The Role of Managers and Their Effectiveness in Civil Service Organisations: A Field Study of Omani Civil Service Managers

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Abstract

This study aims to determine the degree of effectiveness of Omani civil service managers (middle managers) in directing practices. It examines the impact of managers' personal characteristics, organizational factors and managers' cultural values on managers' effectiveness in the directing practices.

To attain the above objectives, a body of literature has been built in which the distinctive environment of the civil service sector has been studied, managerial roles and functions have been critically discussed and the study methodology has been specified to use both quantitative and qualitative research approaches (triangulation). Accordingly, the data have been collected from Omani civil service servants from different organisations. In terms of quantitative data, questionnaires have been administered covering 246 middle managers and 932 subordinates. As for qualitative data, 11 key informants have been interviewed; five directors general, five middle managers and a consultant. To utilize the collected data, research objectives and hypotheses demand employing different statistical analysis techniques. Therefore, three statistical methods were used: multiple regression analysis that aims at identifying the major factors (independent variables) influencing middle managers' effectiveness (dependent variables) and analysis of variance (ANOVA) for the purpose of exploring the differences in managers' effectiveness in the directing practices and means and percentages for the purpose of describing and analyzing descriptive results. Due to the small number of in-depth interviews with key informants, the collected data were analyzed manually rather than using a qualitative package.

In order to test the hypothesis of the study, the researcher has built a theoretical framework. This framework concentrated on managerial effectiveness, leadership styles, theories of motivation and communication. The framework also focused on the cultural theories supported mainly by Hofstede.

The study results found that managerial leadership practices are mostly affected by the educational level of managers since managers with higher level of education are more likely to delegate tasks to their subordinates and largely influenced their human relations with employees. The study also found that managers' total experience and experience in the managerial position have an impact on participation of subordinates in decision-making activities. However, the study found that none of the managers' personal characteristics had effect on the encouragement of creativity of subordinates.

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The results indicated that the organisational factors overall have no impact on managerial effectiveness in directing practices, partially it was found that the clarity and prioritization of organizational goals have an impact on the encouragement of subordinates' creativity.

It was clear from the study findings that managerial effectiveness in directing practices are affected by cultural factors more than personal and organizational factors, and managerial roles. For example, various managerial practices such as delegation, motivation, decision-making and communication were found to be influenced by managers' social values, participation in social events and dealing with different classes of subordinates.

Therefore, the study concluded that Omani middle managers are more likely to be consultative than participative.

The study results also indicate that managerial effectiveness in directing practices is only affected by the problem solver role. This means that middle managers lack knowledge and skills of other managerial roles, namely Informational, decision-maker and supervisory roles

This is an important study since it contributes in providing decision and policy makers in the Omani public sector with accurate indications about the capabilities of middle managers. Moreover, the study suggests some recommendations that may help cope with some weaknesses in the effectiveness of managers in directing practices. The study will also be beneficial to students and researchers who are interested in the study of human resources management.

This study also makes contribution to knowledge not only on the Omani and Arab levels, but also on the international level since it has developed new instruments of measuring managers' effectiveness in directing practices.

Declaration

No portion of the work referred to in the thesis has been submitted in support of an application for another degree or qualification of this or any other university or other institute of learning.

Signed...

Copyright Statement

Acknowledgement

Dedication

I would like to dedicate this piece of work to my beloved wife Thania Al-asmi, my sons Hatim, Mohammed and Hamad, and also my lovely daughters Jinan, Afnan and Rawan. Without their patience, tremendous encouragement and support, this work would have not been accomplished.

I also dedicate this work to my mother, brothers and sisters.

Finally, I dedicate this work to myself, my childhood, patience and diligence.

Theoretical Part of the Study

Chapter One: Introduction

1.1   Background to the Study Context

The main focus of this study is the investigation of managerial effectiveness in directing practices. The study is conducted in the Sultanate of Oman - an Arab and Islamic country located in the Middle East and situated at the south-eastern part of the Arabian Peninsula. Surrounded by the sea on two sides: the Gulf of Oman to the northeast and the Indian Ocean to the southeast. It shares joint land borders with Saudi Arabia to the west, Yemen to the south, and the United Arab Emirates to the north (Ministry of Foreign Affairs 2008).

Oman occupies an important strategic geographical location for international companies wanting to do business or considering access to Asian, Arabian and African markets (Trowers and Hamlins 2007).

Prior to 1970, in Oman there was a legacy of more than a century of stagnation with its accompanying lack of development, high mortality rate, and isolation. In fact, the 23rd July 1970 is considered as a turning-point in the history of Oman and its people. On this date His Majesty Sultan Qaboos Bin Said came to the throne, so ending decades of political unrest and backwardness that Omanis suffered. The first step that His Majesty took was to address the nation, with encouraging promises to rebuild Oman. He said, "I will proceed as quickly as possible to transform your life into a prosperous one with a bright future. Every one of you must play his part towards this goal." (Ministry of Information 1995).

In order to achieve this goal, His Majesty took some important steps such as establishing the administrative machinery of the State, some governmental units, and laws that organise functional procedures. Moreover, this was in addition to policies, plans and programmes for the achievement of overall development.

Within two decades, Oman could achieve a rapid rate of development. To illustrate, health and educational services have been available to all citizens, remote villages have been accessible by vehicles, telecommunications have covered many places in the state, and employment opportunities have been created for Omanis (Courtney Nelson's Development Strategies 1990).

However, despite the rapid rate of development, Omanis have been thrust, without prior adequate training, into positions of heavy responsibility for the management of complex systems. Governmental institutions grew somewhat haphazardly and the pace of change made the orderly development of personnel procedures impractical. Thus to achieve the goals of the government and accelerate the process of human resources, a Ministry for Civil Services was established in 1988, superseding the Central Personnel Agency, which was established at the beginning of the 1970s in order to deal with training, management development and system reform in the public sector. However, the Ministry has faced the problem of accelerating the pace of Omanisation (replacing foreign workers by Omani workers) without sacrificing the quality of services (Development Strategic, Inc. 2005).

Today Oman has completed more than three and a half decades since its modern renaissance began in 1970, and the number of Omani employees working for the civil service sector amounted to 114624 employees at the end of December 2007, forming 87.2% of a total number of employees in this sector (Oman Newspaper 2008).

Until 1990, when the Omanisation decision was issued by the Ministry of Civil Service, the percentage of non Omani servants in the civil sector formed 35.4% (Ministry of Civil Service 2008), whereas this decreased to 12.8% at the end of December 2007.

There are two questions that can be raised here: was the decision of replacing foreign servants by national servants, issued in 1990, a deliberate one to avoid ruining what has been built by foreign expertise? And were two decades of the age of modern renaissance that started from almost zero enough to acquire for Omani people appropriate educational qualifications, training and experience to fill positions

occupied by educated and experienced foreign workers, especially the managerial positions?

This study endeavours to address the issues of human resources represented in the investigation of the effectiveness of the Omani civil service middle managers. Specifically, it seeks an answer to the following question: To what extent are Omani civil service middle managers effective in directing practices?

1.2   An Overview of Related Literature

The essential nature of managerial work is given by many analysts and researchers as a process common to all other functions carried out within the organisation. Management, as Brech (1975) refers to, is a social process entailing responsibility for the effective and economical planning and regulation of the operations of the firm. Brech has identified four elements of management: Planning, Control, Coordination and Motivation.

Another approach to describing management is given by Drucker (1977) who identifies three tasks that have to be performed. These are, in turn, fulfilling the specific purpose and mission of the firm, making the work productive and the worker an achiever and, finally, managing social impacts and responsibilities.

The basic operations in the work of a manager, according to Drucker, are set objectives and measures that organize, motivate and communicate in order to promote personal development in people. These categories require a combination of analytical ability, synthesizing ability, integrity, human perception and insight, and social skills. In order to carry out the process of management, the manager requires a combination of technical competence, social and human skills, and conceptual ability. Then as the manager advances up the organisational hierarchy, greater emphasis is placed on conceptual ability, and less on technical competence.

Moreover, following the establishment, in 1988, of the Management Charter Initiative (MCI), attention has been focused on the relevant knowledge, skills and attributes required of managers to do their job. MCI champions the competence-based approach to management training and development (Summers 1994).

It is noteworthy that despite similarities in the general activities of management, the job of the manager will differ and will be influenced by such factors as the nature of the organisation, activities and tasks involved, the nature of people employed, and the level at which the manager is working in the organisation.

Moreover there are differences between management in the private and public sectors arising from particular factors of public sector organisations. These include plans to provide a service to the community, the scale, variety, and complexity of operations, the political environment in which they operate, and finally the difficulties found in measuring standards of performance of services provided in relation to profitability.

However, it is true to say that both private and public sector organisations face the same problems concerned with the efficiency and effectiveness of their managers.

From a detailed study of 15 successful American general managers, (Kottler, 1982) it has been found that all managers have two significant activities in common. The first is agenda setting, which involves aims and objectives, plans, strategies, ideas, and decisions. The other is network building, which involves managers interacting with other people and establishing a network of cooperative relations.

A major feature of network building is to establish and maintain contacts that assist in the successful achievement of the manager's task. As the overall responsibility of management is the attainment of organisational objectives, there is, therefore, a clear and important need for effective managers. Managerial performance reflects the efficiency and effectiveness of managers. An efficient manager is one who is good at doing things right, and who relates what he or she does to inputs, whereas, an effective manager is concerned with doing the right thing, relates to the job outputs and what the manager actually achieves (Drucker, 1977).

To be efficient, the manager should attend to the input requirements of the job, to the clarification of objectives, planning, organisation, direction and controlling. On the other hand, to be effective, the manager must emphasise the outputs of the job,

performance in terms of such factors as obtaining the best results, optimising the use of resources, increasing profitability, and attainment of the objectives.

Managers can be judged by their efficiency, effectiveness, and the results achieved by their subordinate staff. The managers' effectiveness may be assessed in part, therefore, by the strength of motivation and the morale of the staff, the success of their training and development and the creation of an organisational environment in which the staff work effectively.

There are four criteria or factors that Langford referred to which determine the managers' performance (Langford, 1997). Firstly there is the manager's work which involves decision-making processes, problem solving, creativity, time management, and information processing. Also highly important are managerial traits such as motivation toward managerial tasks and responsibilities, perception of managerial roles, coping with stress, seniority and salary according to rank. It is essential that the manager has the ability to relate well and influence others, including subordinates, coworkers, superiors and customers. Moreover, as an important part of the organisation, he or she is mainly responsible for its maintenance, and its technical and financial control.

The criterion of general effectiveness involves the allocation of resources, achievement of purpose, goal attainment, planning, organising, coordinating and controlling.

1.3   Previous Studies and Gap Statement

The theme of managerial effectiveness has been studied by many researchers, for example, (Oshagbemi, 1995; Analoui, 1997; Avery, 2001; Myers et al. 2004; Lim, 1997; Labbaf, 1996; Al-Jafary and Hollingsworth, 1983; Al-Ghailani, 2005). The vast majority of these studies concentrated on the western countries on one side and on the business sector on the other. This section attempts to present these such studies on three levels: western countries, developing countries, and Omani level in which the researcher belongs.

Concerning developed countries, the majority of studies were carried out on private sector organisations. A study conducted by Oshagbemi (1995) on managerial effectiveness in the Australian private sector found that effectiveness management involved in these organisations has empowered people and developed their skills. The study also found that those managers who have good interpersonal, motivational skills and have developed a system for monitoring their subordinates' work activities were considered to be effective managers.

Interestingly, a study conducted by Analoui (1997) on organisations' effectiveness in the Romanian public sector indicated that managers were aware of the inadequacy of their administrations and managerial educational background and the need for more experience and training which may increase their effectiveness. The study found that managers were also aware of the factors that could contribute to the improvement of their effectiveness and performance.

Additionally, Avery (2001) studied the situational leadership styles among supervisors and managers in an Australian organisation. Avery found, overall, that supervisors assessed their primary styles as S3 (supporting) followed closely by S2 (coaching), while S4 (delegating) was in the third place. The same results were found with the middle managers who rated themselves as highest on S3 (supporting style) following by S2 (coaching), S4 (delegating) and finally S1 (directing). The study concluded that achieving increased worker satisfaction and greater leadership success require managers to enjoy a good relationship with their subordinates.

Bower (1970) studied 500 companies in America and found that tenure (years of experience in the organisation) of middle managers has affected their ability to implement strategic change performance.

Additionally, Myers et al. (2004) investigated the relationship between some variables (education, experience and job skills) and the manager's performance by conducting a survey on 157 high-level managers, who were asked to evaluate the managers reporting directly to them, or the ones they are most familiar with. The respondents were from different business sectors in the United States such as manufacture, wholesale, retail, and distribution or transportation. The results showed that neither

job experience nor education level was found to be directly related to employees' performance. However, job skills did appear to be good predictors of employees' performance.

Later, a study by Lim (1997) on transformational leadership within UK management suggested that effective management involved empowering people and enabling them to envision skills. It was found that people who have good interpersonal and motivation skills, together with the ability to develop a system to monitor their subordinates' work were the most effective managers. The study also indicated that the most effective managers were encouraging to their subordinates, developing their potential by recognising good performance and helping them not only to set goals but also to be able to work as part of a team.

Unfortunately as yet, there have been only a few studies for developing countries that have addressed the issue of managerial effectiveness and directing practices. One such study by Labbaf (1996) on managerial effectiveness in the steel sector in Iran found that the interviewed managers revealed a high level of commitment to the importance of management development training and gaining managerial skills, both of which are considered important routes to increase their managerial effectiveness. The managers in the study were found to be aware of their managerial responsibilities and the factors that were affecting their effectiveness at work such as communication, time management, decision making, solving problems at work and leading and motivating their subordinates. The study also indicated that personal factors such as improving one's own performance and developing one's own potential were found to be very important attributes for effective managers. These managers have also concentrated on planning, with the ability to set goals and objectives for their department/organisations, as well as to forecast and evaluate.

Another study on managerial practices in the Gulf Arabian countries found that managers perceive the effectiveness of their organisations as being directly related to the potential systems; the more effective are the managers, the more effective the organisations will be (Al-Jafary and Hollingsworth 1983).

At the level of Omani context, there have been very few studies conducted on the Omani public and private sectors. One of these studies was conducted by Abdul-Fattah (1994) on developing managerial leadership in the civil service sector in Oman. This focused on the factors influencing employees' job satisfaction at the workplace and included working conditions, satisfaction with internal relations and opportunities for employees to participate in the organisation. The study found that 56% of employees in the sample were satisfied with the workplace conditions and the procedures within the organisations. It also indicated that the average level of satisfaction with internal relations was 51.6%. The study revealed that less than half of the participants (48%) reported that employees were given to the opportunity to participate in the process of decision-making.

Yet another study by Al-Sheedi (2002) targeted the employees in the administrative machinery units in Oman. The study aimed to explore the impact of incentives on job satisfaction. While the study found that the organisational climate had an impact on the level of job satisfaction, it found no significant differences among employees in relation to their background characteristics including age, gender, position in the organisation, education level, years of experience and marital status.

A much more recent study on the Omani context, Al-Ghailani (2005: 299) studied equal employment opportunity in public offices. He came to the conclusion as stated below:

> *"Factors that influence promotion were evaluated. Contrary to the ambitions of the law where merit is considered the determinants, experts interviewed emphasised that seniority is the determinant in grade – to grade promotion, while ministers' discretion and candidates' status are the determinants in post – to– post promotion. Experts and specialists from personnel departments criticised the limited nature of the current selection procedures, which concentrate on candidates' seniority and status rather than the post requirements. They believed the ultimate authority given to ministers, without procedures and checks and balances, undermines the merit objectives. Some indicated that ministers currently act as legislators and executors of recruitment policies and procedures. The result is*

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appointments purely based on subjective decisions, and in many cases, personal interests".

It can be concluded from reviewing these studies related to Oman that they are very descriptive and addressed the issues from the point of view of job satisfaction rather than managerial effectiveness in directing practices. Therefore, it is clear from the review of literature related to empirical studies that there is still a gap in knowledge.

To address this gap, the present study is differentiated from previous ones concentrated on the private sector, in that it is conducted in the Omani public sector, represented in the Civil Service which is managed and run by the Omani government. Also the majority of previous studies were conducted in western countries whereas this study is carried out in Oman which is considered to be one of the developing countries. Again, most criteria used to evaluate managers' competencies were from other cultures, while the criteria used in this study are generated from our society, Oman with its specific cultural norms. While most previous studies concentrated on just one or two factors such as skills and/or personal factors as measurements of assessing managerial functions and effectiveness, the present study focuses on multi measurements. In addition to personal factors, it does not overlook managerial roles and functions and organisational and cultural factors which are believed to influence managerial effectiveness in directing practices. Unlike previous studies that have sought to rely on managers and/or subordinates' views in assessing managerial effectiveness, the study in hand seeks multi-sources. Beside managers themselves, the views of subordinates, general directors and an advisor of the minister of civil service for employees' affairs are taken into account as complementary results to managers' perspective. Finally, while the majority of previous studies used a quantitative research methodology to assess managerial effectiveness, this particular study utilises the benefits of triangulation by combining quantitative and qualitative methods.

1.4   The Statement of Research Problem

In order to achieve sustainable and comprehensive development in any country, it is required to set up certain mechanisms necessary to carry out such an objective. Moreover, it is remarkable that the most important mechanism is management.

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According to the majority of conventions and constitutional stipulations in different countries, the management has to adhere to the requirements of government for the purpose of fulfilling public requirements and policies as drawn up and prescribed by a country. In other words, management has a vital role in the implementation of projects and strategies for the governments of countries. This vital role is attributed to efficacious means involved in management, namely material, human and logistical means in addition to the prerogative of administrative law such as the issuance of decisions and decrees as well as an expropriation for the sake of the public interest, so that management can realistically put its plans into effect. The issue here is that although all mechanisms involved in management activities are integral, nevertheless it is human beings who are considered the basic pillar. Humans are the mover of the management process and the controller of the mechanisms that carry that process into effect. Indeed the manager occupies a pioneer position within the structure of employees. He/she is considered integral to the leadership of an organisation in achieving the intended objectives and policies. Furthermore he/she is the guider, the coordinator, the organiser and the controller. Therefore, the achievement of development in different fields depends to a large extent on his/her capabilities in carrying out managerial activities, and on his/her ability to make the optimal utilisation of subordinates in pursuing the route towards attaining the required goals. Hence, a manager should be competent enough and a well educated, expert person who is open-minded with respect to the sciences employed in his/her era, so that he/she can take part in achieving a comprehensive and sustainable development. However, if not familiar with the science of the running of management, he/she will then be lacking in the higher levels of knowledge, skills and experience necessary to put projects and concepts into effect, carry out plans, and direct and lead subordinates. The result will therefore be a failure to draw up the development plans in a serious way so that they can be implemented, and in that unfortunate case it will definitely not be possible to say that there has been administrative, economic or social development. This situation is unfortunately quite common in Arab organisations, so that it has in many cases led to the failure of plans for development in various areas, to say nothing of financial and spiritual losses, and delay in progress and development (Haijan: 2002).

As for Oman, according to the researcher's observation through delivering training courses and being involved in the discipline of development with different civil service organisations, some middle management (managers) still lack capabilities, particularly in matters relating to directing practices. A survey of literature on Oman indicates that there is an empirical study that supports the assumption of the researcher regarding the ineffectiveness of some Omani civil service managers in directing practices. The study was conducted by Shaiban (1994) on the utilisation of the workforce in the Omani governmental organisations. The author studied various aspects related to the workforce. For example, the study found that 75.3% of employees who participated in the study were not satisfied with the positions they held. It also found that the majority of employees (89%) were not satisfied with financial grade and income. Moreover, more than 90% of the participants reported that they were not satisfied with promotion, incentives and the occupational ladder, while 84.5% of employees indicated dissatisfaction with the rewards they receive. In terms of relationship between employees and supervisors, Shaiban also indicated that 65% of employees were not satisfied with this relationship against 66% of supervisors who were not satisfied with the relationship with their subordinates.

Therefore, this research aims to investigate this problem and discover the exact sources of managerial weakness in directing practices. In other words, this study aims to answer the question: to what degree are Omani civil service middle managers effective in directing practices? In doing so, the researcher will study different factors that impact on managerial effectiveness in directing practices. Specifically, the study will focus on managers' personal characteristics, managerial roles and functions, and organisational and cultural factors.

1.5 Importance of the Study

The importance of this study is stemmed from the sixth five-year development plan of Oman. Within the context of this plan, the Omani government has realised the long-term development of human resources. The development of human resources has been the core issue of the Omani authorities in general, and H.M. Sultan Qaboos in particular, who has been showing the importance of people and their development. He said,

"The development of human resources is the foundation of our policy; the human being is the power, the instrument and the ultimate aim of national development. Thus we exert every effort to provide him with these essential qualities so that we can all, together, build our nation" (Shapour 2008).

If we consider that the Sultanate of Oman is among the countries striving to achieve sustainable growth, it is absolutely important to take an interest in the human factor, especially the managers in civil service organisations. It is emphatically necessary that those who undertake the running of public organisations should do more than merely exercise their authority and that the organisations require to be led and not to be merely managed. Broadly speaking, World Public Sector Report of 2005 put special emphasis on this by stating that:

"A leadership style based on command and control is no longer suited for effective public sector management. Instead, leaders are increasingly judged by their ability to motivate and bring out the best in staff" (United Nation 2005).

The role and power of the manager within an organisation provides the motivation and influences the performance of employees (James 2004). The directing, supervising, and coaching skills of a manager gives employees the opportunity to develop and promote themselves and expose themselves to training courses. This ultimately leads to the development of the organisation and its performance on all levels.

In order to have leading managers characterised as possessing experience and the necessary sense of responsibility when they come to run the administrative machinery of government, they should be suitably qualified and trained to gain scientific knowledge as well as the required human and technical skills of leadership. This is to enable them to lead their subordinates in achieving the intended objectives.

Of course, it is always necessary to study the background of a problem first before making a diagnosis. Furthermore, studying the role of managers and their characteristics is important in its own right; this has important implications for both

the performance of employees and services provision (Steven 2001) and is what the study under investigation aims to do. Accordingly, this research investigates the degree of managerial effectiveness in directing practices. It examines the impact of managers' personal characteristics, managerial roles and organisational and cultural factors on the direction process of employees.

The study of managers' effectiveness provides a realistic method of identifying the quality of managers in the civil service organisations in Oman. There are a number of basic advantages of this study and these include the following: it is a fact that most organisational resources are scarce and valuable and therefore require efficient managers to use and invest them effectively in order to add value to the organisations which they manage. An effective manager can make the greatest contribution to the work of the organisation and extend his/her effort to the whole society by contributing to its development. Furthermore, the development and growth of managerial effectiveness is necessary in order to deal with employees and to make effective decisions and plans, as well as solving problems that affect organisational performance. In fact, a manager's job is highly orchestrated, and management is a logical and orderly process in which the manager should be rational in utilising human and material resources to achieve the organisational goals. However, in reality, the manager may act emotionally and rely on gut feelings. Therefore, it is important to distinguish the quality of managerial effectiveness from that which reflects imperfect behaviours.

The accelerating pace of technological change, the sophistication of customers, and an increasing emphasis on globalisation have all created a new approach to management that is called the "learning organisation approach" A learning organisation is one that does well in creating, acquiring and transferring knowledge, and in modifying behaviour to reflect new knowledge. Indeed it represents a new, fundamental way of viewing management. This approach emphasises the managers' ability to share their vision, build teams and challenge the way business is done to solve organisational problems (Garvin 1993). Moreover it helps the manager to have a new direction in managing employees.

1.6 Research Objectives

The main objective of this study is to determine the degree of effectiveness of civil service managers in Oman in the directing practices. Specifically, this research aims at:

1. Investigating the effect of managers' personal characteristics on their effectiveness in the directing practices as follows:
   - determining the effects of age on managers' effectiveness in the directing practices.
   - determining the effects of gender on managers' effectiveness in the directing practices.
   - determining the effects of total work experience on managers' effectiveness in the directing practices.
   - determining the effects of work experience in managerial positions on managers' effectiveness in the directing practices.
   - determining the effects of the educational level of managers on their effectiveness in the directing practices.
   - determining the effects of the training level of managers on their effectiveness in the directing practices.
2. Determining the effects of organisational factors on managers' effectiveness in the directing practices.
3. Exploring to what extent managers are influenced by their cultural values in the directing practices.
4. Examining the impact of managerial roles on the effectiveness of managers in directing practices.

1.7　Research Hypothesis

This study seeks to test the following hypotheses:

Hypothesis one: there is a significant effect of managers' personal characteristics on their effectiveness in the directing practices.

Hypothesis two: there are significant differences in managers' effectiveness in the directing practices attributed to personal characteristics.

Hypothesis three: there is a significant effect of organisational factors on managers' effectiveness in the directing practices.

Hypothesis four: there is a significant effect of cultural factors on managers' effectiveness in directing practices;

Hypothesis five: there is a significant effect of managerial roles on managers' effectiveness in directing practices.

Figure 1.1 below shows the hypothesised model of the variables influencing managerial effectiveness in directing practices

Figure 1.1: Hypothesised Model of the Variables Influencing Managerial Effectiveness in Directing Practices

Managerial Roles
- Leadership and supervisory role
- Informational role
- Problems solver role
- Decision-maker role

Organisational Factors
- Clarity and prioritisation of organisational goals
- Adequacy of authority given
- Efficiency of communication system
- Professional growth and motivation
- Taking managers' views into consideration

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Cultural Factors
- Priority of carrying work efficiently
- Importance of being subordinates loyal to their managers
- Assisting employees facing problems with personal matters
- Dealing with different social classes
- following social values at workplaces
- Participation in social events

Personal Characteristics
- Age
- Gender
- Educational level
- Total work experience
- Experience in the managerial position
- Training

1.8 Organisation of the Study

This study consists of eleven chapters spreading throughout the thesis. The introductory chapter presents a background about the study context and an overview of literature about managerial effectiveness. Moreover, the chapter sets out the research problem by linking it directly to the Omani civil service sector. Furthermore, it exposes previous studies along with the statement of existing knowledge gap. The

chapter also demonstrates the study's importance and its contribution to knowledge. Finally, it highlights the research objectives along with its hypotheses.

Chapter two investigates different perspectives of some theorists and writers related to the concepts of civil service as well as the nature and purposes of civil service organisations. This chapter also reveals the emergence and developmental phases of civil service. Additionally, the chapter discusses the political philosophy of the civil service in different developing and developed countries.

Chapter three is allocated for the discussion of the development of the Omani civil service sector. This chapter is divided into two sections: section one traces the developmental phases of civil services branches that supervise the civil service affairs, in addition to laws and regulations that organise different matters related to civil service employees, whereas section two traces the developmental phases of civil servants in terms of number of servants, qualifications and training courses.

Chapter four discusses the managerial roles and functions in the civil service organisations such as planning, organising, communicating, controlling and directing. This chapter has been widened to discuss different components of directing practices such as leadership, motivation and communication which are considered the core theme of this thesis.

Chapter five presents the definitions and concepts of effectiveness from different perspectives. The chapter also investigates the measurements of managerial effectiveness in managerial work in general and in directing practices in particular. Finally, the chapter addresses measurements that the researcher will use to measure the managerial effectiveness in directing practices in the study sample.

Chapter six describes the study methodology. It discusses different perspectives of research paradigms and research designs along with the statement of the design of this study. It also demonstrates the study population and sample. Moreover, the chapter describes procedures of the development of the study instruments in addition to procedures of data collection. Furthermore, it reveals the methods of data analysis.

Finally the chapter states interpretation of the study terminology as well as the study limitation.

Chapter seven presents the results and analyses of the empirical study represented in descriptive statistics. The chapter represents descriptive results of both middle managers and subordinates. As for middle managers, the presentation covers personal characteristics of managers, the functions of managers in addition to organisational factors including strategic plan, mission and values. With respect to subordinates' results, the chapter represents indications related to managers' directing practices according subordinates' views including planning, organising, leadership, motivation, communication, decision making, delegation, empowerment, fairness, control and societal culture and values.

Chapter eight demonstrates the results and analysis of inferential statistics. The chapter presents regression results consisting of the effects of managers' personal characteristics, managerial roles and organisational and cultural factors on managers' directing practices. The chapter also represents ANOVA results related to differences among managers in directing practices attributed to personal characteristics.

Chapter nine presents the results of in-depth interviews. Responses that are presented cover the interviews with the middle managers, directors general and the advisor of the minister of civil service for civil service employees' affairs.

Chapter ten discusses the significant results of the empirical study. The discussion is centered on results of middle managers since they were the targeted group. Subordinates' views, interviews' responses, implications from theoretical framework and empirical related studies are be considered. In other words, the chapter discusses the results of the study hypotheses and examines whether they correlate with the actual studies.

Chapter eleven is allocated for the final conclusion and summarises the contents of the research chapters, demonstrating the implications of both theoretical and empirical parts. Furthermore, the chapter includes suggestions for further studies. It also reveals both the study limitations and, finally, illustrates the study recommendations.

Chapter Two: The Study Approach of the Concepts and Fundamentals of Civil Service

2.1 Introduction

This study aims to determine the degree of effectiveness of Omani civil service managers in the directing practices. To achieve this goal, it is essential to designate a specific area in the study for the purpose of presenting theoretical concepts relevant to different aspects in the context of the civil service sector. The study of these such aspects is important to get a background to the environment in which civil service managers work, in addition to understanding the characteristics of this environment and its dissimilarities to other sectors, whether in the public sector or in the private sector. Therefore, this chapter examines a body of literature that covers different perspectives of some theorists and writers who have studied the concept of the civil service as well as the nature and purposes of civil service organisations. In this chapter the emergence and developmental phases of the civil service are traced and documented, the scope of civil service is elaborately discussed, the political philosophy of some developed and developing countries regarding the civil service is illustrated, definitions of the civil service and servants are clarified, the civil service systems are critically analysed and finally the nature and objectives of public organisations are explained.

2.2 The Emergence of Civil Service

The civil service, whether in general or in functional concepts, is distinguished by certain acquired characteristics resulting from historical and circumstantial influences and factors which have remained in place. This is the situation of the civil service in most countries (Al- tayyeb 1980). Practically, forms of the civil service have been in evidence through different successive civilizations. Some of these civilizations are Greek, Roman, Chinese, Islamic and current western countries (.Muwafaq 2002). It is remarkable that the function of the civil service has developed through different phases. To illustrate, the function had previously been restricted to some areas relating to security, such as defence and preservation of the stability of community, and this was achieved by imposing laws governing the relations between the community and the individuals of which it consisted. At a second stage, the civil service was linked to

preserving the health and safety of communities and individuals when epidemics appeared and diseases spread. This was with the aim of limiting the destructive effects of epidemics and diseases. Those effects were beyond people's abilities and made it necessary for the State to intervene by employing its many resources and possibilities. Development continued until the civil service reached the situation in which it is today (Al- tuhami 2000).

2.3   The Scope of Civil Service

According to Redouane (1984), the civil service in general is unstable in scope regarding time and place. The sub-headings below clarify this concept:

2.3.1 The civil service is unstable in scope regarding time

In terms of time, the civil service varies in regard to form and content. First, in regard to form, the civil service is generally distributed into two opposing movements. On the one hand, it goes in the opposite direction to the progress which any society experiences. The more the State experiences a luxurious life, the more the private sector in that State becomes developed. The private sector gradually acquires the financial and technical ability to conduct some beneficial public services. In this situation, the State, by its own approval, assigns some of its tasks to the private sector by means of alienation. The areas which have priority in the matter of alienation basically include those which have a competitive or commercial nature and aim to achieve profit. In contrast to this, the State excludes from alienation all the areas which are monopolistic or are essential to life. Those areas cannot be assigned to the private sector, as they affect the autonomy of the country and influence the purchasing powers of the citizens. On the other hand, it is noticed that the civil service enjoys continuous development in states which adopt the interventionist approach and have not yet completed the formation of their structures. The private sector, in such countries, is still non-existent or is at its immature and unqualified stage. Therefore, it cannot assert its existence or assume some of the public responsibilities and tasks. At this stage, it is necessary first and foremost, to consolidate the authority of the State and to meet citizens' needs by establishing the necessary public utilities and ensuring that they operate continuously. The State, through this process, lays the foundations of its powers. Unlike the first situation, in which the State endeavours to activate the private sector, the State here has recourse to nationalise the institutions which had

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been owned by foreigners and multinational companies. For this purpose the State establishes public institutions and public companies in order to watch over the nationalised sectors (Al- tuhami 2000).

In reality, it is clear that alienation (privatisation) and nationalisation (transferring private ownership to State ownership) do not constitute a voluntary option insofar as to say that they are an inevitable necessity, impelled by the country's circumstances and the level of its development. For example, a country may find itself unable to lower its intervention regarding the development of some economic and social sectors because of the absence of private initiatives or the inadequacy of private initiatives. Therefore, the public expenditure escalates as a result from expanding the range of the States' functions (Alsaroukh 1998: 209-210).

As a matter of fact, the gradual increase in public expenditure is a common phenomenon which all countries experience, irrespective of the differences in their political and economic systems and the levels of their economic and social development. This incensement of public expenditure is attributed to modern functions namely economic and social sectors which have come into existence in addition to the traditional functions of the State (Al- tuhami 2000). According to the researcher's point of view, this link between the country's economic growth and public expenditure is not an unalterable principle, because economic prosperity can be achieved by opening up the private sector. What is more, the development of the private sector is the fundamental factor, if not the only factor, in achieving balanced and sustainable economic development. Second, with regard to content, the civil service has experienced noteworthy development in respect of its size, which has witnessed incessant development in a number of areas in which the State has come to be engaged either directly or through its public bodies. Therefore, it has diversified and has come to be numbered in hundreds, whether this is in terms of quantity, quality or extent. However, this development, where its size is concerned, is enhanced by a balanced and integrated system according to the society in which it is included. Thus, the development is not absolute or universal, neither is it the same in all societies. Although there is a total agreement and a consensus regarding the size of this development, the scope of this matter is of importance and the extent varies from one country to another, depending on the growth of the country, the awareness and ability

of its indigenous inhabitants, and the level of progress achieved by the private sector in the country (Al- tuhami 2000).

If the new philosophy of the International Monetary Fund and the World Bank attempts to delimit the responsibilities of states for the benefit of the private sector, states will not agree at all. They exist because civilized societies rely on them to provide services for people to the same extent as societies provide services for people. The State is therefore, a social organisation which was not established according to a written or conventional constitution so that it can resign or be dismissed from office. Instead, it was established in accordance with society's need for the large-scale services which the State performs. The State is automatically entrusted with performing those services after its establishment. (I do not say "after it has been established" as Ghalab says (Ghallab 1996)).

2.3.2 The civil service is unstable in scope regarding place

In regard to place, the civil service continues to be relative as it differs according to countries and their political regimes, and the stage of development. The analysis which has been supplied regarding the time factor also applies to place. Each stage of the occurring development forms a stopping place where a group of countries gathers together. These countries attain relatively the same level of progress and possess the same characteristics at an overall level, with some slight differences which are peculiar to each country. The stopping places, with all their historical and cultural characteristics, are what gives the countries their specific political, social and economic attributes, and place the countries in their appropriate category. However, a profound transformation that countries have witnessed, especially after the collapse of the Communist bloc, is the abandonment of absolute liberalism and the spread of interventionist ideologies. On the other hand this has led to a certain amount of rapprochement among the functions of different States, so that the sphere of direction and supervision has developed in all the regimes (Al- tuhami 2000).

There is a fundamental factor which supports this tendency and contributes widely to enhancing the role of the State. To illustrate, it enables the State to control its various activities and trends within the scope of its territory. This fundamental factor is represented in laws which are considered an instrument of compulsion and regulation. By law, the power of the State is fostered because they enable the government and parliament to have the right to examine, not only the matters of citizens, but also those related to foreigners within the borders of the State's geographical area, and these matters are adapted according to the State's desire.

It is worth mentioning that a basic point which has to be taken into account is that despite the rise and fall, the advancement and retreat, which occur because of the intervention of the State there is a continuous and escalating increase in the number of staff, both men and women, in the civil service sector. This gradual increase in the number of staff in the public sector is attributed to a number of reasons which have different sources. These reasons can be classified according to the following sources (Al- tuhami: 2000):

- **Social reasons**: The high degree of demographic growth in various countries has made it necessary to widen the base of the existing public institutions, especially the essential ones such as health, education, housing, transport and security. This growth has produced another effect in addition to the gradual increase in the urban population; the growth was among the factors which induced many rural inhabitants to move to the towns so that they could work whether in the civil service sector or the private sector. As a result, many additional problems have arisen, especially in the various towns of the developing countries, which include all Arab countries. Examples of these problems related to basic facilities, haphazard housing arrangements, the spread of corrugated-iron houses, out of control unemployment, morally deviant behaviour gaining ground, and crime.

- **Economic reasons**: Given the non-existence, or the inability, of private initiative, and given that there are sectors which are essential to life and cannot be entrusted to others, the State is obliged, or rather compelled, to intervene to meet the needs of society, either directly or by embarking upon the creation of governmental contractual arrangements. This in turn has played its part in deepening the problem due to reinforced regulations and continuous supervision.

- **Other reasons**: The other reasons for the gradual increase in staff in the public sector go back to political and organisational factors. They were necessary for the purposes of operating the public institutions. Moreover, they were a result of the policy of making the civil service available to all citizens in an effort to find stability and security of employment, especially at a time of economic recession. This occurred due to the fact that the private sector, for economic and financial reasons, is unable to accommodate these human resources. This caused various countries, especially the Arab countries, to fall into the quantitative trap. However, as stated previously, at a time of economic boom it can be witnessed as an opposing trend in the direction of support of the private sector and private projects, which became more attractive because of the privileges provided by the private sector, especially in the area of wages or profits. However, if we say that such circumstances occur only rarely, they occur only to a limited extent in the countries of the third world. Nevertheless, this situation has meant that some of the Arab countries have derived certain

positive and negative effects which basically resulted from the gradual increase in the number of staff. The positive effects lie in the fact that there is an intermediate social stratum made up of the senior staff and the owners of the projects. It is a stratum which represents an element of stability in the political system and, side by side with the State, takes part in the economic and social development of the country by bearing some of the economic burdens and creating employment opportunities. The negative effects are represented in the emergence of some malpractices in management. Examples of this mismanagement are (1) the development of bureaucracy which has been accompanied with administrative routine, complication of procedures, and slowness of decision-making, and (2) technocratic domination, which has created not only rigidity and complication in the running of matters, but also a search for ways of achieving maximum returns, even at the expense of social and human factors.

However, the effectiveness of management does not rely solely on the quality and quantity of the staff, but also depends on the degree to which the State correctly guides the administrative structures so that they respond permanently to the needs of society.

It is remarkable that modern policies and strategies of development tend towards the re-examination of State intervention and of the part played by the public sector, towards an expansion of the field of activities in the private sector, and towards opening up more possibilities of mutual external exchange within the framework of economic freedom.

The establishment of the public sector did not occur due to the same motives. In industrialized societies, the public sector was created as a result of economic and social development. The private initiative in Europe lay behind the development of many sectors. State intervention is an exception which is applied in limited areas. Things are different in developing countries. Because of an underdeveloped economy, the State has been compelled to intervene directly in order to put in place the foundations and infrastructures in various areas and to respond to the requirements

of balanced economic and administrative development which exists among different bodies and sectors.

The development of the State's responsibilities, and the growth of its dual role as a guarantor of economic and social equilibrium, as a body responsible for the sequence of growth, has conferred upon the civil service a distinctive status within the machinery (Al- tuhami, 2000).

Management is in fact nothing other than the staff members of which it is formed. The level of its performance can only be assessed in terms of the value of its staff. One of the necessities where the State is concerned is that of drawing up a policy for the civil service, particularly in those States which are suffering from administrative backwardness. Thus the civil service attains far-reaching importance regardless of the extent of the State's development or political tendency, while there are differences in regards to the aim. The next paragraph attempts to highlight the civil service according to the political philosophy of some countries.

2.4 Political Philosophy of Some Countries Regarding Civil Service

2.4.1 The political philosophy of the developed countries towards civil service

The civil service in the developed countries has been associated with the development of the concept of the Nation State, and this is far from the point from which those countries first started out, because the aim of the civil service was not to confront administrative backwardness as is the case in underdeveloped countries. Instead, its aim was to direct all the components of the State's activities in the public interest, and thus to serve society. Another aim was to supervise the activities of the management in order to avoid arbitrariness in the management's use of power. The civil service also continually urged people to respect legitimacy and the rights of the citizen.

The civil servants in these countries form a basic element of the State's machinery by virtue of their active role that is not always limited to the task of implementing duties, but is in most cases a source of innovation, of drawing up administrative rules and of directing political decisions. However, the role played by the civil service system has been adapted in accordance with the political orientation of the State. For instance, in France, the civil service has, depending on the regimes in power, swung back and

forth between affiliation to legislative authority and affiliation to executive authority. In the USA, it is observed that the political sphere dominates the civil service, so that the latter comes under the control of the governing party. However, the power of the civil service has become real, as it has begun to form a fourth authority which influences political life (Aldaser1996).

2.4.2 The political philosophy of the developing countries towards civil service

The civil service in developing countries is a starting point, and this is contrary to what is the case in developed countries. To illustrate, the civil service in developed countries has aimed at directing the State activities towards the public interest. On the other hand, the civil service in developing countries has aimed at coping with administrative retardation. National sentiment among civil officials has led to the awakening of a reform movement for the purpose of arranging public affairs as well as qualifying the public employees. Most countries have resorted to foreign aid, both from developed countries and from international organizations such as the World Bank and UNESCO. However, the aids have not achieved the expectations in the area of the civil service as it has been intended. The reason goes back to the spread of administrative corruption among some officials in these countries and this phenomenon has hindered the optimal use of these aids (Al- tuhami 2000).

What has been stated and discussed above induces to ask: What does public service or rather civil service mean? Who are the civil service servants? The purpose of raising these questions is to attempt to define not only the meaning of civil service, but also the scope for intervention possessed by a governmental post.

2.5   The Definitions of Civil Service and Civil Servant

Civil service and civil servants are defined by many dictionaries and researchers. This section attempts to expose some of these definitions as follows:

2.5.1   What does civil service mean?

According to The American Heritage® Dictionary of the English Language (2000) a civil service is "those branches of public service that are not legislative, judicial, or military and in which employment is usually based on competitive examination. "

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(Al-tuhami 2000) argues that the civil service can be defined as a term in language and as a conventional practice. First, with respect to a term in language, the civil service is every activity which is entrusted to a specific authority, irrespective of whether that authority is an individual person or an incorporeal person. He goes on to illustrate that people perform a public service in life such as religious, practical and civilizational service. The law performs a socio-cultural service which basically comprises stability in dealings and maintaining the security and safety of society. It also carries out an economic service by propelling the economy and maintaining an objective balance between the burdens borne and how they are distributed. Religion is considered a service and a goal at the same time for the purpose of acquiring and strengthening faith. The treasury performs a social, financial and economic service aimed at achieving balance and justice in regard to distributing not only the burdens but also the income. The State performs a distinctive service which not only includes all the above mentioned services as it is a public service, but also strives to satisfy needs and achieve stability in the particular geographical area, and also in its relations with the outer world. Second, the civil service as conventional practice is the work which is decided upon. It means the position, the specific service performed, the occupation and the career. The civil service as a conventional practice is synonymous with public management in general meaning, as this management is being pulled in two different directions by two opposing movements, one of them relating to achieving the public interest, and the other one relating to preserving the interests of individuals. In order to reconcile these interests with the necessary effectiveness, a tendency has arisen to develop management as an inevitable and vital process which is no less important than the need to move towards a reform of the political and economic systems in these societies.

2.5.2 Who are the civil servants?

The New Dictionary of Cultural Literacy (2002) states that a civil servant is "non-military personnel who work for a government, applying its laws and regulations". In respect to researchers who have investigated the concept of civil servants, there is Al-Aabid (2004). In his doctoral dissertation entitled "The International organisations and the requirements of administrative development in Morocco" he states that the civil service encompasses two conceptions: a wide conception and a narrow conception. Firstly, in its wide conception, the civil service can encompass all the

public sector employees, irrespective of whether they are civil servants working for ministries and public agencies and receiving their wages directly from the state treasury, or whether they are employed by local councils and public enterprises receiving the amounts owed to them from affiliated budgets or special accounts. Secondly, the narrow conception of the civil service relates only to the category of employees who are subject to civil service law.

Referring to what has been presented above regarding the explanation of the concept of civil service and civil servant, it can be concluded that there is not one standard definition. To illustrate, according to the American Heritage® Dictionary of the English Language (2000), the civil service sector does not include branches of public service that are legislative, judicial, or military. This is contrary to the civil service system of the United States as it comprises positions in the executive, judicial, and legislative branches of the government. In addition, it cannot be generalized that all non military workers in the public sector are civil servants. There are many examples that clarify this in different countries. For instance, in the UK, employees of the National Health Service and Local Government Authorities are not considered civil servant. However, there are some agreement points among almost all countries regarding the civil service. Among these agreement points are: (1) the civil service sector is part of the public sector which consists of military and civil service branches, and (2) not all civil service employees are subjected to the same law and regulation. There are some public service organisations that apply the civil service law and regulations and others that apply special rules. For example, the Central Bank, the Establishment of Oman Newspaper, and the Prosecution Authority in the Sultanate of Oman are public service organisations but their employees are subjected to special regulations which are dissimilar to the civil service law. Also (3) entrance to the civil service system is based on an examination or what is called a merit system. However, some positions such as senior posts and certain categories in the Diplomatic Service can be occupied by people without complying with a merit system on grounds of political and other certain considerations. Furthermore, (4) the public employees are expected to be politically neutral. Therefore, they are not allowed to participate in political activities such as political campaigns, political parties and being members of parliaments.

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The importance of the legal system of the civil service is a focal point which is worth discussing and analysing. That system is a set of legal rules which govern the relationship between the civil servants and the State. These rules are characterized by their generality and abstraction, and their details differ due to the difference between the various regimes as illustrated below.

2.6 The Civil Service Systems

According to the views of many writers, civil service systems are categorized into two types which are position-based systems and career systems (Al-kubaisi 1984; World Bank 2006). Subheadings below discuss and analyse these systems:

2.6.1 Position-based system

The position based system is known as a limited civil service system. It is an open or contractual system which makes it necessary to employ civil servants for a limited period in accordance with specific requirements and qualifications, so that the post holders can undertake the posts to which they have been appointed. This is based on the principle of the appropriate person for the appropriate job, and comes within the framework of a contractual relationship. This is considered to be an open system, as there is increased flexibility in regard to salaries and the possibility of granting exceptional privileges. This is because it is a system based on merit. The management for its part is permitted to dispense with the civil servant at any time at all. As, against this, the civil servant is permitted to resign or retire entirely by his own volition. This system is distinguished by its easiness and facility, and relieves the state of the trouble of drawing up a painstaking system for civil servants. It also induces a civil servant to achieve greater and high quality productivity. However, this system makes necessary a large and complex administration which includes precise specialisations requiring a number of skills. On the other hand, countries, especially developing countries, require specialisations that are more general in character, and attach importance to the civil servant's having had a long experience, because such experience is beneficial to the requirements of management. The method in which there is a limited civil service requires countries to provide continuous training and conduct specialised studies in order to put the necessary staff in readiness. It may be stated that this method is suitable for use only in the major industrialised countries.

