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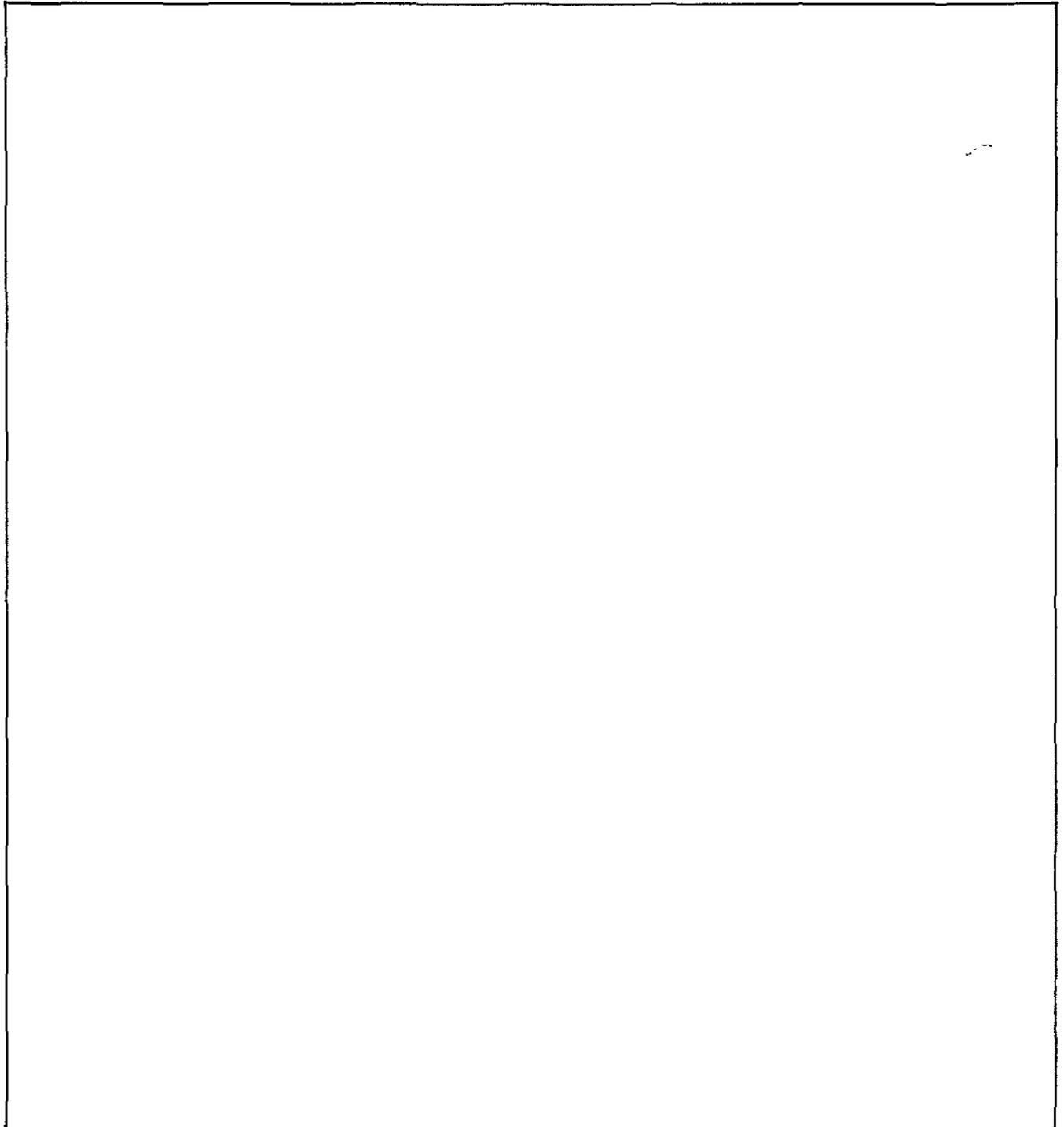
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College of Business and Administration 6801

Southern Illinois University  
at Carbondale

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Prepared By

Dr. Hussein Elsaid  
Dr. John R. Darling  
Dr. Harold K. Wilson  
Dr. Oliver D. Hensley

THE MIDDLE MANAGEMENT EDUCATION PROGRAM  
FINAL REPORT

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## TABLE OF CONTENTS

	Page
I. Summary of Previous Training Reports.....	1
Nomination and Selection.....	3
Classroom Training.....	5
On-Site Training.....	6
Applicability of Modern Management Concepts and Techniques to Egyptian Business Firms.....	6
Concluding Remarks.....	7
II. The Value and Accomplishments of the MMEP.....	8
An Evaluation of Egyptian Middle Management Needs.....	12
Highlights of Classroom Knowledge Acquisition.....	13
Management Computer Simulation Game.....	21
Banking Exercise.....	21
Case Studies.....	22
The Internship Experiences in American Business.....	22
The Participants' Acceptance of the MMEP Concepts.....	23
The Summary Evaluation of Achievement of the MMEP Objectives.....	26
III. Recommendations for Phase II--Long-Term Program.....	29
Program Design.....	29
U.S. Coordination.....	30
Selection Process.....	31
Follow-Up.....	31
IV. Concluding Remarks.....	32
APPENDIX A, Agreement for Cooperation in the MMEP Between SIU-C and the NIMD (Blue Section).....	33
APPENDIX B, Middle Management Education Program Curriculum for Groups I, II and III. (Green Section).....	36
APPENDIX C, Evaluation of Training Experience: Groups I, II and III. (Pink Section).....	48
APPENDIX D, Participants Intern Sites: Groups I, II and III (Gold Section).....	65

THE MIDDLE MANAGEMENT EDUCATION PROGRAM  
FINAL REPORT

I. Summary of Previous Training Reports

The pilot year's objective of the Middle Management Education Program (MMEP) was to familiarize approximately 100 middle-level Egyptian managers with modern management concepts, techniques, practices and the economic and political context in which American business operates. The project was sponsored by the Joint Egypt-U.S. Business Council (JBC), financed by the U.S. Agency for International Development (USAID), and its implementation was the responsibility of Southern Illinois University at Carbondale (SIU-C).

The original program design called for three modules. The first module was a six week period of orientation and basic management training. The second module was twelve weeks of practical application; eight of which were to be on-site training at various U.S. firms, and the remaining four weeks were to be on-campus (i.e., classroom training) at SIU-C. The third module was to be a two week review and evaluation period. The first and the third modules were to be conducted in Egypt. In addition, the trainees were to be divided into three roughly equal groups.

Appendix A "Operational Plan" of the contract between USAID and SIU-C specifies on pages 5-8, that the contractor would be required to work in close conjunction with the MMEP Planning Council, and proceeds to describe the composition of this council. Moreover, it is stated in the same appendix that final participants in the MMEP would be selected from a pool of candidates predetermined by the Planning Council. Upon his arrival in Egypt, the Executive Officer, Dr. Hussein Elsaid, found out that the Planning Council had not been formed and, thus, the anticipated pool of candidates was not

available. In addition, the role of the Egyptian counterpart, the National Institute for Management Development (NIMD) was not defined.

Defining the role of the NIMD took some time. Its representative, Dr. Esmat El-Maayergy, sought control of Modules 1 and 3. According to his plan, the control would be vested in an executive committee composed of himself, Dr. Atef Ebeid of Cairo University and Dr. Salah El-Sayed of the American University in Cairo (AUC). There were no plans to include other Egyptian institutions or the business community representatives on the committee. At the same time, the JBC wanted SIU-C to have some degree of freedom in conducting the program.

In addition, Drs. El-Maayergy and El-Sayed sought to delay the training inauguration date for up to six months. Their reason was to redesign the program. Although, it was pointed out to them that major changes and adjustments in the MMEP would be made, if needed, during the progression of various groups through the three modules, they continued to seek a postponement of the starting date.

After long and difficult negotiations, during which Mr. James B. Riley of USAID/Cairo was actively involved, an agreement for cooperation between SIU-C and the NIMD was signed, on December 31, 1978, by the MMEP Executive Officer and Dr. Ali El-Salmi, Minister of State for Follow-Up and Control and Chairman of the Board of the NIMD (see Appendix A). Unfortunately, however, the Egyptian counterpart refused to honor the agreement and understanding which had taken almost two months to reach. That action took place in a meeting of the MMEP Planning Council on January 6, 1979. A memorandum from Mr. James B. Riley to Director Donald S. Brown which provides a good account of that meeting is on file at USAID/Cairo.

As a result, the three modules of the MMEP were reconstructed. Module 1 became a two-week "English/orientation" course to take place in Egypt. Module

2 became the "practical application" phase which would involve six weeks of classroom training on the campus of SIU-C, and six weeks of on-site training in American companies. Module 3 became the "review and evaluation" phase which was to take place in Egypt over a one week period. The distribution of the 12 weeks in the U.S. was as follows:

Weeks 1-4	At SIU-C
Weeks 5-7	On-site at American companies
Week 8	At SIU-C
Weeks 9-11	On-site at American companies
Week 12	At SIU-C

This change in the program meant that basic management training would take place in the U.S. instead of Egypt.

#### Nomination and Selection

In a meeting of the MMEP Planning Council (the Council was formed by the end of November 1978) which took place in December 1978, the following guidelines were set for nomination and selection of participants:

1. The pilot year of the MMEP would concentrate on seven sectors. These were: a. agri-business, b. engineering industries, c. construction, d. tourism, e. petroleum, petrochemicals and chemicals, f. textiles, and g. banking.
2. In securing nominatons, an attempt would be made to have 40% from the private and joint-venture sectors and 60% from the public sector.
3. The criteria for the selection of the participants were agreed upon. Namely they were: a. Present level of responsibility, i.e., being a middle-level manager, b. college graduate, c. English proficiency, d. age--from 35 to 45 years old, and e. potential for top management position.

Nominations to the program were sought through personal contacts, mail, and newspaper advertisements. All applications were screened according to the selection criteria. As a result, and after some relaxation in the age requirement for nominees from the private and joint-venture companies, 309 applicants were allowed to go through the selection process.

Each nominee took a written English test, then was interviewed by faculty members from SIU-C. During the interview, a nominee was rated on her/his oral skills, basic abilities, personal characteristics, and character traits. A weighted average of each nominee's scores was reached, and a cutoff point was determined. As a result, 106 nominees were considered acceptable for the program, ten of whom had to withdraw or were medically disqualified.

Thus, 96 Egyptian managers participated in the MMEP during its pilot year. A breakdown of these participants, by industrial sector and group is as follows:

<u>Industrial Sector</u>	<u>Group No. 1</u>	<u>Group No. 2</u>	<u>Group no. 3</u>	<u>Total</u>
Agri-business	3	-	1	4
Engineering Industries	14	1	-	15
Construction	9	-	8	17
Tourism	-	7	4	11
Petroleum, Petrochemicals and Chemical Industries	-	10	7	17
Textiles	-	9	8	17
Banking	2	6	2	10
Other	-	-	5	5
Total Participants	28	33	35	96

Furthermore, seven of the 96 participants were females and thirty were from private and joint-venture companies.

The relatively small representation from the agri-business sector was due to the low level of English proficiency among its nominees. If a better representation from this sector is to be sought in future years, a special English course will have to be offered to its nominees.

### Classroom Training

The English language phase of the program was designed to sharpen the participants' oral skills in preparation for their training in the U.S. The classroom portion of the "practical application" phase was intended to provide the participants with a broad mastery of the functional areas comprising modern business management, and sharpen their appreciation of the tools required for decision making. Then it was to move them toward a more advanced professional knowledge of modern business practices through a series of specially tailored educational exercises utilizing the case study approach, business game, and computer simulations.

The two week "English/orientation" course was well received by the participants. It proved to be beneficial on three counts. First, through discussions of selected topics and invited speakers, the MMEP participants received some orientation to the U.S. Second, the course gave the participants some confidence in expressing themselves orally in English. Third, the common experience helped to develop a fraternal feeling among members of each group before their departure to the U.S.

The six week period for the on-campus training at SIU-C proved to be insufficient for the materials that needed to be covered. This was due to the time the project's teaching faculty had to spend on basic management coverage, which was originally planned to take place in Egypt. This was done at the expense of both the coverage of advanced management topics and the time available for application of management concepts and techniques.

Given the preceding time constraint, the classroom training at SIU-C was very successful. Although demanding, it was highly appreciated by the participants. The instructions which were tailored to meet the participants' needs plus the use of relevant cases and computer simulation games contributed to this success.

