

PW-ACL-675

Final Report
OEP
Leadership
Assessment Study



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1. INTRODUCTION

This report describes a leadership assessment study conducted at the Organization for Energy Planning (OEP), and presents the findings and concomitant recommendations resulting from this study. The report starts with a rationale for conducting the leadership assessment, and the targets of this assessment. It proceeds to describe the assessment and data analysis methodology used. It outlines the findings of the study, and presents general recommendations for developing leadership potential at OEP. In addition, the report outlines specific recommendations for individual leadership and management development, and provides human resource development plans for OEP management staff identified by the study as staff members demonstrating marked leadership and/or management potential.

2. RATIONALE FOR THE LEADERSHIP ASSESSMENT

The leadership assessment study was conducted at the request of the Chairman of OEP, in an effort to analyze leadership and management potential at the organization. The purpose of the study was to identify OEP senior and middle managers with marked leadership or management traits, or a combination of effective leadership and management characteristics. The findings of this study are significant to OEP at two levels:

- supporting informed decisions with regard to reviewing the organizational structure and management of OEP; and
- identifying OEP staff with marked leadership and/or management potential that the organization could nurture, thus developing a second tier of effective leaders and managers who would support the efforts of the organization, the Chairman and the OEP Board of Directors.

3. ASSESSMENT TARGETS

The OEP leadership assessment study aimed to achieve the following targets:

- identifying OEP senior and middle managers with marked leadership traits and/or potential;
- identifying OEP senior and middle managers with effective management styles; and
- identifying OEP senior and middle managers with a balanced combination of leadership and management traits.

The findings of the study would thus point to a pool of OEP management staff members with potential for leadership and/or management training and development.

4. PARTICIPANTS

The OEP leadership assessment study targeted senior and middle managers at OEP. These included General Managers of the five key divisions at OEP (Energy Planning, Energy Conservation, Training and Energy Awareness, Information Management and Computers, and Administration and Finance), Heads of Sectors reporting to General Division Managers, Heads of Departments reporting to Heads of Sectors, and Heads of Sections/Units reporting to Heads of Departments. In addition, the study included management-level staff and experts reporting directly to the OEP Chairman. For a list of OEP senior and middle managers targeted by this study, and the status of their participation, please refer to Appendix A.

5. ASSESSMENT APPROACH AND METHODOLOGY

5.1 General Approach

The OEP leadership assessment study was based on staff self-assessments of leadership and management traits. Self assessment was selected as the key approach in this study due to the following factors:

- time constraints precluding a full-fledged 360° assessment;
- subjectivity affecting peer assessments; and
- perceived sensitivity regarding the nature of the assessment.

Nevertheless, the consultant conducting the study was fully aware of the implications of using an exclusively self-assessment-based approach with regard to the reliability and validity of the findings. These implications were compounded by the cultural setting in which the study was conducted, where it is quite often the case for respondents to rate themselves quite highly on the basis of perceived self images as opposed to actual behavior and performance. As a result, the consultant designed the study to include more than one assessment instrument and data collection method, as a means of providing a degree of internal cross-checking and validation. The following sections describe the assessment instruments and data collection methods utilized in this study.

5.2 Leadership and Management Self Assessment Instrument

The formal, paper-based instrument utilized in this study included three main components, as follows:

Part A: General Right/Left Brain Tendencies

This component of the instrument consisted of 20 items, 10 of which were designed to measure general right brain tendency, and 10 of which measured left brain tendency. This was based on a premise, supported by a body of research, that effective leaders often demonstrate a right brain tendency, while effective managers demonstrate a left-brain tendency (see, for example, Brown, R. E. "The Nine Behaviors of Leadership", 1999). Even though research findings as to the impact of right/left brain tendency on

leadership/management traits are not conclusive, several standardized leadership assessment instruments are based on this premise (e.g. Heim and Chapman's Management/Leadership Assessment Scale, 1999; Clark Wilson's Survey of Leadership Practices (SLP), 1999).

Part B: Specific Job-Related Leadership and Management Styles

This component of the assessment instrument consisted of 60 items, 30 of which measured management styles in a professional context, while the other 30 concentrated on leadership traits and styles on the job. Some of the items in this component were mutually contradictory, thus providing a useful internal check for any respondents who chose to rate themselves highly on all of the items.

For both Parts A and B, respondents rated themselves on a scale from 1 (never) to 6 (always). An even-numbered scale was selected to encourage each respondent to rate him/herself either positively or negatively with regard to each item, rather than selecting an "average" mid-way point between a positive and a negative rating.

Part C: Leadership and Management Characteristics

This last component of the instrument consisted of 30 adjectives, 15 of which pertained to leaders and 15 of which were more common in managers. Respondents were asked to mark only 10 adjectives that they deemed most suited to describing their characters. In doing so, each respondent selected 10 adjectives that consistently reflected his/her true leadership and/or management tendencies. It is worth noting that some of the adjectives in this component were designed to cross-check and validate some of the items in Parts A and B of the assessment, thus providing further scope for cross validation across sections.

The leadership assessment instrument described above was designed by the consultant for specific use at OEP. This was deemed necessary since most pre-tested and standardized leadership assessments are in English, which renders them difficult to use in an environment where Arabic is utilized almost exclusively by the staff. In addition, it was necessary to design the instrument with multiple components, each measuring and validating a particular area, in order to enhance the reliability of the findings.

The instrument was piloted with two non-OEP respondents, and was fine-tuned and timed on the basis of the pilot stage. It was then translated into Arabic, and reviewed several times to ensure that the nuances of the assessment items were not lost in the translation. For a copy of both English and Arabic versions of the assessment instrument, please refer to Appendix B. Also, for a list of targeted leadership versus management traits underlying this study, please refer to Appendices C2 and C3.