2.6.2 Career system

This career system is a closed system based on the existence of general rules which govern the civil servants and determine their rights and obligations. This requires an ordinance that includes general provisions which both the management and the employee are to obey. Entrance to the post is based on specific requirements which rely upon general and abstract criteria. The career system guarantees the rights of the civil servants, achieves job security, reduces the arbitrariness of the power wielded by managerial authority, and does so because there are guarantees relating to the job. The career system also grants the right to be promoted to higher posts by reason of seniority, and civil servants who are part of this method of procedure become incorporated into a different world which is completely separated from society. This is because it is difficult to rid oneself not only of the connections which go with the job but also of the administrative routine. These matters stifle the civil servant's incentive to do any work and mean that he takes a long time to acquire experience.

The previous discussion has dealt at length with the concept of the civil service. In order to conclude our discussion of these concepts, the next section studies, albeit briefly, the concept of administrative organisations.

2.7　What is an administrative organisation?

The managerial process is practised within organisations. Thus, the collective efforts are put into effect in organisations. The managerial process therefore manifests itself in order to achieve the objectives of an organisation by directing the human resources contained in the organisation, by causing them to cooperate with one another, and by making exemplary use of the resources available for these systems (Rasheed1981). The machinery or organisation is therefore a term which signifies any framework within which managerial processes take place. This means that administrative work proceeds from administrative machineries or institutions. These organisations possess the following three elements:

Firstly, in order for there to be administrative machinery, it is absolutely necessary that there should be an objective. The second element is the range of human factors, namely the individual people. The third element manifests itself in people cooperating to achieve the objective. If these three elements materialise, we shall be face to face with an administrative machinery or organisation. The objective is that some specialised functions should be defined not only for the aims which the organisation is seeking, but also for the objectives of the organisation. It is absolutely necessary to manage these functions so that the administrative system can achieve its objectives. In order to discover the specialized functions defined for those aims and objectives, it is necessary to discover the objectives of the organisation (Tahir and Ahmed 1994). These specialised functions constitute the organic formation which relates to the nature of the administrative organisation and its objectives. Determining these objectives is what gives the managerial process its scientific and practical character. For example, the organisation of business possesses certain objectives, and specialised economic functions therefore arise in production, marketing and financing. Business organisation is thus managed in order to achieve these objectives which are of an economic nature. However, on most occasions it is difficult to determine the objective in administrative organisations. In governmental administrative organisations, the legislator or the executive authority is the one in control of determining the objective. This is the opposite of what is the case in private organisations, which are controlled by the investors and by the owners of the projects, who are therefore able to determine the objectives of their organisations and contractions (Tahir and Ahmed 1994).

The second element of administrative organisation consists of a group of persons (human resources) possessing widely varying abilities, qualifications, inclinations and motives (Tahir and Ahmed 1994). What is meant by the element of cooperation between individuals in order to arrive at the objective is that the work is shared, and the effort is harmonised, for the purpose of achieving the objectives for which the administrative organisation was set up. Cooperation among employees is necessary to achieve the objectives of organisations. It means the division of tasks among staff. It requires a kind of organisation. Whenever the objective is determined, the organisational process is characterized by being easy. The more complicated the task of determining the objective, the more complicated the organisational process. Organisations vary between business organisations, commercial, industrial, financial and service-based organisations, and these form the administrative machinery of the State. Public organisations are characterized by specific features which distinguish them from other types of organisations, because governmental organisations are strongly and directly linked to state policy and to a group of profoundly complicated interests and pressures. For the managers of governmental organisations, this creates a special situation which gives rise to considerations pertaining to the organisational method suited to these organisations. The first such consideration is the power of these organisations, which in most cases have great power and influence in society as a result of the expansion and growth of state policy, for example in military organisations. This is a necessary matter in every state. However, since the public service is directed to serve people and since it is more related to the interest of people, therefore, public organisations are questioned by the public as well as judicial branches to limit the possibilities of the dictatorship and jobbery (Al-Kubaisi 1984). The framework of governmental organisations consists of three levels. Firstly, there is supreme command represented by the Minister who is the topmost chief in the Ministry. We observe that the leadership of the Ministry is at the same time an administrative political leadership. At the second level, there is senior management, which is considered to be the main element assisting the supreme command, that is to say the Ministers, in outlining the policies and drawing up the plans required for implementing the policies and following up that implementation. Senior management is strongly linked to the civil service, as it has reached its senior level by progressing upwards through the service and by acquiring administrative skills and experience. Thus it owes its loyalty to the profession and not to the political organisation. In

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some regimes, this concept is confirmed by the legal assurance that senior management is unbiased (Tahir and Ahmed 1994; Rasheed 1981).

In Oman, senior management consists of undersecretaries and directors general. At the third level, there is the administrative staff which includes a group of civil servants who are managers and executive officers performing the administrative tasks in the system under the direct supervision of senior management.

2.8 Conclusion

As stated in the introduction of this chapter, this research investigates the effectiveness of middle managers in directing practices in the context of civil service sector. To diagnose this issue, it is very important to understand the environment in which these managers work. Therefore, this chapter has reviewed different theoretical concepts related to the context of the civil service. Specifically, it covered the following facets: the emergence and developmental phases of the civil service, the scope of the civil service, the political philosophy of some countries regarding the civil service, definitions of the civil service and servants, the systems of the civil service and finally the nature and objectives of public organisations.

Based on what has been discussed in this chapter, the researcher has come to conclusion that the roots of public service go back to different successive civilisations such as Greek, Roman, Chinese, Islamic and current western countries. The function of public services through different successive civilisations have varied. In the beginning it was restricted to the security maintenance of community and then moved to cover the health of people. The development of public services continued until it reached the situation in which it is today covering different areas in our daily lives according to the political philosophy of each country. Broadly speaking, there is no consensus among countries regarding specific areas to be considered as civil services except military that is considered non civil service throughout the world. In general, the civil service is relative in scope regarding time and place. When a country experiences well-being in life, the private sector appears to be more developed and, therefore, receives a concession from the government to provide citizens some with services except key areas that affect the sovereignty of the state or affect the purchasing power of citizens. However, when the private sector seems weak or its

infrastructure is still in the building up phase, the state undertakes the provision of civil services by itself. The literature review also revealed that the civil service in developed countries has aimed to direct the components of the state's activities towards achieving public interests as well as to fight the abuse of power in management. The literature review further showed that the civil service has aimed at coping with administrative backwardness. Hence, these countries have sought foreign aids from international organisations such as the World Bank and UNESCO. Unfortunately, the aids have not achieved the expectations as intended because of the spread of corruption among some civil service officials. As regards to the concepts of civil service and civil servants, the literature has showed that there is an agreement among different regimes in the world that civil services are services that are provided by branches of the public sector excluding the military and in which employment is usually based on competitive examination. With respect to the concept of civil servants, there is disagreement among systems of countries. For example, in the USA servants working for the executive, judicial, and legislative bodies are considered civil workers. Whereas, in the UK, employees of the National Health Service, and local government authorities are not considered civil servants even though these authorities do not belong to the military sector. In Oman, as in other countries, civil servants do not work for the military, however, some civil service organisations apply the law of civil service such as the Ministry of Health and others apply different laws and regulations. In regard to civil service systems, there are two types dominant among countries, the position-based system and the career system. The position-based system is also known the limited or open system. This is based on the merit system that stipulates the appointment of the appropriate person to appropriate positions. The employer is permitted to dispense with a public servant at any time and vice versa the servant can resign or retire entirely by his own volition. This system is based on precise specialisations requiring a number of skills. Therefore, this system induces to achieve greater and better-quality productivity. Countries that follow this system encourage training institutions to provide training constantly in order to ensure the availability of qualified people. This system is applied more in the major industrialised countries such as U.S.A. Unlike the position-based system, the career system, which is also known as a closed system, is based on general rules which govern public employees. The recruitment according to this system is based on general and abstract criteria. The system guarantees job security of the civil servant

because it is difficult to rid oneself even in case of the abolition of a position. In contrast, the management restricts the freedom of employees to resign except for reasons acceptable. This system weakens the spirit of initiative of the staff as they are ensured permanent employment for life. This system is prevalent in developing countries such as the Arab Gulf States like Oman, UAE, Qatar and Bahrain. Finally, reviewing the literature revealed that unlike private organisations, governmental organisations are directly linked to state policy and to a group of profoundly complicated interests and pressures. As a result of the affiliation to the State, public organisations get great power and influence in society due to developmental roles that they play. In return, the affiliation to the government does not protect public employees from the control of the public as well as judicial branches.

The discussion in this chapter shows that the researcher has attempted to bring to light the concepts relating to the civil service in order to prepare the way for a study of the fundamental aspects pertaining to managers in the civil service organisations. It also aims to discover not only the true roles played by managers, but also the manner in which they take part in achieving economic and social development by means of the managerial functions which they perform. This will be discussed in more detail in chapter four.

Chapter Three: Emergence and Development of Oman's Civil Service System

3.1 Introduction

In his book, The politics of management, DouglasYates Jr. states "An understanding of the distinctive environment of an organisation is the starting point of any successful diagnosis of the problems that exist and the strategies that are likely to work in any management" (Cited in Ott et al,1990: p. 40). Therefore, this chapter focuses on the emergence and development of the civil service system in Oman in terms of the establishment of governmental institutions, laws and executive regulations of service and personnel affairs in civil service organizations. It also states the growth and development of human resources in the civil service sector. The purpose of addressing these issues is very important in order to understand the environment in which Omani civil service managers work, since the main objective of this study is to investigate the effectiveness of Omani civil service managers in directing practices.

Before 1970 in Oman there was a legacy of more than a century of stagnation, with its accompanying lack of development, high mortality rate, and isolation. When the Sultan Qaboos bin Said took the reins of the state on July 23, 1970, he faced a formidable task. Among his acts were the creation of a modern government, the abolishment of anachronistic restrictions on the lives and activities of the people, and development of the country in different fields such as health, education, manpower, and economy. In order to achieve these improvements, his Majesty has put special emphasis on establishing a civil service system. The concern with the civil service system has come in accordance with the strong belief that it is hard or impossible to achieve the overall development without effective administrative development. In addition, it is hard to achieve the administrative development without the existence of a civil service system.

3.2 Development Phases of Civil Service System

Oman has enjoyed the administrative machinery for many decades. Before 1970, there were some governmental organizations conducting affairs of the country such as the external and internal security, which is traditionally viewed as an essential occupation of a state. In addition, those organisations provided some limited services such as transportation and health. However, until the late 1960s, the administrative machinery was managed by out-of-date systems (Al-khateeb 1980). In 1970, the Sultan Qabous began his reign over Oman, and this is considered the beginning of a modern renaissance in all fields especially in the field of civil service systems. This section aims to trace the development phases of Oman's civil service sector as shown in table 3.1 below.

Table 3.1: Phases of Oman's Civil Service Sector Development

Phase	Main Production	Intended Purposes
First:1970 – 1974	- The establishment of Personnel Affairs Department.	- To run civil service System
Second:1975-1979	- The establishment of Administrative Machinery (Cabinet). - The issuance of Civil Service Law No. 27/1975. - The establishment of the Civil Service Council.	- To draw general policies of the civil service system, follow up the implementation and evaluate its performance. - To approve civil service regulations - To organize civil service affairs - To approve drafts prepared by Personnel Affairs Department
Third:1980-1984	- The issuance of Civil Service Law No. 8/1980. - The issuance of Regulations of Civil Service Law.	- To organize civil service affairs. - To interpret provisions of the law.
Fourth:1985-1988	- The establishment of the Ministry of Civil Service.	-To run the civil service system.
Fifth:1989-to date	- The issuance of Civil Service Law No. 2/2004.	- To organize civil service affairs.

Phase 1: 1970- 1974

The first phase is considered a foundational phase of Oman's civil service system. The Personnel Affairs Department which was established in 1974 was the first organization in the country specialized in handling different matters related to public services and employees. Among its responsibilities were: (1) proposing drafts of laws and regulations; (2) providing public organizations with technical support and advice in the fields of personnel affairs, job classification, employment, the organization and simplification of procedures and administrative training; (3) following up the implementation of civil service laws and regulations in the units of the State administrative machinery; (4) setting up administrative training plans to train employees in order to raise the level of their efficiency, along with following up the implementation of training plans; and (5) distributing graduates as well as allocating scholarship opportunities over the public organisations (Shaiban, 1983).

According to its responsibilities mentioned above, the department achieved some important improvements in the civil service affairs. To illustrate, it established a system of job classification and salary scales. This system is very essential because it aims to determine the responsibilities of each position and the requirements needed to occupy it. Moreover, the system aims at applying equity because salaries are paid according to the responsibilities and difficulties of each position. The job classification system also solves the problems of work overlap that happen sometimes in some departments. Another achievement of the Personnel Affairs Department is the issuance of rules and decisions concerning allowances, holidays, and after-service entitlements. These fringe benefits form the essential element that contributes to the stabilization of workforces who usually look for jobs that insure and improve their well-being (Fareed 1980).

Despite the improvements that were achieved in this phase, there was a lack of regulations and systems that cope with some aspects of civil service affairs. For example, there were no rules for organizing promotion. Therefore, decisions for promoting employees were taken in offhand ways. These decisions may make effective employees feel frustrated because there is no differentiation between the hard workers and those whose performance is poor. As a result, the performance of effective employees may decline and this reflects negatively on an organization

towards achieving the intended objectives. Moreover, there was an overlap in responsibilities among some departments regarding the issuance of regulations that organise civil service affairs. To illustrate, the Auditing Department, which was responsible for overseeing public organizations in the financial expenditure affair, issued a decision relating to job classification and salary scales, and the Finance Department, which was responsible for running the public budget of the state, issued a circular for regulating employees' vacations. These two aspects were under the specialization of the Personnel Affairs Department which proceeded in issuing them. The overlap of responsibilities in decision making usually causes confusion regarding which decision should be implemented. In addition, rules for disciplining employees did not exist. The existence of such rules is essential because they clarify procedures that will be applied on an employee in the case of committing what is against public service ethics (Fareed, 1980).

During this phase Oman witnessed the establishment of some governmental institutions such as the Ministries of Health, Education, Interior and Justice in order to provide citizens with necessary services (Al-khateeb 1980). Therefore, it was necessary to improve the civil service system in order to organize public services and employees efficiently in these establishments.

Phase 2: 1975- 1979

The second phase, which covers the period from 1975 – 1979, faced significant improvements in the field of the civil service system. To illuminate, His Majesty Sultan Qaboos issued a Royal Decree No. 26 of 1975 establishing the first modern government in Oman. It consisted of the Council of Ministers (the cabinet) and some other governmental units. Among the responsibilities of the Council of Ministers, relating to public services and workforce, is are to formulate aims and general policies for administrative development, to propose methods of implementing these policies that make the best use of human resources, to approve the by-laws of civil service and to study laws of civil service and submit them to the Sultan to be approved. According to its responsibilities in this affair, the council, since it was formed, submitted three civil service laws to His Majesty to be issued. The first was issued in 1975 and was replaced by another one in 1980 and this was succeeded the current law in 2004. The decisions of replacing laws were taken in accordance with requirements and

circumstances of each phase as well as to cope with disadvantages of some provisions that were detected after the applications. Moreover, it issued the Regulation of the Civil Service Law No. 2 of 1984. It also made a decision for early retirement in the 1990s to dispense with some employees who had completed 10 years or more in the service and held low qualifications, for the purpose of recruiting more qualified people who could produce services of a higher quality. The second achievement that took place in this phase was the establishment of the civil service council. Among the responsibilities of the council was to supervise the Personnel Affairs Department which was formed in 1973. Additionally, it is responsible for preparing and submitting draft of laws, systems and regulations, administrative development plans and reforms related to the affairs of civil service to the Council of Ministers to be approved. Moreover, it is in charge of approving the plans for administrative training prepared by the Personnel Affairs Department, which was replaced by the Ministry of Civil Service in 1988. Finally, the council is committed to considering the problems of the civil service and finding appropriate solutions according to laws, regulations and the requirements of public interests (Shaiban 1983). This phase also witnessed the emergence of the first law of civil service in Oman No. 27 of (1975). It featured the covering of almost all provisions concerning personnel matters specifically those related to appointment, promotion, job classification, transfer, scholarship, delegation, employees' performance appraisal, compensations, behaviour and duties of servants, disciplinary procedures and service ending (Al- Lawati 2002). The law, however, contained some ambiguous provisions and the regulations which clarify its applications did not exist. Consequently, there were different opinions among government organizations regarding the applications of such ambiguous provisions. Therefore, the law lasted for four years only and was abolished thereafter.

Phase 3: 1980- 1984

The third phase covered the period from 1980 to 1984. It arose to cope with problems that resulted from the applications of the Civil Service Law as mentioned previously. During this phase, the civil service legislations were improved. The Civil Service Law of 1975 was replaced by the new law No. 8 of (1980) which had additional advantages. Unlike the previous law, it did not go into details and procedures which were left to the by-law (Regulations) because the latter is characterized by flexibility and can be changed easily according to rapid development, as well as social and

economical changes. In other words, the new law addressed to stipulations and principles that are common and applied in many countries whether they related to the employees rights or their duties and obligations. In addition, the new law did not contain job titles and they were left to the regulations of the law and job classification system, which set job titles according to the nature of objectives and policies of each organization. Moreover, the law stipulated the establishment of a job classification system in order to achieve fairness amongst the employees and increase their productivity. Salaries are determined according to the duties and responsibilities of each position. It also set up a fair system for appointment and promotion. With respect to appointment, the applicants are chosen on the basis of their efficiency. While promotion is also made on the basis of employees' efficiency, however, in the event of equality, preference is made according to seniority. Besides these, a strict disciplinary system for employees was set up with punishment only being applied after carrying out interrogations, listening to statements and establishing defenses. In addition, penalties are applied as stipulated by the law. Finally, the law comprised almost all the new international trends concerning employees' rights and duties, social and health care, and the improvement of their productive effectiveness through promotion, training, leave, and salaries. This phase also witnessed the issuance of the Executive Regulations of the Civil Service Law by virtue of the Royal Decree No. 52 of (1984). These Executive Regulations include articles relating to the interpretive details and applicable procedures of the provisions of the Civil Service Law.

After decade and a half since the new era began in Oman, the country met the increasing of number of governmental organizations and the expansion of services which are provided by these organizations to citizens in different parts of the state. Thus, it was necessary to upgrade the level of the machinery of civil service to respond to the requirements of administrative reform in civil service organizations to be able to provide citizens with services in a high quality and quantity.

Phase 4: 1985- 1988
The fourth phase covered the period from 1985 to 1988. This phase made several improvements in the field of the civil service system. The most important accomplishment was the establishment of the Ministry of Civil Service by virtue of a Royal Decree No. 17 of 1988, as a separate independent body on the administrative,

financial and legal capacity levels replacing the Personnel Affairs Department, which was established in 1974 as an entity affiliated to the Civil Service Council. According to the Royal Decree No. 89 of (1998), for re-determining the competences and the organisational structure of the Ministry of Civil Service, the Ministry is responsible for examining, reviewing and assessing the general policies and plans of the civil service along with the procedures necessary for the implementation and development of these policies and plans which should be submitted to the Civil Service Council for approval. Moreover, the ministry is committed to proposing drafts of civil service laws and regulations as well as drafts of laws regulating pensions and post-service remunerations, in cooperation and coordination with competent authorities. In addition, it is entrusted with assisting public organizations in drawing organizational structures and determining their competences in the light of their objectives. It is also assigned to setting up job classification systems in the civil service sector in coordination with the respective body, along with following up the implementation of the system. Furthermore, it should prepare plans, whether they are annual or five-year plans, for qualifying and training employees in civil service organizations. This is in accordance with the actual needs and the available capabilities in cooperation with the competent authorities, along with supervising the implementation and assessment of these plans. Finally, it is responsible for drawing up studies and research aimed at simplifying the work procedures and determining bases for performance levels.

In the light of its competences which are mentioned above, the ministry has achieved some progress in the field of administrative reform in Oman's civil service system (Al- Lawati 2002). First, it reestablished a job classification system based on scientific principles. The new system has many advantages. Unlike in past phases, which met job classification systems containing dissimilar functional titles although having same duties, the new system abolished the differentiation of functional titles which have the same duties, whether in a specific organization or among different organizations. The abolishment of variation in functions that fulfill the same duties will create a common administrative language which can be easily used in all civil service affairs such as administrative and financial affairs as well as in personnel research affairs. Furthermore, jobs according to the current system are classified in conformity, with difficulty and responsibility levels of each position and salaries paid accordingly. This system features equity unlike in the old system in which salaries were paid according to level of educational qualifications without taking into account difficulties

and responsibilities of posts. Beside this, the system helps the civil service organisations to appoint suitable people because the requirements for occupying the position are determined. Moreover, the system can be viewed as a useful device for developing employees since the requirements of handling positions are defined and, therefore, organisations can easily set up educational and training plans to qualify their employees. Finally, the system is also considered a fair device for appraising the performance and effectiveness of employees because their duties are specified. The second achievement of the ministry is the establishment of a central appointment system. According to the system, all vacancies in the civil service organizations are announced by the ministry in different forms of mass media in the country, and committees for placement tests and interviews are formed from competent staff from the ministry and the competent authorities. These procedures apply equity among lob seekers because they eliminate favouritism that may occur because of the intervention of relatives or friends in the competent organizations. In fact this system serves both job seekers and competent units: on one hand, it gives equal opportunities for job seekers through an announcement by mass media about vacancies and dates for placement tests and interviews; on the other hand, it gives an opportunity for the competent organizations to select the best people from a huge number of applicants; according to results of placement tests and interviews. Third, the ministry established a system of performance appraisal consisting of two types: the first for appraising the performance of staff who occupy supervisory positions and the second for the appraisal of subordinates. The system stipulates that appraisal reports are not confidential. Each employee should read and sign the report that is written by his supervisor. This new procedure is fair unlike in the past when employees were not allowed to see what was written about their performance. The current system abolishes partiality, which sometimes occurs because of nepotism or interrelationships between supervisors and subordinates. Fourth, the ministry established a human resources system, which connects civil service organizations with the ministry electronically. This system has many advantages. For example, it reduces the use of paper. In the past public organizations used to send papers containing information for recruiting, promoting, transferring or delegating employees. Nowadays, competent units have only to enter the information in the system and send it. This system saves time and speeds up procedures. Another advantage is that the ministry can easily oversee the administrative procedures of civil service organizations by logging into

the system. According to the personal experience of the researcher when he was acting manager of the Administrative and Financial Affairs Department, on several occasions the competent staff in the ministry detected some mistakes and directed them for correction.

In accordance with the principle that laws and regulations of civil service should not remain solid, since it is connected to societal circumstances and economical and technological changes, the Omani government realized the importance of reviewing the Civil Service Law and its regulations because their provisions could not keep pace with significant developments that happened in the country. Therefore, it directed the competent organizations to prepare drafts of new law and regulations of the civil service.

Phase 5: 1989 to date

The fifth phase of the development of the Omani civil service system covers the period from 1988 to present. This phase has witnessed some achievements. Firstly, the cabinet has changed the system of promotion. The previous system focused on the elements of seniority (length of service) more than the elements of effectiveness and qualification, whereas, the new system focuses on effectiveness and qualification more than the length of service. In fact, the new system of promotion encourages competition among employees. The employees have become aware that promotion to high ranks and positions are conditional on effective performance which requires various levels of education and training. Therefore, many employees have become diligent and willing to pursue higher education as well as to enroll in training programs. Secondly, this phase witnessed the issuance of a decision by the Civil Service Council allowing governmental units to send their employees to different universities and colleges throughout the world to pursue higher education as long as they are able to cover costs of studying. Actually, this decision is flexible because in the past public employees were sent only by the Ministry of Higher Education and it usually takes between three and five years to send someone to study in higher education. Thirdly, the most important achievement that took place in this phase was the issuance of a new civil service law No. 2 of (2004) by His Majesty Sultan Qaboos. This law is the third to be issued during the course of the development in the laws regulating civil service affairs in Oman. It consists of sixteen chapters covering the

provisions and articles regulating labour and employee affairs, such as the entities in charge of supervising civil service affairs, employment, employee's duties, financial entitlements, leave, training, scholarships, educational grants, transfers, delegations, work injury compensations, administrative liability and service ending. Furthermore, this law can be distinguished from the law issued in 1980 by the following points. First, under the previous law, the maximum limit of financial entitlement was lower, with employees being deprived of their annual increment in the event of their salaries reaching the maximum limit until being promoted to a higher rank. If there was no higher rank, the salary should remain *status quo*. However, the new law has abolished the maximum limit of financial entitlements for all ranks so as not to deprive employees of their annual increment should they not be promoted to higher positions. Second, the new law includes a salary scale that is better than the previous. Salaries according to the new scale are raised in order to meet the substantial increase in living expenses witnessed during the last three decades. Third, the new law stipulates the payment of a financial grant for employees who resign or retire, provided that the period of their employment is not less than five years, except in cases of injury and death, in which cases the grant shall be paid even if the employment period falls under the said minimum. Such advantages did not exist under the previous law. Finally, the new law stipulates, the establishment of a committee for considering complaints, that are submitted by employees whose performance appraisal reports indicate that their performance is poor. This is to ensure fairness and justice is achieved because the promotions and incentives are based on the performance reports that are written by supervisors.

Based on what was discussed previously, it can be said that Oman is a very young country and that what has been achieved is surprising in terms of the facts presented. However, the judgment of success of the public sector system depends upon the integrity of well qualified and trained employees. The next section attempts to trace the development of human resources in the Omani civil service sector.

3.3 The Growth and Development of Human Resources in Oman's Civil Service Sector

All that Sultan Qaboos inherited from his father in 1970 was a conventional administrative body run by only 1253 employees, which provided some basic services in the absence of laws and regulations for organizing public service affairs (Habib 1991; Shaiban, 1983).

The first step taken by the Sultan was the initiative of addressing the Omani people saying: "I promise you that my first concern shall be the modernization of the government to be as practical as possible."(Ministry of Civil Service 2004).

To realize this dream, His Majesty Sultan Qaboos determined four main elements which are the development of human resources, the development of natural resources, the establishment of infrastructure and the establishment of a state of institutions (Al – Hamadani 2005).

It is noticeable that the element concerned with the development of human resources held the first position amongst such elements, which reflects the realization of its importance, as only mankind can achieve development, and comprehensive sustainable development with a qualified and trained workforce. Furthermore, pending the composition of an administrative machinery of the state, and the establishment of laws and regulations for organising the civil service affairs, His Majesty Sultan Qaboos formed a number of ministries and departments for the running of some of the important affairs during the period from 1970 to 1974. The first of which was the Ministries of Education, Health and Justice along with departments such as Finance, Audit and Personnel Affairs (Fareed 1980; Al-khateeb1980). In 1975, His Majesty established the administrative machinery of the state consisting of the Council of Ministers, ministries, specialized councils, and public institutions and organizations.

In 1976, the government adopted the first five-year developmental plan (1976-1980), whereby each governmental entity was in charge of implementing its relevant policies, plans and programs, according to any of the said four elements achieving a renaissance in the country. Meanwhile, five-year plans were issued consecutively, which contributed to the achievement of unprecedented accomplishments in various

fields such as the economy, means of transportation, health and education. The end of 2005 should have witnessed the implementation of the fifth five-year development plan and the commencement of a sixth one. This section focuses on the accomplishments achieved in the field of human resources development in the country in general and in the civil service sector in particular.

3.3.1 The overview of the accomplishments of human resources development in the country

By the end of 2004, the number of governmental schools totaled 1,038 in Oman compared to three preparatory schools having 900 students at the time when Sultan Qaboos reigned in 1970. With respect to universities, there are now four universities in the country one of which belongs to the government, the others belonging to the private sector. In addition, the country has six government-owned technological colleges and four vocational training centres. Whereas, the private sector owns nine colleges granting higher degrees such as diplomas, Bachelor of Arts and Bachelor of Science degrees. Moreover, there are 148 institutes and training centers owned by the private sector (Al – Hamadani 2005).

Table 3.2 below shows the number of students graduated from Sultan Qaboos University, the first university opened in Oman and the only one owned by the government, since it was established in 1986 to the end of 2007.

Table 3.2: Number of Students Graduated From Sultan Qaboos University

From 1986 to 2007

YEAR	College								
	ADM	AGR	ART	COM	LAW	EDU	ENG	MED	SCI
	No.	No.	No.	No.	No.	No.	No.	No.	No.
1990 - 1986	-	59	-	-	-	224	-	1	-
1995 - 1991	-	272	620	-	-	1494	380	130	295
2000 - 1996	76	213	588	423	-	1691	469	336	293
2005 -2001	90	466	1572	121	-	3973	806	437	732
2007 - 2006	-	235	1109	382	206	2073	478	246	446
Total	166	1236	3961	2979	206	10455	2133	1150	1766

Source: Sultan Qaboos University. (2008).Graduation Details. Computer Department, March.

According to the above table, the number of students who graduated from Sultan Qaboos University since it was established in 1986 to the end of 2007 amounted to 24052 students. The indications of educational outputs shows that a huge number of students graduated from Education College (10455) forming 43.47% of the total number of graduated students. This is followed by the number of students who graduated from Art College (3961) representing 16.7% of graduated students, whereas the least number of educational outputs was from the Administration College. The number amounted to 166 students forming .69% from the total number of the graduated students. The centralisation of students at Education College attributed to the need of the country for people to work in the educational sector as teachers in schools.

The efforts of Omani government are not restricted to qualifying Omani people in national educational institutions but also many Omanis are sent yearly to study abroad. The decision of sending some citizens to study abroad can be attributed to two reasons. Firstly, there are some academic majors that are not available at national educational institutions. Secondly, it is useful to benefit scientific knowledge and experience from different international educational institutions, the thing which

enriches work at the level of national organisations. Table no 3.3 reveals statistics of Omani students who studied higher education abroad from 1971 to 2007.

Table 3.3: Omani Students Graduated From Higher Education

Abroad From 1971 - 2007

Year	Number of Students	Percentage
1971-1975	2	0.15
1976-1980	4	0.31
1981-1985	16	1.23
1986-1990	68	5.21
1991-1995	194	14.87
1996-2000	315	24.14
2000-2005	706	54.09
Total	**1305**	**100.00**

Source: Ministry of Higher Education. (2008).Statistics About External
Scholarships for   Higher Education. Computer Department, July.

The table above reveals that the highest number of Omanis who graduated from abroad was 702 people. This was during the seventh five- year plan that covered the period from 2000 to 2005. This result reflects efforts that have been made by the government to qualify Omanis to meet the requirements of the new millennium as well as the rapid growth of development that the country has faced in the different sectors such as economic and social sectors.

The educational outputs that have been displayed previously whether of the outputs of Sultan Qaboos University or that of higher education from abroad represent only a small part of educational outputs in the country. There are many outputs that the researcher could not represent due to the none existence of database of the past. Although the government plays a great role in qualifying its citizens, many Omani people who hold degrees do not find jobs. To clarify, the number of job seekers amounted to 181,869 people until the end of 2007. Among them 13,491 hold university and higher education degrees (Ministry of Manpower 2008). On the other side, there were 638000 expatriate workers in the country until the end of 2007

(Ministry Of National Economy 2008). This means that not qualifications of graduated Omanis suit the needs of the Omani labour market. Therefore, it is very necessary to study accurately the need of the market regarding workforce before setting up plans for qualifying the Omani youths. It is also necessary to review

academic majors periodically at the level of national educational institutions in order to meet needs of the national labour market.

3.3.2 The overview of the accomplishments of human resources development in the civil service sector

Concerning the development of human resources in civil service organizations, a set of procedures has been taken in this regard. Among these procedures have been: (1) setting up a long-term strategy by His Majesty the Sultan for developing human resources, as he declared at the beginning of his reign that: "The education and training of our people shall commence as practically as possible with the objective that all affairs in Oman shall be run by Omanis in the long term." (Al-Rahbi 2005). The support and assistance provided by the leadership of the state constituted a commitment on the part of decision-makers towards the development of human resources in the civil service sector, as shall be indicated through the following points; (2) establishing the Civil Service Council in 1975 with its competences including the determination of the policies and rules regulating employment as well as qualification and training plans for the purpose of rationalizing the use of manpower in the civil service and increasing productivity. Based on such responsibility as included within the competences of the Council, it is in charge of approving training plans, whether annually or five-yearly, for training civil service employees, as set up by the Ministry of Civil Service in cooperation with the civil service units; (3) formulating certain articles in the civil service laws and regulations by the Omani legislator for developing human resources. To clarify, article No. 25 of the Civil Service Law of 1980 and article No. 54 of the Civil Service Law of 2004, emphasise that training is a duty and mandatory for all employees. Therefore, the heads of organisations shall train Omani employees from all administrative, technical, clerical, vocational and professional ranks and levels, according to the work requirements, training plans and programs in light of the general development plan and within the limits of available capabilities. Furthermore, article No. 42 of the Executive Regulations of the Civil Service Law of 1980 reveals that the budget of each unit in the State Administrative Machinery shall include an item to be allocated for the training activities, with such item being financed on an annual basis according to the actual requirements of training in such unit. With respect to education, article 45 of the Civil Service Law of 1980 and article No.92 of the Executive Regulations of the Civil Service Law of

1980, explains that Omani employees may be granted scholarships and educational awards. Those who are not subject to the provisions of the Scholarships and Educational Awards Law may be seconded in any scholarship or educational award inside the sultanate by virtue of a decision of the head of the unit and upon the approval of the Ministry of Civil Service. Incessantly, article 87 of the Civil Service Law of 2004 states that the head of the unit may grant any employee who is not appointed under a contract, and wishes to study at his own expense, a paid vacation for educational purposes (The Law of Civil Service of 1980, the Law of Civil Service of 2004 and the Executive Regulations of the Law of Civil Service of 1984); and (4) establishing organizations for supervising and developing human resources in civil service organizations; namely the Ministry of Civil Service and the Institute of Public Administration. The role of each in the field of developing human resources is stated below.

3.3.3 The role of the Ministry of Civil Service in developing human resources in the service organisations

From 1970 until 1988, the personnel affairs were dealt with by the Divan of Personnel Affairs that was established in 1973 and worked under the guidance of the Civil Service Council (Ministry of Information 1995). In 1988, the Divan of Personnel Affairs was replaced by the Ministry of Civil Service to meet the needs of development and expansion that occurred in different affairs of the state such as social and economic affairs.

One of the objectives of the Ministry of Civil Service is the participation in preparing five-year plans for qualifying and training workforce in the State organizations which are subject to the Civil Service Law, according to the actual needs and available capabilities and in cooperation with the competent authorities, along with supervising the implementation and evaluation of those plans (Royal Decree No. 15 of 1992 and Royal Decree No. 89 of 1998).

According to its responsibilities, the Ministry of Civil Service formulates training plans to train public employees in cooperation with governmental units, both inside and outside Oman. In addition, it gives opportunities to public employees to pursue education in different universities and colleges all over the world. The aims of such plans are to increase the knowledge and skills of public employees to work efficiently

and fill those jobs which are occupied by expatriates. Al-Lawati[*], one of the key informants who were interviewed by the researcher, focused on training opportunities that are given to civil service managers when asked about the extent of the capability of Omani civil service managers to achieve the intended goals. She broadly spoke,

"Directors are nowadays sent continuously to conferences, seminars, meetings and training courses in order to acquire necessary knowledge and skills that lead to the creation of distinctive administrative leaders. The emphasis on training directors constantly is consistent with a strong belief that management is continually changing. For instance, some concepts of management 20 years ago are different to what management currently encompasses. Thus, directors should be keeping pace with the development that take place in the field of management in order to be able to apply the latest theories to match developments happening in the world in various affairs."

She also paid particular attention to educational opportunities in responding to a question related to the extent of how Oman's civil service system is keeping pace with a comprehensive development that Omani society has faced.

"The system of civil service has developed immensely. The most important developments that have taken place are the establishment of a central system of job recruitment and the improvement of the provisions of study-leave...... the government used to grant employees who did not get a full scholarship unpaid study-leave to pursue their studies; whereas, currently employees who cannot get a full scholarship are encouraged to go on a paid study-leave with a full salary monthly......."

In order to understand the efforts that have been made by the Ministry of Civil Service to train employees, let's have a look at tables 3.4 which indicates the training opportunities given to the employees of civil service organisations since it was established in 1989 until the end of 2007.

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[*] The advisor of the Omani Minister of Civil Service for Civil Employees' Affairs.

Table 3.4: Training Opportunities for Civil Service Employees

From 1989 to 2007

Year	Place and Number of Trainees		Total
	Inside Oman	**Outside Oman**	
1989	1978	356	2334
1990	2488	339	2827
1991	2624	341	2965
1992	3249	550	3799
1993	3901	588	4489
1994	3186	438	3624
1995	4364	420	4784
1996	3250	474	3724
1997	3596	459	4055
1998	4255	475	4730
1999	3971	441	4412
2000	4922	471	5393
2001	5194	651	5845
2002	13527	692	14219
2003	15120	615	15735
2004	12310	684	12994
2005	8073	610	8683
2006	16539	620	17159
2007	17670	718	18388
Total	**131864**	**10264**	**142128**

Source: Ministry of Civil Service (2008a). A Statistical Report about Training Opportunities for the
Civil Service Employees from 1989-2007. The Department of Statistics, August.

It is evident from the indicators of Table 3.4 tha the number of employees who participated in training programmes in 1989 amounted to 2334 employees, whereas the number in 2007 amounted to 18388 employees. The increment of trainees may be attributed to meeting training needs of civil service organisations that have recruited a huge number of employees. These employees need be qualified in order to serve the country efficiently, especially after the acceptance of Oman in the World Trade Organisation in October 2000. Also it can be attributed to new types of training that appeared as a result of rapid technological developments. For example, nowadays in Oman almost all employees are required to have computer skills according to the type and nature of everyone's job. Finally, it can be attributed to the cultural change among Omani female employees. In the 1970's and 1980's some female employees used to refuse to participate in training programs which were held out of their rural

inhabitancies. They used to be more conservative and uncommunicative with strange males. Today they not only participate in training programmes that are held in Muscat, the capital of Oman, but also in those held outside Oman. It is remarkable from the table above that the number of number of employees who participated in training courses inside Oman during the period 1989 to 2007 amounted to 131864 participants, whereas, the number of those who participated outside Oman during the same period amounted to 10264 participants. The decision to concentrate on training employees inside Oman more than outside Oman may be attributed to several reasons. First, each public organisation is provided with a fixed budget by the Ministry of Finance to cover the costs of implementing training plans. Organisations attempts to train as many of their employees as possible as it can. Therefore, they prefer to train their employees locally to avoid incurring exorbitant costs in comparison with high costs in case training employees abroad. Second, to train employees at national training centres assists these centres to survive and continue serving the country. Third, some international training centres provide training courses that are not applicable to the Oman civil service system since the regulations and procedures of work among countries differ. However, there is a need for specific courses and these are not available at local training institutions the public organisations, do not hesitate to send their employees abroad to benefit from these courses. Moreover, training servants abroad has it advantages such as understanding other countries' systems and experiences and this may be beneficial.

Although the Ministry has made great efforts to train civil servants, some senior servants see that training opportunities are not enough to cover all staff that are in need of developing their knowledge and skills. Moreover, some leaders feel that there is no equity in giving opportunities to attend training programs (Abdulfatah 1994). In my opinion, there is equity because the policy of government does not discriminate against anyone. Every year the ministry advises civil service organisations to set plans of training for their employees and emphasise that organisations should consider the equity among employees in giving training opportunities. Actually, there are some reasons why some employees do not attend some training programmes. Some training programmes require particular conditions such as certain years of functional experience and a certain qualification. Therefore, employees who do not have high degrees and enough experience miss opportunities to attend certain training

programmes. Some servants, especially women, miss training programmes that are given outside Oman because of their responsibilities over their families.

As mentioned previously that one of the responsibilities of the Ministry of Civil Service is to qualify civil service servants by providing them with opportunities to pursue education. Table 3.5 below indicates educational opportunities provided by the Ministry of Civil Service to the employees of civil service organisations from 1988 to 2007.

Table 3.5: Educational Opportunities for Civil Service Employees

From 1988 to 2007

Year	Number of Employees
1988	134
1989	97
1990	308
1991	524
1992	419
1993	500
1994	433
1995	489
1996	238
1997	211
1998	378
1999	419
2000	475
2001	641
2002	1,192
2003	1,056
2004	1,774
2005	1764
2006	1488
2007	1893
Total	**14433**

Source: Ministry of Civil Service. (2008b). A Statistical Reports Educational Opportunities for the Civil Service Employees from 1988-2007. The Department of Statistics, August.

The above table shows that the educational opportunities offered to employees in the civil service organisations have expanded considerably over the past twenty years. The number of opportunities amounted to 134 in 1988, whereas it had risen to 1893 in 2007. This means that the number increased 13.13 times during the mentioned period. In other words, the average annual growth of training opportunities amounted 66%. It is also worth noting that the total number of educational opportunities for civil service servants, since the beginning of the new millennium in 2001 to 2007, amounted to 8034 which represents 55.66% of the total number of educational opportunities. These indicators reflect the emphasis the government has paid to qualify public employees in order to provide them with knowledge that enables them to draw and fulfill public policies and programmes efficiently.

3.3.4 The role of the Institute of Public Administration in developing civil service employees

The Institute of Public Administration (IPA) was established in 1977. It is a scientific entity, with its own administrative and financial autonomy affiliated to the Minister of Civil Service. (The Regulations of the IPA, 1994). The main objectives of the IPA as stated by its regulations are: (1) to improve the performance and efficiency level of Omani officials at different levels, through conducting theoretical and practical training programmes; (2) to increase administrative awareness among Omanis; through issuing a magazine specialized in management and relevant sciences; (3) to conduct scientific research, both theoretical and onsite in addition to rendering consulting services to public organizations in the field of management with the purpose of assisting in solving problems that they face at workplaces; (4) to strengthen relations in the field management between the Sultanate of Oman and other similar institutions throughout the world; and (5) to undertake the responsibility of publication, documentation and collection of administrative information (The Regulations of the IPA of 1994).

The IPA, since it was established in 1977, has played a very important role in the efforts of administrative development through the annual plans of training programs, research, consultancy and other activities.

Training is one of the most fundamental and important activities of the Institute. It is a basic means for developing the efficiency of the Omani workforce and providing them with information, as well as technical and administrative skills.

The IPA offers different types of training programs, such as clerical training, personnel management, financial management, administrative law, local administration, documentation and publication, computer skills, public administration, research, consultancy, administrative planning and administrative leadership.

According to statistics, since it was established in 1977 until the end of December 2007, the IPA has managed to train more than 27638 employees in the state and at different administrative levels as indicated in the following Table 3.6:

Table 3.6: Administrative Levels of the Employees Participating in the Training programmes Conducted by the IPA from 1977 to 2007*

Administrative Level	Number of Participants	Percentage
Subordinates	7441	26.92
Middle Management	16470	59.59
Higher Management	3727	13.49
Total	**27638**	**100.00**

Sources: Institute of Public Administration. (2003). The Achievements of the Institute of Public Administration throughout 25 years from 1977- 2002,Muscat..
The Institute of Public Administration. The Guides of Achievements of the Institute for the years; 2002 to 2007. Muscat.

The above Table indicates that the managers represent the majority of participants in training programmes conducted by the IPA since it was established in 1977 up until 2007. The number of managers participating in training activities reached 16470 which represents 59.59% of the total number of participants, followed by the subordinates who held the second position with a total of 7441 and a percentage of 26.92%. Finally, higher management members (including undersecretaries and directors general) held the third position with a total of 3727and a percentage of 13.49%.

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* Not included number of participants in specialised programmes that involve participants from all administrative levels.

Although the IPA makes great efforts to improve the efficiency and skills of public employees, it encounters some problems to improve knowledge of some participants. The reason is that some employees are nominated by their organisations to attend training programmes that do not suit their positions, qualification, or work experience, even though the IPA usually informs organisations about objectives and conditions of each training course. Table 3.7 shows degrees of benefit from IPA training programmes according to the views of participants in 1994 (The Institute of Public Administration 1995).

Table 3.7: The Degrees of Benefit from Training Courses Held by the IPA

Degrees of Benefit	No. of Participants	Percentage
Strong	305	63.67
Moderate	163	34.03
No Benefit	11	2.3
Total	**479**	**100**

Based on the above indications, it is obvious that more than one third of participants mentioned that they benefited moderately or did benefit at all. Therefore, the IPA should send copies of these indications to employers in order to make them follow conditions of participating in training courses that are held for the purpose of attaining interests for both employees and employers

Broadly speaking, policies and plans adopted by the government of Oman throughout the last three and a half decades and a half in the field of development of public servants, have supplied the civil service organisations with a workforce, having the following features:

1) **An ongoing increase in the number of Omani employees and a decrease in the number of expatriates.**

The government of Oman has put special emphasis on replacing expatriate employees with Omanis, through policies that have been established since the 1970s. These policies have widely succeeded in achieving what was intended. Table 3.8 shows the comparison between foreign workers and national workers in the civil service organisations in Oman since the beginning of its modernisation in 1970 until the end of 2007.

Table 3.8: Growth of Human Resources in the Civil Service Organisations in Oman from 1970 to 2007

Statistical Year	Numerical Distribution			%(Omanis)
	Omanis	Expatriates	Total	
1970	1636	120	1750	93.1
1975	12900	4665	17565	73.4
1980	21625	13027	34652	62.4
1985	33772	21190	54962	61.4
1990	44024	24096	68120	64.6
1995	59728	26474	86202	69.3
2000	63934	20728	84662	75.5
2005	87891	15816	103707	84.7
2006	93507	15488	108995	85.8
2007	99896	14727	114624	87.2

Source: *Ministry of Civil Service. (2008c) Annual Statistics: Data about the Growth of Civil Service Employees from 1970-2007. The Department of Statistics and Manpower Planning, August.*

It is evident in the above table that the total number of employees in 1970 was 1750, this rose to 114624 employees in 2007, this is an increase of 112874 employees representing a 98.47% rise.

Such increase in the number of civil service employees kept pace with the expansion and development of the state administrative machinery in order to compliment the developmental requirements of the country in various fields. Furthermore, it should be noted that the size of the expatriate workforce increased during the period 1970 to 1990, from 120 employees in 1970, to 24,096 employees in 1990, this is a percentage increase of 99.50%. The growth of the expatriate workforce in such a period came as a response to the urgent need arising from the decrease in educated and trained

national manpower, due to the lack of education and training before 1970. Therefore the country sought an expatriate workforce from various countries in order to contribute to the development of Oman and thus achieve the happiness and welfare of its citizens. However, the size of the expatriate manpower has started to decrease gradually since 1990 as a result of the long term 10-year plan adopted by the government (from 1990 to 2000) for replacing the expatriate workforce by Omanis due to the education outputs which the state managed to achieve throughout two decades (from 1970 to 1990) (The Ministerial Decision No. 90/27 for replacing expatriate manpower by Omanis). The policy of replacing foreign workers by national workers in Oman can be viewed as a double-edged weapon. On one hand, it leads to the creation of job opportunities for citizens coping with unemployment which has arisen in the country since the late 1980s. On the other hand, the Omanisation (The nationalisation of manpower) policy may lead to the weakness of performance and productivity of public organizations, because some Omani workers lack necessary experience, knowledge and skills to handle some types of jobs since the output of education in Oman only started after one and a half decades after the new recession began in 1970. Therefore, the decisions for dispensing with foreign experts should be deliberated accurately to avoid ruining what they have built.

