

Management Education, Training, and
Development in Great Britain - A Case Study
of the Strathclyde MBA Programme
In Two Volumes

Vol. 2

A Thesis Submitted in Fulfilment
of the Requirement for the Degree
of Doctor of Philosophy of
the University of Strathclyde .

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16. a. Is the Business School sufficiently flexible and adaptable to change?

YES NO DON'T KNOW

b. If NO, the reasons are:

Administration slow to bring changes

Manpower not available to bring about change

Others, please specify

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c. Do you feel changes are needed in the current MBA programme?

YES NO DON'T KNOW

d. If YES, please state reasons for your answer

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17. a. Thinking of your own job satisfaction, what are the most satisfactory features of your job as a management teacher in the MBA programme? (Please explain).

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APPENDIX A

Appendix A consists of some of the data and information
concerning the new (incoming) MBA students research
(Chapter 5)

Appendix A-1

Place of Birth

The place of birth concerning the new (incoming) MBA students was categorized into the following geographic areas:

1. Inside UK:	City/Town	No.
A. Scotland	Banff	1
	Edinburgh	1
	Nairn	1
	Kilwinning	1
	Glasgow	17
	Inverness	1
	Dundee	1
	Bellshill	1
	Paisley	1
	Stirling	1
B. England	Winsford	1
	Durham	4
	London	1
C. Wales	Cardiff	1
2. Outside U.K.		
	China	1
	Ethiopia	2
	India	2
	Kenya	1
	Malaysia	3
	Nigeria	2
	Norway	1
	Pakistan	1

Appendix A-2

Work Experience

The new (incoming) MBA students indicated that they worked for the following companies/organizations during the past ten years:

1. FT Students: The following companies/organizations were indicated by the FT MBA students:

<u>Companies/Organizations</u>	<u>Location</u>
- Staff Civil Service	Nigeria
- Ethiopian Transport Construction Authority	Ethiopia
- Salargon State Development Corporation	Malaysia
- Government of Malaysia	Malaysia
- Bank of Scotland	London
- Power Corporation/Baxters of Speyside/ Playtex U.K./Coats Patons	Glasgow
- Imperial Oil Ltd. (Esso)	Canada
- Haggar Cigarettes & Tobacco Factory	Sudan
- National Development Corporation/Southern Paper Mills Co. Ltd.	Tanzania
- R.A.Bennett & Co./Spear & Jackson Tools Ltd./ L.G. Harris & Co./Hirj & Co./ Kaluworks Ltd./ Scope Ltd.	Walsall/ Bromsgrove/ London/Kenya

- Public Electricity and Water Corp.	Sudan
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- Marsham Hatch Farms/NOSCA Aberdeen	Kent/Aberdeen
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- Ministry of Industries and Trade	Tanzania
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- Nigerian Television Authority	Nigeria
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- Public Works Department	Malaysia
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- Shell Exploration & Production/Cartographic Services/Logman Draughting Services Ltd.	London/ Aberdeen
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- Logman Group of Companies/Cartographic Services/ Air UK/Chardom Hotel Group/British Transport Hotels/Thistle Hotels/Rank Hotels/Lyons Hotels	Aberdeen/Glasgow/ Aviemore/ Keswick
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- Pioneer Elastic Fabric Ltd./Tebsen & Co. Ltd.	Hong Kong
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2. PT Students: The following companies/organizations were indicated

by the PT MBA students:

<u>Companies/Organizations</u>	<u>Location</u>
- Rentokil/CIBA-Geigy	Bishopbriggs/ Stirling

- Honeywell Control Systems Ltd.	Newhouse
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- Architects Company/Cumbernauld Development Corp.	Glasgow/ Cumbernauld
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- British Steel Corporation/Polaroid	Glasgow/ Dumbartonshire
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- Glasgow District Council/Aramco/British Steel Corporation	Glasgow/Saudi Arabia/England
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- Scottish Inst. Agricultural Engineering/Ferranti Ltd./Marconi Research Centre/R.O.F. Bishopton	Edinburgh/ Essex
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- Sir William Halcrow & Partners	Scotland/Caribbean Area/Central America
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- Dunlop GRG/Dunlop Seantex/John Brown Engineering	Manchester/ Birmingham/Glasgow
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- Bank of Scotland	Glasgow
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- Tayside Regional Council/Dundee University/Grampian Regional Council/Scottish Development Agency	Dundee/ Aberdeen/ Glasgow
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- ERNST & Whinney Chartered Accountants	Glasgow
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- Monsanto Ltd/Norie Foods Ltd/Food & Feeds (UK) Ltd/Rowants Foods Ltd.	Ayrshire/ Glasgow
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- Grove Rank Ltd/Wier Pumps Ltd/British Railways	Glasgow
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- Arthur Anderson & Co/Weatherford (UK) Ltd/OSLO Drilling (UK) Ltd/Britoil plc.	Aberdeen/ Montree/Glasgow
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- Standard Telephones & Cables plc/Burroughs Machines Ltd/Hewlett-Packard	East Kilbride/ Cumbernauld/ South Queensferry
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- Paisley College of Technology	Paisley
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- ESSO Petroleum/Playtex International	Belfast/London/ Johnston
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- Aircall Ltd/J.M.'s Parran	Glasgow
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- British Steel Corporation/Glasgow District Council	Motherwell/ Glasgow
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- Govan Shipbuilding/Britoil	Glasgow
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- British Steel Corporation/Britoil plc.	Edinburgh/Glasgow
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- Philips Electronics/Daniel Construction	Airdrie/U.S.A.
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- Glasgow District Council	Glasgow
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3. DL Students: The DL students indicated they worked in the following companies/organizations:

<u>Companies/Organizations</u>	<u>Location</u>
- Glasgow District Council/Dumbarton District Council/Eastwood District Council	Glasgow/Dumbarton/ Eastwood

- Chap Construction/Self Employed Agricultural Contractor	Aberdeen/ Banfeshire
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- Scottish, English & European Textiles/ Scottish Office	Hamilton/ Falkirk
- British Telecom	Inverness
- Alisa Shipbuilding Co Ltd/Yarrow Shipbuilders	Ayshire/Glasgow
- National Coal Board/Exploration and Production Services (N.Sea) Ltd	Aberdeen/ Reading
- Highland & Island Development Board/Ernest & Whinney Chartered Accountants	Inverness/ Glasgow
- Clydesdale Bank plc.	Edinburgh
- Clydesdale Bank plc.	Edinburgh
- Pannell Forster/Allied Hambro	Glasgow
- Yarrow Shipbuilders Ltd/Kingston Marine Technology Ltd/Britoil plc.	Glasgow
- The Scotsman Publication/Thomson Newspaper/ George Outram & Co.	Edinburgh/ Wales/Glasgow
- Lothian Social Work Department	Lothian
- Lancaster University/English, China Clays/ Beecham Pharmaceuticals	Lancaster/ Ayrshire

Appendix A-3

Application to Other Schools

As indicated in Chapter 5, 25 (44%) students had also applied to other universities before selecting Strathclyde. Applications were made to the following colleges/universities:

<u>School</u>	<u>No.</u>
Aston	1
Harvard	1
Belfast	1
Bradford	4
Cranfield	3
City	1
Edinburgh	1
Glasgow	4
IMEDE (Switzerland)	1
Lancaster	1
Leeds	1
Manchester	1
Pittsburgh	1
Sheffield	1
Stirling	1
Washington (U.S.A.)	1
Nova (U.S.A.)	1

Appendix A-5

Subject Areas

The new (incoming) MBA students in this research were asked to allocate units of value to four subject areas of study in which they wished to broaden their knowledge. These areas included: 'Administrative Techniques', 'Tools of Management', 'Academic Subjects' and 'Human Relations, Psychology' (see Chapter 6). As the following table indicates students major interest lay within 'Administrative Techniques', and 'Tools of Management' (see Chapter 9).

Subject Areas	
Area	Mean Rate
Administrative Techniques:	29.246
Problems and techniques of production, marketing, sales, finance, export and personnel	
Tools of Management:	27.193
Accounting (cost control, standard cost, budgeting) work study, operational research, statistics, and the utilization of manpower	
Human Relations, Psychology:	25.108
Industrial social psychology, work groups, motivation and moral, leadership and incentives. and communication	
Academic subjects:	19.108
Economics, industrial relations, law and sociology, social and political aspects	

Appendix A-5

Skills

The new (incoming) MBA students were also asked to indicate the kind of skill they would like to improve or develop during their MBA study period (see Chapter 6). As the following table shows the majority indicated 'Technical Skills' and 'Conceptual Skills'. However, it must be noted that some students also indicated 'Social Skills' (see Chapter 9):

Skill	No.	%
Technical Skills	16	28.5
Social Skills	6	10.5
Technical and Social Skills	1	1.8
Conceptual Skills	14	24.6
Technical and Conceptual Skills	6	10.5
Social and Conceptual Skills	9	15.8
Technical, Social and Conceptual Skills	4	7.8
Others and Conceptual Skills	1	1.8
Total	57	100

Appendix A-6

Teaching Methods

In the present investigation, the new (incoming) MBA students were asked to rank the various teaching methods they would like to experience during their MBA course, using the value 1-8.1 = the most important and 8 = the least important. The majority of students, as the following table indicates, preferred participative teaching methods such as: role playing, group discussions, business games etc., rather than the traditional lectures (see Chapters 5, 6, 7, 8 and 9):