### On-Site Training

The internship portion of the program was intended to expose the participants to the practice of management in actual operating environments. Participants from the agri-buisness, engineering industries, tourism, petroleum and petrochemical, chemical and banking sectors had a very rewarding on-site experience. The managers from the textile sector (second group), although very satisfied, did not fare well. This was mainly due to the reluctance on the part of many U.S. textile firms contacted by SIU-C to accept foreign trainees. Furthermore, owing to the seasonal drop in the level of activity in the construction industry during the winter months, SIU-C had some difficulty in placing the first group participants from that industry in the most appropriate firms. The solution to such a problem would be to consider the seasonal level of activities in various industries and adjust the groups' compositions accordingly.

Discussions with the MMEP participants of the on-site training, during the "review and evaluation" sessions, led to the conclusion that the size of the U.S. host firm was not relevant (i.e., a manager might have as good an internship at a relatively small bank in Peoria, Illinois, as at the First National Bank of Chicago). The most important factor in the success of an internship was the willingness of the host company's executives to cooperate in a meaningful way.

The on-site training was a very important dimension of the program. SIU-C has cultivated the cooperation of a network of U.S. companies in various sectors of the economy over the course of the training program.

### Applicability of Modern Management Concepts and Techniques to Egyptian Business

#### Firms

The "review and evaluation" sessions addressed the issue of the applicability of modern management concepts and techniques to Egyptian business firms.

It was revealing to see that the participants' discussions centered on adaptability and dealing with various constraints, which might differ from one place to another. Thus, it was a matter of negotiating the environment rather than hiding behind a wall of inapplicables. During those sessions, some MMEP graduates enumerated what they had been able to apply in their companies from their training experience. Some significant examples were stated in previous training reports.

Furthermore, the MMEP graduates, especially those coming from the public sector, indicated that they were apprehensive at the beginning, however, their experiences since their return had been very encouraging. Most of them stressed tact and correctness when approaching a superior with an idea for implementation. It was imperative, they stated, that any suggestion should have been thoroughly studied before its presentation to a superior. The immediate superiors generally agreed with this assessment by their subordinates. Immediate superiors were involved at two levels: the nomination process and the "review and evaluation" sessions. In contrast, participants from private and joint-venture companies indicated that their supervisors were not only receptive, but also encouraging new sound managerial ideas.

#### Concluding Remarks

During the Fifth Annual Meeting of the JBC, which took place in Cairo in October 1979, the MMEP was discussed. The minutes of the Education Committee revealed three relevant points. They were:

1. Evidence available to members of the Education Committee of the JBC indicated that the MMEP has been successful and has made a real contribution to the Egyptian business community.
2. Members of the Education Committee stressed the need to continue the MMEP, hopefully starting its second year no later than September, 1980.
3. Members of the Education Committee supported a follow-up to the pilot program and its 1979 graduates.

## II. The Value And Accomplishments of the MMEP

This final evaluation is based upon the results of personal interviews, project data (see Table 1) and several questionnaires dealing with the classroom and internship experiences, as well as the results of a series of standardized tests dealing with attitudes, values, knowledge, personality and leadership styles. While the basic program for the three groups remained fundamentally the same, many minor changes in procedures and techniques were made in response to some of the comments from the participants.

The Middle Management Education Program conducted by SIU-C had several general outcomes of significant value to both Egypt and the United States.

First, the pilot project, while plowing new ground, proved that the general program was feasible. Moreover, SIU-C showed that a university with a long-term commitment to the concept, could pull together the many diverse elements of two nations and could then establish a theoretical and practical education program that was of immediate benefit to Egyptian middle managers and their firms. The general success of the various operations of the pilot project confirms the validity of the MMEP model for Egypt. The MMEP model has considerable value as a "general model" for many less developed countries.

Second, the worth of the MMEP to the participants themselves justifies the resource investment by the USAID and the JBC. While USAID provided the funds necessary to train 96 Egyptian middle managers, American business also contributed a heavy investment to this program by providing 192 intern training sites for these individuals. The participants' evaluation of the MMEP is the best indicator of the utility of the project to them. The very positive individual evaluations in all three groups attest to the importance that the participants placed upon their MMEP training experience.

Third, the project has a long-lasting benefit to America and Egypt by the establishment of a large cadre of Egyptian middle managers who understand

TABLE 1  
MMEP Variables

LABEL V1=ID  
 V2=GROUP NUMBER  
 V3=COMPANY NAME  
 V4=INDUSTRIAL CATEGORY  
 V5=MANAGEMENT CATEGORY  
 V6=LEVELS OF MANAGEMENT  
 V7=AGT LEVEL OF PARTICIPANT  
 V8=JLB SECTOR  
 V9=AGE  
 V10=SEX  
 V11=INTERVIEW SCORE  
 V12=MICHIGAN TEST  
 V13=COLLEGE YEARS  
 V14=EXTRA TRAINING COURSES  
 V15=COLLEGE FIELD  
 V16=YEARS EXPERIENCE  
 V17=GENERAL MANAGEMENT TEST PRE  
 V18=SUPERVISION TEST PRE  
 V19=TECHNICAL APTITUDE  
 V20=ECONOMIC APTITUDE  
 V21=AESTHETIC APTITUDE  
 V22=SOCIAL APTITUDE  
 V23=POLITICAL APTITUDE  
 V24=RELIGIOUS APTITUDE  
 V25=INTERNAL CONTROL SCORE  
 V26=EXTERNAL CONTROL SCORE  
 V27=INFERENCE TEST  
 V28=ASSUMPTION TEST  
 V29=CONCLUSION TEST ONE  
 V30=CONCLUSION TEST TWO  
 V31=ARGUMENT TEST  
 V32=WATSON GLAZER TOTAL  
 V33=ENTREPRENEURIAL TENDENCY PRE  
 V34=THEORY X SCORE PRE  
 V35=THEORY Y TEST SCORE PRE  
 V36=TASK SCORE PRE  
 V37=PEOPLE SCORE PRE

V38=MANAGEMENT TEST SHORT FORM PRE  
 V39=GENERAL MANAGEMENT POST  
 V40=SUPERVISION TEST POST  
 V41=ID SECOND CARD  
 V42=ENTREPRENEURIAL TENDENCY POST  
 V43=THEORY X SCORE POST  
 V44=THEORY Y SCORE POST  
 V45=TASK SCORE POST  
 V46=PEOPLE SCORE POST  
 V47=MANAGEMENT TEST SHORT FORM POST  
 V48=INTERN OPERATIONS ONE  
 V49=INTERN OUTLINE APPLICATION ONE  
 V50=INTERN DEPTH OF FCTNS ONE  
 V51=INTERN DETAIL ONE  
 V52=INTERN PLANNING CONTRL IMPL ONE  
 V53=INTERN DECISION OPER PROC ONE  
 V54=INTERN REPORT EVAL ONE  
 V55=INTERN OPERATIONS TWO  
 V56=INTERN OUTLINE APPLICATION TWO  
 V57=INTERNS DEPTH OF FCTNS TWO  
 V58=INTERN DETAIL TWO  
 V59=INTERN PLANNING CONTRL IMPL TWO  
 V60=INTERN DECISION OPER PROC TWO  
 V61=INTERN REPORT EVAL TWO  
 V62=TEMPO SCORE  
 V63=INTERN EVAL ONE  
 V64=INTERN EVAL TWO  
 V65=CLASSROOM EVAL  
 V66=OVERALL EVAL;

American business and can operate effectively within the American free enterprise system. The "goodwill" to the U.S. that has been fostered by this program is difficult to precisely measure. However, it is there and is strongly felt and it will last. It is an invaluable by-product of this project that must be considered.

Fourth, most importantly, the value of the MMEP rests with the improvement of Egyptian middle management and the concomitant increases in Egyptian firms' productivity.

During the conduct of the training program, the MMEP staff and the participants were cautiously optimistic about its success. The staff had numerous personal observations and a computer full of objective data that provided evidence of significant knowledge acquisition. Yet, there was considerable doubt on the staff's part that their carefully taught principles and the participants' well framed management strategies would ever be implemented. As the participants left for home, they were extremely apprehensive about their acceptance in their firms if they immediately attempted to implement U.S. management techniques.

The doubts about the Egyptian participant's ability to adopt modern management skills began to fade as soon as the staff met the participants at the "review and evaluation" sessions. The participants eagerly sought out the staff and attempted to arrange a time when the staff could visit their bank, factory or ministry. All wanted staff members to visit their firms so they could "show and tell" about what they were doing. It was also evident from these first encounters that the participants' hesitation about how they would fare when they returned to their firms had mostly vanished. Several talked of their recent promotions and made it clear that they perceived their advancement to be the result of their participation in the MMEP.

The open review and evaluation sessions were very revealing as an assessment mechanism for determining the progress of the participants in implementing their individual strategies. First, all listened with great interest as a participant related to his colleagues that certain practices which were learned in the MMEP "resulted in increasing productivity by 15% in his department in 3 months with improved quality and without increasing unit costs." Another participant made the more profound statement that "within five months from the implementation of a modern management strategy the production increased by 45%." With additional planned changes he anticipated end of the year production increases of 90% with lower per unit costs. Another reported "we encountered nothing unusual. My bank was astonished to discover the power of group dynamics in solving problems. We looked at two or three staff identified problems a month and the people were most responsive and solved the problems. The group dynamics techniques really work." It was apparent from the participants self-reports that the success of the MMEP was in the participants' application of acquired knowledge in their own firms. Previous monthly reports filed by SIU-C supplied comprehensive sections on participant assessments of the program.

Another general indicator of the MMEP worth was the many requests by Egyptian executive officers for SIU-C staff to come to their firms and industries to train more of their managers. In their re-entry conferences with their subordinates, Egyptian chief executives were convinced that the MMEP training had altered the behavior of the participants in a manner that was of immediate value to their organizations. It was very surprising to note that many participants were being given key roles in reorganizing the management of particular firms. These participants were somewhat concerned by the change in their circumstances, but expressed great interest in being selected for such important roles. The SIU-C staff site visits and the subsequent formal requests for specialized management training from the College of Business and Administra-

tion show strong general evidence that the participants and their employers were well satisfied with the training received in the MMEP and that it was of great practical value to their firms.

The participants' and their employers' overall endorsement of the MMEP has been substantiated with objective data in the progress reports. The data and the relationships among the major variables in the pilot project were interesting. They hold the key to future program modifications and to the follow-up activities for the MMEP graduates. The greater portion of this section of the report will summarize particular data and discuss the significant interacting variables.

In assessing a project, the objectives and activities, the program limitations and operational constraints, the needs and characteristics of the participants and the working environment must be considered in relationship to one another. This section will attempt to put these factors together in a meaningful manner.

#### An Evaluation of Egyptian Middle Management Needs

The need for a middle management training program had its inception in the dramatic change in economic policy of the government of Egypt in 1973. The economic liberalization (The Open Door Policy) policy included a number of statements with long-range implications for the MMEP:

It was recognized that in order to accelerate economic growth, changes were required in the roles of the different sectors: public and private. The importance of the public sector was stressed, but it was also acknowledged that the public sector had annexed certain activities that should have remained in the private sector.

The productivity of the private sector had become stagnant due to disincentives. For the private sector to be encouraged in the future, it would have to be provided with stable conditions.

New emphasis must be given to encourage the inflow of foreign investment and technology through an "outward looking" economic policy. The new economic policy called for renewed efforts to develop the private sector both foreign and domestic.

The Egyptian government recognized the need to facilitate the flow of U.S. foreign investment capital; thus, it encouraged the creation of the Joint Egypt-U.S. Business Council. Early in the JBC's deliberations, it was determined that, in order to implement the policy of liberalization, a new type of Egyptian manager would be necessary. This person would have to have new management skills and techniques particularly in the areas of marketing, business policy formulation, adaption of new industrial technology and business planning. It was felt that because the U.S. had a competitive environment in which businesses operated, the conditions in the U.S. most nearly approximated elements of the new environment most desired by Egypt in the future. Hence, it was most appropriate that Egyptian managers be familiarized with modern management concepts and techniques in the environment (U.S.) in which they were applied.

#### Highlights of Classroom Knowledge Acquisition

This portion of the report assesses the progress of the 96 Egyptian participants in the acquisition of modern management concepts and techniques. The participants were divided into three groups. The characteristics of these groups varied somewhat. The unique features of the groups will be discussed in detail later in this section; however, it should be noted that Group III had the largest percentage of women, the largest percentage of managers from

the private sector and the youngest in age. Group III's achievements however, did not appear to be significantly different from the other two groups. More variance was found among the participants than originally expected which may have been partially a result of shifting all except the English training to SIU-C. Although each of the three groups contained managers from different industry segments, most scores by groups were quite similar. Greater variance was found among managers with different college majors or those from different industries than among groups. In general, all three groups of participants made significant progress in the acquisition of knowledge related to modern business management. For example, the average participant's pre-test score for the General Management Test was 36.3 which placed her/him at an entrance level of MMEP which was lower than the American senior level undergraduate average of 45.0. This low entrance level may be explained by the fact that most of the participants had little previous business management training although they were well trained in several technical areas. The post-test scores of the General Management Test showed a significant improvement in business management knowledge. The average post-test score for the participants was 69.1, which compares very favorably with American MBA graduate students whose average score is 56. This knowledge provided an indispensable theoretical base for knowing how to work in the American system.