2) Educational Levels of Omani Employees in the Civil Service Sector

An increase in educational levels amongst Omani employees is based on two main factors: the first factor is represented by the seeking of thousands of educated Omanis, who graduate from the various educational institutions every year, whether inside or outside Oman. The second factor is represented by the government's adoption of an early retirement system during the years 1995-1998 in order to dispense with those employees holding low qualifications who had completed a period of ten years of service. The following Table 3.9 indicates the educational levels of Omani employees in civil service organisations up the end of 2007.

Table 3.9: The Educational Levels of Omani Employees in the Civil Service Organisations as on 31 December 2007

Educational Level	Number of Employees	Percentage
Below Secondary School	22401	22.4
Secondary School	13545	13.7
Diploma after Secondary School	21402	21.4
Bachelors and Post-graduate Studies	42548	42.5
Total	**99896**	**100**

Source: Ministry of Civil Service. (20008). A Statistical Report about Educational Level of Employee as on 31/12/2007. The Department of Statistics, August.

Table 3.9 shows that the number of employees holding diplomas after secondary school as well as bachelors and post-graduate degrees amounted to 63950 employees. This forms 64% of Omani employees in the civil service sector, which is considered a great accomplishment compared to the years of blessed renaissance over three decades. As to those who hold below secondary school, their number amounts to 22401. These people occupy inferior jobs such as drivers, postmen, and office boys because the job classification system in Oman stipulates that the clerical and supervisory positions should be occupied by people who hold secondary school certificate and above, in addition to specific experience for supervisory positions.

Based on the above analysis, it can be concluded that the educational levels of managers in the civil service organisations are suitable. However, the educational level solely is insufficient to handle supervisory responsibilities. It should be enhanced by experience and appropriate training.

3)   Age Average of Omani Employees

The society of Omani employees in the civil service sector is a youthful one as obvious from the indicators set forth in table 3.10.

Table 3.10: Omani Employees According to Age Categories

as on 31 December 2007

Age Category	Number of Employees
Less than 35 years	70410
35 years and under than 45 years	18691
45 years and under than 55 years	8667
55 years or more	2128
Total	99896

Source: Ministry of Civil Service (2008e). A Statistical Report about Age Categories of Employees as on 31/12/2007. The Department of Statistics and Manpower Planning, August.

Table 3.10 indicates that the age of a large proportion of civil service employees (70410 employees forming 70.5%) are less than 35 years. This means that they shall remain in service for a longer period as a result of the application of the early retirement system, which was set up during the 1990s for numerous senior employees who completed ten or more years of service, the majority of whom held low qualifications.

Replacing aged servants holding low qualifications with a new generation of people is a good notion. Aged employees with low qualifications usually cannot keep up with the pace of new developments that take place in the organizational environment. This new generation of people is vital and encouraged to learn and to explore new technologies. On the other hand, aged employees should not be ignored totally: some of them have abilities and wisdom to give advice for solving some issues in the field of work due to their experience. Therefore, the balance between experienced and educated workers is very necessary.

3.4   Conclusion

Understanding a distinctive environment of an organisation is very important to cope successfully with problems which are diagnosed by a study. Since this study aims to determine the degree of effectiveness of Omani civil service managers in the directing practices, this chapter, therefore, has traced and discussed the emergence and development of the Omani civil service system in terms of the establishment of governmental institutions, laws and executive regulations of service and personnel affairs. The chapter also has discussed the growth and development of human

resources in the civil service sector. The researcher has come to the conclusion that the civil service system in Oman has been given special attention by the government of Sultan Qaboos since the beginning of his reign in 1970, due to its role in the comprehensive development of the country. Nowadays, there are 39 organisations in the State Administrative Machinery working under the civil service system, which offer their services to citizens and residents in different fields such as education, economy, communications, transportation, agriculture, fish resources, trade, policy, health and social care. Furthermore, this system witnessed a development in laws and regulations organizing the civil service affairs and the employees of this sector. Moreover, the workers of the civil service sector witnessed a development, both in quantity and quality. Despite the development achieved in the civil service field in Oman, there are some inquiries concerning managers who the government relies on to implement the development policies and programs. These inquiries are: do managers in the civil service organisations have the appropriate experience and practices for occupying these positions? Are their educational levels and specialisations suitable for fulfilling the responsibilities of their positions? Have they received adequate and suitable training for performing their jobs? Finally, to what extent organisational factors such as laws, procedures and delegations in Omani civil service sector are suitable, so that middle managers can cope with their responsibilities in the directing practices? The answers to these questions will be detected by an onsite study.

Chapter Four: The Managerial Roles and Functions in Civil Service Organisations

4.1 Introduction

One of the objectives of this study is to determine the effect of managerial roles on managerial effectiveness in directing practices in civil service organisations. To investigate this objective empirically, it is required first to determine the roles of managers. Thus this chapter attempts to examine a body of literature that addresses managerial roles by referring to some writers who have studied this theme. The chapter begins with the determination of characteristics of public managers' context. Then it moves to discuss the concept of managerial roles. It attempts to examine whether there is difference between the concept of managerial roles and managerial functions. The chapter also examines whether public managerial roles and functions differ from those experienced by private managers. Finally, the chapter discusses analytically managerial functions in general while paying more attention to directing function since the latter is the main theme of this research. Moreover, all managerial functions are overlapped and in order to judge the effectiveness of managers in the directing practices, it is necessary to investigate their knowledge and skills in other functions such planning, organising, directing and controlling.

4.1.1 Are there any differences between the context of public and private sectors?

Many writers have asserted that there is a substantial distinction between the environment of the public sector and the environment of the private sector (Yates, Jr.1985 citing in Ott et al 1990; Muwafaq 2002; Ahmed 1996; Fareed 1980). Among the dissimilarities for example are that firstly, public managers work in non-profit organisations, which aim to a large extent to achieve the economical and social welfare of citizens and, thus, the concerns of public employment overstep material considerations which are targeted in employments of private enterprise. Secondly, unlike private managers who work in the competitive environment that aims to gain profits, public managers work in semi-monopolistic environments. This situation gives them great responsibilities which are represented in increasing the productive efficiency and to work at a performance level that is no weaker than that of their

counterpart in the private sector in order to maintain and develop the resources of society. Thirdly, since public managers work under the monitor of various sources namely, legislative authority, executive authority, judicial authority and citizens, they are, therefore, targeted by mass media and required to give justifications for the policies that they implement in the scope of their work affairs. On the other hand, managers in the private sector are rarely subject to these such investigations. However, because of moral and social responsibilities they may be questioned by a board of directors of their organizations in addition to shareholders. Fourthly, public managers are limited by policies and laws which are set up by governments. Therefore, they are required to understand and keep pace with policies and programmes, especially when a new government substitutes a former government. Moreover, laws and regulations that are set up by governments determine the authority and competence of each manager. These laws and regulations hinder public managers to take the necessary decisions to deal with certain affairs. For example, in Oman a manager is not allowed to give leave even for one day to an employee who is under probation whatever the reasons given. This strict rule may make an employee resign and consequently a manager loses a capable employee who has been chosen among many applicants. In contrast, managers in the business sector work under policies and rules set up by boards of directors of their organizations. These policies and rules are characterised by simplicity and flexibility and therefore managers can easily take decisions which lead to achieving the interests of their organisations.

Based on the above illustration about the distinctive environment of public sector, it can be concluded that public managers are required to be transparent in implementing the policies and goals which are set up by governments in the different aspects of life. Therefore, they should gain knowledge, skills and values which enable them to handle their roles and responsibilities effectively.

4.2   The Managerial Roles

One of the most famous researchers who have studied managerial roles is Mintzberg (1973 and 1975). In fact, many researchers, for example (Kurke and Aldrich 1979 citing in Luthans et al. 1985; Lau, et al. 1980; Harrow and Willcocks 1990), have referred to his topics entitled "The nature of managerial work   " and " The managers job" when they have studied manager's functions.

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Mintzberg (1973) cited in Meggingson et al (1991) studied a set of ten managers' behavioural roles that covered three aspects including leadership role, informational role and decision maker role. These roles are shown in table 1.4 below:

Figure 4.1: Managerial Roles

Personal activities:
- managing own time
- developing own career
- dealing with own personal affaires

Technical activities:
- working with tools
- solving technical problems
- performing

Administrative activities:
- processing activities
- monitoring policies
- budgeting administration

Leadership role:
- figurehead
- leader
- liaison

Informational role:
- monitor
- disseminator
- spokesperson

Decision maker role:
- entrepreneurial
- disturbance handler
- resource allocator
- negotiator

Source: Meggingson et al (1991). Management: Concepts and applications. Harper Collin Publishers.

In leadership roles, as Mintzberg determined a manager motivates, coaches, builds teams, maintains corporate climate and culture and supervises the work of subordinates, coordinates and link different entities together. In informational roles, a manager scans environment, monitors units, probes and seeks information, acts as a centre of incoming information. In addition, he/she is a spokesperson that communicates and disseminates information with multiple levels of the internal and extra-organisational system as well as advocates and represents the organisation. In terms of the decision maker role, a manager takes actions, troubleshoots, makes decisions and uses power to get things done. He/she also innovates and tries new approaches, seizes opportunities and generates new ideas, promotes a vision, negotiates to make deals, transfers strategies into action plans and manages the conflicts between employees within the department/organisation.

Mintzberg found that these roles complement each others. They are interdependent, interrelated and interacted.

Based on managerial roles that were studies by Mintzberg and presented above, it can concluded that these roles of managers in fact are translation of managerial functions that consist of planning, organising, directing and controlling. For example, in handling planning activities a managers makes appropriate decisions to determine the priority of setting an objectives, allocates necessary resources, sets action plans, designates the roles of his/her staff in implementing the plan, monitors how employees curry out their work .Thus it can said that these roles are the practices of managerial functions.

It is worth mentioning that the above study of Mintzberg has been conducted in the business sector. The question that rises here is: Are the role of managers in the private sector the same of those of public managers? This is what we shall clarify in the next section.

4.3   Are the Roles of Managers in the Public and Private Sectors Alike?

Yates, Jr. (1985) emphasises that there are elements of the public manager's job that are shared by private managers. These functions include planning and analysis;

budgeting and control; organisational design, including staff organisation; and other matters of organisational behaviour in small groups. Additionally, both public and private managers coordinate the activities of large bureaucratic subunits. Furthermore, both seek to build support with the chief executive and want to pay attention to the task of maintaining good relationships with the central executive staff/corporate headquarter. Moreover, both find themselves engaged in some degree of bureaucratic politics with related department. Finally, both are concerned to build and maintain good relationships with their clients (Cited in Ott et al. 1990: 54, 56).

Lau, Alan. W. et al. (1980) have conducted a study on managerial roles and functions in the public sector, applying the ten roles that have been studied by Mintzberg in the private sector. Their study suggested that both public and private sectors' executives carry out the same type of activities, both in terms of complexity of job content and roles, and in terms of job characteristics. The study also found that public sector executives engage in activities that are consistent with Mintzberg's roles description. Moreover, the study revealed that the major role functions are alike in both sectors.

Additionally, according to Denhardt (1993:15), proponents of the generic approach on organisational theory say:

> *"The basic concern of management is the same whether one is managing a private corporation or a public agency".*

The author continues to say:

> *"In either case, the manager must deal with issues of power and authority, with issues of communication, and so forth".*

From what has been discussed previously, it can be concluded that although the distinguishing characteristics of the context of public managers, the roles of both public and private managers are similar. In addition, the discussion suggested that the term "roles" is considered activities or rather the practices that are experienced by

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managers when they handle managerial functions. Based on this conclusion, the term "managerial functions" will be used instead of " managerial roles" in the next section.

4.4   The Managerial Functions

The survey of literature has revealed that there is disagreement among writer regarding the exact number of managerial functions as it is shown in Table 4.2 below:

Table 4.1: Management Functions

Writer	Management Functions
1. Henry Fayol	Planning, organising, commanding, coordinating, controlling.
2. Luther Gulick	POSDCORB: planning, organising, staffing, directing, coordinating, Reporting, budgeting.
3. Lyndall Urwick	Planning, organising, commanding, coordinating, communicating, Forecasting, investigating
4. American Air Force	Planning, organising, directing, coordinating, controlling.
5. American Management Association	Planning, organizing, implementing.
6. Koontz and O'Donnell	Planning, organising, staffing, leading, controlling.
8.Ralph Davis	Planning, organising, controlling.
9. E. F. L. Brech	Planning, organising, motivating, coordinating, controlling.
10. Judith Gordon	Planning, organising, motivating, leading, controlling, communication.
11. David Holt	Planning, organising, leading, controlling.

Sources: Muwafaq, H (2002) Managing Government Businesses. Aman: Dar almanahij   for publishing and distributing , 74.
Prasad, L. M. (2001) Principles and Practice of management. Sixth Edition, New Delhi: Sultan Chand and Sons, 79.

Traditionally, the management role is perceived as external to production of the workforce. The old role of managers concentrated on planning, monitoring, and controlling and employees' evaluation. However, the management role has been broadened in different organisations. It is expected this new role of manager to include coaching, motivating, leading, directing, inspiring, facilitating, promoting positive attitudes, creating a sense of contribution and coordinating team work (Hogan and Hogan 1994). The problem of coordinating individual actors (managers and

subordinates) activities within the boundaries of the organization is certainly one of the key issues of organisational theory. Regardless of whether the nature of the organisation is contractual arrangements and shared social norms, constellation of economic interacts or common cultural orientation, the question of how to integrate different actors' expectations and interaction lies at the heart of any organisation is identity (Bachmann, 2003). According to Whorton and Worthey (1981: 359) managers and leaders are characterised by different attributes and by a control on orientation, and a focus on the external environmental factors, and emphasis on the setting and attaining of goals. Managers in this respect can be producers as well as directors role. For instance, it is expected from a manager as a *producer* to motivate subordinates to increase production/services and accomplish the organisation objectives. When a manager is considered a *director*, it is expected of him/her to identify expectations, define problems, establish objectives, generate roles and policies and give instructions. The stability of management is characterised by a control orientation and a focus on the internal functioning of the unit and emphasis on monitoring and coordinating the work of the unit. As a *coordinator*, a manager is expected to maintain the structure and flow of the system, coordinate the scheduling of staff efforts, handle crises and attend to the technical and logistical issues. As a *monitor*, a manager is expected to know what is going on in the unit, to see if people comply with rules and regulations, and to see whether the unit is meeting its quotes. As a *facilitator*, a manager is expected to foster collective efforts, build cohesion and teamwork, and manage interpersonal conflict. As a *mentor*, a manager is expected to develop through a caring, empathetic orientation. In this role, the manager is helpful, considerate, sensitive, open, approachable and fair. As an *annotator*, a manager is expected to pay attention to those changes in the environment and to identify and facilitate adaptation to those changes. As a *broker*, a manager is expected to meet with people from outside his/her unit to represent the unit and negotiate and acquire resources for the unit.

Prasad (2001) has shortened managerial functions to five by combining some functions into one as follows: (1) Planning includes formulating purpose, innovating, and investigating. (2) Directing includes leading, motivating, communicating, commanding, activating and securing efforts. (3) Controlling also may include investigating. (4) Organising. (5) Staffing.

In the researcher's point of view, the classification of management functions as classified by Prasad can be shortened to include only four functions by combining staffing with organising since the latter is related to staff organisation as well as work organisation. Moreover, when staffing is considered as a separate function, it will be seen as a function which is related to recruitment and this function usually occurs under the responsibilities of the recruitment manager but the researcher here attempts to focus on functions which are shared by all managers regardless of titles of their positions. Therefore, the discussion in the next step will be restricted to planning, organising, directing and controlling.

4.4.1 Planning

Planning is considered the first managerial function. It proceeds and contributes to achieving all other managerial functions such as organising, directing, and controlling (Prasad, 2001). If planning has this priority, what does it mean?

According to Coleman, (2004: 107) planning means deciding the goals or objectives of the organisation and preparing how to meet them. In other words, planning is associated with the formulation of objectives and their achievement.

Planning is considered as the central job of managers as everyone spends a large proportion of their time in designing plans and formulating strategies. They try to communicate these plans to the objectives of the organizations, especially to the members of the organisations. The process in this case includes activation of plans, reporting on their implementation progress and evaluating their success. Therefore, plans are a very important part of the organisation and can be used in different places. For example, a plan gives the opportunity for individuals to think seriously about what they going to do and what they want and allow them to achieve what they want. At the same time, it gives the manager an opportunity to calculate the resources available to achieve the plan such as financial and human resources (Maund 2001). Moreover, planning is very important in the thorough understanding of manpower and human resource planning. Therefore, a human resource management specialist cannot address the issue of manpower and human resources planning with confidence or with any degree of accuracy. For these reasons, planning is the central

job of managers whereas every manager spends a lot of his/her time in changing plans and communicating them to his/her subordinates (Maund 2001).

According to Cole (2000), planning phase consists of three major areas related to decision-making and concentrates on three key issues including *ends, means* and *conduct*. The first issue is associated with the results of the decision-making while the means is correlated with the feedback. The third issue, however, is associated with planning which usually begins with the ultimate goals and overall objectives of the organisation. These issues are followed by a consideration of *conduct*, which results in the development of policies, and codes of conduct which will be applied in subsequent stages of planning. The drawing up of plans is the next step which takes into consideration the achievement of the organisation's aims and objectives which uses the decision regarding means. The decisions cannot be made aside from the organisation's policies, because plans need to be implemented and their results are monitored and reviewed to provide feedback to all previous stages.

The next step is the drawing up of plans to achieve the organisation's aims and objectives that involve decisions about means. These decisions have to be made in the light of the organisation's policies. Once plans have been implemented, their results are monitored and subsequently reviewed to provide feedback to all the previous stages of the process. Finally, the diagram indicates the interdependence of the organisation's *ends* and *means* on (a) its own internal resources, and (b) its external environment (Cole 2004: 107).

Hofstede (2001) takes planning from another point of view and argues that planning attempts to reduce uncertainty; control implies the exercise of power. He considers planning and control complementary and takes them from cultural perspective. For instance, the planning and control processes in an organisation reflect the basic cultural assumptions as they are related to the power distance and avoid uncertainty norms of the dominant national culture. In other words, Hofstede argues that planning and control systems are more than national tools; they contain an element of ritual.

From the definition of planning as an activity which involves decisions about ends, means and results, planning is thus considered a process which has to start at the

top. Regardless of levels in which an organisation or manager intend to plan, it has two basic levels: administration level and operation level. But the priority should be given to strategic objectives (ends) of the organisation. Here it comes down to the role of corporate planning in which mangers are largely involved. Corporate planning has been described in various ways: as a technique, as a style of management and a style of process. Cole states that the best way of corporate planning is considered is as a process within organisations. This process is designed to ensure that an organisation: (a) knows why it exist and what are its principal objectives are; (b) knows what are its strengths and weaknesses are; (c) knows what opportunities and threats are posed by its external environment; (d) has a base for long-term (strategic) planning and for operational (tactical) planning; (e) can identify and establish appropriate standards of performance; and (f) has a set of roles of conduct (policies) to guide its employees in achievement of its objectives (Coleman 2004: 114).

It can be concluded from the above discussion that planning is one of the managerial functions. Managers have to set up plans for their work to be achieved in accordance with the general objectives of their organisations, taking into the consideration the availability of human and material resources. The objectives should be clear and understood by their subordinates and be achievable.

4.4.2 Organising

Organising refers to determining activities and allocating responsibilities for the achievement of plans; coordinating activities and responsibilities as appropriate (Coleman 2004: 103). In other words, plans have to be put into operation. This involves detailed organisation and coordination of tasks and the human and material resources needed to carry them out.

If *planning* is considered as providing the route map for the journey, then *organizing* is the means by which a manager or a leader is to choose his/her destination. Plans, for example, are a statement of intent, of direction and of resources required. To put these intentions into effect, it requires some of these activities such as *organising* which means the function of management. Therefore, organising is a process for: (a) determining, growing and structuring activities; (b) devising and allocating roles arising from the grouping and structuring of activities; (c) assigning accountability for

results to both groups and individuals; and (d) determining detailed rules and systems of working, including those for communication, decision-making and conflict resolution (Coleman 2004: 153).

It is worth distinguishing between "organising" and "organisation". *"Organising"* is a process while *"organisation"* is a social group. The former, however, can only be explained in terms of the latter. If a system view is taken of an organisation as an open social system receiving inputs from the environment, converting them and discharging certain outputs back into the environment, then *organising* is essentially one of the conversion processes. It is one component of the total social system (Coleman 2004: 153).

To sum, it can be inferred, from what has been illustrated above, that the organisation process is not completed by the establishment and development of a framework. To accomplish this process, it is required that a manager adopts the principle of work division. This latter enables an employee to concentrate his/her efforts on a specific field in which he/she can develop abilities and experience. A manager should allocate parts of work fairly among subordinates according to the abilities of each one.

It worth mentioning here that it is neccessary to avoid exaggeration in the work division in order to not let work disintegrate and consequently the vision of attachment between parts which form the work of one department becomes lost.

4.4.3 Directing

Higgins (1994) states that directing is influencing the behaviours of people through motivation, communication, and discipline. The main goal of directing is to channel managers' behaviours to accomplish the mission and the goals of the organisation. The directing function gives the manager an active role rather than a passive role in employee's performance. In this case, managers achieve their objectives through their subordinates.

Surveying literature about effective directing indicates that this process depends upon three fundamental components: leadership, motivation and communication (Vroom

and Jago 1995). The sub-headings below are concerned with the discussion of these three crucial elements for managers in practising the function of directing.

4.4.3.1 The Administrative Leadership

The theme of leadership has not only been engaged only in the current era, but also in the different successive civilizations such as Greek, Roman, an Arab and Islamic civilizations (Al-Tayyeb 1998: 40; Tazi 1996: 14). However, in the current modern era in which we live, the subject of leadership has been paid a lot of attention by public and private organisations as well as academics. Thus, many leadership theories have evolved such as Great Man, Trait, Behavioural and Contingency theories. To understand the crucial element of leadership and leaders, it is essential to identify the concept of leadership according to the opinions of scholars and researchers who have studied this theme.

Scholars and researchers argue with each other about a certain definition of leadership. To illustrate, Robinson (1997: 138) says, "Leadership is the ability to influence a group toward the achievement of goals".

Crew (1992:180) says, "leadership involves the identification of objectives, a vision or a solution, and the ability to bring solutions to fruition through some set of influential activities".

Abdulfatah (1994:25) determines leadership as "The process of influencing subordinates to induce effective contributions to the cooperative activities".
Northouse (2000) defines leadership as "a process whereby an individual influences a group to achieve the goals of the organisation".

Although there are differences in the identification of leadership, it can be concluded that there are some common elements that leadership consists of. These elements are a group of people, a leader, a certain aim that the group wants to achieve and a process of influence from the leader on the group in order to achieve the aim

From the definitions of leadership, it seems that the crucial element of leadership is the ability of a leader to influence his/her followers. Scholars and researchers also

argue about the source of influence that a leader uses to influence his/her followers. To illustrate, Robinson (1997:139) argues that the source of influence is the authority that appoints a leader and it defines his/her duties, responsibilities, and rights. While Braima (1991: 2) sees that a leader obtains his/her power from a group that he/she leads because the group itself has decided and chosen that leader because of some characteristics of leadership they possess. In my view, both of opinions that were mentioned above are true. To illustrate, the representatives at Majlis Ashura (Parliament) in Oman are elected by people because of the good characteristics such as having a sense of mission and an educational background. On the other hand, leaders at government units in Oman are appointed by ministers who are considered as high authorities in their organisations. In fact, they are not nominated leaders rather director general, managers and heads, but they are chosen because they hold leadership characteristics.

If a leader is so important in influencing others, what, therefore, are the vital attributes that he or she should possess? According to the Traits Theory, leaders are born and not made. Moreover, the theory assumes that the characteristics of leadership are acquired by heredity. Among these characteristics are personal appearance, self-confidence, initiative ability, encouragement, and thinking and analysis abilities (Abbas 2004). In one theory, leadership styles are categorized into different types such as intelligence, self-confidence, integrity and sociability. As intelligence or intellectual ability is positively related to leadership a person who has a strong verbal ability, perceptual ability and resourcing is considered a good leader. Also, self-confidence helps an individual to be a leader. It emphasises the level of one's competences and skills, including for example, a sense of self-esteem and the belief that one can make a difference. Self-confidence allows the leader to feel that he/she influences others in an appropriate way. Integrity, honesty and trustworthiness are all vital attributes in leadership; leaders with integrity can inspire confidence in others because they can be trusted to do what they say they are going to do. They are loyal, dependable and are not deceptive. Integrity inspires credibility and trustworthiness in a leader. Sociability is another desirable trait in a leader and refers to the inclination to seek out pleasant social relationships. Leaders who are sociable, friendly and outgoing may also be tactful, and diplomatic as well as being sensitive to others'

needs. Social leaders have good interpersonal skills and create cooperative relationships with their subordinates (Northouse 2000:19-20).

However, the researcher does not totally agree with the above assumptions from the traits theory. While it is true that the factor of heredity has its role in the formation of a leadership personality, it is, nevertheless, impossible to find someone born with all the features of leadership as assumed by the theory. All that is actually required is that an individual has the readiness and willingness to learn leadership skills. Nowadays, there are hundreds of universities and training centres throughout the world that teach and develop leadership concepts and skills. If managers have to acquire the features of leadership, what can they gain from these features, or rather, what are the differences between management and leadership in terms of roles, skills and styles? One theory is that a leader in today's management context is responsible for motivating others, transforming and trying to update views, opinions and approaches. Additionally, he/she is creating the best solutions for the organization, particularly during the process of change.. This may be achieved by incorporating the combined emotional energy generated through interpersonal change between the team's players including the leader himself/herself (Scutt 2004). It has also been suggested that vision and strategic orientation are needed for leadership. This vision contains common themes such as: dealing with change; encouraging faith and hope; reflecting high ideals and defining the destination and the journey. Leaders with vision have outward attributes such as the ability to anticipate and follow changes on national and international levels whereas unfortunately managers often seem inclined to be fixed, inflexible, insular and unchanging. Furthermore, leaders embrace and celebrate change rather than fear, reject or even ignore it, as common practice (Datt 1999). In defense of managers, it has been argued that since the early 1990s traditional managerial activities have faced new challenges represented in the advent of the quality movement with its dependence on quality control, continuous improvement, performance measurement, and customer focus. These challenges have impelled organisations to focus widely on the creation of effective managers characterised by leadership, motivation, communication, and team-building skills. Thus traditional managers, whose tasks are restricted to planning, organising, directing and controlling, have been required to develop their leadership abilities and skills (Klagge 1997). It is noteworthy that managerial effectiveness behavior is considered to be both

a function of knowledge and of skills. In addition to analytical skills, managers require skills for managing themselves, managing other people and managing tasks (Labbaf 1996). There is too an argument that effective leaders are characterised by the following attributes: interpersonal skills, group management, time management and expertise (Duemer 2004). From another perspective, leadership is characterised by top-down authority which has been replaced by a requirement for management to exercise subtle influence techniques to relate well to people and to utilise social networks (Capelli et al, 1997).

It has been suggested that the most important leadership skills that managers should acquire are interpersonal skills including diagnostic, perceptual, and behavioural skills. Diagnostic skills are concerned with the identification of what needs to be done to maintain high levels of work performance, and to improve it where necessary. Therefore, managers must have a good understanding of the range of factors which affect performance such as motivation, abilities and feedback. Furthermore, managers must know what actions can be taken to influence these various factors, and through them performance itself. Perceptual skills are concerned with the accurate perception and evaluation of people and events. They are required in the analysis of work performance, for example, the determination of what are the major factors influencing a subordinate's level of work performance and whether there are areas needing to be improved. They are also important in interactions with subordinates where sensitivity to other people's responses can enable the manager to pick up low level cues concerning his or her beliefs, feelings and intentions which might have been missed. Behavioural skills can be described in terms of three different levels of analysis: firstly, there are questions, statements and accompanying nonverbal cues which managers use in interactions with others such as their subordinates, colleagues and senior staff. These refer to the components of an interaction, in the sense that they are the basic building blocks out of which the interaction as a whole is constructed. Verbal components include, for instance, open questions, probes, hypothetical questions, orders, requests, and promises which the manager can use to gather information, influence behaviour and handle emotion. Nonverbal components consist of clues such as facial expression, tone of voice, gestures and body posture, which may indicate emotions, status, and a desire to speak or to relinquish the speaker's role. Secondly, there is the structural level of analysis which refers to the way in which

verbal and nonverbal components are sequenced and in longer interactions to the way in which the different sections of the discussion and the topics covered are organised. Thirdly, there is the manager's overall approach to the interaction. This refers to the amount of participation allowed and the degree of consideration shown towards subordinates (Wright and Taylor 2007).

In terms of leadership styles, surveying relevant literature has revealed that there are different theories of leadership styles such as situational theory, contingency theory, behavioural theory, and path- goal theory. Situational theory concentrates on leadership situations. It assumes that each situation requires a specific leadership style. On the basis of this view, effective leaders need to adapt him/herself to the requirements of different situations (Northouse, 2001:55).

Contingency theory concentrates on motivational relationship styles and motivational task style. With a motivational task style, leaders are interested in achieving the goals of the organisation, while with motivational relationship style leaders are concerned with developing close interpersonal relationships with their subordinates. Assessment of the contingency theory depends upon three factors: leader-member relationship, task structure, and position power. Leader-member relations rely on the confidence between both sides, loyalty, and how subordinates feel about their leaders. If the subordinates trust and respect their leaders and the atmosphere is positive, then the relationship between the leader and subordinates can be said to be good. On the other hand if there is friction and the atmosphere within the group is not good, then the relationship can be described as poor. The second factor is task structure which refers to the clearance of the task structure requirements. The more the task is clear, split out, and structured; the more leaders can control their subordinates. The tasks should be clearly stated and known to the individuals who perform them. The third factor is the power position which refers to the authority given to the leader to punish and reward his/her subordinates. Leaders should practice these tasks over subordinates. If the leader cannot experience these tasks, he/she will be weak (Northouse 2001:76-77).

Behaviour theory of leadership styles concentrates in general on four types of styles which are: concern for task, concern for people, directive leadership, and participative leadership (Wright1996: 36-37).

Concern for task: in this style a leader emphasises the achievement of concrete objectives. He/she looks for high levels of productivity, and ways to organise people and activities in order to meet those objectives.

Concern for people: in this style a leader considers the needs, interests, problems, development and so on of his/her followers.

Directive leadership: according to this style, a leader takes decisions and expects followers or subordinates to follow instructions.

Participative leadership: in this style a leader tries to share decision-making with others.

Path- goal theory of leadership style focuses on the role of a leader in achieving the intended goals. He/she clarifies and set goals with subordinates. The leader helps his/her followers to find the best path to achieving the goals by removing the obstacles to their performance and need satisfaction (Prasad, 2001).

Vroom and Jago (1995) have categorised leadership styles of the theories presented above into autocratic, consultative and group styles as follows:
Autocratic Style I: A leader makes decisions and solves problems without consulting any of his subordinates.

Autocratic Style II: a leader compiles relevant information from his/her subordinates, but he/she does not oblige him/herself to inform them about the decision made.

Consultative Style I: a leader discusses a certain subject or matter with subordinates and gets their input, but the final analysis and decision remains in his authority.

Consultative Style II: a leader shares with subordinates all problems and attempts collectively to get their input and feedback, but he/she makes the final decision.

Group Style: this style reflects the democratic process of decision-making in the organisation where the decision is collectively and cooperatively taken and reflects the view of the group.

It can be concluded from the theme of leadership as presented previously that an administrative leadership is the crucial element of the function of directing. In order to succeed in directing practices, a manager should acquire the knowledge, skills and styles of leadership. Managers should adopt the participative style when dealing with their subordinates. This style contributes to the raising of morale of employees. However, managers can adopt other styles of leadership when they are in specific situations that compel them not to involve their followers, as in the case when a subordinate is not well qualified and does not have abilities to share and express his/her opinion.

4.4.3.2 Motivation

Subordinates have their part in facilitating an effective management process. Their roles extend from managing themselves as organisational members, to helping their managers to become more effective executives (Lwehabura and Matovelo 2000). In order to ensure the optimal utilisation of subordinates, managers are concerned with a crucial factor of the function of directing represented in motivation. What is meant by motivation is that the inner state which causes individuals to behave in a way that enables them to participate in the business life of an organisation. This also enables them to determine their objectives related to the organisation's objectives (Antic 2004). Campbell and Pritchard (1976: 73) stated that:

> *"Motivation has to do with a set of independent/dependent variables relationships that explain the direction, amplitude and persistence of an individual's behaviour; holding constant the effect of aptitude, skill and understanding of the task, and the constraints operating in the environment".*

Lindner (1998) defines motivation as "the inner force that drives individuals to accomplish personal and organizational goals".

The major or essential components of motivational process are based on "need" and "want". A need is represented in physiological needs that keep an individual alive such as food. A want is other items which are essential for physical survival (Maund 2001).

The theme of motivation has been studied by many researchers and their studies resulted in different theories and models of motivation such as Maslow's need-hierarchy theory, Hertzberg's two-factor theory, Victor Vroom expectancy theory, Porter and Lawler model, Adam's equity theory, and Skinner's reinforcement theory. The notions of these theories and models of motivation are categorised into three main groups which are content theory, path/process theory and reinforcement theory (Muwafaq 2002). The notions of these theories are summarised as follows:
Content Theory: The notion of this theory emphasises that employees' motivation depends on their willingness to satisfy their inner needs. This notion comprises of Maslow's hierarchy of need model and Hertzberg's two- factor model.

Maslow identified five levels of needs: physiological needs (basic needs such as food), safety/security needs (insurance against risks such as physical, psychological and pollution risks), social needs (belonging and acceptance by others such as friends, family and work groups), esteem needs (titles, being recognised and respected by others) and self-actualisation needs (personal growth such as opportunities for learning, training, and creativity.

Hertzberg developed the two-factor theory that focuses on two components: *hygiene factors* and *motivators*. The hygiene factors do not refer to job content. They are associated with work conditions, salary, and type of supervision, human relations, job security and organisation's policies. If employees are uncomfortable with these factors, it will result in negative behaviour toward their work such absenteeism, strike and reduction in productivity. The second factor is motivators which are associated with job content. These factors are represented in achievement, recognition,

advancement, work itself, possibility of growth, and responsibility. When employees are satisfied with factors, they will be motivated to do their work effectively.

Path/Process Theory: this theory is also called behaviour modification theory. It assumes that workers choose specific behaviours in order to achieve their personal goals. The theorists who adopt this notion are Vroom, Porter and Lawler, and Adams. Vroom' expectancy model argues that people choose specific behaviours that they believe will meet their expectation and will lead to the desired results. In other words, motivation is represented in the individual's belief that the relation between effort and behaviour in the work and the expectation of specific behaviours such as performance, creativity and reliability will result in desirable results such as praise from the boss, increase in salary, promotion, and acceptance by co-workers.

Porter and Lawler's motivational model assumes that job satisfaction is a result rather than cause of performance. In other words, individuals get rewards because of doing their work in which they feel interested.

Adam's equity model of motivation assumes that people make contributions (inputs) for which they expect certain rewards (outcomes). In addition, it assumes that people decide whether or not a particular exchange is satisfactory, by comparing their inputs and outcomes with those of others and try to rectify any inequality (Prasad 2001).

Reinforcement Theory: this theory was developed by Skinner, B. who argued that behaviour is a function of its positive or negative consequences which are rewards or punishment. The theorist emphasised that employees' behaviors that lead to positive outcomes will be repeated and that lead behavior to negative outcomes will not be repeated. Managers can respond to employees' behaviors by a positive reinforcement, avoiding learning, extinction or punishment. (Muwafaq 2001; Lindner1998).

Based on what has been presented in the section above regarding motivation, it can be concluded that there is consensus among researchers about the importance of motivation in achieving both employees and organisations' goals. However, there is a disagreement among scholars about certain factors that motivate employees. A debate on this topic is still alive. Regardless of this, all agree that motivation stimulates

employees' motives/behaviours towards achieving their organisation's goals, hence, managers should study what motives their subordinates because this helps determine needs of each employee. When they become familiar with what motives each one, they should attempt, as much as they can, to satisfy these needs of employees. The gross carelessness of this matter may make employees adopt actions which may negatively affect the performance of their institutions such as absenteeism, poor performance and movement to other organisations. For example, nowadays there is a movement among Omani youth represented in moving from civil service organisations to other sectors such as the business sector that attracts qualified people by motivators. According to statistical indicators, from 1/1/2007 to 30/6/2007 the total number of Omani people who left the civil service sector amounted to 553 employees. 31.7% of them have resigned or transferred to public organisations that do not apply the law of civil service (The Ministry of Civil Service 2008).

4.4.3.3 Communication

Communication is among the crucial elements for the function of directing. Many researchers have studied communication attempting to reveal its definition, models and types. It definitions has been given by many researchers.

Marcouse et al (1999) defines communication as "The process of which information is exchanged between one group or person and another."

The Advisory, Conciliation and Attribution Service (ACAS) (1982: 2) in the UK take a more organisational view by stating that communication is:

"The provision and passing of information and instructions which enable a company or any employing organisation to function efficiently and employees to be properly informed about developments. It covers information of all kinds which can be provided, the channels along which it passes and the means of passing it."

Managerial communication has a vital role in the managerial functions. On the one hand, it keeps managers in touch with outsiders for different purposes such as the negotiation and participation in conferences and meetings. On the other hand, communication helps managers managing their internal administrative activities, so that they can achieve the objectives of their organisations. Specifically, at the level of organisational inner issues communication helps managers to handle the following responsibilities: the determination of objectives to be carried out, the identification of

problems and ways used to diagnose them, the assessment of performance and work productivity, the coordination of tasks among subordinates, the determination of performance criteria and indications, the issuance of orders and instructions, directing subordinates and providing them with advices, the influence on others and leading them and motivating employees (Maher, 2000). Hence, in order to be effective, managers should be qualified and skillful in using different ways of communication such as verbal, non verbal and written communication. Moreover, managers are required to use different means of communication according to the nature of matters that need to be communicated with others. Among these means are electronic tools (such as email and fax), written tools (such as magazines, newsletter, bulletins and notice-board), and oral methods (such as meetings, briefing groups and public address systems (Armstrong and Baron1998).

4.4.4 Controlling

Controlling is one of the important functions of managers. Allen (1998) states that in the functions of management cycle - planning, organising, directing, and controlling - planning moves forward into all the other functions, and controlling reaches back. Controlling is the final link in the functional chain of management activities and brings the functions of management cycle full circle. Terry and Franklin (2000) define controlling as "determining what is being accomplished–that is evaluating performance- and if necessary applying corrective measures so that the performance takes place according to plans".

In order to reach the desired results, managers should be knowledgeable and skillful in the process of controlling. This process consists of four main steps (Prasad 2001): establishment of control standards, determination of performance criteria/measurements, comparison between actual and desired performance/results, and identification of deviation and correction of deviations.

Establishment of Control Standards: every function in the organisation begins with plans including goals, objectives which are to be achieved. In order to achieve the goals, some sorts of standards should be established. In order to set the standards for control purposes, it is important to identify clearly and precisely the desired results. The basis of standards is necessary to decide the level of performance achievement which can be regarded as good or satisfactory. Good performance has important

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characteristics which determine the level of performance: output, expense and resources. Expense refers to service or function that maybe expensed as quality for achieving particular level of output, while resources refer to capital expenditure and human resources

Measurement of Performance: It is the step in the control process which involves measuring the performance in relation to control standards.

Comparison of actual and desired Performance: This involves two steps. The first step is to find out the extent of deviations and the second step is to identify the causes of such deviations. In this case, variation depends upon the adequacy of standard and accuracy of performance measurements. Management may have information relating to work performance, data, graphs and within reports. Therefore, performance is compared with the standard one to find out whether the various segments and individuals of the organisation are progressing in the right direction. The final step is to examine the deviation between standard and actual performance. If it is beyond the prescribed limit, then an analysis should be made to examine the causes of such deviation.

Correction of Deviations: the last step in the control process required for correcting deviations.

Managers do not have to wait until the end in order to examine whether there is any deviation in achieved results. They should monitor the performance of their employees throughout the phases of implementing the assigned tasks. According to Allen (1998), Controls are most effective when they are applied at key places. There are three types of controlling. Managers can implement controls before the process begins (feedforward), during the process (concurrent), or after it ceases (feedback).

Feed forward control focuses on operations before they begin. Its goal is to prevent anticipated problems. Regular maintenance feeds forward to prevent problems.

Concurrent control applied to processes as they are happening. Concurrent control is enacted while work is being performed.

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Feedback control focuses on the results of operations. It guides future planning, inputs, and process designs.

To conclude, controlling is one of essential tasks of managers. It is concerned with making sure that the intended objectives have been achieved according to plans set previously. Managers are required to clarify the measurements of controlling to their employees. The measurements or criteria can be, for instance, time, quantity, quality, or figuration. Managers also have to undertake the process of control at different stages of carrying out the assigned tasks because this will enable them to avoid the accumulation of deviations.

4.5 Conclusion

This research assumes that there is an affect of managerial roles in civil service organisation on their effectiveness in directing practices. To test this assumption empirically, it has seen that it necessary to determine managerial roles in the civil service sector. Therefore, this chapter has examined a body of literature that addresses managerial roles by referring to some studies in this theme. The chapter has begun with the investigation of characteristics of public managers' context. This it was followed by the discussion of managerial roles. The chapter has attempted to examine whether there are differences between the concept of managerial roles and managerial functions. The chapter also has endeavoured to examine whether public managerial roles and functions differ from those experienced by the private managers. Finally, the chapter discusses analytically managerial functions in general, paying special attention to the function of directing since it is the main focus of this study.

The chapter has come to the conclusion that although there is a substantial distinction between the environment of the public sector and the environment of the private sector, the managerial roles in both sectors are alike. It also appeared that the term "managers' roles" is considered as activities or rather practices that are experienced by managers when they handle managerial functions. Reviewing literature also revealed that managers' directing practices are influenced by managerial functions. Planning concerns the determination of objectives that are needed to be achieved. The designated objectives should be clear and understood by subordinates and should be

achievable. Organising concerns the division of work. A manager should allocate parts of work fairly among subordinates according to the abilities of each one. Directing function is concerned with three crucial elements these are leadership, motivation and communication. A manager should acquire the knowledge, skills and styles of leadership. The participative style should be adopted by managers when they deal with their subordinates. This style contributes to the raising of morale of employees. However, managers can adopt other styles of leadership such as autocratic and consultative styles when there are specific situations that compel them not to involve their followers in decision making. Examples of these situations are being subordinates being ill-considered or unwilling to participate. Motivation contributes to the raising of morale of employees. It stimulates employees' behaviours towards achieving organisations' goals. Managers should study what motives their subordinates. When they become familiar with what motives them, they should attempt, as much as they can, to satisfy their needs. Communication has a vital role in coordinating tasks among subordinates, issuing orders and instructions, directing subordinates and providing them with advices, and influencing and leading subordinates. Managers should be qualified and skillful in using different ways of communication such as verbal, non verbal and written communication. They also should utilise different means of communication according to the nature of matters that need to be communicated with their employees, for instance, electronic tools such as email and fax; written tools such as magazines, newsletter, bulletins and notice-board, and oral methods such as meetings. Among managerial functions that influence managers in directing their subordinates is control. It concerned with the investigation of whether the actual results have been achieved according to plans set previously. Managers should clarify the measurements of controlling to their employees. They also should undertake the process of control of different stages of carrying out the assigned tasks because this will enable them to avoid the accumulation of work deviate.

Chapter Five: The Managerial Effectiveness in the Directing Practices

5.1   Introduction

The major objective of this study is to determine the degree of effectiveness of Omani civil service managers in directing practices.   To determine the measurements of effectiveness of this study, it requires to determine criteria that are used to measure managerial effectiveness.   To do so, the researcher will refer to previous work of some researchers who have identified the concept of managerial effectiveness as well as measurements that are used in the assessment of managerial effectiveness. This chapter consists of four sections. The first section attempts to highlight the definition of managerial effectiveness.   Section two discusses measurements of managerial effectiveness.   Section three is designated for addressing measurements that are adopted in this study to investigate managerial effectiveness in directing practices. Finally, section four summarises the implication of this chapter.

5.2   The Concept of Managerial Effectiveness

Surveying literature has revealed that many researchers have given the definition of managerial effectiveness, for example, (Abdul-Azeem 2005; Drucker1974; Anspach 1991; Brodie and Bennett 1979; Labbaf 1996)

Abdul-Azeem states:

> "*Managerial effectiveness means handling managerial functions with competence, which reflects the smooth working operations over a period of time, obtained within the laid down parameters of cost, time and productivity. Efficiency focuses on the input-output ratio, while effectiveness focuses on generating revenues, creating new markets and launching new products*".

Abdul-Azeem goes on to state that managerial effectiveness can be addressed from two perspectives. The first one is the view of the organisation and the second is the view of individual managers. The view of organisation says to what degree that

management achieves the organisational objectives, given its environmental or uncontrolled events or/and predictable events. In the term, managerial effectiveness entails growth, adaptation, health and viability of the organisation. On the individual level, what are the individual objectives and are they creative to achieve the organisational objectives? Therefore, an individual manager should equip him/herself with skills to achieve mutual objectives.

Drucker (1976) considers effectiveness a function of a manager's competence to master a complex of practices which include managing time; focusing on results; building on strengths; concentrating on a few major areas and making effective decisions. Drucker (1974) argued that efficiency is concerned with doing things right, while effectiveness is doing the right things. Drucker also believes that effectiveness comes by learning and does not come by itself. Moreover, effectiveness can be learned and at the same time, it must be learned. He goes further to differentiate between effectiveness and efficiency by stating that effectiveness is the basis of success whereas efficiency is linked to doing things in the right way and attaining the results. However this definition of effectiveness given by Drucker was criticized by Anspach (1991). Anspach says that the definition lacks consensus about how to operationalise the concept. If the concept of effectiveness is doing the right thing, then who should be determining what is the right thing and how obligation and responsibilities of managers are accomplished.

According to Reddin (1970), effectiveness is considered as a function of a manager's style, followers, co-workers, supervisors and organisational technology.

Brodie and Bennett (1979) see that effectiveness is based on the ability of achieving results and consequences which thereby influence the purposes of effectiveness and the validity of particular activity.

Roskin and Margerison (1983) hypothesise effectiveness as a factor that increases managerial performance and leads to the achievement of the future plans.
Labbaf (1996) emphasises that the effectiveness of managerial behaviour is considered to be both a function of knowledge and of skills.

Fraser, C. and Fraser A. (2003) identify the effective manager as the one who possesses the skills that allow successful completion of the tasks.

Another perspective is drawn by Anderson (2000) who argues that managers' effectiveness refers to their behaviour that is based on intuition and supported by thinking style in decision-making.

