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**AN EVALUATION OF SELECTED FILMS FOR
MANAGEMENT TRAINING IN THE ARAB WORLD**

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FOREWORD

The following assessment of twenty-one selected instructional films for their appropriateness and utility in management training activities in Arab cultures was stimulated by a request from the Jordan Institute of Management in Amman. The selection of films was made from a producer's catalogue by the staff of that Institute. With some exceptions, those selected deal with two subjects: supervision and communications.

This first effort at examining the cross-cultural utility of western produced management training films suggests that the choice before the trainer in a non-western setting might not be between taking a film as it is or rejecting it outright. Rather, through screening evaluations such as this certain films might be rendered effective through marginal adaptations. Examples of such adjustments include illustrations, exercises and visual aids in indigenous languages, and workshops for trainers in the use of foreign-produced instructional films. This experience also suggests to us that films treating many other subjects in management training should be similarly evaluated to better inform trainers of non-western managers in the selection of foreign produced films.

We are giving this report a limited distribution beyond the Jordan Institute of Management in order to generate suggestions from others on how this approach might be expanded to other cultural-linguistic settings and management subjects. Comments are welcomed.

E. Philip Morgan, Director
Technical Cooperation Project

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**An Evaluation of Selected Films For
Management Training in the Arab World**

Approach to the Review and Criteria of Evaluation

The National Association of Schools of Public Affairs and Administration and the Consultant agreed that the objective of this review was to examine selected instructional films for their value as training aids for institutes and agencies engaged in management education and training activities in the Arab world. It was also agreed that particular emphasis should be given to the cultural factors that might affect the appropriateness and utility of the films.

In fulfillment of this objective, the Consultant reviewed the films using the following criteria:

1. Content: Suitability and relevance to Arab managers.
2. Case, Action or Problem: Replicability in an Arab managerial setting.
3. Cultural Factors: Credibility of action described and acceptability of behavior advocated.
4. Training Methodology: Relevance and impact on trainers.
5. Language and Comprehension: Degree of complexity, accent and probability of comprehension by an Arab audience with limited English language proficiency.

Accordingly, a report was written after reviewing each film. The first part of this report comments on the content and methodology of the film; the second deals with its utility in Arabic-speaking training programs. These comments are summarized in the following table.

EVALUATION SUMMARY

TITLE	MAIN SUBJECT	DURATION	GUIDE PROVIDED	REMARKS
Person-to-Person Communication	Communication	20 min.	Useful	Recommended. Cultural factors require special treatment in follow-up discussions.
An Extra Five Knots, Part I	Communication	40 min.	Useful	Not recommended. Unfit method of training; content is of no direct relevance to a foreign audience.
An Extra Five Knots, Part II	Communication	40 min.	no guide	Not recommended for same reasons above.
An Extra Five Knots, Part IV	Management Process Communications	40 min.	no guide	Not recommended. The concepts it deals with are culturally-bound; the methodology used should be discouraged.
I'd Rather Not Say	Communication	40 min.	Useful	Recommended for sessions on interpersonal communication. Also useful for training of trainers to show an effective training method
Communicating With A Group	Communication	20 min.	Useful	Recommended. A good example of a training session using effective methods of communication.
Breaking The Delegation Barrier	Delegation	30 min.	Useful	Recommended. Special attention to the cultural factor is needed.
Managers Wanted	Delegation	36 min.		Recommended for senior managers. Follow-up discussions should highlight differences in personnel management systems.
The Knowlton Story	Leadership Styles	30 min.	Useful	Recommended for senior officials and supervisors. Thorough discussion of each style is necessary.

