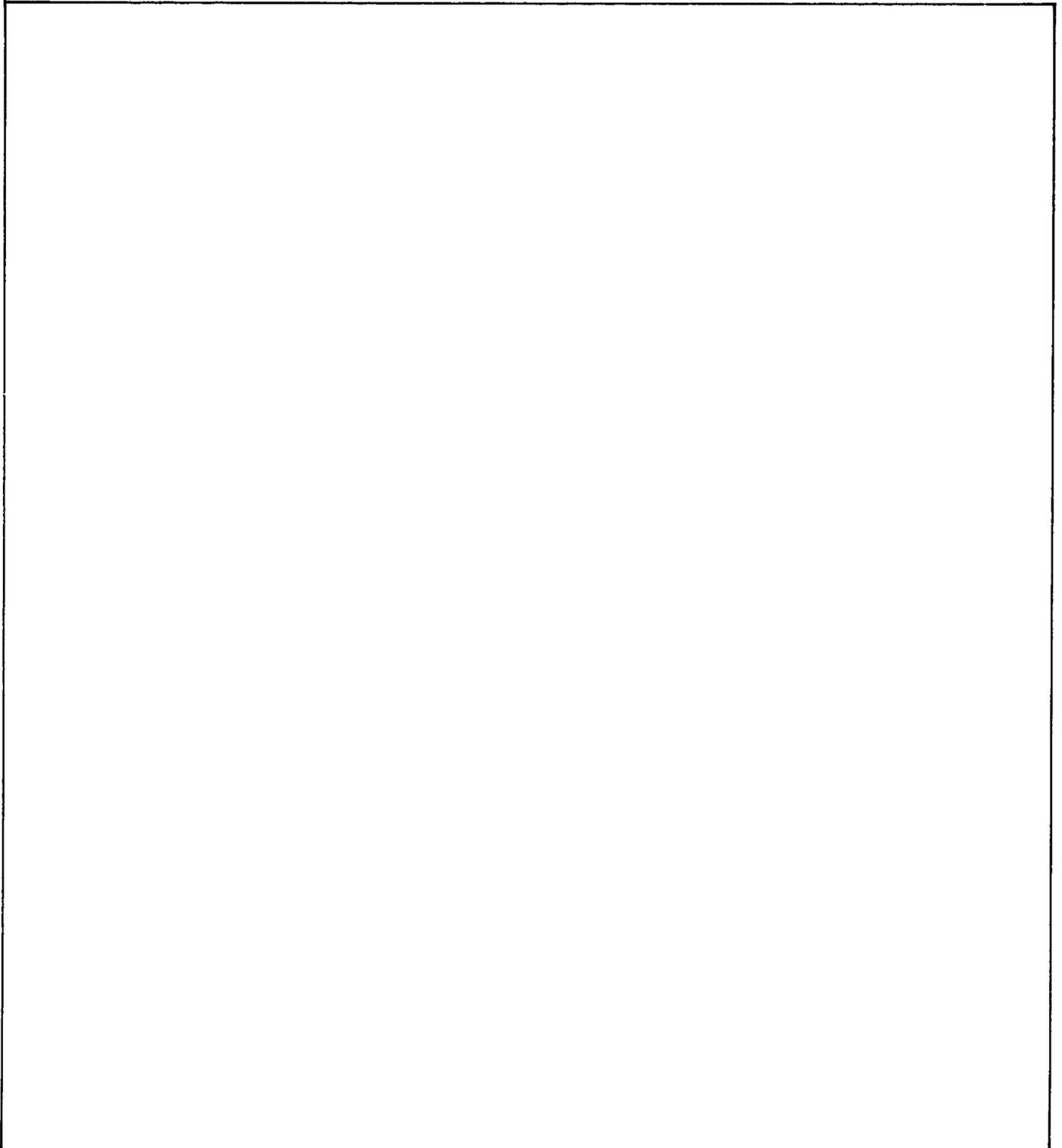


College of Business and Administration
Southern Illinois University
at Carbondale



Progress Report for
THE MIDDLE MANAGEMENT EDUCATION PROGRAM
FOR EGYPT

August 11--November 3, 1979

Conducted by

College of Business and Administration
Southern Illinois University
Carbondale, Illinois 62901