Teaching Methods

Method	Mean Rate
1. Role-playing/Simulation Exercises	5.666
2. Leaderless Discussions, Group Co-operative Projects, Free background Readings	5.807
3. Out of School Learning On the Spot in Business Situations	5.859
4. University/Industry Tutor-led Discussions and Seminar-Case Studies	5.964
5. Business Games and Computer Based Management Groups	6.035
6. Individual Project Work/Consulting Projects	6.157
7. Hand-Outs & Guided Reading/Computer Managed Learnings	6.403
8. Lectures	6.614

Appendix A-7

Employers Attitude Toward MBAs

Research studies have frequently revealed that companies/ organizations have negative attitudes toward MBA programmes. To identify such organizational predispositions, MBA students were asked to indicate their employer's attitude toward MBA programme. The results indicate a large number of organizations are enthusiastic, and see higher education and training as prerequisite for survival. However, it must be also noted that a large number of organizations have a negative attitude toward higher management training, as the following table shows:

Employers Attitude Toward MBAs

Response	No.	%
Enthusiastic	22	38.6
Necessary	6	10.5
Unnecessary	21	36.8
Not Relevant to Business Today	5	8.8
No Response	3	5.3
Total	57	100

Appendix A-8

Ambitions

The findings of this research support some other research studies which found that MBA students were fairly ambitious. The following table shows, the majority 36.8% and 35% of the new (incoming) MBA students in this research indicated they would like to be promoted to 'senior' and 'middle' management positions:

Ambition		
Position	No.	%
Board Level	3	5.3
Senior Management	21	36.8
Middle Management	20	35.0
Junior Management	5	8.8
Supervisory	2	3.5
Others	1	1.8
No response	5	8.8
Total	57	100

Appendix B

Appendix B consists of some of the data and information concerning the graduates research (Chapter 6)

Appendix B-1

Criticisms of MBA Programmes

The MBA graduates in this research were asked to indicate their opinions on some of the criticisms directed to the MBA programme in general. The following table summarizes their opinions:

Criticisms	Strongly agree	Agree	Don't know	Dis- agree	Strongly disagree	No Res	Total
MBA Courses:							
1. Are too Americanized		1	9	9	1		20
2. Do not address themselves to manufacturing problems in Britain		8	3	9			20
3. Curricula have not been changed for a long time (too inflexible)		3	11	5	1		20
4. Taught too theoretically, not practical	3	7		10			20
5. Spend too much time outside work situation in the completion of the MBA degree		2	1	13	4		20
6. Too expensive in relation to its benefits	1	1	2	11	1	1	20
7. Does not meet needs of Business/Industry today or in the future		3	4	10	3	2	20

As the above table shows, there were differences among graduate opinions concerning the criticisms stated. A significant number indicated that the MBA course did not address itself to

manufacturing problems in Britain. There was also agreement with the critics that the MBA course was taught too theoretically instead of practicality.

Appendix B-2

The Structure of the Strathclyde MBA Programme

The Strathclyde MBA programme consists of the instructional course and the MBA project. The instructional course is sub-divided into foundation classes and electives:

Foundation Classes

Students are required to take Business Policy, and four of the other six foundation classes. Students will normally be directed to foundation classes other than those in which they already hold a first degree or professional qualification. The aim is to ensure that by the end of the foundation classes students possess broadly the same knowledge base.

Business Policy	Manufacturing Management
Accountancy and Finance	Marketing
Economics of the Business Management	Quantitative Methods
Management of Human Resources	

Elective Classes

Students select four electives. Students may choose to study a range of different topics or to build up a degree of specialist knowledge in a particular area. Thus the electives give students considerable flexibility in selecting the direction of their personal development.

International Business Operations	Industrial Relations and Labour Law
The Multinational and World Economy	Comparative Industrial Relations
International Finance and Financial Reporting	Personnel Management
Security Analysis and Portfolio Management	Organisational Development
Finance Management	Contemporary Organisation Theory
Industrial Marketing	Computing and Business Applications
Industry and Public Policy	Development of Data Processing Systems
The Economics of Business Decisions	Decision Making in Operational Research
Management in the Public Sector	Human Systems and Technology
Commercial Law	

Project

On completion of the instructional programme each student must undertake a project, which will demonstrate a sound understanding of selected concepts or techniques derived from the instructional programme, and will also extend some area of specialist knowledge by personal study and research.

Source: The Strathclyde Business School MBA Brochure, 1985-86

Appendix C

Appendix C consists of various data and information concerning the MBA Staff, and faculty research (Chapter7)

Appendix C-1

Other Teaching Activities

Out of the 25 teachers, seven (28%) indicated that they teach management courses at other institutions beside Strathclyde:

Teaching Responsibilities at other Institutions

Institution	Title of Course	Subject Taught	No. of hours contribute
A.Glasgow University B.Several different institutions	MBA post experience courses	Personnel and international relations	10 to 20 hrs a year
Manchester Business School	Courses for Banking Centre	International Accounting	20 per year
Richmond College	BA (Hons)	Business policy Business Administration	8 a year
Open Univesity	Systems	3 systems approach	3 hrs per week
Civil Service College	Policy Analysis	Policy analysis	40
A.Scottish Police College	Command Course	Financial Management	20
B.Scottish Police College	Command Course	Management	70 days per 8 week course (8 hr day) & 4 hrs in a 6 week course
Centre for Schools Administration	Management	Leadership Groups	2 days in 5 days course

The majority of teachers (as the following table indicates) were also involved in a wide range of activities such as: research, consulting and other related activities, i.e. publications, external examining, administration etc.

Other Academic Activities

Activity	No.	%
Research	5	20
Teaching and Other Related Activities, i.e. Research, Consultancy, Publications, External Examining, Administration etc.	19	76
No Response	1	4
Total	25	100

Appendix C-2

Years of Contribution in the MBA Programme

To determine the years of contribution teachers have made to the MBA programme, they were asked to indicate the years of service in the MBA programme. As the following table shows, nine teachers (36%) had been teaching in the MBA programme for 1-2 years, which indicates a possible high turnover among teachers in the MBA programme (see Chapter 7):

Years Contributed to the MBA Programme

Years	No.	%
1-2	9	36
2-3	3	12
3-4	3	12
4-5	3	12
5-6	2	8
6+	4	16
No response	1	4
Total	25	100

Appendix C-3

Criticisms of MBA Programme

Some of the critics' opinion (directed to the MBA programme in general) were presented to the teachers in this research to solicit their opinion as to whether these criticisms are true or not. The following table summarizes the opinions of the teachers.

Criticisms of MBA Programmes

Criticisms	Strongly agree	Agree	Don't know	Dis- agree	Strongly disagree	No Res	Total
Courses are too Americanized		6	10	9			25
Courses do not address themselves to manufacturing problems in Britain	2	10	4	8		1	25
Curricula not changed for a long time (too inflexible)	1	4	10	8	2		25
Courses are taught too theoretically, not practical in orientation	1	7	7	8		2	25
Poor quality of graduates compared to American MBA Graduates	2	3	12	4	3	1	25
Too much time spent outside the work situation in order to complete the programme		5	4	12	3	1	25
Graduates need more industrial experience	1	8	5	9	1	1	25
The MBA course is too expensive compared to its benefits		4	9	9	3		25
Course is not relevant to needs of business and industry today and in the future	1	3	3	13	5		25

As the above table shows, there are wide differences in opinions on most connected issues. some teachers, for example, agreed that 'courses are too theoretical and not practical in orientation', while an equal number disagreed with the statement. Many also indicated their lack of knowledge concerning various criticisms.

Appendix C-4

Selection Policy

As indicated throughout this research, critics of MBA programmes have frequently stated that entrance requirements for MBA courses are too loose or too low. The following table reflects the opinion of teachers toward the current selection policy used by Strathclyde (see Chapter 4). The following table indicates that the majority of teachers have little or no knowledge about the entrance policy:

Response	No	%
Yes	6	24
No	2	8
Don't know	17	68
Total	25	100

Appendix D

Appendix D consists of various data and information concerning the business and industry research (Chapter 8)

Appendix D-1

Participating Companies - Private Sector

A total of 58 questionnaires were sent to members of the private sector, including 35 to companies engaged in manufacturing products, and 23 for non-manufacturing services. The following is a complete list of the companies including names and addresses:

I. Manufacturing:

1. Chemical and Allied Products:

- A. Nobel's Explosives Co. Ltd.
Nobel House, Stevenston
Ayrshire KA20 CLN
- B. Scottish Agricultural Industries plc.
25 Ravelston Terrace
Edinburgh EH4 3ET
- C. Poloroid (UK) Ltd.
Vale of Leven Ind. Estate
Dumbarton
Dumbartonshire G82 3PW
- D. Imperial Chemical Industries plc.
Drungans P.O. Box 7
Dumfries D62 8LU

2. Clothing:

- A. Cohen, D. and H. Ltd.
2 Conston Holm Road
Pollokshaws
Glasgow G43 1UE
- B. Dark-Simpson Ltd.
Industrial Estate
Larkhall ML9 2PB
- C. Playtex (UK) Ltd.
Industrial Estate
Port Glasgow
Renfrewshire

3. Mechanical Engineering (Including Motor Vehicles):

- A. Terex Limited
Newhouse Industrial Estate
Motherwell
Lanarkshire ML1 5RY
- B. Anderson Strathclyde Ltd.
47 Broad Street
Bridgeton
Glasgow G40 2QW
- C. Rolls Royce Ltd.
Aero Division-Scotland
Hillington Industrial Estate
Glasgow G52 4TY
- D. Leyland Vehicles Ltd.
Truck & Bus Division
Bathgate
West Lothian
- E. Babcock Power Ltd.
Renfrew Works, French Street
Renfrew PA4 8DG
- F. Kincaid, John B. & Co. Ltd.
P.O. Box 31
18 East Hamilton Street
Greenock
Renfrewshire PA15 2AE