In scoring each respondent's self assessment, 120 possible points were allocated to each component/part of the assessment. 60 of these points pertained to leadership-specific items, while the other 60 points were allocated to management-specific items. This increased the weighting of Parts A and C, regardless of the fact that they contained fewer items than Part B. This was deemed necessary since Part B featured the most direct/explicit items that respondents could rate themselves highly on, and was therefore deemed to be the most vulnerable to perceived rather than actual high ratings.

5.3 Analysis of Responses

Respondents' scores were tabulated and sorted according to the following criteria:

- A score of 70%+ in either a leadership or management direction was determined as a starting point for a significant tendency in that particular direction;
- Scores between 60 and 69% in both leadership and management areas indicated a balanced combination of traits in both areas.
- Scores below 60% indicated an absence of the trait in question (whether leadership or management).

5.4 Interviews

The purpose of interviewing respondents with significant scores (see criteria below) was to provide a further method of validating scores on the paper-based instrument. Interviewees were asked structured questions which were designed to cross-check the key leadership and management characteristics measured by the paper-based instruments. Responses noted during the interviews were later compared with scores on the paper-based instrument.

OEP senior and middle managers were selected for interviews on the basis of the following criteria:

- A significant rating in either leadership or management traits (80%+ in the case of management traits, 70%+ in the case of leadership traits, since only one respondent fell into the latter category out of all the respondents who took the assessment);
- Respondents with missing data/responses (1 case; see Section 9 below for details); and
- OEP managers who were not available for the assessment due to other work commitments (2 cases; see Appendix A for details).

It is worth noting that, at the OEP Chairman's request, a special instrument administration session was scheduled for the three staff members who were not present during the first two sessions (namely Ms Samia Guirguis, General Division Manager for Training and Energy Awareness; Mr. Tawfik Fayek Tawfik, Manager of the Energy Consumption and Budgets Sector; and Mr. Mostafa Ahmed Mohamed El Semmani, Manager of the Department for Energy Production Studies).

6. ASSESSMENT INSTRUMENT ADMINISTRATION

Originally, administration was scheduled to take place in one 30-minute session for all OEP senior and middle managers. Single session administration was deemed important to ensure instrument security, avoid item leakage, and eliminate the effect of external variables.

Nevertheless, this did not prove possible since management staff had various work commitments outside of OEP at different times, which made it practically impossible to administer the instrument with all target participants in one session. As a result, the instrument was administered to two groups of respondents in two different sessions. Some staff members were not able to attend either session. Appendix A presents a record of staff participation, and summary statistics regarding staff attendance.

As was mentioned above, a third administration session was specially scheduled for three managers who were not present during the first two sessions.

Prior to the administration of each session, participants were given detailed instructions regarding the constituents of each part of the assessment form, the rating scale used, and the overall time allowed for completing the form. This ensured consistency of administration across sessions.

During administration, it was observed that several respondents had problems in interpreting items 9 and 15 in Part A. An analysis of these two items shows that they both consist of multiple thought components and utilize negative linguistic structures. Even though these items did not prove problematic during piloting, they seemed to be confusing during actual administration. Confusion may have been caused by the nuances of multiple conceptual and linguistic structures in Arabic. It is therefore recommended that these two items, as well as any other items that feature similar complex constituents, be simplified if the assessment form is to be utilized again in the future. If reviewed and cross-validated, the current leadership assessment form could become a prototype for developing a leadership assessment instrument bank. These instruments could then be used to profile newly appointed senior managers at OEP to indicate leadership potential. The instruments could also be used to assess the impact of leadership training and leadership assessment programs, and to measure sustained leadership traits in OEP's senior managers.

7. ASSESSMENT FINDINGS

Responses were tabulated and scored according to the weightings and percentile ranges described in Sections 5.2 and 5.3 above. Respondents' overall scores, as well as management-specific and leadership-specific scores, are presented in Appendix C.

Respondents' scores placed them in four distinct categories, illustrated in the following table:

Table (i): Respondent Categories

Category	Number of Respondents
Respondents with a marked tendency towards leadership traits	1
Respondents with a marked tendency towards management traits	20
Respondents with a balance of leadership and management traits	10
Respondents with no clear leadership or management traits	3
Respondents with incomplete responses	1
Total number of respondents	35

Names of respondents in each category are presented in Appendix D, arranged from highest to lowest scores per category.

With regard to the three respondents who took the assessment at a later stage, their scores placed them in the second category in the table above (respondents with a market tendency towards management traits). All three respondents' scores were above 70% in management-specific areas (please refer to Appendix C for exact scores per respondent).

It was observed while scoring the assessment forms that respondents were more liable to rate themselves highly on all items in Part B of the form, which consisted of explicit items related to leadership and management styles on the job (see Section 5.2 above for details). Respondents' ratings were much more consistent and representative in Parts A and C. Please refer to Appendix C for scores per section/part of the assessment form, in addition to overall scores and percentages. The observed tendency towards inflated ratings in Part B justified the adjusted equal weighting given to all three parts of the form regardless of the number of items in each.

With regard to the 5 management staff who refused to take the assessment (see Appendix A for names and details), they mainly expressed concern regarding the nature of the assessment, and the use of the findings. It is worth noting that at least three of these five management staff had actually emphasized the need for a leadership assessment to be conducted at OEP to identify leadership potential and reveal possibilities for leadership development (namely Mr. Abdel Wahab Barakat, Acting Manager of the Energy Conservation Division; Mr. Alaa Taema, Manager of the Computers Sector; and Mr. Mohamed Moataz Abdel Khalek, Manager of the Administrative Affairs Sector). Their recommendations were voiced during a human resource development activity conducted at OEP in February-March 2000. Nevertheless, these same staff members refused to take the assessment when it was actually conducted. It is the consultant's opinion that such a stance is an indicator of lack of leadership and drive in and of itself, and constitutes part of the findings of this study. By definition, effective leadership is characterized by initiative, decisiveness,

responsibility and accountability, all of which seem to be lacking in the stance taken by these five staff members.