The participants' attitude toward management styles changed considerably. On a test to measure authoritarian (theory X) and participative (theory Y) management styles where the sum of the two scores must equal 100, the pre-test means were theory "X" 40.5 and theory "Y" 59.5. The post-test showed a move toward a less authoritarian, more participative attitude of people with a theory "X" score of 36.2 and a theory "Y" score of 63.8. This represented a significant change in attitude about how to achieve management objectives. For a detailed display of participants' scores on managerial attitude see

Tables 2, 3, 4 and 5. At this time, in order to get a feel for the diversity that existed among the participants, the reader is invited to inspect the data for just one variable--managerial style. It is obvious from the original distribution that Egyptian managers were not ready to serve an internship in American business without first being introduced to the theory of participatory management which dominates most American firms. It is also obvious (as the measure of central tendency and variability published in Tables 2, 3, 4 and 5 indicate) that the training in this subject field was successful.

In a test designed to measure their entrepreneurial tendencies, the participants showed marked progress in moving toward becoming greater entrepreneurs. In general, the results from the battery of business testing instruments showed improved knowledge, aptitude and skills required of a business manager.

In addition to the empirical data previously discussed, the staff noted a vast improvement in language skills and independence of the participants in operating in American society. The large number of private sector managers created unique opportunities for the third group to intern within associate firms and to develop expanded knowledge of the real operating system and personal relationships. This was viewed as extremely beneficial to their career development and their firms' organizational improvement.

The results of standardized business management tests (as shown in detail in previous reports) confirmed the staff's general impression from classroom discussions and instructor constructed quizzes that the Egyptian participants were very eager to acquire as much knowledge as possible about management techniques. The after class discussions and the night study sessions early on indicated to the SIU-C faculty that the participants recognized major management deficiencies in their professional training and were determined to remedy their knowledge shortcomings. Requests for bibliographies, a use of the library management collection and the scheduling of appointments with the SIU-C staff

TABLE 2

THEORY X SCORE PRE				
V34	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
14	1	1	1.087	1.087
16	1	2	1.087	2.174
17	1	3	1.087	3.261
18	1	4	1.087	4.348
23	1	5	1.087	5.435
24	3	8	3.261	8.696
25	1	9	1.087	9.783
26	2	11	2.174	11.957
28	1	12	1.087	13.043
29	3	15	3.261	16.304
31	2	17	2.174	18.478
32	5	22	5.435	23.913
33	2	24	2.174	26.087
34	3	27	3.261	29.348
35	2	29	2.174	31.522
36	3	32	3.261	34.783
38	4	36	4.348	39.130
39	3	39	3.261	42.391
40	8	47	8.696	51.087
41	2	49	2.174	53.261
42	3	52	3.261	56.522
43	5	57	5.435	61.957
44	1	58	1.087	63.043
45	3	61	3.261	66.304
46	1	62	1.087	67.391
47	4	66	4.348	71.739
48	2	68	2.174	73.913
49	1	69	1.087	75.000
50	4	73	4.348	79.348
51	4	77	4.348	83.696
52	4	81	4.348	88.043
53	4	85	4.348	92.391
54	1	86	1.087	93.478
55	3	89	3.261	96.739
57	1	90	1.087	97.826
63	1	91	1.087	98.913
66	1	92	1.087	100.000

$$\bar{X}_a = 40.45$$

$$\bar{X}_b = 36.17$$

$$\sigma_a = 10.7$$

$$\sigma_b = 9.3$$

$$\text{Range of } X_a = 52$$

$$\text{Low } X_a = 14 \quad \text{High } X_a = 66$$

$$\text{Range of } X_b = 40$$

$$\text{Low } X_b = 11 \quad \text{High } X_b = 51$$

TABLE 3

THELRY X SCORE POST				
V43	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
11	1	1	1.053	1.053
14	2	3	2.105	3.158
15	1	4	1.053	4.211
19	1	5	1.053	5.263
21	3	8	3.158	8.421
22	1	9	1.053	9.474
23	1	10	1.053	10.526
24	1	11	1.053	11.579
25	1	12	1.053	12.632
26	3	15	3.158	15.789
27	1	16	1.053	16.842
28	2	18	2.105	18.947
29	4	22	4.211	23.158
30	3	25	3.158	26.316
31	4	29	4.211	30.526
32	4	33	4.211	34.737
33	4	37	4.211	38.947
34	2	39	2.105	41.053
35	2	41	2.105	43.158
36	3	44	3.158	46.316
37	4	48	4.211	50.526
38	3	51	3.158	53.684
39	3	54	3.158	56.842
40	1	55	1.053	57.895
41	7	62	7.368	65.263
42	8	70	8.421	73.684
44	8	78	8.421	82.105
45	2	80	2.105	84.211
46	2	82	2.105	86.316
47	4	86	4.211	90.526
48	2	88	2.105	92.632
49	3	91	3.158	95.789
50	1	92	1.053	96.842
51	3	95	3.158	100.000

TABLE 4

V35	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
.	4	.	.	.
34	1	1	1.087	1.087
37	1	2	1.087	2.174
43	1	3	1.087	3.261
44	3	6	3.261	6.522
46	1	7	1.087	7.609
47	4	11	4.348	11.957
48	4	15	4.348	16.304
49	4	19	4.348	20.652
50	4	23	4.348	25.000
51	1	24	1.087	26.087
52	2	26	2.174	28.261
53	4	30	4.348	32.609
54	1	31	1.087	33.696
55	3	34	3.261	36.957
56	1	35	1.087	38.043
57	5	40	5.435	43.478
58	3	43	3.261	46.739
59	2	45	2.174	48.913
60	8	53	8.696	57.609
61	3	56	3.261	60.870
62	4	60	4.348	65.217
64	3	63	3.261	68.478
65	2	65	2.174	70.652
66	3	68	3.261	73.913
67	2	70	2.174	76.087
68	5	75	5.435	81.522
69	2	77	2.174	83.696
71	3	80	3.261	86.957
72	1	81	1.087	88.043
74	2	83	2.174	90.217
75	1	84	1.087	91.304
76	3	87	3.261	94.565
77	1	88	1.087	95.652
82	1	89	1.087	96.739
83	1	90	1.087	97.826
84	1	91	1.087	98.913
86	1	92	1.087	100.000

TABLE 5

THEORY Y SCORE - POST

V44	FREQUENCY	CUM. FREQ.	PERCENT	CUM. PERCENT
49	3	3	3.158	3.158
50	1	4	1.053	4.211
51	3	7	3.158	7.368
52	2	9	2.105	9.474
53	4	13	4.211	13.684
54	2	15	2.105	15.789
55	2	17	2.105	17.895
56	8	25	8.421	26.316
58	8	33	8.421	34.737
59	7	40	7.368	42.105
60	1	41	1.053	43.158
61	3	44	3.158	46.316
62	3	47	3.158	49.474
63	4	51	4.211	53.684
64	3	54	3.158	56.842
65	2	56	2.105	58.947
66	2	58	2.105	61.053
67	4	62	4.211	65.263
68	4	66	4.211	69.474
69	4	70	4.211	73.684
70	3	73	3.158	76.842
71	4	77	4.211	81.053
72	2	79	2.105	83.158
73	1	80	1.053	84.211
74	3	83	3.158	87.368
75	1	84	1.053	88.421
76	1	85	1.053	89.474
77	1	86	1.053	90.526
78	1	87	1.053	91.579
79	3	90	3.158	94.737
81	1	91	1.053	95.789
85	1	92	1.053	96.842
86	2	94	2.105	98.947
89	1	95	1.053	100.000

to discuss very specific management problems relating to their firms in Egypt demonstrated that most participants were highly motivated students of management.

Because part of the training at SIU-C was introductory knowledge of the functional areas of business, lectures were utilized more frequently than originally anticipated. However, the cases and classroom exercises, including the computerized business simulation exercise (Tempomatic IV) proved to be the most interesting and rewarding learning experience.

A few brief comments about the standardized test data from the General Management Test should verify the personal reports of the instructional staff. For example the range of participants' entrance scores extended from 10 to 78. Their post-test scores ranged from 38-108. The upward movement of the mean score and the widening of the range in scores is in keeping with the staff philosophy of requiring a minimum level of knowledge by all participants and then providing extra opportunities for the exceptionally motivated individuals. Analysis of individual cases showed significant advances in particular subsections of the General Management Test. While there was considerable good natured concern about the overall load of reading assignments in instructors' handouts, analysis of particular test items support the specific reading assignments and lecture emphasis provided by the MMEP staff. The pre-test mean score of 36.5 and the post-test mean score of 69.1 provide objective evidence that the participants acquired significant management knowledge.

#### The Curriculum

The curriculum for the training sessions was organized into the following five areas:

- a. Business policy and strategy formulation;
- b. Business planning and methodology;
- c. Accounting and financial control systems;

- d. Management systems including EDP and MIS;
- e. Marketing with special emphasis on international aspects; and,
- f. International business policy and administration.

The major topics and the professors responsible for instruction within the five broad curriculum areas are shown in Appendix B.

#### The Staff

The training portion of the MMEP was judged excellent by the participants. All of the professors were rated positively, classroom facilities were more than satisfactory, study materials were suitable, the general attitudes of the administration and faculty were rated as superior and the teaching commitments of faculty were judged most favorably by the participants. For a detailed analyses responses to individuals and various aspects of the program see Appendix C.

#### Management Computer Simulation Game

During the last week on campus participants were divided into eight teams. Tempomatic IV allowed the participants to integrate and apply their accumulated knowledge, to master the skill of decision-making, and to function as managers in a simulated but realistic business environment. The participants were very much involved in the decision-making process and were very excited about the learning experience. Their final reports and presentations were excellent. This period was extremely productive as it forced a number of participants to defend past actions and to experience the consequences of not insisting on the pursuit of a particular policy.

#### Banking Exercise

During the final week at SIU-C, the third group participated in a simulation exercise, "You're the Banker" developed by the Federal Reserve Bank of Minneapolis. Participants were questioned concerning their attitudes toward banks and bankers and then asked to participate in the exercise. Later they were surveyed again about their attitudes.

Analysis of these data indicated a shift in attitudes as a result of participation in the exercise. Generally, the managers became more supportive of banks and bankers.

#### Case Studies

Different cases covering various concepts and techniques in business were used in the program. They were administered throughout the program to monitor the participants' assimilation of knowledge and their improvement in logical reasoning, quality of writing and decision-making abilities.

While there is no data to support the feelings of the faculty, the use of U.S. or internationally based cases and exercises did not appear to limit their value as learning devices. On the contrary, the instances where differences between U.S. and Egyptian business practices were cited appeared only to serve as focal points for discussions which often were very basic and considered the difference between U.S. and Egyptian environmental parameters. Often, the conclusion was that the basic management theories prevailed.

#### The Internship Experiences In American Business

The internship experiences were the unique feature of this particular training program and contributed a major portion of the "American experience" imparted by the program. Many unforeseen factors such as weather conditions, union contract negotiations, plant closings and re-tooling and employee vacation schedules created some problems in obtaining the optimum internship experience for each participant. Some firms were found to be extremely cooperative and helpful while others were reluctant to participate in the program.

Generally, we sought to place participants in pairs and in firms related in their operations to the jobs and industry of the participants. Both large and small firms were sought with the hope that participants would have a more realistic understanding of U.S. firms as well as the particular advantages each firm had to offer. While large firms generally possessed more elaborate and

sophisticated equipment and systems, smaller firms usually provided a better opportunity for the participants to interact with the highest levels of management. While the program was designed to concentrate upon the management aspects, rather than the technical aspects, participants generally had an opportunity to compare the technical operations of U.S. firms with the practices of their own firms.

Probably the most frequent comment about the internships concerned the participative aspect of U.S. management. A majority of the participants were impressed by the interaction between all levels of management to solve problems. While their stay in the firms was generally too short to allow them to become a part of that decision-making process, they did gain an appreciation for the open sharing which often occurred within all levels of the management team.

Finally, the staff became aware of a unique benefit which appeared to have come from the stay in Carbondale and the internship sites. Many managers commented upon leaving that they appreciated the opportunity to come to Carbondale and to have their internships in small and medium-size U.S. communities as well as major cities. At the completion of the program, they had a broader, less stereotyped view of Americans in addition to the experience in industry. The common factor that appeared to be associated with the most successful internships was the quality and sincerity of the Egyptian participants and the executives within the host firms.