It can be concluded from the definitions of managerial effectiveness presented above that there is no consensus among researchers on a specific definition of managerial effectiveness. Each researcher views manager's effectiveness from a different angle. Some researchers focus on outputs produced by managers, some refer the effectiveness to inputs and others consider the criteria of profit to judge a manager's effectiveness. This means that the definition of managerial effectiveness defers from a specific field to another field. The point that can be mentioned here is that unlike profit organisations, public organisations provide services which are difficult to measure quantitatively. They are usually measured by their quality, availability and customers' satisfaction. From this point of view, managers' effectiveness in the civil service sector can be considered as their quality that leads to the achievement of intended goals. Thus, managers' effectiveness in directing practices means the quality of managers' practices in directing their subordinates. After this brief discussion about managerial effectiveness, the next section attempts to study the measurements of managerial effectiveness.

5.3 The Measurements of Managerial Effectiveness

It has been noted from the review of relevant literature that the study of managerial effectiveness theoretically and empirically has been the interest of many academic faculties, practitioners and academic institutions' students. The concern with managerial effectiveness reflects the importance of managers in the achievement of organisations' goals. Measurements that are used to assess the managerial effectiveness have been identified and applied according to different perspectives.

According to Hamlin and Servnti (2008), there are two problems that may influence measuring managerial effectiveness including developing a simple measurement process and developing a valid and reliable criteria.

Labbaf (1996) emphasises that effectiveness of managerial behaviour is considered to be both a function of knowledge and a function of skills.

Campbell et al (1970) state that measuring managerial effectiveness is a judgmental process done by a qualified person who is able to identify managerial job behaviours such as the behaviour of optimisation and exploitation of different types of resources. They go on to say that person, process and product as three components of managerial effectiveness need to be understood in evaluating the effectiveness of managerial performance. Any measure of managerial effectiveness depends on the identification and judgment of observable actions and behaviour leading to the achievements of the organisations goals.

A study of Luthans et al. (1988) suggests that human resource management activities such as staffing and motivating/reinforcing may help attain more output (quantity of performance). However, traditional management activities such as planning, controlling, and keeping in contact with outsiders (suppliers) may help improve quality performance.

Analoui (1997) attempts to understand managerial effectiveness from an alternative point of view. He places an emphasis on understanding managers' perspectives; how they are aware of their effectiveness and what the demands and constraints are behind the effectiveness. From this perspective, managers can be seen as actors who are able to exercise these choices. Therefore, there is a need to understand the perceptions and preferences of individual managers.

Fraser, C. and Fraser A. (2003) concentrate on managers' perceptions of what constitute effective management when they investigated managerial effectiveness in the construction industry.

Shahin and Wright (2004) conducted a research on leadership in the Egyptian context focusing on the following measurements: positive leadership (respect, morality, power, direction, checking, reward, collective mission, and strong sense of mission); reluctant decision-making (avoiding taking decisions, not getting involved in work issues, delaying important decisions, and not finding it logical to rush and solve problems); enthusiastic leadership (seeking different perspectives to solve problems, suggesting new ways of looking at how to do work, expressing confidence in work, and talking enthusiastically about what should be accomplished); bureaucratic leadership (attention towards failure, discussion of who is responsible for achieving performance, and focusing attention on irregularities and mistakes); social integration (encouragement of social gatherings due to the importance of this at work and for the achievement of work objectives, and encouraging group members to discuss work issues together); authoritarian leadership (enjoying exercising power and influencing group members); individual consideration (teaching and coaching, treating subordinates as individuals and considering them as having different needs, abilities and aspirations).

Another researcher, Abdul- Azeem (2005) has studied managerial effectiveness in the public and private sectors. He has used measurements that are somewhat different to assess the effectiveness of public managers from that used to assess private managers. To illustrate, to evaluate public managers he used the following measurements: networking, need for achievement, management of business environment, interpersonal relations, welfare management, delegation, organizing, informal communication, human relations, conflict resolution, consultative management, client management, motivation, accessibility and appreciation. For the assessment of private managers, he used the following measurements: communication and task management, business environment (macro and micro), coordination, team building, integration, image building, autocratic, inter-group intervention, welfare management, equity, centralisation, consultative management, formal communication, involvement and initiative, country club, task orientation and motivation.

Pomsuwan (2008) conducted a study on managerial effectiveness based on employees' perspectives. The measurements focus on competencies that cover the

facets of: managing self, managing communication, managing diversity, managing ethics, managing across cultures, managing teams and managing change.

Analoui (1998) has studied managerial effectiveness in the Ghanaian public sector. He concentrated on five measurements that influence managerial effectiveness. These measurements are managers' perception, skills and knowledge, organisational criteria, motivation for effectiveness and constraints and difficulties.

Campbell (1974) cited in Luthans et al. (1998) used five measurements to evaluate effectiveness, namely, overall performance, productivity, employee satisfaction, profit and withdrawal (turnover or absenteeism).

Roskin and Margerison (1983) studied managerial effectiveness by concentrating on the situational compatibility and situational complexity as measures of managerial effectiveness. The situational compatibility measure covered three aspects which are cognitive, perceptual and behavioural aspects of managers. While the situational complexity measure covered two factors which are the managers' ability to be cognitively and/or perceptually complex.

Mustapha,F H and S Naoum (1998) examined the effectiveness of construction site managers. They focused on four measurements that they believe influence managers working in the construction industry. These measurements are the personal variables, job conditions, project characteristics and organisational variables.

To conclude, as it has been stated in the previous section there is no consensus among researcher about a specific definition of managerial effectiveness, the same words are applied to the measurements of managerial effectiveness. The survey of relevant literature in this section has revealed clearly that writers who have studied managerial effectiveness consider the effectiveness of managers from different angles. In order to determine the measure of the assessment of managerial effectiveness, a researcher should consider some factors such as the nature of managerial work and the nature and objectives of organisation/organisations in which managers are to be evaluated. For example, the objectives of public organisations are different from those of profit organisations. Another example is the nature of managers' work in the bank sector is different from that of managers in the health sector. Even in one sector, managerial

work is different from one department to another. The work of department of finance, for example, is not similar to work of the personnel department. However, the measurements of managerial effectiveness in some managerial functions such planning, organising, directing and controlling are the same whatever the type of organisation. This study is concerned with the assessment of managerial effectiveness in directing practices, hence the measurements used should reflect the managerial practices in the function of directing. This is what the next section attempts to clarify.

5.4 The Measurements of Managerial Effectiveness in Directing Practices

The investigation on literature has emphasised that manager's directing practices are influenced by manager's personal characteristics, organisational factors, cultural factors and manager's knowledge and skills in managerial roles and functions. The following sub-sections highlight how these factors influence managerial effectiveness in directing practices:

5.4.1 Personal Characteristics

The review of research revealed that personal characteristics or what is called demographic variables form an essential part of those research especially in the field of social sciences. Moreover, researchers may overlook the use of other factors as measurements in their studies but they often do not overlook personal characteristics. This indicates the importance of personal characteristics in carrying out work effectively. There are many researchers who emphasise the role of personal characteristics in the enhancement of managerial effectiveness.

Howel et al. (1997) emphasise that personal characteristics play an important role in shaping the personality of managers. This view is supported by Hooijberg et al. (1997) who state that middle mangers are recruited on the basis of official competitions and their past experience. Hambrick and Mason (1984) argues that demographic variables of managers can be used as predictions of strategic and performance levels. Therefore, it can be true to suppose that various demographic attributes of middle managers will influence their behaviours and performance as well as effectiveness.

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Analoui (1997) conducted a study on organisations effectiveness in the Romanian public sector. The study indicated that managers were aware of the inadequacy of their administrations and managerial educational background and the need for more experience and training which may increase their effectiveness. The study also indicated that managers placed much emphasis on work experience as the main factor towards improving their effectiveness at work. He also conducted interviews with employees to seek their views regarding their managers' effectiveness. He found that employees believed that an effective manager is a manager who possesses a variety of abilities and personal characteristics. Broadly speaking, Analoui stated that although the employees emphasised the ability of managers to organise, control and make decisions, they clearly placed more emphasis on the managerial characteristics such as education and experience.

A study by Labbaf (1996) on managerial effectiveness in the steel sector in Iran found that the interviewed managers revealed a high level of commitment to the importance of management development training and gaining managerial skills which are considered important routes to increase their managerial effectiveness. Labbaf argues that self-managerial development is perhaps the most overlooked area in the field of management. Although self-management is viewed as a basic prerequisite for increased managerial effectiveness, it was stressed that managers who look after themselves have more energy for directing the work of others. On the other hand, managers who feel stress and do not care about themselves and career development, they waste a lot of time and energy which might be used for employees and organisations tasks.

According to Drucker (1974) cited in Labbaf (1996), one part of the manager's job is to develop people including himself. Drucker in this regard distinguishes between two tasks: management development and manager's development. He argues that self-development requires managers to learn new skills, knowledge and attitudes in order to perform their jobs effectively.

Emphasising the importance of training in the enhancement of managerial effectiveness, Hambrick and Mason (1984) say that middle managers with a high level of education but without training and skills might not be effective managers.

According to UNIFEM (2000), gender refers to the roles and responsibilities of men and women that are created in our families, our societies and our cultures. The concept of gender also includes the expectations held about the characteristics, aptitudes and likely behaviours of both women and men (femininity and masculinity). These roles and expectations are learned. They can change over time and they vary within and between cultures. The concept of gender is vital because it facilitates gender analysis revealing how women's subordination is socially constructed. As such, the subordination can be changed or ended. It is not biologically predetermined nor is it fixed forever.

Several studies have shown that leadership styles have interacted with gender and affected the ratings of leadership effectiveness. For instance, Eagly et al (1992) conducted a study and found that when leadership styles are divided into autocratic and democratic, female leaders were evaluated more harshly than males for using the autocratic style. The authors attributed that to social-psychological perspectives which suggest that women are personalised when they behave in a manner that is inconsistent with gender stereotypes.

Oakley (2000) studied the differences between female and male leadership styles in the organisation. She found that women are less represented in top management positions. This under representation was attributed to the fact that most talented women often avoid corporate life and favour entrepreneurial careers.
Bower (1970) studied 500 companies in America and found that tenure (years of experience in the organisation) of middle managers has affected their ability to implement strategic change performance.

As for the significance of educational qualification increasing managerial effectiveness, this has also been paid attention by some researchers. For example, Bantel and Jackson (1989) believe that middle mangers with more years of education can foster their ability and capabilities for subordinates' management. Moreover, they can reduce the power of top management.

Despite the importance of personal factors and their impact on managerial functions, Harman (1999) found that personal factors cannot predict and correlate with

leadership practices. In fact, studies on behavioural leadership indicate that there are considerable differences between leaders in activities such as decision-making and motivation. In order to depict a full picture about managerial practices and effectiveness, personal factors (as independent variables) are not sufficient to interpret and/or predict effectiveness (as dependent variable). Therefore, other variables should be taken into account to clarify the picture about the role of managers and their effectiveness. This is what we shall highlight in the next step.

5.4.2 Organisational Factors

Organisational factor or what is usually called organisational climate has become one of the main theoretical and empirical issues in studying the organisational performance and effectiveness. There are many researchers who addressed these issues and provide seminal work about the organisational climate. However, researchers have different perspectives about the conceptualisation and operationalisation of the organisational climate.

Schneider et al (1990) defined organisational climate as a shared perception of formal and informal organisational policies and procedures. The authors documented that climate is a concept which indicates the organisation's goals and leads to achieve these goals.

Litwin et al (1968) defined organisational climate as a set of measurable prospects of the work environment perceived directly or indirectly by the people in the organisation which are assumed to influence their motivation and behaviour. However, Pritchard et al (1973) argue that climate as a result of behaviour of organisational members.

For instance, Johanneson (1993) stated that the organisational climate concentrates on the organisational characteristics such as size, level of authority or complexity. Such factors have an influence on organisation's members' attitudes towards managerial practices, organisational change and other behaviours in the organisation. Johanneson's conceptualisation of the organisational climate focuses on the objective of the organisation rather than the perception. According to perceptual approach, Litwin et al(1968) provided a seminal work by developing a perception-based climate

instrument which is called the "organisational climate questionnaire". This questionnaire included the measures of job satisfaction, and task performance. The parts of the questionnaire comprised of the employees' feelings about rules, regulations and procedures, the informal atmosphere in the organisation, responsibility of supervisors and doing the job; reward systems within the organisation, challenges in performing the job, friendly and informal social groups, support that employees receive from their managers and colleagues, standards which focuses on the goals of the organisation and performance; conflict between managers and their employees and finally the identification of a place which is an importance in the organisation and working team and spirits.

Campbell et al (1970) identified four dimensions for the organisational climate: individual autonomy, degree of structure imposed on the position; reward orientation and consideration and warmth and support. However, Pheysey (1977) summarised the organisational dimensions in two: organisational progressiveness and normative control. Kirkpatrick et al (1996) argue that every organisation whether it is public or private has a vision and goals which they struggle to achieve. In this case, the vision translated into more specific organisational strategies which are translated into finite goals. Goals are considered the strongest link for transformational leaders, who may communicate their visions in a way that leads to subordinates' goals. The authors went on to state that subordinates are more likely to adopt their leader's goals as their own if they feel the goals are appropriate or desirable.

Although, the views of researchers regarding the organisational factors influencing the effectiveness of employees are somewhat contrary, it can be said that all those factors have their impact on the capabilities of managers as well as subordinates.

5.4.3 Cultural Factors

5.4.3.1 The concept of culture

The concept of culture is widely used in international management, organisation behaviour and human resources development literature to measure the effect that can discriminate against people, between ethnic groups and occupational groups (Ardinchuill and Kuchinke, 2002).

According to Kluckhohn (1951), culture consists of patterned ways of thinking, feeling and reacting. It is acquired and transmitted mainly by symbols constituting the distinctive achievements of human groups, including their embodiment in artifacts. The essential core of culture consists of traditional ideas of groups especially their attached values which are historically derived and selected. The word culture is reserved for societies. It is operationalised as a nation or ethnic/regional group within or across nation (Hofstede 2001). According to Hofstede, social norms consist of value systems of so called "mental software" in which major groups of population contribute to it. The origins of social norms are a variety of ecological factors in the sense of factors affecting the physical and social environment. Social norms lead to the development of organisational patterns in the society with specific structures. These structures include the family, educational systems, political systems and legislations. He believes that these norms are rarely changed in direct ways particularly through adopting external values, rather, changes can occur through shifts in ecological, technological, economic and hygienic conditions. In the studying values individuals are compared, while in studying the cultures societies are compared.

According to Semader (2006), there is a consensus among social researchers on the definition of the term culture. Culture is used by social scientists to refer to parameters of collectives which differentiate collectives from others. The focus is on the sharedness of cultural indicators among members of the collective. Thematically culture is defined as shared values, beliefs, identities and interpretation or meanings of significant events that result from common experiences of members of collectives and are transmitted across age generation

According to Schein (1984), organisational culture is defined as:

> *"the pattern of basic assumption that a group has invented, discovered or developed in learning to cope with problems of external adaptation and internal integration, which have worked well enough to be considered valid, and therefore, to be taught to new members as the correct way to perceive, think and feel in relation to theses problems".*

Schein adds that organisation culture is a widely acclaimed metaphor for understanding how · organisations differ, how these members cohere and how organisations and members interact.

French and Bell (1999) state that a set of values, assumptions and beliefs constitute an important part of organisational development. A belief is a proposition about how the world works so that the individual accepts as true. It is a cognitive fact for the person. Values are also beliefs and are defined as beliefs about a desirable or a good thing and about an undesirable or a bad thing.

Another researcher, Punnett (2004), argues that values influence the behaviours and attitude of people. Attitudes are described as a tendency to respond favourably or unfavourably to objects or situations based about them. Societal values influence what people respond favourably to and what they view as disfavourable.

According to Miller (2003), any community can be socially controlled by three elements: norms, customs and laws. Customs and norms are restricted by the values of the community, while laws are governed by the government.

In eastern culture, the individual is more deeply connected to the social network than in the western world. Eastern culture emphasises on the well-being of the group, while western culture has standards of personal success, individual gratification and achievement which is recognised mainly through contribution made within the familial and social context (Jabre underwood and Goodsmith 1997).

The next part of this section highlights in brief the Omani culture as an example of eastern cultures.

5.4.3.2 An overview of Omani culture

Two factors, which are, Arabian and Islamic civilisation and geograghical location, have played a vital part in the formation of Omani culture.

Oman is believed to originate from the Arab tribes who migrated to its territory from the Uman region of Yemen. The Omanis were among the first people to embrace Islam voluntarily in around 630 AD when the Prophet Muhammed sent his envoy Amr ibn Al As to meet Jaifar and 'Abd, the joint rulers of Oman at that time - to invite them to accept the faith. In accepting Islam, Oman became an Ibadhi state (The Ministry of Information 2008a).

Oman lies on the Tropic of Cancer in the extreme southeast corner of the Arabian Peninsula. The country's breathtaking coastline stretches for over 1,700 kms, from the Arabian sea and the entrance to the Indian ocean at its south-western extremity, to the Gulf of Oman and Musandam in the north, where it overlooks the Strait of Hormuz and the entrance to the Arabian Gulf (The Ministry of Information 2008b).

Oman's unique geographical location has played a prominent role in contact and interconnection between Omanis and other nations whether for the purpose of trading and seafaring activities or propagating Islam. For example, Omanis engaged in the activities of trading and the propagation of Islam in East Africa, particularly during the 19th century, when they propagated Islam in many of East Africa's coastal regions, and certain areas of Central Africa. Omanis also carried the message of Islam with them to Chinese and some Asian nations (The Ministry of Information 2008c). As a result of the interconnection between Omani people and other nations in the past, there are nowadays in Oman some families and tribes whose their roots go back to Kerman and Baluchistan in Pakistan, Iran, India and some East Africa's countries specifically Tanzania. It is worth mentioning that there are in Oman some Omanis, who were born in some East Africa's countries such as Zanzibar, Kenya, and Zaire their roots refer to Omani origins and they came back to Oman in the past years especially when His Majesty Sultan Qaboos took the reins of the State in 1970 (Othman and Al- Shaikh 2004).

Hence, the Omani Arabic and Islamic civilization as well as its geographical location have contributed in the formation of a distinguishing culture of Omani Society. The Omani Culture is today featured by the variety of Islamic parties such as Alabadhi, Shiah and Sunni parties, wedding customs, foods, costumes and dance. Despite of the diversity of Omani culture, the Islamic values are dominant over the daily practices of

people. All Omanis adopt Islamic principles as the basics of their lives. Among Islamic principles that Omanis follow is Islamic work ethics, which was originally mentioned in the Quran and manifested in sayings and practices of the Prophet Mohammad. The Prophet Mohammad valued work and stated that "no one eats better than that which he eats out of his work". Many chapters in the Quran speak about honesty and justice in trade; and call for fairness in the distribution of income among people in the society, and equality between men and women. Furthermore, the Quran and Hadith (Mohammad's sayings and practices) exhort Muslims to gain skills and technology and praise people who work hard and strive to have a decent life (Ali and Camp1995).

Islam as a religion plays an important role in the Arab world. Islam is not only a religious system, but it is a national symbol of Arab greatness and the history and glories of its civilisation (Dadfar and Gutavsson 1992). The norms and laws documented in Quran are the results of revelations to the prophet Mohammad. These laws are absolute demands that Muslims must abide by. Dadfar and Gustavsson states:

"Islam is not so much a religion as a form of life, no so much a theological systems as a pattern for personal and social conduct based on an active consciousness of God. No original sin stood between the individual and its faith".

Self-control plays an important role in human beings' behaviour. It depends upon to what extent and degree an individual believes that he/she is able to act directly on the local environment in which they influence and are influenced by. It can be concluded that self-control itself may be affected by Islamic teachings and cultural values (Zytowski 1994). Abu-Saad (1998) emphasise that Islam view humanity as:

"A form of primordial guilt and has a more positive orientation to work. Work is considered a virtue in light of a person's needs, and a means for establishing equilibrium in one's individual and social life".

In addition to the Islamic religion, tribal and familial practices also contribute to some extent to the formation of Omani cultural characteristics. Indeed archaeologists have indicated that civilisation existed in modern day Oman at least 5000 years ago and probably before (Ministry of Information: 2006). Among the first nations settled in Oman were ancient Arab nations such as Ad who is mentioned in the holy book, the Qur'an. In fact, many present-day Omani Arab tribes emigrated from Yemen after the collapse of Ma'rib Dam, led by Malik bin Fahem Al- Uzdi (Kashif: 1982).

It is noted that the geographical location of Oman has had an effect on its history. As has been mentioned previously many centuries ago many tribes arrived and settled in Oman from India, Pakistan and Iran and today these non Arabic tribes constitute an ethnic minority in Oman. They could be incorporated with Arab tribes from a long time ago. Broadly speaking, Omani society is characterised by what is called pluralism; in other words, Oman society is characterised by the diversity in language, ethnic origin and religion.

Omanis are very attached to their tribes and indeed many present-day Omani families are able to trace their tribal origins; an Omani when is asked about his/her name, will proudly give his/her first name, father's name, grandfather's name and tribe' name! Moreover, Omani Arabs within their tribes are steadfastly in agreement with what is written in the Qur'an. As Allah (Almighty) says,

> *"O mankind! We created you from a single pair of a male and female, and made you into nations and tribes, that you may know each other. Verily the most honored of you in the sight of Allah is (one who is) the most righteous of you. And Allah has full knowledge and is well acquainted (with all things)"* (Qur'an, Chapter Al-Hujraat, Verse 13).

Omani people see the tribe as the main source of their identity as opposed to western countries where nationality takes priority as an essential determinant of identity and loyalty of citizens (Al-Haj 1996 cited in Common 2008).

The tribal system in Oman consists of large tribes and small clans. Each small clan is attached and loyal to a specific large tribe which is headed by a sheikh (a leader). In this way, in the past the, small clan was safeguarded from threats coming from outsiders. Almashikha (leadership) of the tribe is inherited from a male member in the same family. However, in case there is no suitable heir, members of the tribe nominate the next of kin (a close relative of the deceased person).

Most of the tribes in Oman have Majlis (a meeting house) where male members of the tribe gather on various occasions, such as funerals, marriage ceremonies, the Islamic festivals (Eid) and tribal discussions. Sheikhs in the past used to play a prominent role in the reunification of members of their clans and settle disputes that sometimes occur, whether among members of the same tribe or between theirs and other tribes. Indeed, the sheikhs still play the traditional role under the current regime. For example, His Majesty Sultan Qaboos habitually takes tours in various parts of the country and meet with sheikhs who transfer the demands of citizens to His Majesty and vice versa; the latter sends his message to citizens through the sheikhs. In recognition of the role of sheikhs, the government of His Majesty pays them monthly salaries in addition to other benefits. According to Common (2008), in Gulf States, that include Oman and its neighbors, tribalism is incorporated into the State, characterised by clientelistic relationships with the royal family.

Omani tribal and familial norms and customs form a substantial source of Omani culture. In the interior of the country, life revolves around the kin group, while in the urban centres the extended family or tribe is the hub and locus of much activity and networking; individual family members keep in constant contact with each other through either daily visits or regular telephone calls. Indeed it is not unusual to find families of eight, nine or ten persons living in one household in which the eldest male has the greatest authority and an elderly female usually takes responsibility for allocating household tasks.

Omanis are very polite and formal in public, exchanging formulaic greetings before beginning any discussion or communication. Indeed, to do otherwise would be considered rude. Moreover, there are prescribed rules of conduct for men and women who are expected to be chaperoned while interacting in public. Indeed, even educated elite women often find it necessary to be chaperoned by a male relative at public events, parties, or receptions. It is also customary for Omanis to stand close to one another as Arabs do, and for friends and relatives of the same sex to hold hands. In addition, two or more men or women entering a doorway at the same time always try to persuade the others to enter first, although a man always gives way to a woman. On the other hand, forming lines in shops, banks, and other public places is not a cultural trait, although women invariably are encouraged to go first (Advameg Inc 2007).

A recent research by Barber (2007) on the strength of tribal ties in Omani communities reveals significant aspects of norms and customs of Omani tribes and families. Participants preferred to live close to their families and relatives, consulting first their immediate families and then members of their tribes to resolve various family issues. Moreover, they see that the profile of their families and tribes should be kept within their own clan. Most see the tribe's role as a traditional one remaining unchanged through the centuries, and emphasise that the tribal system plays a vital role in the creation of environmental cooperation in Omani communities, the settlement of inevitable disputes and the acquisition of identity. However, a few participants would like to see the hierarchy of tribes disappear in Omani society, stating that this system degrades people as it classifies tribes into two classes: upper status class and lower status class, forbidding marriage between members of the different classes. In fact, these negative aspects of tribalism are also extended to other matters. For instance, Valeri (2005 cited in Common 2008) studied the Omanisation policy (replacing foreign servants by Omani people) in Oman's public sector. He states that senior officials tolerate a high degree of nepotism within the bureaucracy, resulting in recruitment into a particular ministry or agency from the senior official's own tribe. The researcher goes on to reveal that relevant staff at the Ministry of Civil Service confided that nearly 50 percent of their working day was occupied by either personal visits or telephone calls from people from particular villages or tribes pleading for employment, or on behalf of relatives. It can be concluded that traditions sometimes break the principles of religion and laws of the land.

5.4.4 Knowledge and skills in managerial roles and functions

Managerial effectiveness has been largely investigated by researchers in terms of managerial roles and function. The focus on managers' mastery over their activities as a measurement of their effectiveness will continue since these activities are essential in their daily routine activities. This part of the chapter attempts to cast light upon some studies that have investigated factors enhancing managerial roles and functions.

A study by Oshegbemi (1995) used in-depth interviews with managers and found that effective management involves empowering people and visioning skills. Those managers, who have been found to have good interpersonal, motivational skills and

have developed a system for monitoring their subordinates' work activities, were considered to be effective managers. There are related concepts of visioning and empowerment and these focus on the ideas of identifying and articulating a vision which is commonly identified as a part of the transformational leadership process. Similarly, these examples of good interpersonal and motivational skills were related to the intellectual stimulation challenges facing the managers, inspirational leadership, individual considerations and trust. The study also found that the respondents focused on the importance of good interpersonal and communication skills for effective managers. It was also indicated that effective managers can recognise the good performance of their subordinates and possess good setting. Additionally, it was shown that the most effective managers tended to have skills that enable them to develop their staff's potential.

In a study carried out in 1996, participating managers were found to be aware of their managerial responsibilities and the importance of communication, time management, decision-making, resolving problems at work and motivating their subordinates. It was agreed that self motivation and a desire to develop their own potential were important factors for managerial success. Other important skills were held to be planning and setting goals and objectives for their departments and organizations, as well as forecasting and evaluating. Self development was much stressed as an effective aspect of promoting managerial effectiveness. The researcher concluded from the study results that effectiveness of managerial behavior is considered to be both a function of knowledge and of skills. In addition to analytical skills, it is argued that middle and senior managers in particular require skills for managing themselves, other people and tasks (Labaff 1996). Indeed managers need to have a good relationship with their subordinates and an example of this is found in an interesting study of situational leadership styles among supervisors and managers in an Australian organization in 2002. Supervisors were found to assess their primary styles as S3 (supporting) followed closely by S2 (coaching), while S4 (delegating) was in the third place. The same results were found with the middle managers who rated themselves as highest on S3 (supporting style) following by S2 (coaching), S4 (delegating) and finally S1 (directing). The study concluded that achieving increased worker satisfaction and greater leadership success require managers to have a good relationship with their subordinates. (Avery 2002). It has also been suggested that managers who acquire a charismatic leadership model are more likely to formulate

their goals relying on their past managerial experience. Accordingly, charismatic leaders induce feelings of positive effect among their followers, which in turn, can strengthen subordinates' connection to their leaders. This also had an impact on subordinates' self-set goals (Judge et al, 2006). Furthermore the order of motivating is a vital factor in managerial effectiveness as shown in another study, and is as follows: interesting work, good wages, full appreciation of work done, job security, good working conditions, promotion and growth in the organization, sense of involvement in all tasks, personal loyalty to employees and finally tactful discipline and sympathetic help with personal problems (Linder 1998). There is a suggestion too that constructive involvement of authority entails the ability of managers to design clear goals and identify essential steps in achieving their goals This includes persuading people to carry out assignments (Miles 1992). Furthermore it has been suggested that effective management involves empowering people and envisioning skills. Indeed, it has been found that managers who have good interpersonal and motivational skills, and have developed a system to monitor their subordinates' works are therefore effective managers who also are able to provide recognition for their staff (Lim1997). According to charismatic leadership style, leaders articulate a vision and foster ties with their subordinates, which in term supports the vision; visionary leadership provides a scheme for subordinates that focuses on the vision and leads to subordinates' commitments to the achievements of their own goals and those of their organisation (Wofford and Goodwin 1994). Managerial style is of paramount importance in hindering or promoting work performance and productivity. In an effort to study management style in libraries it was found that some managers became either too harsh, relaxed or lenient, which had an adverse effect on subordinates' performance and lessen their effectiveness. Managers who tended towards leniency failed to assert their authority and legitimate power. The results of this behavior led the subordinates to become undisciplined and therefore unaccountable for various tasks and responsibilities assigned to them (Lwehabura et al, 2000). This leads to an interesting aspect of involvement of employees in decision-making within small organisations. In a study in 1984 it was suggested that subordinates are motivated by managers through participation and involvement in the decision-making process and by taking into consideration their opinions and suggestions. Broadly speaking, the researchers emphasized that leaders in small companies participate in decision-making processes with team members. They are concerned with the team's well-being

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and treat them fairly (Hambrick and Mason 1984). On a slightly different note it has also been suggested in a study on time management that managers typically long work hours. There is a need for more efficient time management efforts so as to enable managers to cut down their hours. According to the notion of managerial functions, managers usually plan, organize, lead, coordinate, motivate, communicate, delegate and control. There is much to streamline among these activities which would have the effect of reducing hours worked and increasing efficiency (Oshegbemi 1995).

5.5   Conclusion

The main objective of this study is to determine the degree of effectiveness of Omani civil service managers in directing practices. To achieve this purpose empirically, it is essential to determine what managerial effectiveness mean and factors affecting managers in directing practices. This background will enable the researcher to design suitable measurements that leads to the achievement of what is intended in this study. Therefore, this chapter has examined relevant literature.

The review has revealed that there are not specific conceptions and measurements of managerial effectiveness. The reason refers to the fact that the concept and measurements of managerial effectiveness differ from one position to another position of managerial work. For example, the responsibilities of a manager of financial affairs are not exactly same as the responsibilities of a manager of personnel department. Moreover, evaluating managerial effectiveness differs somewhat from non-profit organisations to profit-organisations. Therefore, researchers who have studied managerial effectiveness consider the concept and measures of effectiveness from different angles. Some researchers concentrate on outputs, some focus on inputs and others give attention to economic and profit issues. The researcher believes that this disagreement among researchers about specific concept and measurements of managerial effectiveness is reasonable. However, the concept and measurements of the main functions of managers such as planning, organising, directing and controlling are similar to a large extent whatever the position of a manager or the nature of organisation a manager works for.

Based on what has been stated above, the researcher considers the concept of managerial effectiveness in directing practices that are studied in this research as the quality of managers in directing their subordinates. This quality is measured by

several factors that are supported by many studies. These factors are managers' personal characteristics, organisational factors, managers' knowledge and skills in managerial roles and managers' cultures and values.

5.6 Key Issues from Literature Reviewed

One of the critical issues in doing a scientific research is the establishment of a theoretical framework, which should reflect the objectives, hypotheses and questions of the research. In accordance with the main objective of this study represented in determining the degree of effectiveness of Omani civil service managers, a body of relevant literature covering different perspectives of previous work has been examined. The paragraphs below summarise key issues and conclusions drawn from the review.

In chapter two, the focus was on studying the distinctive environment of public managers which is essential to diagnose the study problems. It reviews different theoretical concepts related to the context of the civil service, notably, the emergence and developmental phases of the civil service as well as its scope, definitions and systems, the political philosophy of some countries regarding the civil service, and finally the nature and objectives of public organisations. It is interesting that the roots of public service go back to different successive civilisations such as Greek, Roman, Chinese, Islamic and current western countries and that there is no consensus among countries regarding specific areas to be considered as civil services except that the military is considered non civil service worldwide. It is noted that when a country experiences a state of wellbeing, the private sector appears to be more developed and therefore receives a concession from the government to provide citizens with certain services except for key areas that affect the sovereignty of the state or affect the purchasing power of citizens. In contrast, when the private sector seems weak or its infrastructure is still in development, the state alone undertakes the provision of civil services. The civil service in developed countries has aimed to direct the state's activities towards achieving public interests as well as to fight the abuse of power in management, whereas in developing countries it has had to concentrate on coping with administrative backwardness. It also appeared, from the review, that there are two types of civil service system dominant among countries. The position-based system is based on merit that allows the employer to dispense with a servant at any time and conversely the servant can resign or retire by his own volition. The career

system, on the other hand, is founded on general rules which govern public employees. It guarantees job security even in case of the abolition of a position although the management restricts the freedom of employees to resign except for reasons acceptable. The review also stated that public employees obtain great power and influence in society due to developmental roles that they play. In return however, their affiliation to the government does not protect them from the control of the public as well as judicial branches.

The review in chapter three was restricted to the investigation of the context of Omani civil service sector and discussed the emergence and development of the civil service system, the establishment of supervisory governmental institutions, laws and executive regulations and the development of human resources in this sector. The review of literature revealed that the civil service system in Oman has been given special attention by the government of Sultan Qaboos since the beginning of his reign in 1970. In fact, there are today thirty-nine organisations offering services to citizens and residents in different fields. These are supervised and controlled by the council of ministers, the council of civil service and the ministry of civil service. Furthermore, the civil service system witnessed a development in laws and regulations organising its affairs. Additionally, an improvement in quantity and quality of civil servants has been achieved. Indeed, the total number of employees rose from 1750 in 1970 to 114624 employees at the end of 2007 representing a 98.47% rise. At the end of 2007, 64% of employees held post secondary education diplomas as well as university degrees, which is considered a great accomplishment compared to the years of blessed renaissance over three decades. Despite this however, there remain concerns about managers' levels of education, training and experience. Finally, it was asked, to what extent are organisational factors such as laws, procedures and delegations in Omani civil service sector suitable so that middle managers can cope with their responsibilities in directing practices?

The discussion in chapter four concentrated on the study of managerial roles and functions in the civil service organisations. It asks whether there are differences between the concepts of managerial roles and managerial functions and whether these differ from those experienced by private managers. It concludes with an analytical discussion of managerial functions in general, paying special attention to the function of directing, since that is the main focus of this study. The review indicated that there is a substantial distinction between the environment of the public sector, which is

limited by governmental policies and laws, and that of the private sector. Public managers work under the monitor of legislative, executive and judicial authorities. They are targeted by mass media and required to give justification for the policies that they implement. On the other hand, managers in the private sector are rarely subject to these investigations. This dissimilarity, however, appears not to affect managerial roles. In this study it was also found that managers' success in directing function requires three crucial elements which are leadership, motivation and communication, and are also influenced by the managerial functions of planning, organising and controlling.

Finally, chapter five reviewed the concepts and measurements of managerial effectiveness. The chapter concluded that there is still much debate about the concept and ways of measuring managerial effectiveness. Some researchers concentrate on outputs, some on inputs and others give attention to economic and profit issues. It was also found that whether the position of a manager, an organisation is non-profit or profit is an important factor of assessing managerial effectiveness, however, the main factors of the assessment are managers' mastery of functions of managers such as planning, organising, directing and controlling.

Based on what has been discussed in this chapter, the researcher has considered the concept of managerial effectiveness in directing practices as relating to behaviours that include leadership, motivational and communicational practices. These practices are measured by several factors that are supported by the literature review. They consist of managers' personal characteristics, managerial roles and organisational and cultural factors.

Chapter Six: The Study Methodology

6.1 Introduction

The main aim of this study is to examine the effectiveness of Omani civil service middle managers in directing practices. In other words, the study investigates the effect of managers' personal characteristics, organisational factors, cultural values and managerial roles on managerial effectiveness in directing practices. The most important step in any research project is the choice of research method and its appropriateness for the subject of the research. The subject itself and its objectives lead to the choice of the research method and not the other way round. Therefore, the right research method is a problem of epistemology and needs serious consideration. In this regard, choosing a research method influences and is influenced by the method that a researcher considers in the literature review. This chapter aims to describe research methodology that is designed according to the study objectives and hypotheses, the review of relevant literature and the researcher's background about the study context, so that the aim of the research can be achieved.

This chapter covers the aspects of: overview of the research hypothesis, measuring managerial effectiveness, research paradigms, research designs, population and sampling, procedures of data collection, data analysis strategy, interpretation of the study terminology, and limitation of the study.

6.2 Overview of the Research Objectives and Hypotheses

The research started from selecting a general area of interest-managerial effectiveness in directing practices in Omani civil service sector. It aims at exploring the impact of personal factors, organisational factors, cultural factors and managerial roles on managerial effectiveness in directing practices.

6.3 Measuring Managerial Effectiveness

Reviewing the literature demonstrates that managerial effectiveness has been researched from three perspectives (Bartol and Mactin1991).

1.	Traditional/ conventional point of view. This traditional model emphasises the ability of managers to set goals for their departments, organisations and

subordinates. To achieve these goals effectively, it is assumed that managerial effectiveness leads to organisational effectiveness.

2. Organisational level competency based perspective. This approach implies that there is long term future orientation which accounts for both external and internal influences on the organisation. Accordingly, the organisation tries to create the system and environment with the help of managers' skills and characteristics that lead them to achieve strategic goals.

3. The individual competency approach to managerial effectiveness which focuses on the individual rather than the organisation

This study is based on the individual competency approach in which a manager is affected by other factors in influencing others. For instance, the study centres on three main areas, which are leadership, motivation and communication, in which a manager can be regarded effective in relation to his/her subordinates. However, this does not prevent the researcher addressing other matters related to managerial effectiveness such as the managers' mastery of managerial functions and roles, personal characteristics, organisational factors and cultural values.

6.4 Research Paradigms

Basically, research might be deductive or inductive. Deductive research involves the testing of existing knowledge represented by general theories against special cases Robson (1993). In other words, deductive theory represents the commonest view of the nature of the relationship between theory and research in hand. The researcher, on the basis of theoretical considerations deduces a hypothesis (hypotheses) that must be subjected to empirical scrutiny. The process of the deduction approach begins with a theory/hypothesis (Bryman and Bell 2003). The following figure 6.1 shows the process of the deduction approach.

Figure 6.1: Process of Deduction Approach

```
┌─────────────────┐
│     Theory      │
└─────────────────┘
         │
         ▼
┌─────────────────┐
│   Hypothesis    │
└─────────────────┘
         │
         ▼
┌─────────────────┐
│ Data Collection │
└─────────────────┘
         │
         ▼
┌─────────────────┐
│    Findings     │
└─────────────────┘
         │
         ▼
┌─────────────────────┐
│ Hypothesis confirmed or │
│       rejected       │
└─────────────────────┘
         │
         ▼
┌─────────────────────┐
│ Revision of the theory │
└─────────────────────┘
```
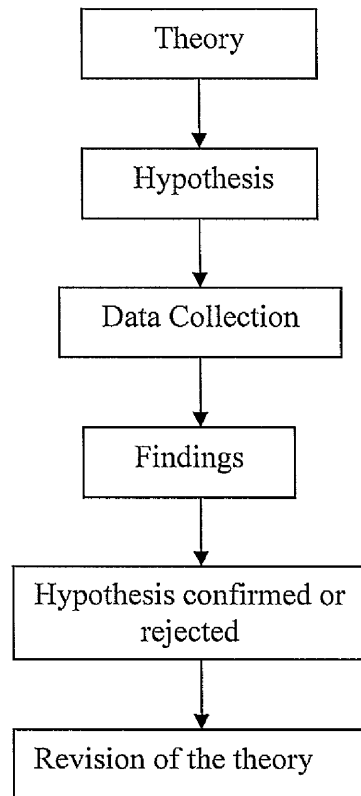
Source: Bryman and Bell (2003)

The graph demonstrates that the process can be performed through formulating hypothesis derived for this knowledge. Thus, research descends from the general to the particular and from the abstract to the empirical. In this regard, deductive methods are often used in 'comparative analyses' and always leads either to confirmation or modification of existing theory. It is worth mentioning that the deduction process appears to be straightforward and very linear and has logical sequence. However, this is not always true. For instance, theory and/or literature may change as a result of collected data. This may happen due to the following reasons: 1) new theories or results may be published by other researchers; 2) the data may not fit the original data collected (Bryman and Bell 2003).

On other hand, inductive research works conversely to deductive research. It moves from the empirical to the abstract and from the particular to the general. It interprets

the empirical material itself. Nevertheless, the inductive method does not employ the testing of general hypotheses, but examines findings within its own terms. For this reason, inductive method is considered ideal for producing new ways of understanding new perspectives (Spratt and Porter 1997). Figure 6.2 below indicates how the inductive approach works:

Figure 6.2: Process of Induction Approach

```
┌─────────────────────────┐
│   Research Objectives   │
└─────────────────────────┘
             │
             ▼
┌─────────────────────────┐
│     Data collection     │
└─────────────────────────┘
             │
             ▼
┌─────────────────────────┐
│        Findings         │
└─────────────────────────┘
             │
             ▼
┌─────────────────────────┐
│        Theory           │
└─────────────────────────┘
```
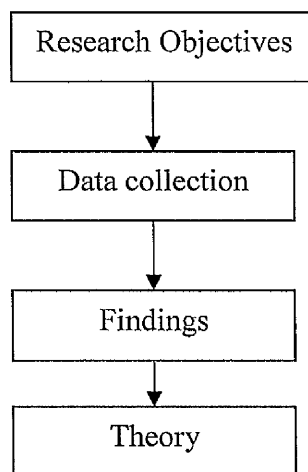
Source: Bryman and Bell (2003).

6.5 Research Design

Various research designs often follow deductive and inductive approaches. For example, a cross-sectional approach is represented in deduction while the case study approach is embedded in induction. What does research design mean? What are the types of this design? What are factors that are taken into consideration when selecting a research design? The following paragraph attempts to answer these questions: According to Nachmias and Nachmias (1992):

> *"A research design is a programme that guides the investigator in the process of collecting, analysing and interpreting observations. It is a logical model of proof that allows the researcher to draw inferences concerning casual relations among the variables under investigation. The research design also defines the domain of generalisability, that is,*

whether the obtained interpretation can be generalised to a larger population or to a different situation (p. 97)."

Trochim (1998) sees a research design as the structure of a research project, as the 'glue' that holds together all of the elements in a research project.

Once the researcher has determined the research objectives, explained the hypothesis, defined the variables, the major challenge encounter he/she should choose a specific research design that can be used to test the hypothesis (in case of quantitative research method) (Nachmias and Nachmias 1992). The Literature documents different types of research designs including: three experimental designs, cross-sectional or social survey design and case study design.

1. Experimental Design

Experimental research designs are rarely used in social sciences research in general and management research in particular. This is because of the problem of achieving the requisite level of control particularly when researching organisational behaviour. (Bryman and Bell 2003).

According to Robson (1993:7a) experiment research designs are mainly used in complex laboratory experiments and psychological studies. The feature of the experiment is that the researcher needs to know what he/she is doing before conducting the experiment in the real world. In this case, the researcher often has not enough information about the thing he/she is studying. In contrast, survey and case studies are much more sound and easy to apply. Furthermore, a research design that uses experiments provides evidence about casual relationships, in which surveys cannot.

2. Cross -Sectional Design

This type of research is also called a social survey design. Most people view the social survey as questionnaires and structured interviewing. While the research methods associated with social surveys are frequently used within the context of cross-sectional research. There are many other research methods used, such as observations,

content analysis, official statistics and diaries (Bryman and Bell 2003) Bryman and Bell (200349) define cross sectional design as:

> "A cross-sectional design entails the collection of data on more than one case and at a single point in time in order to collect a body quantitative or quantifiable data in connection with two or more variables (usually more than two), which are then examined to detect patterns of association".

Researchers using cross-sectional designs are often interested in finding variation with respect to people, organisations and so on. With cross-sectional design it is possible to examine relationship between variables. If a relationship discoursed between two variables, he or she cannot be certain whether this denotes a casual relationship because the feature of an experiment design is not present.

3. Case Studies

The basic case study entails the defined and intensive analysis of a single case (Stake 1995). Case study research is concerned with the complexity and particular nature of the case in question. Yin (1994) documents that case studies are the preferred strategy when posing questions such as "how" or "why". In a case study approach, researchers have little control over events particularly when he/she focuses on a contemporary phenomenon with in the real world context. Case studies approach often employs exploratory and descriptive methods, but with great care in the design process. This approach has been subjected to criticism because it has been viewed as a less desirable form of investigation than experiments and survey designs. The criticism is embedded in the evidence of biased views to influence the direction of the findings and conclusion of the study in hand (Yin 1994).

6.5.1 Choosing a research design

According to Robson (1993), there are a number of considerations in choosing a research design:

1. Is it one of the traditional strategies appropriate? In this sense research designs have been classified into three types:

<u>Experiments</u>: Experiments manipulate one variable to measure its impact on another variable. In this case, a sample of individuals are selected from known population usually to test a hypothesis.

<u>Surveys</u>: Surveys are methods of data collection from the targeted population. The survey sample is usually drawn from a known population and a structured questionnaire is used.

<u>Case Study (Qualitative approach)</u>: Case studies depend upon the intensive knowledge of the targeted group, case or group of cases. This method also depends on a small number of people being selected by non-probability sampling technique. It also uses in-depth observation and documents analysis (Robson 1993).

2.   The purpose of study

The achievement of any study usually relies on three types of purposes: exploratory, description and explanatory. A study might use more than one method, however, most studies depend upon one method only. For example, *exploratory* studies enquire about what is happening and address new questions, which consequently assess the phenomenon in a new light. This is usually by the use of a qualitative approach. While *descriptive* studies portray the profile of people, events or organisations in a descriptive way. For example, these studies depend upon previous information about the situation or the phenomenon under study, so that the researcher knows appropriate aspects on which to gather information. These studies may use qualitative or quantitative methods or both.

3.   In addition to the above, there is an important factor that affects the choosing of a research method which is the research questions. In relation to this issue, Shipton (2001) states:

> *"The judgment will lead to a decision whether the methodology will be essentially qualitative (relying on case studies, observations and description materials) or whether the method should rely on statistical analysis, or whether a combined approach would be best (p. 2)."*

In relation to the importance of research questions, Shipton has declared that the fundamental design decision should be made according to the research questions. In

this case, the researcher should first list all the questions which might be addressed by the targeted people and identify the procedures which might be used to answer these questions. However, at the same time, she/he should look at possible alternative methods taking into account the strength of findings yielded by each method as well as practical considerations such as time and cost.

6.5.2   Research design of this study

A choice facing the researcher at the outset of a research project is between using quantitative and qualitative research methods or a combination of both (triangulation). The choice of research methods usually depends upon the circumstances of the research project, its objectives and how much is already known about the management of the research problem from either past researches or experience of the researcher. Every research is unique and has its own objectives and can be tackled in different ways, but it should utilise the best and suitable research methods to achieve its objectives (Baines and Bal 2002).

In this research, the triangulation method; quantitative and qualitative methods were utilised. Before explaining reasons for this choice, let us expose an overview of quantitative, qualitative and triangulation methods as follows:

6.5.2.1 Quantitative research

Quantitative research is a method of data collection aimed at gathering information, which can be quantified. When represented as set units, the data may be easily compared and analysed statistically. The units or scales of data must be created appropriately and, when collected, may then be analysed easily. The ease of comparing data in this way enables vital patterns to be seen and provides data for further research (Bryman and Bell 2001).

