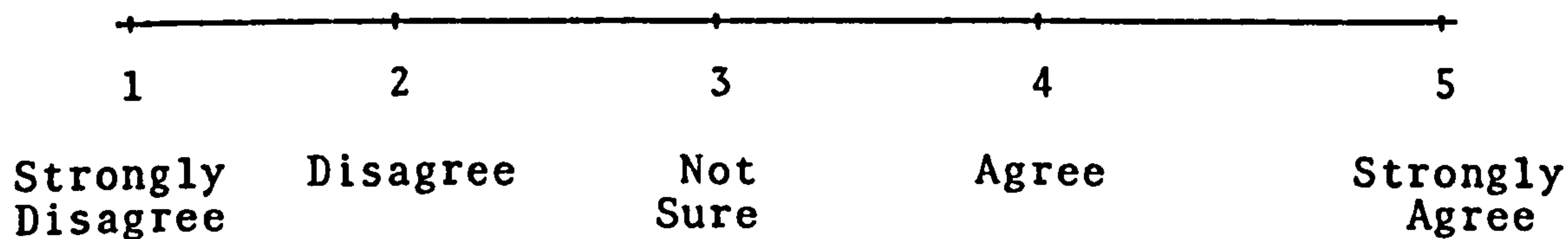
13. COMEP designers have built channels for facilitating the transfer of knowledge from the classroom to the job.



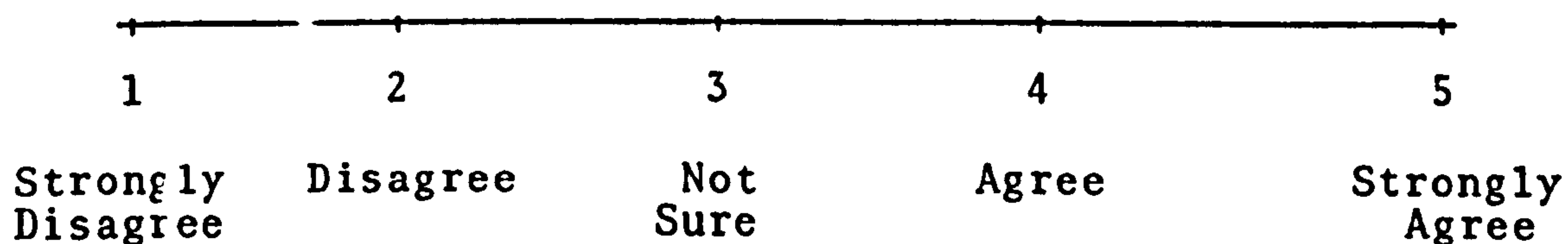
14. There are times when I feel frustrated because organisational pressures block me from applying COMEP acquired knowledge and skills.



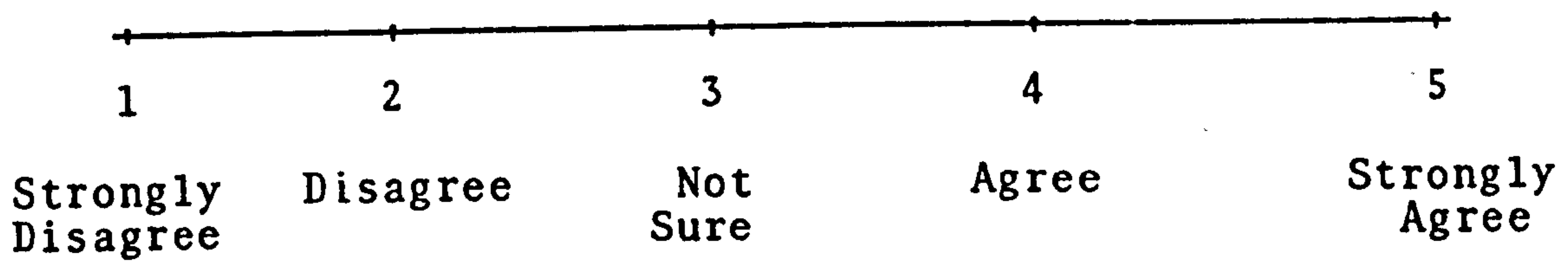
15. My organisation is seriously committed to management development as a vehicle for Bahrainisation.



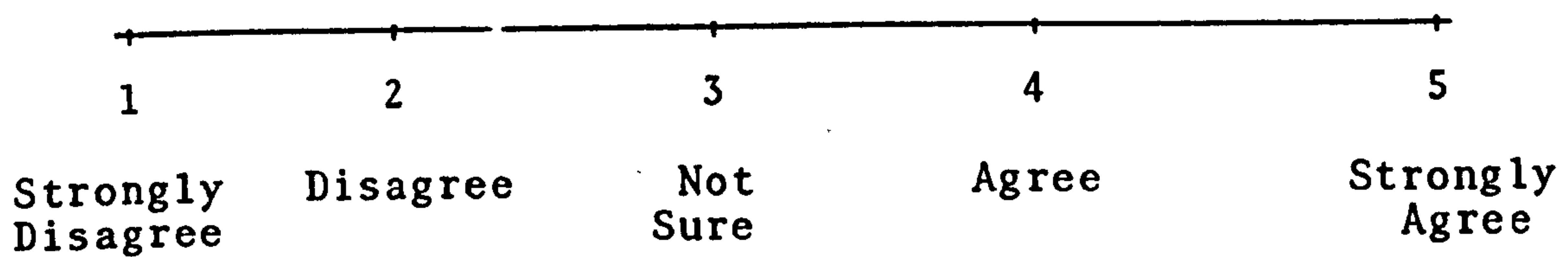
16. Concepts of leadership covered in COMEP are culture adapted to Bahrain.



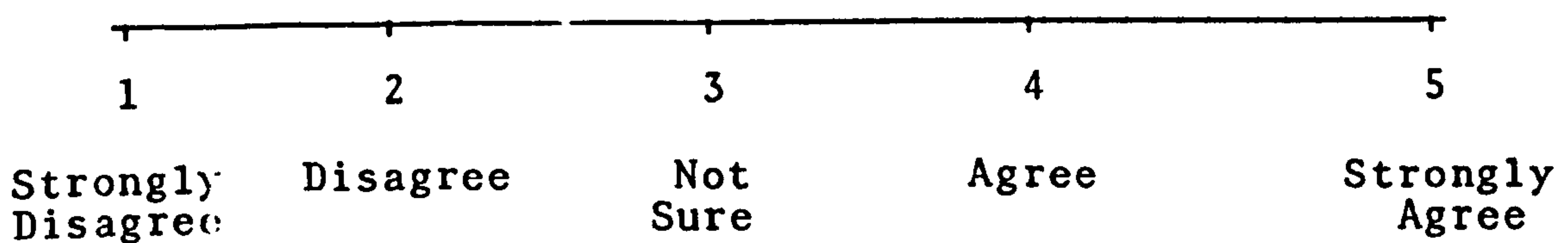
17. Concepts of motivation covered in COMEP are culture adapted to Bahrain.



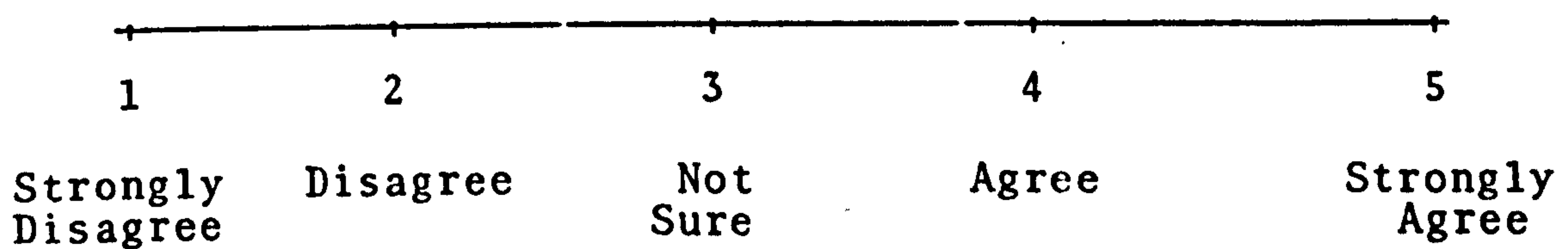
18. As a COMEP participant, I received strong support from my organisation.



19. COMEP is poorly organised and loosely administered.



20. Management knowledge, much less values, cannot really be taught in a college.



TIER 2IMMEDIATE SUPERVISORS OF COMEP GRADUATES

Please tick the number that most closely represents your response to each of the following questions.

1. In general, I do not feel I should have more specific information about COMEP and similar management development programmes.

1 2 3 4 5

Strongly Disagree Disagree Not Sure Agree Strongly Agree

2. My organisation has a modern outlook with due emphasis on managerial professionalism.

1 2 3 4 5

Strongly Disagree Disagree Not Sure Agree Strongly Agree

3. In my organisation career management development is integrated into manpower planning.

1 2 3 4 5

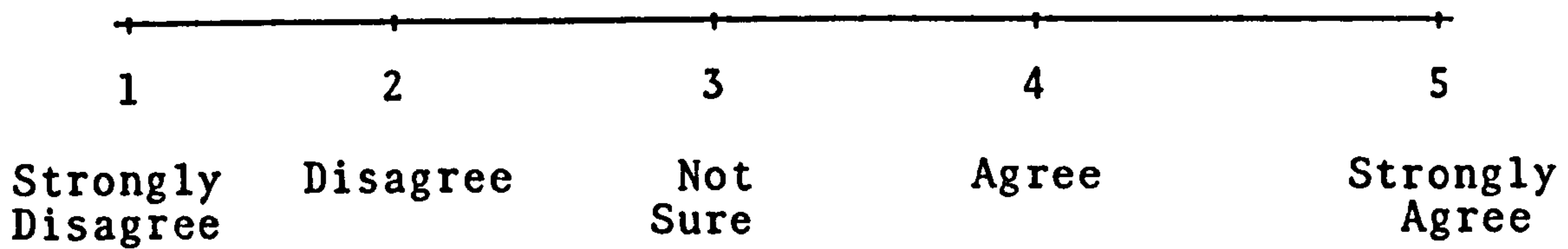
Strongly Disagree Disagree Not Sure Agree Strongly Agree

4. Management development needs in my organisation are assessed formally and accurately.

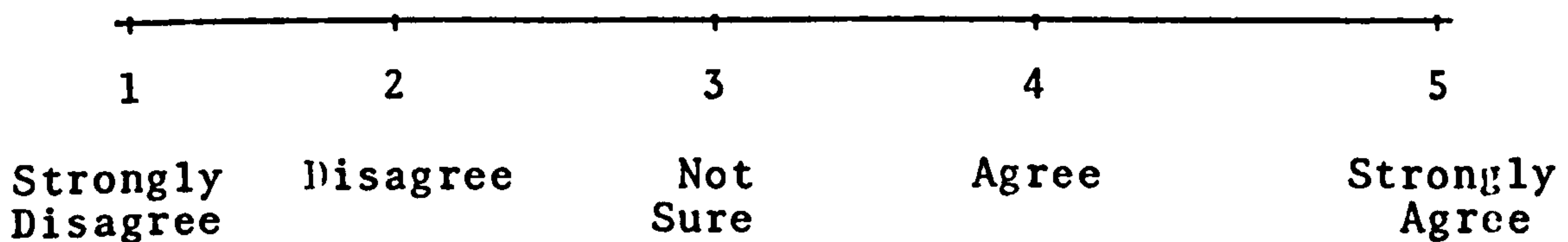
1 2 3 4 5

Strongly Disagree Disagree Not Sure Agree Strongly Agree

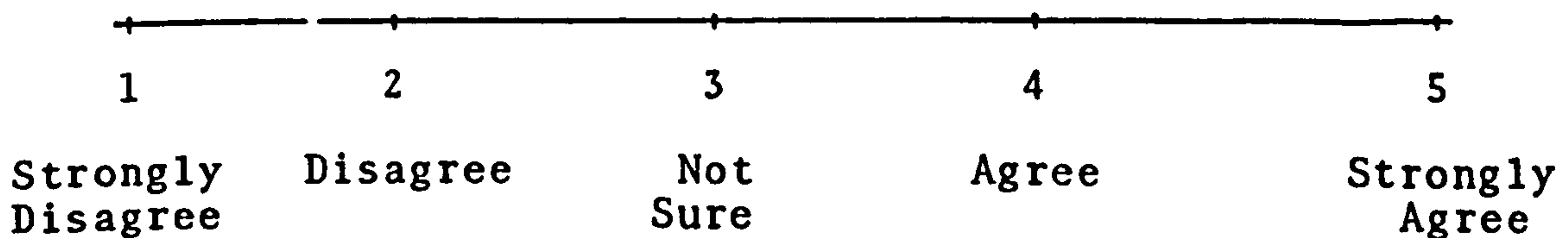
5. I played a major role in the decision to enrol by subordinate in COMEP.



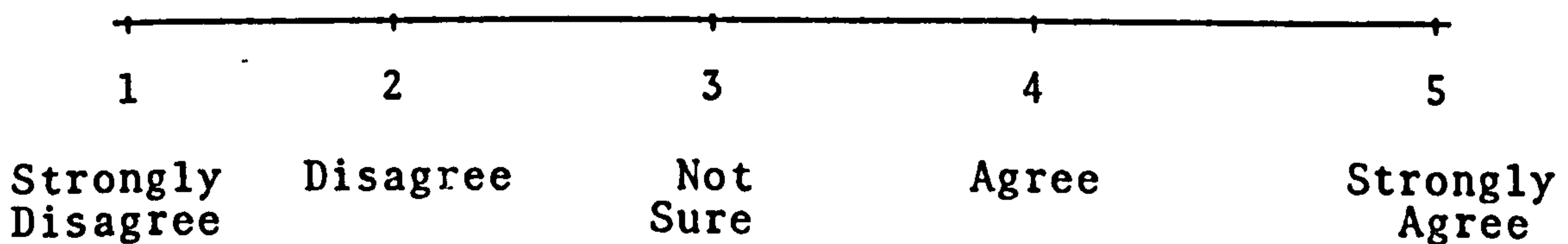
6. COMEP does not strike me as a programme with clear goals and strategy.



7. COMEP seems to place special emphasis on leadership styles compatible with the Bahrain environment.

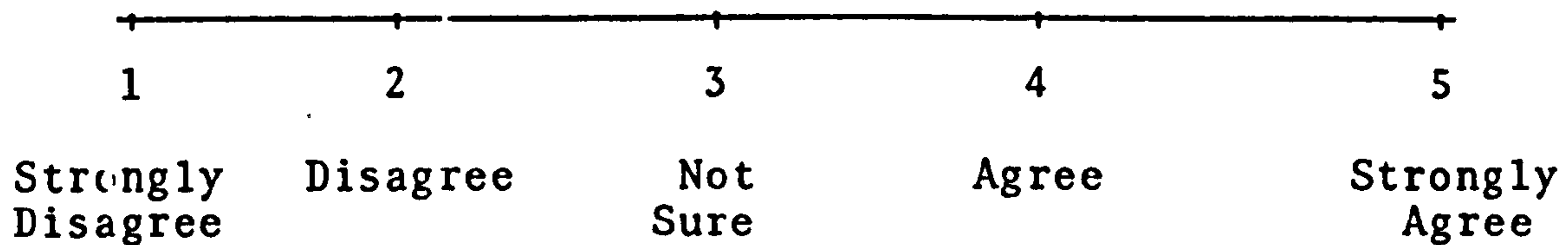


8. COMEP has not had an appreciable impact on the job performance of my subordinates.

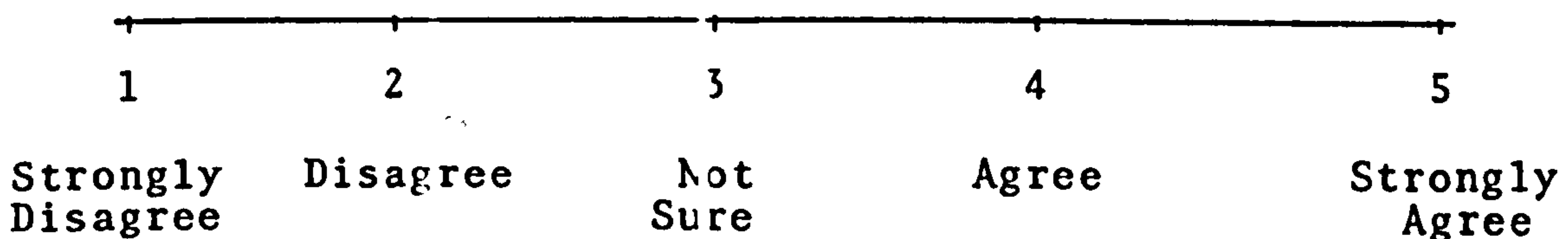




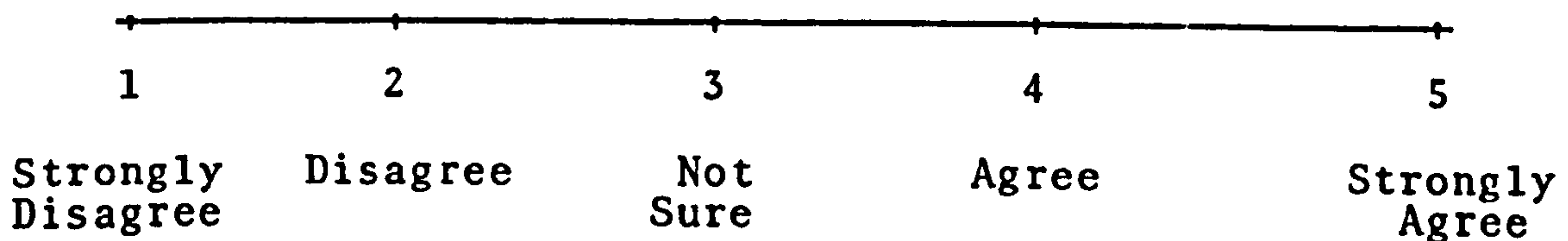
9. COMEP has succeeded in creating effective channels for the transfer of knowledge from the classroom to the job.



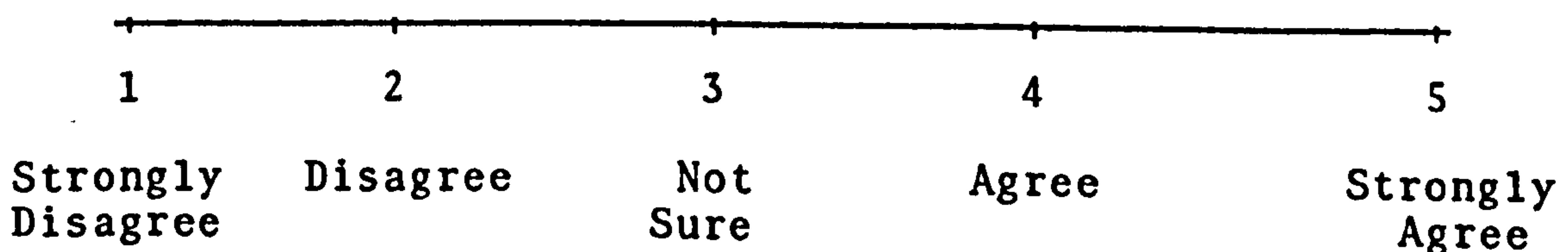
10. My subordinate's motivation level has significantly improved as a result of COMEP.



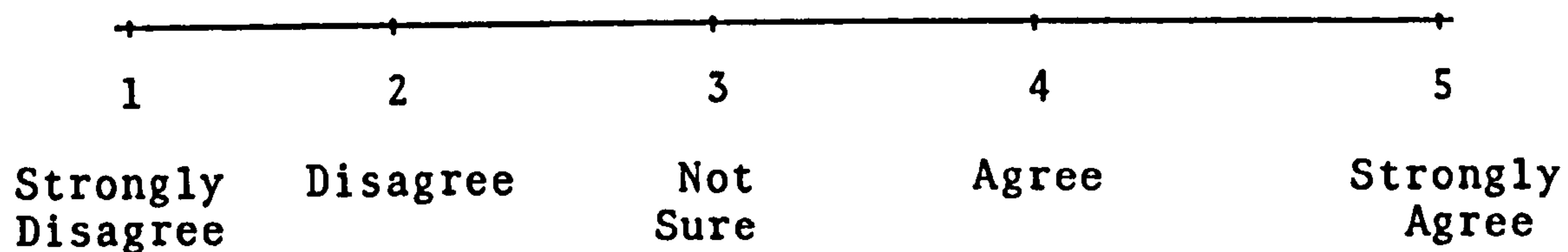
11. COMEP has clearly resulted in improving the professional self-image of my subordinate.



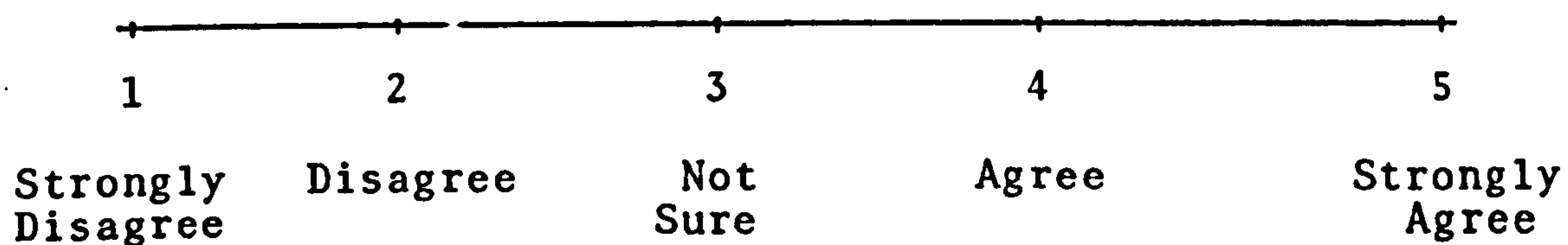
12. After completing COMEP, my subordinate(s) became better capable of motivating others.



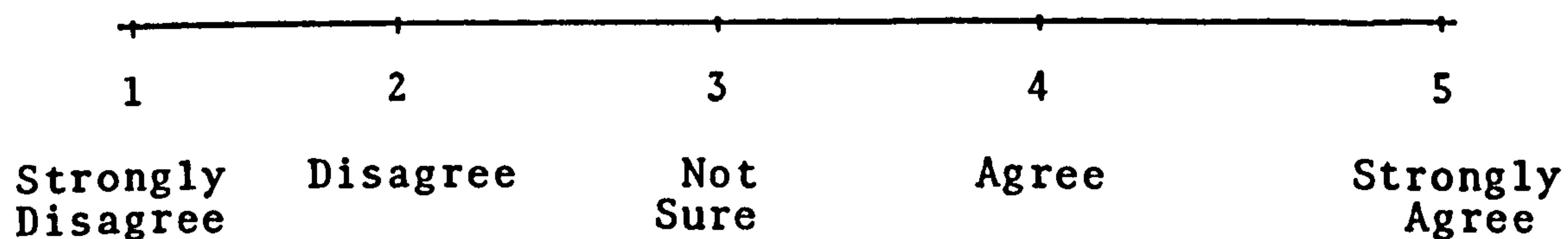
13. After completing COMEP, my subordinate(s) became better capable of leadership.



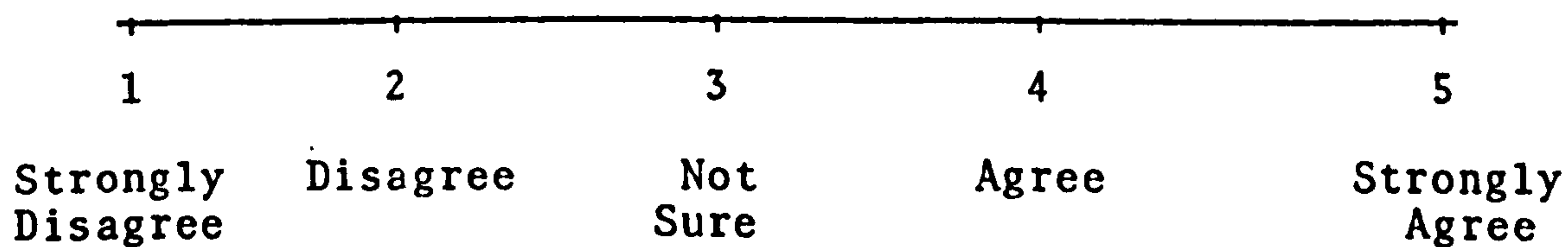
14. Unfortunately, COMEP is inferior to similar overseas programmes.



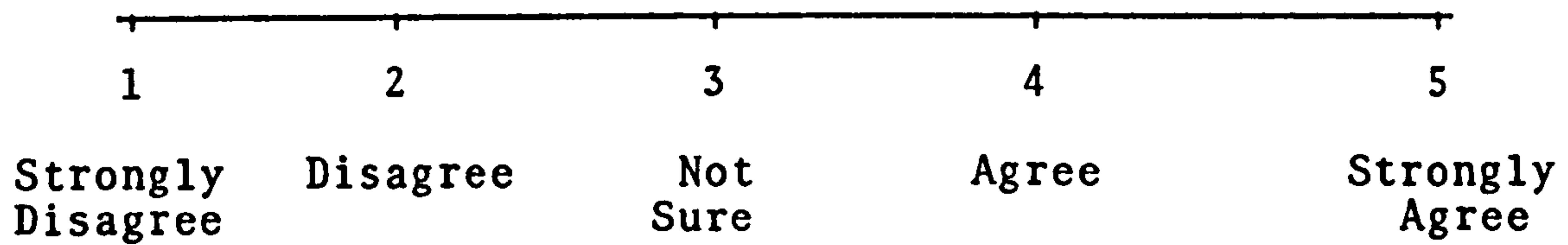
15. COMEP knowledge and skills acquired by my subordinate(s) are often not job relevant.



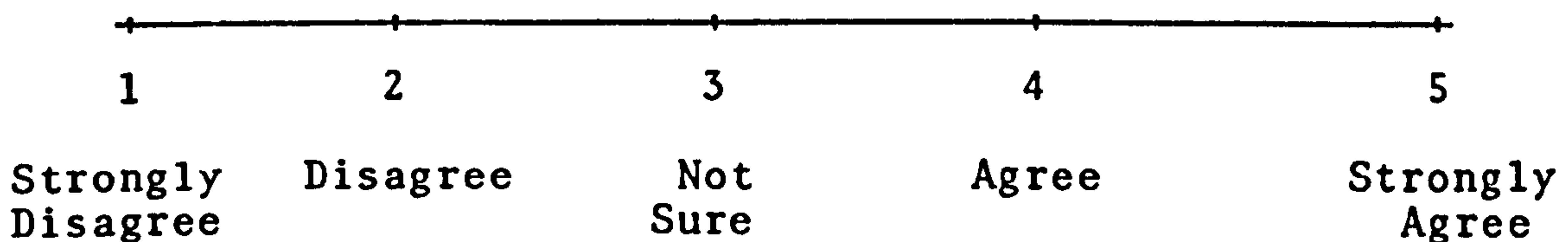
16. COMEP may be considered the best management development programme offered in Bahrain thus far.



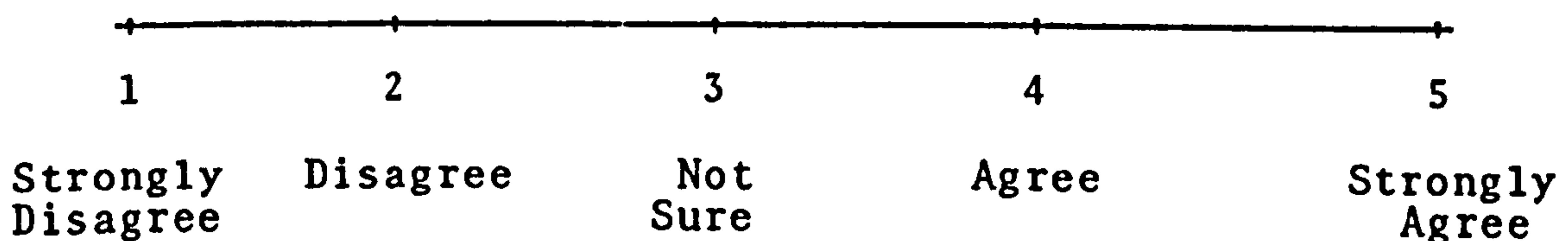
17. COMEP has not made much of an impact on my organisation.



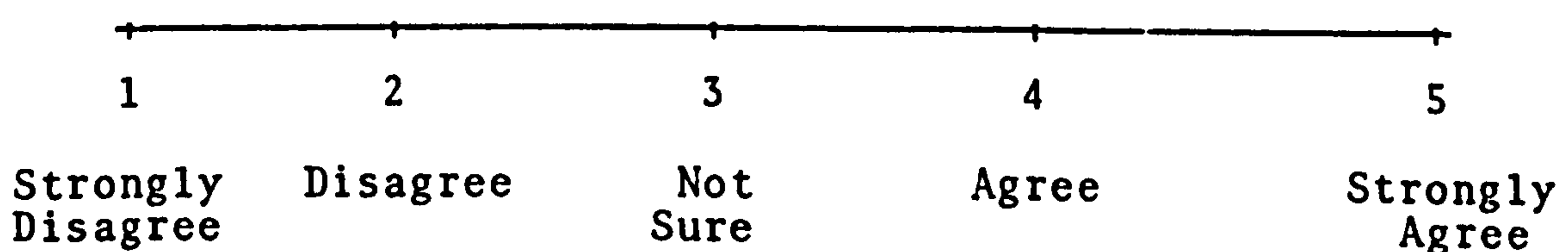
18. COMEP has "corrupted" my subordinate(s) through creating unrealistic expectation that cannot be met by our organisation.



