

MIDDLE MANAGEMENT EDUCATION PROGRAM FOR EGYPT

Conducted by

College of Business and Administration  
Southern Illinois University  
Carbondale, Illinois, U.S.A.

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

Preliminary Program Review  
Based Upon First Group of Egyptian  
Management Participants

June, 1979

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July 6, 1979

To Whom It May Concern:

The College of Business and Administration and Southern Illinois University at Carbondale are very pleased to have the opportunity of being involved with this Middle Management Education Program for Egypt.

The purpose of the project, as identified by AID, is to "acquaint Egyptian managers with American management decision-making techniques." This preliminary program review indicates the achievement of this purpose, and success of the project to date.

It should be noted that this is not a final report but rather a preliminary review, the data of which will be subject to further analysis along with information secured from subsequent groups of participants. Any comments or suggestions from readers of this report are welcomed.

Sincerely yours,

A handwritten signature in black ink that reads "John R. Darling". The signature is written in a cursive style with a large, looped initial "J".

John R. Darling  
Dean

JRD:ph

TABLE OF CONTENTS

	<u>Page</u>
PROGRAM EVALUATION DESIGN.....	1
EVALUATION OF OVERALL EXPERIENCE.....	2
EVALUATION OF CLASSROOM EXPERIENCE.....	5
EVALUATION OF INTERNSHIP EXPERIENCE	
A. From the Participants' Point of View.....	8
B. From the Internship Companies' Point of View.....	10
WATSON-GLASER CRITICAL THINKING APPRAISAL.....	11
HOW SUPERVISE?.....	12
ENTREPRENEURIAL TENDENCIES.....	13
ASSUMPTIONS ABOUT PEOPLE.....	13
THE MANAGERIAL GRID.....	14
INTERNAL-EXTERNAL LOCUS OF CONTROL TEST.....	15
STUDY OF VALUES.....	15
THE GENERAL BUSINESS TEST.....	17
MANAGEMENT SIMULATION GAME.....	18
CASES.....	18
FACULTY RESEARCH.....	18
APPENDIX 1, Internship Question Guide.....	20
APPENDIX 2, A Sample of Internship Report.....	26
APPENDIX 3, Internship Evaluation-Company Questionnaire.....	37
APPENDIX 4, AP World Trade Letter; Newspaper Clippings.....	44
APPENDIX 5, Watson-Glaser Critical Thinking Appraisal.....	53
APPENDIX 6, How Supervise?.....	62
APPENDIX 7, Entrepreneurial Tendencies.....	67
APPENDIX 8, Assumptions About People.....	72
APPENDIX 9, The Managerial Grid.....	75
APPENDIX 10, Internal-External Locus of Control Test.....	78
APPENDIX 11, Study of Values.....	83
APPENDIX 12, The General Business Test.....	97
APPENDIX 13, Modules 1 and 2.....	117

## Middle Management Education Program for Egypt

This is a preliminary program evaluation of the Middle Management Education Program for Egypt for the first group of 28 participants. The program was conducted between February 24th and May 19, 1979. The evaluation is based upon the results of several questionnaires dealing with the classroom and internship experiences as well as the results of a series of tests dealing with attitudes, values, knowledge, personality, leadership styles, etc. Much has been learned from our evaluation efforts with the first group, and this data provides us with an invaluable information base that will be useful in making further improvements in the project for future groups.

### PROGRAM EVALUATION DESIGN:

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 both classroom instruction and practical internship experience. Due to the broad nature of this overall objective, we have relied primarily on questionnaires to assess the degree to which these two phases of the program have helped us achieve our aims.

The second 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 repeated at the end of the program to detect what changes, if any, had occurred as a result of their experiences in the U.S.A.

Near the beginning of the program, the participants were given a test in general business. The purpose of this test is twofold; (1) to determine

their knowledge of business in order to help the instructors to tailor their lectures to meet the needs and expectations of the participants, and (2) to be used again at the end of the instruction period to measure what they have learned during that period.