Many specific comments had been cited and most of the meaningful data had been reported in prior reports on this program. The real success, however, will not be measured by a tabulation of these data, but by the performance and influence these program participants will have on the management of their own firms. Appendix D shows the internship sites for all the MMEP participants.

#### The Participants' Acceptance of the MMEP Concepts

The MMEP participants went well beyond the acquisition of management knowledge. They achieved a high degree of awareness of modern management

concepts and specific practices of American business. Moreover, the participants developed a high degree of personal acceptance and actual adoption of those practices in their respective Egyptian firms.

The participants made substantive contributions toward furthering an understanding and improvement of the business climate between Egypt and the United States. As shall be shown later in this report, the Egyptian managers were very successful in achieving the explicit objectives set for them. However, they have also further achieved the unstated implicit objective of increasing mutual understanding and appreciation of the existing and potential interrelationships between Egypt and the U.S. business. This appears to be a paramount value of the program.

Although the participants made significant progress in the mastery of the principles of modern management concepts and techniques, it would be an error to evaluate the MMEP solely from the point of view of what the participants learned. The SIU-C's evaluators have found that the U.S. firms were favorably impressed by the capabilities of the management interns and their plans for the development of Egyptian business. Many American business executives admitted that the interns were a decisive factor in the shedding of their antiquated views toward Egypt and expressed desire to actively work for future cooperative development efforts with their Egyptian counterparts.

Although it cannot be exactly measured, this program created many business ties and close personal relationships among individuals which should be an important foundation for both Egypt and the U.S. in facilitating a more expansive trading partnership. For example, Ehab Sultan and H. Hassan were able to talk to U.S. garment buyers and were able to have some U.S. buyers arrange trips to Egypt to look at various Egyptian lines. There are many other examples of developing Egypt-U.S. assistance and trade listed in Table 6.

While specific business developments were very important to our individual participants, it was the understanding of the other's mode of business operations

TABLE 6

## Development Programs

M. El-Shimi	Development of Solar Cells
H. E. A. Hassan	Expansion of Ready Made Garments Trade--Introduction of "F" UNITEX Fashion Lines into U.S. Market
H. E. A. Hassan	Production Specialty Blended Sewing Threads
A. N. Fattah	Joint Ventures for Rural Electrification in two of 32 rural zones
H. El-Sherif	Market Expansion of Engineering and Construction Management
Kout Mazen	A Joint-Venture Company in the field of Hotels
N. Demian	Development of Nurseries for SADAT City
A. Yehia	Develop an Integrated Computerized Information System to Assist H.I.O. to Improve the Quality of Services
A. Youssef	Development of Shipwrecking Dockyard

that was most valuable. The constraints of culture on business, and the value of cooperation among individuals and firms to achieve mutual goals have been learned by Egyptians and Americans alike.

The Summary Evaluation of Achievement of the MMEP Objectives

The following pages contain the summary evaluation of the Middle Management Education Program taken from the staff reports and MMEP-data base. The explicit objectives in the USAID contract with SIU-C were achieved on time and were delivered according to the proposed numbers. All the objectives set for the project were achieved. In the third group, four of the selected participants cancelled out and did not come to the United States for health reasons. The alternates could not be freed from their companies on such short notice. The MMEP Executive Officer had scheduled 39 participants to compensate for the cancellations in the first two groups.

The summary evaluation consists of three categories:

1. The proposed objectives which appeared in the USAID/SIU-C contract;
2. The frequency of actual achievements; and,
3. The percentage of achievements which shows the percentage of actual attainment to the proposed objectives.

A Summary Evaluation of the MMEP

A. <u>Proposed Objectives</u>	B. <u>Achievements</u>	C. <u>Percentage of Actual/ Proposed Achievements</u>
1. Maintenance of an Executive Office in Egypt from November 8, 1978 to December 22, 1979.	1	100%
a. Executive Officer to reside in Egypt for project period. Dr. Hussein Elsaid-- speaks Arabic.	1	100%
b. Provide liaison with Egyptian ministries and firms.	Groups I, II, III	100%
c. Coordination with Egyptian Educational institutions.	American University Ain Shams University Alexandria University	100%
d. Provide short-term technical assistance		
Three-week preparatory phase	Groups I, II, III	100%
2. To select 100 participants plus 20 alternates for MMEP.	100 participants 6 alternates	100% 30%
3. To construct MMEP modules 2 and 3 by August 1, 1979, (specifically eight case studies in international business in the following areas).		
a. Business policy and strategy formulation	1 case	100%
b. Corporate planning and methodology	2 cases	100%
c. Accounting and financial control systems	2 cases	100%

A Summary Evaluation of the MMEP

A. <u>Proposed Objectives</u>	B. <u>Achievements</u>	C. <u>Percentage of Actual/ Proposed Achievements</u>
d. Marketing (international emphasis)	2 cases	100%
e. International business and administration	1 case	100%
4. To train 100 middle level Egyptian managers by November 3, 1979.		
a. English language training Cairo.	96 participants	96%
b. Four weeks of classroom instruction at SIU-C.	96 participants	96%
c. First three-week internship in American business	96 participants	96%
d. Classroom instruction and integration of internship experience into personal development plan at SIU-C.	96 participants	96%
e. Second three-week internship in American business.	96 participants	96%
f. Classroom instruction, computer simulation of team management strategies, assessment of program and individuals' critiques at SIU-C.	96 participants	96%
g. One-week review and evaluation of Groups I, II, and III	Groups I, II, III	100%

III. Recommendations For Phase II--Long-Term Program

SIU-C's MMEP experience suggests a number of changes in the program.

Program Design

The training period should be extended from 15 weeks to 19 weeks and should allow for basic management training to take place in Egypt. The distribution of the 19 weeks can be as follows:

Weeks 1-4	Basic Management	Egypt
Weeks 5-8	On-Campus	U.S.
Weeks 9-11	On-Site	U.S.
Weeks 12-13	On-Campus	U.S.
Weeks 14-16	On-Site	U.S.
Weeks 17-18	On-Campus	U.S.
Week 19	Review/Evaluation	Egypt

The first recommended change is to seek an Egyptian institution (e.g., Ain Shams Faculty of Commerce or Alexandria University Faculty of Commerce) to have the primary responsibility for conducting the basic management training portion of the program. In this phase the U.S. contractor would work in a coordinator's and advisor's capacity. This training should be conducted sufficiently in advance of the U.S. portion of the program so that the participants can have time to digest the vast array of training materials provided, and have an opportunity to reach some established minimum competence level before they are eligible for the U.S. portion of the program. This experience should be conducted in English in preparation for later participation in the U.S. training.

It is recommended that this training be in residence. Otherwise, the participants generally will be preoccupied with both family and work related matters. In addition, it should be flexible to allow for a shorter basic training period for managers with a strong business education background.

The second recommended change is to increase the U.S. training phase from 12 to 14 weeks. The portions of the U.S. classroom training which appeared to be most successful both from the point of view of the faculty and the partici-

pants were the development of specific management skills. This required the use of computer management simulation games, cases and other forms of experiential learning.

Such training has the advantage of placing the participants in the primary role of decision-makers where they are faced with typical management situations. Thus, a management environment can be created which will place them in the primary role, and in a position where they must utilize the knowledge that they have gained in their earlier class sessions to solve management problems. Typical of the skills that can be developed through such exercises are communication, inter-personal and group dynamics, and the roles of leaders and team members. Specific exercises can also develop planning and strategic processes and awareness of the nature of the interrelationships of management systems.

The two week increase in the U.S. training portion would allow for the proper coverage of advanced modern management concepts and techniques, and their application in business operations. It is also recommended that the internship component of the U.S. training be flexible with regard to the period a participant is allowed to spend in one firm, anywhere from one to six weeks.

Based on SIU-C's experience, one week for "review and evaluation" seems to be very appropriate. It would be very difficult to keep the participants interested and involved for a longer period of time after their return from the U.S.

#### U.S. Coordination

The U.S. coordinators' job proved to be very demanding and absolutely necessary. During the MMEP "pilot phase" there were two half-time coordinators--a participants' coordinator and an internship coordinator. This arrangement was very unfair to the coordinators. They had dual responsibilities, one to their regular jobs and the other to the project. The latter was almost a full-time

job by itself. Thus, it is recommended that one full-time qualified professional (not necessarily a faculty member) with sufficient helping staff should be responsible for this vital function.

### Selection Process

The MMEP nominees had very much appreciated the fairness and impartiality of the selection process, even those who were turned down. This added to the seriousness and integrity of the program and kept it from becoming a patronage haven. Thus, the selection process has to remain open (i.e., not secretive), fair and impartial. This is not a recommendation for change, but for maintaining the present responsibility for the final selection of participants with the American contractor.

### Follow-Up

Phase II should include an explicit follow-up scheme. Without a reasonably long follow-up, the program is not likely to achieve its full potentials. The enthusiasm and interest in the program and its benefits would quickly fade away if such a scheme is not adopted. In addition, MMEP graduates will need continuous support in their efforts as "agents of change" in their respective Egyptian companies. Such a scheme may entail:

1. Follow-up meetings, at three month intervals, with the MMEP graduates and their supervisors;
2. A communication channel between the American contractor and the MMEP graduates, through a newsletter or any other device; and,
3. Encouragement and support for the MMEP Alumni Association.

#### IV. Concluding Remarks

The need for management development in Egypt cannot be overstated. It is imperative to have high quality management for the efficient allocation and utilization of the limited resources available. The absence of such management can retard the country's economic development.

The lack of delegation of authority with a commensurate accountability system in Egyptian business establishments has hampered the development of managerial talents. Egyptian business firms need workable and meaningful motivational schemes and incentive systems. SIU-C is willing to do its utmost in working with Egyptian professionals in this very vital area.

APPENDIX A

Agreement for Cooperation in the MMEP  
Between SIU-C and the NIMD

AGREEMENT FOR COOPERATION BETWEEN SOUTHERN ILLINOIS UNIVERSITY  
AT CARBONDALE ( SIU - C ) AND THE NATIONAL INSTITUTE FOR  
MANAGEMENT DEVELOPMENT ( NIMD, EGYPTIAN COUNTERPART) IN THE  
MIDDLE MANAGEMENT EDUCATION PROGRAM ( MMEP ) FOR EGYPT.

- I. The parties agree to form an executive committee composed of Drs. Naguib Iskander, Chairman, Atef Ebeid ( Cairo Univ. ) , Salah el Sayed ( AUC ) , Esmat El Maayergy(NIMD) and Hussein H. El Said as observer . In all its activities, the committee will use the contract between SIU-C and USAID as the term of reference, and will be responsible for the following:
  - A. The design, execution, and development of courses for Modules 1 and 3 in cooperation with the SIU-C staff. In addition, the committee will review Module 2 and provide SIU-C staff with appropriate feedback.
  - B. The recruitment of organizations and candidates for the MMEP in accordance with the criteria set forth by the MMEP Planning Council.
  - C. The selection, in cooperation with SIU-C, of Egyptian faculty for Modules 1 and 3 from the professionals practicing in the field of management development in Egypt.
  - D. The preparation of training materials, cases, and practical exercises pertinent to the Egyptian environment in cooperation with SIU-C.
  - E. The selection of Egyptian faculty and other professionals to follow up Module 2 in the U.S.
  - F. The cooperation with SIU-C in coordination of all phases of the MMEP.

- G. The development, jointly with SIU-C, of the mechanism for the proper review and evaluation of the project.
- H. The development of a mechanism that will bring about strong Egyptian institutional support for the program.
- I. The design and development, jointly with SIU-C, of longterm management development programs suitable for Egypt based on the MMEP experience.
- J. The availability of logistical support for the program in Egypt.

II. In conducting all these activities, the committee will observe the time constraint imposed on the contractor ( SIU-C ) , i.e., Module I for the first group of managers will begin of January 13, 1979. This is with the full understanding that adjustments and further developments in the MMEP may be made during the progression of the various groups through the three modules.

III. In case of any disagreement on the interpretation of the provisions of the contract ( the term of reference ) the matter will be submitted to the MMEP Planning Council and to AID/ Egypt for arbitration and clarification.

31/12/1978  
( Date )

A. M. Salmi

Dr. aly El Salmi  
Minister of State for  
Control and Follow Up  
and Chairman of the  
Board of the NIMD.