Under Grant from
U.S. Department of State
Agency for International Development

February, 1980

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I. Introduction

Highlights: This report assesses the progress of Group III of the MMEP-Egypt participants. This group consisted of thirty-five middle managers. The characteristics of this group varied considerably from Group I and Group II. The unique features of this group will be discussed in detail in a later section of this report; however, it should be noted early-on that this group had the largest percentage of women, the largest percentage of managers from the private sector, the youngest in age and they seem to occupy higher positions in smaller organizations. Group III's achievement however, does not appear to be significantly different from the other two groups. In general, group three participants made significant progress in the acquisition of knowledge related to American business management. For example, the average participant's pre-test score for General Management Test was 37.9 which places the participant at an entrance level to MMEP which is lower than the American senior level undergraduate average which is 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 group three was 69.1, which compares very favorably with American MBA Graduate Students whose average score is 56.

Group III changed its attitude toward management style considerably. On a test to measure authoritarian (theory X) and participative (theory Y) styles where the sum of the two scores must equal 100, the pre-test means were theory "X" 49.1, and theory "Y" 50.9 compared with the total group who scored respectively 40.5 and 59.5. The post-test showed a move toward a less authoritarian, more partici-

pative attitude of people with a theory "X" score of 36.7 and a theory "Y" score of 63.3. This was not significantly different than the total group scores and indicates a major change in attitudes about how to achieve management objectives. This attitude change should be reflected in a greater dependence upon and use of incentives to increase worker performance. (See Tables 3, 4, 5 and 6 in Appendix A)

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

In addition to 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 this group to intern within associated 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.

II. The Participants' Acquisition of Knowledge of Modern Management Concepts and Practices

The results of standardized business management tests (as shown in Appendix A) confirmed the staff's general impression from classroom discussions and instructor constructed quizzes with the third group of middle managers. The Egyptian participants were very eager to acquire as much knowledge as possible about management techniques. The after class discussions and the nightly study sessions early on indicated to Drs. Jauch and Wilson that the participants recognized major management deficiencies

in their professional training and were determined to remedy their knowledge shortcomings. Requests for bibliographies, a run on the library management collection and the scheduling of appointments with the SIU-C staff to discuss very specific management problems relating to their firms in Egypt demonstrated that most participants were highly motivated students of management.

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 Group III participants' entrance score extended from 10 to 78. Their post-test scores ranged from 38 to 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 griping about the overload of reading assignments in instructor handouts, analysis of particular test items support the specific reading assignment and lecture emphasis provided by the MMEP staff. The pre-test mean score of 37.86 and the post-test score of 69.11 provide objective evidence that group three participants acquired significant management knowledge. (See Tables 1 and 2, Appendix A)

III. The Participants' Acceptance of MMEP-Egypt Concepts

The third group of MMEP participants went well beyond the acquisition of middle 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 industries.

The third group 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 U.S. business. This appears to be the paramount value of the program.

In general, the participants of the MMEP fulfilled a valuable diplomatic role. They were ambassadors from the Egyptian business world who taught the United States industrialists and SIU-C professors the ways of Egyptian business while becoming acquainted with American management techniques.

Although the participants made significant progress in the mastery of the principles of modern American management techniques and procedures, it would be an error to evaluate the MMEP solely from the point of view of what the participants learned. The MMEP evaluators have found that the U.S. firms were favorably impressed with the capabilities of the management interns and their plans for the development of Egyptian business. American business executives unanimously admitted that the interns were a decisive factor in the shedding of their antiquated views toward Egypt and wanting to actively work for future cooperative development efforts with their Egyptian counterparts and with SIU-C. The desire to develop a mutual expansion of commerce was an unplanned benefit that seems, at this stage, to eclipse the written objectives of the program. It is also a recurrent theme that emerges in the evaluations which follow.

Although it cannot be exactly measured, this program created many business ties and close personal relationships between individuals which

should be an important foundation for both Egypt and the U.S., facilitating a more expansive trading partnership. For example, Roushdy Henein was able to obtain valuable consultant assistance from vegetable packers and refrigeration experts on the SIU-C campus and in California and Florida. Through his contacts in the United States he was assisted in buying U.S. equipment to furnish his warehouses. Moreover, he was able to observe and participate in management techniques used by U.S. packers. Ehab Sultan and H. Hassan were able to talk to U.S. garment buyers and were able to have several U.S. buyers arrange trips to Egypt to look at various Egyptian lines. There are many other examples of developing Egypt-U.S trade in Appendix B .