A final auxiliary aspect of the program consists of faculty research into various aspects of the behavioral attitudes of the Egyptian managers. This research will be used to prepare a pool of information that will be useful in the design and improvement of future programs.

#### EVALUATION OF OVERALL EXPERIENCE

At the end of the program, the participants were given a questionnaire to evaluate their overall experience. The responses were assigned weights and a weighted-average mean was calculated for each item. The results are as follows:

	Legend					Blank	Mean
	SA = Strongly Agree	A = Agree	N = Neither agree or disagree	D = Disagree	SD = Strongly Disagree		
	(+2)	(+1)	(0)	(-1)	(-2)		
	<u>SA</u>	<u>A</u>	<u>N</u>	<u>D</u>	<u>SD</u>		
1. Classroom facilities were satisfactory.	35%	65%					+1.35
2. Luncheon arrangements were satisfactory.	4%	57%	8%	27%	4%		+ .31
3. Luncheon speakers were of value.	12%	50%	34%	4%			+ .69
4. Classroom sessions were well scheduled.	12%	73%		11%	4%		+ .77
5. Reading materials were suitable.	19%	62%	4%	11%	4%		+ .81
6. Hotel accomodations were appropriate.	19%	81%					+1.19

SA = Strongly Agree

D = Disagree

A = Agree

SD = Strongly Disagree

N = Neither agree or disagree

Leave inapplicable items blank

	(+2) SA	(+1) A	(0) N	(-1) D	(-2) SD	Blank	Mean
8. Your problems were promptly solved.	8%	62%	18%	4%	4%	4%	+ .68
9. Travel and hotel arrangements for the internships were satisfactory.	15%	47%	15%	23%			+ .54
10. The general attitudes of the administration, faculty and staff of SIU were favorable.	38%	54%				8%	+1.42
11. The internship companies and locations were adequately planned.	31%	42%	19%	8%			+ .96
12. Overall communication between you and the administration of the Middle Management Education Program was adequate.	23%	65%		8%		4%	+1.08
13. The computer business game was of high value to you.	65%	35%					+1.65
14. The timing of the business game was appropriate.	19%	27%	15%	31%	8%		+ .19
15. The community of Carbondale was friendly.	35%	57%	4%	4%			+1.23
16. Per diem was sufficient.		23%	12%	27%	38%		- .87
17. Your interaction with the participants was rewarding.	4%	85%	11%				+ .92
18. The personnel of the internship companies were cooperative.	50%	42%	8%				+1.42
19. The work and attitude of the participants' coordinator have met your expectations.	73%	19%	4%	4%			+1.62
20. The work and attitude of the company liason coordinator have met your expectations.	12%	50%	23%	11%	4%		+ .54
21. The work and attitude of graduate assistant, George Aronson, has met your expectations.	27%	62%	7%	4%			+1.12

SA = Strongly Agree

D. = Disagree

A = Agree

SD = Strongly Disagree

N = Neither Agree or Disagree

Leave inapplicable items blank

	<u>(+2)</u> <u>SA</u>	<u>(+1)</u> <u>A</u>	<u>(0)</u> <u>N</u>	<u>(-1)</u> <u>D</u>	<u>(-2)</u> <u>SD</u>	<u>Blank</u>	<u>Mean</u>
22. The work and attitude of graduate assistant, Bill Herron, has met your expectations.	31%	54%	7%	4%		4%	+1.12
23. The work and attitude of the secretary of the project has met your expectations.	19%	46%	12%	19%	4%		+ .58
24. Your overall experience in U.S. was favorable.	50%	50%					+1.50

The only item for which the calculated mean was unfavorable (negative) was #16, "per diem was sufficient." This is probably more true for the participants on internships in larger cities where living expenses are likely to be higher. The next least favorable mean was for item #14, "the timing of the business game was adequate." We are currently exploring the possibility of expanding the role of the business game in the program. It should be noted that the item with the most favorable mean was item #13, "the computer business game was of high value to you."