19. Management development of young Bahrainis is a top priority in my organisation.



20. COMEP has thus far fallen far short of meeting its declared objectives.



APPENDIX 2

TIER 1 - TABULATIONS

TABLE I - COMEP DESIGN

<u>Response</u>	<u>No</u>	<u>%</u>
Strongly agree	7	16
Agree	29	66
Not sure	5	11
Disagree	1	5
Strongly Disagree	1	2
No answer	-	-

TABLE II - COMEP vs 10,000 PLAN

<u>Response</u>	<u>No</u>	<u>%</u>
Strongly agree	11	25
Agree	19	43
Not sure	10	23
Disagree	2	5
Strongly Disagree	-	-
No answer	2	5

TABLE III - COMEP IMPACT ON KNOWLEDGE TRANSFER

<u>Response</u>	<u>No</u>	<u>%</u>
Strongly agree	12	27
Agree	26	59
Not sure	4	9
Disagree	1	2
Strongly Disagree	1	2
No answer	-	-

TABLE IV - COMEP IMPACT ON MANAGER PROFESSIONALISM

<u>Response</u>	<u>No</u>	<u>%</u>
Strongly agree	9	20
Agree	23	52
Not sure	7	16
Disagree	3	7
Strongly Disagree	2	5
No answer	-	-

TABLE V - COMEP IMPACT ON GRADUATE MOTIVATION

<u>Response</u>	<u>No</u>	<u>%</u>
Strongly agree	10	23
Agree	28	52
Not sure	2	5
Disagree	3	7
Strongly Disagree	1	2
No answer	-	-

TABLE VI - COMEP IMPACT ON GRADUATE FOR MOTIVATING SUBORDINATES

<u>Response</u>	<u>No</u>	<u>%</u>
Strongly agree	13	30
Agree	24	55
Not sure	5	11
Disagree	2	5
Strongly Disagree	-	-
No answer	-	-



TABLE VII - COMEP IMPACT ON HELPING GRADUATES  
APPRECIATE THE IMPORTANCE OF LEADERSHIP

<u>Response</u>	<u>No</u>	<u>%</u>
Strongly agree	16	36
Agree	24	55
Not sure	3	7
Disagree	1	2
Strongly Disagree	-	-
No answer	-	-

TABLE VIII - COMEP IMPACT ON MAKING GRADUATES  
MORE EFFECTIVE LEADERS

<u>Response</u>	<u>No</u>	<u>%</u>
Strongly agree	12	27
Agree	20	45
Not sure	8	18
Disagree	4	9
Strongly Disagree	-	-
No answer	-	-

TABLE IX - RELEVANCE TO COMEP MATERIAL TO BAHRAIN

<u>Response</u>	<u>No</u>	<u>%</u>
Strongly agree	4	9
Agree	23	52
Not sure	9	20
Disagree	6	14
Strongly Disagree	2	5
No answer	-	-

TABLE X - COMEP IMPACT ON GRADUATES ABILITY  
TO COPE WITH ENVIRONMENTAL CONSTRAINTS

<u>Response</u>	<u>No</u>	<u>%</u>
Strongly agree	15	34
Agree	25	57
Not sure	3	7
Disagree	1	2
Strongly Disagree	-	-
No answer	-	-

TABLE XI - COMEP IMPACT ON IMPROVING THE IMAGE  
OF THE BAHRAINI MANAGER

<u>Response</u>	<u>No</u>	<u>%</u>
Strongly agree	10	23
Agree	26	60
Not sure	7	16
Disagree	1	2
Strongly Disagree	-	-
No answer	-	-

TABLE XII - COMEP IMPACT ON JOB PERFORMANCE

<u>Response</u>	<u>No</u>	<u>%</u>
Strongly agree	7	16
Agree	28	64
Not sure	7	16
Disagree	2	5
Strongly Disagree	-	-
No answer	-	-

TABLE XIII - COMEP SUCCESS IN TRANSFERRING  
KNOWLEDGE TO JOB CONTENT

<u>Response</u>	<u>No</u>	<u>%</u>
Strongly agree	6	14
Agree	28	64
Not sure	6	14
Disagree	3	7
Strongly Disagree	1	2
No answer	-	-

TABLE XIV - ORGANISTIONAL BARRIERS TO IMPLEMENTING  
COM:IP KNOWLEDGE

<u>Response</u>	<u>No</u>	<u>%</u>
Strongly agree	6	14
Agree	22	50
Not sure	5	11
Disagree	9	20
Strongly Disagree	1	2
No answer	1	2

TABLE XV - ORGANISATION COMMITMENT TO  
MANAGEMENT DEVELOPMENT

<u>Response</u>	<u>No</u>	<u>%</u>
Strongly agree	9	20
Agree	20	45
Not sure	12	27
Disagree	2	5
Strongly Disagree	-	-
No answer	1	2

TABLE XVI - COMEP CONCEPTS OF LEADERSHIP

<u>Response</u>	<u>No</u>	<u>%</u>
Strongly agree	3	7
Agree	22	50
Not sure	11	25
Disagree	6	14
Strongly Disagree	2	5
No answer	-	-

TABLE XVII - COMEP CONCEPTS OF MOTIVATION

<u>Response</u>	<u>No</u>	<u>%</u>
Strongly agree	3	7
Agree	24	55
Not sure	10	23
Disagree	5	11
Strongly Disagree	2	5
No answer	-	-

TABLE XVIII - ORGANISATION SUPPORT TO COMEP

<u>Response</u>	<u>No</u>	<u>%</u>
Strongly agree	13	27
Agree	17	39
Not sure	6	14
Disagree	7	16
Strongly Disagree	1	2
No answer	-	-

TABLE XIX - COMEP ORGANISATION

<u>Response</u>	<u>No</u>	<u>%</u>
Strongly agree	1	2
Agree	5	11
Not sure	4	9
Disagree	20	45
Strongly Disagree	14	32
No answer	-	-

TABLE XX - CAN MANAGEMENT KNOWLEDGE BE  
TAUGHT IN A COLLEGE

<u>Response</u>	<u>No</u>	<u>%</u>
Strongly agree	1	2
Agree	8	18
Not sure	3	7
Disagree	22	50
Strongly Disagree	9	20
No answer	1	2

APPENDIX 3

TIER 2 - TABULATIONS



**TABLE I - HOW WELL INFORMED ARE YOU ABOUT COMEP  
AND SIMILAR MANAGEMENT DEVELOPMENT PROGRAMMES?**

<u>Response</u>	<u>No</u>	<u>%</u>
Strongly agree	2	6
Agree	3	9
Not sure	3	9
Disagree	17	52
Strongly Disagree	7	21
No answer	1	3

**TABLE II - MANAGERIAL PROFESSIONALISM  
IN MY ORGANISATION**

<u>Response</u>	<u>No</u>	<u>%</u>
Strongly agree	4	12
Agree	24	73
Not sure	3	9
Disagree	2	6
Strongly Disagree	-	-
No answer	-	-

**TABLE III - HOW WELL INTEGRATED IS MANAGEMENT  
DEVELOPMENT INTO OVERALL MANPOWER PLAN?**

<u>Response</u>	<u>No</u>	<u>%</u>
Strongly agree	6	18
Agree	17	52
Not sure	3	9
Disagree	5	15
Strongly Disagree	2	6
No answer	-	-

TABLE IV - MANAGEMENT NEED ASSESSMENT

<u>Response</u>	<u>No</u>	<u>%</u>
Strongly agree	2	6
Agree	17	52
Not sure	10	30
Disagree	3	9
Strongly Disagree	1	3
No answer	-	-

TABLE V - ROLE IN SENDING SUBORDINATE TO COMEP

<u>Response</u>	<u>No</u>	<u>%</u>
Strongly agree	6	18
Agree	14	42
Not sure	1	3
Disagree	10	30
Strongly Disagree	1	3
No answer	1	3

TABLE VI - COMEP GOAL STRUCTURE

<u>Response</u>	<u>No</u>	<u>%</u>
Strongly agree	1	3
Agree	4	12
Not sure	7	21
Disagree	19	58
Strongly Disagree	2	6
No answer	-	-

TABLE VII - LEADERSHIP STYLES IN COMEP

<u>Response</u>	<u>No</u>	<u>%</u>
Strongly agree	1	3
Agree	9	27
Not sure	17	52
Disagree	4	12
Strongly Disagree	1	3
No answer	1	3

TABLE VIII - COMEP IMPACT ON JOB PERFORMANCE

<u>Response</u>	<u>No</u>	<u>%</u>
Strongly agree	-	-
Agree	5	15
Not sure	5	15
Disagree	20	61
Strongly Disagree	-	-
No answer	3	9

TABLE IX - COMEP CHANNELS FOR KNOWLEDGE TRANSFER  
TO JOB CONTEXT

<u>Response</u>	<u>No</u>	<u>%</u>
Strongly agree	3	9
Agree	21	64
Not sure	5	15
Disagree	4	12
Strongly Disagree	-	-
No answer	-	-

TABLE X - COMEP IMPACT ON SUBORDINATES  
MOTIVATIONAL LEVEL

<u>Response</u>	<u>No</u>	<u>%</u>
Strongly agree	3	9
Agree	13	39
Not sure	6	18
Disagree	7	21
Strongly Disagree	-	-
No answer	4	12

TABLE XI - COMEP IMPACT ON PROFESSIONAL SELF-IMAGE  
OF SUBORDINATE

<u>Response</u>	<u>No</u>	<u>%</u>
Strongly agree	2	6
Agree	17	52
Not sure	6	18
Disagree	6	18
Strongly Disagree	-	-
No answer	2	6

TABLE XII - COMEP IMPACT ON GRADUATES ABILITY  
TO MOTIVATE OTHERS

<u>Response</u>	<u>No</u>	<u>%</u>
Strongly agree	1	3
Agree	17	52
Not sure	9	27
Disagree	4	12
Strongly Disagree	-	-
No answer	2	6

TABLE XIII - COMEP IMPACT ON GRADUATE  
LEADERSHIP SKILLS

<u>Response</u>	<u>No</u>	<u>%</u>
Strongly agree	2	6
Agree	13	39
Not sure	9	27
Disagree	6	18
Strongly Disagree	-	-
No answer	3	9

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## APPENDIX H - CEO CORPORATE CULTURE SEMINAR

The first of its kind held in Bahrain, this seminar organised by the author brought together leading executives in the country to discuss the emerging theme of corporate culture in Bahrain and seek ways for facilitating corporate cultures more conducive to professionalism.

MARCH 1984



GULF POLYTECHNIC

CONTINUING MANAGEMENT EDUCATION PROGRAM

EXECUTIVE FORUM

11 MARCH 1984

0815 - 0845	Welcome statement by Dean Ibrahim Al-Hashemi. Brief opening statement by H E Dr Ali Fakhro
0845 - 0915	Corporate Culture: The Macro Picture; Clement Henry, Graduate School of Business and Management, American University of Beirut
0915 - 0945	Corporate Culture: The Micro Picture; George Najjar, Graduate School of Business and Management, American University of Beirut
0945 - 1015	BREAK
1015 - 1105	Group Discussion I
1110 - 1300	Group Discussion II
1300 - 1400	LUNCH BREAK
1400 - 1500	Synthesis and Future Directions

CHIEF EXECUTIVE OFFICER FORUM

SEMINAR ON CORPORATE CULTURES

Suggested Questions for Discussion

1. Is there such a thing as corporate culture or is it really a myth? Do you feel its existence in your own corporation?
2. Can corporate culture be planned from above? Specifically, to what extent can it be engineered by a Chief Executive Officer?
3. How compatible is your corporate culture with that of other organisations in your environment and with the environment at large?
4. What attitudes, assumptions, informal rules and expectations prevail among your managers? Should they be reinforced or changed in view of your existent or emerging culture?
5. How can personnel policies and objectives alter or reinforce aspects of your corporate culture that ought to be changed or reinforced?

6. What is your assessment of the "management profession" in Bahrain? Is the Bahraini manager coming of age as a new breed of change agent? How do you feel his advent in your own organisation?
7. What in your judgment are the major challenges facing the Bahraini manager today? Over the next 5-10 years?
8. What goes into the making of the Bahraini manager today? Are you generally satisfied with his educational training and performance levels? Any suggestions?
9. How compatible are current trends and practices in the development of Bahraini managers with the "optimal" corporate culture that you think is needed?
10. How does the Bahraini corporate culture relate to other international models: American, European, Japanese, etc?
11. How successful has management technology been in Bahrain?
12. How can bridges be built toward cross-fertilisation leading to a shared corporate culture between the Public and Private Sector?

CEO SEMINAR - 11 MARCH 1984

The Dean of the Gulf Polytechnic, Ibrahim S J Al-Hashemi, opened the seminar by welcoming the guests and participants, in particular H E Dr Ali Fakhro, the Minister of Education, and Dr A H Hallab, Vice President of the American University of Beirut.

The Dean stressed the importance of an opened attitude to learning and the opportunities now being made available to adults through the Continuing Education Programme. Such an undertaking required the full backing of the private and public sector and meetings such as this were intended to foster the relationship between education and management.

The Dean went on to talk of the new wave of management theories and of the focus on corporate culture, hence today's seminar when chief executive officers from commerce and government industry in Bahrain would have the opportunity to exchange views. In his closing remarks the Dean expressed his gratitude to H E Dr Ali Fakhro, the Minister of Education, for his support and for his forthcoming address to the seminar and to those responsible for organising the seminar: Professors Clement Henry and George Najjar of AUB and Mr Anwar Shehab, Gulf Polytechnic's Industrial Liason Officer.

The Dean then introduced H E Dr Ali Fakhro, the Minister of Education.

The Minister began by thanking all the participants and stressing the importance of the intensive dialogue between Gulf Polytechnic and its environment.

H E Dr Ali Fakhro pointed out that culture had no single definition but that no society was without a culture. In discussions on corporate culture in the private and public sector reasons may be discovered for a turnover of staff from one company or ministry to another. The Minister felt that such movement could not be solely for financial reasons and therefore the answer might be in the corporate culture of the organisations involved. The Minister emphasised the importance of not confusing culture with Public Relations - a study of culture required one to go much deeper. Furthermore he hoped these and similar discussions would not be just another passing fad, he believed that culture was an essential component in institutions within Society and hoped that continuous discussions and research could take place in order to identify and develop specific points relating to Bahrain and the Gulf region as opposed to merely discussing and attempting to copy those of the West or Japan.



In his closing remarks H E thanked all the participants and in particular the AUB team for their role in the promotion of the continuing education programme and expressed his wishes for success of this seminar and for those of the future.

Professor Clement Henry, Director of the Graduate School of Business and Management, American University of Beirut, then addressed the Seminar on Corporate Culture, 'The Macro Picture'.

Professor Henry began saying that to some extent he had been pre-empted by H E Dr Ali Fakhro as he intended mentioning the topical problem of 'Management Musical Chairs' and the part that corporate culture played in this. He then pointed out that AUB at present as facilitator, to provide the forum for discussion, to stimulate an exchange of experience and opinions through an exposition of current management theories and practices. Professor Henry stressed that it was the input from the chief executives that was of real value both to themselves as managers in sharing viewpoints and to the educationalist as feedback. Part of any chief executive's job was to formulate and develop corporate culture and therefore it was especially important to recognise this and be prepared to deal with it. Professor Henry examined various definitions of corporate culture and warned

against the oversimplification of regarding national culture and corporate culture as synonymous. Corporate culture was an implicit understanding of various norms but was more than an exercise in public relations or an indoctrination of employees. There were a number of dimensions to corporate culture which may be considered.

1. Problem-solving - different approaches, the examination of alternatives, the unspoken premises underlying attitudes.
2. The time factor - punctuality, the importance of time and the degree of flexibility to be applied.
3. The decision making process - authoritarian, democratic or participatory - how are decisions made, who is consulted.
4. Space - the use of space, territoriality.

Professor Henry stressed that in general one cannot codify how people will react: corporate culture deals with expectations from the trivial to the most demanding and this had to be borne in mind when formulating a corporate culture. It had been recognised that the best and most successful companies have a distinctive style of management, a corporate culture. As a reality corporate



culture had been practiced for years although it became only recently the subject of serious research.

Various sorts of cultures must become integrated within the company to make it more viable. What had to be borne in mind was that each corporation goes through stages of development and the system may have to be changed at different stages - too much corporate culture, too rigid a system, would result in inflexibility and act as a constraint on future growth. Whatever culture is developed must be flexible and act capable of accommodating change. One must also be cognizant and aware of a possible incompatibility between developing a corporate culture that enhances effectiveness while at the same time developing professional managers who are committed to the profession more than to the corporation.

It is important to guard against parochialism which corporate culture may also entail if carried to too great an extreme.

Professor Henry closed by reiterating that corporate culture might to some extent be a myth but it was in the power of chief executives to create it. Underlying the myth had to be more than mere public relations as it entailed a common style and attitude toward confronting problems. This was Professor Henry's working definition

of corporate culture.

Professor George Najjar of the AUB Graduate School of Business and Management and Coordinator of AUB-GP cooperation then addressed the seminar on 'Corporate Culture: 'The Micro Picture'.

Dr George Najjar began by reminding CEOs that they are the real architects of corporate culture. Management had a long tradition of frontier-pushing insights and breakthroughs constituted by practitioners engaged in the creative act of reflecting on and formalising their job experiences. Concern with corporate culture was probably launched by a distinguished CEO back in the 1930s. Chester Bernard, after retiring from the presidency of a major company wrote his classical 'Functions of the Executive' where he recognized a distinct organisational personality separate from and independent of the personalities of employees. Bernard made it absolutely clear, that organisational survival and continued prosperity largely depended on the success of the organisational personality in absorbing and moulding individual personalities in a single act of socialisation that organisations try to shape employee perception of self and world is not seriously contested. This then according to Dr Najjar was the working definition of corporate culture which he felt provided the most

realistic approach. The individuals had to be incorporated into the organisational world-view and made to acquire a new identity. This process is essential for building and consolidating corporate culture. Dr Najjar stressed the importance of questions raised by the transferability of corporate culture. Bahrain executives were called upon to build their own corporate culture(s) and in the process make difficult choices about elements of other corporate cultures they might wish to appropriate.

Dr Najjar then went on to talk about the unavoidability of corporate culture - it was there, it was implicit, tacit and one had to recognise it, come to grips with it and develop a conscious approach to it. The more conscious about it one can be the more useful the results. In modern organisations corporate culture is necessary as an element of cohesiveness to piece together the various components of an institution. However, this carries the risk of over conformity which would be a constraint to change and thus detrimental to the natural course of corporate evolution.

Dr Najjar felt there were two basic facts that add to the concern with corporate culture:



1. Management has been more successful in managing technology than managing people. There are still serious difficulties at this level not least of which was the confusion surrounding the term professional and professionalism in management, mostly due to lack of the kind of maturity evident in older professions such as medicine and law.
2. The professionalisation problem as raised by Professor Henry. Professionalism as a value could be incorporated into a corporate culture and was not necessarily a barrier. Incorporating values of professionalism is shared by all corporate cultures as far as public statements go. Premium value is placed on professionalism by all corporations thus there must be a co-existence which it is the chief executive's responsibility to bring about. From the micro point of view, chief executives have always had a healthy scepticism towards corporate culture - they never become culture bound and seem to be able to move from one post to another, from one culture to another with relative ease, even shaping the 'new' culture after their own image of how things should be. Chief executives try to build, reinforce, and/or use corporate culture to achieve goals yet have the flexibility to move with facility from one to another and make whatever changes are felt to be necessary.

It is this flexibility which perhaps the chief executives present could give some insight into.

Dr Najjar then raised the question of whether in this part of the world we had been able to institutionalise entrepreneurial success. There were many examples of successful individuals who had built successful businesses but were these institutions in the accepted sense of the terms.

Another important dimension was the general connection between the corporate culture and the overall culture which hosts it and whether there was a gulf between the two. There may be conflicting demands on the individual, the question of incompatibility should not be disregarded. The success of the 'Japanese approach' could be attributed to the fact that their corporate culture is a mere extension of their general culture. Whether the same can be said of the U.S., Europe or the Middle East was a key issue for this group to ponder.

Dr Najjar then asked how, from the strictly micro point of view, i.e. that of the 'corporate citizen', did the corporate culture filter down to making the manager? What went into the making of the Gulf or Bahrain manager? How was the process affected by the corporation on the one hand and how was it affected by the move toward

internationalisation on the other?

The problem was developing an "optimal" corporate culture and this was the chief executive's concern. There is no such thing as the right corporate culture, as difficult choices have to be made. There are alternative corporate cultures where a corporation in one direction or another through strategic planning, or multiple corporate cultures where, for example, different departments within an organisation accept different cultures.

In conclusion Dr Najjar stated that the distinction between macro and micro was academic and in practice there was constant movement back and forth between the two. The important caveat to be borne in mind was that the corporate culture had to manifest itself in specific forms to specific people. How did it affect decision making, leadership and training, these were questions to consider. Finally there was the problem of developing a common language within a particular organisation. Every organisation has its own language, its internal lingo, which is used to surmount internal communication problems. On the other hand an inter-organisational language has to be developed, the intra versus inter corporate lingo is very important and is perhaps the cutting edge of the distinction between the individual identity of the corporation and the international or



general set of values that the management profession would like to identify with.

This completed the presentation by the AUB team of Professors Henry and Najjar and before moving onto the 'questions suggested for discussion' (pp 3,4), Professor Henry invited Mr Don Hepburn, Chief Executive of BAPCO, to talk about the recent experiment there which was directly related to the subject of corporate culture.

Mr Don Hepburn, Chief Executive of BAPCO gave an outline of his experience in the application and appreciation of the role of corporate culture.

Mr Hepburn declared that corporate culture had an enormous influence on the capacity to change - it had always been with us and always recognised but perhaps not articulated. He felt that corporate culture had to be managed and that the success depended on how it was managed. To illustrate this Mr Hepburn then compared the way BAPCO was managed for 50 years, since its inception to the way it is being managed today; what changes had to be made and why and the role of corporate culture in these changes.



BAPCO, as a part of CALTEX, was managed from New York, it was entirely under the umbrella of a successful profit making multi-national company and the general outlook was positive and expansionist. BAPCO had no separate balance sheet, management decisions were invariably shrouded in secrecy and the company existed in a virtual state of ignorance on the broader issues.

This state of corporate imperialism existed until the late 70's when the Bahrain government acquired a 60% holding in the company; this ushered in a whole new era as far as management of the company was concerned. The company was now exposed to the vagaries of prevailing economic and market forces. Faced with fierce competition and a shrinking market there was no room for paternalism and complacency and in September 1982 a campaign of internal reorganisation was begun to change the culture; to change self-perception and reaction, particularly to competition.

In September 1982 began a series of meetings to outline to management staff the gloomy future then apparent for the company and this accentuation of the negative proved a shock to many. The meetings were designed to break down the barriers of secrecy which had previously surrounded so many management decisions; they would initiate more consultation between chief executive and divisional managers and information would be shared. Divisional

managers would be asked to attend a board meeting to see how decisions were made, thus enabling them to apply the same criteria where relevant. Administrative and personnel practices were re-constructed in keeping with the needs of line organisation, and top management was moved from Awali to the refinery as a symbol that as a refinery company management should be seen to be involved instead of being remote. As part of a campaign to improve labour relations a corporate mission was issued and every manager was asked to state objectives; a series of management forums were held where managers could meet the chief executive and discuss prevailing problems - such discussions invariably proved exhaustive, frank and successful.

In 1983 a complete study of the company was followed by proposed changes which were then accepted. Some changes could be quickly implemented but for others and for the future, first the way people feel, react and make decisions must also change. Thus a change in corporate culture has to take place, a change initiated by the chief executive in the light of what he considers the best interests of the company now and in the foreseeable future. To effect such a change people must know more, be more aware of the problem facing the company both from within and without and to react more positively.

To this end corporate culture must be managed and although it was too early to say whether the changes were to have a profound or purely superficial effect, there was room for cautious optimism.

### GROUP DISCUSSION 1

Professor Henry opened the discussion by inviting Mr Mohammed Saleh Shaikh Ali as General Manager of BANOCO to give his views on corporate culture in a comparatively new organisation.

Mr Ali confirmed Mr Hepburn's overview of the 'old' BAPCO set-up where the culture was one imposed by a remote authoritarian parent company. After the take-over of BAPCO he had been asked to take over marketing and had to form an organisation virtually from scratch with no background. He started with a few BAPCO people but no experts per se. With a \$2 million turnover he established a small, elite group with a very flexible organisational structure; there were no rigid job descriptions but a great deal of scope for responsibility and growth. The organisation was rather similar to that at BAPCO with no stringent rules to act as a constraint on initiative.



In 1982 the producing field of BAPCO was also transferred to BANOCO. Mr Ali took over in June 1983 and the government decided all oil production, exploration and marketing should be given to BANOCO. A number of discrepancies soon became apparent as the BANOCO system came into contact with the 'OLD BAPCO' culture firmly rooted in the Producing Field Operation. Thus, since then, a major concern has been to devise a method of fusing the cultures for the benefit of the new organisation. Flexibility was essential, no single policy could be applied across the board so within the same organisation different cultures have to exist, not only exist but co-exist and this in itself can create problems. It is hoped that over a period of two to three years a fusion can take place in order that common objectives and a common outlook may be achieved. Although this task will be a tremendously difficult and complicated one Mr Ali felt that as General Manager it would be a very exciting and challenging one and it would be interesting to see first what kind of corporate culture did evolve as the most appropriate. In conclusion, Mr Ali declared that, in the formation of a new organisation like BANOCO, the personality of the Chief Executive and his managers and their inter-relation was very important, any change had to come from the top.

Mr Ali Al-Malki Chief Executive, Gulf Air, then followed with the suggestion that perhaps discussion of corporate culture was rather precipitate; he felt that in the Gulf and in the Arab world in general there was a problem with management or rather the lack of it. Mr Al-Malki felt that as far as he was concerned the first problem was manpower resources but even before that, was the problem of environment. The environment here was not conducive to the growth of ideas, to professionalism and therefore was a fundamental issue which should be examined before that of culture.

Professor Henry commented that Mr Al-Malki's second point was indeed related to culture and Mr Hepburn felt that both points were. Mr Al-Malki agreed but insisted that they were at a very basic level and therefore should be studied before sophisticated concepts. Dr Najjar agreed that the state of professionalism in management in this part of the world is yet to mature but felt that for the proper study and development of managerial skills, corporate culture had to be included, that it was an integral part of the whole together with basic management skills, people and corporate citizens. Dr Najjar was convinced that the best method was to proceed simultaneously on all fronts.

Mr Abdul Rahman Darwish, Director of Training, Civil Service Bureau then took up the theme and said that the type of management prevailing in the area was perhaps a different style of management and influenced by external and internal environment, the macro and micro. Culture, he maintained, was attitude. Management, whether studied at home or abroad was basically the same, what was different was the way the manager behaved; his way of looking at things and his way of dealing with people in the local situation. The chief executive has a role to play in changing or even creating the climate within the organisation. Mr Darwish then illustrated this by relating how new middle management training programmes were behaviour oriented rather than skill oriented and moreover have established the learning process among middle managers so that changes were taking place. Management, he concluded, was there, and it was up to the chief executive to institute changes in order to foster the attitude or culture required.

Mr Mahmoud Al-Nouri, Managing Director of the United Gulf Bank then took up Mr Al-Malki's point on the need for professional management. He agreed it was in short supply but that institutes like Gulf Polytechnic had been established for this purpose. However, he felt that the topic of corporate culture should be discussed as it was an important issue for Bahrain, both as a developing



country and now as a financial centre. Mr Al-Nouri maintained that we could not differentiate between culture of society and corporate culture as a community develops, its culture does and so does its business culture and there is a continuous interaction between the two. As GCC citizens, Mr Al-Nouri felt that to a certain extent the very individualistic and tribal attitude still prevailed and chief executives tended to adopt very authoritarian attitude despite all the education and training. Such an attitude would take time to change, but attitude had to change to face the demands of the upsurge of industry and commerce in the region. The old style family business must go corporate to ensure their continued contribution to the economy of the country and thus to society as a whole. Mr Al-Nouri concluded that the discussion should be centered on the practical issues relating to corporate culture rather than to theories on the subject.

Dr Najjar then commented that he was all for professionalism but asked what made a professional manager. Professional Management meant different things to different people, and there was room in the profession for people from all backgrounds. What then went into the making of a Bahraini or Gulf manager? What were the attitudinal, behavioural and skill requirements and did they vary from company to company, sector to sector or management level to management level. Management has to



be a flexible profession that allowed for people to join its ranks from a variety of origins.

The question was how to work with this diversity to make sure that it was a source of variety, of rich cross-fertilisation rather than a hodge-podge of people from different places coming to do different things in the name of management. Professor Henry then called for general comments before returning to Mr Al-Nouri's point.

Mr Faisal Mirza, General Manager of BALCO, referred to the 'old' BAPCO corporate culture as a major factor in preventing the development of a Bahrain corporate culture and thus Bahrain management. This was particularly true because BAPCO was then the largest private sector employer on the island and had considerable power and influence both within and without its own organisation. He welcomed the change and stressed that the 'old' culture was not, in his opinion, appropriate even at that time since it was after all imposed from outside Bahrain by a management whose priority would be the interests of the parent company, those of 'branches' like BAPCO would be secondary. However, Mr Mirza believed in corporate culture though felt it was difficult to define, to pin-point, especially when policies come directly from overseas.

Mr Bob Fisk, Acting Executive Director of the Civil Service Bureau (CSB) then observed that there appeared to be a mixture - that corporations were talked about but that the government had also been introduced. He said that organisations had essentially one of the two objectives, profit-making or service or possibly combinations of these. In Bahrain the profit-making corporations were of two types; those competing in the international market and those who have no competition at all in the island. In addition there were organisations like the government who provided a service. At the seminar people appeared to be talking about management in relation to the corporations competing in the international market. The style of management required would not necessarily be the same as that required for those organisations who do not have to compete internationally. The question therefore was whether it was necessary or even desirable for the culture or style of management to change into the international environment.

Dr Najjar answered this by suggesting that competition did exist for these non-competitive organisations; in the areas of attracting and retaining manpower, for example. He felt that this was where the culture aspect became important.

Mr Fisk in reply said that most of these companies were family concerns; the top management was family, the middle-management was Asian and as long as that situation existed there would be no competition for turnover.

Mr Darwish said that as he understood it, there were two factors; one was the organisational climate, the internal environment and the second was the influence of the general culture. Skills alone were not sufficient, behaviour was important. The point of discussing corporate culture was to determine ways for employees to work together and to develop a positive attitude to certain matters. He maintained that the management style existed but the internal culture of the organisation was influenced by the general culture. There was, he felt a basic rule that without a knowledge of the general culture the internal culture would not function properly. Individualism was part of the general culture and whether it could be changed remained to be seen. Was it possible to transfer all or part of a culture from elsewhere? Mr Darwish thought that it was only possible if it was compatible with the general culture of the host. Therefore a general understanding of the whole sense of behaviour was a pre-requisite to the establishment of any kind of lasting corporate culture.