4. Electrical and Instrument Engineering:

- A. Barr & Stroud Ltd.
Caxton Street
Anniesland
Glasgow G13 1HZ
- B. Ferranti plc. Scottish Group
Ferry Road
Edinburgh EH5 2XS
- C. Marconi Instrument Ltd.
Donibristle Industrial Estates
Nr. Dunfermline
Fife KY11 5TE
- D. Burroughs Machines Ltd.
Wardpack North Ind. Estate
Cumbernauld G68 0BN
- E. Digital Equipment Scotland Ltd.
Mosshill Industrial Estate
Ayr KA6 6BE

- F. Motorola Ltd.
Colvilles Road
Kelvin Industrial Estate
East Kilbride G75 0TG
- G. Prestwick Circuits Ltd.
Mosshill Industrial Estate
Ayr KA6 6BE

5. Food:

- A. D.B. Marshall (Newbridge) Ltd.
Newbridge EH28 8SW
- B. United Biscuits Ltd.
35 Clydeford Drive
Glasgow G32 8YW
- C. Chivas Brothers Ltd.
111 Renfrew Road
Paisley
Renfrewshire PA3 4DY
- D. Scottish Milk Marketing Board
Underwood Road
Paisley PA3 1TT
- E. Tennet Caledonian Breweries Ltd.
110 Bath Street
Glasgow G2 2ET

6. Oil and Petroleum:

- A. B.P. Oil Grangemouth Refinery Ltd.
130 Ness Road
Grangemouth
Stirlingshire FK3 9XQ
- B. Britoil plc.
150 St Vincent Street
Glasgow G2 5LJ
- C. Texaco North Sea (UK) Co.
P.O. Box 63
Langlands House
Huntly Street
Aberdeen AB9 8TZ
- D. Lennox Oil Co. plc.
8 Forres Street
Edinburgh EH3 6BT

7. Printing and Publishing:

- A. Thomas, D.C. & Co. Ltd.
Meadowside
Dundee
- B. William Collins plc.
Westerhill Road
Bishopbriggs
Glasgow G64 2ZT
- C. Tullis Russell & Co. Ltd.
Auchmuty Rothes & Crocker Mills
Glenrothes KY7 6PB

8. Textiles:

- A. Coats Patons plc.
155 St Vincent Street
Glasgow G2 5PA
- B. Stoddard Hldgs plc.
Glenpatrick Works
Elderslie
Johnstone
- C. Pringle of Scotland Ltd.
Victoria Mills
Hawick TO9 7AL

II. Non-Manufacturing:

1. Building and Construction:

- A. Balfour Beatty Construction (Scotland) Ltd.
Croythorn House
23 Ravelson Terrace
Edinburgh EH4 3TN
- B. ICC Cleaning Services (Scotland) Ltd.
29A Kelly Street
Greenock PA16 8LB
- C. Lilley Construction Ltd.
331 Charles Street
Glasgow G21 2QX

2. Distribution (Retail and Wholesale):

- A. John Menzies plc.
Hanover Bldgs., Rose Street
Edinburgh EH2 2YQ

B. Boots The Chemists
Territorial Gen
10 Union Street
Glasgow G1

C. Clydesdale Retail Ltd.
58 Southcroft Road
Rutherglen
Glasgow G73 1UX

3. Finance (Bank, Insurance Companies & Building Societies):

A. The Royal Bank of Scotland
42 St Andrew Square
P.O. Box 31
Edinburgh EH2 2YE

B. Bank of Scotland
The Mound
Edinburgh EH1 1YZ

C. Clydesdale Bank plc
18 Bothwell Street
Glasgow G2

D. Scottish Widow's Fund & Life Assurance Society
P.O. Box 902
15 Dalkeith Road
Edinburgh EH16 5BU

E. General Accident Fire & Life Assurance Group plc.
Pitheaulis
Perth PH2 0NH

F. The Scottish Legal Life Assurance Society
Hellenic House
87-97 Bath Street
Glasgow G2 2PZ

G. James Finley plc.
Finley House
10/14 West Nile Street
Glasgow G1 2PP

H. The Weir Group plc.
149 Newlands Road, Cathcart
Glasgow G44 4EX

4. Gas, Electricity & Water:

A. Burmah Oil plc. (Oil and Gas Production)
Savoy Tower
77 Renfrew Street
Glasgow G2 3BY

B. Clyde Petroleum plc.
14 St Vincent Street
Glasgow G1 2EU

C. James Howden & Co. Ltd.
195 Scotland Street
Glasgow G5 8PJ

5. Transport & Communication:

A. British Telecom (Scotland)
Canning House
19 Canning Street
Edinburgh EH3 8TH

B. S.M.T. Sales & Services Co. Ltd.
7-9 Roseburn Street
Edinburgh EH12 5PP

C. Cotters Travel & Leisure Group Ltd.
12 Crimea Street
Glasgow G2 8PW

D. British Caledonian Airways
Caledonian House
7 Glasgow Road
Paisley

6. Professional & Consulting Services:

A. John Brown Engineering Ltd.
Clydebank G81 1YA

B. Christian Salvesen Ltd.
50 East Fettes Avenue
Edinburgh EH4 1EQ

Appendix D-2

Participating Organizations - Public Sector

A total of thirty six questionnaires were sent to the following public sector organizations:

A1. Central Department (UK) with offices in Scotland:

1. Industry Department for Scotland (UK)
45 Waterloo Street
Glasgow G2
2. Department of Employment
Pentland House
47 Robb's Loan
Edinburgh EH14 1UE
3. Department of Transport
24 Torphichen Street
Edinburgh EH3 8HD

A2. Central Departments (Scottish Office):

1. Scottish Office
20 and 20A Inverleith Row
Edinburgh EH3 5LS
2. Department of Agriculture and Fisheries for Scotland
Chesser House
500 Gorgie Road
Edinburgh EH11 3AW
3. Scottish Education Department
New St Andrew's House
Edinburgh EH1 3SY

B. Local Authorities and New Towns:

1. Regional Councils:

- A. Strathclyde Regional Council
20 India Street
Glasgow G2 4PE
- B. Central Regional Council
Viewfort
Stirling FK8 2ET
- C. Highland Regional Council
Dochfour Drive
Inverness IV3 5EB

2. District Councils:

- A. Renfrew District Council
Municipal Building
Cotton Street
Paisley
- B. City of Glasgow District Council
City Chambers
George Square
Glasgow G2
- C. Clydebank District Council
Town Hall, Dumbarton Road
Clydebank G81
- D. Edinburgh City District Council
City Chambers
High Street
Edinburgh EH1 1YJ
- E. Stirling District Council
Municipal Bldgs.
Corn Exchange Road
Stirling FK8 2HV
- F. Strathclyde District Council
P.O. Box 4
Council Chambers
Kirkintilloch
Glasgow G66 1PW
- G. Bearsden & Milngavie District Council
Municipal Buildings, Boclair
Bearsden G61 2TQ
- H. Clydesdale District Council
Clydesdale District Offices
Lanark ML11 7TT
- I. Eastwood District Council
Council Offices, Eastwood Park
Rouken Glen Road, Rouken Glen
Giffnock, Glasgow G46 6UG
- J. East Kilbride Development Cooperation
Atholl House
East Kilbride
- K. Cumbernauld Development Cooperation
Cumbernauld House
Cumbernauld G67 3TU

C. NHS:

A.

1. Common Services for the Scottish Health Service (CSA)
Scottish Health Services Centre
Crew Road South
Edinburgh
2. Scottish Home and Health Department
St Andrew's House
Edinburgh EH1 3DE

B. Area Health Board:

1. Greater Glasgow Health Board
HQ, 225 Bath Street
Glasgow G2
2. Argyle & Clyde Health Board
Gilmour House, Gilmour Street
Paisley PA1 1DU
3. Tayside Health Board
P.O. Box 75, Vernorholme
Dundee DD1 9NL
4. Lanarkshire Health Board
14 Bukford Street
Hamilton ML3 0TA

D. Nationalized Industry:

1. SSEB
Cathcart House
Spean Street
Glasgow G44 4BE
2. British Railways (Scottish Region)
Buchanan House
58 Port Dundas Road
Glasgow G4 0HG
3. Scottish Gas
Granton House
4 Marine Drive
Edinburgh EH5 1YB

E. Quangos:

1. Scottish Development Agency
120 Bothwell Street
Glasgow G2 7TP

2. Manpower Services Commission (Scotland)
200 West Regent Street
Glasgow G2
3. Scottish Special Housing Association
15/21 Palmerston Place
Edinburgh E12
4. Highland and Island Development Board
Bridge House
27 Bank Street
Inverness IV1 1QR

F. Educational Institutions:

- A. Glasgow College of Technology
70 Cowcaddens Road
Glasgow G4
- B. The Queens College
1 Park Drive
Glasgow G3 6LP
- C. Paisley College of Technology
High Street
Paisley PA1 2BE

Appendix D-3

Criticisms Directed to MBAs

Companies and organizations in this research were asked to give their opinions on some of the criticisms and allegations directed to the MBA programme in general. The following table summarizes their opinions:

Criticisms	Agree strongly	Agree	Don't know	Dis- agree	Strongly disagree	No Res	To- tal
MBA courses in Britain are too Americanized		3	15	18		3	39
Are not addressed to British manufacturing problems	1	14	15	7		2	39
Curricula not changed (too inflexible)	2	15	14	6		2	39
Too theoretical, not practical	6	16	3	12		2	39
Poor quality of British MBA graduates compared to American MBAs		3	23	9	2	2	39
Not relevant to needs of business and industry today and in future		3	7	24	3	2	39
<hr/>							
Management teachers lack business experience, academic quality and personal characteristics	5	12	11	6	1	4	39
MBA graduates have expectations beyond abilities, expect inflated salaries, fast promotion and do not easily fit into companies/organizations	7	18	5	5	1	3	39

Better teaching methods need to be developed	4	20	8	4		3	39
MBA programmes need a new curriculum to meet current organizational needs	4	14	12	6		3	39
Too much time spent outside the work situation in the completion of the MBA	4	11	7	13		4	39
The MBA course is too expensive in relation to its benefits	4	9	7	15	1	3	39
Low standard of entry requirements to MBA programme	2	4	14	14	2	3	39

As the above table indicates there were differences in opinions. However, it must be noted that a significant number agreed that the MBA is too theoretical, better teaching methods need to be developed, and the MBA programme needs a new curriculum to meet current organizational needs (see Chapters 8 and 9).