6.5.2.2 Qualitative research

Qualitative research concentrates on the acquisition of data relating to experiences, feelings and judgment. Such data are gathered from people directly involved in the

environment under investigation, whether subjects or observers. Qualitative research is the understanding of the social world through a test of the interpretation of that world by its participants. To gain an insight into social events, it is necessary to have knowledge of the perspectives, cultures and views of those involved (Bryman and 2003).

6.5.2.3 Triangulation

The possibility of employing more than one method stems from the fact that different methods contain their own set of assumptions about the nature of research in hand and what type of data will be produced to add to the gap in knowledge. There are different methods which can be used to collect data on specific research problem. However, each method of data collection can look at the research problem from different perspectives (Denscombe 2003:132). Using more than one method produces different kinds of data on the same topic. Therefore, the primary benefits of using multi-methods can benefit and improve the quality of the research. Furthermore, the researcher may get different kinds of data on the topic itself. Nevertheless, the researcher will see things from different point of views and understand the research in more detail and from all sides.

Saunders et al. (2000) emphasise that there is an inevitable relationship between the data collection method a researcher employs, and the results he/she obtains. In other words the results are affected by the method used. However, it is impossible to emphasise the nature of the effect. Therefore, using different methods will have different effects; therefore it makes sense to use different methods to remove out the method effect.

Layder (1993) states that some writers believe that there are fundamental contents between quantitative and qualitative research methods, while others see no differences. The fact is that quantitative researchers use management and qualitative researchers do not.

In general, quantitative research can be constructed as a research strategy which emphasise on qualification of data collection and analysis. As mentioned earlier, a

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quantitative method entails a deductive approach which focuses on testing the theories. By contrast, qualitative research methods can be used as research strategy when emphasis is on the word rather than numbers of the data collection and analysis. In general, a qualitative approach emphasises inductive methods that relate the theory to the research. In other words, it places an emphasis on generation of theories

6.5.2.4 Reasons for choosing a triangulation method

In order to specify the reasons for choosing a triangulation method in this study, it is necessary to reveal advantages of and disadvantages of quantitative and qualitative techniques. Verma and Mallick (1999) mentioned some of the main disadvantages of surveys.

> *"The researchers' role is often a minor one since, in many cases; they do not come into contact with the people who provide the data. Another weakness is that, if the problem is politically or socially sensitive, some respondents may not wish to divulge their true feelings" (p.81).*

However, this study is based on hypotheses that aim to investigate the relationship between the effectiveness of managers' practices in directing subordinates and the independent variables namely personal characteristics, organisational factors, cultural values and managerial roles. Reviewing the literature indicated that it is difficult to measure managerial and organisational effectiveness using the qualitative research approach because there are specific scales which are used in measuring effectiveness. For example, several studies have used the Likert scale method in which a respondent can select from five given choices. The quantitative approach enables appropriate information to be collected and allow units of data to be created for statistical comparison. The primary function of surveys is to provide data relating to a large number of cases at a particular time. This serves to provide a clear knowledge of the present condition of the environment under investigation. Surveys do not aim to provide detailed information about individuals, but to provide information about a particular population or problem. For these reasons, the researcher sees the suitability of survey design for this research. However, as mentioned earlier, the aim of this research is to investigate managerial effectiveness in directing practices by identifying the main personal, organisational and cultural factors which have an impact on these

practices. This entails the understanding of the managerial roles and functions from different perspectives and how middle managers direct their subordinates using different styles of leadership, motivation and communication. It also requires the understanding of the manager to see the content and pattern of his/her daily experience in the organisation in general and the department in particular. The qualitative method represented in interview provides the opportunity to step into the mind of managers to research their experience. The interview is useful because it can help the researcher to situate data and information in their fuller social and cultural context (McCracken 1988). Therefore, the researcher decided to utilise a quantitative survey design approach as a main method complemented with in-depth interviews (triangulation) for the following reasons: (1) the study required the researcher to elicit information from different views such as general managers and an advisor. (2) To complement the quantitative results by interviewing the middle managers themselves. (3) The researcher wished to investigate the experiences of managers and general managers related to cultural issues

To sum, the main research method used in this study is survey research and is complemented by employing interviews. The researcher believed that using both of these methods will enhance the results in terms of validity and reliability as well as listen to a third party perspectives like general managers and an advisor as well as middle managers themselves who belong to the same sample who participated in the survey will and lead to an accurate judgment of managers' effectiveness.

6.6   Population and Sampling of the Survey

6.6.1   Study population

In social research, it is not always ideal to include the entire population. Sometimes, it is impossible to do that due to time and funding resource constraints (Cohen et al. 2000). Cohen et al. (2000) argue that researchers should decide upon the sample size and sampling technique early before launching their research.

The population of this study is represented in all Omani civil service organisations that apply the law of civil service. The total number of these organisations accounted for 38. The researcher has excluded three organisations due to a variety of reasons.

Ministry of Foreign Affaires was excluded due the fact that this organisation has a totally different structure from other organisations in Oman. The second organisation is the Scientific Research Council in which there is no a single employee having the rank of a manager. The third organisation is the National Authority for Scouts and Guides. It was totally abolished by a Royal Decree while the researcher was administering questionnaires. Therefore, in total, the researcher has targeted 35 organisations.

6.6.2   Target population

The study population consisted of Omani middle managers and their subordinates working in the civil service organisations that apply the law of civil service. Middle managers are the main target group in this research. In relation to subordinates, they were targeted as a complementary part in the research. They were not included in the unit of analysis. Their views were used to enhance the results of middle managers whether they support the results or not.

6.6.3   Unit of analysis

As mentioned above, the target group is middle managers identified by the researcher according to certain methods. Therefore, the unit of analysis is the middle managers in the civil sector organisations. Ogle (2000) argues that the problem in using a market-based measure to value the target group starts with choosing the main target group as unit of analysis. Choosing an organisation as a unit of analysis creates a problem as it will focus on the organisational activities rather than individual. Moreover, using the organisation instead of the manager as the unit of analysis leads to the commonalities between an organisation's members being given more importance than the differences, which include, for example, gender differences. By definition, the focus on the organisation as a unit of analysis hides gender and work relations within the organisation and is therefore inadequate to study the nature of organisation's tasks. Patton (2002, p. 229) stresses also that the decision regarding the sample size and sampling strategy relies on the preceding decision as to the unit of analysis in the study. This means that the main emphasis of data collection is based

on what is happening to individuals in the setting and how those individuals are affected by the setting.

6.6.4 Sampling strategy

There are two types of sampling employed in research: probability (representative sampling) and non-probability (judgmental sampling). In probability sampling or chance technique, each case in the population has an equal chance of being selected in the sample. In other words, all cases in the sampling frame have the same chance to be selected. This means that it is possible to answer the research objectives and achieve the objectives which require statistically an estimation of the characteristics of the population from the sample. Probability sampling is associated with survey (Saunders et al. 2000). Non-probability sampling depends upon the judgment of the researcher in selecting participants for the research. According to this kind of samples, researchers cannot make statistical inferences and generalise the results for a larger population (Patton 2002).

6.6.5 Type of sample

This research utilised the benefits of a probability sampling method represented by stratified random sampling technique. (25%) of managers in each organisation was drawn randomly. According to this method, each unit of the population has an equal probability of inclusion in the sample. The researcher was provided with a list of 1288 middle managers belonging to the civil service sector in Oman excluding the three organisations which were not included as states earlier. A maximum of 5 subordinates working under the supervision of each manager involved in the study sample were chosen. The total number of subordinates who were given questionnaires amounted to 1745.

6.6.6 Sample size

Sample size affects the likelihood of statistical significance in tests including how the sample is drawn and how the data is interpreted. The sample size and the type of sampling method used affect how confident the researcher is about the findings (Baines and Bal 2002: 28- 29). After reviewing research objectives and consulting a number of experts in the field of statistics, the researcher was advised to draw 25

percent of the sampling frame of managers (population of managers) in each organisation using simple random approach. As mentioned earlier, the researcher has targeted 35 out of 38 organisations. This means that, almost all civil service organisations were chosen as population (sampling framework). Based on this method, the sample size accounted for 349 middle managers and these were selected randomly from the population.

6.6.7 Response rate

The response rate is a very important factor in conducting an investigation (Newell 2001). (Cohen and Morrison 2000) stated that the response rate should be at least 90 percent, although the common rate stands between 10 and 50 percent. The researcher distributed 349 questionnaires to middle managers and received back 309 questionnaires. However, 63 questionnaires, which were only partially or not completed by managers, were excluded from data analysis. The researcher relied on 246 questionnaires which were completely filled in by targeted managers. The response rate of managers accounted for (70.5%) which is regarded as very high compared to similar studies.

In terms of the sample of subordinates, the researcher distributed 1745 questionnaires and received back a total of 1137 questionnaires of which 932 were completed and valid for the use forming (53.4%) of the distributed questionnaires. Table 6.1 and 6.2 below states the response rate of middle managers and subordinates respectively.

Table 6.1: Response Rate of Managers' Survey

	Number	Percentage
Sampling frame	1288	100.0
Questionnaires Distributed (the sample)	349	27.09 of population and 100.0 of the sample
Questionnaire Returned	309	88.54 of the sample
Questionnaires Completed	246	70.5 of the sample

Table 6.2: Response Rate of Employees' Survey

	Number	**Percentage**
Questionnaires Distributed	1745	100.0 (the sample)
Questionnaire Returned	1137	65.16 of the sample
Questionnaires Completed	932	53.41 of the sample

6.7 Participants of the Interviews

The number of participants in interviews amounted to 11 key informants. They were chosen form eight organisations in the civil service sector. These organisations are: the Ministry of Civil Service, the Ministry of Oil and Gas, the Ministry of Health, the Ministry of Social Development, the Ministry of Finance, the Ministry of National Economy, the Office of the Minister of State of Governor of Dhofar and the Institute of Public administration. Table 6.3 below shows the number of participants in interviews and their positions.

Table 6.3: The Distribution of Interviewees According to Position

Job Title	**Number of Participants**
Advisor	1
Director General	5
Director	5
Total	11

6.8 Preparation of the Instruments

One of the most important factors of a successful academic research is the selection of the right and most suitable instruments for the required data and information based on the capabilities of such instruments to provide useful and usable data. The selection of

tools depends upon different factors including the type of data to be collected, availability of communication facilities cost and time limitations (Davis S, Walonic 1990).

The researcher has attempted to locate satisfactory instruments that lead to the achievement of the study's objectives and hypotheses. Reviewing the literature demonstrated that there are many researchers who have studied managerial effectiveness. However, there is no agreement on specific and standardised criteria to measure managers' effectiveness. The reasons may refer to the type of managerial effectiveness that each researcher attempted to investigate. For example, measurements that assess managerial effectiveness in planning practices are not exactly the same as measurements that assess managerial effectiveness in organizing practices and so on. As mentioned above, the researcher was unable to locate comprehensive and complete instruments which contain measurements that are consistent with the objectives of his research. Therefore, he decided to develop his own instruments by referring to relevant literatures as well as his personal background and experience in managerial and lectureship work. The instruments that were established are: managers and subordinates' questionnaires for the collection of quantitative data and three semi-structured questions guides for interviewing an advisor of the minister of civil service for civil employees, directors general and middle managers. Below are the descriptions of the study instruments.

6.8.1 Questionnaires

Both the middle managers' questionnaire and the subordinates' questionnaire contain questions that are closed ended (structured), therefore managers and subordinates could select the choice that suited their opinion. However, the two questionnaires also include open - ended questions which gave the middle managers the opportunity to express their views related to specific questions. Almost all questions used Likert scale. In 1932, Likert proposed a summated scale to evaluate respondents' attitudes. The sample survey used by Likert consisted of individual items as the answers are as: strongly approve, approve, undecided, disapprove and strongly disapprove (Clason and Thomas 1995). In order to achieve the objectives of this research and explore the relationships between different groups of independent variables and dependent variables as well as the difference between managers and subordinates, it was very useful to use the Likert scale.

Two questionnaires are designed using Likert scales because the focus is on managers and subordinates views in relation to managerial effectiveness in each question. Respondents were asked to choose one of the given numbers in the response categories including strongly agree, agree, moderate, disagree and strongly disagree. In some questions, other formats are used such as: never, rarely, sometimes, usually and always.

Below is the exposure of descriptions of measurements contained in each questionnaire.

6.8.1.1 Managers' questionnaire

This questionnaire comprises four sections (see appendix 1):

Section one: contains five questions that assess managers' demographic variables including age, gender, educational level, total work experience, years of experience in managerial positions and training courses attended in last five years.

Section two: question one of this section measures organisational factors represented in strategic plan, mission, vision and values. While question two of this section measures organisational factors represented in the clarity and prioritisation of organisational goals (statements 1, 2, 5 and 9), the adequacy of authority given to managers (statements 3, 6 and 8), the efficiency of communication systems (statements 4 and 10), the professional growth and motivation (statements 7, 13, 14, 16, 17, 18, 19, 20, 21 and 22), managers' views are being taken into consideration (statements 11 and 12) and the suitableness of work conditions (statement 15).

Section three: this section comprises seven questions; question one assesses managerial roles which are leadership roles (items1, 2, 3, 9 and10), informational roles (items 4,5,6,7,8 and18), decision- maker roles (items 11, 12, 13, 14 and 17) and problem solver role (items15 and 16). Question two consists of nine statements which measure the degree of middle managers knowledge and skills in planning activities. Question three includes six items which measure the degree of the use of different communication means by managers. Question four encompasses four items which assess procedures followed by managers when assessing the performance of their employees. While question five comprises seven items which aim to examine the degree of using different methods of control for monitoring the performance of employees. Question six contains 34 statements which aim to assess the practices of

managers in directing their subordinates. Items 1, 2, 4, 7, 15 and 21 assess leadership practices represented in human relations. Items 3 and 13 measure leadership practices: the encouragement of creativity and innovation. Items 5, 8, 11, 14, 24, 27, 28 and 34 investigate leadership practices: decision making. Items 29, 30, 31, 32 and 33 study leadership practices: delegation. Items 6 and 26 measure leadership practices: the encouragement of cooperative work. Item 25 measures leadership practices: time management. Items 9, 10, 12, 16, 19 and 20 assess motivational practices and items 17, 18, 22 and 23 investigate managerial communicational practices. Finally, question seven of this section deals with cultural values. It consists of 14 items aim to investigate to what extent middle managers are influenced by their cultural values and norm at administrative practices in general and directing practices in particular. Item 1 focuses on the priority of carrying work efficiently. Item 2 is concerned with the importance of employees' loyalty to both their managers and organisations. Items 3 and 12 deal with assisting employees facing problems with personal matters. Items 4 and 5 concentrate on dealing with different social classes. Items 6, 7, 10, 11 and 14 are related to societal values at the workplace. Finally, Items 8, 9 and 13 focus on participation in social events.

Section Four: this section is designated for managers to write down suggestions (if any) that may enhance their effectiveness in administrative work in general and in directing practices in specific.

6.8.1.2 Employees' questionnaire

The employees' questionnaire comprised three modules which are personal information, managers' directing practices and subordinates' comments regarding their managers' directing practices (see appendix 2). The description of these modules is as follows:

Personal information: this module covers demographic variables of respondents including age, gender, educational level, work experience and training courses attended in the last five years.

Managers' directing practices: this module assesses managers' directing practices from subordinates' perspectives. It includes the following managerial practices:

Planning practices measure by 5 items, organising measured by 13 items, leadership measured by 13 items, motivation measured by 9 items, communication measured by

7 items, decision- making measured by 6 items, delegation measured by 5 items, empowerment measured by 3 items, fairness measured by 5 items, control measured by 4 items and finally societal culture and values assessed by 7 items.

Subordinates' comments: this module is allocated to allow subordinates write down comments – if any- on their managers' directing practices.

6.8.2   The Interviews guides

One of the objectives of this research is to explore to what extent Omani civil service managers are influenced by their cultural values in the directing practices. Some questions relating to cultural values as well as administrative work require the use of in-depth discussions with respondents, backed up with real life examples, and this cannot be easily achieved by using the quantitative method. Therefore, the researcher decided to use a qualitative method represented in an interview technique as a complementary measure.

There are two types of qualitative interviews: semi-structured and unstructured interviews. According to semi-structured interviews, the researcher uses a clear list of issues or questions to be addressed and to be collected in the interview. However, the researcher/interviewer may be prepared to be flexible in terms of the order of the question or the topics in the interview schedule. In unstructured interviews, the researcher places an importance on respondents' thoughts and answers. The researcher role is a facilitator and instructive as much as possible. In other words, the respondent develops his/her ideas related to the research topic. In this particular research, semi-structured interviews were used because the researcher intended to ask specific questions which lead to specific answers.

The researcher designed three semi-structured questions guides for the purpose of collecting qualitative data from middle managers, directors general and an advisor of the Minister of Civil Service for civil employees' affair. The description of these guides are as follows:

6.8.2.1 Questions' guide for interviewing middle managers

The semi-structured questions' guide for interviewing middle managers consists of five questions covering the facets of cultural values and norms. The questions centre on the following aspects: the level of existing equality among employees, to what extent middle managers are influenced by their customs and cultural values in performing their administrative duties, the relations between middle managers and both their superiors and subordinates, the effect of societal culture on the relations between middle managers and their subordinates, the essentials of managers' success in directing practices and suggestions to enhance the administrative practices of middle managers in Oman's civil sector.

6.8.2.2 Questions' guide for interviewing directors general

The guide for interviewing directors general encompasses 12 questions. The questions cover the aspects of cultural values in particular and administrative work in general. The questions revolve around the following points: the role of their subordinate managers in achieving the objectives of their directorates, human and organisational relations that tie them with their subordinate middle managers, human and organisational relations between middle managers and their subordinates, values and customs practised by middle managers when they deal with others, methods that they use in solving work problems that occur sometimes between middle managers and their subordinates, whether staff in their directorates sometimes overstep the bounds of authority and, if any, what actions they take to stop such practice, their assessment of middle managers' abilities in performing duties, obstacles that the middle managers face in performing duties, skills that middle managers lack, an educational qualification that a middle manager should have in the civil service sector, whether there are career paths for an employee to become a manager and finally performance criteria they use when assessing middle managers' performance.

6.8.2.3 Questions' guide for interviewing the advisor of the Minister of Civil Service for civil employees' affairs.

The guide of questions for interviewing the advisor of the Minister of Civil Service for civil employees' affairs comprises five questions related to the affairs of Omani civil service and middle managers. The questions focus on five aspects: the development of the Omani civil service sector, the extent of the abilities of middle managers to achieve goals and objectives of their organisations, the most significant skills that middle managers should acquire, standards for appointing managers and suggestions for enhancing roles and effectiveness of middle managers. It is worth mentioning here that the responses of the advisor are used to enhance the literature review related to the development of Omani civil service sector discussed in chapter two as well as to enhance the results of empirical study.

6.8.3   Validity and reliability of the instruments

As mentioned previously the researcher has developed his own instruments since he could not locate any existing instrument that contained comprehensive and complete measurements that suit his research. In order to acquire a scientific value, the instruments were compiled with the process of establishing validity and reliability. With respect to validity, the researcher has dispatched copies of questionnaires and semi-structured questions' guides for the interviews to a number of experts who specialise in the social sciences, to be assessed. Assessors are from America (one assessor), Yemen (one assessor), United Arab Emirates (one assessor), Britain (one assessor) and Oman (ten assessors). Each tool was assessed by at least six people. The assessment resulted in some comments and suggestions. For example, one assessor wrote,

"I think your Interview Guides and questionnaires are relevant for your study, and I think you can test your study objectives. Although my positive opinion about your Interview Guides and questionnaires, I have some comments about them as follow:

1-   I think you should translate your Interview Guides and questionnaires in to Arabic, because you well collect data from Omani Directors General and Middle Managers, and some of them don't know English very well.

2-   Section one in Directors General and Middle Managers questionnaires, you well collect a lot of Personal Information, do you think you well use them in your study analysis? If you use, for example T test or F test, to examine the relation or the effect of Personal Information with/on other questions, you well get a lot of results need analysis. So I suggest choosing the most important.

3-   Question no.1 in section 3 in the Middle Managers questionnaire, you ask managers about their roles and responsibilities, I think you may put some alternatives for answers, and if you want the managers to write any other information, put other to let them write, because some responsive prefer to check on the proper answer from his/her view instead of write sentences, like question no.4 in the same section.

Another assessor who reviewed the guide of questions for interviewing middle managers commented,

"Cultural norms do have effect on every person.   Therefore, I think it would be more appropriate if the question is directed towards the degree of its influence on the managers".

A third assessor stated,

"I am a big fan of "lots of white space" on the form, so you may want to cut the borders on some of the pages".

A final example of comments written by a fourth assessor regarding the middle managers' questionnaire is detailed below.

"Section Two.1 (and you might want to look at your use of bold, style, etc of numbering for overall consistency between Sections) does not seem to be an issue of agreement so much as one of fact. e.g. 'Has your organisation developed a value statement?' -or possibly 'Do you know if your organisation ...?

Two.2 using a 5 point scale does mean that respondents often tend to use 3 which may not be helpful. e.g.

Q.9 Might be worth thinking about with regard to all Questions. Bear in mind a 4 point scale does have the advantage of forcing a definite opinion for or against. Some questions are rather unclear e.g.

-Q27. Higher than what?

-Q30. What study specialisations?

Watch out for spelling, e.g. Q11"

Based on the remarks of assessors, the instruments were reviewed and corrected to make them more clear and understandable. To increase validity and improve the quality of the collection tools, the researcher conducted a pilot study (pre-test) with the aim of ensuring the clarity of questions, deciding whether or not questions yield relevant information and measuring the time respondents take to answer the questionnaire. As the pilot should be small in comparison with the main phase of data collection, 50 questionnaires were administered to the targeted group (middle managers) as well as subordinates working in different civil service organisations. All distributed questionnaires were received. The pilot study indicated that the questions were clear and understandable and answered precisely by respondents. The pre-test gave a perception that many managers and subordinates were interested to participate in the study and complete the questionnaires. It is worth mentioning here that middle managers and subordinates participating in the pilot study were excluded from the final sample of the study.

In relation to reliability, the value of Chronbach's alpha for middle managers' questionnaire and subordinates' questionnaire amounted to .92 and .96 respectively. These results indicate that the instruments have a very high reliability.

6.8.4 Translating instruments

The original instruments, whether for the collection of quantitative data or qualitative data, were written in English. Since the majority of employees in Oman's civil service sector do not know English language, the instruments were translated into Arabic. To do the validation of translation, an expert in English translation and interpretation, authorised by the authority in UK was consulted. After the accomplishment of data collection, the data was translated into English language by the researcher.

6.9 Procedures for Data Collection

To ensure a high degree of participation of civil servants in this study as well as getting accurate data, advices was obtained from two sources.

Firstly, the researcher sought ethical knowledge by referring to relevant literature. According to Bryman and Bell (2003), ethical issues arise of a variety of stages in business and management research. They clarified that in quantitative research, it is not difficult to anonymize the questionnaires and findings and therefore respondents are usually not identified. Porter (1998) stated that it is necessary for all researchers to recognise that research subjects are not only statistical variables or response machines. As human beings, they have their own feelings, experiences, hopes and fears, expectations and rights. A research that fails to recognize this is acting unethically. Porter classified the main issues related to research ethics under the following headings:

1. *Informed Consent*: This involves discussions and arrangements between individuals of the target population and the researcher who will interfere in their privacy. Thus their consent must not be only as a part of a strategy that insures their cooperation. Moreover, their consent means only one thing, that they give a permission to the researcher.
2. *Privacy*: This refers to the right of individuals to retain their control on what is known about them by other people.

3. *Confidentiality*: This is different from privacy; it refers to discrete items of information which may be disclosed under certain conditions, while *privacy* indicates a domain of information specified by social and cultural aspects. Information given by individuals is confidential by nature, and should be used in confidence even if there is no legal or protection force. Individuals should be assured that the collected information is confidential.

The ethical theme related to doing empirical research that has been revealed above is centered on more quantitative research. To pay similar attention to ethical issues relevant to qualitative research, let us consider the views of (McCracken, 1988). According to McCracken, in conducting the qualitative studies there are two factors that stand out as important impediments to carry out such study. These are time scarcity and concern for privacy. It is precisely these two reasons that make long interviews as a valuable as a means of inquiry. This research strategy provides an access to individuals without violating their privacy or testing their patience. It allows capture of the data required for penetrating qualitative analysis without participant observation, unobtrusive observation, or prolonged contact. In sum, it allows the researcher to achieve crucial qualitative objectives within a manageable methodological context.

Secondly, the researcher sought an advice related to protocol for follow up from one of assessors who participated in assessing the study tools. She said exactly,

"I encourage you to have a protocol for follow up to try to make sure you maximize responses. Mail surveys always have an intrinsic bias where most of the people who return them quickly have an agenda, either they want to complain or they have something they want to show off. So if you have two or three waves of follow-up, you might get a better representation of the population".

Based on the above advice related to ethical issues and a protocol for follow-up in conducting empirical research, the researcher has taken this advice into consideration within procedures he followed to collect both quantitative and qualitative data as describe below.

6.9.1 The study procedures for the collection of quantitative data

After the completion of preparing tools for the collection of quantitative data represented in middle managers' questionnaire and subordinates' questionnaire, the researcher sought the list of number of employees working for civil service organisations from the Ministry of Civil Service. The following step was to choose the type sample. He decided to utilise the benefits of probability sampling method which represented stratified random sampling technique. (25%) of managers in each organisation are to be drawn randomly in addition to a maximum of five subordinates working under the supervision of middle managers would be involved in the study sample. The researcher then prepared ethical matters pertaining to the research. Two cover- letters were written to be attached to questionnaires. One for the middle managers' questionnaire and another one for subordinates' questionnaire. The letters consist of information about the researcher, his current study, the research under investigation, the purpose of data to be collected, the assurance to keep data confidential, the use of data would be restricted to the scientific research, invitation to fill in the attached questionnaire accurately and honestly and to be returned to the researcher as soon as possible, writing the name of participant is not requested and finally the contacts means of the researcher in case there is any inquires. All questionnaires were attached with a copy of the relevant letter.

To add formality to the fieldwork, the researcher was provided with a letter by the Ministry of Higher Education in Oman. The letter comprises of information about the researcher and his project. It invites informants to provide the researcher with information/data he needs to accomplish his project.

As for administering questionnaires, the researcher arranged appointments with director general of administrative affairs, managers of personnel department or managers of public relation. In our country, individuals occupying these positions are often responsible for providing researchers with assistance regarding administering questionnaires. Once the appointment was arranged, the researcher was careful to attend on time. After introducing himself to the relevant person, the researcher handed a copy of the letter issued by the ministry. The researcher then a relevant person be allocated to act as a coordinator between him and employees who would be involved in the study. This request was always accepted. Once the coordinator was
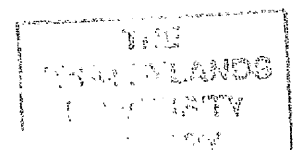
nominated, the process of drawing a random sample (25%) of middle managers began. After that a maximum of five subordinates working under the supervision of managers involved in he sample were chosen. As a protocol for follow up, the researcher remained in contact with nominated coordinators in organisations in which questionnaires were distributed. Moreover, based on reports of coordinators the researcher visited organisations to meet some participants who were unwilling to respond, who delayed their response or who had some queries about some questions in the questionnaire. In fact, these procedures followed by the researcher indicated in the first phase of data collection that the response rate was very good and the process of receiving questionnaire back was running smoothly. However, on the 5th June, 2007 my fieldwork was somewhat interrupted by a cyclone that hit Oman. Therefore, the researcher asked his supervisor to extend the period of gathering data by one month. The final response rate amounted to 70.4% for middle managers and 50.3% for subordinates of the total questionnaires distributed.

6.9.2 The study procedures for the collection of qualitative data

The procedures used to collect qualitative data (interviews) were somewhat similar to that used to collect quantitative data. Three cover letters were prepared introducing the researcher and his current study, explaining the need to obtain information from key informants, assuring the confidentiality of data obtained, determining that data would be used for scientific research only, inviting the key informants to participate and stating the contacts of the researcher. The same letter obtained from the Ministry of Higher Education was used to add formality to the research under investigation. Before starting collecting data, the researcher equipped himself with Type recorder. The targeted number to be interviewed was 25 individuals. The phase of collecting data concurred with the phase of receiving back questionnaires. In the first contact with key informants, the researcher contacted several people that are not tied to him by any relation such as friendship. He provides them with questions attached with cover letters and a copy of the letter issued by the Ministry of Higher Education and asked them to allocate appointments. They agreed and said that they would let me know about the appropriate times. The researcher kept contacting them every now and then. However, they gave excuses and promised to contact shortly. They found an opportunity to excuse when the country hit by the cyclone. Because time was limited, the researcher decided to approach specific key informants and seek their

views for some reasons. Firstly, he believed that they would agree to be involved in the study and provide him with truthful information since they are tied with friendships with the researcher who works as a lecturer at the Institute of Public Administration, a governmental body, which provides training programmes for public employees. Secondly, these individuals are educated. Some of them hold bachelor degrees and others hold higher education degrees as well as long work experience. As expected, they were pleased and expressed their willingness to participate in the study. This manner enabled the researcher to do straightforward interviews that are necessary to enrich the research. As mentioned previously, it was planned to interview 25 people. However, the researcher could manage to interview only 11 people: five middle managers, five directors general and an advisor. The interviewees were asked whether they agree to mention their names when presenting their responses. Some of them did not mind and other preferred not to mention. Therefore, the researcher did not mention interviews' names in the analysis except the advisor since she gave permission and was the only one person occupying the position of advisor involved in the study. The responses are used to enhance the literature review related to Oman's civil service system. Permission was also sought for interviewees to be recorded and all participants gave consent. Therefore, all interviews were transcribed and converted to Word format. The process of transcription of each interview was done on the same day which the interview took place and was fresh. Each respondent was coded by his/her administrative level, gender and a number e.g. director of department: female1, director general: male1. It is worth mentioning that the interviews were done in Arabic and then translated into English by the researcher.

In respect to the analysis method, the data was manually analysed due to the small number of respondents. Each respondent was coded by his/her administrative level, gender and a number e.g. director of department: female1, director general: male1, a consultant: female1

6.10 Data Analysis Strategy

Data collected using Likert scale and items (statements) are often analysed using the multivariate normal outcomes (Strim et al 1988) rather than categorically ordered. The major difference between multivariate normal and ordered categorical outcomes

lies in parameters that govern the distribution of the items used in the questionnaire. The distribution of multivariate normal outcomes is completely specified by the item means and covariates. For ordered categorical items, information regarded the means and covariances is not sufficient.

Likert scaling presumes that a continuous variable does not exist in which the scale values characterise the respondents' attitudes and opinions. Using the scale, it was possible to measure the variables in hand directly. Therefore, the researcher used computing in order to aggregate a number of items in one factor. This was a preparatory step used before tackling multiple regression analysis. Using this method is useful for the construction of multiple-item scales, where each scale represents a dimension in a more subtract construct (Nachmias and Nachmias 1992). For example, many items in different modules were used to describe managerial effectiveness in directing practices such as leadership (participation of subordinates in decision-making), motivation, communication and delegation.

6.10.1 Methods of analysis

The researcher decided to utilise the advantages of SPSS software package (Statistical Package for the Social Sciences) in analysing the qualitative data. He obtained a copy of the software version 14 from the University of Manchester and designed two databases, the first one for data obtained from middle managers. The following methods of analysis were used:

Multiple Regression Analysis: to examine the effects of managers' personal characteristics, managerial roles, organisational and cultural factors on managerial effectiveness in directing practices. It has been advised that in social and economic settings regression analysis is used predominantly to explore the relationship between response variable and explanatory variables that are thought to influence the dependent variable (Nachmias and Nachmias 1992).

ANOVA (Analysis of Variance): to examine the differences among managers' effectiveness in directing practices attributed to personal characteristics.
Frequencies and Percentages: to analyse descriptive results.

In relation to qualitative data, these were manually analysed due to the small number of people who participated in the study.

6.11 Interpretation of the Study Terminology

Organisational Factors: by organisational factors this means the internal factors of organisational climate affecting organisational effectiveness in general and managerial effectiveness in directing practices in particular.

Managerial Effectiveness: by managerial effectiveness in directing practices this means the quality of managerial practices in directing subordinates.

6.12 Limitation of the Study

This study was conducted in the civil service sector in the Sultanate of Oman. The implementation of fieldwork covered the period from March to November 2008. The study population is restricted to ministries, institutions and authorities that apply the law of civil service.

6.13 Conclusion

The main focus of this study is to determine the degree of effectiveness of Omani civil service managers in directing practices. This chapter aimed to set the study methodology that is consistent with the study hypotheses and objectives in a way that leads to achieving the intended main objective. To achieve this, relevant literature has been reviewed, personal experience has been used and circumstances of the study context have been taken into consideration. The investigation of the study methodology has revealed that this study concerns itself within a deductive paradigm. The utilisation of a triangulation technique by combining quantitative and qualitative methods is useful because of its advantages. The employment of probability sampling method represented in stratified random sampling technique is to be applied. Methods of data analysis represented in multiple regression, analysis of variance (ANOVA), means and percentages are to be used.

Beside what have been stated above, this chapter reveals that qualitative data was collected form 246 middle managers (the targeted group) forming 70.5% of the total number of middle managers involved in the survey and 932 subordinates forming 53.41% of those who were invited to participate. While the qualitative data was collected from 11 key informants by the method of interview.

Empirical Part of the Study

Introduction

This part of the study presents the results and analyses of the empirical study. As a reminder, this study aims to investigate the degree of effectiveness of Omani civil service middle managers in directing practices. Specifically, it attempts to examine the effects of managers' personal characteristics, managerial roles, and organisational factors and managers' societal cultural values on middle managers' effectiveness in directing their subordinates. The study is based on assumptions that there are effects of personal, managerial roles, organisational and cultural variables on the effectiveness of middle managers in directing practices. Furthermore, there are differences among middle managers regarding their effectiveness in directing practices attributed to their personal characteristics. To achieve this, two steps were taken. Firstly, a body of literature was surveyed in which the concepts of the civil service, the roles and functions of public managers and the concepts and measurements of managerial effectiveness in directing practices were analytically studied and understood. Accordingly, the study methodology was specified. Secondly, an empirical study that is the theme of this part was conducted. Triangulation technique methods as well as quantitative and qualitative methods were utilized. For the purpose of enriching the study with an accurate judgment, multi-perspectives were adopted. Hence, for a quantitative method, two questionnaires were designed. The first to be administered to middle managers (self-assessment) and the second one to be administered to subordinates who work under the supervision of the middle managers involved in the study sample. For a qualitative method, an interview technique was adopted. Three semi-structured questions' guides were designed for interviewing key informants in the Omani civil service sector, namely, middle managers, directors general who middle managers report to and advisors in the affairs of civil the service. Between March and November 2008, quantitative data was collected from 35 Omani civil service organisations. 246 questionnaires valid for use were received from middle managers forming 70.5% of the total questionnaires administered. Whereas, 932 questionnaires valid for use were received from subordinates forming 53.41% of the total questionnaires distributed. As for the interviews, the views of 11 key informants were sought with the utilization of a tape-record technique: an advisor of the minister of civil service for employees' affairs, five directors general and five middle managers. The interviewees were chosen from seven organisations of the civil service sector.

This part falls into three chapters in addition to the introduction. The first chapter presents the descriptive results and analyses of both middle managers' and subordinates' responses from the questionnaires. The second chapter deals with the inferential results and analyses of middle managers' responses from the questionnaire. Finally, the third chapter concerns with the results and analyses of interviews.

Chapter Seven: Descriptive Results and Analyses

7.1   Introduction

This study aims to determine the degree of effectiveness of Omani civil service managers in directing practices.   To investigate the effectiveness, inferential and descriptive questions were addressed to both managers and subordinates' questionnaires. This chapter presents descriptive results that are divided into two sections.   Section one presents descriptive results of middle managers covering four aspects: the personal characteristics of respondents, organisational factors represented in organisations' strategic plans, mission statements, vision statements and values statement, and managerial functions including planning, communication, and controlling.   Section two concerns with the presentation of descriptive results of subordinates. This section comprises the following facets: the background characteristics of subordinates and managers' directing practices from subordinates' perspectives including planning, organising, leadership, motivation, communication, decision- making, delegation, empowerment, fairness, controlling and societal culture and values. The chapter begins with the presentation of descriptive results of managers then moves to present those of subordinates.

7.2   The Descriptive Results and Analyses of Manager's Responses

7.2.1 Personal characteristics of the respondents

The first objective of this study is to determine the effect of managers' personal characteristics on their effectiveness in directing practices. In order to determine the effect, it is required to designate managers' personal characteristics. Therefore, the first section of manager's questionnaire contained questions about demographic background including age, gender, educational level, total work experience, years of experience in managerial position and training courses attended in last five years. The managers participating in the study were instructed to place a check (√) beside the most appropriate choice to each of the variables and in a few cases to fill-in the blank. For finding the results of respondents' demographic characteristics, frequencies and percentages were used. The results and analyses are shown below.

7.2.1.1 Gender

Table 7.1 below shows the distribution of managers by gender. A large proportion of the middle managers (sample, N=246) are male (211 persons) forming 85.8% of the study sample. This can be attributed to the fact that the general trend of the Omani government during the seventies and eighties of the last century was to appoint males in managerial positions within the public sector. This may also be attributed to the centralization of female servants in the education and health sectors. These sectors are only two among 35 sectors involved in population study. Therefore, the participation of female managers in this study seems less in comparison with male managers.

Table7. 1: Distribution of Managers by Gender

Gender	Frequency	Percentage
Male	211	85.8
Female	35	14.2
Total	**246**	**100.0**

7.2.1.2 Age

In terms of age, the findings in Table 7.2 show that more than half of managers are aged between 35 and 44 years (56.9 percent) followed by the age group 25-34 (24.8%). It is worth noting that less than one fifth of middle managers aged 45 and above (17.1%). These results emphasise the insistence of the Omani government to focus on the development of young generations in its strategic plans. It is also noted from the table that the number of middle managers whose age is less than 25 years amounts to only 3 managers. This cannot be interpreted easily. Nevertheless, these managers may have unusual talents and promoted quickly without looking back to managerial ladder or were appointed on the basis of special treatment since there are hundreds of employees who hold higher qualifications with long work experience and are still working as heads of sections or clerks.

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Table 7.2: Distribution of Managers by Age

Age Group	Frequency	Percentage
Below 25	3	1.2
25-34	61	24.8
35-44	140	56.9
45 and above	42	17.1
Total	**246**	**100.0**

7.2.1.3 Educational attainment level

Table 7.3 below states that about half of middle managers (48.4%) finished their bachelor degrees and 18.7% pursued their education to higher levels (Master's and PhD degrees). It is worth noting that more than 20 percent of the managers hold high school certificates and below. This indication poses a critical question: how these managers with low educational levels have become managers?

Table 7.3: Distribution of Managers by Educational Level

Educational Level	Frequency	Percentage
Below high school	13	5.3
High school	38	15.4
Diploma after high school	30	12.2
Bachelor	119	48.4
Higher education	46	18.7
Total	**246**	**100.0**

7.2.1.4 Total work experience

One of the most important background variables in the study is middle managers' length of services that may affect positively their effectiveness in the administrative work. Table 7.4 reveals that 65.4% of managers have been working for more than 15 years followed by 15.9% for 10-14 years. While it is found that 4.5 % of managers have less than 5 years experience.

Table 7.4: Distribution of Managers by Total Work Experience

Group of Total Work Experience	Number	Percentage
Less than 5 years	11	4.5
5-9 years	35	14.2
10-14 years	39	15.9
15 years and above	161	65.4
Total	**246**	**100.0**

7.2.1.5 Years of experience in managerial position

Table 7.5 below depicts that 46.7% of middle managers have been working in managerial position for less than 5 years while about one quarter have been working for 5-9 years. Managers who have 10-14 years of experience in managerial post form 11.0% of total managers.

Table 7.5: Distribution of Managers by Work Experience in Managerial Position

Group of Work Experience in Managerial Position	Frequency	Percentage
Less than 5 years	115	46.7
5-9 years	56	22.8
10-14 years	27	11.0
15 years and above	48	19.5
Total	**246**	**100.0**

7.2.1.6 Training courses attended in the last five years

It is portrayed in Table 7.6 below that almost half of middle managers (49.6%) have completed more than three training courses. This indicates that civil service organisations are interested in developing skills of managers to handle their responsibilities effectively. It is clear that only 7.3% of managers have not been involved in any training courses.

Table 7.6: Distribution of Managers by Number of Training Courses Attended

Number of Training Courses Attended	Frequency	Percentage
None	18	7.3
One course	30	12.2
Two courses	33	13.4
Three courses	43	17.5
More than three courses	122	49.6
Total	**246**	**100.0**

7.2.2 The adoption of strategic plan, mission and vision by an organisation

Organisational factors represented in strategic plan, mission, vision and values play a great role in achieving the intended objectives and effect middle managers on fulfilling their duties. The questionnaire included a question, number 1 in section two: organizational factors (see appendix1), for the purpose of investigating to what extent Omani civil service adopt strategic plans, missions, visions and values. The respondents were instructed to state whether their organizations have developed the above mentioned factors by placing a check (√) beside the word Yes or No according to their agreement with each question. If the answer is yes, they were asked to state whether the organisational factor is clear and understandable to a large extent, to some extent or not clear and understandable at all. They were also directed, in case the answer is yes, to determine whether the vision statement is consistent with the strategic plan, whether the mission statement interprets the vision obviously and whether the values statement is consistent with the mission. Frequencies and percentages techniques were used to obtain results that discussed hereunder.

7.2.2.1 The development of strategic plan

Table 7.7 below shows that more than three-quarters of managers report that their organisations have established a strategic plan. However, 21.1% of managers stated that their employers have not developed strategic plans.

Table 7.7: Being a Strategic Plan Established by an Organisation

Response	Number	Percentage
Yes	193	78.5
No	52	21.1
No Response	1	.40
Total	**246**	**100.0**

7.2.2.2 The clarity of strategic plan

It is revealed in Table 7.8 that 91 managers (47.2 %) reported that the strategic plans of their organisations are clear and understandable to a large extent while about one half (49%) reported that the strategic plans are clear and understandable to some extent and only 3.6% of them said the plans are unclear and not understandable at all.

Table 7.8: Being a Strategic Plan Clear and Understandable

Degree of Agreement	Number	Percentage
To a large extent	91	47.2
To some extent	95	49.2
Not at all	7	3.6
Total	**193**	**100.0**

7.2.2.3 The development of vision statement

Managers were asked in the survey whether their institutions have developed a vision statement. Table 7.9 below states that more than two thirds (67.5%) of managers mentioned that a vision statement has been developed and about one third (31.7%) said that it has not been developed.

Table 7.9: Being a Vision Statement Developed by an Organisation

Response	Number	Percentage
Yes	166	67.5
No	78	31.7
No Response	2	.8
Total	**246**	**100.0**

7.2.2.4 The clarity of vision statement

As shown in Table 7.10 that more than half of respondents (53.6%) said that the vision statement is clear and understandable to a large extent, while 44% said that the statement is clear and understandable to some extent. Only 2.4% of managers reported that the vision statements of their organisations are unclear or not understandable at all.

Table 7.10: Being a Vision Statement Clear and Understandable

Degree of Agreement	Number	Percentage
Clear and understandable to a large extent	89	53.6
Clear and understandable to some extent	73	44.0
Unclear and not understandable at all	4	2.4
Total	**166**	**100.0**

7.2.2.5 The consistency between vision statement and strategic plan

With respect to the consistency between vision statement and strategic plan, Table 7.11 reveals that 70 managers, forming 43.5%, stated that there is a consistency between the vision statement and strategic plan of their organisations to a large extent, against 51.2 % stated there is consistency to some extent, while only 3.6 % said there is no consistency at all.

Table 7.11: Being A Vision Consistent with A Strategic Plan

Degree of Agreement	Number	Percentage
To a large extent	70	42.2
To some extent	85	51.2
Not at all	6	3.6
No Response	5	3.0
Total	**166**	**100.0**

7.2.2.6 The development of mission statement

Managers were asked question about their organisations' mission statement. As depicted in Table 7.12 more than two third of managers (68.3%) reported that their organisations developed a mission statement.

Table 7.12: The Establishment of A Mission Statement By An Organisation

Response	Number	Percentage
Yes	168	68.3
No	72	29.3
No Response	6	2.4
Total	**246**	**100.0**

7.2.2.7 The clarity of mission statement

Table 7.13 below demonstrates that 106 of respondents, forming 63.1 % mentioned that the mission statement is clear and understandable to a large extent, against 36.3% who said the statement is clear and understandable to some extent.

Table 7.13: Being a Mission Statement Clear and Understandable

Degree of Agreement	Number	Percentage
Clear to large extent	106	63.1
Clear to some extent	61	36.3
Not clear and understandable at all	1	.6
Total	**168**	**100.0**

7.2.2.8 Being a vision statement interpreted by a mission statement

The respondents were asked to state the degree of vision statements being obviously interpreted by a mission statement. As is seen in Table 7.14 below, the percentage of managers who said the vision is to a large extent interpreted obviously by the mission statement amounted to 51.2%, against 44% who said it is to some extent interpreted obviously.

Table 7.14: Being A Vision Interpreted Obviously by A Mission

Degree of Agreement	Number	Percentage
To a large extent	86	51.2
To some extent	74	44.0
Not at all	5	3.0
No Response	3	1.8
Total	**168**	**100.0**

7.2.2.9 The development of values statement

It is noticed from Table 7.15 that more than 50% of respondents emphasised that their organisations have developed a value statement, whereas 90 individuals forming 36.6% stated that their establishments have not developed a value statement.

Table 7.15: Being a Value Statement Developed by an Organisation

Response	Number	Percentage
Yes	149	60.6
No	90	36.6
No Response	7	2.8
Total	246	**100.0**

7.2.2.10 The consistency between value statement and mission statement

In relation to the consistency between the value statement and mission statement, Table 7.16 illustrates that 80 managers, forming more than half (53.7%) of respondents stated that values and missions statements of their organisations are consistent to a large extent, against 45% who said that they are consistent with each other to some extent.

Table 7.16: Being a Vision Consistent with a Strategic Plan

Degree of Agreement	Number	Percentage
To a large extent	80	53.7
To some extent	67	45.0
Not at all	2	1.3
Total	**149**	**100.0**

7.2.3 Managerial functions

Since the practices of managers in directing subordinates are affected by other managerial functions, it is seen to investigate the degree of mastery of middle managers in the sample study over skills and knowledge in some functions namely; planning, communication, performance appraisal, and control.