8. SHORT-LISTING FOR INTERVIEWS

Respondent scores and rankings determined selection for interviews. In addition, factors such as incomplete responses on the assessment form or inability to take the assessment for justifiable reasons qualified participants for interviewing (please refer to Section 5.4 above for details regarding the purpose of the interviews).

In total, 15 senior and middle managers were selected for interviewing. Of these, only 11 were available. The other 4 had various work commitments that rendered it difficult to schedule interviews with them for the purposes of this study. It is worth noting that several attempts to schedule interviews with the only respondent who had obtained a significant score in leadership areas (Mr. Salah Abdel Raouf Kandeel) proved unsuccessful, since the staff member in question took leave without pay for one year very soon after the instrument was administered.

Appendix E lists participants selected for interviewing, and actual interviews conducted.

9. INTERVIEW FINDINGS

Of the 11 interviewees who participated in this study, only 1 demonstrated significant leadership qualities, even though these qualities did not gain him a significant score on the formal assessment instrument. The participant in question, Mr. Adel Mahmoud Ibrahim, Current Manager of the Economic, Social and Environmental Impact Sector in the Energy Planning Division, demonstrated true organizational vision. Mr. Ibrahim believes that OEP's mission should be clearly stated as "providing a center of excellence for decision-making support in the energy field in Egypt". In his point of view, this mission should drive all OEP's activities, projects and staff. For this mission to be achieved, it is necessary to review OEP's organizational structure and staffing, and resolve internal staff conflicts through objective measures. Throughout his interview, Mr. Ibrahim demonstrated a clear understanding of the qualities of a true leader, citing such traits as vision, promoting achievement and productivity, promoting an atmosphere of trust, reliability, and loyalty to the organization. Mr. Ibrahim also demonstrated a clear understanding of effective management styles that promote staff productivity and results, and a clear appreciation of the importance of forward planning to promote target-based performance.

Five of the remaining 10 interviewees demonstrated a tendency towards effective management traits. Of these five, one interviewee's results on the formal assessment form also indicated a clear tendency towards management traits, namely Mr. Mahmoud Mohamed Al Dabaa. In both the paper-based assessment and the interview, Mr. El Dabaa demonstrated a clear understanding of effective management traits. Mr. El Dabaa highlighted the importance of consistency in management policy, standing firm by management principles, fairness, decisiveness, making decisions on the basis of a careful analysis of observable data, responsibility, accountability and impartiality. Nevertheless, Mr. El Dabaa seems to have a tendency towards micro-management and an inability to trust others at work.

Two of the interviewees with a tendency towards management traits had obtained balanced management and leadership scores in the paper-based assessment. However, their interviews revealed a tendency towards management rather than leadership characteristics. One such case was Mr. Mohamed Mostafa Nashaat, who demonstrated such traits as attention to detail, observation, objectivity and accuracy, all of which are particularly important in the financial sector which he manages. Nevertheless, Mr. Nashaat seems to find it difficult to manage multiple tasks simultaneously, and to handle a high workload while maintaining effective management and monitoring functions at his work unit.

The second case of an interviewee with a tendency towards management traits in spite of a balanced score on his paper-based assessment was Mr. Alaa El Din Mahmoud Abu Samra. Mr. Abu Samra showed a clear appreciation of forward planning, balanced workload distribution, attention to detail, fairness, responsibility and attention to staff's needs and morale. Mr. Abu Samra considers it a personal achievement that work proceeds as planned, even in his absence, because he has empowered the staff he works with/supervises to perform the work expected of them.

One of the interviewees with a tendency towards management traits, Mr. Tawfik Fayek Tawfik, had incomplete responses on his paper-based assessment, a fact which rendered it difficult to work with his scores. Mr. Tawfik's form was missing a page due to a photocopying error. However, Mr. Tawfik's interview revealed an understanding of the need for a manager to understand his work, understand the people he supervises, distribute work fairly, and capitalize on staff skills. Mr. Tawfik also demonstrated marked confidence throughout the interview. It is worth noting that the scores available for Mr. Tawfik on Parts A and C of the paper-based assessment corroborate these interview findings and point to a marked tendency towards management characteristics. Also, Mr. Tawfik's scores on the complete assessment form he completed during the third administration session further corroborate his tendency towards management characteristics.

The last interviewee who demonstrated a tendency towards management traits was Mr. Mostafa Ahmed Mohamed El Semmani. Mr. El Semmani had not attended the first two administrations of the paper-based instrument due to external work commitments. In his interview, Mr. El Semmani showed a clear appreciation of the importance of understanding the role of one's work unit within the framework and targets of the overall organization. He deemed it important for a manager to be organized, firm, yet people-oriented. Mr. El Semmani also showed understanding of the importance of forward planning, though he considered it difficult to implement at his own work unit due to the absence of an overall long-term organizational plan that drives the work of the key divisions. It is worth noting that these interview-observations were clearly corroborated by Mr. Semmani's scores when he finally attended the paper-based assessment during the third administration session.

The remaining five interviewees did not demonstrate a clear tendency towards either management or leadership traits. It is the consultant's view that these interviewees' skills can be channeled and further developed to suit the positions they hold/are to hold within the organization.

It is worth noting, however, that one of these interviewees, namely Ms. Samia Guirguis Hanna, current General Division Manager for Training and Energy Awareness, demonstrated a markedly negative and pessimistic attitude towards the organization as a whole, and towards future prospects regarding organizational development. The question remains as to whether a senior manager with such a negative view can lead others towards achieving OEP's targets and shaping/realizing its mission. Ms. Guirguis was also considerably skeptical about the leadership assessment exercise when she was asked to attend the third administration session, and almost refused to respond to the instrument. When the exact purpose of the assessment was further clarified to her from a human resource development perspective, she accepted to respond to the instrument. Her score seems to indicate a tendency towards management traits, but not leadership.