Appendix D-4

The Public Sector Appendix

An appendix was added to the questionnaire distributed to the public sector organizations. However, as the following tables indicate, the response was disappointing.

Public organizations were asked whether or not they send employees to MBA programme. As the following table shows, the response cannot be representative of the total public sector organizations, since 92% provided 'No response':

Employees Sent to MBA Programmes

Response	No.	%
Yes	1	2.6
No	2	5.1
No response	36	92.3
Total	39	100

To assist the Strathclyde MBA programme to introduce additional courses for the public sector, respondents were asked whether or not they would support such courses. As the following table shows, 3 indicated 'No' and 2 said 'Yes'. Additional research needs to be conducted to determine what kind of management courses could benefit public organizations.

Support Additional Public Administration Courses

Response	No.	%
Yes	2	5.1
No	3	7.7
No response	34	87.2
Total	39	100

Appendix E

**This Appendix consists of the four questionnaires used
in the present research with the two covering letters**

Research Questionnaires

The following questions have been designed as part of a PhD study into MBA programmes currently being conducted in Scotland. The study seeks to evaluate this level of management education in order to identify possible mis-matching between the MBA programme and organisational training needs. By systematic evaluation of attitudes displayed within the student, employer, and academic communities, it is hoped that a series of recommendations may be made to improve the style and content of MBA programme to render them more adaptable to the needs and expectations of a shifting industrial and social environment.

Your help and patience in completing this questionnaire would be gratefully appreciated. We thank you in advance for your cooperation. Completed questionnaires could most usefully be directed to Dr D.C. Pitt (part-time coordinator) at the Business School, Sir William Duncan Building, 130 Rottenrow, Glasgow G4 0GE. Every effort will be made to ensure confidentiality.

Please enter a tick or other information requested in the boxes and spaces provided.

Abdul Al-Sarraf

Department of Administration

UNIVERSITY OF STRATHCLYDE

Department of Administration
Strathclyde Business School
130 Rottenrow
Glasgow G4 0GE
Tel:041-552 4400 Ext. 3388

Dear Sir/Madam,

Forgive the intrusion on your time. I fully appreciate that you are busy enough without the gratuitous imposition of a questionnaire. If, however, you could complete the enclosed (which we have tried to keep as succinct as possible), I would be extremely grateful.

Abdul Al-Sarraf is a PhD student at this University undertaking a worthwhile analysis of student and employer attitudes to the M.B.A. As you will know, there is current widely-expressed concern with the level and type of postgraduate management qualifications in this country. Your help will be invaluable.

Thanking you in advance.

Dr Douglas Pitt,
Reader,
Strathclyde Business School

Appendix E-1
MBA Students Questionnaire

(Please Print Your Answers)

1 PERSONAL: Please state:

Age _____

Sex:

Male

Female

Place of Birth _____

Nationality _____

Marital Status:

Married

Single

Other _____

Number of dependent children _____

Ages of dependent children _____

2 Programme for which registered:

Master of Business Administration

Diploma in Business Administration

3 When did you register for the programme? _____

4 Do you have any objection to our use (without attribution) of information provided by you on your application form?

YES

NO

5 Where did you learn of the MBA/DipBA at this University?

Professional/Management Journal

Newspaper Advertisement

Recommendation of Former Student

Sponsoring Company/Organization

Other, please specify _____

6(a) Did you apply to other Universities besides Strathclyde?

Yes

No

6(b) If YES, please specify _____

6(c) If you gave preference to Strathclyde, what was your reason?

Location

Reputation

Length of Programme

Personal Recommendations

Company's Choice

Other, please specify

7(a) Are you?

Full-time

Part-time

Distance-Learning

7(b) Is this the route that you originally registered for?

YES

NO

7(c) If NO, why have you changed _____

8 Are you?

Attending at own expense

Financially supported by Organization

In receipt of Government Award or
Scholarship

Other, please specify _____

9 What Companies or Organizations have you worked in during the
past ten years or less?

(Please list in chronological order)

Company/Organization	Location
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

10(a) If presently employed, what position do you currently hold?

(b) Please provide a brief description of the type of work and duties that you perform.

(c) If unemployed, what position did you hold in your last Company/Organization?

(d) Please provide a brief description of the type of work and duties you used to perform.

11 How long have you worked with your present Company/Organization?

12 How would you characterise your present role?

Line

Staff

Specialist/Professional

Generalist

Other, please specify _____

NB: The Term 'Line' is frequently used by management writers to refer to those functions at the core of the organization, such as sales, production etc. 'Staff' functions are those existing primarily for the purpose of providing advice and service to line units.

13 In which sector of the economy is/was your organization located?

Public

Private

14 If Public, do/did you work for?

(a) Central Government

Please specify whether:

Government Department

Agency

Public Corporation

Other, please specify _____

Please specify whether you work:

At Headquarters

Regional Office

Area Office

Other, please specify _____

Please state whether your work involves:

Policy formulation and planning

Policy implementation and execution

Please state how many staff you have under your immediate control

(b) Local government

Please specify which department within the authority and the type of authority (e.g. Regional or district) that you work for _____

Please state whether your work involves:

Policy formulation and planning

Policy implementation and execution

--

Please state how many staff you have under your immediate control

(c) An institution of further or higher education

--

Please specify type of institution

Do you work in an Administrative or academic capacity?

If academic, what subject(s) do you teach?

Please state how many staff you have under your immediate control

If relevant, how much administration do you have to carry out?
Please estimate number of hours, per week

Other institution, please specify

Please state whether your work involves:

Policy formulation and planning

Policy implementation and execution

Please state how many staff you have under your immediate control

15. If private, in which sector of private industry is/was your company located?

(Manufacturing)

Chemical and Allied products

Clothing

Mechanical Engineering (including motor vehicles)

Electrical and instrument engineering

Food

Oil and Petroleum

Printing and Publishing

Textiles

Other, please specify _____

Non-Manufacturing:

Construction

Distribution (Retail and Wholesale)

Finance (Banks, Insurance Companies
& Building Societies)

Gas, Electricity & Water

Transport & Communication

Professional & Consultancy Services

Others, please specify _____

Please specify whether you work for:

Company Headquarters

Regional Headquarters

In which of the following areas do you work in:

Production

Marketing

Accounting, Finance

Planning

Sales

Purchasing

Personnel

Engineering

Administration

Research & Development

Consulting

Others, please specify _____

Please state whether your work involves:

Policy formulation and Planning

Policy implementation and Execution

Are you responsible for organizing and directing other persons?

Yes

No

If yes, please state how many staff you have under your immediate control?

At what level do you classify yourself in the Company/Organization?

Senior Executive

Middle Management

Junior Management

Supervisory

Support Staff

Others, please specify _____

(b) Self employed

Please specify _____

16 (a) During the last five years have you participated in education/
training programmes?

Yes

No

(b) If Yes, what kind of programmes:

Programme	Conducted at (Please tick)	
	Internal in Company/ Organization	External Outside Company/ Organization
a. General Management Programme		
b. Specialised programme Economics		
Finance & Accountancy		
Personnel		
Production		
Marketing		
Planning		
Purchasing		
Sales		
Research & Development		
Industrial Relations		
Technology of the Industry		
Computers		
Others		

(c) If yes, how would you evaluate the management education/training programmes in which you have participated?

Very useful

Useful

Marginally relevant

Waste of time

17 (a) Who initiated the idea of your attending the MBA/Dip BA Programme?

1. A superior suggested that I take the course

2. My immediate superior went on the course and feels that I will profit from the course too

3. The course forms a systematic part of the company's development plan for me

4. I myself believe I will gain a great deal from the course

5. The course is considered valuable for my present job duties and for my company/organization

6. The decision for my taking the course was accidental

Others, please specify _____

(b) Please rate on a scale 0-10 each of the following objectives which motivated you to enter the MBA/DipBA programme? (10 = the highest motive; 0 = the lowest motive).

Objective/Motive	Rate
Seek job satisfaction (feel creative and capable of doing things in company/organization)	
Better understanding of the business world	
Develop my managerial skills	
To qualify for a higher position	
Seek higher status level among peers	
Higher pay	
Desire for higher degree	
To gain more power over others in my company/organization	
Seek a better job in a new company/organization	
To take over the family business	

18 (a) What is/was your employer's attitude toward an MBA/Dip.BA qualification?

Enthusiastic

Necessary

Unnecessary

Not relevant to business today

(b) Has your company an established policy of sending people to study on the MBA/Dip.BA Programme?

Yes

No

(c) If yes, what are the criteria for the decision taken in your company/organization about participation in the MBA/Dip.BA Programme?

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

- 19 (a) Please allocate units of value to each of the following subject areas of study in which you would like to broaden your knowledge, assuming you have a total of one hundred units of value?