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

IV. The Scope of the Report

This report focuses on the third group of participants in the Middle Management Education Program for Egypt. The program was conducted from August 11 through November 3, 1979. The evaluation is based upon the results of personal interviews, project data 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 third group remained the same as that for the first and second groups, many minor changes in procedures and techniques were included in response to some of the comments from the previous groups of participants. In this report the progress of the project through detailed charts and explicative statements will be presented.



Comparative reports and the analysis of the interactions associated with the identified variables of this program will be forthcoming in the comprehensive final report.

The overall objective of the Middle Management Education Program is to acquaint Egyptian managers with American management decision-making techniques. With this in mind, the program was structured to include two phases: classroom instruction and practical internship experiences. Evaluation of the program relied primarily on questionnaires and personal interviews to assess the degree to which Phase Three of the program contributed to the achievement of the overall objective.

The third part of the program evaluation consists of measuring the participants' psychological and behavioral characteristics which may influence their effectiveness as managers. Several of these tests were given at the beginning of the program and repeated at the end of the program to detect changes, if any, that had occurred as a result of the experience of the participants in the U.S.A.

A final ancillary aspect of the program evaluation consists of faculty research into various aspects of the behavioral attitudes of the Egyptian managers. This research will provide a data bank of information that will be useful in the design of future program. The variables in Table 7 were considered in this analysis. (Appendix A)

V. The Summary Evaluation of Achievement of the MMEP Objective

The following is the Summary Evaluation of Cycle III of the Middle Management Education Program taken from the staff reports and MMEP-Data Base. The explicit objectives in the US-AID contract with Southern Illinois University-Carbondale were achieved on time and were delivered according to the proposed numbers. All of the objectives set for Cycle III

were achieved. In Cycle III, 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 project director had scheduled 39 participants in Cycle III to compensate for the cancellations in Cycles I and II.

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 achievements.

A Summary Evaluation of Cycle III of 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 31, 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.	Cycle III	100%
c. Coordination with Egyptian educational institutions.	2 universities	100%
d. Provide short-term technical assistance		
Three-week preparatory phase	Cycle III	100%

A Summary Evaluation of Cycle III of MMEP
(continued)

<u>A. Proposed Objectives</u>	<u>B. Achievements</u>	<u>C. Percentage of Actual/ Proposed Achievements</u>
2. A team of 2 faculty members were to select 35 participants by July 15, 1979 plus 6 alternates.	35 participants 6 alternates	100% 100%
3. To modify modules 2 and 3 of MMEP 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%
d. Marketing (international emphasis)	2 cases	100%
e. International business and administration	1 case	100%
4. To train 35 middle level Egyptian managers by November 3, 1979.		
a. English language training at American University in Cairo.	35 participants	100%
b. Four weeks of classroom instruction at SIU-C	35 participants	100%
c. First three-week internship in American business	35 participants	100%
d. Classroom instruction and integration of internship experience into personal development plan at SIU-C	35 participants	100%

A Summary Evaluation of Cycle III of MMEP
(cont'd)

A. <u>Proposed Objectives</u>	B. <u>Achievements</u>	C. <u>Percentage of Actual/ Proposed Achievements</u>
e. Second three-week internship in American business	35 participants	100%
f. Classroom instruction, computer simulation of team management strategies, assessment of program and individuals critiques at SIU-C	35 participants	100%
g. One-week review and evaluation of Cycle III by SIU-C/USAID Joint Business Council and MMEP Executive Committee in Egypt.	Cycle III	100%

VI. The Training Program

The Major Sites for Training

The MMEP training program for the third group of MMEP participants consisted of a two-week English Language Training Session at the American University in Cairo, a six-week Middle Management Training Session at Southern Illinois University, Carbondale, and two three-week internships conducted in U.S. firms.

The Curriculum

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

- a. Business policy and strategy formulation,
- b. Corporate planning and methodology,
- c. Accounting and financial control systems,
- d. Marketing (international emphasis), and
- e. International business policy and administration.