Mr Al-Nouri then said that he thought what was being discussed was corporate culture and community culture. In this part of the world the largest employer was the government who thus provided social security with an open-door policy for nationals. The oil-recession had produced budget deficits in Gulf states and this produced two changes. First of all the government had to cut back on recruitment and also increase productivity. Secondly in the business world, exporting industries had to be developed and corporations formed from family businesses. Thus changes were taking place both in the public and private sector and the challenge was both to prepare the community for the changes and to help people cope with them.

Mr Hepburn took up the theme of the influence of the economic climate. BAPCO were required to sell 97% of its product in a fiercely competitive market and to refine efficiently they had to be conscious of the pricing structure in the market place and the competitiveness of their product. It was found to be extremely difficult, however, to impress on a Bahraini employee the gravity of the situation and to get a positive response to appeals for greater productivity when the situation everywhere else on the island appeared to be normal; an employee then feels a certain resentment that a kind of work ethic should be imposed which is not in keeping with what is

seen around him particularly as his own government constantly seeks to reassure him that all is well. Thus the Bahraini at BAPCO working in a highly competitive international operation cannot reconcile his particular role in that compared with everything he sees around him - this according to Mr Hepburn was the very real and immediate problem being encountered in trying to convert the BAPCO of old to the BAPCO of today and even more the BAPCO of tomorrow.

Unless the changes which Mr Nouri referred to can be made in all areas of the community in terms of the work ethic then Bahrain faces an uphill battle. Unless the work ethic is recognised and applied wholeheartedly then industries like BAPCO would never be fully able to compete in the international market.

Shaikh Ibrahim R Al-Khalifa, Chairman and Managing Director of BANAGAS then took up the discussion and gave participants an insight into the government service. There was no real employee participation in decision making. Employees in general know that the work will not be demanding - the private sector on the other hand generally provided employment requiring more effort. Twenty years ago the major employers were BAPCO and the government as the number of private organisations was limited; neither was particularly productive as there was

no great urgency for it - thus urgency has only recently arisen with more companies appearing and thus competing for efficient, productive employees. The work ethic is therefore quite a recent phenomenon created by the harsher economic climate - higher productivity and the recognition of its value was on its way but it would be a gradual process. The government has had to cut back on recruitment and is now seeking ways of increasing productivity among existing staff. The general policy in the private sector now was to retain those employees who were productive and to shed those who were not.

Dr Najjar referring to a point raised earlier by Mr Hepburn reminded participants of economic dualism and suggested that there was a cultural dualism whereby the values which are reinforced in the general culture are not necessarily the same as those reinforced with the corporation. It was necessary to become aware of this and then to manage it.

A second point Dr Najjar went on to say that until recently it was perhaps acceptable in the Gulf area to be effective without necessarily being efficient. Now, however, efficiency has become at least as important a criterion as effectiveness and will probably signal a new dawn in managerial professionalism along the lines suggested by Mr Al-Malki earlier.



Some general discussion then followed on attitude and motivation in the government as opposed to the private sector.

Mr Al-Malki then made some specific points in relation to employees and the work ethic. Very often promotions were made which were not justified on merit but had to be made for political reasons and this was obviously a problem which had to be faced. Then referring to a point made earlier by Mr Al-Nouri, Mr Al-Malki went on to say that another problem was that nationals obtaining degrees or similar qualifications had to be offered employment, and then found themselves in a salary and promotion structure so rigid that there was no incentive to work hard and be productive. Continuing on the subject of employee incentives Mr Al-Malki said it was ironic that in a country like Bahrain where labour unions were considered undesirable the same objections to incentives were raised as were raised by labour unions in the West; those objections being that incentives were discriminatory.

Mr Al-Malki favoured the incentive system and was convinced that such schemes would greatly aid the establishment of the work ethic and a successful corporate culture. In conclusion Mr Al-Malki reaffirmed the importance of this and future seminars but felt that priority should be given to more basic issues.



Professor Henry on the issue of the compatability of the general culture with the business culture raised the question whether it was more difficult for a Bahraini, or Gulf national with his background of general culture to perform the duties of Chief Executive than for an expatriate who had, for example, greater freedom of action, being free from local culture ties.

Opinion was somewhat divided on this issue and Mr Hepburn while agreeing with Mr Ali that there was a requirement to conform to local customs felt that the expatriate did have greater freedom in certain situations for example in having to make an unpopular decision. The expatriate was not subject to the same peer pressures, community pressures and family pressures that a Bahraini was. The Bahraini was much more conscious of the social impact of a decision even though both might agree that the decision was right. However, the requirement to conform was very real and in general the community was very intolerant and unforgiving of an expatriate who makes a completely inadvertent social gaffe.

The expatriate at that level had to be meticulous in his social behaviour - if he failed to conform then he was seen to have failed in general.

Dean Al-Hashemi agreed with Mr Hepburn on the conformity issue particularly where it related to certain norms. However, he felt that in general as a question of perception the expatriate manager was invariably considered to be superior as far as experience was concerned. An important point was, however, the effect of the general culture on the up-bringing of the potential employee. The Dean felt that there was the influence of family and education to be considered and that by the time a company employed this person then there was a lot of 'damage' which had to be undone. Mr Al-Hashemi was concerned that the present younger generation was being brought up in an environment where too much was taken for granted, young people were inclined to be spoon-fed. Unless this attitude changed then he feared for the next generation of managers.

Professor Henry added that the relationship between the educational system and earlier family socialisation raised the whole issue of the congruence between different levels of association in a society. There was a general theory to the effect that the more congruent those different experiences were, especially when talking about such things as attitude toward authority and work ethic, the more stable generally the society would be.

Mr Al-Nouri agreed with the seriousness of the latter point made by Dean Al-Hashemi but felt that discussion was perhaps straying from the main topic of corporate culture. It was perhaps natural that the older generation, which had in general had a much harder life, would want to ensure that the younger generation escaped such hardship. However, the result was a spoilt generation and he appreciated the Dean's concern about the need for attitude to change. However, Mr Al-Nouri was convinced that the new generation could meet the challenge facing them. After exposure to international affairs and thus could be better equipped than their predecessors. He was optimistic that they would rise to the occasion despite the many negative influences.

Professor Henry then asked Mr Gudvin Tofte, Chief Executive of ALBA how he dealt with the situation where there was a new enterprise which had to recruit employees with no industrial background, no corporate culture, how did they adapt? A corporate culture had to be created at ALBA but was now to undergo a change. Why was this considered necessary?

Mr Tofte said that it was hard to discuss something which couldn't be defined. He was irritated by statements that management did not exist here, that it needed two generations to develop, and so on - ALBA was living proof



of the existence of efficient local management. Mr Tofte agreed that the environment was damaging, that older managers had often set bad examples, particularly expatriate.

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

Mr Mirza then made the point that Bahrain was really the melting pot for many nationalities and thus many corporate cultures. These different cultures intermingle against the background of the Bahraini general culture with its ethics and customs. The problem is to incorporate what is best for local needs into a good corporate culture. Mr Mirza felt, like Mr Tofte, that discussions hitherto had tended to skirt around the main topic and he hoped that now it could get back on course.

## GROUP DISCUSSION 2

Professor Henry re-opened the discussion by focussing attention on some of the questions suggested by the AUB team. He started with question 3: 'How compatible is your corporate culture with that of other organisations in your environment and with the environment at large?'. .

Mr Ali began by saying that he did not believe one could compare corporate culture, that each was unique to the organisation that created it.

Mr Al-Nouri maintained that although to a certain degree approaches to problem solving may be common and organisations may have certain written and unwritten rules which are followed, most organisations in Bahrain had not been in existence long enough to have developed a full corporate culture.

Professor Henry wondered whether not having a corporate culture put organisations such as new banks at a disadvantage in competition with older banks which had developed one.

Mr Al-Nouri declared that as far as OBUs were concerned, for example, all were new or comparatively new, all having been established in the last few years. He was of the

opinion that it would take something like 15 years to develop a corporate culture as a longer period with continuity of procedures and management was essential. To summarise, Mr Al-Nouri, said that the new companies set up in Bahrain need a long period of time to merge the many different cultures which exist within each, into an efficient organisation. He cited the example of a Kuwaiti company established in 1961 with a definite policy of control by Kuwaiti nationals through experience and responsibility and how this process, this establishment of their own corporate culture, had taken 20 years to develop. The same time factor, Mr Al-Nouri believed, applied here.

Professor Henry acknowledged the point but said that corporate culture could come into existence through mission statements and through strategies developed by chief executives. Young companies with say 5 years of strategic planning still have time for shaping a corporate culture. The critical function of defining who you are and where you are going as translated into written documents and into understandings which fellow managers have, was part of the shaping of corporate culture.

Mr Al-Nouri referred to Dr Fakhro's having mentioned that there were 150 definitions of culture and maintained that things on paper did not make a culture. Culture was more



behaviour, more action and reaction than mere written words.

Mr Darwish thought that in general a corporate culture existed in every organisation and was the way in which the people interacted with management. It was how people reacted to company policy and decisions. If that reaction was not positive then there was probably a conflict between the general and the corporate policy. He agreed with Mr Al-Malki that this was clearer in an informal organisation.

Professor Henry then said that the question arose as to what extent the informal organisation was compatible with what the chief executive was trying to do as he tried to consolidate and plan for expansion. Was the informal organisation a help or hinderance?

Mr Al-Malki thought the answer was both, that while there were advantages to having set, written policies etc., in an informal organisation the rules and procedures could still be identified and acknowledged but at the same time the opportunity was there for flexibility and initiative.

Mr Hepburn compared Gulf Air and BAPCO and pointed out that whereas the former was expanding the latter was contracting or at least going through a period of



no-growth. As far as management was concerned the no-growth period was more difficult to handle. Much more was tolerated, accepted or condoned in a growing organisation, which in a no-growth one would be totally unacceptable and he gave the example of retirement. In a no-growth organisation one of the few avenues to promotion was the normal course of attrition, of people retiring when everyone then moved up one step. The acceptance of this situation is new to the Bahraini who is used to rapid promotion through replacement of expatriates in an expanding organisation. At BAPCO today the situation is virtually a non-expatriate, no-growth environment so the expectation of promotion cannot be met.

The government issued an edict to the effect that the retirement age could be extended by 5 years and this was a blow to BAPCO which had hoped to use the natural attrition to reduce the work force as well as provide promotion opportunities. This was an example perhaps of a general cultural decision coming into conflict with a corporate culture one. Thus BAPCO was denied one method of reducing the workforce and this was especially unfortunate as the company found it extremely difficult to shed manpower any other way. Dismissal was virtually impossible unless the employee had committed some outrageous crime (another cultural barrier?). In longer established companies there was likely to be a growing conflict between expectations

and the realities of a changing world. Referring to question 3, Mr Hepburn said that comparing public to private industry there might be some or no conflict between corporate cultures although in family companies there was a problem. Comparing private and public then there would be some conflict.

Mr Hepburn stressed that he was not condemning government policy, only pointing out that it was different; that culture and that perception of their relationship with their workforce had an impact on the way people in BAPCO thought and reacted because it was in conflict with the corporate culture being developed to cope with the pressures brought to bear by competition.

Mr Fisk considered that because of the lack of pressures for profit and because the government was essentially service oriented, the very fact of that service orientation tied it directly with the culture. Thus efforts to change that met with much greater resistance as there was no real incentive to make the change, other than a moral obligation. The traditional belief that each person was an individual and therefore was entitled to individual treatment rather than being subject to a general rule or policy still held away and although the need for a change of attitude was recognised by the management it was extremely difficult to effect. There

had been a gradual adjustment but nothing like as extensive as in the private sector where the need to was more urgent.

Mr Faisal Mirza gave the example of the Japanese corporate culture, pointing out that it appeared as one, uniform culture throughout Japanese industry. Mr Mirza wondered whether instead of grappling with the problems of developing different corporate cultures here, would it not be preferable to adopt that of the Japanese as it was obviously a successful one.

Mr Tofte queried the assumption that it was the culture that was the reason for the Japanese success. He felt that many factors contributed to their success, intelligence, creativity, technical skills, etc. Mr Tofte suggested that the culture might be a result of their success rather than vice versa.

Mr Mirza maintained that the Japanese had, through their culture, developed a collective attitude, a cohesiveness, as opposed to the individualistic approach more in evidence here and this was an important factor in their success.



Professor Henry warned that such a coherent culture might be incompatible with certain kinds of high-tech innovation and might be borne out in certain very rapidly developing industries. Conversely, this kind of culture might work very well in most kinds of manufacturing industries. No one country could have all the secrets.

In general discussions on this question the consensus appeared to be that no culture could be transferred with a guarantee of success. Individual companies had to develop their own cultures suit business requirements and with due regard to the general culture prevailing.

Professor Henry cautioned that the situation might then arise when major companies developed their own unique cultures which might be hard to change when they moved into other phases of development.

Mr Al-Malki raised what he considered a major question, that of how a transferred culture could be made to work. He felt that if management was prepared to meet employee's requirements then they, the employees, would meet management's. Though he thought that culture could not be changed it could be adapted to meet corporate requirements. Through incentive schemes and other similar schemes worked out by management and employees together, both sides could be satisfied and at the same time such

deals helped to bring about a change of attitude and so were shaping the corporate culture.

Mr Al-Nouri on the subject of incentives said that the introduction of such schemes had, in his own experience, invariably meant a conflict with the general culture and although the desirability of such schemes was recognised as being vital for the development of a sound corporate culture, it would take time to convert resistance to cooperation.

Professor Henry then moved the discussion to question 4. 'What attitudes, assumptions, informal rules and expectations prevail among your managers? Should they be reinforced or changed in view of your existent or emerging cultures?'

Professor Henry was assuming that people do have prevailing practices; participants had already heard about the informal organisation at Gulf Air and perhaps implicitly that such formal organisation could not be allowed in a no-growth company. What were the prevailing informal expectations; things which may not be easily seen but were there, good or bad, in terms of the objectives of individual chief executives in trying to develop a new corporate culture? What could be observed in the characteristics of those around the chief executive,

positive or negative elements which may be encouraged or discouraged? Could these practices or styles be assets or liabilities, could this be identified?

Mr Fisk (CSB) returned to the subject of incentives and told participants of cases in the government service where an employee had to be absent and another had to take over his more highly skilled job. As an incentive it had been suggested that this was an ideal opportunity for employees to demonstrate their promotability. Letting employees try out the job, their performance would be a good indication of potential. Employees however, preferred cash for anything different they were asked to do. Attempts to analyse this attitude proved that it was due to the traditional belief that promotion was automatic therefore there was no need to prove merit. Referring to the no-growth situation and the effects on promotion there, Mr Fisk said the same situation would soon arise in the government services as expatriates were phased out - the unlimited opportunities for promotion would disappear and what would remain would be a young workforce, stagnated, and this would be a major problem.

Mr Al-Nouri however maintained that such a situation was in fact the normal one and that young executives like those present were exceptional. Bahrain would be returning to the situation which prevailed in most



countries and there was no need to be apprehensive about it.

Mr Tofte felt that it was inevitable that there would be a period of transition when adjustments to attitude would have to be made.

Mr Hepburn echoed Mr Fisk's concern, however when he said that the cultural expectation was of rapid promotion but that BAPCO was down to 7% expatriate therefore the rate of promotion would be slow. Employees would become impatient and would leave, then training had to begin again involving cost etc.

Mr Tofte saw this as a healthy situation - creating a surplus of certain skills would lead to a redistribution of manpower.

Dean Al-Hashemi felt there were two issues involved. The question of supply and demand was beyond anyone's control, in the short run. The market itself was often unpredictable and could create a situation where, for example, an engineer, if he was unable to get a job at ALBA, could go to a bank and retain and even end up with a better paid job. The other dimension was the institutions that prepared people and the Dean returned to his earlier point that expectations were being set too high, too soon

- students were assuming that the degree etc obtained was a passport to employment, to automatic promotion and so forth. Of the two issues, that of supply and demand was perhaps uncontrollable, but policy makers must look seriously at the second issue, that of over producing highly qualified people for whom employment vacancies would be scarce. The Dean was concerned that this issue should not be neglected and that action was required to avoid what was potentially a major problem.

General discussion continued on this topic with the participants sharing the Dean's concern that the educational system may well be paying too much attention to the wrong end of the market.

Dr Najjar concluded the morning's proceedings by talking about first the difficulty of establishing a one to one co-relation between certain pre-job preparations and performance on the job. There was no single track, of course, which would guarantee a good manager. We could only hope for some connection between input and output, the input was to a large extent unknown. Dr Najjar then dealt with the competitiveness aspect of corporate culture. How competitive was a corporate culture in so far as personnel matters were concerned? Competitiveness was not just an attitude. To be seriously competitive the personnel management system must be efficient so that

staffing was linked to job needs and personnel knew exactly what was expected of an employee, this together with job description and job evaluation had to be efficiently managed otherwise it was more tokenism; tokenism was another variable of corporate culture which should not be overlooked.

It meant espousing values which were not really taken seriously and therefore not pushed very far. Here Dr Najjar referred to H E Dr Fakhro's address when he cautioned against allowing talk of corporate culture to deteriorate into public relations. Finally he reiterated his belief that personnel management had to be seriously committed to fostering competitiveness as an integral part of the development of a successful corporate culture.

At this point discussion was adjourned for lunch.



AFTERNOON SESSION

Professor Henry re-opened the proceedings by suggesting that they begin by discussing, briefly, personnel policies and how concrete policies under the control of chief executives could mould or change the culture of the organisation. Thereafter, Professor Henry proposed that they summarise the main lines and future possibilities for discussion. First however, he referred participants to question 5:

'How can personnel policies and objectives alter or reinforce aspects of your corporate culture that ought to be changed or reinforced?'

Mr Al-Nouri began by agreeing with Dean Al-Hashemi that market conditions played an important role in developing the benefits obtained by employees. Competition as far as these benefits (high salaries, insurance, allowances, etc) were concerned was quite fierce in Bahrain. However, Mr Al-Nouri felt that these benefits, whether cash or kind, did not play a major role in the company's success and the development of a positive culture. To Mr Al-Nouri the key was proper communication, an open relationship with staff and regular provision of information on company policy and direction.

Middle-line management should be encouraged to make a greater contribution to strategy and decision making. Job satisfaction was more important than financial reward and therefore a corporate spirit had to be developed. There had to be participation in decision making at all management levels and that meant a great deal of patience was required. Time had to be allocated for getting together with staff in order to share and exchange ideas. Compensation, incentives and communication were three positive factors, according to Mr Al-Nouri with incentives and communication being the most important.

Shaikh Ibrahim Al-Khalifa thought that there might be a link between corporate culture and personnel regulations. If the chief executive has himself played a part in formulating the policy then it was likely to be compatible with his main objectives for the company. If, on the other hand, the policy has been formulated by someone else without any input from the chief executive then it was likely that certain aspects of that policy would have to be changed to bring them into line with his objectives.

Environment as a whole and personal relationships with employees both played a part in decision making as they facilitated flexibility.

Dr Najjar suggested that the personnel sub-system was strategic in bringing about desirable changes in the corporate culture, particularly when it came to building up the corporate credibility (vis-a-vis employees). Part of an unarticulated corporate culture of the past was to relegate the personnel function to a subsidiary, control status; their role was primarily disciplinary with negative, disciplinary functions.

Mr Hepburn's views on the subject were again, he said, influenced by the present situation at BAPCO. If there is a long tradition of reasonable generosity in salaries and benefits and then there is a change in fortunes, one which is perceived to be long-term rather than short-term then the Personnel Department had a crucial role in dealing with labour relations. At BAPCO the predominantly long service stable work force was accustomed to regular annual salary increases, and tended to reach the maximum of their grade in large numbers. The Personnel Department had to convince the employee reaching the top of the grade that there would be no more increases. In 1983 there were 168 people who had reached the maximum grade and the personnel Department's reaction was to raise the grade. Mr Hepburn's response however was to insist on existing grades being adhered to and that it was up to the Personnel Department to ensure this policy gained acceptance. This problem of what to do with employees at



maximum grade was prevalent throughout the Gulf and no satisfactory solution had yet emerged. It was up to the Personnel Department to come up with solutions to this and other employee related problems. In Mr Hepburn's opinion the employee's perception of the company is determined more by the personnel and administrative function than by anything else in the corporation because it was between the man and the company and thus determined the employee's attitude. In a contracting business or a no-growth industry the Personnel function is a very demanding role. Without the money to buy peace he has to persuade people to be peaceful.

Dr Najjar agreed, stressing that the personnel department was first and foremost the intermediary and then a shock-absorber. However, he reiterated the importance of efficiency in the Personnel Department, accurate job descriptions, thorough job evaluations etc which gain the acceptance and credibility of all the participants. By so doing many employee related problems could be avoided.

Mr Tofte disagreed he felt it was the actual handling of the implementation of policies which was crucial. The way policies were communicated to employees was vital in their either being accepted or rejected.

Dr Najjar then suggested that he might now present a number of common themes which seemed to have evolved since discussions started and perhaps point out some possible directions for future consideration. There appears to be a healthy dose of disagreement on the issue of corporate culture. This was a good reminder that there were no single, final solutions to any of these problems. Choices were available but these choices had some discipline because they normally reflected major trade-offs, major combinations of factors which executives deem necessary. With regard to corporate culture what kind of management philosophy should be encouraged; authoritarian or participatory? Subordinates making mistakes - how was this to be handled without stifling initiative? How did one develop the expertise to make decisions at the optimal level? Making decisions at the so-called lowest feasible level.

Choices made were bound to vary from one executive to another and, within an organisation, from one point in time to another.

A major choice has to do with the tenuous link between an organisation and the outside world, corporate culture versus general culture. Undoubtedly certain norms and assumptions of the general culture had to be reflected in the corporate culture but this did not mean enslaved by

them; long established institutions were ideally placed to be able to change attitudes where necessary. Dr Najjar felt it was a major function of an executive to perceive where change was required and take the necessary action. A key puzzle to be grappled with concerned the magic combination of technical and non-technical skills which went into the making of a manager. Technical skills alone were not enough, it required many additional often indefinable qualities. The technical and the behavioural skills had to go hand in hand in the making of a manager. Thus, Dr Najjar concluded, the question of professionalism reappeared, professionalism and its relation with corporate culture. To the extent that the development of the corporate culture accentuates the corporate ego to a degree that might border on self-righteousness, it becomes prone to feelings of superiority and of seeing the outside world and competitors in stereotyped ways; this creates an attitude or way of thinking which is very contrary to the kind of universalism or internationalism, and that part of the professional outlook. Professions by definitions and the professional spirit cuts across organisational boundaries. To what does the professional executive owe his first loyalty, to his profession or effect on corporate culture there had to be an accommodation of two philosophies, two approaches, two choices. Dr Najjar then summed up by saying that, in the final analysis, all these issues at this stage could serve as agenda items for



future discussion and that the next issue which should be addressed by such a distinguished assembly was the specific question of professionalism with special reference to the Bahrain environment and to the making of the Bahraini manager.

Dean Al-Hashemi, pursuing the theme of professionalism versus corporate culture, added that he felt that Bahrain organisations tended to be input oriented rather than output oriented, though perhaps applied more to service than to productive concerns. There was a tendency to concentrate on input, pay some attention to process but neglect output. This added another dimension to the issue and the Dean felt that managers got so bogged down with input that by the time the end product appeared they had lost sight of what it should be.

Professor Henry suggested yet another dimension, that any given company might have far more in common, in terms of corporate culture, with other companies in other parts of the world operating in the same industry, than they would with other companies in Bahrain. Thus there was another universalistic aspect, but universalistic by function. Put another way, could a locally trained professional manager really expect to master the full range of managerial skills needed without very extensive experience in the particular industry? How transferable were these

professional managers - it may be that for technical as well as for corporate cultural reasons they are not as transferable as some might like to think, but stressed by an image of pseudo-professionalism as exemplified in certain business degrees awarded by business schools in the United States and elsewhere. To be really effective the manager had to be fully acculturated within a particular organisation or acculturated and skilled in a particular functional industry, these would be the different contrasts. This was a subject suggested as a possibility for future discussion.

Mr Al-Malki agreed with Dr Najjar and Professor Henry that these issues were important for future deliberation. However, he felt that more immediate concerns were certainly very real, practical issues. Given the cosmopolitan nature of Bahrain and its commerce and industry in particular, the variety of cultures in existence could pose problems which required solutions.

Management was an art but one which could be learned through effort, and application. What problems faced industry in Bahrain? According to Mr Al-Malki these problems could only be fully examined and discussed with government representatives and none were present at this seminar. Only discussion with high level government officials preferably from the Ministry of Labour could

throw light on such problems. Then, following such discussions, the subject of professionalism could be brought up. Mr Al-Malki concluded by saying that he had two points to make. The first was that he would like to see the seminar enlarged to identify contemporary problems and then secondly to work towards optimisation and professionalism.

Professor Henry in reference to Mr Al-Malki's first point, said that they had in mind a small group at the outset but the intention was to develop a chief executive officer's forum which would include all the actual chief executive officers on the island and thus provide a broader base for discussion.

Mr Hepburn with the aid of a diagram then illustrated his opinion of the value of a forum of the type Professor Henry had mentioned.

<u>College</u>	<u>Industry</u>	<u>Maturity Experience Industry</u>
knowledge	skill ability	wisdom

One had to take knowledge and put it to work in acquiring skill and ability. Later moving into the chief executive bracket one acquired wisdom through maturity and experience. These were essential steps for the manager and a forum like the one today were valuable in that they



could provide the opportunity for seasoned executives to share their experiences and the lessons they had learned with younger men who might take years to otherwise acquire even an insight into such expertise.

Mr Hepburn declared that he had gained much from hearing of different ways of looking at problems - his own decision making was restricted to his BAPCO experience thus at forums such as these he was adding to his own corporate culture.

Dr Najjar then suggested that perhaps more could have been achieved if they had started to narrow down some of the terms, and try to develop a common understanding. All were committed to the idea of training executives and managers but very little had been done by way of trying to assess and measure the return on this training. What kind of a Bahraini manager would chief executives like to see emerging over the next five years, was such a person already there?

Could we talk of the advent of the Bahraini manager already? To what extent could we hope to develop not so much a common perception and a common language, but a common way of presenting problems so that we could do something serious about cross-fertilisation, to which he was sure all executives were committed. Dr Najjar thought

that the time was right for moving forwards from recognising these problems towards seeking some tentative scenarios for starting to build possible solutions and again he stressed the importance of such a forum.

Mr Al-Nouri took up Dr Najjar's question as to what a chief executive's reaction should be to mistakes made by his staff. Mistakes were inevitable, no success was possible without some being made. As far as major mistakes were concerned Mr Al-Nouri said that provided they were in good faith then they should not be punished - punishment in such a case would have a negative effect on staff morale and would act as a brake on initiative.

With reference to participation he confirmed what he believed to be the general view that centralisation was wrong, participation in decision making should be encouraged at all management levels and that, in fact, strategy should be initiated at the lower level and proceed upwards.

With regard to the copying of corporate culture the question was raised as to whether a Bahraini officer could do the job abroad and Mr Al-Nouri saw no reason why not as there was internationalisation of professional management, so, having acquired professional skills, a manager could do the job anywhere.

As to the professionalism, Mr Al-Nouri was convinced that it was essential to ensure efficiency and so corporate success.

Mr Tofte expressed his concern about the point of the discussion in general. He felt that the group was really too big and that the area of discussion was too great. Discussion of more specific topics in a more homogeneous group would have been of more value. Smaller groups of organisations with similar operations would enable discussion to get down to major issues of immediate common concern. Mr Tofte maintained that the problems besetting, for example, a bank with a comparatively small staff could not apply to a large industrial organisation and vice versa.

There then followed a brief discussion on the relative merits of the composition of the forum and the subject under discussion. The consensus was that the value of both larger and smaller groups was recognised and that although discussion on this occasion could only be in general terms there was nevertheless much to be gained from a frank exchange of views. Gulf Polytechnic in particular would benefit from such a liason, as feedback from commerce and industry was essential to an institution which was engaged in training tomorrow's managers.



In conclusion Dean Al-Hashemi reminded participants of the Polytechnic's willingness to run courses for specific needs. He referred to the topic of 'action learning' discussed at a previous seminar and commented on the need for such discussion to be translated into action. The Dean thanked all the participants and expressed his appreciation of the contribution made by industry. Mr Al-Hashemi also expressed his pleasure at the supportive attitude of the business world in Bahrain to Gulf Polytechnic. He welcomed feedback from employers in order that the Gulf Polytechnic remained on the right track. The Dean emphasised the importance of a continuing dialogue between the Polytechnic and employers and welcomed all comments and advice which would help to improve the institution. In conclusion the Dean again expressed his pleasure at the warm interest in Gulf Polytechnic by executives through their active participation. This close cooperation would help to produce the kind of managers who would make a positive contribution to the success of local industry and thus Bahrain society at large.

# APPENDIX I - CEO SEMINAR ON STRATEGY FOR CONTINUING MANAGEMENT EDUCATION IN BAHRAIN

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

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S E M I N A R   O N  
S T R A T E G Y   F O R   C O N T I N U I N G  
M A N A G E M E N T   E D U C A T I O N  
I N   B A H R A I N

A T

G U L F   P O L Y T E C H N I C

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SEMINAR PROGRAMME

- 0800 - 0830 - HOLY KORAN
- OPENING NOTE  
H E Dr Ali M Fakhro  
Minister of Education, Chairman  
of the Board of Trustees
- SEMINAR THEME  
Mr Ibrahim J Al-Hashemi  
Dean, Gulf Polytechnic
- 0830 - 1000 - FIRST PANEL DISCUSSION
- Chairman: H E Dr Ali Fakhro
- (1) The Philosophy and Methodology  
of Continuing Management Education  
in Bahrain  
Dr George K Najjar  
Graduate School of Business and  
Management, AUB
- 1000 - 1030 - BREAK
- 1030 - 1230 - SECOND PANEL DISCUSSION
- Chairman: Mr Abdulla H Saif  
Govenor, Bahrain Monetary Agency
- (2) The Making of the Bahraini Manager  
in the Public Sector  
Dr Rashid A Fulaifil  
Undersecretary, Ministry of Health
- (3) The Making of the Bahraini Manager  
in the Private Sector  
Mr Nooredin A Nooredin  
General Manager, ARIG
- 1230 - 1345 - LUNCH
- 1400 - 1500 - THIRD PANEL DISCUSSION
- Chairman: Mr Ibrahim J Al-Hashemi
- (4) The Continuing Management Education  
Programme at Gulf Polytechnic  
Dr Paris Andreou  
Dept of Business and Management  
Gulf Polytechnic

I 'THE PHILOSOPHY AND METHODOLOGY OF CONTINUING MANAGEMENT EDUCATION IN BAHRAIN' by Dr George K Najjar, Graduate School of Business and Management, American University of Beirut (AUB).