10. OVERALL FINDINGS OF THIS LEADERSHIP ASSESSMENT STUDY

This leadership and management assessment study has yielded the following overall findings:

OEP is in need of shaping and fostering organizational leadership. At the present stage, the organization lacks any significant leadership potential, with the exception of one senior manager (see the interview findings for Mr. Adel Mahmoud Ibrahim above), and one middle manager whose scores on the paper-based assessment still need to be verified through an interview procedure, but who is currently on extended leave without pay (Mr. Salah Abdel Raouf Kandeel).

More than 60% of current OEP senior and middle managers seem to demonstrate an understanding and appreciation of effective management traits and styles (see Appendix D for names and details). With a clear organizational vision and mission, clear and announced organizational goals, and a strong and effective leadership, these managers can be capitalized on to put the management traits they believe in into practice, and to implement OEP's plans to achieve results. Current senior and middle managers need training to be able to translate the management styles they intuitively seem to believe in into observable management practice. This will equip potentially effective managers with the practical skills to manage by results in a performance-based environment. This will be the true test as to whether current OEP management is capable of putting its management principles and beliefs into practice.

11. RECOMMENDATIONS

The following recommendations are based on the findings of this study:

- 11.1 The findings of this leadership and management assessment study need to be validated through a modified 360° analysis that suits the cultural and organizational environment in which it will be conducted. Even though the findings of the current study have been internally cross-checked within and across assessment instruments/methods, they are still mainly reliant on the respondents' self assessment and image of their own performance. In order for these findings to form a solid basis for decision-making regarding OEP leadership and management structures, they need to be externally corroborated through a modified 360° procedure.

- 11.2 The findings of this study provide a preliminary context and basis for developing individual leadership and/or management training and development plans. Appendix F presents individual leadership and management training recommendations for OEP management staff who demonstrated marked leadership and/or management potential in this study. These individual development plans would thus yield a core group of effective leaders and managers who would be equipped with the necessary skills to design strategies and policies for OEP, and to oversee the effective implementation of these in order to achieve OEP targets.
- 11.3 The paper-based instrument used in this study needs to be reviewed and fine-tuned on the basis of current findings, in order to provide a reliable assessment instrument for future use at OEP and similar organizations.
- 11.4 There is a need for a leadership development program to nurture current leadership potential at OEP, however limited, and to instill effective leadership traits and styles in OEP senior management (current and future).
- 11.5 On a parallel track, OEP is in need of a management development program to equip potentially effective managers with the necessary skills to manage by results and to promote quality performance on the part of their employees.

APPENDIX A: TARGET PARTICIPANTS AND STATUS OF THEIR PARTICIPATION

POSITION	NAME	PARTICIPATION
ENERGY PLANNING DIVISION		
Head of Energy Consumption and Budget Planning Sector	Tawfik Fayek Tawfik	✓ - Incomplete responses - Attended 3 rd session for complete findings
Head of Economic, Social and Environmental Impact Sector	Adel Mahmoud Ibrahim	✓
Head of Department of Energy Source Studies	Anwar Farid Agaiby	Did not attend
Head of Energy Generation Section	Mostafa Ahmed Mohamed El Semmani	On external business - Attended 3 rd session
Head of Energy Forecasting Section	Ahmed Ismail Rushdi	✓
Head of Economic Studies Section	Ossama Kamal El Din Mohamed	✓
Head of Social Impact Section	Soheir Ragab El Tahawi	Did not attend
Head of National Budget Planning Section	Amal Hussein Mostafa	✓
ENERGY CONSERVATION DIVISION		
Head of Energy Demonstration Projects Department	Mamdouh Nagaty Elias	✓
Head of Project Implementation Section	Ahmed Hassan Soliman	✓
Head of Technology Development and Transfer Section	Nasr El Din Abdel Hamid	Did not attend
Head of Demonstration Project Planning Section	Ihab Salah Hassan	Did not attend
Head of Section for Energy Audits for Domestic and Commercial Sectors	Abu Bakr Hassanein	✓
TRAINING AND ENERGY AWARENESS DIVISION		

POSITION	NAME	PARTICIPATION
General Division Manager	Samia Guirguis Hanna	On external business - Attended 3 rd session
Head of Energy Awareness Sector	Sayed Mahmoud Saeed	✓
INFORMATION MANAGEMENT AND COMPUTERS DIVISION		
General Division Manager	Mohamed Imam Mohamed Saleh	✓
Head of Information and Decision-Making Support Sector	Tolia Mohamed Anwar Khaled	✓
Head of Computers Sector	Alaa Abu Seria Taema	Refused to attend
Head of Library, Documents and Microfilm Department	Soheir Mohamed Abdel Badie	✓
Head of Decision-Making Support Department	Mohamed Ali Khafaga	✓
Head of Systems and Programming Department	Tarek Eid Ibrahim Hassaan	✓
Head of Publishing Section	Sahar Ahmed Zaki	✓
Head of Information Section	Waheed Ahmed Rushdi	✓
Head of System Design Section	Kamal Ibrahim Moussa	✓
Head of Computer Maintenance Section	Alaa El Din Mahmoud Abu Samra	✓
Head of Section	Salah Abdel Raouf Kandeel	✓
ADMINISTRATION AND FINANCE DIVISION		
General Division Manager	Mohamed Abdel Nabi Ibrahim	✓
Head of Administrative Affairs Sector	Mohamed Moataz Abdel Khalek	Refused to attend
Head of Financial Affairs Sector	Mohamed Mostafa Nashaat	✓
Head of Personnel Department	Ali Ghareeb Ali	Refused to attend
Head of Budgets Department	Magda Mohamed Ahmed Ali	✓
Head of Administration Department	Nabil Ghaith Hennawy	Refused to attend
Head of Personnel Documents Section	Mohamed Lotfi Mohamed	✓
Head of Premises and Services Section	Ramadan Anwar Hassan	✓
Head of Maintenance Section	Hashem Mohamed Abdel Ghaffar	✓