Item #2, "luncheon arrangements were satisfactory," also had a relatively low mean (+.31). This is due largely to cultural differences and the difficulty some participants had in adjusting to the American meal schedule.

It is encouraging to note that all of the participants either strongly agreed with or agreed with item #24, "your overall experience in the U.S. was favorable."

## EVALUATION OF CLASSROOM EXPERIENCE

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

SA = Strongly agree

A = Agree

N = Neither agree or disagree

D = Disagree

SD = Strongly Disagree

Leave inapplicable items blank

	(+2) <u>SA</u>	(+1) <u>A</u>	(0) <u>N</u>	(-1) <u>D</u>	(-2) <u>SD</u>	<u>Blank</u>	<u>Mean</u>
1. <u>In general, the classroom instructors:</u>							
a. were prepared for class	36%	6 %	4%				+1.32
b. knew if students understood him	16%	56%	28%	20%			+ .48
c. answered impromptu questions satisfactorily.	28%	72%					+1.28
d. were organized and presented subject matter well.	28%	60%	8%	4%			+1.12
e. showed an interest in students	36%	28%	32%	4%			+ .96
f. were enthusiastic about the subject	32%	56%	12%				+1.20
g. taught the class effectively	16%	52%	32%				+ .84

Although all means were favorable, the relatively low mean for point (b) is due to some language problems and communication gaps. However, it is expected that this problem will be avoided as the instructors become more familiar with the level of knowledge and language ability of the Egyptian managers.

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

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

Point (g) indicates that the participants felt that the classroom portion of the program was generally good. But there does seem to be several aspects of this phase of the program that can be improved. Although the mean scores for points (e) and (f) were both negative, indicating overall favorable responses, they could have been more favorable. The diversity of background in business of the participants caused some of them to report the material to be difficult and confusing. Additional preparatory work (perhaps in Cairo) has been recommended to bring all participants to a common level.

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

E = Exceptional progress                      L = Little progress  
V = Very good progress                        N = No progress  
G = Good progress                              Leave inapplicable items blank

	(4) E	(3) V	(2) G	(1) L	(0) N	Blank	Mean
a. Gained factual knowledge (terminology, classifications, methods, trends).	8%	28%	52%	12%			2.32
b. Learned fundamental principles, generalizations or theories.	8%	28%	56%	8%			2.36
c. Developed specific competencies needed by professionals in my							1.70

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

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

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

For all listed objectives of the classroom phase of the program, the applicant , on the average, made better-than-good progress. It is particularly interesting that over half the group reported good progress or better under question (c). It was not an objective to provide participants with a traditional management development program. The intent was to acquaint the participants with decision-making skills. The fact that so many reported gaining competence in their profession was considered a significant plus for the program.

EVALUATION OF INTERNSHIP EXPERIENCE

A. From the participants' point of view:

The 28 managers have experienced two 3-week internships. The managers evaluated their internship experiences as follows:

- (1) In which category would you classify the type of work assignment?

<u>First</u>	<u>Second</u>	
<u>100%</u>	<u>89%</u>	Mainly observing
<u>      </u>	<u>4%</u>	Normal departmental work--comparable to that assigned to others in the group.
<u>      </u>	<u>7%</u>	Special assignment (explain).

Although the first internship experience consisted chiefly of observing, the second internship saw the participants becoming more involved and having the opportunity to apply some of their talents to special assignments. This participation, especially in the area of management decision-making, is expected to improve even more in the future.

- (2) What statement best describes this work assignment?