Dr Najjar in his presentation sought to highlight some of the salient features of his paper.

The purpose of his paper was to articulate the philosophical foundations of COMEP, spell out its substantive structure and lay bare the methodology necessary for its implementation.

Dr Najjar attempted to put the Gulf Polytechnic Continuing Management Education Programme in perspective and to relate it to the Bahrain Management. Recalling the 70's period of rapid growth and economic boom when concern was more with running businesses rather than building organisations, the 80's have seen a change of priorities: companies have had to start focusing more on building their internal management system, in which the most strategic element is the Bahraini manager. The first indication of this shift of emphasis was an increased interest in management training programmes of various kinds. Early

programmes were, however, beset with problems, tentativeness, disjointedness and an ad hoc attitude. Little was done to evaluate such programmes as investments in human capital and measure the return. Interest was shown in the evolution of a management culture as an ever changing context for managerial technology transfer to Bahrain. Meanwhile, the main stream of management thought and education in the West was undergoing its own crisis centred around the increasing inability of traditional approaches to management education to cope with changes of various kinds. First, pre-employment schooling was seen as inadequate and thus there was a need to develop programmes that would cater to requirements in the post-employment phase. Second, alternative approaches to management practice and education emerged such as the Japanese experience now widely acclaimed and emulated. Their accounts was a third problem, namely, the trend in management education to proliferate along disciplinary lines; it was important, therefore, to develop an arm of management thought that can capture the functional unity of management. COMEP, claimed Dr Najjar, has always been dedicated to viewing the management function as an organic unity. Thus COMEP inclined away from the traditional text-book approach to the



use of more practical, authentic and relevant teaching materials. COMEP, in order to be successful has to be at one and the same time:-

1. Anticipatory
2. Remedial
3. Developmental
4. Interactive

Dr Najjar outlined these features, drew participants attention to the fact that they were analysed in detail in his paper, and voiced his optimism that the COMEP at Gulf Polytechnic could live up to them. However, though this philosophy was thus commendable, for it to become a reality it has to rest on a rigorous, well defined methodology.

This methodology is made up of six key elements already practised at Gulf Polytechnic and already in the process of refinement:

1. Needs Identification, at all levels
2. Translation of Manpower Needs into Programme Categories
3. Further development of Programme Categories into a Full-Fledged Curriculum
4. Screening Participants
5. Programme Delivery, Evaluation
6. Programme Auditing

If this methodology is properly carried out on the basis of the philosophy outlined then COMEP can face its one major problem, that of the transfer of class-room acquired skills to job applications. This task must be approached jointly by the learning institutions and by industry. In conclusion Dr Najjar expressed his belief that COMEP was an investment in human capital which should be subject to forms of measurement, something which was formely neglected, but has to be done jointly as it offers tremendous potential for targeting the programme, making sure it stays on course and introducing a feed-back and corrective capability.

0910: H. E. Dr Ali Fakhro thanked Dr Najjar for his presentation, briefly reviewed the main points with which participants might like to take issue, then asked for questions from the floor.

Mr Sayed Mustafa (Midal Cables). The first comment, on methodology, concerned on-line follow-up. The speaker felt that in two year's time Gulf Polytechnic should find out from COMEP participants' companies, what benefits both employee and company had derived from the programme.

Mr Don Hepburn (BAPCO) expressed his concern about what was an acceptable management culture to Bahrainis. He felt that in his use of Western derived management terms and concepts he finds Bahrainis, although appearing to understand, have a different perception of these. Mr Hepburn asked what motivated a young manager; was it company loyalty, wages and salaries, the ability to participate in decision making? What motivated him, gave him job satisfaction, make him feel good about himself and therefore create an environment in which he could be productive? Mr Hepburn confessed to an inability to properly identify and quantify these. He asked why it was that while Bahrainis were such successful business-men and entrepreneurs they needed expatriate management. Mr Hepburn made a 'cry for help', he had discovered that much of the management training was not being actually practiced as it seemed to contravene some fundamental attitudes not clearly understood by the expatriate trainers. To be effective, Mr Hepburn felt there needed to be an understanding of what management and leadership meant to a Bahraini, and what motivated them.

H. E. Dr Fakhro, acknowledging the importance of this question, referred to Dr Najjar's comments on



the transferability of management philosophy and methodology and pointed out how often attempts to transfer a successful system from one country to another had failed due to social, cultural or other incompatibility. H. E. Dr Fakhro added that perhaps this area of behavioural sciences, sociology and psychology of the Arab manager was one which Gulf Polytechnic might explore as part of COMEP. H. E. Dr Fakhro at this point reminded participants that comments or questions could, of course, be made in either English or Arabic.

Rashid Fakhro (BANOCO) felt that the basic problems facing Bahraini managers stemmed from various sources:

1. The quality of education and the difference or variance in educational sources. Most Bahraini managers had undergone a Western style education, though some had had an Arab oriented education, or even Asian.
2. At work, the Western style of management has had to be accepted regardless of background.

The Bahraini manager thus has to reconcile both his education and profession with his natural

environment and culture and is faced with conflicts. Mr Rashid Fakhro felt, however, that it was not the management culture that should be revised to suit the local culture but rather the reverse; that socially, politically and economically, a maturity was required to marry with those cultures which have successfully evolved in the West.

H. E. Dr Fakhro took up the point about the diversity of educational background and suggested that COMEP could play a very positive role in unifying these.

Mr Abdul Rahman Darwish (C.S.B), referring to Dr Najjar's presentation, affirmed C.S.B.'s support for COMEP but felt there were many organisations that may not yet fully understand the philosophy of the programme or were not yet ready to cope with its requirements.

Mr Khadem Hashemi (Directorate of Work Affairs) stated his belief in the development of management training and, referring to motivation, asserted that an important factor was the setting of challenges to young managers. These, he claimed, enabled managers to obtain a sense of achievement;

from his experience in the public sector, however, Mr Hashemi felt there were too few of these challenges and that too many young managers were over-supervised and not given the opportunity to act on their own initiative and introduce their own ideas. This, he believed, was stifling enthusiasm and discouraging innovation. It was essential that young managers be given the chance to manage especially in the early stages. While acknowledging that there were constraints, Mr Hashemi felt that greater efforts should be made to allow young managers to practice management.

Hassan Mehri (Ministry of Education) felt that as management in Bahrain was relatively new, the role of Gulf Polytechnic and similar institutions was to study the hidden contents of administration and to be selective in what parts of Western philosophy were accepted so ensuring that only what was suitable to the Bahraini culture and environment was taught.

As no further comments or questions were forthcoming the Chairman, H. E. Dr Ali Fakhro invited Dr Najjar to reply.

Dr Najjar first referred to the comment on on-line follow-up and stated that such a programme was in



fact in the advanced stage of implementation; he stressed the importance of follow-up in determining the degree of success in the transfer of the skills from classroom to organisation. Again, Dr Najjar emphasised the inter-active nature of the programme, stated that the programme's success hinged on the extent to which the recipient organisations were prepared to reciprocate.

Referring to Mr Hepburn's question, Dr Najjar dealt with the reason for the intensive managerial technology transfer expertise and pointed out that this was a difference between running a business and building an organisation. With regard to motivation, Dr Najjar felt that the appeal should be made to the sense of excellence of the manager, his interest in becoming a professional and his pride in professionalism.

However, Dr Najjar cautioned that this was but a tentative diagnosis which was as yet incomplete. A joint undertaking was necessary between educational institutions, organisations, employers and employees, in order to be more definite.

Responding to Mr Darwish, Dr Najjar focused on the responsibility of the host organisations. He felt

there were, however, degrees of willingness exhibited, from mere lip-service to whole-hearted support and it was the latter that had to be sought. Dr Najjar then mentioned the introduction of Preceptors as part of COMEP; these would be people in line capacities who would act as mentors, guiding and advising trainees, using their experience and knowledge of practical situations.

With reference to Mr Rashid Fakhro's comments, Dr Najjar felt that COMEP should have homogenising effect and should go some way in meeting the need for a common language, in developing shared perceptions and joint approaches to problem solving so that the end result will be mutual understanding.

As to the problem of conflict, between the emerging management culture and the broader society culture Dr Najjar felt neither could totally dominate the other, they had to learn to live with each other in a pattern of reciprocal accommodation.

Addressing Mr Hashemi's comments, Dr Najjar referred to the constraints on young managers and stated that this was an integral part of the training programme. The trainee had to deal with these problems, this in itself was a test of his ability and the experience was thus invaluable.



Taking up Mr Mehri's point regarding the novelty of management, Dr Najjar asserted that this was a two-edged sword; while the novelty meant there was room for innovation and flexibility, it also meant there was no tradition to draw on. Management had been largely shaped by practitioners rather than academics which was a reminder to stay close to reality and applied orientation.

H. E. Dr Ali Fakhro then asked for further comments from participants.

A comment was made regarding the statement of objectives by management. It was felt that a manager must clearly define objectives then shape the organisation to meet these.

Mr A Woodhouse (Director, Banker's Training Centre) commended the structure and approach of COMEP but felt that the implementation would be a major task. Referring to Western-trained Bahrainis who faced conflicts with their own environment and culture, he felt that prudent selection of Western practices could benefit progress in Bahrain in terms of management development. Referring to various training programmes conducted by the larger organisations, Mr Woodhouse felt there should be

some degree of co-ordination between those and programmes like COMEP conducted by institutions like Gulf Polytechnic.

Mr Woodhouse then asked how the needs identification was to be carried out and commented on the enormity of the task. Finally, Mr Woodhouse pledged the full support and cooperation of the Banker's Training Centre in whatever capacity COMEP deemed appropriate and advised that all concerned should be apprised of the goals and objectives of the programme.

The Chairman, H. E. Dr Ali Fakhro, stressed the importance of Mr Woodhouse's point regarding the coordination of various training programmes.

Mr Ali Yousef (Gulf Air), referring to Mr Hepburn's declared inability to fully communicate certain aspects of management philosophy, claimed he had the same problems with Europeans. He felt that a major factor in the apparent incompatibility was that of the Islamic culture. He felt that the Islamic influence had to be recognized and its value accepted and utilised.

It was important to identify our own training or education to suit our own beliefs and values.

Mr Saeed (Ministry of Works, Power and Water) was concerned about the various problems encountered by young managers in general and COMEP graduates in particular. He felt that, in the public sector especially, senior managers had often reached their positions not because of the qualifications and training but because of personality and experience, and as a result there was a difference in mentality, in method and in attitude, between them and the younger managers. As a result, the younger manager faced many constraints and thus there was no real incentive to do well on a course such as COMEP as the graduate would have real doubts as to whether he will be allowed to 'on-the-job' practice what he acquires through training.

Dr Rashid Fulaifil (Ministry of Health) commented that traditional attitude and beliefs could of course impose constraints on what someone has studied or been taught and this is an area which has to be given due consideration.

H. E. Dr Ali Fakhro invited Dr Najjar to make his final comments prior to the conclusion of the first pannel discussion.



Dr Najjar, in reply to Dr Fulaifil, agreed that the behavioural and attitudinal as well as the cognitive aspects of COMEP participants had to be addressed; he felt that the present course content reflected this.

Concerning the involvement of chief executives and senior management, he stressed that COMEP was aware of the importance of the positive effects of this and informed participants of the existence of an executive forum; executives from all sectors are invited individually and in groups to discuss COMEP - related problems, management development problems, to share perceptions and formulate solutions.

With regard to Mr Woodhouse's point on needs identification, Dr Najjar affirmed that the task was indeed mammoth but had been dealt with over the past two years. It was started with a comprehensive survey, constantly up-dated, and at present a survey is being conducted on the evaluation of various parts of the programme.

Dr Najjar concluded with special thanks to H. E. Dr Ali Fakhro and the Dean, Mr Ibrahim Al-Hashemi whose unfailing support has been a major contribution to the success of COMEP.

1010: H. E. Dr Ali Fakhro brought the first session to a close by thanking Dr Najjar for his contribution and by apologising to those who, due to shortage of time, did not have the opportunity to speak.

1030: Second Panel Discussion

Chairman: Mr Abdulla H Saif, Govenor, Bahrain  
Monetary Agency

II 'The Making of the Bahraini Manager in the Public Sector'

Dr Rashid A Fulaifil, Undersecretary, Ministy of Health.

1035: Mr Abdulla H Saif opened the session by welcoming all participants and introducing the speakers, Dr Rashid Fulaifil, Undersecretary, Ministy of Health and Mr Nooreddin Nooreddin, General Manager of ARIG.

Dr Fulaifil thanked the Dean of Gulf Polytechnic, Mr Ibrahim Al-Hashemi for affording him the opportunity to address the seminar and declared that he preferred to make a full presentation of his paper rather than risk losing some of its impact in a summary.



1110: Mr Abdulla Saif, Chairman thanked Dr Fulaifil for his presentation which he summarised as follows:

Dr Fulaifil suggests that a rapid transition has taken place in Arab societies but the authoritarian nature of Arab society may still be reflected in managers' attitudes and behaviour. Changes in knowledge, attitude and behaviour of individuals and groups can take time to evolve particularly at the top of the management tree. He seems to suggest that middle management may be adaptable. In identifying the need to be able to deal with people as a vital quality of the successful leader, Dr Fulaifil came to a key question; are leaders born with leadership characteristics? (The Trait Theory). Or are they made as a result of their environment and training? (The Environment Theory).

Dr Fulaifil does not, however, provide a final answer, but does draw a distinction between authoritarian leaders and more democratic leaders who introduce more freedom and delegation to subordinates. Individual leadership styles differ reflecting the various personal needs of each individual for security, social standing, recognition and self fulfilment. He draws a

distinction between the public and private sector managers; the former working in the public's interest with a more secure job; the latter working for an organisation but with far less security. Dr Fulaiwil concludes that the development of the public sector manager should be a combination of education, training and experience and that this will successfully reduce the authoritarian nature of managers.

The Chairman, Mr Abdulla Saif then asked for comments and questions from the floor.

Abdul Rahman Darwish (C.S.B) posed a question about managers in general, Bahraini managers in particular, and the distinction between the Bahraini manager in the public and private sector.

1. Do we want the Bahraini manager to be a leader in the organisation.
2. Do we want the Bahraini manager to be a boss; a job-oriented man whose priority is to accomplish his work as efficiently as possible? What kind of manager is required bearing in mind the type of organisation being managed?

Dr Fulaifil, in reply, thought that Bahraini managers were seen as leaders, particularly those in very senior positions, but tended to be very authoritarian; an attitude he felt, could not be changed easily. As far as managers in the public and private sectors were concerned, he thought there was a difference because in the public sector the manager has already acquired everything he needs, he has security of tenure and can virtually please himself as to his style of management. Not so the manager in the private sector who must constantly strive for efficiency as his job depends on it.

A comment was then made to the effect that before any discussion of management, the term manager should be defined. the speaker defined one as a person who handles people and equipment, using judgment and skill to deal with the former fairly and to satisfy their needs. A manager is not just a leader, that is only on function; he has to be able to train, communicate, motivate, plan, use advanced techniques, innovate and evaluate. Communication, he felt, was perhaps the most important function.



Rashid Fakhro (BANOCO) felt that Dr Fulaifil had posed numerous questions but supplied few answers. Mr Fakhro asked whether Mr Fulaifil preferred the authoritarian or democratic type of management and to give reasons for his choice.

Dr Fulaifil maintained that his preference was clearly for a more humanistic style of leadership; he felt the team approach was more efficient. Subordinates should be allowed to contribute to the setting and achievement of objectives as, unless allowed to do so, their training is wasted.

Mr Khadem Hashemi (Directorate of Work Affairs). With regard to the comparison between public and private sector Dr Fulaifil was asked why factors which motivated the private sector manager could not be applied to the public sector - why the job security, for example, could not be removed so that the public sector manager was more answerable and should therefore be more efficient. Were there any special reasons why this could not be done? By not doing so are we not encouraging the wrong attitudes?

Dr Fulaifil stated that the situation was generally true of the public sector in many countries. In Bahrain, as elsewhere, the public sector has

traditionally attracted employees who preferred security to the pressure and pace of the private sector.

The Chairman, Mr Abdulla Saif, added that changes were, in fact, taking place in the public sector to streamline it and make it more efficient, but these changes would be gradual.

Mr Nooreddin Nooreddin (ARIG) affirmed that in the private sector managers were under constant pressure to succeed as they were responsible to the shareholders. There was little of the same kind of sustained pressure in the public sector.

Mr Rashid Fakhro (BANOCO) commenting on Mr Hashemi's remarks claimed that in fact changes were occurring in the private sector and political appointments with job security were being made. Mr Fakhro felt that a manager's actual authority and decision-making powers had been eroded to such an extent that many were virtually head-clerks.

Mr Abdul Rahman Darwish (C.S.B.) felt that public and private sectors attracted managers according to the skills they could offer. Life employment had its advantages, it did not necessarily lead to



inefficiency; on the contrary it often led to greater commitment by employees who felt they had a vested interest in the success of the organisation.

The Chairman. Mr Abdulla Saif, commented that a common problem was that while there was pressure to promote the Bahraini manager, there was no shortcut to education, and experience and promotion should not be at the expense of efficiency.

Mr Sayed Saeed Ahmed (Ministry of Labour) referred to the two styles of management, the authoritarian and the democratic, and asked how the democratic could be taught in an environment which was traditionally hostile to it. The organisation where the young manager is employed may still be authoritarian so he would be unable to practise the democratic approach.

Dr Fulaifil agreed that the traditional authoritarian attitude could not be changed overnight but he maintained that by persistence the change could be brought about though it will be gradual and extend over a long period. Through knowledge and example, however, the democratic principle will eventually succeed.

1140: The Chairman, Mr Abdulla Saif, then introduced the second speaker, Mr Nooreddin Nooreddin, General Manager, ARIG to speak on 'The Making of the Bahraini Manager in the Private Sector'.

## III

Mr Nooreddin thanked the Chairman and expressed his pleasure at having been asked to address the seminar. He noted that some of the points he would deal with in his paper had already been raised during earlier discussions and apologised for any repetition. Mr Nooreddin Nooreddin then made a full presentation of his paper.

1200: The Chairman, Mr Abdulla Saif, thanked Mr Nooreddin for his presentation which he summarised as follows:

The process of training and development of a young manager starts with a proper selection procedure; the successful candidate then moves into an executive training programme involving a well-planned mixture of specific on-the-job training courses, development of skills and guidance from a senior member of management. Assuming he has passed his programme, during which regular evaluation of his performance is essential, the management trainee can move into a career development path leading to a middle management

position where talents will be developed and management skill broadened; learning to deal with people will be a vital part of this. However, a special factor exists in Bahrain which has an impact on management style and skill, for example, some subordinates expect to be consulted but not necessarily to have to make a final decision so joint decision making may not be easy. Some people may not like open confrontation and may find any criticism difficult to accept. Business structures which are too formal and impersonal do not fit in with typical relationships in Bahrain.

Mr Nooreddin also pointed out that middle management is a new concept in Bahrain; the new breed of manager may find it frustrating that their seniors are slow to change, for example, to introduce more delegation of responsibility or to invite constructive criticism. The young managers will have to be patient, they cannot automatically step into senior positions.

Finally, Mr Nooreddin mentioned four areas where he believes progress can be made in developing management:



1. More delegation
2. More conflict management
3. Better management of time
4. Developing skills to cope with an ever changing work environment

The Chairman then invited comments and questions from participants and guests.

Abdul Rahman Darwish (C.S.B.) asked if he was correct in understanding that Mr Nooreddin believed that organisations in Bahrain were task-oriented.

Mr Nooreddin responded by explaining that what he meant was that in the training process we should recognise the fact that we are more person-oriented in our approach so we should not put too much emphasis on task-oriented techniques.

Mr Sayed (Midal Cables) suggested that there were problems, other than those mentioned by Mr Nooreddin, which had to be solved if Bahrainis were to be encouraged to enter the private sector. He felt that too few were entering industry and the reasons were that the pressure of work and number of potential problems were far greater. It was difficult to keep pace with technological advances;

finance was expensive; there was no protection of local industry. To develop a Bahraini manager in industry he must be provided with resources, the finance and the incentives; without assistance he cannot develop new products or compete with long established industries elsewhere.

Mr Nooreddin felt that Mr Sayed was airing some of the frustrations which were relevant in the changing economic environment. In the present economic climate, funds are not so plentiful, requirements have to be carefully identified and spending carefully monitored. In the 70's the move was to the private sector as most opportunity lay there; in the 80's the reverse is true and in an age of cut-backs and streamlining, the security offered by the public sector may be more attractive.

Mr Yacoub Yousef Mohammed, National Bank of Bahrain, commented on the fact that Mr Nooreddin had dealt with new recruits to an organisation but had ignored the existing staff. The basic need was to start with the organisational structure, build into it a career plan for staff, then develop a training plan to suit this. What could be done to blend the 'old' with the 'new' staff in order to build an efficient organisation? Many existing



'old' staff had reached senior positions during a period when accelerated promotion was common because of a shortage of qualified experienced Bahraini managers; today, the situation is different; competition for a management post is keener and young managers with enthusiasm and fresh ideas have to work with 'old' ones who may be set in their 'old' ways.

Mr Nooreddin declared that he had in fact referred to 'old' staff in his paper. He said that staff for training could either be hired or selected from within the organisation. With reference to the development of senior management, Mr Nooreddin pointed out that managers should be rotated to prepare them to assume more senior positions.

Mr Rashid Fakhro (BANOCO), referring to the era of accelerated promotions for Bahraini managers, said that the impression had been given that unless you become a manager or general manager by the age of 40 then you were a failure. As a result, there is now a bottle-neck of middle-managers whose way is blocked by those in senior positions who are still young. Training programmes producing more young managers should give some thought to this fact, or the end result could be increased frustration

amongst those waiting in line for senior positions of which there were too few.

Mr Nooreddin acknowledged the importance of his problem and did refer to it in his paper. In the absence of industrial and commercial expansion which would create more openings, the solution was to lengthen training programmes and ensure that trainees were aware of the situation and accepted it. Patience was required.

Mr Don Hepburn (BAPCO) agreed that patience was required and added that it was part of maturing, of growing up. Referring to the difference in the employment situation, Mr Hepburn said that whereas once it was a case of 2,000 applicants for 10 jobs, now it was 10 applicants for 2,000 jobs. Selection processes had changed over the years. With regard to authoritarian versus democratic management, Mr Hepburn felt this was an over-simplification of the task of running a company; he felt a combination of both was required, with the degree of each varying according to the situation. Style and technique of management had to vary according to who and/or what was being dealt with. Mr Hepburn maintained that oversimplification should be avoided; there was an elusive quality in good leaders which has existed

for as long as man has. Bahraini employees in BAPCO, when asked who were the best managers, will always cite the toughest, the most technically competent, the most demanding; they had honesty, fairness and consistency, the three qualities vital in a good manager. To these should be added technical competence and you then have the complete leader-manager. This elusive quality of leadership is the one which needs to be developed.

The Chairman, Mr Abdulla Saif, remarked on the necessity for avoiding rigidity in the organisational structure - it must be dynamic and flexible according to the situation job-wise or people-wise and thus some of the frustrations arising from dead-end career paths can be avoided.

Dr Fulaifil accepted Mr Hepburn's point about oversimplification and pointed out that this had not been his intention; he had merely tried to indicate that different styles did exist. He recognised the fact that elements of both contributed to the elusive qualities of good leadership and management.

Sayed Saeed Ahmed (Ministry of Labour) referred to Mr Nooreddin's point about Bahraini subordinates expecting to be consulted but not wishing to



participate in actual decision making, and asked if Mr Nooreddin had had any personal experience with this problem.

Mr Nooreddin replied that while decision making by consensus was practised in some countries, Japan was a prime example, the traditional attitude in Bahrain was that only the leader should do so.

The problem of unemployment among young graduates was then raised, but following a brief discussion on this point, it was felt the subject was not strictly relevant to the topic of Mr Nooreddin's paper and therefore could best be dealt with at a more appropriate time.

Harold Bolton (G.P.I.C.) then referred to performance appraisal and wondered whether this was really understood as a positive rather than a negative measure.

Mr Nooreddin agreed that it was not always understood or appreciated but this problem was being addressed particularly in banking.

Mr Ibrahim Al-Hashemi, Dean, Gulf Polytechnic then made the following points regarding matters discussed by participants:

1. Statistically, around 50% of students at Gulf Polytechnic are sponsored; this is a healthy situation and was an indication of the extent to which local organisations recognised the value of educational and training facilities offered by Gulf Polytechnic.
2. He regretted that discussion of the main theme had been diverted by the question of unemployment although the latter was undoubtedly an important issue.
3. Gulf Polytechnic, like any educational institution, could not guarantee employment for all its graduates. The prevailing economic situation and market forces dictated the employment situation. However, Gulf Polytechnic was ever vigilant regarding what was required in the job market and always ready to cater to particular demands.

A related point was that graduates should realise the mere fact of having a degree does not in itself entitle them to automatic employment and a secure, clearly defined career path. Once recruited, graduates must prove that they have the ability in practice and therefore must be patient and realise



that employers will require a probationary period before promotion can even be considered.

Nevertheless, the Dean acknowledged the problem and assured participants that it was one which Gulf Polytechnic did not shirk. Courses at Gulf Polytechnic would always be tailored to suit the job market and thus minimise the unemployment problem.

Sayed Hasan (Ministry of Education) suggested that students should, as part of the curriculum, actually learn how to apply for a job; this in itself would be of great benefit to young job-seekers.

1240: The Chairman, Mr Abdulla Saif, then announced that time constraints meant he now had to conclude this part of the seminar. He thanked both speakers and participants for a stimulating and enlightening session.

1355: Third Panel Discussion

Chairman: Mr Ibrahim J Al-Hashemi,  
Dean, Gulf Polytechnic

IV 'The Continuing Management Education Programme at Gulf Polytechnic'

Dr Paris Andreou, Department of Business and Management, Gulf Polytechnic

The Dean opened the afternoon's proceedings by welcoming back participants and guests, reviewing the previous presentations and introducing the final speaker, Dr Paris Andreou. Unfortunately Dr Andreou would have to curtail his presentation due to the fact that the earlier sessions had over-run the time allowed.

Dr Andreou outlined the salient features of COMEP at Gulf Polytechnic. He began by explaining how the faculty reacted with COMEP and what was expected of participants. Dr Andreou went on to deal with the problem of the transfer of classroom skills to the workplace and suggested four ways in which it could be tackled; by joint identification of key strategic problem areas in an organisation; joint diagnosis of specific problem areas therein; the working out of simulated plans to increase market share and make the company more competitive; by involving managers in brain-storming sessions focussing on particular problems.

Dr Andreou stressed the importance of continuous monitoring of COMEP and explained the evaluation procedure and how it was constructed in such a way as to provide maximum feed back on performance by both participant and staff. Included was a comprehensive survey of participating organisations in order to ascertain developmental needs, how COMEP is rated, etc in order that any necessary modifications can then be carried out to the programme.

Dr Andreou then explained how COMEP was linked to the full-time courses at Gulf Polytechnic but stressed that movement of students from COMEP to the degree programme would be restricted to outstanding participants who were supported by their organisations. Dr Andreou indicated the range of courses available in COMEP and briefly outlined the importance of one, Marketing, as being particularly relevant to Bahrain's needs; the successful marketing of services could ensure Bahrain's survival once oil reserves were exhausted.

In conclusion, Dr Andreou emphasised Gulf Polytechnic's commitment to the programme and the importance of it continuing as a joint venture. He predicted COMEP's being emulated by other Gulf countries due to its undoubted success.

The Chairman, Mr Ibrahim Al-Hashemi, thanked Dr Andreou for his presentation and invited questions and comments from the floor.

In reply to a question as to whether there had already been any feed-back from organisations on the success of COMEP, the Dean said that a number of approaches had been made but it was generally felt that it was too early to get any in-depth reaction. However, he stressed the importance of feed-back as being an integral part of the programme.

Dr Andreou explained that a data-bank was being assembled at present and will be constantly updated in the future.

Dr Najjar added that data-gathering was essentially long-term but the feed-back obtained thus far from participants had been generally positive and regular contacts with chief executives and senior staff had also indicated strong support.

Mr A Woodhouse (Bankers' Training Centre) was of the opinion that evaluation was a two-way process. The learning must be evaluated and so must the actual implementation of what has been learned,



i.e. Gulf Polytechnic will evaluate course content etc. and the employer must evaluate what the trainee has then practised in the organisation.

Dr Fulaifil asked whether it was possible for practising managers to be more closely involved in the actual teaching programme. He also asked whether participants in COMEP were grouped according to educational background or ability.

Dr Andreou said that they did try to divide participants into groups; those with the same background for example, or career path.

Regarding the use of Bahraini managers, this was also being done and in fact special courses such as insurance were taught by part-time, Bahraini staff from various local organisations. In addition, Bahraini managers are invited to take part in brain-storming sessions with faculty members.

The Dean confirmed that Gulf Polytechnic actively encourages prominent Bahraini management personnel to come and talk to students but that they had to rely on the cooperation of the organisations concerned.



Dr Andreou added that they tried to stimulate COMEP by running specialised seminars and inviting distinguished speakers to enrich the programme.

Dr Najjar stressed that a programme like COMEP had to avail itself of the knowledge and experience of eminent practitioners from government, commerce and industry in Bahrain. This could be done at all levels from a guest lecture, to short courses or career counselling.

A question was asked regarding the use of 'Preceptors' in COMEP. How cooperative were the participant organisations?