POSITION	NAME	PARTICIPATION
Head of Transportation Section	Mohamed Abul Maati Sayed Ahmed	✓
Head of Pensions and Benefits Section	Ahmed El Sheshtawy	✓
Head of Documents Control Section	Khaled Mohamed Lotfi El Sayed	✓
Head of Auditing Section	Khaled Sayed Atteya Khalifa	✓
MANAGEMENT-LEVEL STAFF REPORTING DIRECTLY TO THE CHAIRMAN		
Head of Security Department	Mahmoud Mohamed El Dabaa	✓
Head of Systems, Management and Public Relations Department	Ahmed Hassan Ahmed Hassan	✓
Head of Monitoring Department	Abdel Karim Ibrahim Abdel Mawla	✓
Head of Secretarial Section	Mona Farghaly Mostafa	✓
EXPERTS		
Deputy Chairman	Abdallah Fekri Abaza	Did not attend
Energy Conservation Expert	Salah Abdel Halim El Touni	Did not attend
Transportation Expert	Abdel Wahab Mostafa Barakat	Refused to attend
Administrative Affairs Expert	Mohamed Haddad Ahmed Ali	✓
Information Systems Expert	Mohamed Mohamed Abdel Hamid Abdou	✓

✓ = Attended

SUMMARY STATISTICS

	Sessions 1 and 2	Sessions 1, 2 and 3
Total number of attendees with complete responses	34	37
Number of respondents with incomplete responses	1	0
Number of staff who refused to attend	5	5
Number of staff on external business during assessment	2	0
Number of staff who did not attend for unknown reasons	6	6
Total number of senior and middle managers targeted by assessment	48	48

APPENDIX B: PAPER-BASED ASSESSMENT INSTRUMENT

**ORGANIZATION FOR ENERGY PLANNING
HUMAN RESOURCE DEVELOPMENT**

SELF-ASSESSMENT INSTRUMENT

The purpose of this survey is for OEP senior and middle management staff to assess their own skills, tendencies and management style. The results of this self-assessment will be used as a basis for team formulation and management development. Please indicate your name, position and work unit in the following boxes.

NAME:	
POSITION:	
WORK UNIT:	

PART A

Read each of the following general items carefully. Rate yourself on each item using the rating scale on the right. The following is a definition of each rating:

- 1 Never (0% of the time)
- 2 Seldom (1-24% of the time)
- 3 Sometimes (25-49% of the time)
- 4 Frequently (50-74% of the time)
- 5 Very frequently (75-99% of the time)
- 6 Always (100% of the time)

	1	2	3	4	5	6
1. I don't look for motives behind people's behavior.						
2. If I am asked to describe an acquaintance, I provide details like age and occupation.						
3. I am good at explaining how something works.						
4. In conversation, I link ideas to each other.						
5. I enjoy carrying out plans to see them fully executed.						
6. I analyze situations, looking for a sequence of causes and effects that lead to these situations.						
7. If there is a power cut, I can find my way easily in the dark.						
8. I keep my files and papers in a logical order.						
9. I am not good at explaining how to do something even if I can do it well myself.						
10. I prefer maths to arts.						
11. I am good at making long-term plans.						
12. I find it difficult to give an accurate estimate of the time necessary for a certain task.						
13. I synthesize information to create the whole picture.						
14. I am good at crossword puzzles.						
15. When I am talking, I keep my hands still or put them in my pocket.						
16. I am punctual.						
17. I can remember my dreams when I wake up.						
18. I find it difficult to express me feelings.						
19. I give clear directions.						
20. I can usually find what I need although I don't keep things in any particular order.						

PART B

Read each of the following work-related items carefully. Rate yourself on each item using the rating scale on the right. The following is a definition of each rating:

- 1 Never (0% of the time)
- 2 Seldom (1-24% of the time)
- 3 Sometimes (25-49% of the time)
- 4 Frequently (50-74% of the time)
- 5 Very frequently (75-99% of the time)
- 6 Always (100% of the time)

	1	2	3	4	5	6
1. I am firm when it is needed.						
2. I establish clear work codes and discipline policies in my work unit.						
3. I speak well to groups.						
4. I have full backing from those who report to me.						
5. I strive to win by allowing my staff to win.						
6. I motivate those who work with me and inspire enthusiasm.						
7. I reward staff for quality performance.						
8. In public events, I attract others to join my group.						
9. I create an active tempo in my work unit.						
10. I am a good listener.						
11. I convert employees to supporters of a mission.						
12. I express ideas clearly.						
13. I am a good negotiator.						
14. I have a clear vision of where I want my work unit to be in 10 years time.						
15. I keep my staff fully informed.						
16. I try to make work enjoyable for my staff.						
17. I delegate responsibility.						
18. I put great emphasis on developing teamwork.						