7.2.3.1 Planning

Planning is considered one of the essential functions of managers. It influences managers' directing practices. Therefore, it has been seen necessary to investigate the capabilities of managers in the study sample in planning activities. The questionnaire of managers contained a question about planning. This consisted of nine statements covering the following aspects: setting goals, the prioritization of goals, the familiarity with the use of data collection tools, setting action plans, assigning roles in each plan among employees, the familiarity with the evaluation of plans and the familiarity with the analysis methods of environmental factors (see appendix 1). The respondents were asked to state their agreement to each statement using a five-point scale of Likert. SPSS software version 15.0 was utilized to get means and standard deviations of each statement. Table 7.17 below presents the means and standard deviations of planning activities. About 41 percent of managers strongly agree with the item "my department prioritizes goals and objectives" followed by "my department sets action plans" (35.8 percent strongly agree), "I am familiar with the use of data collection tools" (27.5 percent strongly agree), "I am familiar with the evaluation plan progress" (42.9 percent strongly agree), "My department assigns roles and responsibilities for each plan" (39 percent strongly agree), "My department sets strategic goals" (28.3 percent strongly agree), "My department sets short term goals" (23.3 percent strongly agree), "I am familiar with analysis methods of environmental factors" (17.2 percent strongly agree) and finally "My department sets medium term goals" (16.5 percent strongly agree)". According to these results, it can be said that the capabilities of middle managers in the sample study are moderate in overall. A result that attracts attention here is that the mean of setting a strategic plan higher than of the means of setting short and medium term goals. These results show a contrary in middle managers being more familiar with setting strategic goals which occur under the responsibility of top management while they are less familiar with setting short and medium term goals that are their responsibility. Since they are responsible for developing the strategic plan, if it is not good enough then that is their own fault.

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Table 7.17: Means and Standard Deviations of Planning Activities

Statement	Number	Strongly agree	Agree	Agree to a moderate degree	Disagree	Strongly disagree	Mean	Standard Deviation
My department sets short term goals	240	23.3	35.4	25.0	9.2	7.1	3.59	1.150
My department sets medium term goals	243	16.5	39.1	27.2	12.3	4.9	3.50	1.062
My department sets strategic goals	240	28.3	32.5	17.1	14.6	7.5	3.60	1.247
My department prioritises goals and objectives	232	40.9	37.1	13.8	4.3	3.9	4.07	1.034
I am familiar with the use of data collection tools	244	27.9	43.4	24.2	3.3	1.2	3.93	0.872
My department sets action plans	246	35.8	41.1	17.1	3.7	2.4	4.04	0.947
My department assigns roles and responsibilities for each plan	246	28.0	39.0	22.0	7.7	2.8	3.82	1.018
I am familiar with the evaluation plan progress	245	278	42.9	21.6	4.1	3.7	3.87	0.987
I am familiar with analysis methods of environmental factors	244	17.2	39.8	30.7	8.2	4.1	3.58	1.001

7.2.3.2 Communication

Communication is one of the crucial elements in directing practices. Therefore, managers' questionnaire contained a question aimed to examine the most means of communication used by the managers. These means are oral reports, written reports and messages, telephone, meetings, circulars and e-mail. Respondents were instructed to indicate to what extent they use each mean in work places by using a five-point scale of Likert ranging from 5 (To a very large extent) to 1 (Not used at all). SPSS software version 15.0 was utilized to get means and standard deviations of each item. Table 7.18 below shows that 49.2 percent of managers prefer written reports and messages" against the lowest item "emails" (20.3 percent). This means that managers rely heavily on written communication rather than on electronic communication. This may be attributed to the fact that managers are not computer literate on one hand, and/or the organisation lacks Internet within their departments. The table also shows that managers are interested in using telephone in communication (47.2 percent). This

can be interpreted that managers may see telephone as an easy mean to use in communicating with subordinates and other staff in their organisations.

Table 7.18: Means and Standard Deviations of Communication

Statement	Number	To a very large extent	To a large extent	To a moderate extent	To a slight extent	Not used at all	Mean	Standard Deviation
Oral reports	244	27.0	33.2	21.7	14.3	3.7	3.66	1.131
Written reports and messages	244	49.2	30.3	13.1	6.1	1.2	4.20	0.971
Telephone	246	47.2	30.5	15.4	6.9		4.18	0.935
Meetings	246	22.4	33.7	32.9	8.5	2.0	3.61	1.272
Circulars	243	18.1	23.5	26.3	20.6	11.5	3.16	1.267
Emails	246	20.3	15.4	22.0	18.3	23.6	2.86	1.639

7.2.3.3 Performance appraisal

The process of control employees' performance depends on several procedures that managers should undertake before they begin controlling their subordinates' performance. Managers' questionnaire contained a question consisting of four statements related to employees being giving clear procedures for performing their work, the existence of clear procedures of correcting errors in employees' performance, being employees' performance documented and the existence of clear approaches for assessing employees' performance (see appendix 1). Respondents were asked to state their agreement to each statement using a five-point scale of Likert. Table 7.19 below shows the results of means and standard deviations of each statement.

As it is seen from the table that 32.9 percent of managers strongly disagree to the item "There are clear approaches of assessing employees' performance followed by the item "my employees have clear procedures for performing their tasks followed by the item" (30.9 percent strongly disagree). Although there are specific approaches for assessing employees' performance, managers reported that their employees performance is less documented (29.7 percent agree). This may be imputed to some factors such as oral appraisal.

Table 7.19: Means and Standard Deviations of Employees' Performance Appraisal

Statement	Number	Strongly agree	Agree	Agree to a moderate degree	Disagree	Strongly disagree	Mean	Standard Deviation
My employees have clear procedures for performing their tasks	246	.1	1.2	15.4	52.4	30.9	4.13	.705
There are clear procedures of correcting errors	246	.8	5.3	28.0	41.1	24.8	3.84	.889
My employees' performance is documented	243	9.1	20.6	24.6	25.5	20.6	3.28	1.255
There are clear approaches of assessing employees' performance	228	3.5	6.1	19.7	37.7	32.9	3.90	1.041

7.2.3.4 Control

Control is among the main functions of managers. It aims to ensure that the actual results are achieved according to the plan that has been determined previously. It also aims to correct work devastations, if any, in all phases of carrying out tasks. Managers should use various methods to monitor their employees' performance. The Managers' questionnaire encompasses a question on control related to methods of monitoring the performance of subordinates. These methods are meetings, field visits, written reports, verbal reports, files, records book and telephone calls. Respondents were instructed to indicate to what extent they use each of these methods to monitor the performance of their employees by using a five-point scale of Likert ranging from 5 (Always) to 1 (Not used at all). SPSS software was utilized to get means and standard deviations of each item. Table 7.20 shows the results. It is noticed that the highest percentage is for the item "meetings" (32.9 percent for always) followed by field visits (30.3 percent) and written reports (26.7 percent). It can be stated that middle managers do not give much importance to telephone calls (20.8 percent), files (19.5) and records book (16.8 percent).

Table 7.20: Means and Standard Deviations of Methods of Controlling Employees' Performance

Statement	Frequency	Always	Often	Sometimes	Seldom	Not at all	Mean	S.D
Meetings	243	32.9	41.6	21.0	3.7	0.8	4.02	0.874
Field visits	244	30.3	37.7	24.6	4.5	2.9	2.88	0989
Written reports	240	26.7	34.6	19.2	13.3	6.3	3.62	1.190
Verbal reports	241	25.3	32.8	25.7	9.5	6.6	3.61	1.157
Files	236	19.5	32.6	19.9	16.5	11.4	3.32	1.278
Records book	238	16.8	31.1	24.4	18.5	9.2	3.28	1.211
Telephone calls	240	20.8	34.6	23.8	10.0	10.4	3.40	1.463

7.3   The Descriptive Results and Analyses of Subordinates' Responses

To enhance the results of this study, views of some subordinates working under the supervision of managers participating in the study were sought. A questionnaire was utilised for the data collection. It consisted of three sections. Section one contained questions related to personal information of respondents. Section two included eleven questions covering managers' directing practices. Whereas, section three asked for suggestions of respondents regarding the directing practices of their managers. The SPSS software version 15.0 was utilised to get results. The results and analyses are presented hereunder.

7.3.1 Personal characteristics of the respondents

Respondents were asked to state their personal variables namely; gender, age, educational level, work experience and number of training courses attended in the last five years. They were instructed to place a check (√) beside the most appropriate choice to each of the variables and in a few cases to fill-in the blanks. The results and analyses of personal variables of the respondents are shown below.

7.3.1.1 Gender

Table 7.21 below shows that male subordinates account for a quarter of the sample (75.7%). This can be attributed to several points. Firstly, as in other countries in the

Middle East, the participation of women in the labour market is limited. The reasons as the researcher sees, refers to the fact that when the new ears started in Oman in 1970, men were given priority to occupy positions in the public sector. Moreover, due to some cultural values and custom, some families feel female members should not work to avoid the mixture with strange men at workplaces. However, the rapid growth that Oman has been facing in different affairs of life, such as economic and social affairs, compels the government to accept both men and women. Additionally, some families have changed their minds regarding the traditional custom that does not encourage women to work. They have become more flexible in relation to the joining of female members in the labour market. Secondly, due to cultural values and custom the general trend of many Omani families is to encourage their female members to work for the education sector in which girls' schools are separate from boys' schools and, therefore, the commixture between men and women in the workplace is seldom. Since the educational sector is only one sector among thirty five sectors involved in the population study, therefore, their percentage in the study sample is naturally less than of that of men.

Table 7.21: Distribution of Subordinates by Gender

Age	Number	Percentage
Male	705	75.7
Female	226	24.3
Total	**931**	**100.0**

7.3.1.2 Age

Table 7.22 indicates that more than half of the employees (57.1%) are aged between 25-34 years old, followed by the age group 35-44 (31.4%). This means that the majority of employees belong to relatively young generation. This result reflects the adaptation of early retirement that the government applied in the nineties to replace those employees who had completed ten years service or more with a younger generation.

Table 7.22: Distribution of Subordinates by Age

Age	Number	Percentage
Below 25	47	5.0
25-34	532	57.1
35-44	296	31.8
45 and above	57	6.1
Total	**932**	**100.0**

7.3.1.3 Educational level

Table 7.23 below indicates that more than forty five percent of employees hold bachelor degrees and above against 37.6% of employees who hold high school and below certificates. It can be concluded that more than one third of employees with high school and below certificates, mean that this section of employees needs skills and knowledge development.

Table 7.23: Distribution of Subordinates by Educational Level

Education Qualification	Number	Percentage
Below high school	67	7.2
High school	283	30.4
Diploma after high school	151	16.2
Bachelor	361	38.7
Master and above	66	7.1
Total	**932**	**100.0**

7.3.1.4 Work experience

The Table 7.24 below shows that about one third of employees have more than 15 years experience against 21.5% of them who have less than 5 years.

Table 7.24: Distribution of Subordinates by Total Work Experience

Total Work Experience	Number	Percentage
Less than 5 years	200	21.5
5-9 years	214	23.0
10-14 years	209	22.4
15 years and above	309	33.2
Total	**932**	**100.0**

7.3.1.5 Training courses attended in the last five years

It is clear from Table 7.25 that 45.2% of employees have attended three or more training courses against about one fifth 18.7% who have received no training courses and 21.7 percent who attended just one course. This means that organisations do not encourage employees to develop their skills and knowledge.

Table 7.25: Distribution of Subordinates by Number of Training Courses Attended

No. of Training Courses Attended	No. of Respondents	Percentage
None	174	18.7
One course	202	21.7
Two courses	134	14.4
Three courses	333	35.7
More than three courses	89	9.5
Total	**932**	**100.0**

7.3.2 Managers' directing practices: subordinates' perspectives

This section describes managerial functions from the subordinates' point of view. Section two of subordinates' questionnaire consisted of eleven questions focusing on managers' directing practices (see appendix 2). The practices covered the following fields: planning, organising, leadership, motivation, communication, decision making, empowerment, fairness, control and cultural values. Each field comprised statements that aimed to assess their managers' directing practices. Respondents were asked to state their agreement to each statement in all questions by using a Likert's five point scale ranging from 5, strongly agree to 1, strongly disagree. SPSS software version 15.0 was utilized to get means and standard deviations of each field. The respondents' results are shown below.

7.3.2.1 Planning

Table 7.26 below shows that 30.7 percent of employees agree that their mangers priorities goals followed by 28.8 percent of managers who were strongly agree with that statement. Only 4.5 percent of managers were more likely to strongly disagree with that statement.

It is clear from the results that subordinates have positive views to a moderate extent about their managers' planning abilities.

Table 7.26: Means and Standard Deviations of Managers'

Abilities in the Planning Function

Statement	Number	Strongly agree	Agree	Agree to a moderate degree	Disagree	Strongly disagree	Mean	S. D
My manager sets clear and precise plans for the department	927	28.8	30.7	27.2	8.7	4.5	3.71	1.11
My manager prioritises goals according to available resources	929	32.6	33.5	22.0	8.5	3.4	3.83	1.08
My manager involves me in planning process of the department	930	26.9	29.1	22.7	12.0	9.2	3.52	1.26
My manager regularly reviews the plan of department and examines its progress towards achieving the goals	927	29.2	29.1	25.2	10.6	5.8	3.65	1.17
My manager utilises my skills to advance the plans of the department	931	31.0	32.3	22.0	9.3	5.3	3.75	1.15

7.3.2.2 Organising

Respondents were asked to give their opinion about the organising activities in their departments. It is obvious from Table 7.27 that 47.9 percent of employees strongly agree to the statement "I do my assigned tasks along with a variety of tasks year round"followed by the items "I work on clear and accurate tasks" (43.3 strongly agree) and 39.1 percent of employees who strongly agree with "I do a variety of tasks year around". Subordinates showed that they perform the tasks assigned to them by their managers without focusing on specific tasks. However, only 18.6 percent of employees who strongly agree that they work on planned tasks. The table blow shows that only 14.5 percent of meployees strongly agree that managers interfere in their work.

Table 7.27: Means and Standard Deviations of the Organising Activities

Statement	Number	Strongly agree	Agree	Agree to a moderate degree	Disagree	Strongly disagree	Mean	S. D
I work on clear and accurate tasks	930	43.3	29.2	17.7	5.1	4.6	4.02	1.11
I do my assigned tasks along with a variety of tasks year round	927	47.9	32.9	12.9	4.9	1.4	4.21	.94
I do a variety of tasks year round	929	39.1	31.8	17.3	8.9	2.9	3.95	1.09
My qualification suits my current position	922	31.8	28.9	20.7	9.3	9.3	3.64	1.27
I work on planned tasks	924	18.6	37.0	29.5	10.1	4.8	3.55	1.05
My manager organises formal orientation for a new employee	925	21.2	29.1	23.6	16.9	9.3	3.36	1.25
My manager has explained to me the mission and goals of our organisation	925	22.3	29.6	25.7	13.4	9.0	3.43	1.22
My manager gives me instructions about how the work is to be done	927	27.4	29.7	26.1	11.1	5.7	3.62	1.16
My manager explains to me and other subordinates the policies and procedures of the organisation in general and the department in particular	927	28.5	29.8	25.0	10.5	6.3	3.64	1.18
My position suits my gained experience	927	27.8	34.0	20.6	10.7	6.9	3.65	1.19
The amount of work I am asked to do suit abilities	926	29.4	32.3	21.5	11.7	5.2	3.69	1.16
My manager interferes in all details related to my work	928	14.5	24.2	32.3	22.3	6.6	3.18	1.13
All policies and procedures related to my work are written	929	12.7	20.6	31.6	23.1	11.9	2.99	1.19

7.3.2.3 Leadership

In relation to managers' practices in leadership, Table 7.28 indicates that subordinates see that their managers flexible with them when expecting good performance are able to solve problems related to work (43.3 strongly agree) followed by the statement "my manager is concerned with solving work problems (41.5 percent strongly agree) and "Our manager is equally concerned with us as workers as well as our productivity" (39.8). This means that managers balance between human relations with their employees and

the productivity of the employees. Subordinates stated also that their managers do not stick to their opinions (6.9 percent strongly agree) and enjoy giving orders (15.8). This means that managers consult their subordinates about matters related to work.

**Table 7.28: Means and Standard Deviation of Managers'
Practices in Leadership**

Statement	Number	Strongly agree	Agree	Agree to a moderate degree	Disagree	Strongly disagree	Mean	S.D
Teamwork is encouraged and practiced in this department	932	35.5	29.1	20.2	9.7	5.6	3.79	1.19
Competition among employees in this department is based on their skills and knowledge	930	21.1	34.1	23.3	13.5	8.0	3.47	1.19
My manager is flexible with me when expecting good performance	927	43.3	31.7	18.4	4.1	2.5	4.09	1.00
My manager motivates me to create and use new methods in performing my tasks	925	28.9	38.2	23.4	7.2	2.3	3.68	1.19
My manager demands me to completely comply with the organisation procedures	914	30.5	30.5	21.7	11.1	6.2	3.84	1.00
My manager accepts his subordinates' views even though they are against his/her views as long as their views are correct	927	27.4	35.4	26.0	8.0	3.2	3.76	1.04
My manager is concerned with solving work problems	928	41.5	32.1	19.0	5.7	1.7	4.06	.99
My manager is concerned with resolving conflicts that occur sometimes among his/her subordinates	928	34.7	33.4	21.8	7.1	3.0	3.90	1.05
My manager gives space to subordinates to suggest appropriate solutions	925	35.6	34.5	22.6	5.0	2.4	3.96	1.00
My manager sticks to his/her opinion even he/she feels wrong	925	6.9	11.2	20.6	36.0	25.2	2.39	1.18
Our manager is equally concerned with us as workers as well as our productivity	931	39.8	32.0	19.2	5.7	3.2	4.00	1.05
My manager enjoys giving orders to others	932	15.8	24.9	28.8	22.2	8.4	3.17	1.19
My manager informs me about my weaknesses and bad performance	932	18.5	25.1	28.9	18.1	9.4	3.79	1.19

7.3.2.4 Motivation

Descriptive statistics as shown in Table 7.29 below indicate that subordinates enjoy their work and feel that it is very important (43.6 percent strongly agree), followed by the item "my manager makes me feel valued (35.8 strongly agree). These results

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mean that managers motivate their subordinates to some extent to with their work within the department context. However, subordinates reported that they do not receive sufficient training to improve their performance (36.7 percent agree) and managers do significantly suggest rewards for good performance (37.7 percent disagree). All other items located in the table show that the means lie in the positive direction to a moderate extent.

Table 7.29: Means and Standard Deviation of Motivational Practices

Statement	Number	Strongly agree	Agree	Agree to a moderate degree	Disagree	Strongly disagree	Mean	S.D
My manager suggests rewards for my good performance	929	19.6	21.2	21.5	20.9	16.8	3.06	1.37
My manager tries to make me loyal to the department	925	27.2	33.7	24.2	10.8	4.0	3.69	1.10
My manager creates an environment that enables me to fulfill work effectively	929	26.3	32.0	26.4	9.7	5.7	3.63	1.14
My workplace is a comfortable place to work	929	28.3	30.7	23.1	10.4	7.4	3.62	1.21
My manager makes me feel valued	918	35.3	33.3	20.0	7.0	4.4	3.88	1.10
I feel satisfied with my financial grade and other benefits that I receive from my organisation	930	16.3	21.2	24.0	18.6	19.1	2.95	1.36
I feel that my work is very important	931	43.6	30.8	17.3	4.8	3.4	4.06	1.05
I receive the training I need to improve my performance	926	15.3	21.4	27.5	18.8	17.0	2.99	1.30
I have adequate opportunities for professional growth in this department	931	22.9	25.6	28.1	12.6	10.8	3.37	1.26

7.3.2.5 Communication

Subordinates are neutral in their responses to the item "communication usually takes the form of commands and instructions" (32.1 percent strongly agree). This means that managers communicate with their subordinates not only to convey commands and instructions but also to seek opinions of their employees. Otherwise, all communication practices are positive form the subordinates' perspective as shown in the table 7.30 below.

Statement	Number	Strongly agree	Agree	Agree to a moderate degree	Disagree	Strongly disagree	Mean	S.D
Formal communication is encouraged in this department	926	23.0	38.8	26.3	8.7	3.1	3.70	1.02
Information is shared openly in this department	931	27.1	39.1	21.1	8.8	4.0	3.76	1.07
My manager transfers ideas and information from top management to appropriate people in the department	924	28.8	36.4	23.7	7.5	3.7	3.79	1.06
Communication usually takes the form of commands and instructions	929	13.8	29.9	33.7	17.1	5.5	3.29	1.08
My manager uses various methods such as meetings, telephone calls and written messages when he/she communicates with his/her staff	931	32.1	36.2	21.2	6.6	4.0	3.86	1.07
Our manager keeps us informed of the department/organisation news and changes on time.	930	26.1	31.5	23.7	11.3	7.4	3.58	1.20
Our manager gives instructions to us and makes sure his/her message is clear by encouraging us to ask questions and repeats the instructions	931	23.1	36.1	26.0	10.5	4.3	3.63	1.08

7.3.2.6 Decision-Making

According to indications that are revealed in Table 7.31, managers hesitate to put their decisions in effect (7.7 percent strongly agree). The results also indicate that managers interfere in decision making related to routine tasks that are handled by their staff (11 percent strongly agree). Moreover, managers take into account to some extent the psychological effects of decisions that they make on their employees (16.6 percent strongly agree). Additionally, the results reveal that managers, are to some extent, follow up the consequences of decisions that they make (28 percent strongly agree).

Table 7.31: Means and Standard Deviations of Decision-Making Practices

Statement	Number	Strongly agree	Agree	Agree to a moderate	Disagree	Strongly disagree	Mean	S.D
My manager involves his/her subordinates in making decisions which effect them	931	20.3	31.7	24.9	15.3	7.8	3.41	1.19
My manager takes into account the psychological effects of decisions that he/she makes on his/her staff	929	16.6	32.1	28.1	15.3	8.0	3.34	1.16
My manager compiles information before making any decision	924	27.2	34.0	24.0	10.0	4.9	3.69	1.12
My manager hesitates to put his/her decisions in effect	922	7.7	15.8	28.4	34.5	13.6	2.70	1.12
My manager interferes in decision making related to routine tasks that are handled by his/her subordinates	929	11.0	23.8	35.3	20.7	9.3	3.07	1.12
My manager always follows up the consequences of decisions that he/she makes	932	28.0	39.3	24.5	5.6	2.7	3.84	.98

7.3.2.7 Delegation

With respect to delegation practices, it is obvious from the indications of Table 7.32 that the item "my manager shows complete confidence to my ability to carry out delegated tasks properly" occupies the first rank among other items (33.2 percent strongly agree). The item "my manager follows up the delegated tasks" comes in the second rank with (27 percent strongly agree). However, the results show that managers do not encourage employees or give them authority to perform more important tasks (26.5 percent strongly agree).

Table 7.32: Means and Standard Deviations
of Managers' Delegation Practices

Statement	Number	Strongly agree	Agree	Agree to a moderat	Disagree	Strongly disagree	Mean	S.D
My manager delegates me the authority to perform routine tasks	929	26.5	37.2	21.6	10.3	4.3	3.71	1.10
My manager delegates me the authority to perform more important tasks	928	14.7	24.8	23.4	17.1	20.0	2.97	1.35
My manager follows up the delegated tasks	807	27.0	45.4	19.5	4.3	3.8	3.87	.98
My manager shows complete confidence to my ability to carry out delegated tasks properly	808	33.2	38.7	19.7	5.8	2.6	3.94	1.00
My manager gives me instructions with description of delegated tasks	809	27.2	38.3	24.4	6.6	3.6	3.79	1.03

7.3.2.8 Empowerment

As for the practices of managers in empowering their employees, Table 7.33 below indicates that subordinates feel satisfied to some extent with their managers. About 32 percent of employees strongly agree that their managers use empowerment practices flowed by 27 percent of them strongly agree with the statement "my manager encourages me to monitor my own performance", and 23.9 percent for the statement "I have the authority to get my job done to the best of my abilities.

Table 7.33: Means and Standard Deviations of Managers' Empowerment Practices

Statement	Number	Strongly agree	Agree	Agree to a moderat	Disagree	Strongly disagree	Mean	S.D
I have a great deal of latitude in performing my work tasks	929	23.9	34.2	26.6	11.2	4.0	3.67	1.71
My manager encourages me to monitor my own performance	929	27.0	37.7	22.3	9.9	3.1	3.76	1.05
I have the authority to get my job done to the best of my abilities	930	31.8	31.1	20.9	12.0	4.2	3.74	1.15

7.3.2.9 Fairness

As it seems from Table 7.34, subordinates believed that their managers deal with them fairly (35.6 percent strongly agree), however, they reported that they do not receive the recognition that they deserve when they do a good job (19.4 percent strongly agree).

Table 7.34: Means and Standard Deviations of Fairness Practices

Statement	Number	Strongly agree	Agree	Agree to a moderat	Disagree	Strongly disagree	Mean	S.D
My manager treats all his/her subordinates fairly	929	35.6	28.3	22.0	8.2	5.9	3.80	1.18
Favoritism is not an issue in incentives or promotions in this department	923	25.9	27.7	22.4	14.0	10.0	3.46	1.28
My manager is always consistent when administering policies concerning subordinates.	927	27.1	33.0	26.2	8.7	5.0	3.69	1.11
My manager is fair in appraising his/her subordinates' performance	922	30.0	32.0	23.8	8.7	5.5	3.72	1.14
When I do a good job, I receive the praise and recognition I deserve	930	19.4	21.6	22.9	20.6	15.5	3.09	1.35

7.3.2.10 Controlling

According to the results shown in Table 7.35, subordinates have to a moderate extent a positive view on their managers' controlling practices. The means of controlling practices have come as following: "my manager uses criteria that suit my abilities when he/she assesses my performance" (21.6 percent strongly agree), "my manager sets criteria of his/her employees' performance" (20.1 percent strongly agree), "the criteria of employees' performance set by my manager are precise and clear" (18.7 percent strongly agree) and "my manager uses various methods of control to monitor my performance" (16.2 percent strongly agree).

Table 7.35: Means and Standard Deviations of Control Practice

Statement	Number	Strongly agree	Agree	Agree to a moderat	Disagree	Strongly disagree	Mean	S.D
My manager sets criteria of his/her employees' performance	930	20.1	32.4	29.6	14.2	3.8	3.51	1.08
The criteria of employees' performance set by my manager are precise and clear	929	18.7	32.0	29.3	15.0	5.0	3.45	1.11
My manager uses criteria that suit my abilities when he/she assesses my performance	925	21.6	33.8	27.5	12.5	4.5	3.55	1.19
My manger uses various methods of control to monitor my performance	928	16.2	31.9	31.0	15.3	5.6	3.38	1.19

7.3.2.11 Cultural Values

Table 7.36 below presents the percentages of managers' cultural values from subordinates' perspective. The table shows that more than two thirds (69.3%) of the subordinates strongly agree and agree (38.8%, 30.5% respectively) that their mangers are loyal to their organisations rather than their families and tribes versus 5.7% who said they do not strongly agree. The indications also state that more than two thirds (75.3%) of subordinates reported that they strongly agree and agree that their managers encourage them to perform assigned tasks solely without depending on their

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peers. About one fifth of subordinates (48.7%) reported that their managers satisfy the loyalty of subordinates. 61.6% of subordinates believed that their managers balance between employees' productivity and human relations. Less than fifty percent (45.2%) of subordinates strongly agree and agree that their managers allow them to freely express their personal affairs at workplaces. About one third (30.6%) of subordinates mentioned that favouritism exists in reality in their departments. More than fifty percent of subordinates (50.9%) believe that their managers deal with them on the basis of social norms and cultural values.

Table 7.36: Means and Standard Deviations of Managers' Cultural Values

Statement	Number	Strongly agree	Agree	Agree to a moderate	Disagree	Strongly disagree	Mean	S.D
Our manager's loyalty is first and foremost to the organisation not to his/her family and/or tribe	925	38.8	30.5	16.5	8.4	5.7	3.88	1.18
My manager encourages me to rely on my efforts not on my friends, family or tribe's efforts	929	41.3	34.0	15.1	5.9	3.4	4.05	1.06
My manager tries to make me loyal to him/her because it is one of the reasons for his/her success	925	19.1	29.6	23.2	19.1	8.9	3.31	1.23
My manager is equally concerned with human relation as well as productivity when dealing with his/her subordinates	923	27.0	34.6	27.1	7.9	3.5	3.74	1.05
Although favouritism is forbidden by regulations, it, however, exists in reality in this department	926	12.0	18.6	25.7	27.2	16.5	2.82	1.25
In our department, staff freely talk about their private affairs	929	16.7	28.5	30.1	16.4	8.3	3.29	1.17
My manager avoids the concentrating on his/her social and cultural values at workplace	923	9.1	15.0	25.0	30.8	20.0	2.62	1.22

7.4   Conclusion

This study aims to determine the degree of effectiveness of Omani civil service managers in directing practices. This chapter has presented descriptive results of managers and subordinates' responses based questionnaires. In section one, the chapter presented data collected from middle managers covering personal background, organisational factors that affect managerial effectiveness and managerial functions. Section two presented the data collected from subordinates covering the facets of personal information and managers' directing practices.

The results showed that more than half of the managers (56.9%) were aged 35-44 years. The largest proportion of managers (48.4%) obtained bachelor degrees followed by (18.7%) who had higher education then (15.4%) with high school certificate and finally (12.2%) held diplomas after high school. The number of females participating in this study amounted to 35 females forming 14% of the sample. This indication reflects the participation of Omani females in Oman's labour market. Additionally, the findings revealed that middle managers are concerned with the prioritization of objectives and goals of their departments (mean = 4.07). This result is supported by the results of subordinates who mentioned that their managers prioritize goals of their departments (mean = 3.83), which is the highest mean among means of other items related to planning activities. As for setting plans of departments, the results showed that managers give priority to set action plans (mean=4.04), followed by strategic plans (mean = 3.60), then short term plans (mean = 3.59) and finally medium term plans (mean = 3.50). Moreover, it was found that middle managers rely on non-electronic communications such written reports and messages, and circulars (means=4.20, 3.16 respectively) rather than on electronic communication (mean=2.86).

Furthermore, the findings stated that managers rely more on meetings and filed visits when they control the performance of their subordinates (means=4.02 and 3.88 respectively) against other methods such as written reports (mean = 3.62), telephone calls (mean = 3.40), and files (mean = 3.32). Beside this, the indications of subordinates assert that managers to some extent inform their subordinates about weaknesses and bad performance (mean = 3.25). The descriptive results also demonstrate that the majority of organisations have developed strategic plans

(78.5%). However, about half of managers (47%) have reported that the strategic plans of their organisations are unclear and not understandable. About half of managers reported that there is no consistency between the statements of vision and the strategic plans of their organisations. From subordinates' perceptive, the results showed that social norms and cultural values to a large extent influence managers' directing practices.

Chapter Eight: Inferential Results

8.1   Introduction

This study states that there are effects of personal, organisational, managerial roles and cultural variables on the effectiveness of middle managers in directing practices (leadership, motivation and communication). It also stipulates that there are differences among managers regarding effectiveness in directing practices attributed to personal characteristics.   To test these assumptions empirically, inferential questions that are relevant to independent and dependent variables mentioned above were addressed in managers' questionnaires.   To utilize the collected data, research hypotheses demand employing two statistical analysis techniques.   Multiple regression analysis to examine the relationship between the explanatory and the outcome variables and the analysis of variance (ANOVA) for the purpose of exploring the differences among managers attributed to their personal characteristics. This chapter presents inferential results and analyses, covering the impact of managerial personal characteristics, managerial roles, organisational and cultural factors and differences among managers attributed to their personal characteristics.   It begins with the presentation of results of multiple regression analysis and then moves to present the results of analysis of variance (ANOVA).

8.2   Results of Multiple Regression Analysis

8.2.1 An overview of multiple regression analysis

Multiple regression analysis is employed to examine the relationship between the explanatory and the outcome variables.   Using multiple regression analysis, R square tells us about the relationship between dependent variable (outcome) and independent variables.   This relationship is denoted by the level of significance of the overall F statistic (examining the overall relationship) of the relationship/model.   If the value for F-statistic is less than 0.05, therefore, the relationship between the dependent variables and independent variables is significant.   In other words, it is only five percent out of 100 (or less) that there is relationship between the dependent variable and independent variables.   Therefore, significance of relationship is examined by "F"

ratio test[1]. The final part of regression output is its coefficients represented in B values. (Belsley et al. 1980; Raykov and Marcoulide 2008).

8.2.2 Assumptions of regression

Analysis of regression requires meeting a number of assumptions or conditions, which are essential for linear relationship between the independent and dependent variables on one side, and for co-linearity on the other side. This section presents the regression assumptions such as accuracy of data, missing values, normality and multi-co linearity.

8.2.2.1 Accuracy of data

Before performing regression analysis, data was cleaned using frequency tables and cross-tabulation. It has ensured that all values were entered for each variable in the questionnaires. Since the survey questionnaire used Likert scale that takes values 1 to 5, the researcher looked through the data to ensure the accuracy of these values.

8.2.2.2 Missing values

Missing values were not included in the analysis despite their small numbers. The default option of SPSS package is to exclude cases of missing values for any variable that is included in multiple regression analysis.

8.2.2.3 Normality

One of the major assumptions of regression analysis is to check whether the data is normally distributed or not. To overcome this assumption, the researcher used histograms, which depict whether the shape of the data looked normal. Histograms were drawn for each dependent variable as shown below.

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[1] F-ratio is formed by the ratio of the mean square of the regression to the residual mean square. The bigger it is the more significant is the regression.

**Figure 8.1: Histogram of Human Relations
Variable**
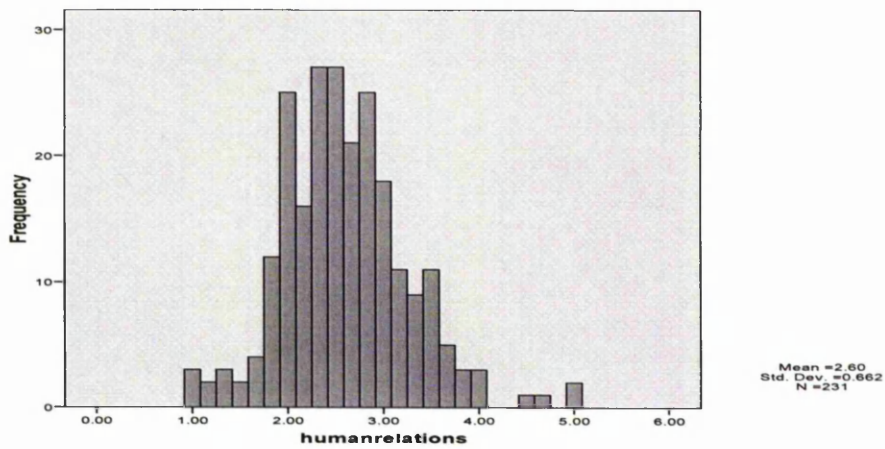
**Figure 8.2: Histogram of the Encouragement
of Creativity Variable**
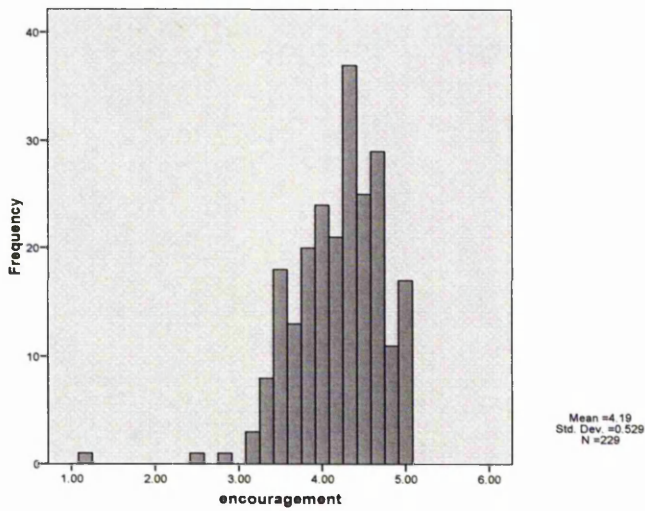
Figure 8.3: Histogram of Delegation Variable
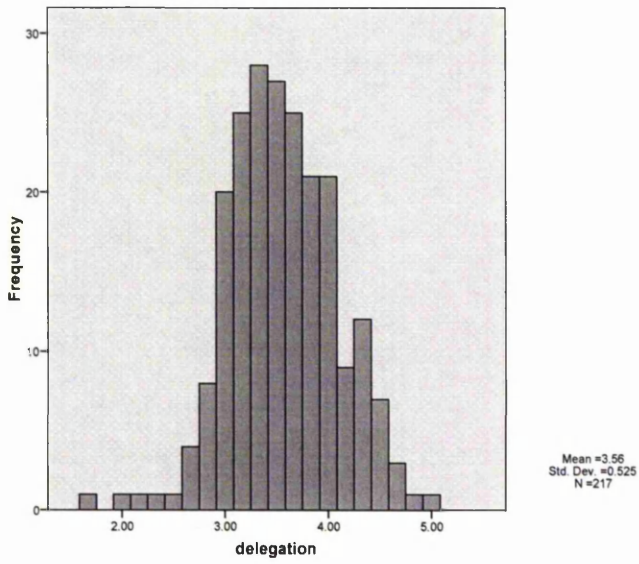
Figure 8.4: Histogram of Decision-Making Variable
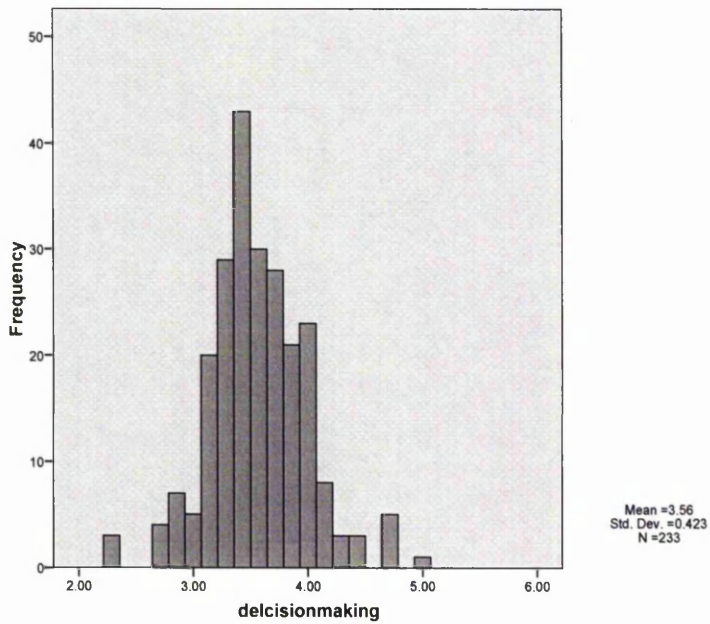
Figure 8.5: Histogram of Motivation Variable
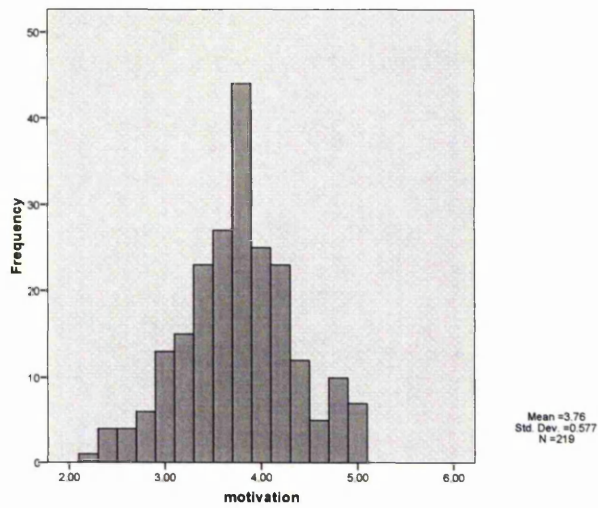
Figure 8.6: Histogram of Communication Variable
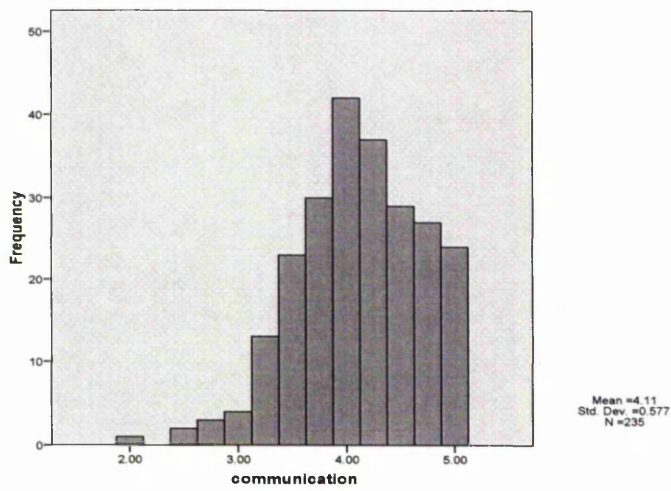
8.2.2.4 Multi-collinearity

When correlation among independent variables is high (r=0.90) this can cause multicollinearity. Table 8.1 of correlation among independent variables (personal characteristics) indicates that there is no high correlation or multicollinearity. Therefore, it can be said that this assumption of regression has been achieved.

Table 8.1: Correlation Coefficient of Personal Characteristics

Independent Variables	Age	Gender	Educational level	Total work Experience	Experience in managerial position	No. of training courses Attended
Age		-0.042	-0.103	0.691	0.484	0.088
Gender			0.158	-0.063	-0.011	-0.065
Education				-0.164	-0.084	0.000
Total work Experience					0.429	0.101
Experience in managerial position						0.023

8.2.2.5 The calculation of means of organisational factors

Since the Likert's scales, which were used to indicate the degree of agreement of respondents to each statement of organisational factors, are considered ordinal, the means of organisational factors were obtained as shown in Table 8.2 below.

In order to create specific variables from the long list of items (22) of organisational factors, COMPUTE command of SPSS was used. The purpose of that was for the sake of data analysis and the transformation of these items into independent variables. Many researchers used the COMPUTE command in the calculation of means. Kenworthy (2005) in his study on the developing managerial effectiveness calculated the means to find the impact of managers' experimental learning on their effectiveness.

Table 8.2: Means of Organisational Factors

Item	Mean
Clarity and prioritisation of organisational goals	3.850
Adequacy of authority given	3.080
Efficiency of communication system	3.823
Professional growth and motivation	3.607
Managers' views are taken into consideration	3.635
Suitableness of work conditions	4.31

8.2.2.6 Multi-collinearity among organisational factors

Table 8.3 of correlation coefficients shows that there is no very high association among organisational factors. All coefficients are less 0.90. Therefore, there is no multicollinearity.

Table 8.3: Correlation Coefficients of Organisational Factors

Organisational Factors	Org 1[2]	Org 2[3]	Org 3[4]	Org 4[5]	Org 5[6]	Org 6[7]
Org 1		0.610	0.505	0.612	0.610	0.257
Org 2			0.575	0.676	0.622	0.308
Org 3				0.561	0.532	0.254
Org 4					0.673	0.396
Org 5						0.303

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[2] Clarity and prioritisation of organisational goals
[3] Adequacy of authority given
[4] Efficiency of communication system
[5] Professional growth and motivation
[6] Managers' views are taken into consideration
[7] Suitableness of work conditions

8.2.2.7 The calculation of means of cultural factors (independent variables)

Since the Likert's scales, that were used to indicate the degree of agreement of respondents to each statement of cultural factors, are considered ordinal, the means of cultural factors were obtained as shown in Table 8.4 below.

In order to create specific variables from the long list of items (14) of cultural factors, COMPUTE command of SPSS was used. The purpose of that was for the sake of data analysis and the transformation of these items into independent variables.

Table 8.4: Means of Cultural Factors

Item	Mean
The priority of carrying work efficiency	4.43
The importance of being subordinate loyal to their managers	3.70
Assisting employees facing problems with personal matters	3.437
Dealing with different social classes	2.050
Following societal values at the workplace	3.218
The participation in social events	3.6974

Multi-collinearity among cultural factors

Table 8.5 of correlation coefficients shows that there is no very high association among cultural factors. All of coefficients are less 0.90. Therefore, there is no multicollinearity.

Table 8.5: Correlation Coefficients of Cultural Factors

Cultural Factors	Cult 1[8]	Cult 2[9]	Cult 3[10]	Cult 4[11]	Cult 5[12]	Cult 6[13]
Cult 1		0.610	0.505	0.612	0.610	0.257
Cult 2			0.575	0.676	0.622	0.308
Cult 3				0.561	0.532	0.254
Cult 4					0.673	0.396
Cult 5						0.303

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[8] The priority of carrying work efficiently
[9] The importance of being subordinates loyal to their managers
[10] Assisting employees facing problems with personal matters
[11] Dealing with different social classes
[12] Following societal values at the workplace
[13] The participation in social event

8.2.3 Effect of personal characteristics on the managerial effectiveness in directing practices

Hypothesis one of the study states that *there is a significant effect of managers' personal characteristics on their effectiveness in the directing practices.* To test this hypothesis, the questionnaire of middle managers included questions about personal characteristics. These will be used as independent variables when measuring the managerial effectiveness according to the hypothesis mentioned above. The results of personal characteristic variables are presented previously in chapter seven. The questionnaire also included questions regarding managers' practices in directing their subordinates. The managerial directing practice variables will be used as dependent variables when testing the hypothesis mentioned above. The question about managerial practices in directing subordinates includes 34 statements (see appendix 1). These statements cover the following aspects:

1. Leadership: human relations (statements 1, 2, 4, 7, 15 and 21).
2. Leadership: the encouragement of creativity (statements 3 and 13).
3. Leadership: decision-making (statements 5, 8, 11, 14, 24, 27, 28 and 34).
4. Leadership: delegation (statements 29, 30, 31, 32 and 33).
5. Leadership: the encouragement of cooperative work (statement 6, 12 and 26).
6. Leadership: time management (statement 25).
7. Motivation (statements 9, 10, 16, 19 and 20).
8. Communication (statements 17, 18, 22 and 23).

The respondent were asked to state their agreement to each statement on a Likert's five point scale ranging from 5, strongly agree to 1, and strongly disagree. Multiple regression linear technique was utilized to run tests and the results are shown below.

8.2.3.1 Effects of personal characteristics on human relations

As shown in Table 8.6 below that although R square is small (0.75), the significance level of F-statistic (3.032) in Table 8.7 indicates that there is a significant relationship between managerial human relations and managers' background characteristics managers (P=0.007<0.05).

Table 8.6: Model Summary of Relationship between Personal Characteristics and Human Relations

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.274(a)	.075	.050	.64554

(a) Predictors: (Constant), number of training courses attended in last five years, educational qualification, work experience in managerial position, gender, total work experience, age

Table 8.7: ANOVA of Human Relations

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	7.556	6	1.259	3.022	.007(a)
	Residual	93.346	224	.417		
	Total	100.902	230			

(a) Predictors: (Constant), number of training courses attended in last five years, educational qualification, work experience in managerial position, gender, total work experience, age

b. Dependent Variable: human relations

It is clear from the coefficient Table 8.8 that only managers' educational qualification has a significant relationship with managerial human relations (P=0.000<0.05). The higher educational level, the more social relations with subordinates.

Table 8.8: Coefficients (B Values) of Personal Characteristics

Model		Non-standardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta	B	Std. Error
1	(Constant)	2.949	.303		9.730	.000
	Age	.166	.093	.172	1.788	.075
	Gender	.001	.127	.001	.009	.993
	Educational qualification	-.151	.039	-.254	-3.847	.000
	Total work experience	-.090	.069	-.123	-1.309	.192
	Work experience in managerial position	-.034	.043	-.059	-.789	.431
	Number of training courses attended in last five years	.030	.033	.059	.890	.374

a. Dependent Variable: human relations

8.2.3.2 Effects of personal characteristics on the encouragement of employees' creativity

Regression model summary in Table 8.9 shows a very weak relationship between the encouragement of creativity and managerial personal characteristics (R=0.012,

F=1.447, P=0.198>0.05). This indicates that none of the independent variables has an effect on managers' encouragement of creativity.