The Dean stated that a very positive response already came from BAPCO, and other organisations were expected to follow. Stressing the importance of the scheme, the Dean explained that they could only request cooperation and he hoped more would soon follow BAPCO's example.

A question was then asked as to why it would not be possible for Gulf Polytechnic to run part-time B.S. courses. COMEP graduates who wished to transfer to B.S. could not always do so; their companies were unwilling to release them for a full-time programme.

The Dean first reminded participants that there was no automatic transfer from COMEP to B.S. Students had to be recommended both by faculty and company. A part-time programme for B.S. would require additional resources of staff and facilities which Gulf Polytechnic could not provide at present. The Dean also pointed out that academic requirements had to be met for entry to B.S. programmes.

Another question was raised as to the value of the COMEP Diploma in terms of equivalence in the B.S. programme. It was claimed that success in COMEP merited only an exemption from the orientation programme.

This was seen as unfair given the background: experience, qualifications, etc. of COMEP participants.

The Dean in reply made the following points:

1. Each case, i.e. COMEP graduate, is considered on merit for acceptance to B.S.
2. Gulf Polytechnic cannot be so flexible as to meet every student's requirements. It was possible to attend the minimum number of courses

on a B.S. programme so minimising the time away from work, the only disadvantage being that the time taken to complete the course would be rather longer.

The Dean felt that COMEP students had possibly been misled on this issue and he offered to meet them to discuss the matter if necessary.

Questions were then raised which referred back to earlier presentations yet were pertinent to COMEP, questions regarding the effect of environment. Another question concerned the anticipatory/remedial nature of the programme.

Dr Najjar addressed these questions as follows:

1. The central significance of the environment and how it filters into the curriculum. He stressed that this issue was too important to be restricted to one specific course; it was thus dealt with as an integral part of all courses.
2. Curriculum design is essentially an exercise in choice to reach an "optimal mix". COMEP combined the anticipatory and the remedial. A mutually supportive is expected.

Dr Fulaifil felt that the important issue of language had been overlooked. He claimed that because courses such as COMEP were not conducted in the native language of the participants this constituted a major obstacle in the learning process.

The Dean acknowledged the point but regretted that until the resources were available for the courses and programmes to be conducted in Arabic, English was the only alternative.

Mr Akbar Jaffari (ALBA). As a part-time lecturer at Gulf Polytechnic as well as an industrialist, Mr Jaffari felt he was well qualified to comment on COMEP and similar courses. He felt that many students were learning but not understanding because they could not relate it to their own experiences in their own environment. Mr Jaffari overcomes this problem by using situations and cases from his own practical experience. He felt that English, as the international language of business and commerce, should still be used but more use should be made of the Bahraini environment, the students' real world, to help them understand what is being taught.



Mr Yousef (Gulf Air), in support of Dr Fulaifil's comments on the use of Arabic and closer links with the students' natural environment, customs and culture, made another plea for Arabic to replace English as the main language of instruction and communication. He felt, for example, that many participants in today's seminar were inhibited by the fact that perhaps their command of English was inadequate.

The Dean, while acknowledging the point, referred to the fact that in their first session H E Dr Ali Fakhro had invited participants to address questions and comments either in English or Arabic.

A request was then made for any future seminar to be held first in English and then in Arabic. The Dean gave his assurance that this request would be given very serious consideration.

The Chairman, Dean Ibrahim Al-Hashemi, then briefly summarised the presentations made by Dr Najjar, Dr Fulaifil, Mr Nooreddin and Dr Andreou and thanked speakers and the participants for making the seminar such an obvious success. He assured all those present that this seminar is only the first chain in a series of similar events which will be organized by Gulf Polytechnic on a regular basis to underscore its commitment to Continuing Management Education.



SEMINAR ON:

STRATEGY FOR CONTINUING MANAGEMENT  
EDUCATION PROGRAMME

Philosophy and Methodology of Continuing  
Management Education

by

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May 1985

Paper (1)

PHILOSOPHY AND METHODOLOGY OF  
CONTINUING MANAGEMENT EDUCATION

In the Arab Gulf States, phenomenal growth rates of the 1970's have all but given way to less spectacular and more stable policies in the 1980's. The 1970's will undoubtedly be remembered as the boom years of expansionary fiscal policies, thriving private ventures, the big infrastructure push and increasing dependence on expatriate manpower.

During the past decade of abundance, the availability of financial resources overshadowed other aspects of the development process. The fact that the structural foundations of gulf economies were still taking shape meant that effectiveness i.e. achieving set goals, was more of a priority than efficiency defined as the economy of resources used in achieving on the look for new lucrative opportunities offered by a rapidly expanding economy. Out of breath, such companies operated by and large on a stop-gap basis and had little time or energy for the painstaking process of developing their internal organisation particularly its planning and control aspects. By the early 1980's the Gulf environment had changed enough to give rise to a radically different frame of reference emphasising post-oil economies, efficient deployment of increasingly scarce resources, cost

consciousness, rationalization of government spending and accelerating the transfer from expatriate to national manpower.

This sketchy account of a global Gulf landscape requires three qualifications in the case of Bahrain. First, Bahrain has always been more inclined toward moderation in its economic growth policies; a fact partly due to its smaller scale, more diversified economy and a stronger sense of scarcity. Second, Bahrain occupies a special position within AGCC countries due to its status as a regional service centre offering banking, educational and training facilities, sensitive to the needs of the area yet fully integrated within the international system. Third, Bahrainization as a planned process of better developing and utilising rational manpower to replace expatriates is older, more feasible and more advanced than similar policies in other Gulf countries,

However, for post-oil Bahraini development to take its full course, Bahrainization has to attain qualitative and quantitative leaps on a scale heretofore unprecedented. Such a change of direction and pace has to be pursued as part of the new ethos of the 1980's as the Gulf "Management Decade" emphasizing the transition from running business to building organisations and the development of indigenous management capabilities. Both



are primary requirements for organizations whether public or private under normal conditions less tolerant and more demanding than the Gulf economic environment of the 70's.

There is, of course, more to considering the 1980's as a Gulf "Management Decade" than the newly awakened cost consciousness and concern with the efficient running of organizations that enjoyed until recently an unusual degree of laxity born out of a highly supportive environment. For a management ethos to be viable, it should be part of a broader management culture that heralds the emergence of an organizational society. With the advent of the Bahraini manager on the professional scene, there are numerous indications suggesting that Bahrain is approaching this threshold. The dual emergence of a Bahraini management culture and the professional Bahraini manager occurs simultaneously with an all out effort for managerial technology transfer from a variety of sources to suit present and future Bahraini needs.

Management circles in Bahrain have come to the realization that successful building of a modern management culture capable of facing up to the challenges of the management decade hinges on the Bahraini manager. This has led to greater interest in factors that go into his making and affect his performance. In searching for the "optimal" formula for breeding managers, Bahrain is in

fact joining a now classical debate which began in the West at the turn of the century. Subsequent stages in the unfolding of this debated led to different schools of management thought and practice and in a parallel way to established norms of management education leading to formal university degrees. However, such conventional approaches to the making of managers that thrived during the 50's, 60's and 70's soon came under attack on two main grounds. One track of criticism focused on their inability to cope with accelerating technological changes and keep managers abreast of relevant job related knowledge. This track became increasingly outspoken in questioning the validity of college-based management education to the changing needs of an organizational civilization. Various educational reform proposals have been made and some of them successfully implemented. The second major wave of criticism directed against conventional approaches to management education attacked their cultural ethnocentrism and challenged their transferability potential to other cultures. This trend received added momentum from the international recognition of non-Western management alternatives particularly the widely acclaimed Japanese model.

Shaken by the above criticism, the main-stream of management education responded by introducing alternative sources for preparing, upgrading and continuously training



practicing managers. Continuing Management Education soon came to symbolize and embody this spirit.

The philosophy of Continuing Management Education is based on two major premises: First, comes the fact that no type or degree of pre-employment schooling is adequate today for equipping managers with all the conceptual and operational skills they need. Such skills, to be sure, are constantly changing as a reflection of sweeping breakthroughs in technology and corresponding adjustments in values and attitudes toward work. Continuing Management Education is then seen as a preventive or anticipatory measure designed to help managers resist obsolescence, practice self-renewal and continue to be sound investments for their organizations. Second, management is generally recognized as a "loose" profession, in the sense that entry into its ranks is rather liberal and accommodates a variety of disciplinary backgrounds and career paths. It is imperative in such a case to try to cultivate common themes, create a unifying language, generate shared perceptions of problems and chart out a commonly accepted managerial frame of reference.

Continuing Management Education is much more than a mere extension of college based management schooling. Besides serving as a valuable "booster" for college educated

managers, it offers other managers who made it through the ranks an opportunity to enrich their hard-earned experience through acquiring a theory base. In both cases Continuing Management Education is more operational, job-related and oriented toward managerial problem-solving.

Nor is Continuing Management Education restricted in its effects on the individual manager. Successful programs are often systemic in the sense of relating management picture. To do so, Continuing Management Education has to broaden its scope to include conceptual, technical, and behavioural aspects of management. Its contents are designed on the basis of a desired organizational context as a corporate culture within which Continuing Management Education stands to make more of an impact. What is at stake here is to avoid the trap of creating a schism between the learning process and its job correlates. Should such a schism arise, it would negate the very spirit of Continuing Management Education as an integrative strategy pulling together the organization and the manager in a relationship of reciprocal reinforcement.

The integrative nature of Continuing Management Education is also apparent in the way it focuses on the unity of the management function. A permanent source of tension between management academics and practitioners is the

excessive disciplinary proliferation apparent in business school curricula. Such proliferation, of course, is a by-product of excessive specialization and academic convenience and it serves important analytical purposes. However, practicing managers are all too aware by virtue of experience that real life problems hardly ever present themselves in distinct and neatly separated components. Management problems always seem to have a sense of organic unity and a degree of intricate connectedness that often escapes the attention of detached researchers. This dichotomy has occasionally led managers to question the operational viability of academic management education and call for better integration of theory and practice.

Such integration is a strategic objective of Continuing Management Education which addresses itself to practitioners and seeks to help them conceptualize and systematize their hands-on management instincts. Part of the process is to help them learn to avail themselves of the rich and constantly expanding knowledge base relevant to their work.

Approaching the management function as an organic unity and transcending the disciplinary fragmentation of management sciences allows Continuing Management Education to explore and refine novel methods of program delivery. Extensive use of problem-solving modules and management



simulation games is a case in point. A related aspect of the "organic unity" orientation characteristic of Continuing Management Education is heavy reliance on management practice itself for the generation of teaching and training materials and the involvement of senior managers as teachers, session leaders and trainers.

Continuing Management Education then is at once anticipatory, remedial and developmental. It is anticipatory in so far as it reflects a futuristic orientation and captures the spirit of imminent changes before they actually materialize on the job, within the organization and in society. Its remedial nature stems from its concern with upgrading the performance level(s) of managers and attending to specific techno-behavioural loopholes that adversely affect their behavior. As for the developmental orientation, it is readily apparent in the degree to which Continuing Management Education caters to career path planning, monitoring and assessment. It is also apparent in the priority assigned to help managers develop virtues of self-learning and long-term commitment to professional development.

Competent satisfaction of all 3 requirements: anticipatory, remedial and developmental is a major challenge for program designers and the acid test to which their efforts should be subjected.

Successful adherence to the Continuing Management Education philosophy outlined above requires a solid methodological base that can successfully bridge the gap between sound ideas and workable programs. Such a methodology may allow for a certain degree of flexibility subject to the nature and scope of a specific program. However, program particularities notwithstanding, a viable Continuing Management Education methodology has to address and integrate the following sequence:

- \* Identification of management development needs at macro-national, corporate, divisional, departmental and position levels. This is normally achieved through formal surveys, questionnaires, interviews, disciplined observation, etc.
- \* Translation of management development cum organizational needs into program categories both vertically (proper levels) and horizontally (areas of specialization). Part of completing this step is deciding on client groups and breaking them down sectorally and sub-sectorally depending on availability of information.
- \* Expanding program categories through detailed development of subject matter preferably on a modular basis utilizing field work to generate materials from



within organizations and incorporate that into case studies, problem-solving exercises and simulation games.

- \* Selecting participants on the basis of job task contents, background, ability, motivation, etc. using whenever possible objective evaluation instruments and conducting pre-selection interviews.
- \* Delivering program under conditions of constant monitoring, multiple evaluations and built-in correctives. Implementing this step requires the customized development of evaluation instruments covering participants, program categories and levels, instructors, delivery methods, relevance, etc. Piloting such instruments should always precede their final adoption.
- \* Liaising as closely as possible with all sponsor organizations at all levels: Chief Executive Officers, immediate supervisors, training managers, preceptors, mentors, etc. to facilitate the transfer of classroom-acquired skills to the job context. This is undoubtedly one of the most difficult steps as it requires imagination, courage, expertise and patience.

- \* Auditing the program, as it were, through post-implementation follow-up directed toward assessing the over-all impact of the program. Such impact will have to be assessed as the "other-things-being-equal" attitude is necessary for this purpose.
- \* Linking the program, whenever possible, to more advanced educational programs to further develop the learning potential of outstanding candidates, accelerate their career development and offer them needed motivation particularly in cultures where formal degrees have a special appeal.
- \* Reinforcing the Continuing Management Education program by creating other professional activities related to it: short intensive seminars, executive forums, conferences, lecture series, etc.

A major feature of sound Continuing Management Education philosophy and methodology as evidenced in the above presentation is successful satisfaction of the following criteria:

1. Comprehensiveness and synergy. The program has to be conceived as an integrated whole and not an array of disjointed parts. The whole, however, should be greater than the mere sum of its parts.

2. Conceptual clarity and operational viability. The program should rest on a clear and explicitly articulated philosophy with a mechanism of implementation that is causal, sequential and measurable.
3. Sensitivity to environmental subtleties and ability to produce results within a limited resource base. Every Continuing Management Education program has to operate within a specific environmental context with values, expectations and priorities that should be respected and promoted with the minimum feasible level of resources.

The Continuing Management Education Program (COMEP) currently followed at Gulf Polytechnic has been designed and is managed to reflect the philosophy and methodology articulated above. Its strategic objectives extend beyond the successful delivery of a relevant program in line with Bahrain's national manpower policies. Its aim is to contribute to the emergence of a Bahraini management culture conducive to values of professionalism, objectivity, productivity, and excellence yet sensitive to broader cultural norms. Such a management culture will grow through interfacing with the various corporate cultures within different organizations in the country and in the process accelerate the coming of age for Bahraini managers struggling for local acceptance and international recognition. In a sense, the Bahraini manager, his corporate culture and the still broader international



management scene relate to each other as concentric circles.

Being the innermost circle in this configuration, the Bahraini manager is the ultimate target of all management development efforts. Bahraini's path into the post-oil future and its ability to successfully undergo the transition of the "Management Decade" depends on how he is prepared, supported and sustained. What goes into the making of the Bahraini manager today will cast a long shadow on management practice for many years to come.

It should be understood that serious management development is always a process and never an event. It admits of no finality and can never be arbitrarily arrested at any point, however advanced. Sound management development is a dynamic momentum that takes-off, builds up and becomes self-sustaining.

For Bahrain to enjoy the full benefits of an ambitious program like COMEP all parties should guard against unilateral, self-righteous attitudes and pool resources together as full partners in a massive investment project dealing with human capital. Return on this investment is largely a function of the close cooperation between investors, "investees", Gulf Polytechnic and the national policy making bodies.

If it is not to be unilateral, disjointed, arbitrary or irrelevant, and, conversely, if it is to be a continuous process, at once anticipatory, remedial and developmental then continuing management education should at all times be interactive. This latter quality is undoubtedly the spirit behind our seminar and similar events that are sure to follow in the future.



SEMINAR ON:

STRATEGY FOR CONTINUING MANAGEMENT  
EDUCATION PROGRAMME

The Making of the Bahraini Manager  
In The Public Sector

by

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May 1985

Paper (2)

## THE MAKING OF BAHRAINI MANAGERS IN THE PUBLIC SECTOR

## INTRODUCTION

At the outset let me thank my dear friend Ibrahim Al-Hashemi for giving me this opportunity to venture into a talk on a subject, which at first glance, struck me as the domain of management academicians rather than a medical man like myself! However, perhaps this is the ideal platform for inviting the academicians and management theorists to look into this interesting aspect, which will certainly have a bearing on managerial style in the Arab world generally, and specifically in Bahrain.

In fact, public sector management as a subject needs to be introduced in managerial courses in order to offer insight into the country's leadership patterns, those which already exist as well as those that are emerging. I would like to emphasize that point because Bahrain has always been regarded as a spring board for research in many fields encompassing economic and health institutions. I don't see any reason why we should not provide a similar canvass for research and leadership in public administrative and managerial spheres.

Historically speaking, Bahrain's present public-sector managerial model is a result of many evolutionary changes. I will later detail some of these changes.

## CLASSIFICATION OF MANAGERIAL ACTIVITIES

First, let us take a look at the broad aspects of managerial positions in the public sector. Perhaps one can define three distinct levels of public managers:

## 1. Political Managerial Positions

Ministers

Undersecretaries

## 2. Politico-technocrat Managerial Positions

Assistant Undersecretaries

High Level Directors

## 3. Technocratic Managerial Positions

Support the structure, and are primarily responsible for implementation of top management directives

However, before elaborating on the three levels and trying to hypothesise about what goes into their making, I would like to dwell on the background theme this is frequently forgotten:

What went into the constitution of Arab world societies and how has this affected managerial styles?

What went into the making of Bahrain State to enable it to evolve to its present economic and technological stage?

The managerial effectiveness of a public sector manager in Bahrain is, to a large extent, shaped by the influence of Bahrain's traditional society with all of its cultural implications.

## THE ARAB WORLD

The societies in the Arab World have developed and have been transformed from nomadic tribal societies. The transition from settled, agro-based societies to industrial ones has occurred over a relatively short span. This has led to the formation of organisational structures which reflect either a typically bureaucratic style, a pyramidal value system, or a humanistic value system. Each of these systems emphasises different relationships and objectives for running the organisation.

Knowing this information about the Arab culture, we must then ask:

1. Can we change the behaviour of the leader and break the circle in the community?
2. Do we accept the family relation - father, children, husband and wife as authoritarians, striving from the tribal relation of ruler and subordinates?



According to Fromm (1941), the authoritarian person is characterised by his attitude toward authority; he submits to authority and wants to subject others to his authority. Nathir Sara in 1981 (p272) pointed out that "authoritarianism operates in a vicious circle: people who grow up in an authoritarian climate tend to become authoritarian themselves and mould their institutions and overall behaviour in an authoritarian fashion."

3. Are not the family and tribal relations in the Arab World doing the same to the individual, and are we treating the group in the similar manner?

It is easier to come up with questions than it is to provide answers, but I do believe that authoritarianism is not unique to our society. However, I do accept the result of the 1973 study of Papastavrou, that showed that the Middle East is significantly more authoritarian than is the United States.

My introductory remarks reminded us that Bahrain's present public sector managerial model is a result of evolutionary change. Let me dwell on the scheme of behaviour changes that could take place in the individual and the group to bring about some of these changes.



According to Chris Argyres, there are four levels of changes in people:

1. Knowledge Changes: These changes take the least time to happen. Major influencing factors are the teaching institutions and the various information media such as television, films and newspapers.
2. Attitude Changes: These changes take a little longer time, and once again the media and present day jet-travel have shortened the time needed for change.
3. Behavioural Changes: These changes take the longest time to occur; I feel it is not such a matter of change, but rather a question of modified response as a result of knowledge and attitude change.
4. Group or Organisational Performance Changes: These changes take place at a slower pace.

## LEVELS OF MANAGEMENT STATES IN BAHRAIN PUBLIC SECTORS

Let us get back to the three levels of management positions that I talked about earlier:

1. The Political Managerial Position: Evolved from tribal leadership, using the pyramidal style of organisation for a conceptual management style, with the ability to understand and accept the overall policies of the organisation. The manager acts according to the total organisational objectives, but works on the basis of the needs of his own close group as well as his own prestige ego. While the knowledge and attitude of the individual as well as the society has changed over a relatively short span of time, unfortunately, the behaviour of the individual and the troupe tends to remain unchanged. The political manager uses the same behaviour he is exposed to in the society of tribalism, familial relationships and acquaintances. This attitude is extremely difficult to modify or change by management courses. Change will come through long-range educational and familial behavioural exposure.
2. Politico-technocrat Managerial Position: This has been introduced in the organisation to fill a gap between the political and technocratic positions. The

individual has had an opportunity to undergo some, though not all, individual attitude changes; and his group attitude, which takes much longer to change, will probably remain the same. There is little dichotomy of management style. He hopes to be more democratic and humanistic in his approach, but is unable to function in the frame completely. He needs to use many skills, methods, and techniques to affect performance and influence the group attitude. He is obliged to use different administration styles for different groups in the society.

3. Technocratic Managerial Position: This is the middle management cadre. This group changes the group attitude through higher level thinking and meets the requirements of knowledge change in the individual, as well as the needs of the community group and the developing groups of the society. They have to use different stratum of the community. In addition to administrative capabilities, they need to have human relations abilities to enable them to deal effectively with people.

John D Rockfeller said: "I will pay more for the ability to deal with people than any other ability under the sun."

Can we train people to acquire this ability or is it inherent in a gene, family relation, childhood experience, and environmental impact?

I think that all the four elements go into its making.

## DIAGNOSING FACTORS AFFECTING LEADERSHIP

From what has been said up till now it is obvious we can make a diagnosis of the factors affecting leadership, which to my belief could be summarised as:

### 1. External Environment

Rules of Living

Attitudes Towards Work

Culture in General, and

Family and Close Community Habits

### 2. The Work Environment That Includes:

A. The superior's style and expectation and the extent it fulfils the role expectation of the family relationship

B. Associate style and expectations

C. Subordinates' style and expectations

D. The job demands and how it relates to the personality constituents

E. Other variables.



There are in the literature several approaches used in studying leadership traits. I want to touch only on two of these theories:

1. One theory concentrates on the study of trait relationship, and is the Trait Theory.
2. The second theory concentrates on culturation and is the Environmental Theory.

The Trait Theory would accept the inherited gene postulate since it suggests that there are certain characteristics to leadership. These traits include such things as:

#### TRAIT THEORY FACTORS WHICH MIGHT AFFECT MANAGEMENT BEHAVIOUR

1. Physical Appearance (This is gene dominant)
2. Friendliness - could be either an inherited pattern or childhood experience in a conflict situation.
3. Domination - a gene inheritance or a manifestation as a result of family background to behave as a "King" who orders and demands satisfaction easily in childhood.
4. Intelligence - definitely a gene inherited characteristic.



These are inherent characteristics and so this theory questions the effectiveness of training for leadership without screening the traits first.

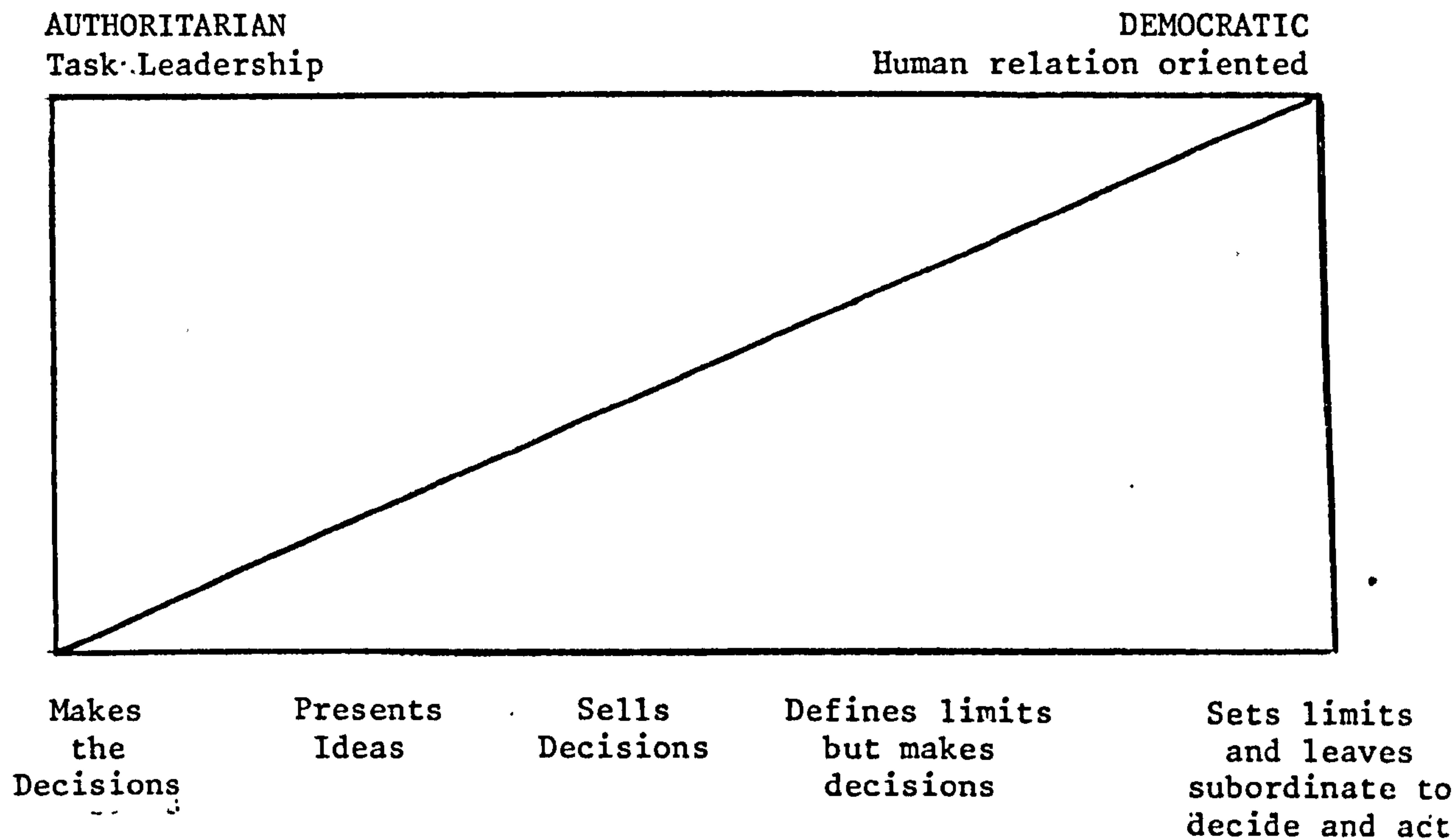
#### SCREEN FIRST, THEN TRAIN

Managerial competency training would only be of benefit for those who have been screened! This theory is not substantiated by research and Eugene E Jennings states: "Fifty years of study has failed to produce one personality trait or set of qualities that can be used to differentiate leaders from nonleaders.

The second theory is the Situational or Environmental Approach which emphasises the training for leadership, allowing the individual to adopt styles of leadership behaviour and adapt the behaviour to varying situations. Under this theory, people are not "born" managers, but rather "trained" managers.

Within this theory resides the inherent elements of the authoritarian or task leadership style, or that the democratic, humanitarian relation oriented leadership style stems from the activity style of the leader, which to a large extent may be trait characteristics.

AUTHORITARIAN TASK LEADERSHIP  
vs  
DEMOCRATIC HUMAN RELATION ORIENTED LEADERSHIP



Both of these theories are accepted by some individual, but we must remember that there is no single realistic and ideal, or normative leadership style that takes into consideration all of the factors which shape leadership style:

Cultural Differences

Traditions

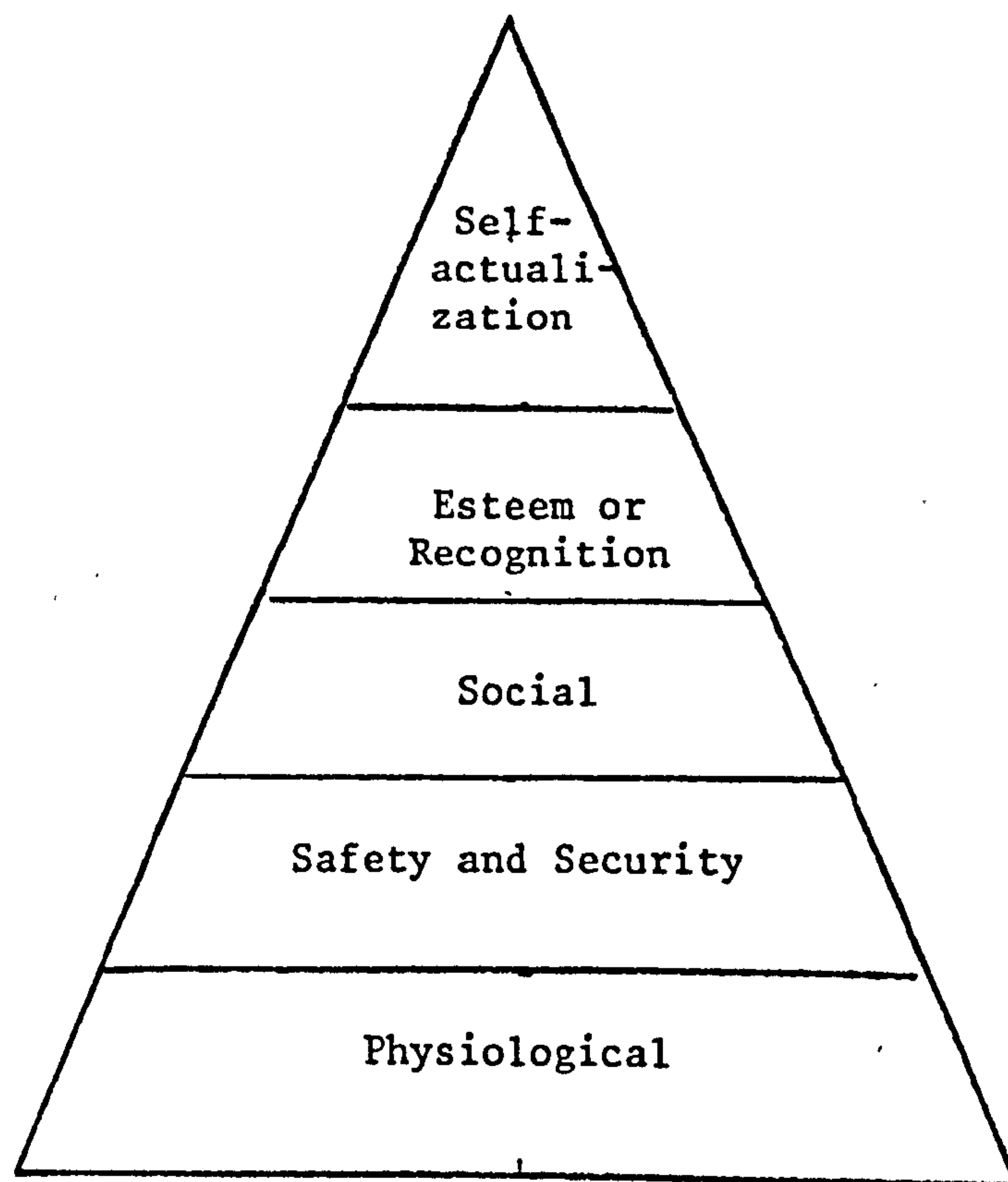
Level of Education

Standards of Living

Individual Experiences

## CONCLUSIONS

The activity of the leader and his leadership style is ruled by his personality needs and reactions. His behaviour at a particular moment is usually determined by his own personality needs. Maslow (1954) outlined needs in a hierarchy which ranged from the lowest to the highest needs:



MASLOW'S HIERARCHY OF NEEDS

If I may shift these needs into the realm of the public manager, we might find that:

The Physiological Needs: He is able to satisfy his basic needs such as hunger, thirst, protection from cold and heat as a result of the regular salary he receives, irrespective of his quality of contribution.