	1	2	3	4	5	6
19. I adapt my style, from directing to facilitating to delegating, depending on the situation, the task at hand and the staff member involved.						
20. I admit to mistakes.						
21. I follow logical steps in making decisions.						
22. I am effective at solving day-to-day problems.						
23. My actions are congruent with the values I express verbally to others.						
24. I put great emphasis on finishing work assignments quickly.						
25. I pursue opportunities to develop myself professionally.						
26. I think of different strategies and options to achieve one goal or complete a single task.						
27. I give specific instructions to new hires or for new tasks.						
28. I demonstrate presence in meetings and public events.						
29. I resolve conflict among staff effectively.						
30. I am accessible to my staff.						
31. I give detailed feedback to my staff.						
32. I clear obstacles for others.						
33. I foster an open and honest environment in my work unit.						
34. I clearly assign roles and describe desired outcomes.						
35. I give instructions authoritatively.						
36. I assume responsibility and accountability for my actions.						
37. I know when to compromise.						
38. I distribute workload evenly among my staff.						
39. I monitor staff progress on assigned tasks.						
40. I keep a detailed schedule for work unit tasks and activities.						
41. I stand firm on principle.						
42. I convey a clear message to others.						

	1	2	3	4	5	6
43. I am consistent in exercising power and authority.						
44. I have a strong track record for being decisive.						
45. I take calculated risks.						
46. I have frequent meetings with my staff to plan work and distribute tasks.						
47. I generate in my staff a sense of pride in belonging to this work unit.						
48. I am not desk-bound; I move energetically around my work unit.						
49. If I left my work unit, others would consider following me.						
50. I carefully consider cost and resources in planning projects and activities.						
51. I set clear direction for my work unit.						
52. I believe that junior staff should be given the power to make decisions about their work.						
53. I pay a lot of attention to how people react to my suggestions.						
54. I prepare people for change very carefully so that they are ready for it when it happens.						
55. I give my staff time for professional development.						
56. I tie short-term work unit targets to the overall goals and mission of the organization.						
57. I respond openly to staff concerns.						
58. I build effective internal and external relationships.						
59. I consult with others in making decisions.						
60. I am fully aware of the impact of my actions and words on others.						

PART C

Put a check mark (✓) against 10 of the following items that you feel best describe your character.

- | | |
|--|--|
| <input type="checkbox"/> analytical | <input type="checkbox"/> people-oriented |
| <input type="checkbox"/> detail-oriented | <input type="checkbox"/> positive |
| <input type="checkbox"/> energetic | <input type="checkbox"/> protective |
| <input type="checkbox"/> ethical | <input type="checkbox"/> self-critical |
| <input type="checkbox"/> firm | <input type="checkbox"/> sharing |
| <input type="checkbox"/> flexible | <input type="checkbox"/> systematic |
| <input type="checkbox"/> gracious | <input type="checkbox"/> task-oriented |
| <input type="checkbox"/> innovative | <input type="checkbox"/> time conscious |
| <input type="checkbox"/> intense | <input type="checkbox"/> visionary |
| <input type="checkbox"/> just | <input type="checkbox"/> visual |
| <input type="checkbox"/> logical | <input type="checkbox"/> a doer |
| <input type="checkbox"/> loyal | <input type="checkbox"/> a motivator |
| <input type="checkbox"/> meticulous | <input type="checkbox"/> a risk-taker |
| <input type="checkbox"/> modest | <input type="checkbox"/> an implementer |
| <input type="checkbox"/> organized | <input type="checkbox"/> an initiator |

APPENDIX C1: OVERALL ASSESSMENT RESULTS IN ALPHABETICAL ORDER

NAME	LEFT BRAIN TENDENCY SCORE 60 POINTS	RIGHT BRAIN TENDENCY SCORE 60 POINTS	MANAGEMENT STYLE SCORE 60 POINTS	LEADERSHIP STYLE SCORE 60 POINTS	MANAGEMENT CHARACTERISTICS 60 POINTS	LEADERSHIP CHARACTERISTICS 60 POINTS	TOTAL MANAGEMENT SCORE 180 POINTS	MANAGEMENT PERCENTAGE 100%	TOTAL LEADERSHIP SCORE 180 POINTS	LEADERSHIP PERCENTAGE 100%	Selected for Interview
Abdel Karim Ibrahim Abdel Mawla	52	35	51	43	30	30	133	74	108	60	
Abu Bakr Hassanein	31	28	45	43	30	30	106	59	101	56	
Adel Mahmoud Ibrahim	44	39	51	52	30	30	125	69	121	67	✓
Ahmed El Sheshtawy	49	38	55	54	42	18	146	81	110	61	✓
Ahmed Hassan Ahmed Hassan	48	36	52	53	30	30	130	72	119	66	
Ahmed Hassan Soliman	49	38	49	43	30	30	128	71	111	62	
Ahmed Ismail Rushdi	42	32	44	42	36	24	122	68	98	54	
Alaa El Din Mahmoud Abu Samra	42	33	56	52	24	36	122	68	121	67	✓
Amal Hussein Mostafa	38	43	44	43	36	24	118	66	110	61	
Hossem Mohamed Abdel Ghaffar	36	31	44	44	36	24	116	64	99	55	
Kamal Ibrahim Moussa	49	36	58	53	48	12	155	86	101	56	✓
Khaled Mohamed Lotfi El Sayed	52	38	56	55	42	18	150	83	111	62	✓
Khaled Sayed Aheya Kholifa	43	31	43	44	24	36	110	61	111	62	
Magda Mohamed Ahmed Ali	43	41	54	52	36	24	133	74	117	65	
Mahmoud Mohamed El Dabaa	42	33	57	56	48	12	147	82	101	56	✓
Mamdouh Nagaly Elias	45	33	45	47	30	30	120	67	110	61	✓
Mohamed Abdel Nabil Ibrahim	40	31	44	44	42	18	126	70	93	52	
Mohamed Abul Maati Sayed Ahmed	49	30	50	53	36	24	135	75	107	59	
Mohamed Ali Khalifa	38	33	54	53	42	18	134	74	104	58	
Mohamed Haddad Ahmed Ali	47	44	45	46	30	30	122	68	120	67	✓
Mohamed Imam Mohamed Saleh	45	27	45	44	48	12	138	77	83	46	
Mohamed Lotfi Mohamed	42	40	52	52	48	12	142	79	104	58	
Mohamed Mohamed Abdul Hamid A	48	39	49	51	36	24	133	74	114	63	
Mohamed Mostafa Nashaat	42	37	50	48	30	30	122	68	115	64	✓
Mona Farghaly Mostafa	39	40	42	39	30	30	111	62	109	61	
Mostafa Ahmed Mohamed El Semma	44	41	49	46	36	24	129	72	111	62	✓
Ossama Kamal El Din Mohamed	48	41	47	46	42	18	137	76	105	58	
Ramadan Anwar Hassan	46	32	55	52	24	36	125	69	120	67	✓
Sahar Ahmed Zaki	50	32	52	52	30	30	132	73	114	63	
Salah Abdel Raouf Kandeel	41	41	50	47	18	42	109	61	130	72	✓
Samia Gulguis Hanna *	49	41	56	48	30	30	135	75	119	66	✓
Sayed Mahmoud Saeed	47	38	57	56	30	30	134	74	124	69	
Sahar Mohamed Abdel Badie	47	37	58	51	30	30	135	75	118	66	
Tarek Eld Ibrahim Hassan	54	40	47	45	36	24	137	76	109	61	
Tawfik Fayek Tawfik **	48	38	47	47	36	24	131	73	109	61	✓
Tolia Mohamed Anwar Khaled	41	40	52	53	30	30	123	68	123	68	✓
Waheed Ahmed Rushdi	55	34	58	55	30	30	143	79	119	66	