Hussein H. Elsaid

Dr. Hussein H. Elsaid  
MMEP Executive Officer

APPENDIX B

Middle Management Education Program  
Curriculum  
for  
Groups I, II and III

SUGGESTED SCHEDULE

MMEP

8:30-11:30am

11:30-1:00pm  
(Lunch time)

1:00-4:00pm

4-6pm

	8:30-11:30am	11:30-1:00pm (Lunch time)	1:00-4:00pm	4-6pm
February day 26	Introduction & Orientation (Overview--Darling) Illinois Room	(SPEAKERS) Dr. Frank Horton Ohio Room	CAMPUS TOUR (pre-test) Illinois Room	GRADUATE ASSISTANTS
Feb. 27	Production (Busson) Illinois Room	U.S. -- Dr. Jerry Gaston Ohio Room	Statistics (Mathur) * Probability Theory & Hypotheses testing Illinois Room	GRADUATE ASSISTANTS
Feb. 28	Management (Jauch) Planning Illinois Room	U.S. Business (Business Community) Ohio Room	Marketing (Walters) Illinois Room	GRADUATE ASSISTANTS
March rs. 1	Production (Busson) Kask/MO Room	U.S. History Illinois Room	Finance (Mathur) Working Capital Management Kask/MO Room	GRADUATE ASSISTANTS
2	TOUR-----			
3	Statistics (Mathur) Regression Models	--	Introduction to Data Processing (Busson)	
4	FREE TIME	--	Invitations	GRADUATE ASSISTANTS
CH 5	Management (Jauch) Organization Illinois Room	U.S. Economy Ohio Room	Marketing (Walters) Illinois Room	GRADUATE ASSISTANTS
Feb. 6	Accounting (Basi) Illinois Room	-- Ohio Room	Computer Center Visit (Wham--2:00pm) (Busson) Illinois Room	GRADUATE ASSISTANTS
7	International Business (Darling) Illinois Room	Business Community Ohio Room	Marketing (Walters) Illinois Room	GRADUATE ASSISTANTS
rs. 8	Accounting (Basi) Kask/MO Room	Political Science Illinois Room	Finance (Mathur) Capital Budgeting Kask/MO Room	GRADUATE ASSISTANTS
9	Accounting (Basi) Illinois Room	-- Ohio Room	Management (Jauch) Direction Illinois Room	GRADUATE ASSISTANTS
10	-----	-----	-----	
11	-----	-----	-----	

8:30-11:30am

11:30-1:00pm  
(Lunch Time)

1:00-4:00pm

4-6:00pm

CH 12	International Business (Davids) Illinois Room	-- Ohio Room	Finance (Mathur) Capital Structure Illinois Room	GRADUATE ASSISTANTS
s. 13	International Business (Darling) Mississippi Room	-- Illinois Room	Accounting (Basi) Mississippi Room	
14	Management (Jauch) Control, coordination and conflict Mississippi Room	-- Ohio Room	Finance (Davids) Money & Capital Markets Mississippi Room	
rs 15	Production (Bussom) Mississippi Room	-- Illinois Room	Marketing (Darling) Mississippi Room	
16 17 18 19	T R (Free time for a long trip-- ) I P			
CH 20	Case in Accounting & Finance (Basi and Mathur) Ohio Room	-- Illinois Room	SER (Davids) Ohio Room	GRADUATE ASSISTANTS
21	Case in Management (Jauch) Mississippi Room	-- Ohio Room	SER (Davids) Mississippi Room	
s 22	Case in Marketing (Walters) Mississippi Room	-- Illinois Room	SER & International (Darling) Mississippi Room	
23	Case in Production (Bussom) Mississippi Room	-- Illinois Room	SER (Basi & Mathur) Mississippi Room	
24	-----			
25	LEAVE FOR INTERNSHIPS			



Date	8:30-11:30am	11:30-1 (Speakers)	1:00-4:00pm	4-6
May n. 21	Introduction and Orientation, (Darling, Hennawi, Wilson.) Campus Tour. Illinois Room	Ohio Room	Management-- Jauch Illinois Room	
22	Statistics-- Mathur. Illinois Room	Dr. Frank E. Horton Ohio Room	Management-- Jauch Illinois Room	
23	Management-- Jauch Illinois Room	U.S. Culture Mississippi Room	Statistics-- Mathur Illinois Room	
24	Finance-- Mathur Illinois Room	President Brandt Ohio Room	Introduction to EDP--Bussom Illinois Room	READINGS & HOMEWORK
i. 25	Management-- Wilson Illinois Room	U.S. Geogra- phy. Ohio Room	Accounting-- Basi Illinois Room	
t. 26				
n. 27				
n. 28	Accounting-- Basi		Introduction to EDP-- Bussom	
29	Finance-- Hennawi Illinois Room	Agriculture. Ohio Room	Accounting-- Basi Illinois Room	
30	International Business-- Davids Ill. Room	U.S. History Ohio Room	Marketing-- Walters Illinois Room	
31	Marketing-- Walters Illinois Room	English-- Ohio Room	Finance-- Davids Illinois Room	READINGS & HOMEWORK
ne .. 1	-----COMPANIES: TOUR-----			
.. 2	Marketing-- Walters		-----	
. 3				

ate	8:30-11:30am	11:30-1:00 (Speakers)	1:00-4:00pm	4-6pm
me	*The coffee session will be held in Room 108.			
on.. 4	Production-- Bussom Gen. Classrooms 109	U.S. Economy	International Business-- Darling GnCl 109	HOMEWORK AND READINGS
5	* Marketing-- Gen. Cl. Darling 109		Production-- Bussom G.Cl.109	
6	* International Business-- Darling Gn. Cl. 109		Production-- Bussom General Classroom 109	
7	* Accounting-- Basi Gn. Cl. 109		Finance-- Hennawi G.Cl. 109	
8	* Case in Production --Bussom Gn. Cl. 109		SER-- Davids G.Cl.109	

9  
10  
11  
s. 12

FREE TIME      LONG TRIP      FREE TIME      LONG TRIP

13	Case in Manage- ment--Jauch Mississippi Room	Art Illinois Room	SER-- Davids Mississippi Room	HOMEWORK AND READINGS
14	Case in Account- ing--Basi Mississippi Room	Political Science Illinois Room	SER-- DARLING Mississippi Room	
15	Case in Market- ing--Walters Mississippi Room	Illinois Room	Case in Finance-- Mathur Mississippi Room	
16				
17	LEAVE FOR INTERNSHIPS			

		(Speakers)	4)	
ly				
on. 9	Evaluation of Internship Experience-- Mississippi Room	Illinois Room	Hennawi, Wilson, Basi, & Bussom Mississippi Room	
10	Case-- Jauch Miss. Room	Tourism Illinois Room	SER-- Basi Miss. Room	HOMWORK AND READINGS
11	Case-- Walters Mississippi Room	Oil Crisis Ill. Room	SER-- Davids Mississippi Room	
12	Case-- Darling Illinois Room	Ohio Room	SER-- Mathur Illinois Room	
13	CASE-- Davids Mississippi Room	Middle East Peace Ill. Room	SER-- Walters Mississippi Room	
t. 14				
n. 15	LEAVE FOR INTERNSHIPS			
g.				
n. 6	Game Introduction Jauch Ill. Room	Ohio Room	Game 1st. Qr. Dec. Wilson & G.A. Ill. Room	HOMWORK AND READINGS
7	Game 2nd Qr. Dec. Basi & Mathur Illinois Room	Ohio Room	Internship Evaluation-- Hennawi, Mathur, Wilson, (Ill.) Bussom.	
8	Game 3rd Qr. Dec. Bussom & Davids Illinois Room	Ohio Room	Internship Evaluation (IE)*-- Hennawi, Darling, Basi, & Davids. (Ill. Room)	
9	Game 4th Qr. Dec. Darling & Walters Illinois Room	Ohio Room	Program Evaluation (P.E.)*--Hennawi, Davids, Mathur, & Walters. (Ill. Room)	
10	Evaluate Game; prepare annual report to stock- holders (represented by all faculty)--Wilson (Ill. Room)	Ohio Room	P.E.--Hennawi, Wilson, Jauch, Walters, Darling Illinois Room	RECEPTION
t. 11	LEAVE FOR CAIRO--GROUP II;		GROUP III ARRIVES	

.E.= Internship Evaluation.  
.P.E.= Program Evaluation.

Revised Schedule for July 9-July 13

July 9 Monday	8:30-11:30AM 1:00-4:00pm		Evaluation of Internship Experience (Set up 8 teams for the business game). Hennawi, Wilson, Basi, Bussom
July 10	8:30-11:30AM	11:30-1:00	1:00-4:00pm
	Lecture on game decisions and computer layout (Jauch) Mississippi Room (Kask., Mo.)	LUNCH	Game decisions 1 to be made by teams (Jauch, Wilson, Herron) Mississippi Room (Kask, Mo.)
July 11	Case (Walters) Mississippi Room (Kask, MO)	LUNCH	SER (Mathur) Mississippi Room (Kask, MO)
July 12	Case (Darling) Illinois Room	LUNCH	Game Decision 2 (General Classroom Room 108) 3-4PM Teams 1-4 4-5PM Teams 5-8 (Jauch, Wilson, Herron)
July 13	Case (Davids) Mississippi Room	Luncheon Illinois SPEAKER: Dr. Howard Olson	SER (White) Mississippi Room

PROPOSED SCHEDULE  
Group III

4/11

date	8:30- 11:30	11:30-1:00	1:00-4:00pm	4-6pm
Aug. 3	Orientation Elsaied/Wilson  (Illinois Room)	Lunch	Campus Tour  (Student Center, Liabrary, and general tour of C'dale via bus)	
	Statistics Mathur (Illinois Room)	Lunch	Finance Mathur (Illinois Room) (Illinois Room)	
5	Accounting Basi (Illinois Room)	Lunch	Management Jauch ** (Illinois Room)	
6	Management Jauch Illinois Room	Lunch	Statistics Mathur (Illinois Room)	
	Marketing Walters (Illinois Room)	Lunch	Marketing Walters (Illinois Room)	

\*\*Participants, please read chapters 11 and 12 in the Management text for Dr. Jauch's session on Wednesday, August 15.

WEEK 2  
Teaching Schedule

8:30-11:00

1-4:00pm

	8:30-11:00	1-4:00pm
Monday, Aug. 20	Walters (Marketing) Illinois Room	Mathur (Finance) Illinois Room
Tuesday, Aug. 21	Darling (Marketing) Illinois Room	Pre-test--(George) Illinois Room
Wednesday, Aug. 22	Davids (Finance) Illinois Room	Test -- George Illinois Room
Thursday Aug. 23	Davids (International Business) Illinois Room	Jauch (Management) Illinois Room
Friday, Aug. 24	Jauch (Management) Illinois Room	Luncheon Guyon-- Ohio Rm. Darling (International Business) Illinois Room
Sat. & Sun 24 & 25	St. Louis Trip	→

Date	8:00 - 11:30	11:30 - 1:00	1:00 - 4:00	(on campus)
August 27	Hensley (Miss. Rm) Management of Development activities		Mathur (Miss. Rm) (SER)	
August 28	Basi (Miss Rm.) Accounting		Basi (Miss. Rm) Accounting	
August 29	General Radiator (1/2) General Tire (1/2) 10:00-12:00	12-2 Lunch	General Tire (1/2) General Raditor (1/2) (2:00 - 4:00)	
August 30	Darling (SER) (Miss. Rm.)		Basi (Case) (Miss. Rm.)	
August 31 - September 3	LONG WEEKEND			46
September 4	Wilson (Miss. Rm.) General Management		Jauch (Case) (Miss. Rm.)	
September 5	Davids (Miss. Rm.) (Case)		Mathur (Case) (Miss.) (1:00 - 3:30)	Formal receptions set up in areas of individual sectors (3:30 - 5:30)
September 6	Wilson Management (Miss. Rm.)		Wilson (EDP) Tour (Faner, Wham)	
September 7	Davids (Case) Miss. Rm.		Davids (SER) (Miss. Room) George (3:30-4:00) Internship briefing	
	Internships -- (Sept. 9 - Sept. 30)			

Date	8:00-11:30	11:30-1:00	1:00-4:00	(on campus)
October 1	(Mississippi Rm) Evaluation of Internships (Wilson, Hensley; Basi		(Mississippi Rm) Wilson (CASE) Management (Set up teams for Bus, Game)	
October 2	Darling (CASE) (Miss. Room)		Walters (CASE) (Miss Room)	
October 3	Jauch (Intro to the Tempo) (Miss. Room)		(Miss. Room) Decision I (Jauch, Wilson George, Mark)	
October 4	Basi (CASE) (Miss. Room)		Walters (CASE) (Miss. Room)	
October 5	Decision II (George & Mark) Miss. Room		Walters (SER) Miss. Room	
INTERNSHIP-- October 7-October 27				47
October 29	Decision, 3rd Qtr. (Mark, George) Ill. Room		Evaluation of 2nd Internship (Wilson, Hensley, Bussom) Ill. Rm.	
October 30	Question- naires- (Ill. Rm.)		Bussom (Production) Ill. Rm.	
October 31	Decision 4th Qtr. (Mark, George) (Miss. Rm)		Davids (SER) (Miss. Rm.)	
November 1	Bussom (Production) (Miss. Rm)		Bussom (Production) (Miss. Rm.)	
November 2	Stockholders' Meeting--Present Reports (Illinois Room)			
November 3	Participants Depart			