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

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 analysis response to individuals and various aspects of the program see Appendix D.

Management Computer Simulation Game

During the last week on campus, Cycle III 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.

This game "shook-up" several of the participants. The impact of their experience was such that the staff recommends a shorter game at the beginning of the next program. It is a very powerful tool for change in behavior. Dr. Jauch and Dr. Wilson found this teaching tool to be very time consuming for the staff, but the "payoff" to the participants is inestimable.

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 similar concepts and problems in business and decision-making were given to participants. 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.

VII. The Internship Experiences in American Business

The Staff View

The internships proved to be the most beneficial, and most difficult of the training modes. It was most beneficial as the large majority of the participants considered the on-site learning experiences to have been excellent. It was difficult as the participants arrived in the U.S. with an extremely high set of expectations. Placement required matching several variables. For example, many of the Egyptian managers expected to be placed in major U.S. cities--New York, Los Angeles and Chicago; to be in a team of three or four members; to be placed in the largest U.S. firms, such as General Motors, Caterpillar and Citibank; to have low-rent-high-security housing for a short-term; to be part of the decision-making process making operational decisions for U.S. firms; and to be placed near relatives. The Project Intern Coordinator was largely successful in meeting most of the expectations of the participants. In a small number of cases, it was impossible to completely satisfy the expectations of the participants. Generally, however, the participants expressed favorable comments about their internships, particularly about the helpfulness and the cooperation received from the management and the workers within their host U.S. companies.

Important Comments of Interns

Group III, Internship I

Almost all of the interns expressed appreciation to their hosts for being cooperative and helpful. The following are some examples:

1. "I would like to express my deepest appreciation and gratefulness to all of the people we met with in Kentucky."
2. "Everyone knew about me and was familiar with the objectives of the MMEP. Everyone I met was willing to give all kinds of assistance and help."

Most of the interns felt they had a "good experience during their internship period.

1. "I would like to point out that although I was only an observer, and I was not involved in any work in _____, I cannot deny the benefit I gained from my visit due to the well organized program prepared for me."
2. "The most important benefit we believe we gained is the opportunity to get an idea of how various departments operate in an advanced integrated management system that results in maximizing as much as possible the quality of work and achieving effective cost control."
3. "I've had a very good experience during my internship at _____ office in Chicago."

A small minority of the participants expressed verbally some dissatisfaction with their internship placement but there were no negative written comments on the evaluation forms.

Group III, Internship II

Most of the participants again expressed appreciation for the friendly, helpful attitudes of their U.S. intern hosts.

1. "It is impossible to identify everyone to whom our thanks are due."
2. "I appreciate very much the great help I've had from all the _____ staff."

Analysis of the individual critiques of the second internship show that participants felt that this internship had been a very good experience.

1. "Generally speaking, my experience at the _____ office in Washington, D.C. was very useful."
2. "I was very eager to be in a firm of different activity (refining) during the second internship. Nevertheless, I dare say it was a benefit to have a concentrated dose on engineering activity."

As with the first internship, some of the participants were not happy with the company to which they were sent. The negative comments surfaced at the internship evaluation session at SIU-C. Problem areas were discussed at length in informal meetings. The problems were idiosyncratic and were not capable of being solved by the project staff given the constraints of the project.

For a detailed explanation of all participants' placements, see Appendix E.

V. Conclusion

The internship experience was the keystone of the MMEP-Egypt. It had a number of logistical problems which are being solved by changes in procedures and emphasis.

Businesses indicated that the program provided valuable training and development to their employees and firms. In general, the project achieved what was expected of it.

APPENDIX A
Statistical Analysis

TABLE 1

GENERAL MANAGEMENT TEST PRE				
V17	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
10	1	1	2.857	2.857
15	2	3	5.714	8.571
18	2	5	5.714	14.286
20	1	6	2.857	17.143
21	1	7	2.857	20.000
22	1	8	2.857	22.857
24	1	9	2.857	25.714
27	1	10	2.857	28.571
32	1	11	2.857	31.429
33	1	12	2.857	34.286
35	3	15	8.571	42.857
36	1	16	2.857	45.714
37	3	19	8.571	54.286
38	1	20	2.857	57.143
39	1	21	2.857	60.000
40	3	24	8.571	68.571
42	1	25	2.857	71.429
45	1	26	2.857	74.286
50	1	27	2.857	77.143
52	1	28	2.857	80.000
55	2	30	5.714	85.714
57	2	32	5.714	91.429
59	1	33	2.857	94.286
71	1	34	2.857	97.143
78	1	35	2.857	100.000