Table 8.9: Model Summary of Relationship between Personal Characteristics and the Encouragement of Creativity

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.194(a)	.038	.012	.52615

a Predictors: (Constant), number of training courses attended in last five years, work experience in managerial position, Gender, educational qualification, total work experience, age

Table 8.10: ANOVA of the Encouragement of Creativity

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	2.403	6	.401	1.447	.198(a)
	Residual	61.456	222	.277		
	Total	63.860	228			

a. Predictors: (Constant), number of training courses attended in last five years, work experience in managerial position,

Gender, educational qualification, total work experience, age

b. Dependent Variable: encouragement of creativity

Table 8.11: Coefficients (B Values) of Personal Characteristics

Model		Non-standardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta	B	Std. Error
1	(Constant)	4.129	.250		16.539	.000
	Age	-.009	.076	-.012	-.118	.906
	Gender	-.141	.100	-.095	-1.411	.160
	Educational qualification	-.010	.032	-.021	-.311	.756
	Total work experience	.093	.056	.157	1.647	.101
	Work experience in managerial position	-.045	.035	-.100	-1.284	.200
	Number of training courses attended in last five years	.021	.028	.052	.759	.448

a Dependent Variable: encouragement

8.2.3.3 Effects of personal characteristics on delegation

Regression ANOVE Table 8.13 shows that there is no significant relationship between overall managers' background characteristics and managerial delegation practices (F = 1.387, P = .221). Despite the absence of the overall relationship, it is

found that educational qualification still has an impact on delegation practices (P=0.041<0.05). The low level of education, the more tasks delegated to subordinates.

Table 8.12: Model Summary of Relationship between Personal Characteristics and Delegation

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.195(a)	.038	.011	.52266

a Predictors: (Constant), number of training courses attended in last five years, educational qualification, work experience in managerial position, Gender, total work experience, age

Table 8.13: ANOVA of Delegation

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	2.274	6	.379	1.387	.221(a)
	Residual	57.367	210	.273		
	Total	59.641	216			

a Predictors: (Constant), number of training courses attended in last five years, educational qualification, work experience in managerial position, Gender, total work experience, age

b. Dependent Variable: delegation

Table 8.14: Coefficients (B values) of Personal Characteristics

Model		Non-standardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta	B	Std. Error
1	(Constant)	3.777	.263		14.367	.000
	Age	-.095	.081	-.121	-1.171	.243
	Gender	.000	.107	.000	.003	.998
	Educational qualification	-.067	.032	-.145	-2.055	.041
	Total work experience	.101	.059	.171	1.701	.090
	Work experience in managerial position	-.015	.036	-.032	-.411	.682
	Number of training courses attended in last five years	-.007	.027	-.017	-.239	.811

a. Dependent Variable: delegation

8.2.2.4 Effects of personal characteristics on decision-making

It appears form Table 8.16 that there in overall there is no relationship between managerial personal characteristics and their leadership practices represented in engaging subordinates in decision-making within the department (F = 1.288, P = .264).

Table 8.15: Model Summary of Relationship between Personal Characteristics and Decision-Making

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.182(a)	.033	.007	.42104

a Predictors: (Constant), number of training courses attended in last five years, educational qualification, work experience in managerial position, Gender, total work experience, age.

However, it was found that work experience in managerial position has a significant relationship with decision-making practices (P=0.017<0.05). In other words, managers who have long tenure in managerial positions, give more opportunities to subordinates to participate in decision-making related to the department.

Table 8.16: ANOVA of Decision-Making

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1.370	6	.228	1.288	.264(a)
	Residual	40.064	226	.177		
	Total	41.434	232			

a. Predictors: (Constant), number of training courses attended in last five years, educational qualification, work experience in managerial position, Gender, total work experience, age

b. Dependent Variable: decision-making

Table 8.17: Coefficients (B Values) of Personal Characteristics

Model		Non-standardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta	B	Std. Error
1	(Constant)	3.713	.199		18.677	.000
	Age	-.019	.060	-.031	-.319	.750
	Gender	-.009	.081	-.008	-.118	.906
	Educational qualification	-.022	.026	-.059	-.863	.389
	Total Work experience	.039	.044	.081	.866	.388
	Work experience in managerial position	-.066	.027	-.183	-2.400	.017
	Number of training courses attended in last five years	-.001	.021	-.002	-.029	.977

a. Dependent Variable: decision-making

8.2.3.5 Effects of personal characteristics on time management

Analysis of regression outputs in the Table 8.19 below indicates that there is no an overall relationship between mangers' personal characteristics and leadership time management (F=0.487, P=0.818). It is clear from the coefficient Table 8.20 that none

of the independent variables in the model has an impact on the outcome variable time management.

Table 8.18: Model Summary of Relationship between Personal Characteristics and Time Management

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.111(a)	.012	-.013	1.168

a. Predictors: (Constant), number of training courses attended in last five years, educational qualification, work experience in managerial position, gender, total work experience, age

Table 8.19: ANOVA of Time Management

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	3.986	6	.664	.487	.818(a)
	Residual	317.910	233	1.364		
	Total	321.896	239			

a Predictors: (Constant), number of training courses attended in last five years, educational qualification, work experience in managerial position, gender, total work experience, age

b. Dependent Variable: when I hold meetings, I do not interrupt my subordinates

Table 8.20: Coefficients of Personal Characteristics

Model		Non-standardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta	B	Std. Error
1	(Constant)	3.725	.539		6.906	.000
	Age	.125	.165	.073	.756	.451
	Gender	.036	.220	.011	.166	.869
	educational qualification	-.053	.070	-.051	-.767	.444
	Total work experience	-.062	.122	-.048	-.507	.613
	Work experience in managerial position	-.107	.075	-.107	-1.420	.157
	Number of training courses attended in last five years	.005	.059	.005	.078	.938

a. Dependent Variable: when I hold meetings, I do not interrupt my subordinates

8.2.3.6 Effects of personal characteristics on the encouragement of co-operative work

ANOVA Table 8.22 below indicates a strong relationship between the outcome variable "encouragement of cooperative work" and the personal characteristics of managers. Looking at the coefficients Table 8.23, it can be seen that only "gender" factor has an impact on the encouragement of cooperative work. This means that

females are more likely to encourage team work and cooperation at the workplace among employees.

Table 8.21: Model Summary of Relationship between Personal Characteristics and the Encouragement of Cooperative Work

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.249(a)	.062	.038	.63166

a Predictors: (Constant), number of training courses attended in last five years, educational qualification, work experience in managerial position, gender, total work experience, age

Table 8.22: ANOVA (b) of the Encouragement of Cooperative Work

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	6.133	6	1.022	2.562	.020(a)
	Residual	92.565	232	.399		
	Total	98.699	238			

a. Predictors: (Constant), number of training courses attended in last five years, educational qualification, work experience in managerial position, gender, total work experience, age
b. Dependent Variable: encouragement cooperative

Table 8.23: Coefficients (a) of Personal Characteristics

Model		Non-standardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta	B	Std. Error
1	(Constant)	4.887	.295		16.585	.000
	Age	-.074	.090	-.077	-.820	.413
	Gender	-.351	.119	-.191	-2.949	.004
	educational qualification	-.025	.038	-.043	-.655	.513
	Total work experience	.119	.066	.166	1.803	.073
	Work experience in managerial position	-.048	.041	-.088	-1.178	.240
	Number of training courses attended in last five years	-.003	.032	-.005	-.079	.937

a. Dependent Variable: encouragement cooperative

8.2.3.7 Effect of personal characteristics on motivational practices

Motivation is considered one of the main directing practices and has an impact on managerial effectiveness. It is clear from the summary of ANOVA Table 8.25 that there is a significant relationship between managers' motivational practices as an outcome variable and their personal background characteristics (P=0.038<0.05).

Table 8.24: Model Summary of Relationship between Personal Characteristics and Motivation

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.246(a)	.061	.034	.56727

a. Predictors: (Constant), number of training courses attended in last five years, educational qualification, work experience in managerial position, gender, total work experience, age

Table 8.25: ANOVA of Motivation

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	4.393	6	.732	2.275	.038(a)
	Residual	68.220	212	.322		
	Total	72.613	218			

a. Predictors: (Constant), number of training courses attended in last five years, educational qualification, work experience in managerial position, gender, total work experience, age
b. Dependent Variable: motivation

Table 8.26 of coefficients below indicates that gender is the only factor that has an impact on managerial motivation since there is a significant relationship between the two variables (P = .029 < 0.05). This means that whatever the gender of a manager is, both sexes use incentives and other means of motivation with subordinates.

Table 8.26: Coefficients (B values) of Personal Characteristics

Model		Non-standardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta	B	Std. Error
1	(Constant)	3.966	.279		14.212	.000
	Age	-.045	.084	-.053	-.529	.597
	Gender	-.263	.120	-.150	-2.193	.029
	educational qualification	.010	.035	.019	.274	.784
	Total work experience	.069	.062	.109	1.126	.262
	Work experience in managerial position	-.075	.039	-.152	-1.947	.053
	Number of training courses attended in last five years	.037	.029	.087	1.249	.213

a. Dependent Variable: motivation

8.2.3.8 Effect of personal characteristics on communicational practices

F-statistic (2.664) along with P=0.016<0.05 as shown in Table 8.28 indicates that there is an overall relationship between managerial communicational practices and managers' background attributes.

Table 8.27: Model Summary of Relationship between Personal Characteristics and Communication

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.256(a)	.066	.041	.56500

a. Predictors: (Constant), number of training courses attended in last five years, educational qualification, work experience in managerial position, gender, total work experience, age

Table 8.28: ANOVA of Communication

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	5.103	6	.850	2.664	.016(a)
	Residual	72.784	228	.319		
	Total	77.887	234			

a. Predictors: (Constant), number of training courses attended in last five years, educational qualification, work experience in managerial position, gender, total work experience, age
b. Dependent Variable: communication

Coefficients Table 8.29 show that both total work experience ($P=0.03<0.05$) and work experience in managerial position ($P=0.002<0.05$) have a significant relationship with managers'' communicational practices. It can be said that the more years of experience, particularly in the managerial positions, the more improvement managers' communicational practices with their subordinates.

Table 8.29: Coefficients (B values) of Personal Characteristics

Model		Non-standardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta	B	Std. Error
1	(Constant)	4.229	.269		15.745	.000
	Age	-.055	.082	-.065	-.664	.507
	Gender	-.098	.110	-.058	-.895	.372
	educational qualification	-.021	.034	-.040	-.609	.543
	Total work experience	.126	.060	.195	2.086	.038
	Work experience in managerial position	-.117	.037	-.236	-3.167	.002
	number of training courses attended in last five years	.012	.029	.028	.416	.678

a. Dependent Variable: communication

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Looking at the results of personal factors and their effect on managerial effectiveness in directing practices, it is found that the hypothesis is partially achieved due the fact that not all explanatory variables were found to influence directing practices.

8.2.4 Effect of organisational factors on the managerial effectiveness in directing practices

Hypothesis three of the study states, *"There is a significant effect of organisational factors on managers' effectiveness in the directing practices."* To test this hypothesis, the questionnaire included two questions about organisational factors that may effect positively or negatively managers' effectiveness in directing practices. Question one is related to the strategic plans, missions, visions and values of organizations. The results of this question will be analyzed descriptively later on. Whereas, question two is related to testing the hypothesis two mentioned above. This question consisted of 22 statements (see appendix 1). Statements covered the facets of the following:

1. The clarity and prioritization of organissational goals (statements 1, 2, 5 and 9).

2. The adequacy of authorities given: (statements 6 and 8).

3. The Efficiency of Communication System (statements 4 and 10).

4. The Professional Growth and Motivation (statements 7, 13, 14, 16, 17, 18, 19, 20, 21 and 22).

5. Managers' Views are taken into consideration (statements 11 and 12).

6. The Suitableness of Work Conditions (statement 15).

The middle managers in the study sample were asked to state their agreement to each statement on a Likert's five point scale ranging from 5, strongly agree to 1, strongly disagree. For the purpose of examining the effect of organizational factors (independent variables) on middle managers' effectiveness in directing practices (dependent variables), multiple regression linear technique was utilized to test the hypothesis. Results are shown below.

8.2.4.1 Effects of organisational factors on human relations

ANOVA summary in Table 8.31 shows that there is a significant relationship between organisational factors and managerial human relations practices (F-statistic=2.348, P=0.033).

Table 8.30: Model Summary of Relationship between Organisational Factors and Human Relations

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.270(a)	.073	.042	.64975

a. Predictors: (Constant), org5, org6, org2, org4, org1, org3

Table 8.31: ANOVA of Human Relations

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	5.947	6	.991	2.348	.033(a)
	Residual	75.570	179	.422		
	Total	81.517	185			

a. Predictors: (Constant), org5, organising, org2, org4, org1, org3
b. Dependent Variable: human relations

Looking at the coefficients Table 8.32, we find that an organisational factor represented in "the clarity and prioritisation of organisational goals" is the only factor that significantly influences managerial human relations (P=0.045). In other words, a organisation that has clear goals and prioritises its goals characterised by strong social relations between managers and their subordinates.

Table 8.32: Coefficients (B values) of Organisational Factors

Model		Non-standardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta	B	Std. Error
1	(Constant)	1.625	.370		4.391	.000
	Org1	.208	.103	.200	2.020	.045
	Org2	.043	.069	.066	.615	.539
	Org3	-.018	.074	-.022	-.248	.804
	Org4	-.030	.102	-.035	-.296	.768
	Org5	.056	.080	.076	.706	.481
	Org6	.011	.065	.014	.169	.866

a. Dependent Variable: human relations

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8.2.4.2 Effects of organisational factors on the encouragement of creativity

The results in Table 8.34 below show that there is a significant relationship between the encouragement of creativity as a leadership practice and organisational factors pertaining managers (P=0.000<0.05).

Table 8.33: Model Summary of Relationship between Organisational Factors and the Encouragement of Creativity

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.427(a)	.183	.154	.50179

a. Predictors: (Constant), org5, org6, org2, org4, org1, org3

Table 8.34: ANOVA of Human Relations

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	9.790	6	1.632	6.480	.000(a)
	Residual	43.812	174	.252		
	Total	53.603	180			

a. Predictors: (Constant), org5, org6, org2, org4, org1, org3
b. Dependent Variable: encouragement

Coefficients values in Table 8.35 indicate that organisational factor "The suitability of work conditions" of organisations has an impact on the encouragement of creativity (0.000<0.05). It can be concluded that good work conditions of organisations make managers use their leadership skills in developing their subordinates' creativity.

Table 8.35: Coefficients (B Values) of Organisational Factors

Model		Non-Standardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta	B	Std. Error
1	(Constant)	2.685	.279		9.634	.000
	org1	.096	.079	.116	1.215	.226
	org2	.014	.055	.026	.258	.797
	org3	.039	.057	.060	.674	.501
	org4	-.041	.079	-.059	-.520	.604
	org5	.083	.062	.141	1.331	.185
	org6	.182	.050	.278	3.664	.000

a. Dependent Variable: encouragement

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8.2.4.3 Effects of organisational factors on delegation

It is apparent from all relevant tables below that there is no significant relationship between organisational factors and managerial practices of delegating tasks to subordinates.

Table 8.36: Model Summary of Relationship between Organisational Factors and Delegation

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.229(a)	.053	.018	.52430

a. Predictors: (Constant), org5, org6, org2, org4, org1, org3

Table 8.37: ANOVA of Delegation

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	2.517	6	.419	1.526	.173(a)
	Residual	45.357	165	.275		
	Total	47.873	171			

a. Predictors: (Constant), org5, org6, org2, org4, org1, org3
b. Dependent Variable: delegation

Table 8.38: Coefficients (B Values) of Organisational Factors

Model		Non-Standardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta	B	Std. Error
1	(Constant)	2.719	.299		9.108	.000
	org1	.166	.086	.208	1.936	.055
	org2	-.003	.058	-.006	-.058	.954
	org3	.042	.061	.067	.689	.492
	org4	-.046	.087	-.066	-.526	.600
	org5	.006	.067	.009	.082	.934
	org6	.035	.054	.054	.651	.516

a. Dependent Variable: delegation

8.2.4.4 Effects of organisational factors on decision-making

The summary Table 8.40 of ANOVA indicates a significant relationship between organizational factors and managerial decision-making practices (F-statistic=4.259, P=0.000<0.05). However, none of these organisational factors has an impact on the outcome variable. It can be concluded that organisational factors may hinder managers to let their subordinates participate in decision making within their departments.

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Table 8.39: Model Summary of Relationship between Organisational Factors and Decision-Making

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.355(a)	.126	.097	.40185

a. Predictors: (Constant), org5, org6, org2, org1, org4, org3

Table 8.40: ANOVA of Decision-Making

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	4.126	6	.688	4.259	.000(a)
	Residual	28.583	177	.161		
	Total	32.709	183			

a. Predictors: (Constant), org5, organising, org2, org1, org4, org3
b. Dependent Variable: decision-making

Table 8.41: Coefficients (B Values) of Organisational Factors

Model		Non-standardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta	B	Std. Error
1	(Constant)	2.819	.225		12.522	.000
	org1	.016	.064	.024	.243	.809
	org2	.052	.044	.123	1.188	.236
	org3	-.046	.046	-.091	-1.004	.317
	org4	.105	.063	.190	1.669	.097
	org5	.027	.049	.059	.545	.587
	org6	.054	.040	.106	1.374	.171

a. Dependent Variable: decision-making

8.2.4.5 Effects of organisational factors on time management

ANOVA Table 8.43 below shows that there is no a significant relationship between the organisational factors and time management (P=0.719). Furthermore, none of the organisational factors has an impact on the outcome variable (time management). This means that organisational factors do help managers manage their time.

Table 8.42: Model Summary Relationship between Organisational Factors and Time Management

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.141(a)	.020	-.013	1.156

a. Predictors: (Constant), org5, org6, org2, org4, org1, org3

Table 8.43: ANOVA of Time Management

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	4.917	6	.819	.614	.719(a)
	Residual	241.743	181	1.336		
	Total	246.660	187			

a. Predictors: (Constant), org5, org6, org2, org4, org1, org3
b. Dependent Variable: when I hold meetings I do not interrupt my subordinates

Table 8.44: Coefficients of Organisational Factors

Model		Non-standardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta	B	Std. Error
1	(Constant)	2.589	.636		4.069	.000
	Org1	.107	.182	.061	.587	.558
	Org2	.015	.123	.013	.119	.905
	Org3	-.070	.130	-.051	-.537	.592
	Org4	.015	.180	.010	.081	.935
	Org5	.000	.140	.000	.002	.998
	Org6	.164	.113	.118	1.452	.148

a. Dependent Variable: when I hold meetings I do not interrupt my subordinates

8.2.4.6 Effects of organisational factors on the encouragement of co-operative work

Overall, there is a significant relationship between the organisational factors and the encouragement of cooperative work (P=0.000). Looking at the coefficients in Table 8.47 below, we find that two organisational factors "taking managers' views into consideration by organisations" (P=0.041) and "the suitableness of work conditions (P=0.000) have impact on the encouraging team work and cooperation in the departments.

Table 8.45: Model Summary of Relationship between Organisational Factors and the Encouragement of Cooperative Work

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.426(a)	.181	.154	.60393

a. Predictors: (Constant), org5, org6, org2, org4, org1, org3

Table 8.46: ANOVA of the Encouragement of Cooperative Work

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	14.451	6	2.408	6.603	.000(a)
	Residual	65.287	179	.365		
	Total	79.738	185			

a. Predictors: (Constant), org5, org6, org2, org4, org1, org3
b. Dependent Variable: the encouragement of cooperative work

Table 8.47: Coefficients of Organisational Factors

Model		Non-standardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta	B	Std. Error
1	(Constant)	2.793	.333		8.379	.000
	Org1	.175	.095	.175	1.850	.066
	Org2	.036	.065	.056	.553	.581
	Org3	.012	.068	.016	.180	.858
	Org4	-.184	.094	-.217	-1.949	.053
	Org5	.153	.074	.215	2.063	.041
	Org6	.221	.059	.278	3.717	.000

a. Dependent Variable: the encouragement of cooperative work

8.2.4.7 Effects of organisational factors on motivation

Although the summary of ANOVA Table 8.49 below shows a significant relationship between the organisational factors and managerial motivational practices (F-statistic = 4.118, P = 0.001<0.05), none of them has an impact on the outcome variable (motivation).

Table 8.48: Model Summary of Relationship between Organisational Factors and Motivation

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.357(a)	.128	.097	.52184

a. Predictors: (Constant), org5, org6, org2, org1, org4, org3

Table 8.49: ANOVA of Motivation

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	6.728	6	1.121	4.118	.001(a)
	Residual	46.021	169	.272		
	Total	52.749	175			

a. Predictors: (Constant), org5, organising, org2, org1, org4, org3
b. Dependent Variable: motivation

Table 8.50: Coefficients (B values) of Organisational Factors

Model		Non-standardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta	B	Std. Error
1	(Constant)	2.805	.298		9.409	.000
	org1	.100	.085	.119	1.181	.239
	org2	.100	.058	.189	1.745	.083
	org3	.000	.060	.000	-.002	.999
	org4	-.109	.083	-.158	-1.314	.190
	org5	.100	.065	.171	1.537	.126
	org6	.072	.053	.109	1.363	.175

a. Dependent Variable: motivation

8.2.4.8 Effects of organisational factors on communication

The outputs of multiple regression analysis below indicate that there is a significant relationship between the organisational factors and managerial communicational practices (F-statistic=3.881, P=0.001<0.05). Nevertheless, it is found that none of the variables has an effect on the outcome variable (communication).

Table 8.51: Model Summary of Relationship between Organisational Factors and Communication

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.338(a)	.114	.085	.57078

a. Predictors: (Constant), org5, org6, org2, org4, org1, org3

Table 8.52: ANOVA of Communication

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	7.586	6	1.264	3.881	.001(a)
	Residual	58.968	181	.326		
	Total	66.555	187			

a. Predictors: (Constant), org5, org6, org2, org4, org1, org3

b. Dependent Variable: communication

Table 8.53: Coefficients (B values) of Organisational Factors

Model		Non-standardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta	B	Std. Error
1	(Constant)	2.722	.315		8.647	.000
	org1	.171	.089	.188	1.911	.058
	org2	-.023	.061	-.040	-.379	.705
	org3	-.008	.064	-.011	-.122	.903
	org4	.056	.089	.073	.633	.528
	org5	.051	.069	.079	.742	.459
	org6	.097	.056	.134	1.723	.087

a. Dependent Variable: communication

Looking at the results of organisational factors and their effect on managerial effectiveness in directing practices, it is found that the hypothesis is partially achieved due the fact that not all explanatory variables were found to influence managers' directing practices.

8.2.5 Effect of cultural values on the managerial effectiveness in directing practices

Hypothesis four of the study states, *"There is a significant effect of managers' cultural values on their effectiveness in the directing practices."* To test this hypothesis, the questionnaire included a question about cultural values that may influence middle managers in directing practices. The question consisted of 14 statements (see appendix 1). The statements covered the following fields:

1. The priority of carrying work efficiently (statement 1).

2. The importance of being Subordinates loyal to their managers (statement 2).

3. Assisting employees facing problems with personal matters: (statements 3 and 12).

4. Dealing with different social classes: (statements 4 and 5).

5. Following societal values at the workplace (statements 6, 7, 10, 11 and 14).

6. The participation in social events (statements 8, 9 and 13).

By running regression, the following results were received:

8.2.5.1 Effect of managers' cultural values on human relations with their employees

It is clear from Tables 8.54 and 8.55 that there is a strong and significant relationship between managers' cultural values and managerial human relations practices with

subordinates (R square= 0.348, F= 17.168, P= 0.000<0.05). Looking at B coefficients values in Table 8.56, they indicate that there are two cultural factors which affect human relations between managers and their subordinates "the importance of being subordinates loyal to their managers (P= 0.002<0.05) and "managers dealing with difficult social classes" (P=0.000<0.05). It can be said that these two factors have an impact on how managers develop their social relationships with their subordinates, which in turn reflects positively on the morale of subordinates.

Table 8.54: Model Summary of Relationship between Cultural Values and Human Relations

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.590(a)	.348	.328	.56202

a. Predictors: (Constant), cul6, cul4, cul1, cul3, cul2, cul5

Table 8.55: ANOVA of Human Relations

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	32.537	6	5.423	17.168	.000(a)
	Residual	60.961	193	.316		
	Total	93.499	199			

a. Predictors: (Constant), cul6, cul4, cul1, cul3, cul2, cul5
b. Dependent Variable: human relations

Table 8.56: Coefficients (B values) of Cultural Values

Model		Non-standardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta	B	Std. Error
1	(Constant)	.722	.356		2.030	.044
	cul1	.069	.066	.069	1.047	.296
	cul2	.132	.042	.205	3.141	.002
	cul3	.046	.062	.049	.738	.461
	cul4	.304	.042	.449	7.304	.000
	cul5	.145	.084	.116	1.729	.085
	cul6	-.040	.060	-.041	-.670	.504

a. Dependent Variable: human relations

8.2.5.2 Effect of cultural values the on encouragement of creativity

The modal summary of multiple regression outputs in Table 8.58 show that there is a significant relationship between managers' cultural values and the encouragement of subordinates' creativity (F- statistic = 10.652, P= 0.000<0.05)

Table 8.57: Model Summary of Relationship between Cultural Factors and Encouragement of Creativity

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.503(a)	.253	.229	.46759

a. Predictors: (Constant), cul6, cul4, cul1, cul5, cul2, cul3

Table 8.58: ANOVA of the Encouragement of Creativity

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	13.974	6	2.329	10.652	.000(a)
	Residual	41.323	189	.219		
	Total	55.296	195			

a. Predictors: (Constant), cul6, cul4, cul1, cul5, cul2, cul3
b. Dependent Variable: encouragement

Table 8.59: Coefficients (B values) of Cultural Values

Model		Non-standardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta	B	Std. Error
1	(Constant)	2.037	.298		6.831	.000
	cul1	.257	.055	.336	4.654	.000
	cul2	-.008	.035	-.016	-.231	.818
	cul3	.111	.053	.154	2.103	.037
	cul4	-.021	.036	-.039	-.589	.557
	cul5	.058	.072	.058	.801	.424
	cul6	.145	.050	.192	2.890	.004

a. Dependent Variable: encouragement

The results of coefficients in Table 8.59 above indicate that there are three cultural factors influencing the encouragement of creativity: "the priority of carrying work efficiency (P= 0.000<0.05); assisting employees facing problems with personal matters (P= 0.037<0.05) and managers' participation in social events (P= .004 < .05).

8.2.5.3 Effect of Cultural Values on Delegation

Table 8.61 below shows that there is a significant relationship between managers' cultural values and delegation practices (F-statistic = 5.913, P= 0.000<0.05). Coefficients in Table 8.62 indicate that "the priority of carrying work efficiency (P= 0.033 < 0.05) and "dealing with different social classes" (P= 0.017< 0.05) have an effect on managerial delegation practices.

Table 8.60: Model Summary of Relationship between Cultural Values and Delegation

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.403(a)	.162	.135	.48123

a. Predictors: (Constant), cul6, cul2, cul4, cul3, cul1, cul5

Table 8.61: ANOVA of Delegation

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	8.216	6	1.369	5.913	.000(a)
	Residual	42.379	183	.232		
	Total	50.595	189			

a. Predictors: (Constant), cul6, cul2, cul4, cul3, cul1, cul5

b. Dependent Variable: delegation

Table 8.62: Coefficients (B Values) of Cultural Values

Model		Non-standardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta	B	Std. Error
1	(Constant)	1.887	.312		6.055	.000
	Cul1	.124	.058	.167	2.143	.033
	Cul2	.007	.037	.014	.179	.858
	Cul3	.066	.055	.094	1.184	.238
	Cul4	.091	.038	.176	2.406	.017
	Cul5	.129	.074	.138	1.749	.082
	Cul6	.069	.056	.089	1.238	.217

a. Dependent Variable: delegation

8.2.5.4 Effect of managers' cultural values on decision-making

ANOVA summary Table 8.64 indicates that there a significant relationship between managers' cultural values and their practices in decision-making (F= 15.975, P= 0.000 <.05). It is found that there are four cultural values that influence managerial decision-making practices: "the priority of carrying out work efficiency (P= 0.000<0.05), assisting employees facing problems with personal matters (P= 0.049<0.05), dealing with different social classes (P= 0.013<0.05) and following social values at the workplace (P= 0.000<0.05).

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Table 8.63: Model Summary of Relationship between Cultural Values and Decision-Making

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.575(a)	.331	.310	.34678

a. Predictors: (Constant), cul6, cul2, cul4, cul3, cul1, cul5

Table 8.64: ANOVA of Decision-Making

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	11.527	6	1.921	15.975	.000(a)
	Residual	23.330	194	.120		
	Total	34.857	200			

a.

Predictors: (Constant), cul6, cul2, cul4, cul3, cul1, cul5

b. Dependent Variable: decision-making

Table 8.65: Coefficients (B values) of cultural factors

Model		Non-standardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta	B	Std. Error
1	(Constant)	1.603	.219		7.332	.000
	cul1	.167	.040	.276	4.113	.000
	cul2	-.004	.026	-.009	-.144	.886
	cul3	.075	.038	.134	1.985	.049
	cul4	.065	.026	.158	2.521	.013
	cul5	.210	.052	.277	4.075	.000
	cul6	.044	.038	.073	1.179	.240

a. Dependent Variable: decision-making

8.2.5.5 Effect of cultural values on time management

It is clear from ANOVA table 8.67 that there is no significant relationship between the managers' cultural values and time management practice (P=0.057). Although there is no an overall relationship, it is found that managers who follow their social relationship at the workplace manage their time more effectively than those who do not follow these values (P=0.039 < .05).

Table 8.66: Model Summary of relationship between Time Management and Cultural Values

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.244(a)	.060	.031	1.117

a. Predictors: (Constant), cul6, cul4, cul1, cul5, cul2, cul3

Table 8.67: ANOVA of Time Management

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	15.584	6	2.597	2.080	.057(a)
	Residual	245.999	197	1.249		
	Total	261.583	203			

a .Predictors: (Constant), cul6, cul4, cul1, cul5, cul2, cul3

b. Dependent Variable: when I hold meetings I do not interrupt my subordinates

Table 8.68: Coefficients of Cultural Values

Model		Non-standardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta	B	Std. Error
1	(Constant)	1.292	.707		1.826	.069
	cul1	.240	.130	.146	1.850	.066
	cul2	-.041	.083	-.039	-.501	.617
	cul3	.043	.123	.028	.349	.727
	cul4	.019	.083	.016	.223	.824
	cul5	.346	.166	.164	2.080	.039
	cul6	.020	.119	.012	.167	.867

a. Dependent Variable: when I hold meetings I do not interrupt my subordinates

8.2.5.6 Effect of managers' cultural values on the encouragement of co-operative work

It is clear from ANOVA Table 8.70 that there is a significant relationship between managers' cultural values and the encouragement of co-operative work (P=0.000 < .05). It is found that three cultural values have an impact on the encouragement of co-operative work " the priority of carrying work efficiency (P= 0.006 < .05, assisting employees facing problems with personal matter (P= 0.036 < .05, and managers' participation in social events, P=0.022 < .05).

Table 8.69: Model Summary of Relationship between the Encouragement of Cooperative Work and Cultural Values

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.359(a)	.129	.103	.61578

a. Predictors: (Constant), cul6, cul2, cul4, cul3, cul1, cul5

Table 8.70: ANOVA of the Encouragement of Cooperative Work

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	11.140	6	1.857	4.896	.000(a)
	Residual	75.080	198	.379		
	Total	86.220	204			

a. Predictors: (Constant), cul6, cul2, cul4, cul3, cul1, cul5

b. Dependent Variable: uncooperative

Table 8.71: Coefficients of Cultural Values

Mode l		Non-standardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta	B	Std. Error
1	(Constant)	2.910	.380		7.666	.000
	cul1	.197	.071	.209	2.756	.006
	cul2	-.002	.046	-.004	-.054	.957
	cul3	.142	.067	.162	2.108	.036
	cul4	-.045	.046	-.069	-.980	.328
	cul5	-.071	.091	-.061	-.787	.432
	cul6	.148	.064	.162	2.303	.022

a. Dependent Variable: uncooperative

8.2.5.7 Effect of managers' cultural values on motivation

It is apparent from ANOVA Table 8.73 that there is a significant relationship between managers' cultural values and their motivational practice (P= 0.000<0.05). Findings indicate that there are only two factors found to have an impact on the motivational practice: "the priority of carrying work efficiently" (P= 0.000<0.05) and "managers' participation in social events" (P= 0.018<0.05).

Table 8.72: Model Summary of Relationship between Cultural Values and Motivation

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.514(a)	.264	.240	.48926

a. Predictors: (Constant), cul6, cul2, cul4, cul3, cul5, cul1

Table 8.73: ANOVA of Motivation

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	15.866	6	2.644	11.047	.000(a)
	Residual	44.284	185	.239		
	Total	60.150	191			

a. Predictors: (Constant), cul6, cul2, cul4, cul3, cul5, cul1

b. Dependent Variable: motivation

Table 8.74: Coefficients (B values) of Cultural Factors

Model		Non-standardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta	B	Std. Error
1	(Constant)	1.405	.310		4.533	.000
	cul1	.329	.059	.410	5.571	.000
	cul2	-.018	.038	-.035	-.483	.629
	cul3	.056	.055	.074	1.013	.313
	cul4	.021	.038	.038	.562	.575
	cul5	.085	.075	.083	1.137	.257
	cul6	.125	.053	.159	2.381	.018

a. Dependent Variable: motivation

8.2.5.8 Effect of managers' cultural values on communication

Results in Table 8.76 below show that there is a significant relationship between managers' cultural values and their communicational practice (F= 6.587, P= 0.000 <0.05). Separately, it was found only three cultural factors that have an impact on managers' communicational practice. These factors include the priority of carrying out work efficiently (P= 0.000<0.05), following societal values at the workplace (P= 0.039<0.05) and managers' participation in social events (P= 0.032<0.05).

Table 8.75: Model Summary of Relationship between Cultural Values and Communication

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.411(a)	.169	.143	.50270

a. Predictors: (Constant), cul6, cul2, cul4, cul3, cul1, cul5

Table 8.76: ANOVA of Communication

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	9.988	6	1.665	6.587	.000(a)
	Residual	49.278	195	.253		
	Total	59.266	201			

a. Predictors: (Constant), cul6, cul2, cul4, cul3, cul1, cul5

b. Dependent Variable: communication

Table 8.77: Coefficients (B values) of Cultural Factors

Model		Non-standardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta	B	Std. Error
1	(Constant)	2.193	.312		7.030	.000
	cul1	.220	.059	.280	3.718	.000
	cul2	.009	.037	.018	.246	.806
	cul3	-.018	.056	-.025	-.329	.742
	cul4	.020	.038	.036	.522	.602
	cul5	.157	.076	.159	2.079	.039
	cul6	.115	.053	.149	2.162	.032

a. Dependent Variable: communication

Looking at the results of cultural factors and their effect on managerial effectiveness in directing practices, it is found that the hypothesis is partially achieved due the fact that not all explanatory variables were found to influence directing practices.

8.2.6 Impact of Managerial Roles on Directing Practices

Hypothesis five of the study states, *"there is effect of managerial roles on managerial effectiveness in directing practices"*. To test this hypothesis, respondents were asked in questions three in their questionnaire about their roles. They were directed to place a "yes" or a "No" in front of every role according to their agreement to each role. The managerial roles in the question covered the following aspects:

1. Leadership and supervisory role (items 1, 2, 3, 9 and 10).

2. Informational role: (items 4, 5,6,7,8 and18).

3. Decision- maker role (items 11, 12, 13, 14, and 17).

4. Problems solver role (items 15 and 16).

By running regression, the following results appeared:

8.2.6.1 Effect of managerial roles on human relations

Having a look at Tables 8.79 and 8.80 below, it can be seen that there is an overall significant relationship between managerial roles and human relations. It is found that two of these roles have an impact on human relations: informational role ($p=0.014<0.05$) and decision-maker role ($0.033<0.05$).

Table 8.78: Model Summary of Relationship between Managerial Roles and Human Relations

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.268(a)	.072	.055	.64377

a. Predictors: (Constant), role4, role2, role1, role3

Table 8.79: ANOVA of Human Relations

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	7.238	4	1.810	4.366	.002(a)
	Residual	93.664	226	.414		
	Total	100.902	230			

a. Predictors: (Constant), role4, role2, role1, role3

b. Dependent Variable: human relations

Table 8.80: Coefficients (B values) of Managerial Roles

Model		Non-standardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta	B	Std. Error
1	(Constant)	3.514	.290		12.124	.000
	role1[14]	.327	.208	.123	1.570	.118
	role2	-.472	.190	-.170	-2.489	.014
	role3	-.389	.181	-.176	-2.151	.033
	role4	-.168	.149	-.086	-1.126	.261

a. Dependent Variable: human relations

8.2.6.2 Effects of managerial roles on the encouragement of creativity

Multiple regression test as shown in ANOVA Table 8.82 demonstrates that there is overall a strong relationship between managerial roles and the encouragement of creativity practices (F-statistic = 6.043 and P = 0.000<0.05). However, only one factor was found to influence the outcome variable: problem solver role with P = 0.000<0.05.

Table 8.81: Model Summary of Relationship between Managerial Roles and the Encouragement of Creativity

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.312(a)	.097	.081	.50727

a .Predictors: (Constant), role4, role2, role1, role3

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[14] Role 1: leadership role
 Role 2: Informational role
 Role 3: Decision-maker role
 Role 4: Problem solver role

Table 8.82: ANOVA of the Encouragement of Creativity

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	6.220	4	1.555	6.043	.000(a)
	Residual	57.639	224	.257		
	Total	63.860	228			

a. Predictors: (Constant), role4, role2, role1, role3

b. Dependent Variable: encouragement

Table 8.83: Coefficients (B values) of Managerial Roles

Model		Non-standardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta	B	Std. Error
1	(Constant)	4.855	.231		20.980	.000
	role1	-.134	.162	-.064	-.832	.407
	role2	.092	.153	.041	.604	.546
	role3	-.005	.138	-.003	-.033	.974
	role4	-.461	.118	-.292	-3.903	.000

a .Dependent Variable: encouragement

8.2.6.3 Effect of managerial roles on delegation

It is apparent from ANOVA Table 8.85 below that there is no a significant relationship between managerial roles and delegation (p=0.000<0.05). Problem solver as a managerial role was found to be the only factor to affect delegation (p=0.013<0.05).

Table 8.84: Model Summary of Relationship between Managerial Roles and Delegation

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.176(a)	.031	.013	.52212

a. Predictors: (Constant), role4, role2, role1, role3

Table 8.85: ANOVA of Delegation

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.848	4	.462	1.695	.152(a)
	Residual	57.793	212	.273		
	Total	59.641	216			

a. Predictors: (Constant), role4, role2, role1, role3

b. Dependent Variable: delegation

Table 8.86: Coefficients (B values) of Managerial Roles

Model		Non-standardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta	B	Std. Error
1	(Constant)	3.720	.244		15.247	.000
	role1	-.013	.182	-.006	-.069	.945
	role2	.114	.162	.051	.707	.480
	role3	.095	.148	.055	.643	.521
	role4	-.316	.126	-.203	-2.501	.013

a. Dependent Variable: delegation

8.2.6.4 Effect of managerial roles on decision-making

Looking at results in Table 8.88 (F-statistic = 8.074 and P = 0.000<0.05), they reveal that there is a significant relationship between managerial roles and decision-making practice. Problem solver as a managerial role is found to be the only factor to have an impact on the outcome variable (P = 0.000<0.05).

Table 8.87: Model Summary of Relationship between Managerial Roles and Decision-Making

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.352(a)	.124	.109	.39897

a. Predictors: (Constant), role4, role2, role1, role3

Table 8.88: ANOVA of Decision-Making

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	5.141	4	1.285	8.074	.000(a)
	Residual	36.293	228	.159		
	Total	41.434	232			

a .Predictors: (Constant), role4, role2, role1, role3

b. Dependent Variable: decision-making

Table 8.89: Coefficients (B values) of Managerial Roles

Model		Non-standardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta	B	Std. Error
1	(Constant)	4.162	.181		22.938	.000
	role1	.107	.127	.063	.843	.400
	role2	-.021	.118	-.012	-.178	.859
	role3	-.137	.108	-.097	-1.264	.207
	role4	-.399	.092	-.317	-4.314	.000

a. Dependent Variable: decision-making

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8.2.6.5 Effect of managerial roles on time management

Regression analysis Tables 8.91 and 8.92 below indicate that there is no a significant relationship between managerial roles and time management practice (F=1.177, P=0.322). The results also show that there is no any effect of individual factors on time management practice.

Table 8.90: Model Summary of Relationship between Managerial Roles and Time Management

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.140(a)	.020	.003	1.159

a. Predictors: (Constant), role4, role2, role1, role3

Table 8.91: ANOVA of Time Management

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	6.323	4	1.581	1.177	.322(a)
	Residual	315.573	235	1.343		
	Total	321.896	239			

a. Predictors: (Constant), role4, role2, role1, role3
b. Dependent Variable: when I hold meetings I do not interrupt my subordinates

Table 8.92: Coefficients (B values) of Managerial Roles

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta	B	Std. Error
1	(Constant)	3.105	.515		6.027	.000
	role1	.413	.366	.088	1.126	.261
	role2	.330	.343	.067	.963	.337
	role3	.083	.314	.021	.264	.792
	role4	-.471	.266	-.137	-1.771	.078

a. Dependent Variable: when I hold meetings I do not interrupt my subordinates

8.2.6.6 Effect of managerial roles on the cooperative work

ANOVA Results in Table 8.94 show that there is no significant relationship between managerial roles and the encouraging subordinates to work cooperatively (F=1.136, P= 0.340). There is also no a single factor as it appears from Table 8.95 that affect managerial roles practices of encouraging cooperative work.

Table 8.93: Model Summary of Relationship between Managerial Roles and the Encouragement of Cooperative Work

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.137(a)	.019	.002	.789

a. Predictors: (Constant), role4, role2, role1, role3

Table 8.94: ANOVA of the Encouragement of Cooperative Work

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	2.826	4	.707	1.136	.340(a)
	Residual	146.767	236	.622		
	Total	149.593	240			

a. Predictors: (Constant), role4, role2, role1, role3
b. Dependent Variable: there is cooperation and coordination among employees in my department

Table 8.95: Coefficients (B values) of Managerial Roles

Mode l		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta	B	Std. Error
1	(Constant)	4.517	.350		12.914	.000
	role1	-.343	.247	-.108	-1.392	.165
	role2	.194	.231	.058	.839	.402
	role3	.280	.212	.107	1.322	.188
	role4	-.260	.180	-.110	-1.447	.149

a. Dependent Variable: there is cooperation and coordination among employees in my department

8.2.6.7 Effect of managerial roles on motivation

According to indications in Table 8.97, there is a significant relations between motivational practices and managerial roles (F= 5.408, P= 0.000<0.05). Problem solver as managerial role is the only factor which influences managers' motivational practice (P= 0.001<0.05).

Table 8.96: Model Summary of Relationship between Managerial Roles and Motivation

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.303(a)	.092	.075	.55512

a. Predictors: (Constant), role4, role2, role1, role3

Table 8.97: ANOVA of Motivation

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	6.666	4	1.667	5.408	.000(a)
	Residual	65.947	214	.308		
	Total	72.613	218			

a. Predictors: (Constant), role4, role2, role1, role3

b. Dependent Variable: motivation

Table 8.98: Coefficients (B values) of Managerial Roles

Model		Non-standardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta	B	Std. Error
1	(Constant)	4.453	.256		17.421	.000
	role1	.215	.187	.092	1.150	.252
	role2	-.071	.168	-.030	-.423	.673
	role3	-.206	.156	-.109	-1.324	.187
	role4	-.457	.134	-.263	-3.422	.001

a. Dependent Variable: motivation

8.2.6.8 Effect of managerial roles on communication

The ANOVA Table 8.100 below show that F-statistic= 5.225 and P= 0.000<0.05. These results indicate that there is a significant relationship between managerial roles and communicational practices. Problem solver is the only factor that has an impact on communicational practice (P= 0.001<0.05).

Table 8.99: Model Summary of Relationship between Managerial Roles and Communication

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.289(a)	.083	.067	.55716

a. Predictors: (Constant), role4, role2, role1, role3

Table 8.100: ANOVA of Communication

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	6.488	4	1.622	5.225	.000(a)
	Residual	71.399	230	.310		
	Total	77.887	234			

a. Predictors: (Constant), role4, role2, role1, role3

b. Dependent Variable: communication

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Table 8.101: Coefficients (B values) of Managerial Roles

Mode l		Non-standardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta	B	Std. Error
1	(Constant)	4.929	.252		19.568	.000
	role1	.048	.178	.021	.271	.786
	role2	-.154	.165	-.063	-.932	.352
	role3	-.105	.152	-.055	-.693	.489
	role4	-.416	.129	-.242	-3.236	.001

a. Dependent Variable: communication

Looking at the results of managerial roles and their effect on managerial effectiveness in directing practices, it is found that the hypothesis is partially achieved due the fact that not all explanatory variables were found to influence directing practices.

8.3 Results of Analysis of Variance (ANOVA)

Previous research has demonstrated that personal characteristics can influence managerial behaviours. This study attempts to investigate whether personal characteristics of Omani middle managers affect their managerial practices in directing subordinates. This section, therefore, tests the hypothesis four of the study, which states, "There are significant differences in managers' effectiveness in directing practices attributed to personal characteristics". To calculate the significant differences between the six independent variables (personal characteristics), it is important to explore these differences for each variable using analysis of variance technique (ANOVA, F-statistic and P=<0.05) with relevant means for each managers' personal characteristics.

8.3.1 Differences in Human Relations

ANOVA test as shown in Tables 102, 103,105, 106 and 107 explains that there are no significant differences among managers in relation to their personal characteristics including: age groups (F= 0.662, P= 0.576>0.05); gender (F= 0.295, P= 0.588>0.05); total work experience (F= 0.399, P= 0.782>0.05); years of experience in the managerial position (F= 0.960, P= 0.412>0.05) and training courses attended (F= 2.048, P= 0.089>0.05). The study found significant differences among managers attributed to educational qualification (F= 5.202, P=0.001<0.05) (see Table 8.104). The results found that managers with qualification below high school are more likely to have good human relations with their subordinates (mean= 3.2) followed by

managers with high school (mean= 2.7) and then managers with bachelor and higher education (mean= 2.5). This result is very interesting. It is known in Islam that educated people usually do not show themselves. Even educated people in Omani society as a general judgment do not show arrogance because of their higher education. However, these managers in the study sample form only a small percentage of Omani population.