TITLE	MAIN SUBJECT	DURATION	GUIDE PROVIDED	REMARKS
Styles of Leadership	Leadership	30-min.	Useful	Recommended. Lucid presentation of four styles of leadership. Arabic translation of the main points would be useful.
The Supervisor in Action: The Will To Work	Supervisory Techniques	40 min.	Useful	Not recommended. The form of transferring the skills may be repulsive to an Arab, predominantly Muslim audience.
Overcoming Resistance to Change	Supervisory Techniques	30 min.	Useful	Recommended. Clear presentation of the methods of supervision and how they affect the behavior of subordinates. Translation of the main points shown on the screen would be very useful.
Problem Solving: Some Basic Principles	Problem Solving	40 min.	Useful	Recommended. Useful analysis of investigative research techniques; good presentation.
Problem Solving: A Case Study				Not recommended. The problem remains unsolved. The skills intended are not conveyed appropriately.
Tell Me About Yourself	Interviewing Techniques	30 min.	Useful	Recommended. Clear presentation of interviewing. Translation of the main ideas into Arabic would increase its value.
Judging People	Interviewing Techniques	20 min.	Useful	Recommended with reservation. Detailed analysis, an exaggerated form of the methods of evaluating people for appointment or promotion.

TITLE	MAIN SUBJECT	DURATION	GUIDE PROVIDED	REMARKS
Catching On	Training and induction techniques	20 min.	Useful	Recommended for training trainers, supervisors and lower-level personnel.
Conflict: Part I: What Caused It? Part II: How to Resolve It?	Conflict Resolution	40 min.	Useful	Recommended. Comparative analysis of conflict resolution techniques under the culture of the films and that of the audience will increase the effectiveness of the film.
A Case of Insobordination	Labor Dispute	20 min.		Not Recommended. A presentation of a labor dispute which does not bear resemblance in an Arab setting.
The Challenge to Change	Adaptation to change	30 min.	Useful	Not Recommended. Content, abstracted, may be useful; the form through which it is conveyed is culturally inappropriate.

I. Summary Remarks

1. The films depict action taking place in commercial industrial settings; none in a government bureaucracy. This limits the audience and consequently their use in training institutions for the public sector and civil service.

2. Most of the films selected depict action or cases that are replicable across different cultures, and therefore are useful for training Arab managers, particularly those in the private sector. However, special attention should be given to the cultural factors during discussion periods that should follow the showing of each film.

3. The films selected emphasize the behavioral aspects of management; mainly communication and leadership skills. Consequently the mix of subjects covered is limited and cannot therefore be considered an adequate film library or sufficient management training aid by itself. Depending on the film stock available in a given institution, the subject mix should cover more areas than communication and leadership concepts. Given the business orientation of the Jordan Institute of Management, for example, equal emphasis should be placed on production management; marketing; supply, purchasing and contract management; quantitative techniques; and decision-making.

4. Some films, particularly the series of three lectures entitled "An Extra Five Knots", exhibit a training method, organizational setting and idiom that are not useful in an Arabic setting. The role-plays by the instructor and the American military vernacular will not communicate. They are, therefore, not recommended.

5. Depending on the English language proficiency of the trainees, translation into Arabic, especially of the basic concepts or principles discussed in the films, may be necessary. In this respect, the Trainer's Guide accompanying each film can be a valuable aid. Translating these into Arabic and

distributing relevant parts, as handouts, to the trainees will increase the effectiveness of the films.

6. On the whole, these films should not be used without a thorough preparation by the trainer. It is important that the trainer should study the film before class presentation and, with the help of the Guide, identify the salient points, and check the applicability of the concepts, ideas or methods presented in the films to the particular situation in the trainees' enterprises or organizations. The value and effectiveness of these films will be enhanced if screenings are followed by an active discussion of the lessons and the skills they convey, particularly with respect to cultural and methodological similarities or differences.

1. Person-To-Person Communciation

20 min/Guide

Content and Critique: An analysis of a simple office situation aggravated by lack of communication. An employee requests a short leave of a supervisor who is not listening. The same situation is replayed to convey to the viewer the need for listening with understanding. The basic elements of communication: assumptions, viewpoints, feelings and perceptions are analyzed to show their impact on person-to-person communication.

The explanation provided by the narrator/critic is too brief. Learning the skills will depend on the viewer's own understanding of the situation.

Utility: The film may be used in Arabic speaking programs with amplification and elaboration by the trainer. A discussion of the same elements of communication, but in the framework of Arab culture and its norms of interpersonal communication is necessary for the successful transfer of the skills that the film tries to convey.