$$\bar{X}_{3a} = 37.86$$

$$\mu = 36.2$$

$$S_{3a} = 16.06$$

$$\sigma = 13.12$$

$$\Sigma x^2 = 257.95$$

$$\text{Range} = 68$$

TABLE 2

GENERAL MANAGEMENT POST				
V39	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
38	1	1	2.941	2.941
40	1	2	2.941	5.882
43	2	4	5.882	11.765
61	1	5	2.941	14.706
62	1	6	2.941	17.647
66	3	9	8.824	26.471
67	2	11	5.882	32.353
68	3	14	8.824	41.176
69	1	15	2.941	44.118
70	10	25	29.412	73.529
71	3	28	8.824	82.353
72	2	30	5.882	88.235
93	1	31	2.941	91.176
98	1	32	2.941	94.118
102	1	33	2.941	97.059
108	1	34	2.941	100.000

$$\bar{X}_{3b} = 69.11$$

$$\sigma_{3b} = 14.95$$

$$\sum x^2 = 223.00$$

TABLE 3

THEORY X SCORE PRE				
V34	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
38	1	1	2.857	2.857
39	1	2	2.857	5.714
40	2	4	5.714	11.429
41	1	5	2.857	14.286
42	2	7	5.714	20.000
43	3	10	8.571	28.571
45	3	13	8.571	37.143
46	1	14	2.857	40.000
47	1	15	2.857	42.857
48	1	16	2.857	45.714
51	4	20	11.429	57.143
52	4	24	11.429	68.571
53	4	28	11.429	80.000
54	1	29	2.857	82.857
56	3	32	8.571	91.429
57	1	33	2.857	94.286
63	1	34	2.857	97.143
66	1	35	2.857	100.000

TABLE 4

THEORY X SCORE PUST				
V43	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
21	1	1	2.857	2.857
24	1	2	2.857	5.714
25	1	3	2.857	8.571
26	1	4	2.857	11.429
28	2	6	5.714	17.143
29	1	7	2.857	20.000
30	2	9	5.714	25.714
31	2	11	5.714	31.429
32	2	13	5.714	37.143
33	1	14	2.857	40.000
34	1	15	2.857	42.857
35	2	17	5.714	48.571
37	1	18	2.857	51.429
39	1	19	2.857	54.286
41	2	21	5.714	60.000
42	4	25	11.429	71.429
44	5	30	14.286	85.714
45	1	31	2.857	88.571
46	1	32	2.857	91.429
47	1	33	2.857	94.286
49	2	35	5.714	100.000

TABLE 5

THEORY Y TEST SCORE PRE				
V35	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
34	1	1	2.857	2.857
37	1	2	2.857	5.714
43	1	3	2.857	8.571
44	3	6	8.571	17.143
46	1	7	2.857	20.000
47	4	11	11.429	31.429
48	4	15	11.429	42.857
49	4	19	11.429	54.286
52	1	20	2.857	57.143
53	1	21	2.857	60.000
54	1	22	2.857	62.857
55	3	25	8.571	71.429
57	3	28	8.571	80.000
58	2	30	5.714	85.714
59	1	31	2.857	88.571
60	2	33	5.714	94.286
61	1	34	2.857	97.143
62	1	35	2.857	100.000

TABLE 6

THEORY Y SCORE POST				
V44	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
51	2	2	5.714	5.714
53	1	3	2.857	8.571
54	1	4	2.857	11.429
55	1	5	2.857	14.286
56	5	10	14.286	28.571
58	4	14	11.429	40.000
59	2	16	5.714	45.714
61	1	17	2.857	48.571
63	1	18	2.857	51.429
65	2	20	5.714	57.143
66	1	21	2.857	60.000
67	1	22	2.857	62.857
68	2	24	5.714	68.571
69	2	26	5.714	74.286
70	2	28	5.714	80.000
71	1	29	2.857	82.857
72	2	31	5.714	88.571
74	1	32	2.857	91.429
75	1	33	2.857	94.286
76	1	34	2.857	97.143
79	1	35	2.857	100.000