APPENDIX C

Evaluation of Training  
Experience  
Groups I, II and III



SA = Strongly Agree

D = Disagree

A = Agree

SD = Strongly Disagree

N = Neither agree or disagree

Leave inapplicable items blank

	<u>(+2)</u> <u>SA</u>	<u>(+1)</u> <u>A</u>	<u>(0)</u> <u>N</u>	<u>(-1)</u> <u>D</u>	<u>(-2)</u> <u>SD</u>	<u>Blank</u>	<u>Mean</u>
12. Overall communication between you and the administration of the Middle Management Education Program was adequate.	23%	65%		8%		4%	+1.08
13. The computer business game was of high value to you.	65%	35%					+1.65
14. The timing of the business game was appropriate.	19%	27%	15%	31%	8%		+ .19
15. The community of Carbondale was friendly.	35%	57%	4%	4%			+1.23
16. Per diem was sufficient.		23%	12%	27%	38%		- .87
17. Your interaction with the participants was rewarding.	4%	85%	11%				+ .92
18. The personnel of the internship companies were cooperative.	50%	42%	8%				+1.42
19. The work and attitude of the participants' coordinator have met your expectations.	73%	19%	4%	4%			+1.62
20. The work and attitude of the company liason coordinator have met your expectations.	12%	50%	23%	11%	4%		+ .54
21. The work and attitude of graduate assistant, George Aronson, has met your expectations.	27%	62%	7%	4%			+1.12
22. The work and attitude of graduate assistant, Bill Herron, has met your expectations.	31%	54%	7%	4%		4%	+1.12
23. The work and attitude of the secretary of the project has met your expectations.	19%	46%	12%	19%	4%		+ .58
24. Your overall experience in U.S. was favorable.	50%	50%					+1.50

EVALUATION OF CLASSROOM EXPERIENCE  
Group I

A questionnaire was administered to the participants at the end of the program to assess the classroom instructors, the classroom portion of the program, and the degree to which progress was made in reaching various classroom objectives. The responses were assigned weights to enable a weighted-average mean to be calculated for each item.

SA = Strongly agree

D = Disagree

A = Agree

SD = Strongly Disagree

N = Neither agree or disagree

Leave inapplicable items blank

	(+2) <u>SA</u>	(+1) <u>A</u>	(0) <u>N</u>	(-1) <u>D</u>	(-2) <u>SD</u>	<u>Blank</u>	<u>Mean</u>
1. <u>In general, the classroom instructors:</u>							
a. were prepared for class	36%	60%	4%				+1.32
b. knew if students understood him	16%	36%	28%	20%			+ .48
c. answered impromptu questions satisfactorily.	28%	72%					+1.28
d. were organized and presented subject matter well.	28%	60%	8%	4%			+1.12
e. showed an interest in students	36%	28%	32%	4%			+ .96
f. were enthusiastic about the subject	32%	56%	12%				+1.20
g. taught the class effectively	16%	52%	32%				+ .84

EVALUATION OF CLASSROOM EXPERIENCE  
Group I (Continued)

2. In general, the classroom portion of the program was:

	<u>(+2)</u> <u>SA</u>	<u>(+1)</u> <u>A</u>	<u>(0)</u> <u>N</u>	<u>(-1)</u> <u>D</u>	<u>(-2)</u> <u>SD</u>	<u>Blank</u>	<u>Mean</u>
a. a good learning experience	16%	80%		4%			+1.08
b. well organized	8%	56%	24%	12%			+ .60
c. very interesting	8%	68%	8%	16%			+ .68
d. a waste of time		4%	8%	32%	56%		-1.40
e. too difficult	8%	16%	32%	44%			- .12
f. often confusing		20%	16%	56%	8%		- .52
g. good	24%	64%	12%				+1.12

3. The results for progress in the various classroom objectives are as follows:

E = Exceptional progress  
V = Very good progress  
G = Good progress

L = Little progress  
N = No progress  
Leave inapplicable items blank

	<u>(4)</u> <u>E</u>	<u>(3)</u> <u>V</u>	<u>(2)</u> <u>G</u>	<u>(1)</u> <u>L</u>	<u>(0)</u> <u>N</u>	<u>Blank</u>	<u>Mean</u>
a. Gained factual knowledge (terminology, classifications, methods, trends).	8%	28%	52%	12%			2.32
b. Learned fundamental principles, generalizations or theories.	8%	28%	56%	8%			2.36
c. Developed specific competencies needed by professionals in my field.	9%	4%	48%	35%	4%		1.79

EVALUATION OF CLASSROOM EXPERIENCE  
Group I (Continued)

E = Exceptional progress  
V = Very good progress  
G = Good progress

L = Little progress  
N = No progress  
Leave inapplicable items blank

	<u>(4)</u> <u>E</u>	<u>(3)</u> <u>V</u>	<u>(2)</u> <u>G</u>	<u>(1)</u> <u>L</u>	<u>(0)</u> <u>N</u>	<u>Blank</u>	<u>Mean</u>
d. Developed creative capacities	4%	32%	52%	12%			2.28
e. Developed a sense of personal responsibility (self-reliance, self-discipline).	8%	16%	64%	12%			2.20
f. Gained a broader appreciation of intellectual-cultural activity.	13%	41%	38%	8%			2.59
g. Developed skill in expressing myself orally and/or in writing.	24%	44%	24%	8%			2.84



EVALUATION OF OVERALL EXPERIENCE  
Group II (Continued)

SA = Strongly Agree                      D = Disagree  
A = Agree                                      SD = Strongly Disagree  
N = Neither agree or disagree              Leave inapplicable items blank

	(+2) <u>SA</u>	(+1) <u>A</u>	(0) <u>N</u>	(-1) <u>D</u>	(-2) <u>SD</u>	<u>Blank</u>	<u>Mean</u>
12. Overall communication between you and the administration of the Middle Management Education Program was adequate.	29%	61%	10%				+1.19
13. The computer business game was of high value to you.	33%	36%	18%	12%			+ .90
14. The timing of the business game was adequate.	17%	37%	10%	30%	6%		+ .29
15. The community of Carbondale was friendly.	41%	37%	19%		3%		+1.13
16. Per diem was sufficient.	9%	28%	12%	38%	12%		- .16
17. Your interaction with the participants was rewarding.	15%	61%	18%	6%			+ .85
18. The personnel of the internship companies were cooperative.	59%	34%	6%				+1.52
19. The work and attitude of the participant coordinator, Dr. M. El-Hennawi, has met your expectations.	67%	33%					+1.67
20. The work and attitude of the company liason coordinator, Dr. H. Wilson, has met your expectations.	30%	33%	6%	15%	15%		+ .48
21. The work and attitude of graduate assistant, George Aronson, has met your expectations.	25%	44%	12%	19%			+ .75
22. The work and attitude of graduate assistant, Bill Herron, has met your expectations.	42%	48%	9%				+1.32
23. The work and attitude of the secretary of the project, Patti Hendricks, has met your expectations.	31%	44%	19%	6%			+1.00
24. Your overall experiences in the U.S. was favorable.	47%	44%	9%				+1.38

EVALUATION OF CLASSROOM EXPERIENCE  
Group II

A questionnaire was administered to the participants at the end of the program to assess the classroom instructors, the classroom portion of the program, and the degree to which progress was made in reaching various classroom objectives. The results are as follows:

SA = Strongly Agree	D = Disagree
A = Agree	SD = Strongly Disagree
N = Neither agree or disagree	Leave inapplicable items blank

	(+2) SA	(+1) A	(0) N	(-1) D	(-2) SD	Blank	Mean
1. In general, the classroom instructor:							
a. was prepared for class							
Dr. Bart Basi	39%	48%	6%	6%			+1.20
Dr. Robert S. Bussom	75%	18%	3%	3%			+1.65
Dr. John R. Darling	21%	39%	18%	15%	6%		+ .54
Dr. Lewis E. Davids	33%	42%	9%	12%	3%		+ .90
Dr. Lawrence R. Jauch	50%	31%	9%	6%	3%		+1.19
Dr. Ike Mathur	45%	42%	9%		3%		+1.26
Dr. C. Glenn Walters	27%	55%	12%	6%			+1.03
Dr. Harold K. Wilson	23%	29%	26%	19%	3%		+ .62
Dr. Mel Hennawi	88%	12%					+1.88
b. knew if student understood him							
Dr. Bart Basi	42%	42%	12%	3%			+1.23
Dr. Robert S. Bussom	58%	30%	3%	6%			+1.40
Dr. John R. Darling	30%	39%	27%	3%			+ .96
Dr. Lewis E. Davids	21%	36%	27%	15%			+ .63
Dr. Lawrence R. Jauch	33%	24%	21%	18%		3%	+ .72
Dr. Ike Mathur	30%	58%	3%		3%	6%	+1.12
Dr. C. Glenn Walters	18%	64%	6%	9%		3%	+ .91
Dr. Harold K. Wilson	18%	45%	24%	12%			+ .69
Dr. Mel Hennawi	70%	30%					+1.70

EVALUATION OF CLASSROOM EXPERIENCE  
Group II (Continued)

SA = Strongly Agree  
A = Agree  
N = Neither agree or disagree

D = Disagree  
SD = Strongly Disagree  
Leave inapplicable items blank

	(+2) <u>SA</u>	(+1) <u>A</u>	(0) <u>N</u>	(-1) <u>D</u>	(-2) <u>SD</u>	<u>Blank</u>	<u>Mean</u>
c. answered impromptu questions satisfactorily.							
Dr. Bart A. Basi	64%	33%	3%				+1.61
Dr. Robert S. Bussom	68%	29%		3%			+1.62
Dr. John R. Darling	30%	45%	19%	3%		3%	+1.02
Dr. Lewis E. Davids	25%	50%	19%	6%			+ .94
Dr. Lawrence R. Jauch	36%	36%	12%	15%			+ .93
Dr. Ike Mathur	45%	48%	3%		3%		+1.32
Dr. C. Glenn Walters	28%	56%	6%	9%			+1.03
Dr. Harold K. Wilson	21%	39%	21%	15%	3%		+ .60
Dr. Mel Hennawi	82%	18%					+1.82
d. organized and presented subject matter well							
Dr. Bart A. Basi	45%	45%	6%	3%			+1.32
Dr. Robert S. Bussom	84%	16%					+1.84
Dr. John R. Darling	41%	38%	12%	9%			+1.11
Dr. Lewis E. Davids	27%	36%	18%	15%		3%	+ .75
Dr. Lawrence R. Jauch	52%	18%	21%	9%			+1.13
Dr. Ike Mathur	45%	52%			3%		+1.36
Dr. C. Glenn Walters	30%	52%	15%	3%			+1.09
Dr. Harold K. Wilson	19%	41%	28%	9%	3%		+ .64
Dr. Mel Hennawi	88%	12%					+1.88
e. showed an interest in students							
Dr. Bart A. Basi	45%	55%					+1.45
Dr. Robert S. Bussom	70%	24%	3%		3%		+1.58
Dr. John R. Darling	34%	37%	19%	9%			+ .96
Dr. Lewis E. Davids	25%	53%	16%	6%			+ .97
Dr. Lawrence R. Jauch	33%	36%	15%	15%			+ .87
Dr. Ike Mathur	27%	58%	12%		3%		+1.06
Dr. C. Glenn Walters	24%	64%	6%	6%			+1.06
Dr. Harold K. Wilson	21%	42%	21%	12%	3%		+ .78
Dr. Mel Hennawi	76%	24%					+1.76
f. was enthusiastic about the subject							
Dr. Bart A. Basi	58%	30%	12%				+1.46
Dr. Robert S. Bussom	70%	27%	3%				+1.67
Dr. John R. Darling	39%	39%	12%	6%	3%		+1.06
Dr. Lewis E. Davids	24%	55%	15%	6%			+ .97
Dr. Lawrence R. Jauch	50%	19%	19%	12%			+1.07
Dr. Ike Mathur	33%	52%	12%	3%			+1.15
Dr. C. Glenn Walters	36%	52%	6%	6%			+1.18
Dr. Harold K. Wilson	21%	39%	24%	15%			+ .66
Dr. Mel Hennawi	79%	21%					+1.79



EVALUATION OF CLASSROOM EXPERIENCE  
Group II (Continued)