2. An Extra Five Knots

40 min/Guide

Content and Critique: The scenario of this film is a dilemma for junior officers on a U.S. Navy ship whose captain has ordered them to increase the speed of the ship "an extra five knots" beyond that permitted by Navy regulations. The lecturer/trainer stands in front of a blackboard showing a table of selected managerial and behavioral concepts in a crowded classroom of about forty adults. He briefly introduces the subject of "Communication" through distinction between "level of authority" and "level of understanding". He then relates the scenario in a long story to illustrate his points.

The trainer must have told that "parable", as he calls it, a hundred times as demonstrated by the speed of his story-telling. He uses the method of personification and role-play, but he does all the personification and all the

role-playing himself. The audience, in deference, sits silently. They smile or break into laughter at the lecturer's clownish way of unfolding his story and the modulation of his voice pitch.

The long story ends with a whimper; the points are not made, and the subject of "communication" remains almost untouched. No skills are imparted; no ideas expressed; no lesson learned. The concepts chalked on the blackboard remain there, unutilized, and undefined in a meaningful or illustrative way. One column on the board is not referred to even in passing. The audience is muted by the lecturer and the session ends without a question from the participants. Judging by its now obsolete approach to management, the film must be at least 30 years old.

Utility: This film is unfit for any audience anywhere. Continuous reference to, and use of, U.S. Navy terminology renders the film even more inappropriate for a foreign audience. Neither the content, nor the approach is worth showing. Though the subject that the film addresses is important for management training, the method used does not allow for a discussion and elaboration of the subject.

Perhaps the only occasion where this film might be used effectively is in a training-of-trainers program as an example of what-not-to-do in training.

3. An Extra Five Knots Part II.

Content and Critique: This is the second lecture in a series of three with the same title. The techniques are the same: "chalk-and-talk", using the same concepts on the blackboard in Part I. Reference to the Navy "parable" of the first film continues; all role-play is still done by the trainer who impersonates all actors in the case. The audience is silent and non-participative. However, the explanation of the concepts of "character"; "personality"; "competence"; and "authority"; is lucid and gives practical value to the film.

Utility: The film is not recommended for purchase by a training institution which has qualified trainers who are able to give similar lectures. In the case of an Arab institution, the film is of little value since the frame of reference is significantly different. Moreover, generous use of American idioms such as: "snow-job"; "coming up with the short end of the stick"; "speaking from both sides of his mouth"; "needs it as he needs a hole in his head"; would minimize comprehension by an Arab audience. In a training institution where trainers are told to use active, participatory training techniques, this film would provide the wrong example.

4. An Extra Five Knots: The Process of Management 40 min/Guide

Content And Critique: This third lecture in the series is a clear analysis of the behavioral dimensions of the process of management, dealing with the concepts of "authority"; "recognition"; "self-esteem"; "power"; "expectation"; and "satisfaction". The trainer continues to use the technique of "chalk-and-talk," making better use of the blackboard this time. However, we do not see the audience. A smiling, attentive face appears on the screen intermittently but no audience participation is shown.

Utility: Though the analysis of the behavioral dimensions in the film is interesting, there is no need for the film in a training situation where the trainer is capable of preparing and delivering an equally clear and interesting presentation of the same concepts. Particularly for an Arab audience, it is necessary to teach these concepts in Arabic, due to the cultural factors involved. These factors significantly affect organizational behavior and the process of management in a manner that is peculiar to an Arab administrative ecology. The film is therefore not recommended.

A General Comment on the Series: Each of the three lectures was given a title which does not represent the contents. The general title of the

series "An Extra Five Knots" refers to the case/story that the lecturer uses as his frame of reference. However, the trainer's guide accompanying the series structures the lectures intelligently and provides useful questions and exercises.

5. I'd Rather Not Say

Content and Critique: The subject of the film is a class presentation and discussion of the forces that may encourage or impede the flow of information in interpersonal exchange. The setting is an interview. The film therefore deals with a very specific factor of communication.