MMEP Variables

LABEL V1=ID
 V2=GROUP NUMBER
 V3=COMPANY NAME
 V4=INDUSTRIAL CATEGORY
 V5=MANAGEMENT CATEGORY
 V6=LEVELS OF MANAGEMENT
 V7=MGT LEVEL OF PARTICIPANT
 V8=JOB 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;

APPENDIX B
Development Programs

Development Programs

M. El-Shimi	Development of Solar Cells
H. E. A. Hassan	Expansion of Ready Made Garment Trade--Introduction to "T" UNITEX Fashion Lines into U.S. market.
H. E. A. Hassan	Production Sepcialty Blended Sewing Threads
A. N. Fattah	Joint Ventures for Rural Electrification in two (2) of 32 rural zones.
H. El Sherif	Market Expansion of Engineering and Construction Movement.
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 Service
A. Youssef	Development of Shipwrecking Dockyard

APPENDIX C

Middle Management Education Program
Curriculum

Tenative Schedule
Group III

Time	8:30- 11:30	11:30-1:00	1:00-4:00pm	4-6pm
g.	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)	
	Accounting Basi (Illinois Room)	Lunch	Maunagement Jauch ** (Illinois Room)	
	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

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	→	

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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			
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	p 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	
26	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				
October 29	Decision, 3rd Qtr. (Mark, George) Ill. Room		Evaluation of 2nd Internship (Wilson, Hensley, Bussom) Ill. Rm.	
October 30	Questionnaires- (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 D
Evaluation of Training
Experience

SA = Strongly Agree
 A = Agree
 N = Neither Agree or Disagree

D = Disagree
 SD = Strongly 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:

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)	(+1)	(0)	(-1)	(-2)	Blank	Mean
SA	A	N	D	SD		

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%	+ .85
Dr. Lawrence R. Jauch	47%	38%	8%		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%		+ .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%	+ .60
Dr. Lawrence R. Jauch	46%	39%	3%			+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%	+ .64
Dr. Oliver D. Hensley	44%	28%	9%	6%	3%	+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%	+ .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%	+ .67
Dr. Oliver D. Hensley	52%	26%	6%	6%	3%	+1.18

SA = Strongly Agree
 A = Agree
 N = Neither Agree or Disagree

D = Disagree
 SD = Strongly Disagree
 Leave inapplicable items blank

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

SA = Strongly Agree
 A = Agree
 N = Neither Agree or Disagree

D = Disagree
 SD = Strongly 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>
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

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APPENDIX E
Participants Intern Sites

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 Tourist 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 Ekladius	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

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<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 Headquarters Dayton, OH CSENTRIX Ontario, Canada
Ibrahim Hassanin	Industiral Engineering Co. for Construction & Development	Deere and Company Moline, IL	McNaughton-Brooks Weston, Ontario, Canada
Nashaat Seedhom	Elektessadia	International Havester Chicago, IL	International Harvester 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 Harvester Schaumburg, IL
Tawfic Newar	Sabbour Associates	Parsens Brinkerhoff New York, NY	Carnier Research El Segundo, CA PEDCo, Inc. Cincinnati, OH

Participant
Assaad Abdel-Fattah

Participants Company
Sabbour Associates

1st Internship
G & W Electric Specialty
Blue Island, IL

2nd Internship
G & W Electric Speicalt
Blue Island, IL

Hashem El Sherif

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

Dept. of Children &
Family Services
Marion, IL

Holiday Inn
Memphis, TN

Bahaar Zaki

Sabbour Associates

Norge, Co.
Herrin, IL

ConAgra, Inc.
Omaha, NB

Parsens Brinkerhoff
New York, NY

Adel Attallah

Ministry of Indsutry--Textile

PEDCo, Inc.
Cincinnati, OH

Norge, Co.
Herrin, IL

Carnier Reserach
El Segundo, CA

Tacoma, WA

Mohamoud Soliman

Misr-Iran Textile Co.

Diagraph-Bradley
Ordill, IL

Fanny Farmer
Norwalk, OH

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<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/Shebin-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