E = Exceptional Progress  
L = Little Progress  
V = Very Good Progress

G = Good Progress  
N = No Progress  
Leave inapplicable items blank

	(+2) <u>E</u>	(+1) <u>V</u>	(0) <u>G</u>	(-1) <u>L</u>	(-2) <u>N</u>	<u>Blank</u>	<u>Mean</u>
5. Developed a sense of personal responsibility (self-reliance, self discipline).	6%	38%	41%	12%	3%		+ .32
6. Gained a broader appreciation of intellectual-cultural activity.	15%	39%	33%	12%			+ .57
7. Developed skill in expressing myself orally and/or in writing.	15%	24%	42%	15%	3%		+ .33

60  
EVALUATION OF OVERALL EXPERIENCE  
Group III

At the end of the program, the participants were given a questionnaire to evaluate their overall experience. The responses were assigned weights and the results are as follows:

SA = Strongly Agree

D = Disagree

A = Agree

SD = Strongly Disagree

N = Neither Agree or Disagree

Leave inapplicable items blank

	(+2)	(+1)	(0)	(-1)	(-2)	Blank	Mean
	<u>SA</u>	<u>A</u>	<u>N</u>	<u>D</u>	<u>SD</u>		
1. Classroom facilities were satisfactory.	55%	45%					+1.37
2. Luncheon arrangements were satisfactory.	19%	71%	10%	3%			+1.06
3. Luncheon speakers were of value.	19%	34%	34%	13%			+ .59
4. Classroom sessions were well scheduled.	24%	52%	12%	12%			+ .88
5. Reading materials were suitable	30%	58%	9%	3%			+1.18
6. Hotel accomodations were appropriate.	33%	61%	3%	3%			+1.24
7. Local transportation was adequate.	32%	52%	6%	13%	3%		+ .97
8. Your problems were promptly handled.	36%	39%	12%	9%	3%		+ .96
9. Travel and hotel arrangements for the internships were satisfactory.	27%	45%	6%	12%	9%		+ .78
10. The general attitude of the administration, faculty and staff of SIU were favorable.	48%	42%	3%	3%	3%		+1.29
11. The internship compaines and locations were adequately planned.	12%	30%	6%	24%	27%		- .24
12. Overall communication between you and the administration of the MMEP was adequate.	39%	42%	9%	9%			+1.11

EVALUATION OF OVERALL EXPERIENCE  
Group III (Continued)

SA = Strongly Agree

D = Disagree

A = Agree

SD = Strongly Disagree

N = Neither Agree or Disagree

Leave inapplicable items blank

	(+2)	(+1)	(0)	(-1)	(-2)		
	<u>SA</u>	<u>A</u>	<u>N</u>	<u>D</u>	<u>SD</u>	<u>Blank</u>	<u>Mean</u>
13. The computer business game was of high value to you.	30%	33%	30%	3%	3%		+ .84
14. The timing of the business game was adequate.	13%	44%	16%	19%	9%		+ .33
15. The community of Carbondale was friendly.	48%	42%	9%				+1.38
16. Per diem was sufficient.		9%	18%	30%	42%		-1.05
17. Your interaction with the participants was rewarding.	34%	66%					+1.34
18. The personnel of the internship companies were cooperative.	36%	45%	3%	12%	3%		+ .99
19. The work and attitude of the participant coordinator, Dr. Oliver Hensley, has met your expectations.	33%	39%	18%	9%			+ .96
20. The work and attitude of the company liason coordinator, Dr. Harold Wilson, has met your expectations.	30%	30%	21%	18%			+ .72
21. The work and attitude of graduate assistant, George Aronson, has met your expectations.	36%	58%	6%				+1.30
22. The work and attitude of graduate assistant; Mark Brown, has met your expectations.	39%	48%	12%				+1.26
23. The work and attitude of the secretary, Patti Hendricks, has met your expectations.	61%	39%					+1.61
24. Your overall experiences in the U.S. was favorable.	67%	30%		3%			+1.61

EVALUATION OF CLASSROOM EXPERIENCE  
Group III

A questionnaire was administered to the participants at the end of the program to assess the classroom instructors and the classroom portion of the program. The results are as follows:

SA = Strongly Agree

D = Disagree

A = Agree

SD = Strongly Disagree

N = Neither Agree or Disagree

Leave inapplicable items blank

	(+2) <u>SA</u>	(+1) <u>A</u>	(0) <u>N</u>	(-1) <u>D</u>	(-2) <u>SD</u>	<u>Blank</u>	<u>Mean</u>
1. In general, the classroom instructor:							
a. was prepared for class							
Dr. Bart A. Basi	69%	31%					+1.69
Dr. John R. Darling	72%	28%				45%	+1.72
Dr. Lewis E. Davids	44%	19%	16%	16%	3%	3%	+ .85
Dr. Lawrence R. Jauch	47%	38%	8%		3%	3%	+1.26
Dr. Ike Mathur	73%	23%	3%				+1.69
Dr. C. Glenn Walters	76%	24%					+1.76
Dr. Harold K. Wilson	42%	21%	12%	18%		6%	+ .87
Dr. Oliver D. Hensley	47%	34%	6%	9%		3%	+1.19
b. knew if student understood him							
Dr. Bart A. Basi	66%	34%					+1.66
Dr. John R. Darling	73%	23%				3%	+1.69
Dr. Lewis E. Davids	36%	18%	12%	18%	6%	9%	+ .60
Dr. Lawrence R. Jauch	46%	39%	3%			6%	+1.28
Dr. Ike Mathur	73%	20%				7%	+1.66
Dr. C. Glenn Walters	73%	20%	3%			3%	+1.66
Dr. Harold K. Wilson	39%	16%	16%	10%	10%	10%	+ .64
Dr. Oliver D. Hensley	44%	28%	9%	6%	3%	9%	+1.04
c. answered impromptu questions satisfactorily.							
Dr. Bart A. Basi	86%	14%					+1.86
Dr. John R. Darling	82%	15%				4%	+1.79
Dr. Lewis E. Davids	47%	16%	16%	16%	3%	3%	+ .88
Dr. Lawrence R. Jauch	43%	39%	11%			7%	+1.25
Dr. Ike Mathur	72%	28%					+1.72
Dr. C. Glenn Walters	72%	24%				3%	+1.68
Dr. Harold K. Wilson	41%	16%	16%	13%	9%	6%	+ .67
Dr. Oliver D. Hensley	52%	26%	6%	6%	3%	6%	+1.18

EVALUATION OF CLASSROOM EXPERIENCE  
Group III (Continued)

SA = Strongly Agree

D = Disagree

A = Agree

SD = Strongly Disagree

N = Neither Agree or Disagree

Leave inapplicable items blank

	(+2) SA	(+1) A	(0) N	(-1) D	(-2) SD	Blank	Mean
d. organized and presented subject matter well.							
Dr. Bart A. Basi	67%	30%					+1.61
Dr. John R. Darling	77%	20%	3%				+1.74
Dr. Lewis E. Davids	41%	28%	13%	13%	6%		+ .85
Dr. Lawrence R. Jauch	49%	26%	7%	14%		3%	+1.10
Dr. Ike Mathur	67%	40%	3%			3%	+1.64
Dr. C. Glenn Walters	55%	40%	3%			3%	+1.50
Dr. Harold K. Wilson	42%	9%	12%	21%	9%	6%	+ .54
Dr. Oliver D. Hensley	41%	34%	9%	9%		6%	+1.07
e. showed an interest in students							
Dr. Bart A. Basi	77%	17%			3%	6%	+1.71
Dr. John R. Darling	74%	18%	3%			6%	+1.66
Dr. Lewis E. Davids	35%	35%	15%	6%	3%	6%	+ .93
Dr. Lawrence R. Jauch	46%	26%	23%			6%	+1.18
Dr. Ike Mathur	53%	35%	6%			6%	+1.41
Dr. C. Glenn Walters	69%	26%				6%	+1.64
Dr. Harold K. Wilson	43%	11%	17%	9%	9%	11%	+ .70
Dr. Oliver D. Hensley	59%	12%	9%	6%	3%	9%	+1.18
f. was enthusiastic about the subject							
Dr. Bart A. Basi	95%					6%	+1.88
Dr. John R. Darling	86%	9%				6%	+1.81
Dr. Lewis E. Davids	46%	29%	11%	6%	3%	6%	+1.09
Dr. Lawrence R. Jauch	46%	43%	3%	3%		6%	+1.32
Dr. Ike Mathur	75%	23%				6%	+1.73
Dr. C. Glenn Walters	80%	14%				6%	+1.74
Dr. Harold K. Wilson	37%	23%	9%	9%	11%	11%	+ .66
Dr. Oliver D. Hensley	49%	23%	9%	6%	3%	11%	+1.09

EVALUATION OF CLASSROOM EXPERIENCE  
Group III (Continued)

SA = Strongly Agree

D = Disagree

A = Agree

SD = Strongly Disagree

N = Neither Agree or Disagree

Leave inapplicable items blank

(+2)	(+1)	(0)	(-1)	(-2)	Blank	Mean
<u>SA</u>	<u>A</u>	<u>N</u>	<u>D</u>	<u>SD</u>		

g. taught the class effectively

Dr. Bart A. Basi	74%	20%				6%	+1.68
Dr. John R. Darling	74%	17%				9%	+1.65
Dr. Lewis E. Davids	31%	23%	14%	20%	3%	9%	+ .59
Dr. Lawrence R. Jauch	37%	46%	6%	3%		9%	+1.17
Dr. Ike Mathur	66%	26%		3%		6%	+1.55
Dr. C. Glenn Walters	69%	26%				6%	+1.64
Dr. Harold K. Wilson	34%	17%	11%	17%	9%	11%	+ .50
Dr. Oliver D. Hensley	40%	34%	3%	11%		11%	+1.03

2. In general, the classroom portion of the program was:

a. a good learning experience	40%	40%	6%	9%		6%	+1.11
b. well organized	32%	50%		11%		6%	+1.03
c. very interesting	31%	51%	9%	3%		6%	+1.10
d. a waste of time	3%	3%	12%	29%	47%	6%	-1.14
e. too difficult	3%	3%	12%	44%	32%	6%	- .99
f. often confusing	3%	6%	11%	51%	23%	6%	- .85
g. good	37%	51%		6%		6%	+1.19

APPENDIX D

Participants Intern Sites  
Groups I, II and III

## GROUP I

<u>PARTICIPANT</u>	<u>PARTICIPANT'S COMPANY</u>	<u>1st INTERNSHIP</u>	<u>2nd INTERNSHIP</u>
Ibrahim El Tahhan	IL NASR Automotive Mfg. Co.	Massey Ferguson Detroit, MI	A. P. World Trade Toledo, OH
M. Shaker El Ghamrawy	The Arab Contractors (Osman A. Osman & Co.)	Korte Construction Highland, IL	LUHR Construction Columbia, IL
Ahmed El Fadle Ahmed	Nobaría Seed Production Co.	The Andersons Champaign, IL	Riverside Chemical Blytheville, AK
Ahmed Fouad Ramadan	El NASR Company for T.V. and Electronics	Simpson Electronics Elgin, IL	Simpson Electronics Elgin, IL
Abdel Abdel Wahab	MISR Iran Development Bank	Commerce Bank and Trust Kansas City, MO	1st National Bank of Chicago, Chicago, IL
Khilil M. El Kassas	General Company for Batteries	General Radiator Mt. Vernon, IL	Tuthill Pump Chicago, IL
Fikri Salama	General Company for Batteries	General Radiator Mt. Vernon, IL	Protectoseal Bensenville, IL
Mostafa Farag	West Nabaria Agricultural Co.	The Anderson's Champaign, IL	Riverside Chemical Blytheville, AK
Seif Eldin Mansour	NASR Automotive Mfg. Co.	CM-Norwood Norwood, OH	Fischer Body Division Hamilton, OH
Magdi Fouad Abdou	El NASR Automotive Mfg. Co.	Massey Ferguson Detroit, MI	A. P. World Trade Toledo, OH
Abdel-Aal Bahgat	The Arab Contractors	Hall Construction E. St. Louis, IL	LUHR Construction Columbia, IL
Adel Mekky	El NASR Company for T.V. and Electronics	Decatur Electronics Decatur, IL	Simpson Electronics Elgin, IL
Ramadan E. Mohamed	NASR Boiler and Pressure Vessels Mfg, Co.	General Radiator Mt. Vernon, IL	Protectoseal Bensenville, IL

Gaber A. Wahab	El NASR Company for T.V. and Electronics	Decatur Electronics Decatur, IL	Simpson Electronics Elgin, IL
Hossam El Guindi	MISR--Iran Development Bank	Commerce Bank and Trust Kansas City, MO	1st National Bank of Chicago Chicago, IL
Sabry E. Ahmed	Mobarria Seeds Production Co.	The Andersons Champaign, IL	Riverside Chemicals Blytheville, AK
Moustafa M. Hussien	Spring & Transport Needs Mfg. Co.	General Radiator Mt. Vernon, IL	Protectoseal Bensenville, IL
Sameh Tawfik	Comser International	Korte Construction Highland, IL	LUHR Construction Columbia, IL
Ossama Awad	Helo Metals, Industrial Co. for Metals & Cutlery	Norge Herrin, IL	Protectoseal Bensenville, IL
Salah El-Hadary	El NASR Automotive Mfg. Co.	Cincinnati Chevy Sales Zone Cincinnati, OH	Cincinnati Chevy Sales Cincinnati, OH
Said Fawzy	Alexandria General Contracting Co.	Korte Construction Highland, IL	Corps of Engineers St. Louis, MO
Mohamed El Sierafy	Delta Steel Co.	Norge Herrin, IL	Corps of Engineers St. Louis, MO
Ibrahim Gamal	MISR Concrete Development Co.	Korte Construction Highland, IL	Tuthill Pump Co. Chicago, IL
Ahmed El-Ghazaly	El Gomhoriah General Contracting, Co.	Hall Construction E. St. Louis, IL	Highway Dept. Carbondale, IL
Mohamed El Beltagy	MISR Concrete Development Co.	Butler Construction Kansas City	Corps of Engineers St. Louis, MO
Sami Tolba	MISR Concrete Development Co.	Korte Construction Highland, IL	Highway Dept. Carbondale, IL

PARTICIPANT

PARTICIPANT'S COMPANY

1st INTERNSHIP

2nd INTERNSHIP

Mohson El Zayat

MISR-Concrete Development Co.