The presentation and discussion among participants are clear; the language simple. The class leader/trainer uses active methods of learning and animates the discussion by the use of simple but direct questions. His use of an overhead projector allows the participants to focus on the points raised and to take clear notes for future reference.

Utility: Though the particular situation used as a case for analysis may not be frequently found in an Arab enterprise, the film may be valuable in two ways: it could be used in a discussion on "interpersonal communication"; and as a demonstration of an effective method. In the latter case the discussion leader/trainer may analyze the development of the subject and the method used to animate the discussion while focusing the participants' attention on the salient points of the lesson.

The skills which the film tries to impart may not be readily discernible. The trainer using this film should carefully prepare the main points in Arabic and try to drive them home through further drill, cases, questions and discussion of similar cases which could be found locally.

6. Communicating With a Group

20 min/Guide

Content and Critique: A lucid presentation of the methods of effective communication with a group. Set in a classroom of the training department of an industrial firm, the trainer discusses with the participants the elements of communication with particular emphasis on the group. The trainer uses the white board to list the basic elements of communication. At the end of the session he uses the list to summarize the lesson.

Utility: The film is very useful for explaining the elements of effective communication with a group. Its language is simple and clear. It can also be used successfully in a training-of-trainers program as a good illustration of an effective training session. The training room has a variety of projectors and other training equipment; it sets a good example of how a good training room should look. The active method which the trainer uses to ensure participant involvement is effective; his mannerisms and method of communicating ideas are equally good.

The Guide provided with the film contains helpful suggestions for conducting a successful training session.

7. Breaking the Delegation Barrier

30 min/Guide

Content and Critique: This film is an analysis of the dimensions of delegation with particular emphasis on fear. The situation is that of three competent and experienced persons who are new to supervision and are faced with the need to delegate, but are afraid to delegate responsibility.

However, the film does not cover the subject of delegation adequately. The discussion should be supplemented with an elaboration of other aspects of delegation such as delegation in relation to decision making, control, monitoring and leadership. The events in the story are very akin to those

occurring in different enterprises in many countries, particularly in cultures where delegation is acceptable. However, the subject of delegation is culturally bound: its limits and methods are definable in a cultural context. The relationship between the person in authority and those working under him is heavily affected by the social and administrative cultures.

Utility: The film may be used for training Arab managers. Its value may be enhanced if the trainer follows it with: a) thorough analysis of other aspects of delegation (noted above) which are not covered by the film; b) a frank discussion of the cultural factors involved, particularly with respect to "decision-making" and "reporting".

The use of the film for officials in government agencies is also possible given a proper introduction and a discussion of the aspects of delegation under bureaucratic rules and procedures. The preparation of brief notes on the subject in Arabic would be useful for discussion before or after the film, depending on the method the trainer prefers. Use of the Trainer's Guide and materials provided with the film is highly recommended.

8. Managers Wanted

35 min/Guide

Content and Critique: The film deals with a career promotion situation in an American private firm. It is an analysis of the need to prepare and train subordinates to assume the greater responsibilities of higher positions in the future. Failure to delegate and allow the potentials of the individual to express themselves is seen as a negative aspect of leadership. The film trains the viewer into the necessity of providing opportunities for the growth and promotion of subordinates.

Utility: The cultural context in which the interpersonal interaction takes place and the method of communication differ markedly from situations

in similar organizations in the Arab world. The replicability of this situation would be rare; hence the transferability of the skills it tries to impart is hampered by cultural and situational aspects.

This film may be useful in training Arab senior executives in the private sector, but with caution. It would require an appropriate introduction followed by a thorough discussion comparing personnel management systems and promotion criteria.

9. The Knowlton Story

30 min/Guide

Context and Critique: This film presents different styles of leadership and their impact on interpersonal relations, job performance and job satisfaction. The scenario is the insertion of a dynamic individualist under the supervision of a team-oriented manager. The latter feels threatened by the able and pleasant new team member.

The situations are replicable in administrative systems across cultures with slight variations in their content, particularly at higher levels of management; as well as in performance, results-oriented enterprises. They may also take place in government bureaucracies in many countries.