Subject Area	Unit of Value
<u>Administrative Techniques</u> : problems and techniques of production, marketing, sales, finance, export and personnel	
<u>The Tools of Management</u> : Accounting (cost control, standard costs, budgeting), work study, operational research, statistics, and the utilization of manpower	
<u>Academic Subjects</u> : Economics, industrial relations, law and sociology, social and political aspects	
<u>Human Relations, Psychology</u> : Industrial social psychology, work groups, motivation and morale, leadership and incentives, communication	
Total	100

Please state any other subject areas you are interested in:

(b) What skills would you like to improve or develop by the above subject areas?

(i) Technical skills: Knowledge of the manager's functional responsibilities (marketing, production, etc.) and its relationship to the other functional areas which comprise the organization _____
| |

(ii) Social skills: The ability to motivate others in different organizational situations _____
| |

(iii) Conceptual skills: The ability to interrelate the various factors generated within the business and those coming from the outside as the basis for adequate long term decisions and policy organization _____
| |

Others, please state any other skills you would like to develop in your course of study

(c) Please rank the following teaching methods that you would like to experience during your MBA/Dip.BA course in decreasing order of importance? (1 = the most important; 8 = the least important).

Teaching Methods

Rank

Lectures	
Leaderless discussion Group co-operative projects Free background reading	
Individual project work/consultancy projects	
University/industry tutor-led discussions University/industry tutor-led discussions and seminars - case studies	
Hand-out and guided reading/computer-managed learning	
Out of school learning on the spot in business situations	
Business games and computer based management games	
Role-playing/simulation exercises	

Others, please state any other teaching methods you would like to experience in your course study:

(d) What do you consider should be the prime role of the MBA/
Dip.BA Programme?

a. To enable people to understand how all the
parts of an organization work, so that they
may move rapidly into general management

| |

b. To develop specialists for particular jobs
within one function of the company

| |

Others, please state any other roles that the MBA/Dip.BA does/
should perform

How do you think this role can best be achieved? (Please fill
in the spaces)

a. By providing full-time courses up to _____ years

b. By providing part-time courses up to _____ years

c. By providing Distance-learning courses up to _____ years

Others, please specify _____

(e) Do you think the fees for entering the MBA/Dip.BA are:

low

very low

high

very high

fair

20 (a) Do you feel you had good counselling in setting up your study programme for the MBA/Dip.BA and making your subject-choice?

Yes

No

If no, please explain _____

(b) What additional information/assistance do you feel would have benefitted you?

21 If employed, do you plan to leave your company/organization to work for another company/organization upon completion of your MBA/Dip.BA qualification?

Yes

No

Please state reasons for your answer _____

22 (a) Do you realistically expect to achieve a higher position within your company/organization upon completion of your MBA/Dip.BA qualification?

Yes

No

If yes, what do you expect to attain? _____

If no, please explain _____

(b) What position would you like to be promoted to upon completion of your MBA/Dip.BA qualification?

a. board level

b. senior level management

c. middle management

d. junior level management

e. supervisory level

f. running own business

Other: please state any other positions _____

(c) Do you hope to do anything differently when you return to work, because of what you learned from the MBA/Dip.BA Programme?

Yes

No

If yes, what kind of things do you think you will do differently when you get back to work?

Please write down the things you plan to do _____

23 (a) How do you see the future development in the relationship between universities and industry/commerce?

(b) Looking to the future, what do you feel will be the requirements/needs of business and industry?

Appendix E-2

MBA Graduates Questionnaire

(Please print your answers)

1. Personal - please state:

Age		<input type="text"/>
Sex	Male	<input type="text"/>
	Female	<input type="text"/>
Marital Status	Married	<input type="text"/>
	Single	<input type="text"/>
	Other	_____

Degrees and Diplomas received	None	<input type="text"/>
	High School	<input type="text"/>
	Bachelor's	<input type="text"/>
	Diploma's	<input type="text"/>
	Others, please specify	_____

Were you a:	Full-Time	<input type="text"/>
	Part-Time	<input type="text"/>
	Distance Learning	<input type="text"/>

Did you attend the MBA programme:	at your own expense	<input type="text"/>
	Financially supported by Company/Organization	<input type="text"/>
	In receipt of govern- ment award or scholarship	<input type="text"/>
	Others, please specify	_____

In which sector of the economy is/was your organization located?

Public

Private

At what level do you operate in the company/organisation?

Senior executive

Middle management

Junior management

Supervisory

Support staff

Other, please specify _____

- 2A. Please allocate units of value to each of the following subject areas of study in which you feel the MBA programme helped you to broaden your knowledge, assuming you have a total of one hundred units of value?

Subject Area	Units
<u>Administrative techniques</u> : problems and technique of production, marketing, sales, finance, export and personnel	
<u>The tools of management</u> : accounting (cost control, standard costs, budgeting), work study, operational research, statistics, and the utilisation of manpower	
<u>Academic subjects</u> : Economics, Industrial Relations, Law and Sociology, Social and Political subjects	
<u>Human Relations Psychology</u> : industrial and social psychology, work groups, motivation and morale, leadership and incentives, communication	
TOTAL	100

- 2B. Please state any other subject areas in which you feel the MBA programme helped you to broaden your knowledge:

2C. What skills do you feel the MBA programme has helped you to improve or develop?

- (i) Technical skills: knowledge of the manager's functional responsibilities (marketing, production, etc.) and its relationship to the other functional areas which comprise the organisation.
- (ii) Social skills: the ability to motivate others in various organisational situations.
- (iii) Conceptual skills: the ability to interrelate the various factors generated within the business and those coming from outside as the basis for adequate long term decisions and policy.

2D. Others: please state any other skills you developed.

2E. What kind of teaching methods did you experience during your MBA study?

Teaching Method	Please tick
Lectures	<input type="checkbox"/>
Leaderless discussion Group cooperative projects Free background reading	<input type="checkbox"/>
Individual project work/consultancy projects	<input type="checkbox"/>
University/industry tutor-led discussions University/industry tutor-led discussions and seminars/case studies	<input type="checkbox"/>
Handout and guided reading/computer-managed learning	<input type="checkbox"/>
Out of school learning on the spot in business situations	<input type="checkbox"/>
Business games and computer-based management games	<input type="checkbox"/>
Role-playing/simulation exercises	<input type="checkbox"/>

2F. Are there any other teaching methods which you would have preferred to experience? Please state:

3A. Do you feel your MBA training prepared you well enough?

YES

NO

3B. If NO, in what way do you feel it failed to prepare you?
(Please identify as appropriate)

(a) Academic studies (Please identify): _____

(b) Leadership ability (Please identify): _____

(c) Giving you no specific skill (Please identify): _____

3C. please comment on the following:

(1) Course content: _____

(2) Teachers: _____

(3) Principal teaching methods/material used: _____

(4) Cost of the programme: _____

(5) Duration of the programme: _____

3D. Other, please state any other comments related to the MBA programme:

4A. If employed, do you expect to receive any direct recognition in your organisation upon completion of your MBA qualification?

YES NO

4B. If YES, will the expected recognition take the form of (please tick as appropriate):

Promotion

Increase in salary

More responsibility

4C. Other, please specify any other recognition: _____

4D. If not employed, do you feel you will experience difficulty in obtaining your future employment:

A great deal of difficulty

Some difficulty

No difficulty

4E. Do you view the MBA as possibly improving your employment prospects?

Yes

No

5. It has been proposed by many researchers that there is a mismatch between the MBA programmes currently being offered by academic institutions and the needs of business and industry. How far would you agree or disagree with the following criticisms which have been directed at MBA programmes in general? (Please tick as appropriate).

	Strongly Agree	Agree	Don't know	Disagree	Strongly Disagree
1. MBA courses in Britain are too Americanised					
2. MBA courses do not address themselves to manufacturing problems in Britain					
3. MBA curricula are not changed for a long time (ie are too inflexible)					
4. MBA courses are taught too theoretically, and are not practical in orientation					
5. Too much time is spent outside the work situation in the completion of the MBA					
6. The MBA course is too expensive in relation to its benefits					
7. The MBA course is not relevant to needs of business and industry today and in the immediate future					

6. Please tick the following as appropriate:

A. Are you satisfied with the existing MBA course at the University of Strathclyde?

Wholly satisfied

Fairly satisfied

Dissatisfied

Unable to judge

B. To what extent do you feel your studies for the MBA course will be of use to you in your employment?

- Considerable use
- Moderate use
- Some use
- No use

C. Is the academic standard of the Strathclyde MBA:

- Too high
- Too low
- Too variable
- About right
- Unable to judge

D. Seen overall, how would you judge the MBA course in which you have participated?

- Very valuable
- Valuable
- Not valuable
- A complete waste of time

7A. Do you feel that your academic and personal experience on the Strathclyde MBA course helped to prepare you for a satisfying work experience in your current/future position?

YES NO NOT SURE

Please give reasons for your answer _____

7B. In general, do you think you will be successful in putting into practice what you have learned on the MBA course in your present/ future employment?

YES

NO

Please give reasons for your answer _____

7C. Do you feel that the MBA programme fulfilled your expectations?

YES

NO

Please give reasons for your answer _____

8A. What would you list as the benefits from the MBA course?

8B. What would you list as the main drawbacks of the MBA course as presently constituted?

The purpose of this research is to examine changes and developments in the existing MBA programmes. Your assistance in identifying the areas in which changes should be made will be very beneficial to this research.

9A. Do you feel the present MBA programme should be changed?