Cells marked with this pattern consist of leadership results.

* Respondents who attended the third administration session.

** Results for Mr. Tawfik Fayek have been revised to reflect complete scores after the third administration session.

APPENDIX E: PARTICIPANTS SELECTED FOR INTERVIEWING

PARTICIPANTS SELECTED FOR INTERVIEWING (in alphabetical order)	INTERVIEWS CONDUCTED	COMMENTS
Adel Mahmoud Ibrahim	✓	
Ahmed El Sheshtawy	✓	
Alaa El Din Mahmoud Abu Samra	✓	
Kamal Ibrahim Moussa	✓	
Khaled Mohamed Lotfi El Sayed		Not available for interview.
Mahmoud Mohamed El Dabaa	✓	
Mamdouh Nagaty Elias	✓	
Mohamed Haddad Ahmed Ali	✓	
Mohamed Mostafa Nashaat	✓	
Mostafa Ahmed Mohamed El Semmani	✓	
Ramadan Anwar Hassan		Not available for interview.
Salah Abdel Raouf Kandeel		Not available for interview.
Samia Guirguis Hanna	✓	
Tawfik Fayek Tawfik	✓	
Tolia Mohamed Anwar Khaled		Not available for interview.

APPENDIX F: INDIVIDUAL MANAGEMENT AND/OR LEADERSHIP TRAINING PLANS

Premises underlying the proposed plans:

- The management staff members included in the planning table below were selected on the basis of the combined findings of the paper-based leadership assessment and the interviews conducted in this study. The planning table thus focuses on the OEP staff members that obtained the highest leadership and/or management ratings in this study. It is recommended, however, that management and leadership development opportunities be offered to both current and future OEP senior and middle managers in order to build organizational capacity in these two areas.
- The training and development programs outlined in the planning table below build on each individual's current expertise and experience, combined with the management and/or leadership potential demonstrated by each individual. It is worth noting, however, that additional qualified OEP managers will be needed in order to formulate a core management and leadership group that can effectively lead the organization in key areas.
- The planning table below outlines core content for training and development programs that would enhance the management staff members' skills and effectiveness. For training programs that will be offered overseas, participants will require intensive English language training in order to fulfill the language requirements for overseas training and to guarantee that participants would derive maximum benefit from their training. The duration of English language training will vary from one individual to another depending on their current English language proficiency levels, which will be determined through a process of pre-training language testing.

OEP Management Staff Member	Key Training Goal	Proposed Individual Training Plans for Leadership and/or Management Development			
		Program 1	Program 2	Program 3	Program 4
Adel Mahmoud Ibrahim	To develop core strategic planning and leadership capacity.	Advanced Management Skills <ul style="list-style-type: none"> Principles of strategic management Growth strategies Strategic product and service development Activity-based cost management Organizational performance measures Change management and transformational leadership principles Management by results and performance-based management principles Empowering staff and assessing performance Data analysis and reporting requirements 	Strategic Planning <ul style="list-style-type: none"> Profiling effective planning teams Defining organizational vision, mission and core values Goal setting Developing dynamic strategic plans for Target achievement Recognizing organizational barriers to planning SWOT analysis (strengths, weaknesses, opportunities and threats) Identifying priority issues for strategic success Linking strategic and operational planning Cornerstones of successful implementation 	Change Management <ul style="list-style-type: none"> Defining and examining change Analyzing the change process Methods for handling change effectively Methods for creating acceptance of change by staff 	Executive Leadership Skills <ul style="list-style-type: none"> Leadership principles, roles and styles Setting direction and shaping organizational culture Energizing people and teams into action Communicating vision, mission, goals and core values Empowerment and effective delegation Results-oriented leadership styles Handling difficult people and situations effectively Conflict resolution Risk management