Butler Construction  
Kansas City, MO

Corps of Engineers  
St. Louis, MO

Mohamed El Behairy

EI NASR Automotive Co.

GM-Norwood  
Norwood, OH

Fischer Body Division  
Hamilton, OH

## GROUP II

<u>PARTICIPANT</u>	<u>PARTICIPANT'S COMPANY</u>	<u>1st INTERNSHIP</u>	<u>2nd INTERNSHIP</u>
Yousria Salama	Misr Hotels Company	Holiday Inn--Memphis Memphis, TN	Bel-Air Hilton St. Louis, MO
Soad El-Atfi	Ministry of Tourism	Holiday Inn-Memphis Memphis, TN	Bel-Air Hilton St. Louis, MO
Hamdy Aguizy	Ministry of Tourism	Holiday Inn--Memphis Memphis, TN	Sheraton Inn Boston, MA
Vivian Mehanna	EGOTH	Chicago Marriott Chicago, IL	St. Louis Marriott St. Louis, MO
Ahmed Dahroug	EGOTH	St. Louis Marriott St. Louis, MO	Chicago Marriott Chicago, IL
Bahaa Hamid	EGOTH	Chicago Marriott Chicago, IL	St. Louis Marriott St. Louis, MO
Hany Al Heeny	Egyptian General Petro- leum Corporation	Mobil Oil Corporation New York, NY	Rock Island Refining Indianapolis, IN
Atef El Barbari	Egyptian General Petro- leum Corporation	Mobil Oil Corporation New York, NY	Ashland Oil Ashland, KY
Ahmed Elsaid	Egyptian General Petro- leum Corporation	Mobil Oil Corporation New York, NY	Exxon Corporation New York, NY
Sheshtawi Elsamanoudi	MISR Spinning and Weaving Company	Venture Stores St. Louis, MO	Stockton Mfg Dallas, TX
Ibrahim El Harty	MISR Spinning and Weaving Company	Venture Stores St. Louis, MO	Stockton Mfg Dallas, TX
Samir El Dessouki	MISR Spinning and Weaving Company	National Can Corp. Chicago, IL	World Color Press Sparta & Effingham, IL
Seif El Helow	MISR Spinning and Weaving Company	National Can Corp. Chicago, IL	Stockton Mfg. Dallas, TX
Kamal El Guindi	El NASR Textile Company.	National Can Corp. Chicago, IL	World Color Press Sparta & Effingham, IL

<u>PARTICIPANT</u>	<u>PARTICIPANT'S COMPANY</u>	<u>1st INTERNSHIP</u>	<u>2nd INTERNSHIP</u>
Khalid El Nozahi	El NASR Textile Company	Venture Stores St. Louis, MO	Royal Parks Dallas, TX
Abdel Kassim	MISR Helwaan Spinning and Weaving Company	Burlington Industries Greensboro, NC	World Color Press Sparta & Effingham, IL
Ahmed Sadik	MISR Helwaan Spinning and Weaving Company	Burlington Industries Greensboro, NC	Peddlers II Dallas, TX
Mohamed Khallaf	Financial Industrial Company	Agrico Chemical Co. Tulsa, OK	Union Carbide Woodbine, GA
Fouad Hammam	Financial Industrial Company	Agrico Chemical Co. Tulsa, OK	Union Carbide Woodbine, GA
Abdalla Loutfi	Bank MISR	1st National Bank of Chicago, Chicago, IL	First National Bank of St. Louis, St. Louis, MO
Mohsen Taha	Bank MISR	1st National Bank of Belleville, Belleville, IL	Citibank New York, NY
Houssein Abbas	Bank MISR	Commercial National Bank of Peoria, Peoria, IL	Continental Illinois Bank Chicago, IL
Cherif Kamel	Industrial Development Bank	1st National Bank of Belleville, Belleville, IL	First National Bank of St. Louis, St. Louis, MO
Hassan Mansour	Banque de Caire	Commerical National Bank of Peoria, Peoria, IL	Continental Illinois Bank Chicago, IL
Cherif Demerdash	Eng. Steelworks Intr.	National Can Corp. Chicago, IL	World Color Press Sparta & Effingham, IL
Dessouki Tawakol	Petroleum Pipelines Co.	Standard Oil Co. (Indiana) Houston, TX	Exxon Corporation New York, NY
Magdi Manansi	Petröbel Oil Company	Mobil Oil Corporation New York, NY	Rock Island Refining Indianapolis, IN
Samir El-Hoffi	MISR Petroleum Company	Standard Oil Co. (Indiana) Houston, TX	Ashland Oil Ashland, KY

PARTICIPANT

PARTICIPANT'S COMPANY

1st INTERNSHIP

2nd INTERNSHIP

Wafaa Diab	TRIGONA--Cairo Clothing & Holsery	Venture Stores St. Louis, MO	Royal Parks Dallas, TX
M. Maher Azim	Industrial Gasses Company	Agrico Chemical Co. Tulsa, OK	F. S. Services-- (3) Prairie du Chain, WI Bloomington, IL Sparta, IL
Hamdi Meshref	El-NASR Fertilizers and Industrial Chemicals	Agrico Chemical Co. Tulsa, OK	F. S. Services-- (3) Prairie du Chain, WI Bloomington, IL Sparta, IL
Adel Abouzeid	Bank of Alexandria	1st National Bank of Chicago, Chicago, IL	Citibank New York, NY
Ahmed Kader		St. Louis Marriott St. Louis, MO	Chicago Marriott Chicago, IL

## Participant Intern Sites

## Group III

Participant	Participant's Company	1st Internship	2nd Internship
Bassem Abadir	International Development Programs	Ingersoll-Rand Morristown, NJ	Ingersoll-Rand Morristown, NJ
Fathy Bastawros	Nasr Petroleum Company	Ingersoll-Rand Morristown, NJ	Foster-Wheeler Livingston, NJ
Mohamed Ahmad Hanafy	Ministry of Tourism	Department of Tourism Frankfort, KY	The Chamber/New Orleans & the River Region New Orleans, LA  Greater New Orleans Touris Convention Commission New Orleans, LA
Roushdy Gadalla	Ministry of Tourism	Department of Tourism Frankfort, KY	The Chamber/New Orleans & the River Region New Orleans, LA  Greater New Orleans Tourist Convention Commission New Orleans, LA
Sherif Elgindi	The Egyptian Hotels & Restaurants Supply Co.	McGraw Edison St. Louis, MO	IMS Irvine, CA
Samir Ekladios	Egyptian Real Estate & Investment Bank	Coca-Cola Auburndale, FL	Coca-Cola Auburndale, FL
Ayman Youssef	The Kuwaiti Egyptian Investment Co.	Coca-Cola Auburndale, FL	AMOCO International Houston, TX
Ayman Soliman	Sabbour Associates	A.T. Kearney Chicago, IL	A.T. Kearney Alexandria, VA
Ahmed Yehia	Data Processing Services	Sauer Computer Systems St. Louis, MO	NCR World Headquarters Dayton, OH  CSENTRIX Ontario, Canada

<u>Participant</u>	<u>Participants' Company</u>	<u>1st Internship</u>	<u>2nd Internship</u>
Moustafa Sherif	Sabbour Associates	Sauer Computer Systems St. Louis, MO	NCR World Hoadquarter Dayton, OH  CSENTRIX Ontario, Canada
Ibrahim Hassanin	Industiral Engineering Co. for Construction & Development	Deere and Company Moline, IL	McNaughton-Brooks Weston, Ontario, Cana
Nashaat Seedhom	Elektessadia	International Havester Chicago, IL	International Harvest Chicago, IL
Ehab Sultan	Nile Clothing Co., S.A.E.	Alexander's New York, NY	R.H. Macy's New York, NY
Hassan-Elbanna Hassan	United Textile (UNITEX)	Alexander's New York, NY	R.H. Macy's New York, NY
Ibrahim Afifi	Misr Raymond For Foundation	Raymond International Houston, TX	Raymond International Norcross, GA
Gebaly Gabr	Alexandria Petroleum Co.	C.E. Lummis Bloomfield, NJ	Foster-Wheeler Livingston, NJ
Ibrahim Amr	The Egyptian General Petroleum Co.	C.E. Lummis Bloomfield, NJ	AMOCO Training Tulsa, OK
Kout Mazen	EGOTH	Marriott Essex House New York, NY	Holiday Inn Memphis, TN
Madiha Gaber	The Nile Bank S.A.E.	Citibank New York, NY	Union Planters Bank Memphis, TN
Roushdy Henein	El Eman Co.	Pacific Telephone San Jose, CA	FMC San Jose, CA
Nabil Mohamed	Sabbour Associates	Parsens Brinkerhoff New York, NY	International Harveste Schaumburg, IL
Tawfic Newar	Sabbour Associates	Parsens Brinkerhoff New York, NY	Carnier Research El Segundo, CA  PEDCo, Inc. Cincinnati, OH

<u>1st Internship</u>	<u>2nd Internship</u>		
Assaad Abdel-Fattah	Sabbour Associates	G & W Electric Specialty Blue Island, IL	G & W Electric Speic Blue Island, IL
Hashem El Shorif	Braun Egypt Engineering, Co.	C.F. Braun Alhambra, CA	AMOCO International Houston, TX
Mostafa S. Mohamed	Braun-Egypt Engineering Co.	C.F. Braun Alhambra, CA	AMOCO International Houston, TX
Magdi Shaaban	Braun Egypt Engineering Co.	C.F. Braun Alhambra, CA	AMOCO International Houston, TX
Madiha Eid	Misr-Iran Textile Company	Dept. of Children & Family Services Marion, IL	Holiday Inn Memphis, TN
Nadia Damien	Nasr Spi-ning, Weaving & Tricot	Norge, Co. Herrin, IL	Holiday Inn Memphis, TN
Bahaar Zaki	Sabbour Associates	Dept. of Children & Family Services Marion, IL	Holiday Inn Memphis, TN
Adel Attallah	Ministry of Indsutry--Textile	Norge, Co. Herrin, IL	Tacoma, WA
Mohamoud Soliman	Misr-Iran Textile Co.	ConAgra, Inc. Omaha, NB	Parsens Brinkerhoff New York, NY
		PEDCo, Inc. Cincinnati, OH	Carnier Reserach El Segundo, CA
		Diagraph-Bradley Ordill, IL	Fanny Farmer Norwalk, OH

<u>Participant</u>	<u>Participants' Company</u>	<u>1st Internship</u>	<u>2nd Internship</u>
Abdel Said Ahmad	Misr-Iran Textile Co.	General Radiator Mt. Vernon, IL	Fanny Farmer Norwalk, OH
Mohamed Yasseen	Misr/Shobin-Elkom Spinning & Weaving Co.	General Radiator Mt. Vernon, IL	Fanny Farmer Norwalk, OH
Ashref Bedair	Data Processing Services	Computing Services Carbondale, IL	NCR World Headquarters Dayton, OH
			CSENTRIX Ontario, Canada
Moustapha A. Shimi	HCH Supply Company	Computing Services Carbondale, IL	Clarol, Inc. Stamford, CN