The Security Needs: These are developed consciously or unconsciously in childhood due to family treatment of the child:

1. The home could be very protective - as a result of security conscious parents who create a very peaceful, non-competitive individual, or
2. A very easy home where the parents are providing everything the child dreams of. Never saying no to a child - he is a child; he does not know; he does not understand. This creates a King-spirited individual. This type of person cannot face up to the reality of human relations in competitive life and does not anticipate or estimate the consequences of the disaster till it happens and then finds out he has no means to combat it.

The childhood experience in the Arab World is of both types: frequently the child is protected and allowed to have everything easily. He may refuse to obey orders and may not be willing to compete on capability and competency basis.



The Social Needs: His employment is permanent. The society recognises his status in services of the State, but this need also requires prestige, success, and self respect, which may or may not be supplied.

Esteem or Recognition: He does not concern himself very much with productivity or cost, so he uses resources to please this desire and that of his group.

Self Actualization: Few people achieve this status for very long periods. This involves the desire for worthwhile accomplishments, self fulfillment, and personal growth.

Maslow's (1954) theory of needs was widely accepted as a "catch-all" for managers in the 1970's. But it proves to be difficult testing ground. Lower needs are never outgrown, and it has never been explained why some people strive for higher level needs when others do not. However, it is still one of the best indicators for understanding human behaviour.



## THE PUBLIC SECTOR MANAGER

I would now like to bring this back to the public manager aspect with these questions. As a Civil Servant -

- Does he behave as a civil servant, or does he use his protection to satisfy his own needs for self esteem and self achievement?
- Is he authoritative?
- Does he block or facilitate issues?
- How does he behave toward his neighbours or friends in comparison to the unknown citizens?
- What behaviour changes need to be introduced in the family network, and what is to be taught in the making of a manager?

To help answer this, let us look at possible differences between the Civil Servant and the Industrial Manager:

## PUBLIC versus INDUSTRIAL MANAGER

Civil ServantIndustrial Manager

Represents the Country that  
cares for the public opinion

Represents the industrial  
organisation

Works for the public benefit

Works for organisational  
goals and benefits

His Employers are permanent

His employees are  
nonpermanent

His employment is permanent  
and he cannot be demoted

His employment is tied to  
performance; can lose his  
job or be demoted

What we need to emphasise in the training of the public  
sector manager?

1. Should we introduce morale and ethical subjects to  
complement the theory of organisation and style of  
management?
2. At what point in the time frame should we train a  
manager?

3. How do we train a manager - Do we send him to colleges and universities for book learning or is he trained on-the-job?

Mayo said: "Book learning would not develop an effective manager; neither a master of business administration. It gives managers concepts of management, but not skills."

#### LOCAL EXPERIENCES

We at Salmaniya Medical Center try to combine training on-the-job with conceptual management studies based on the problem solving of daily administrative problems; combined seminars on interpersonal concepts, and seminars on stress at the work place, and diagnosing of its causes and far reaching solutions are helping our trainers to cope. The trainee receives teaching in scientific and technical competences with attitudinal studies to create the ability to relate these competencies to the outside world. They learn to work together and to constructively criticize each other. The preceptor is a college at work which helps to solve problems by discussion and interaction. The created administrator carries on later with the same attitudes of teamwork.

We recently introduced the same concept for the middle-level managers with a simulated workshop approach course at the College of Health Sciences. The Ministry of Health is striving to produce the human relations oriented manager through education, training, and experience; and then to give the trainee the opportunity to try it out in real life. I am optimistic that this type of training will help break the authoritarian spirit in the individual administrator and supervisor, and that they will tend to accept the findings reported by Nathir Sara (1981) in his research on Teacher Education as a framework for reducing authoritarianism.

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SEMINAR ON:

STRATEGY FOR CONTINUING MANAGEMENT  
EDUCATION PROGRAMME

The Making of the Bahraini Manager  
In The Private Sector

by

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May 1985

Paper (3)

THE MAKING OF THE BAHRAINI MANAGER IN THE PRIVATE SECTOR

Ladies and Gentlemen:

I feel very privileged to have been asked by Mr Ibrahim Al Hashemi and his colleagues at the Gulf Polytechnic to speak today on the subject of the making of the Bahraini manager in the private sector.

I wonder whether the process of developing Bahraini managers in the private sector should differ from developing those in the public sector. However, corporations are expected to face different kinds of constraints and challenges in developing Bahrainis for managerial positions than Government Departments or Ministries, and the nature of such constraints may affect the development process in one way or another.

Let me first review with you what I consider to be an international model for preparing managers.

A corporation starts by identifying its need for people. In getting the desired final output, an organisation requires work and that work is divided up among positions. The positions are divided into tasks which are assigned to people. Certain tasks require managerial skills which can only be obtained through education, training and development.

Training and development must be distinguished from education. It is best to leave education to the educators in colleges and universities who deliver the educated person with basic fundamentals of language, mathematics, economics, various sciences, etc, to be able to be trained in industry.

Training is concerned with the meeting between two inputs to organisational effectiveness; people and technology.

The management or executive trainee could be hired from outside or identified from within the company. The minimum education required is normally a Bachelor's Degree or equivalent. However, ideally one would look for candidates with Master's Degree, such as MBA's.

The selection stage is the most critical in the process and mistakes in selection could be very damaging to the interests of the company and the individuals concerned. Therefore, a proper procedure for selection of trainees must be followed. Nepotism and appointments based purely on loyalty considerations and personal connections should be avoided. Applications must be thoroughly screened and candidates should be professionally interviewed.

Once the selection is made, the management trainee is enrolled in the corporation's executive training programme which may be broken down into the following phases:

Phase # 1 - general induction course which could last from one week up to six months. The purpose of this course is to introduce the new hire to the corporation by acquainting him with the people and making him understand the nature of the company's business and its culture.

Phase # 2 - the trainee should then be assigned to specific areas of the company, i.e. marketing, production, administration, etc. The purpose of such assignment is to train the individual to perform specific functions in the department concerned.

Phase # 3 - will cover attending specific skill courses to meet micro training needs. If good training is available inside the organisation in the form of existing programmes of special assignments, the appropriate source is selected; otherwise outside sources must be located for the trainee to attend, such as seminars or workshops, university programmes, self-study programmes, etc. In all cases, it is essential to establish a mechanism for evaluating the trainee's performance and obtaining feedback on the course or the programme attended.



Phase # 4 - at this stage, it is advisable to appoint a senior member of management to act as mentor to the trainee for a period of one to three years. The mentor will advise and guide the trainee as required and should assist him in solving his problems and making best use of his time. It is recommended that mentors be rotated to let the trainees learn from the experience of more than one person.

Upon completion of the executive training programme, the trainee is assigned specific responsibilities to allow him to gain practical experience. At this stage, a career development plan should be established; the programme has to be monitored on a regular basis along with performance appraisals which must be prepared at quarterly intervals. The management trainee has to be encouraged by advising him of his strengths. He must also be assisted to improve on his weaknesses. Good performers should be recognised and promoted without delay. Unsatisfactory performers must be counselled and if they are not able to progress according to plan, they may have to be taken off the programme.

It is considered to be beneficial to delegate interesting projects to the trainee early in his career to test certain qualities in him such as his research abilities, innovation abilities, ability to follow through, etc. The



result of such projects should guide management in monitoring the career path of the trainee at an early stage of his development.

It is also recommended to keep the management trainee aware of developments in the company. He should be allowed to participate in major corporate committees, possibly as a junior member, in order to be informed of corporate policies and plans. Such information and participation will motivate the person and gives him recognition.

The career development plan should lead the employee into assuming a middle management position in the company after a period of time. This period varies depending on the job opportunities in the company, the size of the company and the nature of its business, as well as the progress of the individual should attend various executive programmes at recognised institutions. This is necessary to broaden his or her management skills such as planning and organising capabilities and ability to set strategies. As a middle manager, the person would also be able to learn and practice other vital skills such as people management, communication, delegation, etc. In addition, it managers from within the company or from outside as well as from business and social contacts with customers or clients.

I may add here that for the selected few who at a later stage become candidates for senior management positions, special programmes must be established. This may involve a period of rotation or assignments in other divisions in addition to attending some specialised and high level management and/or technical courses.

By following this model of management development, a company can ensure continuous flow of well educated and self-motivated individuals who are properly selected and introduce to the company and who are given sufficient technical and management training to adequately fill in vacant managerial positions. Many of the advance corporations operating in the developed world have succeeded in following such a model. There is no reason why it should not be successfully applied by companies operating in a fast developing country such as Bahrain. It is true that the rapid pace of development over the past decade may not have allowed us time to be systematic in training and developing our managers, but now that our market has entered a maturity stage, we should be ready to make better use of new technology and management systems that are available to us in directing our business and developing our people.

Having said this, I must point out that certain management styles and skills required in Bahrain and the rest of the Arab world may differ from those advocated or practiced in other cultures.

- (1) Joint decision- making which may be favoured in some countries such as Japan is unlikely to be widely adopted by Arab management. Arab subordinates expect to be consulted but not to make the final decision.
- (2) People in this part of the world are more sensitive to criticism, open confrontation and directness, especially when in front of a group. As such, conflict resolution and problem solving techniques which may be successfully applied in a place like America are unlikely to succeed in Bahrain.
- (3) Impersonal and formal systems or styles would be at a great disadvantage in an organisational and societal environment such as Bahrain. It must always be recognised that our environment is more person-orientated than task or role-orientated.
- (4) Due consideration must be given to the fact that in the Gulf, the executive's role within his community and organisation is shaped to some extent by the expectations of relatives, friends and employees. Also, social values and norms have significant influence on the Arab executive's decision-making.



In addition, we must be aware of constraints/challenges which are relevant to this country:

- (1) Management as a concept is a novelty in Bahrain. Owners of businesses, usually merchants who are not always professional managers, are responsible for directing many businesses as well as most of the companies in the private sector. Their "businessmanship" methods may not always fit with the new management techniques that the younger generation of managers have learnt and therefore would like to apply. This could cause friction, disappointment to the young managers, and on occasion hinders the management development process.
- (2) Change has come very rapidly to Bahrain. As a result, our executives are burdened with the need to constantly and rapidly adapt to change in order to make better use of new technology and provide the necessary training to their subordinates.
- (3) There seems to be some lack of trust or fear on the part of present Bahraini chief executives and senior managers in delegating responsibilities earned to new managers. This we may have inherited from our fathers, who as merchants or businessmen used to be very centralised and made all important decisions

themselves. Delegation is under-utilized in our companies and this indeed is detrimental to the growth and development of our people and our businesses.

- (4) Then there is the question of how to manage the aggressive and high anticipations of young second-generation managers who will have to wait longer before assuming top positions already filled by Bahrainis. The market is maturing and young managers must learn to be more patient.
- (5) Many of our educated trainees feel they know it all and are eager not to waste much time in assuming managerial responsibilities. We must know how to convincingly communicate to the educated trainees that they require experience.
- (6) With the changing economic environment we may not be in a position to meet the high cost of training and/or create the same kind of opportunities for our graduates as in the past. Moreover, it may no longer be possible to absorb the mistakes of the prematurely elevated manager. As such, we need to optimise the use of our training facilities and be a lot more objective in appraising the performance of our trainees and managers.



- (7) Our executives do not normally face opposition from their subordinates and many of them do not encourage it. This can be attributed to the societal values and norms which shun open confrontation and encourage rather authoritarian behaviour on the executive's part.

As a conclusion, I would like to review some managerial skills that can specifically be beneficial to the development of Bahrain executives:

- (1) Delegation - as the level of delegation is low, we must emphasise delegation. By more frequent use of delegation, the executive can (a) save time; (b) train his employees; (c) utilise his employees' existing skills and resources; and (d) motivate his employees.
- (2) Conflict management - executives should encourage opposition from subordinates. Training can help the executive change his own attitudes, as well as his employees' expectations, towards constructive opposition.
- (3) Management of time - skills must be learnt to deal with management of time.

- (4) Skills to accept and cope with change - skills appropriate to this role could include skills of introducing change, managing resistance to change, and understanding the process of change and its consequences.

The points raised in this paper are non-exhaustive. These are just some of the issues that we need to address in order to become more effective in the making of the Bahraini Manager.

Thank you very much for listening.

SEMINAR ON:

STRATEGY FOR CONTINUING MANAGEMENT  
EDUCATION PROGRAMME

The Continuing Management Education  
Programme at Gulf Polytechnic

by

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Paper (4)

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INTRODUCTION

It is my pleasure to present some information to you as someone who has been closely involved on the teaching side of COMEP since its inception. It will be my task to tell you about how COMEP pulls together here at the Polytechnic. I want to tell you how the faculty feels about COMEP - what are some of the details - the pleasures - and some of the problems we have, of being part of COMEP. What do we expect from the Participants? What are our teaching methods? What are the qualifications - motivations and drive that makes COMEP a fully operational program?

These are the areas I intend to discuss in my presentation.

The idea of Continuing Education - whether in management or any other subject - started in the UK and the USA about thirty years ago. Today, most advanced, and industrially developed countries offer continuing education programs as a way of integrating the two processes of education and training - and to have the opportunity to develop their skills, improve their job qualifications - and - last but not least - to improve their quality of life and reach greater personal qualification.



For example, in Cyprus where I come from, a quasi-system of COMEP was started ten years ago so the Labour training shortages in most sectors of the economy, could be fulfilled. The results have been so encouraging that International organisations such as ILO and UNESCO are now publicly commenting positively on the Cyprus model. Many experts have concluded that the "Economic Miracle" of the island of Cyprus owes its creation to the Cyprus Manager and Entrepreneur who is strongly motivated to work hard and efficiently. One can cite many examples, too, in other countries.

As you all know the Continuing Management Education framework is based on the flexible credit system which allows maximum freedom for the participants within a plan, jointly agreed upon with the sponsor.

The system, divides any educational program, to a number of courses each covering a specific subject. Each course is given particular weight, on the basis of its relative importance compared to other courses at the same level. Course weight is determined by classroom contact hours per week per semester, and measured in credits. Each training level requires a total number of credits to be completed by the Participant for graduation. By successfully completing courses assigned to their respective training levels, trainees accumulate credits toward their

graduation. The average credit weight per course is 3. However, courses of 4 credits, on the one hand, and 1 and 2 credits on the other, are not unusual. An average credit load per semester for Management trainees varies from 6 to 9 depending on whether a participant is taking two or three courses.

We strongly believe that management training should be based on prior assessment of manpower needs and that it should be undertaken jointly with major client organisations. Therefore, a committee has been set up to represent Gulf Polytechnic, Ministry of Labour and the Civil Service Bureau. The main task of this high-level committee is to oversee the development and implementation of this management education and training program.

As you are fully aware we at present offer four different levels of training in COMEP. These are:

- 1] Clerical Skills
- 2] Basic Supervision
- 3] Middle Management
- 4] Advanced Management.

Admission to any training level is conditional upon satisfying the English language requirement. Successful completion of a level qualifies a candidate to join a higher level if he or she secures the approval of their sponsor.

## NOMINATION AND SCREENING OF CANDIDATES

I'm sure that most of you are probably familiar with the selection procedures we use to choose COMEP Participants and place them into the appropriate COMEP level. But I will briefly summarise the procedures for you anyway to refresh your mind.

Nominations for the four levels we presently offer are usually made within the broad parameters stated in our catalogue. Final nominations are channelled through the Ministry of Labour for private sector organisations and the Civil Service Bureau for public agencies.

Those nominations then proceed through a series of screening procedures at the Polytechnic including entrance examinations and a detailed interview by a special committee representing Government, Industry and Gulf Polytechnic. Successful candidates are then duly notified.

## PROFILE OF PARTICIPANTS

Having completed the selection process, we might now ask who are these men and women whom we call COMEP Participants? To answer that question in detail, we are now starting to build a data bank. The data bank will help us to know and understand them better and, in that



way, to provide more help to them for career and personal development. This data accumulation project was started last month - and has already yielded even at this very early stage some vital information. For example:

We know that they have highly diversified backgrounds and educational experience/achievements. At the top, we have college graduates with Bachelor of Science and Master of Science degrees - from such places as Saudi Arabia, Libya and the USA. As you can well imagine, these participants are exciting and a real challenge to teach and, you can be sure that they make a real contribution to classroom discussion. They know how to ask the searching questions. At a different level of academic achievement are those participants who have only the secondary school Tawjihia diploma - and there are also a very few who don't even have that yet.

Second, we know that their fields of study before joining COMEP are almost as diversified as their educational levels. Some come from the technical world of engineering - some are from computer science - and some have already been students of business administration.

Third, when we asked them where do you work in Bahrain, and what do you do, we were amazed to see that they came from EVERYWHERE! They came from the public sector - they

came from the private sector - with great diversification in type of organization, be it a Government Ministry or a private company. Indeed, we have participants from Gulf Air, BATELCO, ALBA, The Ministry of Health, the Ministry of Information, the Ministry of Finance and National Economy - and many others, too numerous to mention.

Fourth, we know that, in age, they range from twenties to forties and, I dare say, that if you look closely, you will find some participants in their fifties. These older participants are the ones for whom the "lamp of learning" still burns brightly - and COMEP is the place where their yearning for more schooling and self-improvement is being fulfilled.

Faced with this great diversity, COMEP lecturers accepted the demanding challenge involved in teaching and in communicating with a group of persons having such a mixed background. I can tell you that it was not easy - and other COMEP lecturers would tell you the same thing. What did we do? We met this challenge by using all our creative ability as teachers to devise specialized teaching techniques, new teaching materials and new approaches to classroom discussion, presentation of lecturers and testing of participants.



PROFILE OF COMEP FACULTY

Well, I have told you something about the participants. But now what about those here who teach the participants? I'm sure that you would like to know something about those persons who are on the other side of the "student-teacher" relationship - the COMEP faculty. Here is a short profile of that group which, by the way, includes me!

The international faculty in the Department of Business and Management of the Gulf Polytechnic has been recruited to meet the challenges of many varied and growing demands of all our new programs. These faculty members have been purposely drawn from diverse countries such as the USA, Canada, the UK, South Asia and the Middle East. The objective of this recruitment policy is to give all polytechnic students - including COMEP Participants - an international perspective of business and industry as it is today in the complex world in which we live.

Faculty members earned their academic qualifications at credible universities in North America, the UK and the Middle East. Their biographical history reveals wide-ranging, academic involvement and practical "real world" experience in advanced industrialized countries as well as in others which are now undergoing rapid development and modernization. Some faculty members have also served in other parts of the Middle East and Near East.

They have worked in a broad spectrum of management in many business areas such as advertising, sales, marketing and production operations - and have held posts in general business administration. Many have started and managed their won businesses.

Therefore, it should not be surprising that we have been able to reach such a high degree of success thus far with COMEP.

And by the way, I would like to mention that we assign only our most senior and experienced professors and lecturers to teach courses in the COMEP program.

#### WHAT IS EXPECTED OF COMEP PARTICIPANTS?

My next topic, deals with an important academic and psychological issue: what attitudes - what orientation - and what quality of performance does the faculty hope to find in these ambitious Participants?

I can present the ideal to you, and I can tell you right now that it is a lot. Perhaps it is more than they can realistically achieve in the short time - three semesters - that we have them in COMEP. But the faculty has a strong academic obligation to create the ideal - and then try to encourage and stimulate the Participants to live up

to that ideal - knowing full well that the Participants are human beings who, like the rest of us, have shortcomings and limitations. And like us, they also get tired once in a while.

With that understanding, I can now describe the ideal to you that we are trying to instill into COMEP Participants. The most important elements are follows.

First, we expect the Participant to develop a variety of general and specific academic skills. These are designed to help the Participant improve his or her performance in the classroom at all four COMEP levels. There are four components in this area of academic skills.

- A] is the ability to read textbooks and other learning materials - and to be able to study them effectively.
- B] is the ability to take notes while listening to lectures and classroom discussion.
- C] is the ability to contribute to classroom discussion and to exchange ideas with other Participants in the same class.
- D] outside of the classroom we encourage the use of the library in order to become familiar with primary and secondary research sources.



Overall, we can summarize the above four objectives which I listed by saying that our main goal is to help the Participants acquire the mental discipline needed to be successful as a student in the academic world - our world here at the Polytechnic.

Second, we try to foster and to stimulate the development of a proper professional outlook. One example of this is the requirement as demanded on punctuality and consistency in classroom attendance and the completion of assignments on time to meet the stated deadline. In this we, the faculty, realize that the Participants carry a great burden: responsibilities in their place of work - family responsibilities in the home - constraints and limitations which are not part of the burden of our full-time day students in the regular Polytechnic programs. To ease this burden we, the faculty, apply flexible rules and methods in our teaching and we make what we feel are only reasonable demands on the Participants.

Third, we also ask the Participants to adopt a serious and proper attitude toward tests and the idea of testing, in general. In this expectation, we are trying to make them understand that, when they complete a course, they receive three academic credits. BUT - to receive these credits, they must first do their part - which is to fulfill all course requirements - and this includes taking and passing tests.

And after the completion of the COMEP program - what then? What might we expect - or more importantly - what might YOU expect of the Participants you have sent to us? In general, and briefly, I think that we, and you, can expect, first, an improvement in the Participant's job performance and, secondly, you can expect that the Participant has established a sound base for further training in the future and for further career development.

In management terms we can say, briefly, that the Participant is now ready for greater managerial responsibility - requiring the many and varied interpersonal and conceptual managerial skills.

I hope that you all approve of and agree with what I have discussed and described for you in this area of expectations from COMEP Participants. Because - in an increasingly complex world - greater and greater interdependence - rapidly accelerating technological changes - in such a world we hope that our expectations of the Participants will help them survive - grow - and prosper - both within and outside the organization!

### TEACHING METHODS AND TECHNIQUES

Faced with the tremendous diversity of educational levels and backgrounds in the Participants, we the faculty, asked ourselves "HOW CAN WE BEST ATTAIN THE EDUCATIONAL GOALS



ESTABLISHED FOR COMEP?" It was not easy to find answers but, as I mentioned earlier, we sought the answer in a creative array of methods and techniques. And I would like to briefly describe them to you so that you can have a full appreciation of my hard-working colleagues and what they have accomplished in the classroom:

FIRST - FORMAL LECTURES - the old, traditional method of communicating information from the lecturer to the student.

SECOND - CASE STUDIES - selected with great sensitivity and awareness of the Gulf culture so that the case study will come from the "real world" of the participant.

THIRD - SPECIAL ASSIGNMENTS - such as, for example, presentation by the participant of a report, requiring some survey-type research.

FOUR - VISUAL AIDS - using films, video cassettes and Overhead projectors all of which add IMPACT to the verbal message.

FIVE - GROUP DISCUSSION - where we divide the class into small groups of participants and each group is given a part of a problem to analyze and solve. Each group then submits its own report, and these are combined to create a total solution.

SEVEN - BUSINESS GAMES - the most advanced techniques today in management science using simulation and other exercises.

EIGHT - GUEST SPEAKERS - these being specially selected Bahrain entrepreneurs, government officials and top management executives from private companies - such as yourselves. And I want to warn you: YOU MAY BE NEXT!

#### SPECIALIZED WORKSHOPS SEMINARS

Last year we ran a number of on-day and two-day workshops dealing with specific subject areas of interest to participants and other invited chief executives.

Here are a few examples:

On December 17 to 19, 1984, professor Emile Ghattas, Director of the Graduate Business Management School, at AUB, presented a seminar on "INTERNATIONAL RISK AND PROTECTION TECHNIQUES".

On April 21 to 23, 1984, Dr Gunter Dufey, professor of International Business and Finance, at the University of Michigan in the USA spoke on the subject of "INTERNATIONAL MONEY MARKETS".

In January, 1985 Dr George Najjar, also of AUB, presented a two-day seminar on "NEW FRONTIERS IN PERSONNEL MANAGEMENT".

Looking towards the future, we are planning to continue this type of valuable supplementary activity which will fulfill the specific needs of the participants by inviting distinguished speakers with the highest educational achievements.

#### SOME EXAMPLES OF COMEP COURSES

And what of the types of courses we offer in COMEP at the four levels? Thanks to the forward planning and innovative syllabus created by Dr George Najjar and Dean Al Hashemi, we believe that COMEP is right in the forefront of modern management education. I think you saw that earlier when I spoke about our teaching methods and techniques. Now I would like to describe a few of the courses which contribute to the making of competent, "modern" managers in COMEP.

#### MIS (Management Information Systems)

This course is one of those given at the Advanced Management Level. It brings the Participant into the work of computerized information systems, using systems theory



to create, implement and control various types of information systems to support managerial decision-making and to improve the control effectiveness, and productivity in the operational working levels. Our MIS course is not just a computer course or an accounting course but rather it is one that emphasizes management ideas related to the problems that may arise when an organization - any organization - makes the decision to change from manual and mechanical information handling to computerized techniques - or, if it already has done so in the past - it now recognizes that it must upgrade and improve its system to remain competitive, if it is a private company - or to improve its services, if it is a government organization, providing services to the people of Bahrain.

### Building Management Skills

Here is a course, Building Management Skills, from our Middle Management Level, that has the firm objective of giving COMEP Participants specific analytical and decision-making tools and techniques. These are tools and techniques which - once mastered by the Participants in the classroom - the Participant can use on the job today - here and now.

And I might add, though these are tools and techniques which are a part of modern management theory in the

academic world - which is the world where we at the Polytechnic work - they have also stood the test of time in the real world of work - which is where you ladies and gentlemen are.

### Introduction to Basic Supervision Level

This brings me to the level we call Basic Supervision, the first level of management in any organization. And it is the first challenge to COMEP lecturers who face the difficult task of introducing modern management to the group of Participants, most of whom come to COMEP without any prior study or background in the subject of management.

From that moment when the Basic Supervision Participant comes to his or her first class, we strive to open their minds so that we can reveal to them a new world of management principles and ideas. It is here where the Participant gets his or her first taste of what Continuing Management Education is all about. It is this lower level where we take the "raw material" - the Participants you gentlemen send us - and we forge in the classroom the "new" first-level manager you will have at the end of the Program.



TRANSFER OF TECHNIQUES AND SKILLS FROM THE CLASSROOM TO  
THE WORKPLACE

And now, ladies and gentlemen, I would like to say a few words about something that I am sure is very much on your mind: that is the question of - HOW - and - WHEN do the Participants you send us transfer the skills, techniques and knowledge they get here in the classroom to your workplace to help your organization accomplish its objectives. I can answer that question by very briefly describing some of the efforts made in this direction.

Because our time is limited, I will have to be very brief and I can only offer a few examples. So, I hope that you will forgive me if I don't mention specific organizations. The examples I have selected are a good cross-section of large service-type organizations in Bahrain - organizations well-known to everyone.

- (1) Joint identification of key strategic areas for future improvement in the organization.
- (2) Joint diagnosis of specific problem areas in the organization.
- (3) Working out simulated plans for increasing the market share of the organizations and making it more competitive.

- (4) Involving managers from various organizations in intensive brain storming sessions in COMEP classes focusing on possible innovations relevant to their business.

What I wish to say here, with these brief examples, is that we are aware of the great need and obligation we have to identify our clients' problems and to forthrightly address them in the classroom - for the mutual benefit of the Participants and the organizations where they work.

#### EVALUATION OF COMEP

After all the considerations which I have discussed today in my presentation, I now arrive at the next-to-the-last topic: an evaluation of COMEP. Approximately 15 months have passed since the first Participants appeared on the Gulf Polytechnic campus to attend their first class. You might ask where are we today? That's a fair question and I propose to answer it by telling you that all of us here at the Polytechnic have a strong feeling that we are on the right road to success with COMEP.

But - just to make sure of it - and to make sure that we stay on the right road - we have begun an evaluation process that will be a continuing one and that will serve to guide our efforts in the future. Here are a few examples of the objectives the evaluation process will explore:

ONE, we want to verify on an empirical basis how relevant the subjects, topics and course areas are that we offer to the Participants.

TWO, we want to assess the impact, again on empirical grounds, that COMEP has on the participating organizations.

THREE, we are not forgetting ourselves because this third one is a self-evaluation: our teaching methods and techniques, our classrooms styles - and our success in communicating with the Participants.

The information and conclusions we make during this evaluation process will influence the ways we make changes and the scope of the changes that will be made in the future. I might add, by the way, that we hope we will have your full support and assistance in this evaluation process. Some of the actions now being developed include:



FIRST, the design of instruments which form the medium through which we get information and opinions from the Participants and their supervisors.

SECOND, the use of meetings - that is, brain-storming sessions - chaired by Dean Ibrahim Al Hashemi, and attended by all Polytechnic faculty members who teach COMEP. These go on for hours, sometimes even into the night.

THIRD, the development of a Data Bank which will contain all the vital statistics about the Participants and COMEP.