YES

NO

9B. If YES, please identify the areas in which you feel change is needed:

Area	Please tick as appropriate
1. Course content	
2. Teaching methods	
3. Teachers	
4. Selection policy for entering the MBA programme	
5. Tuition	
6. Increase in time spent in the programme	
7. Decrease in time spent in the programme	

9C. Other, please specify any other areas you feel change is needed:

9D. If you identified change in the course content in Question 9B, please state what courses would you recommend should be modified/omitted/added to the MBA programme? Please identify

9E. With respect to current MBA programme, what do you consider to be the principal problems or major weaknesses?

9F. What other general observations would you make on the relevance (or otherwise) of the MBA programme?

10. What other recommendations would you make to improve the current MBA programme?

Thank you very much for your help and patience.

Appendix E-3

MBA Staff, Faculty Questionnaire

(Please print your answers)

1. Background: please state:

a. Age

b. Sex: Male Female

c. Degrees and Diplomas received:

None	<input type="checkbox"/>
High School	<input type="checkbox"/>
Bachelor's	<input type="checkbox"/>
Master's (MA, MSc, MBA etc.)	<input type="checkbox"/>
Doctor's	<input type="checkbox"/>

d. In which field of study have you taken your degree (such as Economics, Maths, Art, Law, History, Accountancy, etc.)?

.....
.....

e. Please list any other education/training completed.

.....
.....
.....
.....

f. Have you had any experience in business/industry?

YES NO

If YES, please give brief details of position in firms/ areas of experience and duration of service.

.....
.....
.....
.....

2. How many year equivalents have you contributed to the MBA programme?

- 1-2 years
- 2-3 years
- 3-4 years
- 4-5 years
- 5-6 years
- 6 and more years

3. a. Do you teach management studies at any other institution?

YES NO

b. If YES, please complete the following:

Name of Institution	Title of Course	Subject taught (ie Economics, etc)	No. hours you contribute

4. a. What other academic related activities do you participate in besides teaching management studies? (Please specify)

.....

- b. Do you frequently use external lecturers from business/industry to speak on your course?

YES NO

- c. If YES, what do you consider to be the main advantages they contribute to your subject matter (please specify)?

.....

5. Thinking of the standard of management teaching in general, how far would you agree or disagree with the following criticisms raised about management education?

Agree Strongly Agree Don't know Disagree Disagree Strongly

i. Many management teachers need an opportunity for further study of their subject.	_____	_____	_____	_____	_____
ii. Many management teachers need more recent industrial experience.	_____	_____	_____	_____	_____
iii. More management teachers should have a formal training in teaching.	_____	_____	_____	_____	_____

6. a. Which of the following opportunities do you feel would most contribute to the improvement of your own performance as a management teacher? (Please tick as appropriate).

Opportunities	High Contribution	Medium Contribution	Low contribution
1. An opportunity for updating or deepening your knowledge of your subject.			
2. an opportunity to gain fresh industrial experience			
3. An opportunity for studying teaching principles and techniques, specifically related to management education			

- b. Others, please specify any other opportunities you would like to gain:

.....

- c. If you have indicated that you would like to update or deepen your knowledge of your subject, then please specify the areas in which you would like to concentrate your effort? (If you have specified "low contribution" to Question 6.a. No.2, then ignore this question).

Please list the areas.

1.
2.
3.
4.
5.
6.

7. a. Please allocate units of value to each of the following teaching, training or development skills in which you would like to improve or develop in the next five years, assuming you have a total of one hundred units of value?

SKILLS	UNITS
1. Design of case studies to train managers in problem solving techniques	
2. Improve lecturing skill in teaching subject knowledge	
3. Develop skills in the existing and new mediums of communication	
4. Develop interpersonal skills to improve tutorial/seminar/group situations	
5. Skills in evaluating projects/papers	
TOTAL	100

6. Others, please specify any other skills you would like to improve
-
-
-
-

8. How far would you agree or disagree with the following criticisms which have been directed to MBA programmes in general? (Please tick as appropriate).

	Agree Strongly	Agree	Don't know	Disagree	Disagree Strongly
1. MBA Courses in Britain are too Americanized.	___	___	___	___	___
2. MBA Courses do not address themselves to manufacturing problems in Britain.	___	___	___	___	___
3. MBA curricula are not changed for a long time (ie are too inflexible)	___	___	___	___	___

- 4. MBA Courses are taught too theoretically, and are not practical in orientation. ___ ___ ___ ___ ___
- 5. Poor quality of MBA graduates compared to the American MBA graduates. ___ ___ ___ ___ ___
- 6. Too much time is spent outside the work situation in order to complete an MBA programme. ___ ___ ___ ___ ___
- 7. MBA graduates need more industrial experience. ___ ___ ___ ___ ___
- 8. The MBA Course is too expensive compared to its benefits. ___ ___ ___ ___ ___
- 9. The MBA Course is not relevant to needs of business and industry today and in the future ___ ___ ___ ___ ___

9. a. Do you think the present MBA programme equally satisfies the needs of the public and the private sector?

YES ┌───┐

NO ┌───┐

DON'T KNOW ┌───┐

b. If your answer is NO, please indicate in which way you consider it to be biased?

.....

.....

.....

.....

.....

.....

10. a. Do you think the present MBA curriculum is of a high enough standard to prepare men and women adequately for future challenges in business and industry?

YES NO DON'T KNOW

Please state reasons for your answer to the above question?

.....
.....
.....
.....
.....

b. Do you think there has been much change in the MBA curriculum in Strathclyde during the last five years?

YES NO DON'T KNOW

c. If YES, what do you think are the most important changes which have taken place? (Please explain).

.....
.....
.....
.....
.....
.....

d. Would you like to see some topics modified/omitted/added to the MBA curriculum? (Please explain).

.....
.....
.....
.....
.....
.....

11. a. What methods do you use to teach your subjects? (Please check against the list).

- Lecture
- Leaderless discussion
- Group co-operative projects
- Free background reading
- Individual project work/consultancy projects
- University/industry tutor-led discussions
- Hand-out and guided reading
- Case studies
- Seminars
- Computer-managed learning
- Out of school learning-on-the-spot in business situations
- Business games
- Role playing
- Simulation exercises
- Films
- Others, please specify
-
-
-
-

c. Do you think there has been much change in teaching methods in the MBA programme in Strathclyde during the last five years?

YES NO DON'T KNOW

d. If your answer is NO, to what extent have your ideas for change been frustrated by lack of resources? (Please indicate in which of the following areas resources are not adequate):

- 1. Computing equipment
- 2. Audio equipment
- 3. Audio-visual equipment
- 4. Films
- 5. Technical support

Others, please specify

.....

.....

.....

.....

e. Would you like to see other teaching material developed? (Please specify in what areas and in what forms).

.....

.....

.....

.....

.....

12. a. How useful are the projects taken by the MBA students?

- Very useful
- Useful
- Marginally relevant
- A waste of time

b. If your answer is A WASTE OF TIME, please state your reasons.

.....
.....
.....
.....
.....
.....

c. How do you think firms feel about students completing their projects in-house?

Cooperative	<input type="checkbox"/>
Uncooperative	<input type="checkbox"/>
Don't know	<input type="checkbox"/>

d. Please state reasons for your answer:

.....
.....
.....
.....
.....

13. a. Do you think examinations are the right method of assessing student performance in the MBA programme?

YES	<input type="checkbox"/>	NO	<input type="checkbox"/>	DON'T KNOW	<input type="checkbox"/>
-----	--------------------------	----	--------------------------	------------	--------------------------

b. If your answer is NO, please specify what alternatives you would like to see adopted?

.....
.....
.....
.....
.....

14. a. Do you think the selection policy used by Strathclyde to choose the MBA candidates is the right policy?

YES NO DON'T KNOW

b. If your answer is NO, please specify what alternative criteria of selection should be employed?

.....
.....
.....
.....

15. a. What do you consider should be the prime role of the MBA programme?

1. To enable people to understand how all the parts of an organisation work, so that they may move rapidly into general management

2. To develop specialists for particular jobs within one function of the company/organisation

b. Others, please state any other roles that the MBA should perform?

.....
.....
.....
.....
.....

c. How do you think this role can best be achieved? (Please fill in the spaces).

1. By providing full-time courses up to years

2. By providing part-time courses up to years

3. By providing distance-learning courses up to years

d. Others, please specify

.....
.....
.....

16. a. Is the Business School sufficiently flexible and adaptable to change?

YES NO DON'T KNOW

b. If NO, the reasons are:

Administration slow to bring changes

Manpower not available to bring about change

Others, please specify

.....
.....
.....
.....
.....

c. Do you feel changes are needed in the current MBA programme?

YES NO DON'T KNOW

d. If YES, please state reasons for your answer

.....
.....
.....
.....
.....

17. a. Thinking of your own job satisfaction, what are the most satisfactory features of your job as a management teacher in the MBA programme? (Please explain).

.....
.....
.....
.....
.....

b. What are the least satisfying features (if any) of your job as a management teacher in the MBA programme? (Please explain).

.....
.....
.....
.....

c. Are there any ways in which you think the Business School could help you to be a more effective teacher? (Please explain).

.....
.....
.....
.....
.....

18. a. In the light of current and projected development needs of the country, please indicate some of the priority areas on which you feel that the MBA programme should be focussed over the next five years?

.....
.....
.....
.....
.....

b. Do you think there is any room for closer liasion with business/industry within the MBA programme? (Please explain)

.....
.....
.....
.....
.....

Appendix E-4

Business and Industry Questionnaire

(Please PRINT your answers)

1. Please state:

1A. Type of Business:

Public

Private

1B. If Private, please specify the sector:

Manufacturing: Chemical and Allied Products

Clothing

Mechanical Engineering
(including Motor Vehicles)

Electrical and Instrument Engineering

Food

Oil and Petroleum

Printing and Publishing

Textiles

Others, please specify

.....