OEP Management Staff Member	Key Training Goal	Proposed Individual Training Plans for Leadership and/or Management Development			
		Program 1	Program 2	Program 3	Program 4
Alaa El Din Mahmoud Abu Samra	<p>To develop capacity for strategic information systems planning.</p> <p><i>Proposed training assumes adequate technical IS skills. Technical training requirements may be identified/ recommended as necessary.</i></p>	<p>General Project Management Skills</p> <ul style="list-style-type: none"> • Success criteria of a well-defined project • Key elements in project management and life cycles • Successful project organization • Project budgeting • Developing contingency plans • Obtaining senior management buy-in • Setting practical project objectives • Project scheduling • Workload allocation • Project monitoring • Developing team productivity • Motivating team members • Effective decision-making • Managing project change 	<p>Information Systems (IS) Project Management</p> <ul style="list-style-type: none"> • The IS project: definition, scope and objectives • Identifying activities and resources: work breakdown structures, skills inventories, equipment and resource requirements • Determining work flow activities and network risk analysis • Estimating project duration • Scheduling activities and allocating resources • Controlling work in progress and identifying problems: re-scoping projects 	<p>Strategic Information Systems (IS) Planning</p> <ul style="list-style-type: none"> • Principles and process of organizational IS planning • Identifying organizational IS needs • Organizational systems planning • Assessing the impact of organizational change on IS • Implementing and monitoring IS plans • Aligning IS initiatives with organizational goals 	

OEP Management Staff Member	Key Training Goal	Proposed Individual Training Plans for Leadership and/or Management Development			
		Program 1	Program 2	Program 3	Program 4
Mahmoud Mohamed El Dabaa	To develop safety/security planning and management capacity.	Improving Managerial Effectiveness <ul style="list-style-type: none"> • Developing management style and flexibility • Building and managing effective teams • Persuading and motivating staff • Formulating practical objectives • Developing workable plans and translating them into effective performance • Establishing trust and building positive relationships • Providing and receiving constructive feedback • Managing change effectively • Handling resistance • Building team commitment 	Problem-Solving and Decision-Making Skills <ul style="list-style-type: none"> • Situational analysis and diagnosis • Making decisions and formulating solutions that get implemented • Damage control in problem situations • Assessing decision-making styles • Risk analysis and management • Approaching problems creatively to create win-win situations 	Advance Safety and Security Management <ul style="list-style-type: none"> • Effective safety management models • Effective security management models: security of premises/ assets, staff, and documents/ information • Assessing safety and security management systems • Goal setting and action planning • Management by results • Monitoring methods and techniques • Automated safety and security management systems • Training staff on safety and security measures 	

OEP Management Staff Member	Key Training Goal	Proposed Individual Training Plans for Leadership and/or Management Development			
		Program 1	Program 2	Program 3	Program 4
Mohamed Mostafa Nashaat	To develop capacity for effective financial planning and streamlining.	Advanced Financial Management <ul style="list-style-type: none"> • Financial system analysis • Financial management models and alternatives • Streamlining financial management systems to maximize effectiveness • Assessing financial performance • Procurement systems and alternatives • Financial data management • Automated financial management systems • Reporting requirements • <i>The above content will be geared to financial management in</i> 	Time Management <ul style="list-style-type: none"> • Setting and prioritizing targets • Estimating and allocating time to tasks • Scheduling and monitoring time spent on tasks • Identifying causes of time wastage/low efficiency • Methods for maximizing efficiency • Handling multiple tasks effectively and efficiently 	Foundations of Leadership <ul style="list-style-type: none"> • Assessing leadership styles and development needs • Identifying the characteristics of effective leaders • Communication skills • Conflict resolution • Constructive feedback • Empowerment and delegation 	

OEP Management Staff Member	Key Training Goal	Proposed Individual Training Plans for Leadership and/or Management Development			
		Program 1	Program 2	Program 3	Program 4
		<i>governmental institutions.</i>			
Mostafa Ahmed Mohamed El Semmani	To develop capacity for project planning, action planning and implementation management.	Senior Project Management <ul style="list-style-type: none"> Defining the scope and technical objectives of a project Task analysis, work breakdown structures, skills inventories, equipment and resource requirements Managing project information Project monitoring and evaluation Trend analysis Project control and scope change Automated project management systems Reporting requirements 	Action Planning Skills <ul style="list-style-type: none"> Setting targets Developing critical paths and benchmarking for target achievement Task and resource allocation Developing contingency plans Monitoring action plan implementation Reviewing and re-scoping plans Evaluating the achievement of results as a basis for future action planning 	Critical Skills for Managers <ul style="list-style-type: none"> Matching organizational goals with work unit goals Objectively assessing work unit performance and present position: determining where the work unit is now, where it needs to be, and how to get there Developing effective and dynamic implementation plans that adapt to unexpected changes Determining the role of management in strategy formulation, promoting organizational culture and developing people 	Foundations of Leadership <ul style="list-style-type: none"> Assessing leadership styles and development needs Identifying the characteristics of effective leaders Communication skills Conflict resolution Constructive feedback Empowerment and delegation

OEP Management Staff Member	Key Training Goal	Proposed Individual Training Plans for Leadership and/or Management Development			
		Program 1	Program 2	Program 3	Program 4
Tawfik Fayek Tawfik	To enhance management skills and develop action planning capacity.	Improving Managerial Effectiveness <ul style="list-style-type: none"> • Developing management style and flexibility • Building and managing effective teams • Persuading and motivating staff • Formulating practical objectives • Developing workable plans and translating them into effective performance • Establishing trust and building positive relationships • Providing and receiving constructive feedback • Managing change effectively • Handling resistance • Building team 	Time Management <ul style="list-style-type: none"> • Setting and prioritizing targets • Estimating and allocating time to tasks • Scheduling and monitoring time spent on tasks • Identifying causes of time wastage/low efficiency • Methods for maximizing efficiency • Handling multiple tasks effectively and efficiently 	Action Planning Skills <ul style="list-style-type: none"> • Setting targets • Developing critical paths and benchmarking for target achievement • Task and resource allocation • Developing contingency plans • Monitoring action plan implementation • Reviewing and re-scoping plans • Evaluating the achievement of results as a basis for future action planning 	

OEP Management Staff Member	Key Training Goal	Proposed Individual Training Plans for Leadership and/or Management Development			
		Program 1 commitment	Program 2	Program 3	Program 4