#### LINKAGE OF COMEP WITH REGULAR POLYTECHNIC PROGRAMS

There is one final subject I would like to talk about before I conclude my remarks this afternoon on COMEP. It is a feature of COMEP that has created great interest and excitement on the Polytechnic campus in COMEP classrooms.

This has to do with the COMEP objective of providing an avenue for the Participants to make the transition to a Polytechnic regular day program - such as CSD, the Commercial Studies Diploma, the ADP, Accounting Diploma Program, the ABD, Associate Business Diploma and finally, the Bachelor of Science four-year degree.

We like to say that GP provides a "LINKAGE" BETWEEN COMEP and these full-time day programs.

Naturally, only the most successful and the most highly-qualified Participants can be allowed to make the transition to the full-time day programs. For those Participants who cannot go further, COMEP is a TERMINAL program, meaning that upon completing their particular COMEP course - Basic Supervision, Middle-Level or Advanced Level - the Participant has completed his studies and receives the COMEP diploma.

To use a layman's term COMEP has the major objective of "Killing two birds with one stone": by enabling Participants to either complete their studies upon receiving the COMEP diploma at whatever level and to either continue to a higher COMEP level or to continue to a regular program.

We ask you ladies and gentlemen to recognize that only the very highest caliber candidates - and that means a very few - can be allowed to make this transition - and we need your help on clarifying this restriction to the Participants so that there will not be an oversupply of poor quality B.Sc's.



As a faculty member who now spends 90% of my time in teaching COMEP Participants, I know that a very large majority of them have shown a great interest, in making the transition to the B.Sc. regular program. And to allow this to happen, would defeat the 'strategic' objectives of COMEP. So - once again, I want to strongly emphasize, that we must be very selective in choosing those very few candidates who will be allowed to continue to the B.Sc. Nonetheless, we are pleased that we have been able to provide in COMEP the "linkage" - that makes it possible for the best Participants to reach their highest academic potential provided they secure the nomination and support of their organization.

### CONCLUSION

Let me conclude my remarks this afternoon by telling you that, since we first heard and read about COMEP, we the faculty at Gulf Polytechnic have embraced it fully.

COMEP now is a reality and it has achieved a full measure of success with the limited resources available. As such, it now fulfills the broad objectives of the 10,000 Program. But we need ask: CAN WE DO BETTER? The answer is YES - we can make it even more successful and effective with YOUR help. If you - our clients - continue to extend

your complete cooperation and constructive advice - as you have done thus far - I feel sure that Gulf Polytechnic will continue to deliver training programs of the highest possible quality.

It is my conviction that COMEP in five years - will receive such regional acclaim as a model that other countries in the Gulf might opt to develop similar programs of their own. Five years from now, COMEP may well prove to be one of the most important innovations in the educational history of Bahrain.

I thank you all very much for listening to me.

A P P E N D I X

COURSES OFFERED AT DIFFERENT  
LEVELS IN THE CONTINUING  
EDUCATION PROGRAMME

CLERICAL LEVEL

ENGL	010	Accelerated Learning Skills
CL	010	Office Organization and Records Management
ENGL	011	Basic Business English
CL	011	Book-Keeping I
CL	012	Book-Keeping II
CL	013	Effective Communication
CL	014	Effective Supervision
CL	015	Basic Personnel Skills
CL	016	Computer Appreciation and Word Processing
CL	017	Basic Cost Analysis

BASIC SUPERVISION

ENGL	012	Accelerated Learning Skills
BS	010	Introduction to Computer Programming
BS	011	Basic Supervision Skills
BS	012	Practical Financial Accounting I
BS	013	Practical Financial Accounting II
BS	014	Introduction to Finance
BS	015	Basic Management Skills
BS	016	Fundamentals of Personnel Management
BS	017	Supervisory Decision-Making
BS	018	Basic Quantitative Methods

MIDDLE MANAGEMENT

ENGL	013	Accelerated Learning Skills
MM	010	Supervision and Control
MM	011	Survey of Economics
MM	012	Intermediate Accounting
MM	013	Marketing Management
MM	014	Introduction to Computers
MM	015	Managerial Finance
MM	016	Building Management Skills
MM	017	Organization and Management
MM	018	Quantitative Methods

ADVANCED MANAGEMENT

ENGL	014	Accelerated Learning Skills
AM	010	Advanced Accounting
AM	011	Advanced Management Systems
AM	012	Personnel and Human Resources
AM	013	Corporate Planning
AM	014	Managerial Finance
AM	015	Production and Operational Management
AM	016	Marketing Management
AM	017	Management Information Systems
AM	018	Managerial Budgeting
AM	019	Job Evaluation and Compensation Management
AM	020	Business Computer Systems

SEMINAR ON:

STRATEGY FOR CONTINUING MANAGEMENT  
EDUCATION PROGRAMME

Statistical Summary  
Background Information

May 1985



## CONTINUING EDUCATION

The idea of continuing education is gaining in importance and momentum all over the world. It is based on the philosophy of continuous learning, i.e. the fact that the learning process cannot be arbitrarily arrested without grave consequences affecting the individual and society. The rapidity of technological changes today makes it imperative to develop systems designed to bridge practice and the working knowledge of professionals. Providing such a mechanism is one of the functions of continuing education. This fact assumes special importance in the field of management, whether in government (Public Administration) or in business due to the phenomenal expansion of this field over the past two decades and the trend to have people join the ranks of management and administration through different avenues. They tend to have different disciplinary backgrounds which make it all the more important to offer them common grounds and a shared body of operational knowledge. From the lowest-ranking clerk to the senior executive, administrative personnel can ill afford to be cut off for a long time from accelerating innovations directly relevant to their jobs.

Within the field of management the elements of education and training cannot be separated with any degree of rigidity as they interrelate symbiotically and reinforce each other. Such awareness brought the issue of continuing management education to the forefront of Gulf Polytechnic priorities since the very inception of its new Business and Management curriculum in October 1982. Discussions and professional brainstorming sessions were held with representatives of leading public and private organizations to develop a comprehensive system of continuing management education and training serving the needs of Bahrain and the area at all management levels.

The scheme owes its success to the guidance and support of H. E. the Minister of Education, Dr Ali Mohammed Fakhro, H.E. the Minister of Industry and Development and Acting Minister of State for Cabinet Affairs, Mr Yousif Ahmed Al-Shirawi and H. E. the Minister of Labour and Social Affairs, Sheikh Khalifa Bin Salman Bin Mohammed Al-Khalifa.

TABLE I

TOTAL NUMBER OF COMEP PARTICIPANTS BY LEVEL

	<u>Spring 83-84</u>	<u>Fall 84-85</u>	<u>Spring 84-85</u>
Clerical Level	18	28	25
Basic Supervision	17	43	41
Middle Management	21	39	33
Advanced Management	17	31	29
	<u>73</u>	<u>141</u>	<u>128</u>
	<u><u>      </u></u>	<u><u>      </u></u>	<u><u>      </u></u>

TABLE II

NUMBER OF COMEP PARTICIPANTS EACH SEMESTER  
BY MOL/CSB DISTRIBUTION

	<u>Spring 83-84</u>	<u>Fall 84-85</u>	<u>Spring 84-85</u>
MOL	42	88	79
CSB	31	50	46
	<u>73</u>	<u>138*</u>	<u>125*</u>
	<u><u>      </u></u>	<u><u>      </u></u>	<u><u>      </u></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 III

TOTAL NUMBER OF COMEP PARTICIPANTS  
BY MOL/CSB DISTRIBUTIONSpring 1984 - 85

	<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	21	8	29
	<u>79</u>	<u>46</u>	<u>125</u>
	<u><u>      </u></u>	<u><u>      </u></u>	<u><u>      </u></u>

TABLE IV

CIVIL SERVICE BUREAU SPONSORED ORGANIZATIONS  
PARTICIPATING IN COMEP

ORGANIZATION	<u>Spring</u> <u>83-84</u>	<u>Fall</u> <u>84-85</u>	<u>Spring</u> <u>84-85</u>
BSED	1	2	2
Civil Aviation Directorate	1	-	-
Civil Service Bureau	6	9	9
Electricity Directorate	1	3	3
General Organization for Youth and Sport	1	1	1
Gulf Polytechnic	1	2	3
Ministry of Education	-	2	1
Ministry of Finance	2	9	8
Ministry of Foreign Affairs	3	3	3
Ministry of Health	4	4	4
Ministry of Housing	1	4	2
Ministry of Information	1	1	1
Ministry of Interior	1	-	-
Ministry of Labour	1	-	-
Ministry of State for Cabinet Affairs	2	2	2
Ministry of Works, Power and Water	3	6	5
PWA	1	2	2
Postal Directorate	1	-	-
	<u>31</u>	<u>50</u>	<u>46</u>
	<u><u>31</u></u>	<u><u>50</u></u>	<u><u>46</u></u>



TABLE V

MINISTRY OF LABOUR SPONSORED ORGANIZATIONS  
PARTICIPATING IN COMEP

ORGANIZATION	<u>Spring</u> <u>83-84</u>	<u>Fall</u> <u>84-85</u>	<u>Spring</u> <u>84-85</u>
ALBA	3	7	7
Abdulla A Nass	1	-	-
Al-Ahli Commercial Bank	3	3	3
Al-Ahlia Insurance Company	3	-	1
Allied Banking Group	-	1	-
Al-Majid Est Groups	2	2	2
Arab Asian Bank	1	1	1
Arab Financial Services	-	-	1
Arab Iron and Steel	1	-	-
Banagas	-	1	1
Banoco	1	3	1
BAS	-	2	2
Batelco	6	24	22
BBTC	1	1	1
Bank of Bahrain and Kuwait	1	2	2
Chartered Bank	1	1	1
GOSI	1	4	2
Gray-MacKenzie Marine Services	1	1	1
Gulf Air	11	22	18
Khorami Construction	1	1	1
NCR	-	1	1
No employer	-	1	2
Regency Inter-Continental Hotel	1	2	2
UBAF	-	1	1
UBF	-	1	-
World Travel Services	-	1	1
Y B A Kanoo	3	5	5
	<u>42</u>	<u>88</u>	<u>79</u>
	<u><u>42</u></u>	<u><u>88</u></u>	<u><u>79</u></u>

TABLE VI

COURSE 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 83-84</u>	<u>Fall 84-85</u>
ENGL 014	Accelerated Learning Skills	C	C
AM 011	Advanced Management Systems	B+	B+
AM 012	Personnel and Human Resources	C+	C
AM 014	Managerial Finance	B	-
AM 016	Marketing Management	B	C+
AM 018	Managerial Budgeting	B+	-
AM 019	Job Evaluation and Compensation Management	C+	-
ENGL 013	Accelerated Learning Skills	D+	D+
MM 011	Survey of Economics	C+	C
MM 013	Marketing Management	C+	-
MM 016	Building Management Skills	B	-
MM 017	Organization and Management	C+	C
MM 018	Quantitative Methods	C	-
ENGL 012	Accelerated Learning Skills	D+	D+
BS 012	Practical Financial Accounting I	C+	B
BS 013	Practical Financial Accounting II	C	-
BS 015	Basic Management Skills	C+	C
BS 016	Fundamentals of Personnel Management	C	C
BS 017	Supervisory Decision-Making	D	-
BS 018	Basic Quantitative Methods	D+	-
ENGL 010	Accelerated Learning Skills	C	C
CL 010	Office Organization and Records Management	F	F
CL 011	Book-Keeping I	D+	C+
CL 012	Book-Keeping II	C+	-
CL 013	Effective Communication	B	-
CL 014	Effective Supervision	D	F
CL 015	Basic Personnel Skills	B	-

TABLE VII

COMEP PARTICIPANTS: AVERAGE NUMBER OF YEARS  
JOB EXPERIENCE ACCORDING TO LEVEL

SPRING 1984/5

	<u>Participants Beginning</u>		
	<u>Spring 83-84</u>	<u>Fall 84-85</u>	<u>Spring 84-85</u>
Clerical Level	5.22	4.77	4.99
Basic Supervision	6.40	7.15	6.77
Middle Management	10.17	11.33	10.75
Advanced Management	13.16	11.53	12.34

TABLE VIII

COMEP PARTICIPANTS: AVERAGE AGE ACCORDING TO LEVEL

SPRING 1984/5

	<u>Participants Beginning</u>		
	<u>Spring 83-84</u>	<u>Fall 84-85</u>	<u>Spring 84-85</u>
Clerical Level	23.00	23.54	23.27
Basic Supervision	26.81	26.92	26.86
Middle Management	30.35	30.58	30.46
Advanced Management	32.38	32.25	32.31

TABLE IX

COMEP PARTICIPANTS: MALE/FEMALE DISTRIBUTION BY LEVEL  
 SPRING 1984/5

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

TABLE X

EVALUATION INSTRUMENTS USED TO MONITOR COMEP  
 ACADEMIC YEAR 1984 - 85

Individual Progress Report  
 Participant Self-Assessment Questionnaire  
 Participant Structural Interview  
 Immediate Supervisor Questionnaire  
 Management Development Needs Questionnaire  
 Chief Executive Officer Interview

TABLE XI

## COMEP VARIABLES EVALUATED EVERY SEMESTER

1. Lecturers' evaluation of participants' progress.
2. Coordinator's evaluation of participants' progress:
  - a. performance
  - b. motivation
  - c. absenteeism.
3. Participants' evaluation of COMEP courses:
  - a. Interview:
    - transferability of COMEP - acquired skills
    - attainment of career objectives through COMEP
    - course relevance
    - teaching techniques and methods used in COMEP
    - evaluation of lecturers
    - identification of COMEP weaknesses
    - identification of COMEP strengths
    - identification of career objectives
  - b. Course Evaluation:
    - teaching materials
    - lecturer
    - participant self-assessment



APPENDIX J  
THE BAHRAIN MANAGEMENT PROFESSION  
IN  
TRANSITION SEMINAR

ADDRESS OF  
H.E.SHAIKH KHALIFA BIN SALMAN BIN MOHAMMED AL-KHALIFA  
MINISTER OF LABOUR AND SOCIAL AFFAIRS

TO THE  
GULF POLYTECHNIC SEMINAR  
ON  
"THE BAHRAIN MANAGEMENT PROFESSION IN TRANSITION"

5 MAY 1986

Ladies and Gentlemen,

It is my pleasure to be with you this morning to open the seminar on "THE BAHRAIN MANAGEMENT PROFESSION IN TRANSITION" organized by Gulf Polytechnic.

At the outset I should like to thank Mr. Ibrahim Al-Hashemi, Dean of the Polytechnic and Dr. George K. Najjar, Head of the Business and Management Department, for organizing the seminar and to extend to all of you my appreciation for your participation which will undoubtedly contribute in no small measure to the success of this important event.

Experience has shown that mere availability of production factors is not enough to bring about comprehensive development. Production factors have to be directed and managed appropriately in order to yield maximum return. Such is the role of management which is now recognized as a moving force for our collective capacities specially with properly equipped state-of-the-art expertise. Recent developments in the field of management have led to the emergence of an advanced body of knowledge capable of transforming our institutions from individual businesses to modern organizations.

Besides the seasoning that comes with experience, managers today have to have professional preparation and technical qualifications, as well as personal traits on equal footing with more matured professions. Actually, the emergence of management as a distinct profession on a global scale is a significant characteristic of the second half of our century.

Professionalism today signals a number of important connotations including specialization and recognized qualifications as the basis for practice. In addition, professionalism requires constant upgrading of skills, commitment to service and strict quality control. Understood as such, professionalism is almost taken for granted the world over in such fields as medicine, engineering, pharmacy, law and accountancy. The common denominator among all these professions is a common tradition that offers identity to individual members. Today, however, other areas of practice, including management and consultancy, are trying to follow suit and acquire professional recognition.

Bahrain is at the forefront of this development with its impressive record of preparing highly qualified management professionals in a very short time. Nowadays, part of our difficult adjustment to the

changing economic climate is to place greater emphasis on management as a profession committed to finding creative solutions for the complex problems of attaining efficiency and productivity. As such, we need to prepare future managers with vision and anticipatory approaches to problems in a strict spirit of professional discipline. The next stage in our development will undoubtedly be overshadowed by the increasing awareness of management as a strategic factor affecting socio-economic development and manpower planning, and contributing to the emergence of scientifically minded supervisors entrusted with running our public and private institutions. As such, management is called upon to contribute towards organizing, developing and utilizing resources, human and otherwise, on the basis of rationality, competence and efficiency.

Nor is management a marginal or related profession as it profoundly affects all other professions. Modern management is badly needed for running hospitals, plants, government departments, business organizations and social clubs. In all organizations, technical personnel with no management background cannot function without the support of advanced management systems. This fact makes it imperative that technical personnel acquire special



management skills prior to assuming administrative functions as the two roles are markedly different. Recognized expertise in management or engineering is no ticket for sound managerial performance. Nowadays a new professional identity in management is needed for such people as well as all others aspiring for organizational careers. In view of the above, it is hardly an exaggeration to assign to management a role perhaps more critical than some other professions due to its being entrusted with our national resources. The performance of managers will have profound implications as to whether or not we will be able to meet our future goals. Is it not time, therefore, for us to show grater commitment towards upgrading our management capabilities and giving this important specialization the reinforcement it deserves?

This, ladies and gentlemen, is the major question before us and I feel sure that our deliberations will shed light on its varied dimensions.

Thank you for listening and best wishes for continued success.

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ADDRESS OF  
DEAN IBRAHIM AL-HASHEMI  
TO THE  
GULF POLYTECHNIC SEMINAR  
ON  
"THE BAHRAIN MANAGEMENT PROFESSION IN TRANSITION"

5 MAY 1986

Your Excellency Shaikh Khalifa Bin Salman Bin  
Mohammed Al-Khalifa  
Distinguished Trustees  
Ladies and Gentlemen

It is my good fortune to welcome you to Gulf Polytechnic this morning wishing our seminar every success in tackling its weighty topic.

Your willingness to avail us again of your time and experience is but another indicator of the close ties between Gulf Polytechnic and its community. Ever since it assumed its new role in 1981, this institution has been a strong advocate of joint action as an effective strategy for development.

Our discussions today center around the "BAHRAIN MANAGEMENT PROFESSION IN TRANSITION"; a timely topic given the current economic outlook and the pressing need for greater efficiency and higher productivity levels. The aspirations of management for professional recognition on equal footing with the other professions are very encouraging. They signal the determination of Bahraini management practitioners to rise up to the challenge of sustained growth, Bahrainization, cost-reduction and institution-building.

I am convinced we all share the view that underneath our current difficulties there lies an opportunity for self-reliance, rational planning and greater emphasis on the development of advanced management systems as our way to consolidating the present and building the future.

The first session deals with professionalism as a major phenomenon of modern society that has clear implications to management. The paper presented faces us with two critical choices; namely, resignation to the "fate" of Bahraini management as a second-rate profession with no clear criteria or performance standards, or actively seeking to reinforce managerial professionalism and meet its rigorous requirements.

The second session examines the habitat of the Bahraini management and provides a critical evaluation of Bahraini organizations and their corporate culture(s). Major drawbacks are pointed out and a call is made for a joint venture between Gulf Polytechnic, the government and the business sector to set up a Management Information and Research Centre to meet a widely felt need in Bahrain.



Your Excellency, Ladies and Gentlemen, Gulf Polytechnic claims no final answers to the many questions raised in this seminar. Its aim is to be a forum for complex professional issues and a catalyst for bringing managers together.

May I seize the opportunity to convey my gratitude to H.E. Shaikh Khalifa Bin Salman Bin Mohammed Al-Khalifa, Minister of Labour and Social Affairs, for kindly accepting to chair the first session and place the seminar under his patronage.

May I also voice my deep appreciation for panelists, Messrs Hassan Zainulabidin, Hassan Jumaa', Rashid Fakhro as well as Dr. Rashid Fulaifel, Dr. Hamad Al-Sulayti and Mr. Rida Faraj.

I would also like to thank the Ministry of Information for providing coverage and the Department of Business and Management for organizing this seminar as part of the Continuing Management Education Programme.

Gulf Polytechnic is indeed grateful for your generous participation.

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**G U L F   P O L Y T E C H N I C**

**Department of Business and Management  
CONTINUING MANAGEMENT EDUCATION PROGRAM**

**THE BAHRAIN MANAGEMENT PROFESSION IN TRANSITION**

**PROBLEMS AND PROSPECTS**

**Paper Presented  
by  
GEORGE KHALIL NAJJAR  
Head, Department of Business and Management  
GULF POLYTECHNIC**

**Seminar on  
THE BAHRAIN MANAGEMENT PROFESSION IN TRANSITION**

**5 MAY 1986**

Professionalism is hardly a newcomer to Bahrain. Since the 1950s, scores of "avant garde" Bahrainis have distinguished themselves in the medical, legal and engineering fields abroad and returned home to spearhead Bahrain's leap to modernity and assume its regional lead throughout the Gulf area.

The influence of the new professional groups was limited at first due to the sheer novelty of their presence, and their being overwhelmingly outnumbered by expatriate colleagues. Gradually, however, Bahraini professionals came of age, gained local recognition commensurate with their international status and formed their specialized societies. Today, such societies are full-blown autonomous associations with ever-increasing memberships.

Professional associations in Bahrain currently exhibit all the distinctive characteristics of similar bodies worldwide. Foremost among such characteristics are:

- Regulating entry routes to the profession and making such entry conditional on lengthy formal specialization gained through passing set qualifications as established by recognized institutions.

- Establishing and monitoring technical performance standards and enforcing guidelines which practitioners may not violate without incurring serious sanctions from the association in keeping with accepted international norms.
- Enforcing among practitioners a strict ethical code which is often embodied in legislations and other rules of conduct and symbolized by the oath required of many professionals as part of the rites of initiation into their chosen profession.
- Organizing conferences, seminars, research activities, etc. around the specialized body of knowledge with which the profession identifies. The purpose behind such activities is to expand the frontiers of professional knowledge and often in collaboration with other international bodies.
- Providing members with a sense of identity that sets them apart from other groups. Such identity often transcends organizational lines and amounts to what may be considered a universal code of practice.

- Lobbying for and representing the interests of the profession with government, community leaders and other social groups.

No sooner had professionalism in the sense outlined above gained roots in Bahrain, then two major developments with significant long-term implications loomed in the horizon. Firstly, many qualified professionals gradually ended up assuming administrative/managerial roles and phasing out of their previous profession. Secondly, the boom years of 1970s witnessed a proliferation of organizations with the subsequent emergence of a highly visible managerial group in the country.

The first of these developments is a worldwide phenomenon partly due to the reward structures of organizations where able technical personnel get eventually promoted to supervisory positions on their performance record. The fact that one does not necessarily lead to the other is often overlooked and at a great cost. Not to follow this route, however, is tantamount to suggesting that technical personnel can be kept as such whereas "managers" may be hired "ready made" from some other source. In either case, there are obvious problems to be surmounted before a clear conception of "managerial professionalism" can emerge.



In the case of Bahrain there never was much choice but to divert some of those who have distinguished themselves in other professions to management because senior decision-making positions in government ministries and private businesses were starved, for national talent much needed for the broader planning and control roles. Moved by this important consideration, Bahraini engineers, physicians, accountants, etc. rose up in their respective organizations to occupy the upper echelons that had little use for their previous professional backgrounds.

As for the second development: rapid organizational proliferation and the emergence of a relatively large managerial group in Bahrain, it should be recalled that no amount of "conversion" of other professionals into management positions would have been enough to satisfy the growing demands for supervisory personnel during the 1970s. Subsequently, substantial numbers of young Bahrainis were attracted to various management education and training programs to obtain supervisory credentials.

In many cases, pursuit of such credentials occurred on the job with strong organizational support in order to bring supply closer to the seemingly insatiable demand.



With a substantial group of Bahrainis already set on a supervisory or managerial career track, a major question has to be addressed. What is the professional status of the new-comers?

Even a cursory examination reveals that supervisory/managerial groups do not exactly conform to the professional profile sketched earlier. For one thing, supervisory-managerial personnel have no prescribed or standardized entry requirements as they reflect a wider variety of backgrounds, disciplines, specializations, values and experiences. Equally important is the fact that they approach their tasks in many different ways, identify with a wide range of management philosophies, schools of thought, problem-solving techniques and styles. Far from having any consensus, management practitioners often express skepticism about the "relevance" of any body of knowledge to what they do and operate with little more than the questionable guidance of trial and error. Despite the impressive strides made in management education over the last two decades, one might still wonder in moments of despair if this forbidding heterogeneity can ever lend itself to the kind of standardization and order that are so much the hallmark of a mature profession.

This problem, of course, is by no means unique to Bahrain. Even in advanced industrial societies, management has been undergoing a serious "identity" crisis on a scale never before experienced by other professions. One hardly needs more than a surface review of the proceedings of any of the numerous annual conferences, or quickly skim through the pages of a recent issue of one of the many specialized journals in management to comprehend the depth of this crisis. In the midst of this turmoil, practitioners often seem left to their own devices.

Recently, however, a clear trend in the direction of "professionalizing" management ranks started to take shape with the distinct promise of evolving a common language, shared perceptions and a more or less generally accepted code of practice. Without having any illusions about how much more has to be achieved before this promise becomes a reality, it still can be said that, at least in the United States, the MBA seems to be emerging as a common professional denominator among management practitioners. Suffice it to know that more than 70,000 MBAs will be offered in the 1986 alone by US institutions to realize the strength of this trend.

With or without the unifying influence of the MBA, it should be acknowledged that the absence of a close-knit professional bond has not always had an adverse effect on management practice in advanced industrial societies. The existence of a relatively long tradition extending over a century and the presence of unwritten conventions have led to the emergence of a professional climate emphasizing efficiency, rationality, impersonality and an overriding work ethic. In most western societies, and certainly in Japan, a clearly understood "managerial role" has evolved over the past 30 years with a concomitant self-image, corporate profile and community expectations. Absence of the written professional code might have slowed down the process but it did not alter its course.

In Bahrain, where management is something of a new-comer deprived of the benefits of both professional standardization and informal tradition, the problem of regulating management practice assumes added urgency. To start with, the disproportionate importance of managerial skill for the utilization of the country's resources is self-evident particularly in view of Bahrain's status as a regional and international business centre. It is no exaggeration



to assert that Bahrain's future prospects in this connection largely hinge on its success in developing advanced managerial capabilities that can gradually reverse its dependence on expatriate expertise. Perhaps more than any other single group of specialists, Bahraini managers will cast a long shadow on the country's future well into the 21st century. The changing economic outlook of the mid 1980s can only reconfirm this stark reality.

Absence of both professional regulation and binding tradition for a group so vital to the future of the country should certainly be the cause for some concern. This, however, should lead to no unwarranted anxiety for the situation is far from being out of control. Without the benefits of a professional association or conventional tradition, many Bahraini managers who worked their way up the hard way, have distinguished themselves as world-class practitioners. These are the pioneers who rose up to the challenge and seized the opportunity.

A careful examination, however, reveals that the success stories of most first-generation Bahraini managers are to be credited more to personal drive and the "opportune moment" than formal professional

credentials and planned institutional support. The combined effects of a rapidly growing economy and the dramatic shortfall of national manpower made it possible.

It is in the maturing of the environment as well as major organizations in Bahrain that one should seek the clue to pressing problems of managerial professionalism at present. If we are now to practice the virtues of economy, cost reduction, efficiency and competitiveness with harder times in store for younger managers, then some soul-searching is undoubtedly in order.

Given the tasks ahead, should management practice continue with its present pluralism hoping that variety will sort itself out in due course with the natural emergence of greater homogeneity and standardization? The option is tempting as it allows for creativity, flexibility, situationalism and carries contingency to its limits. Are we not all familiar, after all, with instances when the "professional establishment" in areas other than management was rigid to the point of stifling major break-throughs? Doesn't standardization often offer the comfort of consensus but possibly at the cost of individual insight?



Lest one gets carried away with such self-serving speculation, the risk involved should not be overlooked. Lack of a unifying professional framework, however difficult it may seem, in the case of management, means the absence of inter-organizational performance standards and the near total parochialization of managerial practice, i.e. relegating it to each organization as it sees fit. A corollary to that is our having to settle for no "management universals" with all the attending negative implications with respect to the state-of-the-art, emergence of a common language, cultivation of pan-organizational expertise and set ways for preparing future practitioners.

Lack of clear-cut professional standards for managers, in Bahrain and elsewhere, is bound to have a domino effect casting a shadow of doubt not only on performance criteria but perhaps also on the commitment of new-comers to the practice and their dedication to norms of objectivity, efficiency and analytical problem-solving. Doesn't that also leave the door open for practices that would be far more difficult to justify had standards been more clearly defined?

The dilemma of management practice in Bahrain today is that we can neither leave it totally intra-organizational nor codify it into a formal inter-organizational set of standards. Recognition of such a dilemma is a necessary precondition for any satisfactory resolution. What seems essential at this stage is to draw together policy makers, employees and management practitioners in a dialogue that clarifies the issues involved and ponders alternative scenarios.

Is the time ripe now for Bahrain to have its MANAGEMENT FORUM when such a group can meet periodically to address questions relevant to management practice on the island? If so, seminars like ours are perhaps viable avenues for the kind of brain-storming that usually precedes the emergence of a working agenda. Should such a forum prove to be a success would it not pave the way for the establishment of a SOCIETY OF MANAGERS or a MANAGEMENT ASSOCIATION to serve as the ultimate quality control body in this field?

Different answers to such and other related questions notwithstanding hard comparisons of managers to other professional groups in Bahrain are bound to continue

together with the urge to join the international debate on this issue and come up with criteria for a profession of management, perhaps more flexible than other areas but no less disciplined. To abandon this search is to forego any real chance to control forces already unleashed that might very well shape our future.

The transition the Bahraini management profession is under-going cannot be arrested. Much too much is at stake for the government, major organizations and the thousands of young Bahrainis who have invested their lives in a management career. The only two real options that seem now open is to leave this transition to its own inner dynamics hoping we will eventually stumble on workable solutions, or to try to take charge of it and channel it along lines roughly similar to what has been achieved in the other professions. A management forum, a society of Bahraini managers, perhaps a journal, an annual seminar with published proceedings, an ad hoc commission on professional standards and the momentum continues. Isn't management, after all, one of the few areas where the rest of the world is still not far ahead of us, with ample room for our own contribution?