<u>First</u>	<u>Second</u>	
<u>21%</u>	<u>33%</u>	New and different experience directly related to my field of specialization.
<u>72%</u>	<u>48%</u>	New and different experience not directly related to my field of specialization, but of definite indirect value.
<u>7%</u>	<u>11%</u>	Unrelated to my field of specialization and of no apparent value to me.
<u>      </u>	<u>      </u>	Redundant experience; a repetition of experience which I already possess.
<u>      </u>	<u>4%</u>	Other (explain).
<u>      </u>	<u>4%</u>	No response.

After the experience of placing the participants in companies for the first internship, we were better able to place the managers in areas directly related to their field of specialization. But at the same time, the length of the internships (3 weeks) probably caused many

companies to be reluctant to accept participants. In addition, if the participants are placed in decision-making positions, many of the participating firms have requested the right to be involved in selecting the managers who are to be assigned to their organization. Only two in the first internship and three in the second one indicated that the experience was not of apparent value to them. This may be attributable to their "own expectations" for technical training as opposed to managerial training.

- (3) How helpful was the assigned work group on assisting you to meet your objectives?

<u>First</u>	<u>Second</u>	
<u>68%</u>	<u>63%</u>	Always helpful.
<u>32%</u>	<u>22%</u>	Generally helpful.
<u>      </u>	<u>15%</u>	Rarely helpful.
<u>      </u>	<u>      </u>	Not at all helpful.

Although there continues to be a high level of cooperation being provided by participating firms, the increase in the "rarely helpful" response category is probably due to the same reason as in (2) above.

- (4) How would you rate your work period overall?

<u>Frist</u>	<u>Second</u>	
<u>14%</u>	<u>33%</u>	Excellent
<u>54%</u>	<u>41%</u>	Good
<u>21%</u>	<u>15%</u>	Satisfactory
<u>11%</u>	<u>7%</u>	Less than satisfactory
<u>      </u>	<u>4%</u>	Poor

The "less than satisfactory" and "poor" responses were given by participants who were placed in a firm in an industry different from their own. But the significantly higher percentage of participants with "excellent" responses speaks well of the higher success of the second internship.

In addition, before leaving for his internship, each participant was provided a number of questions covering all the functional areas to use as a guide in preparing a report on his internship experience. This report includes such items as the main objectives of the company, strategies, control, etc. Appendix (1) contains a copy of the question guide and appendix (2) contains a sample of the internship reports.

B. From the internship companies' point of view:

An evaluation questionnaire was sent out to all participating U.S. firms to secure detailed data concerning the internship experience, a copy of which is contained in Appendix 3. Although many firms have not yet responded, particularly for the second internship, the majority of those who have responded report favorably on the internships. However, they do have some suggestions.

1. They would like to get more information in advance about the participants' background and the program in general. They would also like to have more participation in planning the internship experience.
2. They felt that a shorter internship period would be more beneficial, especially in small and medium size companies.

Many of the participating firms reported that the internships were positive experiences for them. Interaction with the Egyptian managers allowed some companies to:

1. rethink their basic assumptions and decision-making processes;
2. compare operating methods and exchange technological information; and,
3. gain business contacts with a view toward expanding their markets. Appendix 4 is a copy of a letter which was attached to a proposal for a joint venture between a U.S. firm which participated in the internship and an Egyptian firm whose employee participated in the program.

A detailed tabulation and analysis will be done upon receipt of all responses.

Since the program emphasizes management and decision-making techniques, it is not essential that participants be placed in companies that are similar in size and industry to their companies in Egypt. But the results of the first two internships have shown that the most successful internships have occurred where the participating firms and the Egyptian firms were fairly matched. We intend to do our best to place participants in matched companies to provide the best possible internship experiences.

## WATSON-GLASER CRITICAL THINKING APPRAISAL

This test is designed to measure an individual's ability to think critically.

A list of abilities related to critical thinking are:

1. The ability to define a problem.
2. The ability to select pertinent information for the solution of a problem.
3. The ability to recognize stated and unstated assumptions.
4. The ability to formulate and select relevant and promising hypotheses.
5. The ability to draw conclusions validly and to judge the validity of inferences.