However, the skills and the styles of leadership are not analyzed and commented upon in the film. The script leaves it to the trainer and trainee to do the analysis, comparisons, and required deductions. In the hands of a skilled trainer, this film may lead to a creative and imaginative discussion.

Utility: The film is valuable for senior personnel and key executives both in government organizations and enterprises in both the private and public sectors. The linguistic aptitudes of this type of audience will allow them to absorb the lessons of the film. Given a good trainer, the film may be used in leadership training, a group dynamics program, supervisory

management, and problem-solving. Discussion of the points raised in the film must be tailored to the area and the skill the trainer wishes to develop.

This film may also be used successfully in a training-of-trainers program. It deals basically with training and induction techniques. The value of the lesson could be enhanced by a succinct review or interpretation, in Arabic at the end of each part of the film. The trainer may make good use of the Guide accompanying the film to divide the story into logical parts.

10. Styles of Leadership

30 min/Guide

Content and Critique: A lucid presentation of four styles of leadership in a specific situation: autocratic, democratic, consultative, and manipulative. The visual effects are well utilized; the commentator provides an analysis of each leadership style presented. The summary he gives at the end is very effective.

Utility: The film may be used across cultures. To increase its effectiveness, it is necessary to elaborate on the salient points that characterize each style of leadership by using cultural references that may be readily understood by the audience. The trainer should also point out the significance of the "form" in which the leadership style is manifested. Particularly significant is the "shape" of the table across which discussions with the leader take place. The "shape" decides the place at which the leader sits, conveying through space his relationship to the staff and the ambience of the meeting.

The trainer should make adequate use of the Guide accompanying the film. The translation into Arabic of the salient features of the film would enhance comprehension. There are of course other ways to cast the various styles of leadership which the trainer can provide.

11. The Supervisor in Action: The Will to Work

40 min/Guide

Content and Critique: In a rather macabre setting, the basic supervisory skills are analyzed and checked against actual behavior of a supervisor who has just passed away in a car accident. The Keeper of the Gates of Hell and Heaven interrogates the man (or his ghost) to show him that during his supervisory "life" he had not behaved according to good supervisory principles. The Keeper, who has the records of supervisors in a row of file cabinets behind him, teaches the "ghost" these concepts in a threatening tone and makes the memorization of the principles of supervision a condition for release through the "good" door of those who "repent". The unhappy alternative is the "other" door through which pass those condemned to "no return".

The film is followed by two "incidents", not cases, as the film calls them. Each incident illustrates a supervisory model, both of which suit the description of McGregor's Theory X. These are shown without any comment or analysis. They may be meant for the trainer and his group to provide the necessary analysis.

Utility: While the principles of supervision enunciated in the first part of the film may be acceptable, the mode of their elaboration may be found strange to comprehend, and may not suit an Arab audience. There are many films on the market that can be used for developing supervisory skills in an acceptable and pleasant manner. Moreover, the dialogue is in "working class" English and may be very difficult to comprehend.

12. Overcoming Resistance to Change:

30 min/Guide

Content and Critique: This is a presentation of techniques and approaches to overcome resistance to change. In this case a new machine is introduced

requiring personnel being moved around. The ideas are illustrated in an industrial firm where resistance to change is seen as a direct product of ineffective supervisory techniques. The senior manager helps the supervisor to see where he was at fault, using audio-visual equipment and graphic illustration on slides. The slide projection is stopped after each point of resistance to change in order to allow the supervisor time to think and see what did actually happen. The supervisor uses mental replay against his understanding of the principles of supervision shown on the screen.

When the supervisor applied the techniques he had learned, he was able to break the resistance of his staff to change. He achieved the company's objective and improved productivity through improved morale. At the end of the film, the supervisor recapitulates the basic principles and skills introduced in the case.

Utility: The film may be used in different cultural contexts. Resistance to change is a common human phenomenon in many settings. The entire slide show in the film would be very powerful if it is translated into Arabic in order to ensure full comprehension of the techniques of overcoming resistance to change. The Guide accompanying the film provides useful brief notes to the trainer.