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G U L F   P O L Y T E C H N I C

Department of Business and Management  
CONTINUING MANAGEMENT EDUCATION PROGRAMME

THE MANAGEMENT STRUCTURE  
OF  
BAHRAINI ORGANISATION

Paper Presented  
by  
IBRAHIM JAMAL AL-HASHEMI  
Dean, Gulf Polytechnic

Seminar on  
THE BAHRAIN MANAGEMENT PROFESSION IN TRANSITION

5 MAY 1986



Every profession has a habitat. Physicians need their hospitals, engineers thrive in their plants and workshops and lawyers require law firms and courts. By the same token, managers have to practise their trade in complex organisations. Indeed the very justification of modern management is its being the "science, art and profession" of running complex organisations.

Progress in the professions is tied to improvements made on the facilities where they can be practised. Such improvements may be physical, technological, administrative or even psychological. Professional know-how in various fields seems to have evolved in direct proportion to advances made in their habitats. This critical observation has major implications to the emerging management profession in Bahrain. For, if this embryonic development is to undergo normal growth it must be hatched and reared in hospitable environs. Acceptance of this premise should lead to an overview of organisations in Bahrain.

The Bahraini society is not yet an organisational society. Individuals, community leaders, primary group loyalties, traditional cultural norms are still far more important to our lives than the impersonal,



efficiency-bound work place. Unlike western societies, the intricate roles and rules of complex organisations have yet to be assimilated into our broader socio-cultural framework. Our notions of time, space, loyalty, work, leisure, success, fairness, etc. seldom resonate with the way these same notions are experienced in advanced industrial societies that have had an organisational experience for over a century.

Bahrain's impressive economic growth and development record was partly made possible by the country's determination to acquire organisational and managerial skills in both the public and private sectors. While much was accomplished in a short period, it should be obvious to any familiar observer that the record is mixed. Tensions between incipient corporate cultures and our traditional norms are often brought home to Bahraini managers.

Such tensions fueled by the sheer novelty of the organisational phenomenon in Bahrain, have continued to undercut the "organisational imperative" and generate hybrid practices that are only "quasi-professional". A related symptom is that many of our organisations are not yet capable of sustaining advanced management systems for such

systems presume a degree of standardisation, continuity and institutional momentum beyond our present capabilities.

As microcosms of their larger environment, Bahraini organisations can only be described as transitional. Far from the family trading houses of old and short of fully developed corporate cultures, our organisations and their managers are only now starting to feel the pressures of competitiveness and realising that an affluent protective environment cannot be taken for granted.

Transitionalism as the key characteristic of Bahraini organisations at this stage results in a number of problems including: weak management infrastructures, experimentalism, impressionism, manpower development imbalances and a poor research base. We now turn to a brief discussion of each of these.

#### WEAK MANAGEMENT INFRASTRUCTURES

As used in this context, the term management infrastructure refers to the overall planning - decision-making - feedback and control system that permeates an organisation and forms its nerve

centres. Such an infrastructure reflects institutional maturity and is necessary for organisational survival especially under conditions of severe uncertainty.

In Bahrain, a majority of organisations were first established in the "gold rush" fever of the 1970s as little more than ad hoc setups designed for short-term operations in an environment rich with opportunities. As such, they tended to be highly centralised outfits not prepared for the painstaking tasks of building management infrastructures or embarking on serious management development. Having a managerial infrastructure is a sign of successful institution-building while ours are still organisations in the making.

### ORGANISATIONAL EXPERIMENTALISM

Experimentalism is essentially a state of mind. In management, its symptoms are disjointedness, a reactive approach to policy making and decision reversals. Deprived of long-standing operating traditions and often caught in a web of unplanned diversifications, some Bahraini organisations ended up on occasions taking shots in the dark. This was



at times inadvertently encouraged by the overprotectiveness extended to the private sector and its feeling that the government was there to cushion and bail out. The strict, competitive, results-centred climate necessary to test the calibre of management and weed out unproductive elements was thus not encouraged. Under the circumstances amateurishness often prevailed and the emergence of "battle-tested" professional management was delayed. It is only now, thanks to the growing awareness, that the times have changed that some organisations are sobering up to the hard realities and trying to streamline their management structures.

### IMPRESSIONISM

Impressionism is the guiding spirit of experimentalism. Senior managers, not coached in the rigours of analytical techniques, or seasoned by long years of experience often resorted to hunches and intuitive behaviour that would not have been possible in a more mature profession. Again such dangers were sometimes hidden by an over-supportive environment and the managers concerned became even more set in their own ways. Managerial patriarchalism was thus encouraged with excessive centralisation as its most

obvious indicator. Impressionism is undoubtedly at the heart of many expensive excesses that could have been easily avoided.

### MANPOWER DEVELOPMENT IMBALANCES

Bahrainisation is both a national priority and an economic expediency for Bahraini organisations. It is the most viable long-run solution to many of the managerial ills outlined above. Motivated by this important consideration many Bahraini organisations have massively embarked on educational and training programmes as a sure vehicle for Bahrainisation. The problem, however, is that this massive investment in human capital was based more on short-term, stop-gap needs with little regard for long-range implications. In many cases, this meant our being one step behind the problems we were trying to solve. Nor is the reason very hard to find. One does not need to look much further than the lack of adequate training needs assessment capabilities in many organisations to realise that the prevailing approach to managerial manpower development was grossly lacking in methodology and seems to have confused the process with the product. A related observation is that despite the obvious successes



that were achieved by some organisations as evidenced by the sharp increase in the number of qualified Bahraini managers, this major investment was generally not subjected to careful measurements of its return to the effect of harbouring inefficiencies and failing to produce results commensurate with the volume of resources allotted to it.

### THE WIDENING RESEARCH GAP

Bahraini organisations are grossly under-researched. Precious little reliable information is available for them or on them. While modern management is so heavily information oriented we have yet to fully appreciate the extent to which we are falling behind on this important aspect. Whether reference is made to economic forecasts, salary surveys, job evaluation, cost estimates, attitude surveys, management styles or motivational patterns, the unfortunate reality is that our organisations underestimate the importance of reliable and accurate information.

This point can hardly be overemphasised. Without reliable information, what chance do we have for operating under norms of rationality, linking causes

to effects, cultivating diagnostic problem-solving skills and teaching our younger managers that they belong to a profession with criteria and quality control values that may not be ignored. In reality, no amount of training, management development, motivation or leadership is likely to take us very far unless and until this research gap is bridged to the effect of generating, storing, updating and retrieving relevant information as needed.

In fairness, however, it should be stated that the blame for our information gap is not to be placed entirely on business organisations for it is also the responsibility of other institutions. Particularly significant in this connection are colleges and other institutions of higher professional education including Gulf Polytechnic. One suggestion for this group to consider is setting up a joint MANAGEMENT INFORMATION CENTRE to operate on a multi-sector basis throughout Bahrain and provide three major types of services to organisations:

- General support information covering economic, sociological, vocational and technical variables relevant to various organisations at both the executive and middle management levels.

- Specialised "functional" information covering particular spheres of management such as human resources, marketing, production and operations, finance and accounting and data processing/management information systems.
- Consulting expertise in specific problem areas as custom tailored to particular organisations. This service should include a "think tank" capability.

Gulf Polytechnic will be pleased to house such an important centre should enthusiasm for the idea be shared by different Bahraini organisations and should the need for such a service be unanimously perceived.

For Gulf Polytechnic such a centre will be a much valued bridge with industry and a research outlet with a clearly applied focus. Among other things, it will certainly accelerate the process of Bahrainising teaching materials thereby improving our ability to contribute to higher professional standards in management.

The purpose behind developing a selected list of problems affecting the organisational context of the management profession in Bahrain was obviously not to



undercut or criticise. The writer himself is after all a Bahraini manager who has suffered, and in many ways, continues to suffer the adverse effects of these problems. The point behind raising these issues was the need to stress the urgency of INTEGRATED approach to managerial professionalism which does not concentrate on the isolated individual and fail to touch the system where he/she operates. The pursuit of integration should mark the next phase of our concerted efforts and guide managerial manpower development efforts on both the supply and demand sides. Only an integrated approach can have the sort of preventive capability needed for problem diagnosis and solution. Through integration, the practice of management can overcome the pitfalls of disjointedness and move into the stage of advanced systems where professional knowledge, job applications, institutional intelligence and supporting research start to general mutually supportive energies.

As this paper is essentially meant to prompt discussion and trigger an in-depth dialogue, some of the observations made may sound a bit too generalised and not warranted in all cases. This is undoubtedly true in some cases as the author is intimately familiar with the outstanding record of some Bahrain

organisations. Suffice it to acknowledge success, point out failure, suggest possibilities and call for a joint action to further explore the brave new world of management.

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**APPENDIX J**

**THE BAHRAIN MANAGEMENT PROFESSION  
IN  
TRANSITION SEMINAR**

The Seminar was held under the patronage of H.E. Sheikh Khalifa bin Salman bin Mohammed Al Khalifa, Minister of Labour and Social Affairs.

The seminar was officially opened at 10 a.m. by the Minister who gave a word indicating his pleasure to be able to open the seminar and thanked Dean Ibrahim Al Hashemi, of the Gulf Polytechnic and Dr. George Najjar, Head of Department of Business and Management, for the contribution to the seminar. He also thanked the participants for their presence.

Sheikh Khalifa emphasized that the development experience shows that the mere presence of factors of production alone is not enough. Management is a key factor to move the productivity process. Management the Minister added, is now based on scientific criteria as it involves the running of complex organizations. The Manager today has to be well educated and professionally qualified.

The evolution of Management as a profession in one of the land marks of the second half of the 20th century. Professionalism immediately evokes certain connotations like specialization, keen interest in quality control, commitment to public service and

continued self development. Such, anyway, is the pattern followed by the more mature professions like medicine, engineering and law.

Management, on the other hand, is an emerging profession in Bahrain as elsewhere. In our case, however, the next phase of development is likely to be a management decade based on merit, scientific analysis and a futuristic orientation.

The modern management profession overlaps with all other profession and permeates all types of organizations. It is thus important to distinguish between technical qualifications, say in medicine or engineering and managerial qualifications. A technical background should not be viewed as a ticket to management position.

Modern management in Bahrain is entrusted with our scarce resources. Is it not therefore worthy of our attention so that its professional identity may be reinforced. This, to me, is the key question and I feel certain that your delebration will shade much needed light on it. I wish you every success.

His Excellency the Minister, then called on Mr. Ibrahim Al Hashemi, Dean of the Gulf Polytechnic to present his opening statement.

After thanking His Excellency the Minister, for accepting to place the event under his patronage and sharing the first session - the Dean indicated his pleasure in welcoming all participants to Gulf Polytechnic and wished the seminar every success in doing justice to its ambitious agenda. "Your being here", the Dean added, "is a good indication of our close ties to industry which we believe is a must".

The theme of our seminar stressed the Dean is the Bahrain Management Profession in transition. This theme assumes added urgency today in view of the difficulties associated with the economic downturn. Under such condition managerial professionalism can become a life saver. The difficulties we are facing can be a blessing in disguise and an opportunity to restructure our organizations on more solid foundations.

Our first session deals with managerial professionalism as a modern phenomenon. It highlights the meaning of criteria of professionalism which has to assume new characteristic perhaps not always in line with traditional way of thinking. It concludes that management stands to gain immensely by clarifying its professional parameters and charting out its future cost effecton.



The second session, added the Dean, addresses the questions of Bahraini organizations as the natural habitat for management.

The Dean further affirmed that this seminar seeks to raise many fundamental questions without pretending to provide final answers to any of them. Staff to provide a forum for addressing complete management issues in the realms of practice development and research.

The Dean concluded by thanking again His Excellency Sheikh Khalifa bin Salman bin Mohammed Al-Khalifa, Minister of Labour and Social Affairs, as well as Dr. Tawfiq Al-Moayyed, Chairman of the second session and discussants Mr. Hassan Juma, Mr. Rashid Fakhro, Dr. Rashid Fulaifel, Dr. Hamad Al Sulaiti and Mr. Redha Faraj.

The Dean also thanked the Minister of Information for providing coverage and the Department of Business and Management at the Gulf Polytechnic for organizing the seminar and all those who contributed to making it success.

His Excellency the Minister then opened the first



session addressing (The Bahrain Management Profession: Problems and Prospects).

The session, clarified the Minister, centers around a paper prepared by Dr. George Najjar, Head of Department of Business and Management at the Gulf Polytechnic who was called upon by the Minister to present his paper.

Dr. Najjar started the presentation by pointing out that his paper comprises 3 major sections:

Section 1 - Deals with professionalism as a key feature with this century and attempts to delineate its major characteristics.

Section 2 - Highlights management practice in Bahrain from a strictly professional perspectives.

Section 3 - Draws attention to a paradox afflicting the Bahrain Management Profession at the present stage at its development.

Beginning with section one, Dr. Najjar clarified that as a modern phenomenon professionalism is not entirely new in Bahrain. In many fields pioneering Bahrainis distinguished themselves as early as 1950s

as solid professionals. Many examples can be sighted in the areas of medicine, engineering, pharmacy, etc. By the early 1970s traditional professionals in Bahrain were already well established, and soundly organized with their ranks, constantly on their eyes.

With constant infusion of new commerce such professions continued to flourish and acquired all the international characteristics associated with professionalism. Such characteristics include:

1. Control of entry roots to the profession and baring such entry on formal qualifications.
2. Strict adherence to technical standards and criteria performance.
3. Equally strict adherence to ethical standards and ideas of public service for having a professional identity stamping members of the professional group irrespective of their place of employment.
4. Defending the profession vis-a-vis government and community.

5. Arranging conferences and seminars as well as sponsoring publications to expand the knowledge base of profession.
6. Expecting of members constant self development and renewal.

What happens, Dr. Najjar asked, when such criteria are applied to management practice in Bahrain? This brings us to the second section of the paper.

Management Practice in Bahrain has witnessed recently two key developments:

- a. Substantial numbers of technically trained personnel switching to management.
- b. The Mushrooming of organisations in all sectors with the multiplying need for the managers particularly Bahrainis.

A major question has to be addressed: What is the professional status of Bahraini managers today? By the same token: Is management just another profession similar to more established others?

The answer to this latter question has to be negative as there is no one route to learning management. Management has too many theories and approaches and this plurarism has lead to the despair of some as to its future prospects. This is not unique to Bahrain although the problem here is more acute as management is a new comer with no established tradition. The search for identity and unification is going on unabated the world over and some in the west particularly the US have recently started thinking of the MBA as such a unifying source. This, however, is still controversial to say the least.

The third section of the paper addressed a major paradox facing the Bahrain Management Profession during this transitional period. What exactly is this paradox?

The current stage of Development of the Management Profession does not allow for objective trans-organizational criteria of performance anywhere near what is taken for granted by the other professions to attempt such objectification prematurely would certainly be counter productive, but not to attempt it at all would surely be detrimental to the long term interest of the profession. The way out of this paradox is through



providing an active forum for discussion and sustaining an active dialogue; perhaps a society for managers or a publication might also serve to heighten professional consciousness.

The Chairman, His Excellency Sheikh Khalifa, thanked Dr. Najjar for his presentation and gave the floor to the three-discussings starting with Mr. Hassan Zainalabedin.

Mr. Zainulabedin thanked the Gulf Polytechnic for this opportunity and complimented the good choice of topics, and thanked the institution for the opportunity to make a follow-up presentation on Dr. Najjar's paper entitled "The Bahrain Management Profession: Problems and prospects".

Mr. Zainulabedin affirmed at the outset that management development in Bahrain and in particular the question of professionalism is one of the most pressing topics that needs to be dealt with seriously at all levels and, particularly, at this stage in time.

The evolution of Management in Bahrain, he said, can only be viewed as part of the development of the Bahraini society itself. I do agree with Dr. Najjar that the Management Professional is a new comer to



Bahrain and as such it warrents greater attention on our part. Managers in Bahrain are far from having a joint approach to their profession and only among them are academically qualified in Management. Although some are quite successful, most do not have their qualifications in order.

A cursory review of some other professions in Bahrain, reveals that a formal qualification is a prerequisite for admission to the ranks. Medicine and engineering are good examples. In sharp contrast, managers seem to belong to two distinct groups: a minority who joined management on the basis of their academic qualifications in this field, and a vast majority whose backgrounds reflect other specialisations. A look at chairmen and members of Boards of Directors in Bahrain shows they dont come from an academic management background and approach their work on the basis of entirely different criteria.

Executives generally conform to the same pattern and can hardly boast of their academic management credentials. We have to be open to this fact and look at them in terms of the activities they shoulder particularly decision-making, planning, directing, coordination and control.

This issue throws open the question of whether the manager has to be academically specialized as is obviously the case in the other professions. The answer probably is negative and there are obvious differences in Management standards between one organisation and another. Total freedom for each organisation is not possible but some is necessary.

Academic qualification cannot then in any event be made a prerequisite for the practice of management nor can the proposed society for managers be assigned the same role exercised by similar professional associations in medicine or engineering.

What is important for Bahrain at present and in the future is following a modern approach to management emphasizing the scientific spirit, advanced technology and information systems. Such an approach would also allow managers a certain measure of freedom within a framework of strict accountability. It would also delineate authority and base promotions on merit.

The second discussant was Mr. Hassan Juma who emphasized that management is a fundamental pre-requisite for development. Trained Managerial

cadres are very important as we came to realise during the last decade. Managerial professionalism has been on the rise during that period all over the world and Bahrain is no exemption. The clear relevance of management to socio-economic development in Bahrain makes it imperative to develop trained managerial cadres particularly under the present circumstances of recession. Executive competence is an absolute requirement for seeing us through the present crisis. Flexibility and creativity are key requirements. Total unification, however, by way of universal standards is not feasible as different countries have their own circumstances. In Bahrain Management Development is the joint responsibility of industry, government and institutions of higher learning.

Five factors are specifically required of industry in this connection:

- Supporting the development of trained managerial personnel.
- Communicating its manpower needs to academic institutions.
- Providing the necessary support for holding professional conferences and seminars.



- Encouraging members to participate actively in such conferences and seminar.
- Availing academic institutions of its experience and expertise.

The proposed society for managers would be a step in the right direction towards achieving the suggested goals.

The third discussant, Mr. Rashid Fakhro, praised the presentation of Dr. Najjar as a thorough account of the emergence of Bahraini managers since the economic boom in the mid 1970s and until the early 1980s. In the last decade Bahrain has witnessed an unprecedented increase in its managers who came from a variety of different backgrounds with an attempt to build a strong management foundation based on the advanced western management style. They came to management from a variety of paths, sources and backgrounds particularly those sectors that proceeded others in starting their managerial infrastructures.

The diversity of backgrounds among managers as well as their different social and intellectual backgrounds worked against the emergence of a unified tradition in Bahrain. It is high managerial time to

start the search for such a tradition in Bahrain. Western management, he emphasized, reflects Western values. A manager there faces demands from his organisation consistent with the expectations of the culture, whereas a Bahraini manager faces conflicting demands and has to operate against the odds of individualism, selfishness and chaos. His credibility is normally the natural victim of this sad situation. Also affected is his efficiency and the morale of the whole institution.

Mr. Fakhro raised a number of key questions that are pressing for answers, such questions include:

- a. How important to us is sound planning and performance appraisal?
- b. How committed are we to the merit principle?
- c. How prevalent are problems of discipline in our organizations?
- d. Have we established clear links between achievement and awards?
- e. Is our approach to recruitment based on genuine needs?



- f. Is our loyalty primarily to institution or to individual?
- g. Is the authority of the manager commensurate with his responsibility?
- h. Is productivity something to which we really attach a high premium?
- i. How do we evaluate management and by what standards?
- j. Is a management position to us a question of prestige or strict accountability?
- k. How does the Bahraini Manager view himself and How is he viewed by others?
- l. How is Bahraini Manager compared to the expatriate Manager?

There is no alternative, Mr. Fakhro added, to a strict evaluation of our management experience over the past ten years in order to develop performance standards, criteria and yardsticks. For such evaluation to be useful it should be comprehensive

and objective. It may be undertaken through the suggested managers' society or possibly as an activity for the Research Centre. It may also be handled by an academic institution.

Following the presentation of Mr. Fakhro the Chairman opened the floor to a general discussion. First to speak was Dr. Nazar Al Baharna, Assistant Dean for Academic Affairs at the Gulf Polytechnic. Dr. Al-Baharna called attention to a distinction between three different type of orgnaisations in the private sector, namely: Banks, Commercial establishments, and industries. Generalisation is difficult, he added, as each type has its own problems. Dr. Al Baharna was particularly concerned about the management on small private business where professionalism is bound to have a hard time. As to the possibility of a management society, Dr. Al Baharna wondered about necessary minimum qualifications, and asked experience can be substituted for academic qualifications.

Next to speak was Mr. Khalifa Khalfan, Director of Labour, Ministry of Labour and Social Affairs, who first thanked the Minister and the Gulf Polytechnic for the opportunity and stressed that management should be understood in the context of

Bahrainisation. As such what is urgent for Bahrain is to accelerate Bahrainisation and produce managers who are nationally committed. Bahraini managers should be given an opportunity to learn and replace expatriates. There has to be a clear policy supporting the Bahraini manager.

Mr. Khalfan was followed by Dr. Mohammed Ali Mansoor who emphasized the need to first develop a joint understanding as to the identity of the manager? Is the manager someone who is merely academic qualified or does he have to be defined in terms of the socio-economic characteristics of Bahrain. Bahrainisation should involve institutions and not just individuals as management should be tied to development. As long as the way planning and implementation are approached, continues to depend on foreign expertises our management systems cannot be truly Bahrainised.

In response to Dr. Mansoor, H.E. The Minister, clarified that Bahrainisation is primarily a question of the human factor and over the next ten years we might still have to use expatriates. Some sectors like Banking are well advanced on the path to Bahrainisation while others like construction still have a need for expatriates.



Dr. Jalil Halwachi expressed his preference for grouping Bahraini institutions into profit and non-profit organisations. Management of profit organisations is relatively new to Bahrain whereas non-profit organisations have been around for a longer period. I believe it is important, he stressed, to develop and upgrade the management capabilities of profit organisations. The MBA, for example, is a sound approach towards achieving this goal. He also voiced his support for a society of managers or a forum for dialogue on professional standards.

The Chairman then gave the floor to Mr. Abdul Rahman Darwish who pointed out that in Bahrain we have managers without a management background because managerial positions cannot possibly be restricted to the academically qualified. The problem, however, is that a major social investment is "wasted" when professionals from other badly needed areas leave their respective occupations to become managers. A society for managers, he felt, might be very conducive to strengthening managerial awareness.

Next to speak was Mr. Isa Saad from the Bahrain Monetary Agency, who thought that sound management was a combination of ability, trust and training.

The Chairman then asked Dr. George Najjar to respond to some of the questions raised. Dr. Najjar clarified that by speaking of qualifications for managers, there was no intent to suggest a rigid route that has to be followed in all cases as such indeed would be foolish. Bahrain, to be sure, is not the only place where academically qualified managers are a minority. This, indeed, is the case everywhere including the west. As to the idea of a management society, it was raised as a suggestion; an alternative to promote standards not as a licensing society.

Dr. Najjar further added that managers should view themselves as life-long Learners committed to self-development and self-renewal. Management's professional status should not be viewed in evolutionary terms. It is not that management is not yet like the other professions. It will never be like the other professions because it is qualitatively different. It is interdisciplinary, open-ended and it overlaps with all other professions.

His Excellency, the Chairman, then clarified that the MOL promotes Bahrainisation through a variety of programmes intended to upgrade Bahrainis so that they



may replace expatriates. This, however, requires some time and cannot be achieved instantly.

Next to follow was Mr. Adnan Bsesiou who thanked Gulf Polytechnic for hosting the seminar. It is my impression, he said, that too much emphasis is put on technical factors. What, may I ask, is our conception of a manager? Management cannot be viewed in isolation of other related factors particularly an over-all development strategy pursued jointly by the public and private sectors. Greater emphasis should also go to our organisational structures and particularly the decision-making process. Who manages is relatively less important than whether or not decision-making is in Bahraini's hands. How are decisions made and how do they filter down to lower strats in the pyramid? Is there real participation in the process as is the case, say, in Japan where such participation is behind their phenomenal success story? In Arab institutions we have managers but they do not make decisions. This calls for serious evaluation to make sure that those who manage are also those who run things.

Mr. Bseisou was followed by Mr. Said Sayed Ahmed who stressed the need for an applied approach to management. Our managers are trained East and West

but their studies do not always prepare them to appreciate the socio-cultural context in which they have to operate. There are some adverse influences, nepotism for example. How to get out of this is what we look to academics for help on.

The MOE and MOL sponsor very ambitious programmes but they are all "imported" and their "fit" within our society cannot be taken for granted.

Mr. Abdul Rahman Darwish reraised the ques;tion on the identity of management in Bahrain and who is qualified to be a manager. Should we bar those who are not academically qualified in management from practicing management. Another question: Can organisations in Bahrain evolve whatever management systems they please? Issues of centralisation as participative managemnt should also be clearly addressed.

Next to speak was Mr. Isa Al Sheikh from Power and Works Directorate, who wondered how can we develop a successful Bahraini Manager. Talent and experience are important but we still need standards and objective criteria.

What we need is a strategy that establishes goals and

objectives and stipulates qualifications for managers to have. Institutions in Bahrain should do the groundwork and come up with creative solutions. Good managers require standards; something unfortunately lacking in Bahrain. Are we loyal to the "boss" or to organisation is another related question.

Dr. Mohsen Khalil from the American University of Beirut called attention to the fact that the scientific or academic approach to management does not negate the importance of experience. Professionalism in management has aspects that differ from other professions. Organisations are made of individuals who have their peculiarities much the same as larger groups of individuals like societies as such the practice of management differs from one society to another. Also time is that different economic sectors also differ and require varied approaches to management.

Next, followed Mr. Jassim Al Bin Ali from Batelco who also called for greater interest in evaluating management through its ability to achieve organisational objectives.

Next to be recognised was Mr. Albert Woodhouse, Director of the Bahrain Bankers' Training Centre who



stated that one of the key problems facing management in Bahrain is that people sometimes join management development programmes for the wrong reasons. The economic downturn, he stated, is a mixed blessing. It is necessary to overcome the mystique of management development and establish criteria for performance. There are management skills which can be learned but management is also an art which is difficult to teach. We must be able to identify potential in individuals and invest in it. In a country like Bahrain, role modeling is important for management development.

The second session chaired by Dr. Tawfiq Al Moayyed, began after lunch. The Chairman made a brief presentation in which he emphasized the need for more intensive investigation of issues affecting our society.

The Chairman then introduced Dean Ibrahim Al Hashemi who was to present the major paper for this session.

Dean Al Hashemi presented his paper entitled "The structure of Bahraini Organisations". First to be emphasized by him was the need to understand that each profession has a habitat medical practice needs hospitals, engineering needs sites, law needs law

firms and courts etc. By the same token organisations are essential to the practice of management and as such should be very carefully examined in the context of the Bahrain environment.

Dean Al Hashemi then presented a number of key characteristics of Bahraini organisations at this juncture in their evolution. These characteristics include:

- . Experimentalism: A trial and error attitude hardly consistent with planning and rational decision processes.
- . Impressionism: Over-dependence on individual attitudes, greater emphasis on personal rather than institutional factors and decision reversals that can and should be avoided.
- . Manpower Imbalances: A symptom of shaky planning that leads to sudden "gluts" in certain areas and acute shortages in others. Such problems can be minimised through a more balanced approach to manpower planning.
- . Weak Information Base: Bahraini organisations are grossly under researched; a fact that



adversely affect every aspect of their management. In response, the Dean called for a joint venture between Gulf Polytechnic, Government and industry to establish a Management Research and Development Centre.

The Dean in conclusion stressed that we claim no final answers to these problems but hope to contribute to their eventual resolution.

The Chairman thanked the Dean for his presentation and introduced the first discussant Dr. Rashid Fulayfil.

Dr. Fulayfil emphasized that management cannot be considered an exact science but should be approached as an art. He further stressed that management should be viewed as a living organisation interacting with its environment. Managers do not necessarily have to come from an academic managerial background although it is necessary for all managers to acquire some basics.

The four symptous listed by Mr. Al-Hashemi are results of our authoritarian society where men dominate women and fathers dominate children.

The Chairman, Dr. Al Moayyed, called on participants to develop a common understanding of who a manager was. Scientific managements, he said, is now rejected and the manager is he who plans, controls and manages.

Dr. Fulayfel was followed by Mr. Redha Faraj who called for greater emphasis on understanding the role of the manager and stressed the importance of creativity for managers. Creativity means, among other things, that management cannot just be a science but is partly an art.

Dr. Hamad Al Sulayti emphasized that management is leadership, and pioneering work. Society affects management but the latter also has a role to play as a change agent. The role of the entrepreneur is very critical.

The manager of yesterday and today is already a thing of the past. What matters is the manager of the future. How do we prepare him and what goes into his making.

Much emphasis has been placed on the Bahraini manager while management is a universal function everywhere.

What Mr. Al-Hashemi probably meant is that we need a manager sensitive to the values and norms of Bahrain and capable to function within this. We often hear that the Bahraini worker is not as productive as his expatriate counterpart. Our managers, whether educated at home or abroad have to be oriented to our culture.

A manager is not expected to predict the future but rather to exercise judgement. There are 4 parties relevant to the work of a manager: employees, customers, shareholders and society.

Mr. Redha Faraj was then recognised by the Chairman for a follow-up presentation. He stressed once again the need to focus greater attention on the manager of the future.

Managers do not read the future, they just exercise judgment.

Dr. Najjar clarified that there is more to defining who is a manager than dictionary entries and semantics. The issue involves management philosophy and models of organisation. Four distinct approaches can be recognised:

- Manager as owner
- Manager as functional specialist
- Manager as information resource
- Manager as facilitator

Mr. Adnan Bseisou stressed that in every institution that has to be a clear line of demarcation between equity owners, board of directors and management. In Bahrain, however, the relationship is not always very clear.

Another point of view was that some expatriate managers sometimes fail to fully understand the working of the host culture.

Dean Al Hashemi stressed that what is required is a management style sensitive to Bahrain but not lacking in its emphasis on efficiency. At once a universalist and an insider.

Dr. Fulaifel concluded by calling attention to the importance of not blaming society for all the drawbacks of management. Management itself should shoulder its responsibilities.

The meeting adjourned around 4:00 p.m.

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