The test is broken down into five sub-tests. A copy of the test is shown in Appendix 5. The tests and the means for the first group of Egyptian managers are as follows:

- Test 1. Inference. Tests ability to discriminate among degrees of truth or falsity of inferences drawn from given data. Total possible = 20, group mean = 8.3.
- Test 2. Recognition of Assumptions. Tests ability to recognize unstated assumptions or presuppositions which are taken for granted in given statements or assertions. Total possible = 16, group mean = 11.2.
- Test 3. Deduction. Tests ability to reason deductively from given statements or premises. Total possible = 25, group mean = 15.0.
- Test 4. Interpretation. Tests ability to weigh evidence and to distinguish between warranted and unwarranted generalizations. Total possible = 24, group mean = 15.7.
- Test 5. Evaluation of arguments. Tests ability to distinguish between strong and relevant arguments and weak and irrelevant arguments. Total possible = 15, group mean = 8.4.

For the tests as a whole, the total possible score is 100, while the group mean

is 58.6, with a standard deviation of 8.8. This score is difficult to interpret or compare to the score of an equivalent group of American managers (mean of 81 and standard deviation of 7.2) since the norms for Egyptian managers are not currently available and because of the unknown influence of any language difficulties. The scores will be useful in developing norms for comparison with later groups of participants. For the later groups, there will be both pre and post tests to measure any change.

#### HOW SUPERVISE?

This is a test that seeks to measure supervisory practices, company policies about supervision, and supervisor opinions. The higher the score on the test, the closer the supervisory techniques are to the ones suggested by the most recent research findings in organizational behavior and industrial psychology. This test was also administered twice, once early in the program and once at the end of the program. Appendix 6 shows a copy of this test. The group mean for the first test was 27.5, with a range of 0 to 55. The group mean for the second test was 30.2, with a range of 9 to 54. Even though comparison might be misleading, the American norm for a roughly equivalent group of high level supervisors was approximately 48.

The small increase in the group mean plus the fact that only twelve managers improved their scores (although one manager increased his score by 36 points) leads us to suspect that the program had little effect on the dimensions this test was measuring. But the large range of the scores plus the large standard deviation (13.2 for the first test) leads us to the conclusion that there is great heterogeneity in supervisory practices and attitudes among the members of the group itself. Again, the lack of Egyptian norms makes it difficult to arrive at a meaningful interpretation.

## ENTREPRENEURIAL TENDENCIES

The purpose of this test is to tap the dimensions of personality, values, and attitudes that determine the successful entrepreneur. The higher the score, the greater the entrepreneurial tendencies, and the lower the score, the greater the bureaucratic tendencies. A copy of the test is shown in Appendix 7. The highest possible score is 165, and the score that would indicate the middle ground between the entrepreneur and the bureaucrat would be 99. This test was administered twice, once early in the program and once at the end of the program. The group mean for the first administration was 110, with a range between 127 and 96. The second time the test was given, the group mean was 116.64, with a range of 141 and 95. Twenty out of the twenty-eight participants increased their scores by an average of 10.6 points.

The results of this test are not totally clear, but it does seem likely that for at least some participants, there was a significant increase in their entrepreneurial tendencies as measured by this instrument during the course of the program.

## ASSUMPTIONS ABOUT PEOPLE

This is a test designed to measure what kinds of assumptions an individual makes about people. Two general categories of assumptions are represented on the test: those assumptions corresponding to a Theory X management style (task-oriented, close supervision), and those assumptions corresponding to a Theory Y management style (employee-centered, more worker autonomy). The relative strength of these two sets of assumptions are reflected in an individual's X score and Y score, the sum of which always equal 100.