.....

Non-Manufacturing: Construction

Distribution (Retail and wholesale)

Finance (Bank, Insurance Companies,
Building Societies)

Gas, Electricity, Water

Transport and Communication

Professional and Consultancy Services

Others, please specify

.....

.....

2. Do you currently employ/recruit MBA graduates in your Company/ Organisation?

YES

NO

If your answer is NO please go to Question No.3. If YES:

a) What do you consider to be the most important criteria when recruiting MBA graduates (e.g. Grades, Experience, Degrees, Pesonality, etc.....)?

Please list in order of importance:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

b) At what level are MBAs employed in your Company/Organisation?

Senior Level Management

Middle Level Management

Junior Level Management

Supervisory Level

Support Staff

Specialist

Consultant

Others, please specify

.....

.....

.....

c) In which of the following areas/fields are MBAs employed/
placed?

- Production
- Marketing
- Accounting/Finance
- Planning
- Sales
- Purchasing
- Personnel
- Engineering
- Administration
- Research and Development
- Consulting

Other, please specify

.....

.....

d) When MBA graduates are hired, is additional in-house
training provided?

YES NO

If YES, what type of training is provided: (please specify)

.....

.....

.....

.....

3. If your answer is NO to question 2, your reasons for not
employing/recruiting MBA graduates have probably been mixed. It
would be helpful if you could define your reasons in four
simple statements below:

1.

.....

.....

- 2.
-
-
- 3.
-
-
- 4.
-
-

4A. Has your Company/Organisation an established policy of sending staff to study on the MBA programme?

YES

No

4B. If YES, what are the criteria for the decisions taken in your Company/Organisation about participation in the MBA programme?

- 1.
-
- 2.
-
- 3.
-
- 4.
-
- 5.
-
- 6.
-

4C. Has the subsequent performance of the staff you send on the MBA courses justified your expectations in sending them?

YES

NO

Please give reasons for your answer:

.....
.....
.....
.....
.....

5. Have any of your MBAs left the company/organisation for another job after a number of years of service?

YES NO

6. Are you closely linked with, and supportive of, a local College/University offering MBAs?

YES NO

If your answer is NO please go to question 7. If your answer is YES:

a) Do you contribute financially each year?

YES NO

b) Do you assist in the development of new courses of study at the Business School to fill the needs of your Company/Organisation?

YES NO

c) Do you send participants more or less regularly to MBA programmes?

YES NO

d) Do any of the members of your staff teach in an MBA programme at a local College or University?

YES NO

e) Is a member of your executive staff serving on the Board of Directors of any College or University Business School?

YES NO

6.f) If your Company/Organisation is involved with a College or University Business School in any other capacity, please specify.

.....
.....
.....
.....
.....

7A. What do you consider should be the prime role of the MBA programme?

a) To enable people to understand how all the parts of an organisation work, so that they may move rapidly into general management.

b) To develop specialists for particular jobs within one function of the company.

Others, please state any other roles that the MBA does/should perform.

.....
.....
.....
.....
.....

7B. How do you think this role can best be achieved? (Please fill in the spaces).

a) By providing full-time courses up to _____ years.

b) By providing part-time courses up to _____ years.

c) By providing Distance Learning courses up to _____ years.

Others. please specify

.....
.....
.....
.....

8A. Please allocate units of value to each of the following subject areas of study in which you would like the MBA graduate to be trained, assuming you have a total of one hundred units of value?

Subject Area	Units
<u>Administrative Techniques</u> : problems and technique of production, marketing, sales, finance, export and personnel	
<u>The tools of management</u> : accounting (cost control, standard costs, budgeting), work study, operational research, statistics, and the utilisation of manpower	
<u>Academic subjects</u> : Economics, Industrial Relations, Law and Sociology, Social and Political subjects	
<u>Human Relations, Psychology</u> : Industrial and social psychology, work groups, motivation and morale, leadership and incentives, communication	
TOTAL	100

Please state any other subject areas you are interested in:

.....

8B. What specific skills would you like the MBA graduate to be trained in?

- i) Technical skills: knowledge of the manager's functional responsibilities (Marketing, Production, etc.) and its relationship to the other functional areas which comprise the organisation.
- ii) Social skills: the ability to motivate others in different organisational situations.
- iii) Conceptual skills: the ability to interrelate the various factors generated within the business and those coming from the outside as the basis for adequate long term decisions and policy.

Others, please state any other skills you think are important.

.....

9A. Research literature has revealed that business and industry in Britain often do not hire MBAs upon graduation from the University, or sponsor their employees for an MBA degree because there is a perceived mis-match between the MBA qualifications and the needs of business and industry. How far would you agree or disagree with the following criticisms which have been directed at MBA programme in general? (Please tick as appropriate).

	Strongly Agree	Agree	Don't know	Disagree	Strongly Disagree
1. MBA courses in Britain are too Americanised					
2. MBA courses do not address themselves to manufacturing problems in Britain					
3. MBA curricula are not changed for a long time (ie are too inflexible)					
4. MBA courses are taught too theoretically, and are not practical in orientation and theories taught have no applicability to the every day activities of the company/organisation					
5. Poor quality of British MBA graduates compared to the American MBA graduates					
7. The MBA course is not relevant to needs of business and industry today and is unlikely to be relevant in future					

	Strongly Agree	Agree	Don't know	Disagree	Strongly Disagree
1. MBA teachers lack business experience, academic quality and personal characteristics					
2. MBA graduates have expectations beyond their abilities; they expect inflated salaries, fast promotion and do not easily fit into most companies and organisations					
3. Business Schools need to develop better teaching methods					
4. MBA programmes need a new curriculum to meet current organisational problems					
5. Too much time is spent outside the work situation in the completion of the MBA					
6. The MBA course is too expensive in relation to its benefits					
7. There is a low standard of entry to postgraduate MBA courses					

Please indicate on the basis of your experience, any other criticisms of MBA qualification?

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10. Throughout the history of management education and training in Great Britain, there has been a conflict of views as to what types of relationship should exist between business/industry and Colleges/ Universities. The following are some of the views expressed. Please indicate whether you agree or disagree?

	Agree	Disagree
1. Business/industry relationships with Universities should be limited to financial assistance		
2. Business and industry should be closely involved in designing the MBA curriculum.		
3. Business and industry should provide instructors for various business courses within the MBA programme.		
4. Business/industry and Business School personnel should work together in classes in which both participate.		
5. Executives in business and industry should serve on the governing boards of Colleges and Universities.		
6. Advisory councils made up of executives of business and industry should be an integral part of planning MBA programmes.		
7. Business and industry should send people more regularly to various management courses offered by Business Schools.		
8. Business/industry should provide greater help to students to complete their projects in company/organisation.		
9. There should be more joint projects, research and consulting services between industry and Business Schools.		

Other; please state any other relationships you feel should exist between business/industry and Colleges/Universities.

.....

11A. How well are present MBA programmes geared to meeting the needs of business and industry?

- Not at all
- Not too well
- Fairly well
- Very well

11B. If your answer to question 11A is: Not at all/Not too well/Fairly well, what do you consider to be the principal problems or major weaknesses? Please explain.

.....
.....
.....
.....

12A. Do you feel the MBA programmes of Colleges and Universities in Great Britain need to be improved?

- YES NO DON'T KNOW

12B. If YES, please specify the area(s) in which you feel there is the greatest need for improvement?

1.
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2.
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3.
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4.
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5.
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6.
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13. Please indicate which of the following describes your future use of the MBA courses over the next five years or so?

- 1. We do not expect to use these courses.
- 2. We expect to send more people on these courses.
- 3. We expect to send fewer people on these courses.
- 4. We expect to send about the same number of people on these courses as it is now.
- 5. We do not know what our use of these courses will be.

14. In the light of current and projected development needs of the country, please indicate six (6) priority areas on which you feel that the MBA programme should be focussed over the next decade?

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

15. If you have any further recommendations to make for future improvements in the MBA programme, please nominate them:

-
-
-
-
-
-
-

Thank you very much for your help and patience.

APPENDIX

[Questions addressed to public sector organisations]

1a If you currently send employees on the MBA course, do you find the course relevant to the needs of your organisation?

YES _____

NO _____

1b If NO, (please specify):

2a There is a present plan to introduce more public sector classes to Strathclyde's MBA programme. Would you support this development?

YES _____

NO _____

2b If YES, can you recommend some of the public sector classes that should be added to the MBA course?

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

2c If NO, please explain _____

3 If you have any further comments, please add them below

Appendix F

This Appendix consists of the five interviews (questions) conducted with key administrators involved in the Strathclyde MBA programme since its inception (Chapter 4)

Appendix F-1

INTERVIEW

(Period: 1966-1970) History of the Strathclyde Business School MBA Programme

I Planning Stage

- 1A. Was there a core philosophy behind establishment of the MBA programme?
- 1B. What was the core philosophy around which the MBA programme was designed?

- 2A. The Strathclyde MBA programme was established in 1966. How long was the previous planning stage?
- 2B. What was the reason, or motivating force, for developing the MBA programme? (i.e. was the impetus mainly academic or induced by outside, i.e. business and industry?)
- 2C. Were business needs surveyed, or given any consideration?

- 3A. What mechanism (planning board, steering committee, etc.) was used to design the MBA programme?
- 3B. Were there executives from business and industry on the planning board?
- 3C. On what particular areas of expertise was it decided that the Business School should concentrate?
- 3D. Were any formal or informal links established at this stage between the Strathclyde Department of Industrial Administration and outside organisations?

- 4A. How was the planning of the MBA influenced by other MBA programmes offered by various business schools in Britain and other countries?
- 4B. Were principals of other business schools contacted for their advice and recommendations?
- 4C. Were other institutions visited? If so, by whom?