13/14. Problem Solving I: Some Basic Principles 40 min/Guide
Problem Solving II: A Case Study

Content and Critique: The first part is a well-presented, well-acted analysis of the basic steps in problem-solving. It includes identification of options, and different approaches to evaluating the various options. Each step is played to ensure clarity; the mental association of the ideas with

the act facilitates the transfer of skills. One may disagree with some of the ideas, however; particularly the notion of the "best solution". The concept of optimality is not introduced, nor is there an analysis of "constraints" and their impact on the "solution" to be found.

The second part presents a case study supposedly to illustrate the application of the principles enunciated in the first part. The action takes place in an industrial manufacturing setting where the problem is the loss of a long-time customer. However, the film becomes more a presentation of investigative research methods rather than one which shows how to solve a problem. At the end of the film only the parameters of the problem are known. The film ends, but the problem remains unsolved. The techniques used in following the thread of thought and the method of putting the elements of the problem together are very useful for training. However, stumbling into the core of the problem by sheer accident, much as it may happen in reality, leaves the learner with no resolution. The case is incomplete and the lesson is unfinished.

Utility: Part I is useful as an illustration of the basic steps in problem solving. Key ideas are clearly presented to help the memory to record the steps as the analysis proceeds. The recapitulation of the steps at the end of the film is a good training technique.

The film may be shown to audiences of different administrative levels. However, because it deals with the basics of problem solving, it would be of little value for a group of senior managers.

Finally, for an Arab audience, it would be very useful to prepare large cards in Arabic or use flip charts to present the basic principles shown after each step. The British accent of speakers and their speed of utterance in both parts may reduce effective comprehension.

Part II may be used with caution. It should be introduced to the audience only as an illustration of a problem-investigation technique, a necessary activity in problem-solving. The steps in the investigation should also be explained in Arabic followed by a discussion in which the participants suggest solutions to the problem that remains unsolved at the end of the film.

Unlike Part I, this part is not of general appeal; it is better understood by participants from manufacturing enterprises who could understand the technical terms used in the dialogue.

15. Tell Me About Yourself

30 min/Guide

Content and Critique: This film is a seasoned analytical presentation of interviewing techniques for staff selection. The action is stopped six times to illustrate the mental process of analyzing the information received. The analyses include the verbal content of the interviewee's answer, his/her physical motion, particularly the hands, and the voice pitch, fluency and tone. Such analyses raise the consciousness of the trainees with respect to the skills of interviewing as the interviewer shares her thoughts with them.

The narrator's voice reviews the salient points against a background sketch illustrating significant moments and actions in the interview process. This review is particularly useful in summarizing that process and pointing out the basic elements of effective interviewing techniques.

Utility: The film may be used in different cultural situations. The language is clear; the action and the setting appropriate. The few technical terms, pertaining specifically to the vacancy for which the interviewer is selecting a suitable candidate, do not reduce the clarity or easy comprehension of the dialogue. Translating the main ideas into Arabic on large cards or flip charts would increase the value of the film for Arab trainees.

16. Judging People

20 min/Guide

Content and Critique: This film is a review of the methods for making judgments about people with particular emphasis on the roles of personnel officers, whether for hiring or promotion. The lesson unfolds through a narrator, the actors in the case are silent. The commentator recapitulates the basic points at the end of the film with full screen view to serve as a summary and reminder.

Utility: The film presents an analysis of the requirements for making objective evaluations of people. It is useful for different cultures, although in some it might be considered too idealistic, exaggerated or remote from particular circumstances. Some may argue that the methods of insuring objectivity, as the film shows them, are both excessive and unreal, since they are applied to cases involving people in the lower echelons of the work force. People considered for higher positions, or even upper middle level positions are not subject to this rigorous approach to objectivity in many places, certainly not in the Arab world. However, the film may be used for general interest and for generating many questions on the "assumptions" people make in judging others and how these affect the dynamics of organizational behavior and interpersonal relations.