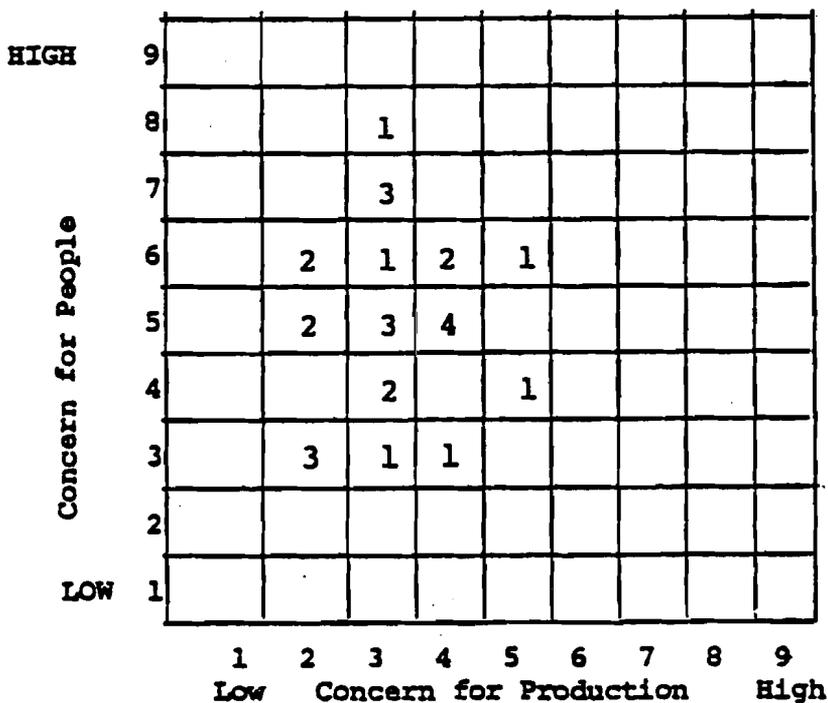
This test was also administered twice, once early in the program and once late in the program. A copy of this test is shown in Appendix 8. The first test had an X-score mean of 34.2, with a range of 50 to 16, and a Y-score mean

of 65.8, with a range of 84 to 50. The second test had an X-score mean of 33.4, with a range of 50 to 14, and a Y-score mean of 66.6, with a range of 86 to 50. The difference between the two test results is not significant. We can say that this group of managers does hold predominately Theory Y-type attitudes about people and that they seem to be somewhat stable over time.

THE MANAGERIAL GRID

The purpose of this test is to evaluate one's leadership and managerial style, in terms of concern for task completion (production, goal attainment) and concern for people. A copy of the test is shown in Appendix 9.

The following diagram represents the results of the test for the first group of participants. Concern for production (T) is plotted along the X-axis, and concern for people (P) is plotted along the Y-axis. Each individual is assigned a T-score (task score) and a P-score (people score), and a location plotted in coordinate space on the managerial grid. The numbers in the boxes represent the number of participants having scores that correspond to those coordinates on the grid:



Scores will be compared between groups of participants and norms will be developed. For future groups, this test will be administered twice to measure any changes in leadership and managerial styles. Further analysis will be conducted and included in the final edition of the program evaluation.

#### INTERNAL-EXTERNAL LOCUS OF CONTROL TEST

The purpose of this test is to determine where the manager feels his "locus of control" is located. An internal locus of control would mean that the manager feels he is the master of his own fate and that he is ultimately responsible for his successes and his failures. A manager with an external locus of control would feel that he is not responsible for what happens to him as much as are forces beyond his immediate control, such as fate, luck, other people, etc. The test is composed of 31 forced-choice pairs, each pair having one response indicative of an internal locus of control and one response indicative of an external locus of control. Appendix 10 shows a copy of this test.

The group means for the measure of internal locus of control was 22.5, with a range of 14 to 28.5. The group mean for the measure of external locus of control was 8.5, with a range of 3 to 17. The conclusion that may be reached from this data is that this group of managers have a predominately internal locus of control. Later groups of managers will provide additional data useful in the development of norms and in making comparisons possible.