- 5A. Was financing the programme a problem?
- 5B. From whom was the greatest financial support provided?
- 5C. What methods were used to gain financial support?

6. What plans were made for the announcement of the new programme?
 - Introduced to academic institutions?
 - Business and industry?
 - Public in general?

II Policies

1. What criteria was established for the following policies?
 - A1. Selection of students?
 - A2. Determination of total number to be enrolled?
 - A3. Various routes available for the students?
 - A4. How was the total time determined for the programme to be completed for each route?
 - B. Selection of Administrators?
 - C. Selection of teachers?
 - D. Selection of learning/teaching styles and methods?
- 2A. How was the curriculum planned/developed? (i.e. sources drawn from other business schools or from business and industry)
- 2B. What experts acted as advisers in planning the curriculum?
- 2C. Were outside consultants employed?
- 2D. If so, what fields were they drawn from? (i.e. public or private sector?)
- 3A. Was the future employment profile of MBA students considered as having an influence on the type of courses adopted?
- 3B. Were counsellors available to help the students?
- 3C. What other methods were used, such as contact with employment agencies, multinational firms, etc.?
- 4A. Were any attempts made to integrate MBA studies with undergraduate programmes in related areas?
- 4B. Were new business courses added, modified, omitted to the undergraduate programme?
5. Can you identify problem areas in running the MBA programme?

- 6A. What views do you currently hold about the shape and nature of the MBA today?
- 6B. Do you feel it is consistent with business/industry needs?
- 6C. If not, what should be done to bring the MBA curriculum back into line?
7. If you have any further comments, please enumerate them?

Thank you very much for your help and patience.

Appendix F-2

INTERVIEW

(Period: 1972-73) History of the Strathclyde Business School MBA Programme

- 1A. During the period 1970-1973, were any major changes introduced in the MBA programme concerning the following:
 - a. policies related to the selection of students;
 - b. policies related to the selection and background experience of teachers;
 - c. policies related to the learning/teaching styles and methods;
 - d. policies related to the curriculum content, design and development.
- 1B. What other changes did you make in the MBA programme after you came to the Strathclyde Business School MBA programme?
- 1C. Were any of these changes based on the perceived needs of business and industry?
- 1D. If yes, what specific needs?
- 1E. What kind of relationship did you have with business and industry?
2. What were your most difficult challenges upon coming to the Strathclyde Business School MBA programme?
- 3A. What views do you currently hold about the shape and nature of the MBA today?
- 3B. Do you feel it is consistent with business/industry needs?
- 3C. If not, what should be done to bring the MBA curriculum back into line?
4. If you have any further comments, please enumerate them:

Thank you very much for your help and patience.

Appendix F-3

INTERVIEW

(Period: 1973-78) History of the Strathclyde Business School MBA Programme

- 1A. In 1976 a new MBA programme was introduced, what was the reason or motivating force behind this revision?
- 1B. What active role, if any, did business and industry play in planning the new MBA programme?
- 1C. Were there executives from business and industry on the planning board?
- 1D. From what field were they drawn?
- 1E. How was the planning of the new MBA programme influenced by work being done in other business schools?
- 2A. How was the curriculum planned/designed?
- 2B. Was there industrial participation in designing the new MBA curriculum?
- 2C. Thinking about the content of the new MBA programme in 1976, to what extent, if any, did the redesign reflect thinking in Europe and America?
3. What criterion was established for the following policies:
 - A1. Selection of students?
 - A2. Determination of total number to be enrolled?
 - A3. Various routes available for the students?
 - A4. What was the total time determined for the programme to be completed for each route?
- B. Policies related to the selection and background experience of teachers.
- C. Selection of learning/teaching styles and methods.
4. During the period 1973-1978 what methods, if any, were used to assist MBA graduates to find the right employment in business and industry?

5. During the period 1973-1978, what were some of the changes you felt were needed at the Strathclyde Business School MBA programme?

6. In 1981 you returned to your post again as director of the Strathclyde Business School MBA programme. Had there been significant changes in the MBA programme during the period 1981-1983?

7. Based on the fact that "Industry is a differentiated category", do you see any differences in the needs of various outside groups? (i.e. do you perceive differences in needs between large and small organisations, public or private, and between different sectors of industry).

- 7B. If yes, should the MBA reflect such differences in its curriculum design?

8. In your relationship with business and industry, have you experienced a mis-match between what is taught in Master's degree and the training needed by business and industry?

9. Can you identify problems areas in running the MBA programme?

- 10A. What views do you currently hold about the shape and nature of the MBA today?

- 10B. Do you feel it is consistent with industry/business needs?

- 10C. If not, what should be done to bring the MBA curriculum back into line?

- 10D. In general, what developments would you like to see taking place in the MBA course (i.e. in the future)?

11. If you have any further comments, please enumerate them?

Thank you very much for your help and patience.

Appendix F-4

INTERVIEW

(Period: 1979-81) History of the Strathclyde Business School MBA Programme

- 1A. During the period 1979-1981, were there any major changes in the MBA programme? If there were changes, did they pertain to: (please explain)
 - A1. Selection of students;
 - A2. Various routes available for the students;
 - A3. How was the total time determined for the programme to be completed for each route?
- B. Teachers;
- C. Learning/teaching styles and methods;
- D. Curriculum.
- 1B. What other changes did you make in the programme after you took over as programme director?
- 1C. On what bases were changes made?
- 1D. What active role, if any, did business and industry play in these changes?
2. If there were changes in the MBA curriculum:
 - A. Was there industrial participation in designing the curriculum?
 - B. How were changes in the curriculum influenced by work being done in other business schools around the world?
 - C. Thinking about the content of the MBA curriculum in the 1980s, we should be interested to have your opinion as to the origins of new ideas?
 - D. Do you think that new ideas came mainly from the United States or at least as much from this country and Europe?

3. During the period 1979-1981, what methods, if any, were used to assist MBA graduates to find the right employment in business and industry?
4. Can you identify problem areas in running the MBA programme?
- 5A. What views do you currently hold about the shape and nature of the MBA today?
- 5B. Do you feel it is consistent with business/industry needs?
- 5C. If not, what should be done to bring the MBA curriculum back into line?
6. If you have any further comments, please enumerate them.

Thank you very much for your help and patience.

Appendix F-5

INTERVIEW

(Period 1983-) History of the Strathclyde Business School MBA Programme

I Internal Policies

- What is the present internal policy of the Strathclyde Business School MBA programme concerning the following:

1. Enrolment of students:

- What are the present requirements for entrance into the MBA programme: Degree
Grade average
Years of experience
- Are there plans to change the selection policy for entering the MBA programme in the future?
- If yes, what will the requirements be?
- Will there be any testing procedures prior to admission into the MBA programme?
- If yes, what type of tests are going to be used?

2. Curriculum:

- When was the present curriculum changed?
- In what area of study was the change?
- Are there plans to change the curriculum in the near future?
- If yes, in what areas will changes be made?
- Will any of these changes be based on needs of business and industry?
- What specific needs?
- Is there a full-time advisory committee which reviews curriculum matters on a continuing basis and makes recommendations?
- How often does the committee meet?
- Do executives from business and industry serve on the committee?
- If yes, which industry do they represent?

- If no, what alternative methods are used to elicit the views of industry/commercial spokesmen on the relevance of the MBA programme to their needs?

3. Teaching staff:

- Are there any part-time teachers from business and industry teaching MBA courses?
- Will additions be made to the teaching staff in the near future?
- If yes, will any of these new teachers be brought in from business and industry?
- How appropriate is the training and experience of academic staff to an understanding of practical business and industrial problems?
- In which areas do you feel Strathclyde MBA has strengths and weaknesses in its teaching staff?
- What plans are made to overcome the weaknesses?

4. Teaching Methods:

- What facilities are available for your lecturers in teaching their MBA courses? (Have you, for example, film projector, computer facilities, close-circuit television, staff to assist with visual, lecturers from business and industry, etc.)?
- Have there been any major changes in these facilities in the last three or four years?
- Are you expecting to make any changes in the teaching facilities in the near future?

II External Policies

1. How are the training needs of business and industry assessed?
- 2A. What kind of relationship do you currently have with the private business sector?
- 2B. What kind of relationship do you currently have with various government agencies?
- 2C. What methods are currently used to attract more government agencies into the MBA programme?
- 2D. Are there members of government agencies now serving on committees, boards, on the teaching staff at the Strathclyde Business School MBA programme?

3A. Do you feel there is sufficient contact or a close enough relationship between the Strathclyde Business School MBA programme and business/industry?

3B. If not, how could this relationship be improved?

4A. In your relationship with business and industry, have you experienced a mis-match between what is taught in the Master's programmes and the training needs of business and industry?

4B. If yes, how do you feel this mis-match can be resolved?

III Future Plans

1A. Does Strathclyde have any plans to attract more companies/ organizations to the MBA programme?

- If yes, what do these plans include?

1B. What changes in the current MBA programme would you personally like to see made within the next year?

- Do you see any problem in bringing about these changes?

- If yes, what are the problems?

1C. Do you feel these changes can help close the gap between the needs of business/industry and the MBA programme?

2A. What do you feel are the greatest needs of business and industry?

2B. How can these needs be filled by current MBA programme?

3A. What do you feel is Strathclyde's greatest challenge in meeting the needs of business/industry in the future?

4A. With respect to current MBA programme, what do you consider to be the principal problems or major weaknesses?

5A. Can you identify problem areas in running the MBA programme?

5B. How do you think these problems can be overcome?

6. If you have any further comments, please enumerate them?

Thank you very much for your help and patience.