17. Catching On

21 min/Guide

Content and Critique: The film presents a series of steps for learning and listening to instructions in order to develop the skills to perform certain tasks. The scenario is a young woman seeking a position as a magician's assistant. She seeks advice from a puppet acting out the role of a demanding boss. The presentation is pleasant and attractive and the message is conveyed

through a step-by-step approach. The key points are then projected on the screen to serve as reminders through mental association with the illustrated situations. A final recapitulation is made after the young woman's successful opening show.

Utility: The film has no cultural boundaries and may be used with success for an Arabic-speaking group. The caution for the trainer here is that he/she should not allow the audience to be too absorbed in the pleasant story at the cost of losing the points that the film tries to convey. The preparation of large cards bearing the same points and questions in Arabic would be very useful if they are shown either during, or at the end of, the screening.

The film addresses an audience at lower management levels. People holding such positions in the Arab world may not have the linguistic skills to understand and absorb the message of the film. A translation of the main points would be useful. A brief explanation of the film in Arabic before the projection is desirable.

18. Conflict

40 min/Guide

Part I What Causes It?

Part II How to Resolve It?

The first part shows the development of a serious conflict in an industrial setting between a design engineer and a production manager. Each is bent on achieving results as he perceives them. Each perceives his action to be in the best interest of the company. The conflict threatens the disbanding of the design team if the engineer loses; and the delay of production if the engineer prevails over the production manager. Part I ends with a bleak and complex win-or-lose situation.

In the second part, the scene changes to a gymnasium where the design engineer discusses his problem with three friends during their physical fitness exercises. The problem is analyzed by each friend, as he conceives it. Suggestions for solutions and approaches are played back in the factory to convey to the viewer how each proposed solution would take place. The win-or-lose situation is modified to become a win-win compromise where each side changes his approach without giving up his basic purpose. The design engineer decides to involve his team in trying this approach, and the conflict is resolved to the satisfaction of all concerned.

Utility: The two films deal with replicable situations across cultures. They are, therefore, useful to show anywhere with great value. However, conflict resolution is culturally bound; its techniques and approaches are functions of the culture in which they take place. Confrontation may have to be avoided at all costs; conciliation may be preferred at some cost to the enterprise; the deference to leadership decision may be the only way to determine the solution.

Therefore, it is necessary that a thorough discussion should follow the film projection with particular emphasis on the elements of the conflict, and the reasons for its development. This should be followed by an analysis of the methods of conflict resolution within an Arab culture; the case in the film may be used for comparison. This comparative analysis may be used for transferring the skills imparted collectively by the two parts. If the audience is predominately Muslim, the trainer may refer to several Qor'anic verses to buttress the analysis and to foster a clear comprehension of the methods of conflict resolution.

20. A Case of Insubordination

20 min/Guide

Content and Critique: This film presents a dispute seen from the points of view of three persons involved in the case. It is judged by a professor who is also the dean of a law school. The professor makes reference to labor laws and reaches a conclusion in the dispute. The film ends with a question that the professor poses to management, asking whether or not they see the case, as he did, as one of insubordination. No comments or answers to this question are provided.

Utility: The film is of little value for management training in an Arab setting, particularly since the legal references made are not relevant to an Arab audience. The film does not develop specific skills that could be of interest to Arab trainees.

21. The Challenge to Change

30 min/Guide

Content and Critique: The film is a French prize-winner which was effectively dubbed and prepared for English-speaking viewers. It is a presentation of the factors involved in change and how to adapt to them. The points are conveyed through the case of a divorced female executive who is transferred by her company to head the San Juan office. It is a promotion that brings joy as well as professional and social challenges. Her doubts about the value of the move are analyzed in a self-portrait conveyed to her friend on the eve of moving to the new job. She decides to accept the challenge and emphasizes the gains anticipated of the new position. She looks at the prospects cheerfully.

Utility: The particular case in this film is not common in the developing world; certainly not in an Arab setting. While the ideas and skills illustrated

by the case are useful, they may be conveyed by other means. The elements of the case are not culturally repulsive or shocking to an Arab audience; they are simply alien to the culture.

The Trainer's Guide accompanying the case provides a useful discussion of the methods of coping with change. The exercises and questions supplied are additional aids to the trainer.