#### STUDY OF VALUES

This test aims to measure the relative prominence of six basic interests or motives in personality: the theoretical, economic, aesthetic, social, political, and religious. The test is constructed so that the average American score for any single value is 40. Egyptian norms are not currently available, and the different cultural and social environment makes interpretation difficult. Since

the test is measuring only the relative strengths of the various values, a high score on one value may only be obtained by reducing correspondingly the scores on one or more of the other values. A copy of the test is shown in Appendix 11. Means, standard deviations, and ranges for the first group are as follows:

Theoretical

Mean - 41.4  
Standard Deviation - 4.3  
Range: 51-30

Economic

Mean - 47.8  
Standard Deviation - 7.4  
Range: 66-33

Aesthetic

Mean - 38.0  
Standard Deviation - 6.8  
Range: 55-28

Social

Mean - 36.1  
Standard Deviation - 4.3  
Range: 43-26

Political

Mean - 43.1  
Standard Deviation - 5.7  
Range: 56-30

Religious

Mean - 33.6  
Standard Deviation - 6.4  
Range: 48-19

Although the economic value has the highest relative weight, it also has the highest standard deviation and largest range, indicating there is also a large amount of diversity within this variable. As information is gathered from future groups, norms for this test can also be developed.

## THE GENERAL BUSINESS TEST

This test was made up of a series of questions covering each of the various disciplines taught in the classroom phase of the program. These areas included General Management, Marketing, Production/Operations Management, Statistics, Economics, and Accounting/Finance. The purpose of the test was to assess the participants' knowledge and level of sophistication of the theoretical underpinning of management science before formal instruction. Appendix 12 shows a copy of this test.

The highest possible score was 110. The scores for the first group of participants ranged from 21 to 47, with a mean score of 34.8 and a standard deviation of 7.9. These results indicate that there is probably a general lack of familiarity with the analytical and theoretical formulation upon which the program is based. But it is likely that the unusually low scores are in part due to language difficulties and lack of motivation to do well on the test, although the effect of these confounding variables cannot be precisely determined.

For future groups, this test will be taken twice to measure increases in learning during the program. The teaching faculty has also been encouraged to supplement this general test with short exams of their own.

Furthermore, the meetings which took place in Cairo in December 1978/January 1979, between the SIU-C faculty and the officials from the Egyptian Government and from the AID office in Cairo had resulted in the following changes in the original program:

(1) Module 1 of the program which provides the participants with a broad mastery of the fundamentals of the functional areas was condensed to three weeks and to be conducted on SIU-C campus. (See Table 1 of Appendix 13). The original proposal required six weeks to be conducted in Cairo. (2) The on campus portion of Module 2 was consequently condensed to three weeks instead of four weeks. (See

Table 2 in Appendix 13).

These major changes have generated pressures on both the SIU-C faculty and the Egyptian participants. Hence, additional training, perhaps in Cairo, before the participants begin the program, will help bring everyone to a common background.

#### MANAGEMENT SIMULATION GAME

During the last week on campus, the group was divided into six teams and they participated in a business game. This game allowed the participants to integrate and apply their accumulated knowledge, to master the skills 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 this learning experience. Their final reports and presentations were excellent. Their reaction to the game in addition to their performance has led us to expand the game to cover a longer "decision period" and to be played over a period of two weeks for the next two groups of participants.

#### CASES

Two different cases covering similar concepts and problems in business and decision-making are given to participants. One is administered at the beginning of the program and the other at the end of the program to measure the improvement in logical reasoning, quality of writing, and decision-making abilities.

#### FACULTY RESEARCH

The faculty has been encouraged to conduct various kinds of research with the Egyptian managers. Two of the projects currently being worked on are:

1. a study of the attitudes of Egyptian participants concerning selected factors which affect their performance, and
2. a multiple influence model of leadership.

A number of the faculty members are presently involved in preparing research proposals to be conducted with the Egyptian participants.