Table 8.102: Means of Human Relations in Relation to Age

Age	Mean
Below 25	2.3
25-34	2.6
35-44	2.6
45+	2.7
F-statistic	**0.662**
P value	**0.576**

Table 8.103: Means of Human Relations in Relation to Gender

Gender	Mean
Male	2.6
Female	2.5
F-statistic	**0.295**
P value	**0.588**

Table 8.104: Means of Human Relations in Relation to Educational Level

Education Level	Mean
Below high school	3.2
High school	2.7
Diploma after high school	2.4
Bachelor	2.5
Higher education	2.5
F-statistic	**5.202**
P value	**0.001**

Table 8.105: Means of Human Relations in Relation to Total Work Experience

Total Work Experience	Mean
Less than 5 years	2.4
5 – 9 years	2.5
10 years – 14	2.7
15+	2.6
F-statistic	**0.399**
P value	**0.782**

Table 8.106: Means of Human Relations in Relation to Experience in the Managerial Position

Experience in the Managerial Position	Mean
Less than 5 years	2.6
5 – 9 years	2.7
10 years – 14	2.4
15+	2.6
F-statistic	**0.960**
P value	**0.412**

Table 8.107: Means of Human relations in Relation to Training courses Attended

Number of Training Courses Attended	Mean
None	2.3
One course	2.8
Two courses	2.5
Three courses	2.8
More than three courses	2.6
F-statistic	**2.048**
P value	**0.089**

8.3.2 Differences in the Encouragement of employees' Creativity

Looking at the findings of ANOVA analysis and mean values of managers' personal characteristics with respect to managerial encouragement practices

(Tables 8.108, 8.109, 8.110, 8.111, 8.12 and 8.113), we find that there are no significant differences among managers. This means that whatever age; gender; education; experience and training, managers do not differ in encouraging their subordinates.

Table 8.108: Means of the Encouragement of Creativity in Relation to Age

Age	Mean
Below 25	3.9
25-34	4.1
35-44	4.2
45+	4.1
F-statistic	**0.609**
P value	**0.610**

Table 8.109: Means of the Encouragement of Creativity in Relation to Gender

Gender	Mean
Male	4.2
Female	4.0
F-statistic	**2.915**
P value	**0.089**

Table 8.110: Means of the Encouragement of Creativity in Relation to Educational Level

Education Level	Mean
Below high school	3.1
High school	4.2
Diploma after high school	4.3
Higher education	4.1
Master+	4.2
F-statistic	**0.903**
P value	**0.463**

Table 8.111: Means of the Encouragement of Creativity in Relation to Total Work Experience

Total Work Experience	Mean
Less than 5 years	4.0
5 – 9 years	4.0
10 years – 14	4.2
15+	4.2
F-statistic	**1.180**
P value	**0.318**

Table 8.112: Means of the Encouragement of Creativity in Relation to Experience in the Managerial Position

Experience in Managerial Position	Mean
Less than 5 years	4.2
5 – 9 years	4.1
10 years – 14	4.1
15+	4.1
F-statistic	**0.230**
P value	**0.876**

Table 8.113: Means of the Encouragement of Creativity in Relation to Training Courses Attended

Number of Training Courses Attended	Mean
None	3.9
One course	4.1
Two courses	4.3
Three courses	4.2
More than three courses	4.2
F-statistic	**1.226**
P value	**0.301**

8.3.3 Differences in Delegation

Again, ANOVA analysis along with mean values indicated that there is no significant difference among personal characteristics in relation to delegation practices (Tables 8.114, 8.115, 8.115, 8.116, 8.117, 8.118 and 8.119). It is worth noting from the mean values that all of them lie between 3.4 and 3.9. This means that managers can be classified as moderate.

Table 8.114: Means of Delegation in Relation to Age

Age	Mean
Below 25	3.9
25-34	3.5
35-44	3.4
45+	3.5
F-statistic	**0.999**
P value	**0.394**

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Table 8.115: Means of Delegation in Relation to Gender

Gender	Mean
Male	3.6
Female	3.5
F-statistic	**0.257**
P value	**0.613**

Table 8.116: Means of Delegation in Relation to Educational Level

Education Level	Mean
Below high school	3.8
High school	3.6
Diploma after high school	3.6
Bachelor	3.6
Higher education	3.4
F-statistic	**1.714**
P value	**0.148**

Table 8.117: Means of Delegation in Relation to Total Work Experience

Total Work Experience	Mean
Less than 5 years	3.6
5 – 9 years	3.5
10 years – 14	3.5
15+	3.6
F-statistic	**0.116**
P value	**0.951**

Table 8.118: Means of Delegation in Relation to Experience in the Managerial Position

Experience in the Managerial Position	Mean
Less than 5 years	3.6
5 – 9 years	3.5
10 years – 14	3.5
15+	3.6
F-statistic	**0.116**
P value	**0.951**

Table 8.119: Means of Delegation in Relation to Training Courses Attended

Number of Training Courses Attended	Mean
None	3.6
One course	3.4
Two courses	3.6
Three courses	3.6
More than three courses	3.5
F-statistic	**0.496**
P value	**0.738**

8.3.4 Differences in Decision-Making

Apart from experience in the managerial position (F= 4.271, P=0.006<0.05), there is no difference among other background variables in relation to managerial decision-making practices. It is clear from Tables 8.120, 8.121, 8.122, 8.123, and 8.125 that all values of F- Statistic are small along with P-values greater than 0.05.

Table 8.120: Means of Decision-Making in Relation to Age

Age	Mean
Below 25	3.6
25-34	3.6
35-44	3.4
45+	3.5
F-statistic	**0.398**
P value	**0.754**

Table 8.121: Means of Decision-Making in Relation to Gender

Gender	Mean
Male	3.6
Female	3.5
F-statistic	**0.107**
P value	**0.744**

Table 8.122: Means of Decision-Making in Relation to Educational Level

Education Level	Mean
Below high school	3.8
High school	3.5
Diploma after high school	3.6
Bachelor	3.5
Higher education	3.6
F-statistic	**1.623**
P value	**0.169**

Table 8.123: Means of Decision-Making in Relation to Total Work Experience

Total Work Experience	Mean
Less than 5 years	3.5
5 – 9 years	3.5
10 years – 14	3.7
15+	3.5
F-statistic	**0.931**
P value	**0.478**

Table 8.124: Means of Decision-Making in Relation to Experience in the Managerial Position

Experience in the Managerial Position	Mean
Less than 5 years	3.6
5 – 9 years	3.5
10 years – 14	3.3
15+	3.5
F-statistic	**4.271**
P value	**0.006**

Table 8.125: Means of Decision-Making in Relation to Number of Training Courses Attended

Number of Training Courses Attended	Mean
None	3.4
One course	3.6
Two courses	3.6
Three courses	3.6
More than three courses	3.3
F-statistic	**1.324**
P value	**0.262**

8.3.5 Differences in Time Management

ANOVA test shown in Tables 8.126, 8.127, 8.128, 8.129, 8.130 and 8.131 explains that there are no significant differences among managers in relation to time management attributed to their personal characteristics including: age ($F=0.690$, $P=0.0.559>0.05$), gender ($F=0.002$, $P=0.0.963>0.05$); total work experience ($F=0.117$, $P=0.343>0.05$) work experience in the managerial position ($F=0.871$, $P=0.457>0.05$), education level ($F=2.004$, $P=0.089>0.05$) and training ($F= 1.125$, $P= 0.346> 0.05$).

Table 8.126: Means of Time Management in Relation to Age

Age	Mean
Below 25	2.67
25-34	3.62
35-44	3.50
45+	3.50
F-statistic	**0.690**
P value	**0.559**

Table 8.127: Means of Time Management in Relation to Gender

Gender	Mean
Male	3.52
Female	3.53
F-statistic	**0.002**
P value	**0.963**

Table 8.128: Means of Time Management in Relation to Educational Level

Education Level	Mean
Below high school	4.00
High school	3.26
Diploma after high school	3.93
Bachelor	3.46
Higher education	3.48
F-statistic	**2.004**
P value	**0.089**

Table 8.129: Means of Time Management in Relation to Total Work Experience

Total Work Experience	Mean
Less than 5 years	3.64
5 – 9 years	3.43
10 years – 14	3.83
15+	3.46
F-statistic	**0.117**
P value	**0.343**

Table 8.130: Means of Time Management in Relation to Experience in the Managerial Position

Experience in the Managerial position	Mean
Less than 5 years	3.58
5 – 9 years	3.60
10 years – 14	3.56
15+	3.28
F-statistic	**0.871**
P value	**0.457**

Table 8.131: Means of Time Management in Relation to Training Courses Attended

Number of Training Courses Attended	Mean
None	3.22
One course	3.54
Two courses	3.76
Three courses	3.71
More than three courses	3.43
F-statistic	**1.125**
P value	**0.346**

8.3.5 Differences in the Encouragement of Cooperative Work

ANOVA test explains that there are no significant differences among managers related to the encouragement of cooperative work in relation to their personal characteristics including: age groups (F=0.493, P=0.687>0.05), educational level (F=0.1.901, P=0.111>0.05); total work experience (F=0.1.359, P=0.259>0.05) and work experience in the managerial position (F=0.0395, P=0.412>0.05) (see Tables 8.132, 8.134, 8.135, 8.136, 8.137). The finding found only significant differences among managers in relation to gender (F=7.162, P=0.0.008>0.05) (see Table 8.133 below).

Table 8.132: Means of the Encouragement of Cooperative Work in Relation to Age

Age	Mean
Below 25	4.00
25-34	4.30
35-44	4.40
45+	4.4
F-statistic	**0.493**
P value	**0.687**

Table 8.133: Means of the Encouragement of Cooperative Work in Relation to Gender

Gender	Mean
Male	4.42
Female	4.03
F-statistic	**7.162**
P value	**0.008**

Table 8.134: Means of the Encouragement of Cooperative Work in Relation to Educational Level

Education Level	Mean
Below high school	4.54
High school	4.45
Diploma after high school	4.60
Bachelor	4.23
Higher education	4.42
F-statistic	**1.901**
P value	**0.111**

Table 8.135: Means of the Encouragement of Cooperative Work in Relation to Total Work Experience

Total Work Experience	Mean
Less than 5 years	4.27
5 – 9 years	4.20
10 years – 14	4.23
15+	4.44
F-statistic	**1.359**
P value	**0.259**

Table 8.136: Means of the Encouragement of Cooperative Work in Relation to Experience in the Managerial Position

Experience in the Managerial Position	Mean
Less than 5 years	4.44
5 – 9 years	4.24
10 years – 14	4.52
15+	4.23
F-statistic	**1.582**
P value	**0.194**

Table 8.137: Means of the Encouragement of Cooperative Work in Relation to Training Courses Attended

Number of Training Courses Attended	Mean
None	4.24
One course	4.17
Two courses	4.61
Three courses	4.30
More than three courses	4.38
F-statistic	**1.447**
P value	**0.219**

8.3.5 Differences in Motivation

As with other managerial practices, there is no significant difference among managers attributed to their personal factors in terms of motivation including age, educational level, total work experience, work experience in the managerial position and training courses attended (see Tables 8.138, 8.140, 8.141, 8.142, and 8.143). All values of "P" are greater than 0.05. The results reveal that there are differences among managers in motivational practices attributed to gender (F-statistic= 6.347, P= 0.012 < 0.05).

Table 8.138: Means of Motivation in Relation to Age

Age	Mean
Below 25	3.9
25-34	3.7
35-44	3.8
45+	3.6
F-statistic	**1.443**
P value	**0.231**

Table 8.139: Means of Motivation in Relation to Gender

Gender	Mean
Male	3.8
Female	3.5
F-statistic	**6.347**
P value	**0.012**

Table 8.140: Means of Motivation in Relation to Educational Level

Education Level	Mean
Below high school	3.9
High school	3.7
Diploma after high school	3.7
Bachelor	3.8
Higher education	3.7
F-statistic	**0.604**
P value	**0.660**

Table 8.141: Means of Motivation in Relation to Total Work Experience

Total Work Experience	Mean
Less than 5 years	3.7
5 – 9 years	3.7
10 years – 14	3.9
15+	3.7
F-statistic	**1.371**
P value	**0.252**

Table 8.142: Means of Motivation in Relation to Experience in the Managerial Position

Experience in the Managerial Position	Mean
Less than 5 years	3.8
5 – 9 years	3.7
10 years – 14	3.5
15+	3.7
F-statistic	**2.500**
P value	**0.063**

Table 8.143: Means of Motivation in Relation to Training Courses Attended

Number of Training Courses Attended	Mean
None	3.6
One course	3.6
Two courses	3.8
Three courses	3.8
More than three courses	3.8
F-statistic	**0.969**
P value	**0.425**

8.3.6 Differences in Communication

The findings that are shown in Tables 8.144 to 8.149 below state that there are no significant differences among managers attributed to their personal characteristics in relation to managerial communicational practices. It is clear from the results that all values of F-statistics are small and P-values are greater than 0.05.

Table 8.144: Means of Communication in Relation to Age

Age	Mean
Below 25	4.2
25-34	4.0
35-44	4.1
45+	4.0
F-statistic	**1.485**
P value	**0.219**

Table 8.145: Means of Communication in Relation to Gender

Gender	Mean
Male	4.1
Female	4.0
F-statistic	**1.418**
P value	**0.235**

Table 8.146: Means of Communication in Relation to Educational Level

Education Level	Mean
Below high school	4.5
High school	4.0
Diploma after high school	4.0
Bachelor	4.1
Higher education	4.1
F-statistic	**1.550**
P value	**0.180**

Table 8.147: Means of Human Relations in Relation to Total Work Experience

Total Work Experience	Mean
Less than 5 years	4.0
5 – 9 years	4.0
10 years – 14	4.1
15+	4.1
F-statistic	**0.515**
P value	**0.673**

Table 8.148: Means of Communication in Relation to Experience in the Managerial Position

Experience in the Managerial Position	Mean
Less than 5 years	4.23
5 – 9 years	4.1
10 years – 14	4.0
15+	3.9
F-statistic	**2.609**
P value	**0.052**

Table 8.149: Means of Communication in Relation to Training Courses Attended

Number of Training Courses Attended	Mean
None	4.0
One course	4.0
Two courses	4.1
Three courses	4.2
More than three courses	4.1
F-statistic	**0.807**
P value	**0.522**

To sum, a five-point Likert scale was used, ranging from extremely difficult to extremely easy. Accordingly, the mean response value was calculated for each managerial practice in relation to mangers' background characteristics (extremely negative answers counting as 1, negative ones as 2, up to 5 extremely positive one. It is worth mentioning that the mean value of responses lies between 1 and 5 which is considered sophisticated for measuring attitudes.

Looking at the values of means of each managerial practice in relation to managers' background characteristics, it can be noticed that the mean of human relations are least compared to other practices. While the highest mean is that of communication practices, (almost all mean values are over 4). In overall, it can be said that the hypothesis of the differences among managers is partly achieved.

8.4 Conclusion

This chapter has presented inferential results. The study results found that managerial leadership practices are mostly affected by the educational level of managers. Managers with low level of education are more likely to delegate tasks to their subordinates and largely influenced their human relations with employees. The study also found that managers' total work experience and experience in the managerial positions have an impact on participation of subordinates in decision-making activities related to the relevant departments. However, the study found that none of the managers' personal characteristics had effect on the encouragement of creativity of subordinates. Therefore, the first hypothesis has been partially achieved.

The results revealed that the organisational factors have no impact on managerial effectiveness in directing practices, apart from the effect of clarity and prioritisation of organisational goals on the encouragement of creativity of subordinates.

Additionally, the study results indicated that managerial effectiveness in directing practices is only affected by the problem solver role. This means that middle managers lack leadership, informational and decision-making skills.

It was clear from the study findings that managerial effectiveness in directing practices are affected by cultural factors more than personal background, managerial roles and organisational factors. For example, various managerial practices such as delegation, motivations, decision-making and communication were found to be influenced by following social values at workplaces, participation in social events and dealing with different classes of subordinates.

Chapter Nine: Results and Analyses of Interviews

9.1 Introduction

One of the objectives of this research is to explore to what extent Omani civil service managers are influenced by their cultural values in the directing practices. To reach this objective, the researcher addressed questions relating to cultural values and customs in a quantitative method in both managers' and subordinates' questionnaires. It had been seen that some questions relating to cultural values require the use of in-depth discussions with respondents, backed up with real life examples, and this cannot be easily achieved by using the quantitative method. Therefore, the researcher also decided to make use of the qualitative method as a complementary measure. For this purpose, three semi-structured question guides were designed by the researcher (see appendices 3, 4 and 5) for interviewing middle managers, directors general who middle managers report directly to, and the Advisor of the Minister of Civil Service. It is worth mentioning that although the qualitative technique in this research was mainly used to address questions relating to cultural values, there were also some general questions relating to the administrative work of middle managers, addressed particularly in interviews with the directors general, as well as with the advisor. This chapter of the empirical study presents the results of interviews that covered five middle managers, five directors general and the Advisor of the Minister of Civil Service for Employees' Affairs. All interviews were transcribed and converted to Word format. Due to the small number of respondents a manual method was then used to analyse the data. Each respondent was coded by his/her administrative level, gender and a number e.g. director of department: female1, director general: male1. The results of analyses of interviews are divided into three sections: the analysis of interviews with middle managers, that of interviews with directors general and lastly that of an interview with the Advisor.

9.2 Results and Analyses of Interviews of Middle Managers

The interviews with middle managers in this study covered both genders; two males and three females for the purpose of considering the views of both sides especially those related to cultural values. The interviews investigated to what extent cultural

values influence them as middle managers in directing practices in specific, and in administrative practices in general. Questions that were directed to respondents covered the following aspects within Oman's civil service organisations: the level of existing equality among employees, to what extent middle managers were influenced by their customs and cultural values in performing their administrative duties, the relations between middle managers and both their superiors and subordinates, the effect of societal culture on the relations between middle managers and their subordinates, the essentials of managers' success in directing practices and suggestions to enhance the administrative practices of middle managers in Oman's civil sector. The results of analysis are shown below:

9.2.1 Extent of existing equality among employees in Oman's civil service sector

Since equality plays a great role in raising the motivation of employees, the respondents were asked to state to what extent they think there is equality among the employees in Oman's civil service organisations.

There was a general consensus that equality among civil servants in terms of wages and rights and duties between both genders is maintained by civil service law. However, some respondents revealed that there are some gaps regarding the application of equality. To illustrate, below are the statements of responses as spoken by the interviewees:

> *"The law of civil service includes provisions that stipulate the application of equality among employees regardless of their gender"* (Director of Department: Female1).

> *"Yes. We believe that there is equality in the civil service sector. For example, there is equality regarding wages that are based on salaries scales. As for promotion, the previous law of civil service used to focus on seniority whereas the current law focuses on seniority as well as efficiency." (Director of Department: Female2).*

"Equality in general exists. Salaries and promotions are determined by the law of civil service. However, the priority of participating in meetings and missions outside Oman are given to male employees." (Director of Department: Female3).

"The previous and current laws of civil service have maintained to a large extent equality among employees, especially in wages. There is a specific salary scale for each grade. As for equality in promotion, it is relative. Although there are precepts in the law, there is a high misfeasance because of personal relationships and dispositions. In addition, the law does not differentiate between genders; however, there are some positions that do not suit the physiques of females. Therefore, males are appointed in such positions. Furthermore, the functional performance of females is extremely influenced by religious and moral norms that make the absolute application of equality between two genders impossible." (Director of Department: male1).

"Overall, the theme of equality is settled by the law of civil service in relation to wages; however, there is a preferential treatment for staff working in the office of a minister." He adds, "I have worked under the supervision of four directors general at different times. Some of them were unfair when dealing with their subordinates. They used to favour some employees against their peers because of kinship or belonging to the same terrain. He expatiates on stating, "I personally prefer dealing with male employees than female employees due to their familial responsibilities" (Director of Department: Male2).

The emphasis of interviewees on the existence of inequality among the employees in Oman's civil service sector is supported by the quantitative findings of this study. To illustrate, more than one third (30.6%) of subordinates involved in the study mentioned that favouritism exists in their departments.

According to the interviews mentioned above, inequality in Omani civil service organizations exists in different ways. Firstly, employees who work in the offices of

top management are given special treatments such as promotions, incentives and bonuses. Secondly, male employees are given priority for participating in training activities and conferences that are held outside the country. Thirdly, appointments in some positions are restricted to males only. Fourthly, some managers prefer working with male employees rather than with female employees due to the familial circumstances of the latter.

In the researcher's opinion, the aspects of some practices mentioned above are relevant to the cultural values of Omani society derived from Islamic religion and from norms and customs of its people. Inequality in giving the same opportunities for participating in missions and training programmes that are held outside the country and the appointment to some positions between genders can be attributed to Islamic religious values. It is known in Islam that a woman should not travel alone. She has to be accompanied by a mahram (her husband or a man who is forbidden to marry her such as her son, brother or uncle). Similarly, a woman in Islam is not allowed to be a judge. In relation to examples of inequality mentioned above and relevant to norms and customs of personal behaviours of senior staff some are: (1) giving special treatments to specific servants such as promotions, incentives and bonuses and (2) preferring to work with males rather than females due to the familial circumstances of the latter. In fact, these kinds of customs do not have any relevance to Islam. As for special treatment, it can be attributed to kinship, belonging to same territory and/or Islamic madh'hab (party) and self-interests. As for situations where males are preferred, this is a clear contravention of the law of the country which upholds women's rights. To clarify, the Omani legislator in the Basic Law of the State adopted two articles emphasising the principles of justice and equality. Article 12, clause 1 stipulates,

> "Justice, equality and equality of opportunity among Omanis are the pillars of society, guaranteed by the State",

and clause 7 states,

> "Public employment is a national service entrusted to those who carry it out. The State employees while performing their work shall seek to serve

the public interest and society. Citizens are considered equal in taking up
public employment according to the provisions of the Law"

Whereas article 17 asserts,

"All citizens are equal before the Law, and they are equal in public rights
and duties. There shall be no discrimination between them on the grounds
of gender, origin, colour, language, religion, sect, domicile or social
status"(Ministry of Information 2008d).

The legislation also does not overlook to emphasise the principle of equality in the law of civil service. The articles 15 and 17 of the law stipulate respectively that the appointments in positions and promotions are based on merit. The law also stresses women's rights. Articles 79, 80 and 81 state respectively that a female employee deserves (1) an Idda leave on full salary for four months and ten days from the date of her husband's death, (2) a maternity leave for fifty days on full salary and (3) unpaid leave for one year to care for her newborn baby (Ministry of Civil service 2008f).

9.2.2 The effect of cultural values on middle managers' directing practices

To investigate the impact of cultural values on middle managers, the respondents were asked to highlight to what extent they think Omani civil service managers are influenced by their cultural values in directing practices. The opinions of respondents completely concur that customs and norms are no longer affecting the appointments made in the civil service sector since it become centralized and handled by the Ministry of Civil Service. However, their views are somewhat different regarding the effect of customs on other aspects. The responses of the interviews are shown below.

"The appointments in civil service organizations are not affected by our
cultural values because these are among the responsibilities of the
Ministry of Civil Service. The incentives are also not influenced by our

societal values because they are based on merit systems as stipulated by the regulations of civil service" (Director of Department: Female1).

"In the beginning when I was appointed as a director of this department, I faced resistance from male subordinates. They used to refuse to comply with my orders and instructions. However, as time has passed, they have managed to adjust themselves to work under my supervision because of my management and leadership styles. I did not find any difficulties in dealing with females." (Director of Department: Female2).

"Societal values are still affecting to some extent the administrative practices in some matters such as incentives, promotion to high positions and delegations" (Director of Department: Female3).

"Because of our customs, a manager does not take any lawful procedures against a delinquent subordinate because we live in an indulgent society. Moreover, our cultural values compel us not to request women to fulfill outdoors tasks" (Director of Department: Male2).

"Definitely, there is an effect of cultural and societal values and customs on the behaviours of middle managers and their administrative practices. Humans are products of their environment. Hence, here you can find out the difference in attitudes and behaviours of managers based on their culture as well as their social formation. However, all have to comply with the law of civil service that represents a general framework controlling the behaviours of managers and restricting them from giving way to the effects of personal culture"(Director of Department:Male2).

It is worth pointing out here that quantitative results also suggest that middle managers in Oman's civil service organisations are influenced by their societal values. More than fifty percent (50.9%) of subordinates believe that their managers deal with them on the basis of social norms and cultural values.

According to the responses presented above the effect of cultural values on Omani civil service managers in administrative practices is represented by the following:

(1) Managers sometimes do not apply rules and punishment as stipulated by regulations when they call their subordinate to account.

(2) Some managers, in the case where field work is required in carrying out their departmental duties, request men to do such work instead of women.

(3) When a woman is appointed to the position of a manager she often encounters some difficulties in dealing with male subordinates who ignore her instructions.

(4) Incentives, promotion to higher positions and delegation are somewhat based on special treatments.

The administrative practices mentioned, as the researcher observed, can be attributed to different cultural values and customs. Not applying rules and punishment as stipulated by regulations when calling a subordinate to account may refer to the spirit of indulgence that marks out Omani people. Assigning men to handle fieldwork instead of women can be attributed to Islamic values. The messenger Mohammed said, directing his words to men *"be lenient towards vials"*. He meant women. *"Women as bottles need to be treated gently"* (Al- Bukhari and Muslim). Therefore, Omani men care highly about the treatment of women based on their interpretation of women's physiological and psychological characteristics. The unwillingness of some male subordinates to work under the supervision of women can be attributed to their belief that leadership should be under men who should order women and not vice versa. Finally, discrimination among employees regarding incentives and motivation can be attributed to nepotism, kinship and tribalism that are to some extent practiced although the rules of the country ban them.

It is important to point out that there is a difference between the way Muslims treat women and how Islam instructs them to treat them. Therefore, what is presented here is a reflection of how tradition sometimes conflicts with Islam and even the law of the land.

9.2.3 The relations between a manager and his peers and subordinates

The interviewees were asked to describe their relations with their peers and subordinates. Based on their responses, they are linked in participative and complementary relations with their peer in the field of work. Human relations are also a significant factor in the working environment in which managers interact with each other. As for their relationships with subordinates, their points of view were varied as described below.

"My relationship with other managers is participative and friendly. We work as one family. I also consider the views of my subordinates and I consider the opinion of the majority" (Director of Department: Female 1).

"My relationship with my colleagues is complementary. Our tasks are interrelated and, therefore, we work together as a team" (Director of Department: Female 2).

"I co-relate with my peers in human relationships and work relationships which come first. We all cooperate to prepare plans. As for relations with my employees, it is characterised by human relations and the participation in carrying out tasks" (Director of Department: Female3).

"The relations here whether between managers or between managers and their subordinates are mainly controlled by work interests as well as our mutual interest in the success of the organisation to which we all belong. We overcome personal conflicts and differences. Relations here are more participative and humane. Each one completes another to achieve the interest of the establishment and the employees together" (Director of Department: male1).

"The relationship that connects me with my peers is a human and participative one. Whereas, the relationship that exists between myself and my staff is, on the one hand based on my role in attending to their human needs. From another perspective, it is a work relationship. They

have to carry out their duties and implement my orders" (Director of department: Male2).

It appears from the responses of the interviewees that middle managers attempt to try and balance human relations and work relations that tie them with their subordinates. This emphasis finds its support from qualitative data obtained from subordinates who participated in this study. To illustrate, more than fifty percent of subordinates (61.6%) said that their managers balance between human relations and work relations (productivity) that tie them with their subordinates.

To sum, according to respondents, middle managers in Oman's civil service organisations are linked to each other by participative and complementary work relations. They are also tied with each other by human relations. With respect to their relations with their subordinates, it can be concluded that there are three types of managers. Firstly, a manager relates to his/her subordinates on a human level but makes decisions by him/herself, and the role of subordinates is restricted to implementing these decisions. Secondly, a manager who is concerned with human relations when dealing with his\her employees and at the same time involves the employees in decision making. Thirdly, a manager is linked with his/her staff by human relations and makes decisions according to the circumstances surrounding a situation. Some decisions are made by him/her alone and others are made by seeking the opinions of employees.

What can be inferred here is that good human relations that bind managers to each other as well as with their employees are derived from Omani society in which people respect each other. In terms of work relations, middle managers sometimes work in groups as work teams when they are committed by top managements, for example, to set proposals of plans and studies in the field of work. Moreover, they deal with each other since some aspects of work necessitates moving from one department to another. Hence, they are bound together in participative and complementary work relations. As for the three types of work relations that bind managers and their subordinates, it can be

inferred that managers involve their employees in the decision making process when the latter are suitably qualified and are willing to cooperate. On the contrary, some managers tend to be hubristic and autocratic and therefore, do not let their employees play a participatory role in decision making.

It is worth pointing out, however, these responses represent the views of managers only. Therefore, their answers have to be interpreted with caution. For example, while some managers might feel they are participative in their style of management, their subordinates might feel vice versa. Nevertheless, the quantitative data presented previously in chapter seven suggested that managers, to some extent, (mean=3.41) involve their subordinates in some decision-making process. Moreover, the quantitative data of middle managers presented in the previous chapter asserts that only managers who have long tenure (work experience in managerial position) give more opportunities to their subordinates to participate in decision- making related to their departments.

9.2.4 The effect of societal culture on relations between managers and their subordinates

In responding to a question about how the societal culture affects the relations between managers and their subordinates, all managers participating in the interviews ascertain that there is an effect of societal culture on the relation between managers and subordinates. Their explanations are as follows:

"Societal culture compels me to participate in the social occasions of my employees such as the participation in solaces and weddings" (Director of Department: Female1).

"Among the manifestations of societal culture is a religious effect. Once, a male employee of mine presented me with a religious book to deliver his message in an indirect way. I accepted the book and understood the message. Another example of the effect of societal culture is that some employees, from both genders, refuse to work with the opposite sex in one

office. Accordingly, I usually try as much as possible to designate offices for men and offices for women" (Director of Department: Female2).

"The societal culture that ties my relation with my subordinates is based on respect and appreciation" (Director of Department: Female3).

"As I mentioned previously regarding the effect of cultural values and customs, I ascertain here the strength of the effect of cultural values on the behaviour of managers in general and in particular on their relations with their subordinates. Religious values and social customs cause a manager to deal with a subordinate woman in a different way than he/she uses when dealing with a subordinate man. It is also the case that doctrinal, sectarian and regional attributes influence much managerial behaviour." (Director of Department: Male1).

"Customs and inherited traditions have their role in the field of social solidarity. For example, sharing money to assist employees who are in need, visiting an ill employee or a member of his/her family when they get sick, participating in the occasion of marriage of an employee and exchanging family visits with employees. It is due to these customs and traditions that some women will not work with men in the same office." *(Director of Department: Male 2).*

To sum up, according to the interviewees the effect of societal culture on the relations between middle managers and their employees are represented in: (1) exchanging family visits and participating in the occasions of happiness and sadness, (2) providing material assistance to employees who are in need so as to reduce the difficulties that they are facing, (3) exchanging religious advice and (4) designating offices for women and offices for men as much as possible. In general it may be noted that the effect of societal culture on the relations between middle managers and their employees is derived from religious values.

The qualitative data also emphasise that managerial cultural values have an impact on managers' directing practices. The qualitative results suggest that there are two

cultural factors which affect human relations between managers and their subordinates. These factors are, the importance of being subordinates loyal to managers (P= 0.002<0.05) and managers' dealing with different social classes (P=0.000<0.05). Therefore, these two factors have an impact on how managers develop their social relationships with subordinates.

9.2.5 Suggestions for the enhancement of managerial practices in administrative work

The respondents were asked to express their suggestions, if any, which may enhance their practices in administrative work. Some of them articulate suggestions as stated below:

"It is necessary to establish intensive courses and meetings for managers from different civil service organisations to enhance their capabilities and exchange experience. Managers should be encouraged materially and spiritually" (Director of Department: Female1).

"Personal and family relations should not predominate especially in the field of work" (Director of department: Female: 2).

"Managers should be motivated in general" (Director of Department: Female 3).

"The conditions for managerial promotion should be regulated because some organisations promote their managers faster than others. Managers should be given enough authority to enable them to motivate their employees by incentives that have a positive impact on the productivity of employees. It is necessary to improve the retirement system of the civil service sector because the current system does not motivate. It is necessary to set up annual training programmes for managers and junior employees" Director of Department: Male2).

According to results of interviews there is emphasis on training for both managers and their subordinates, giving managers sufficient authority to reward their effective

employees, improving the system of retirement and unifying conditions for promoting managers. In fact, all these suggestions are related to motivational issues that lead without doubt to the increase in productivity.

9.3   The Results and Analyses of Interviews of Directors General

This section of the chapter of interviews displays results and analyses of interviews with directors general. As stated in the methodology chapter, this study is based on multi- perspectives for the purpose of reaching an accurate judgment of middle managers' effectiveness in directing practices. Therefore, it has been seen that it is very important to seek the views of individuals in top management, represented in directors general who directly supervise middle managers. The number of respondents amounted to five individuals. They were chosen from seven public organisations. The titles of their positions are: the Director General of Coordination, the Director General of Job Classification, the Director General of Planning and two respondents in the interviews bear the title of the Director General of Administrative and Financial Affairs. Questions that were directed to the respondents covered the role of their subordinate managers in achieving the objectives of their directorates, human and organizational relations that correlate them with their subordinate middle managers, values and customs practised by middle managers when they deal with others, methods that they use in solving work problems that occur sometimes between middle managers and their subordinates, whether staff in their directorates overstep sometimes the bounds of authority and, if any, what actions they take to stop this such practice, their assessment of middle managers' abilities in performing duties, obstacles that the middle managers face in performing duties, skills that middle managers lack, an educational qualification that a middle manager should have in the civil service sector, whether there are career paths for an employee to become a manager and finally performance criteria they use when assessing middle managers' performance. Results and analyses are shown below.

9.3.1   The role of middle managers in achieving the objectives of the directorate

Directors General participating in the study were asked about the role of their subordinate managers in achieving the objectives of their directorate. Their responses are as follows:

"The role of middle managers is divided into two parts; namely, an administrative role and an applicative role. The administrative role is represented in the supervision over their subordinates and departments and training their employees: whereas, the applicative role relates to achieving the specialisations of their departments." (Director General 1).

"The role of Middle managers is an assistant role in determining the training needs suitable to employees and simplifying work procedures." (Director General 2).

"The role of our subordinate managers is supervisory and applicative. They apply laws and regulations of financial matters and civil service." (Director General 3).

"The role of managers is represented in their contribution to setting work blueprints as well as development of work by adopting technology in their work practices. In addition, they take care of training their staff." (Director General 4).

"The role of managers varies from one manager to another. It depends on the position of a manager. For instance, the role of personnel manager is recruitment, preparation training for employees, control of attendance, organisation of employees' leave. Whereas, the role of financial affairs is related to preparation of payroll, expenditure on purchases, and pay outstanding to insurance companies to settle insurances that the government makes for its properties." (Director General5).

To sum up, the interviews mentioned that the role of middle manager is (1) to supervise and qualify their employees and (2) to achieve the objectives of their departments and increase productivity through the adoption of technology and the simplification of work procedures.

9.3.2 Human and organisational relations between directors general and their subordinate middle managers

The interviewees were requested to describe human and organisational relations that correlate them with their subordinate managers. The respondents emphasise the existence of such relations as shown below.

"There is an exchanged relation based on respect between me and managers who I supervise. There is also an organisational relation embodied in the participation of managers in setting plans as well as suitable solutions relevant to the work of their departments." (Director General 1).

"Respect and appreciation dominate servants in this directorate. Besides, opportunities for involvement in decision making are given to managers. Managers here contribute highly and effectively." (Director General 2).

"Often, the relation is based on respect and appreciation, although sometimes strict. I give managers freedom to make decisions as much as possible; however, on some issues they cannot do so because laws and regulations do not authorise them." (Director General 3).

"In fact, it is complementary relations founded on esteem and rules in organising work" (Director General 4).

"Human relations are very important at the workplace. I always tell my employees that we are available at the ministry more than in the home and if we are associated with good relations, there will be a better level of achievement. In respect of work relations, we organise a weekly meeting to discuss unresolved issues and together we make proper decisions to handle them. I believe that this is the best relation between a supervisor and his staff since teamwork exists and work is done cooperatively" (Director General 5).

According to respondents there are human and organisational relations between directors general and their subordinate managers. Human relations are based on respect and appreciation, whereas, organisational relations are embodied in the involvement of managers in decision making and setting plans. Organisational relations in some aspects of work are controlled by rules that do not allow general managers to rely on their subordinate managers to make decisions.

9.3.3 Human and organisational relations between middle managers and their subordinates

In responding to a question related to giving the description of human and organizational relations between middle managers and their subordinates, directors general said,

"There are relations between managers and their staff represented in respect and implementation of orders by subordinates in specific duties" (Directors General 1).

"Respect also dominates the relationship between managers and their employees. As for opportunities to involve subordinates in the process of decision making, this is somewhat narrow" (Director General 2).

"Relations between managers and their subordinates are characterised by respect; however, the participation of employees in decision making is still limited because some managers do not involve their subordinates in this affair. On the other hand some employees pay no heed to this participation." (Director General 3).

"I believe that good relations at the workplace are very important and they exist in this institution. These relations lead to the consistency of the work group" (Director General 4).
"In respect of human relations between my subordinate managers and their staff, it is good. Whereas, relations based on work performance differs from one manager to another. There are some managers who seek

the opinions of their employees and others give orders to their employees
to implement what is intended without seeking their views" (Director
General 5).

Broadly speaking, the interviews state that human relations dominate interactions between public managers and their subordinates. In other words, human relations are the basis of the harmony that exists amongst team members. As for organisational relations, there are two types of managers. Managers who tend to seek the opinions of their employees in the field of work and managers who limit themselves to dictating orders to their subordinates who are then required to carry out those orders word-for-word without voicing their opinions. The style that is adopted by the latter type of manager can be attributed to an autocratic style in which a manager seems to be self-asserting. It should be mentioned that some employees themselves are not enthusiastic about participating in decision making. The unwillingness of some subordinates to voice their opinions can be referred to the fact that when they work hard they do not receive any recognition or rather their managers credit the achievements to themselves only. This point of view of the researcher finds it support from qualitative data of subordinates. The data suggests that managers, only to a moderate extent, suggest rewards for good performance of their subordinates (mean= 3.06). The data also suggests that when subordinate do good jobs, they receive to some extent, the praise and recognition from their managers (mean=3.09).

9.3.4 Values and customs of middle managers

To know to what extent Omani middle managers are influenced by their societal values and customs at the workplace, the Directors General in the study sample were asked to state kinds of values and customs exercised by their subordinate managers when dealing with others. The respondents portrayed the methods of treatment of their subordinates as follows:

> *"The values of managers are characterised by exchanged respect with*
> *others without neglecting work. They balance between social and work*
> *relations" (Director General 1).*

"Social relations are considered highly by managers in dealing with others" (Directors General 2).

"Managers deal with others with the same values dominant in Omani Society such as respecting elders and making exceptions for women." (Directors General 3).

"Ipso facto, Omani society is featured by its own values and customs that an employee is required to follow when dealing with others. There is consideration for older people and women."
(Director General4).

"Managers here are concerning themselves with both work productivity and social relations. For instance, during the cyclone that hit Oman last June, many youths in the directorate collected donations which they used to help their co-workers who incurred damages resulting from the cyclone." (Director General 5).

What can be summed up here is that the interviewees emphasise that Omani managers are complying with societal values and traditions when they deal with others at workplaces. Among the values and customs that they exercise, is exchanging respect with others, giving special treatments to women and providing assistance to employees who have personal difficulties.

The above responses of interviewees are in line with quantitative data that suggests that Omani civil service managers are influenced in different ways by their customs and cultural values. For example, the data states that there are three cultural factors influencing managers to encourage the creativity of their subordinates: the priority of carrying work efficiency ($P= 0.000<0.05$); assisting employees facing problems with personal matters ($P= 0.037<0.05$) and participating in social events organised by subordinates. The results also indicate that "the priority of carrying work efficiency ($P= 0.033<0.05$) and "dealing with different social classes" ($P= 0.17>0.05$) have an effect on managerial delegation practices. Moreover, there are four cultural factors that influence managerial decision-making: the priority of carrying out work

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efficiency (P+ 0.000<0.05), assisting employees facing problems with personal matters (P= 0.049<0.05); dealing with different social classes (P= 0.013<0.05); and following social values at the workplace (P= 0.000<0.05). Additionally, it is found that managers who follow their social culture in workplaces manage their time more effectively than those who do not follow these values (P=0.039). Finally, findings indicate that there are two factors which have an impact on motivation: the priority of carrying work efficiency (P= 0.000<0.05) and managers' participation in social events organised by subordinates (P= 0.018<0.05).

However, managers attempt to strike a balance between their values when dealing with others and work interests. This balance is necessary to avoid the over emphasis on the courteous behaviour arising from societal values over the work productivity that is the essential aim of an organisation. The principle of balance (moderation) is attributed to an Islamic value. This balance affirmed clearly by the Muslims' Constitution, a holy book (Qur'an). Allah (Almighty) says, *"Thus we have appointed you a middle nation."*(Qur'an, Sura* Al-Baqara, Ayah**143). This Islamic slogan has great importance because if a person adopts it, then it will enable him/her to balance and be spared from delinquency and extremism in all aspects of human activity.

9.3.5   Methods that are used in solving problems between middle managers and their subordinates

In responding to a question about methods that are followed to solve problems that occur sometimes between middle managers and their subordinates, the Directors General said,

> *"We first seek a conciliatory method. However, when this method does not attain a compromise, we refer to specific procedures stipulated by the law." (Director General 1).*

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* Sura means chapter
** Ayah means verse

"The method that we follow depends on the type of problem. We first try to reconcile between both sides but if a problem necessitates we then consider the method of investigation." (Director General 2).

"We follow a reconciliatory manner." (Director General 3).

"A conciliatory technique is good but when the truth and offensiveness of both sides becomes known, we apply punishments." (Director General 4).

"We first use a conciliatory method and attempt to pacify them as much as possible. However, this method sometimes does not work. Therefore, we resort to the investigative method." (Director General 5).

From the above statements, it is obvious that the majority of general managers give priority to a reconciliatory method instead of an investigative method when they settle problems that occur sometimes between middle managers and their subordinates. In fact, giving priority to conciliation is derived from an Islamic principal. Allah (Almighty) says,

"There is no good in much of their private conversation, except for those who enjoin charity, kindness or conciliation among people. Who does that seeking the gratification of Allah, We shall bestow on him a vast reward." (Holy Qur'an, sura An-Nisa: ayah 114).

9.3.6 The bounds of authority

Interviewees were instructed to state whether some staff sometimes overstep the boundaries of authority in their directorate and if the answer is yes, what are the actions taken to stop this practice. Almost all respondents indicated that this practice rarely exists and, if so, is due to reasons as stated below.

"The disregarding of authority can happen for various reasons. For example, occasionally the nature of work requires rapidity in achievement. In this case, we communicate directly with an employee overstepping his manager. Another example is that some employees from

time to time come to me to settle problems that occur among them because their direct managers fail to do so. However, when an employee disregards authority without unjustified reason we refer him to his/her manager." (Director General 1).

"The overstepping of authority exists to some extent in this directorate and employees who do so are given warning." (Director General 2).

"An instance of overstepping authority has never been recorded here." (Director General 3).

"All are complying with the discipline of authority - only in the case of a quarrel between a manager and his/her employee does the latter complain to a superior manager." (Director General 4).

"It exists widely for the purpose of simplifying work that is related to routine matters. With regards to important matters, they are carried out according to the hierarchy of authority. We often do not accept work without the indication of a relevant manager. I send an employee who does not follow the unity of command with his/her work to his/her manager. Next time, this employee will not overstep his/her boss." (Director General 5).

To sum up, the above responses indicate that the overstepping of authority exists to some extent in Omani civil service organisations. The reasons for this refer to the following:

(1) Some matters occasionally need to be attended to rapidly and, therefore, top management communicate with relevant subordinates overstepping their managers and (2) some conflicts that occur sometimes between managers and their subordinates need to be settled by individuals in top management. Nevertheless, the employee who goes beyond the hierarchy of the directorate for no obvious reason is cautioned and is also referred back to his immediate manager.

However, in the researcher's opinion, whatever the reasons for overstepping a direct supervisor, the latter should be informed even later on to put him in the picture about what happened. Otherwise, the supervisor may not be able in the future to respond to any queries on the issues addressed without being informed. Moreover, ignoring a supervisor in this matter may result in frustration that could affect his productivity.

9.3.7 The Assessment of Managers' Abilities

In responding to a question about the abilities of middle managers, some Directors General participating in the study emphasise that some managers have poor capabilities as stated below:

"In general, some managers' capabilities are good and others, their capabilities are inadequate." (Director General 1).

"The abilities of some managers are insufficient. Their capabilities need to be improved by training and participation in meetings."(Director General 2).

"Their capabilities are moderate." (Director General 3).

"Managers differ because of physiological formation and educational attainment of each one. Accordingly, they differ in their capabilities in terms of credibility, work accuracy, achievement quantity, honesty and functional loyalty." (Director General 4).

"Their abilities are good and they have work experience and make efforts, however, I do not say their abilities are excellent. It is some time since they were appointed and they hold low qualifications but there have been advances in work due to information technology. Therefore, they should be trained and qualified" (Director General 5).

On the whole, the respondents state that abilities of some managers are good and of some others are insufficient because of their low qualifications as well as their innate ability.

What can be commented upon here is that in the nineties the Omani government established a mandatory retirement to replace those employees whose productivity is poor with a new generation of youths who are proficient in new technologies. The question that can be raised here is that in the face of the governmental decision to replace weak employees why then did the directors general allow low performing managers to remain in their jobs? Surely they should have replaced them with more highly skilled and technologically able people! The disregard of these managers can be attributed to favouritism since other employees whose productivity was inefficient were forced to go on retirement.

The responses of directors general regarding the weakness of abilities of some middle managers are supported by the qualitative data. For example, middle manager' qualitative data suggested that educational qualification is the only factor that has an impact on delegation practices of managers (P=0.041<0.05). The higher level of education, the more tasks delegated to subordinates. The results showed that there is no significant relationship between other managers' background characteristics and managerial delegation practices. Additionally, it was found that years of work experience in the managerial position is the only factor that has a significant relationship with decision-making practices (P=0.017<0.05). Managers who have long tenure in managerial positions give more opportunities to subordinates to participate in decision-making. A final example is that the qualitative data indicated that none of managers' personal characteristics has an impact on time management.

9.3.8 Obstacles that Managers Face in Performing their Duties

Directors general were asked to state obstacles that middle managers face in performing their duties. All responses ascertained that there are some barriers that hinder managers from handling their responsibilities as demonstrated below.

> *"The nature of issues that are handled by managers in our directorate is varied. Therefore, they find it is difficult to deal with some untypical issues that need specific knowledge" (Director General 1).*

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"Obstacles that managers face in fulfilling their duties are the absence of clear vision of the ministry, the insufficiency of authorities given and the inability of motivating subordinates spiritually." (Director General 2)

"They apply regulations and laws literally without searching for a way out. In other words, they lack an ability to interpret the texts of laws and regulations" (Director General 3).

"Barriers are represented in conducts they follow to carry out work assigned to them" (Director General 4).

"Firstly, there is a shortage of cadres in some departments. Secondly, salaries and incentives granted to subordinates are very poor" (Director General 5).

According to the interviewees, the obstacles that managers face in handling their work can be categorised into organisational factors and personal factors. Organisational factors are represented in the ambiguity of the vision statement of organisations and the inadequacy of financial powers granted to managers to motivate their staff. Whereas, personal factors are represented in some managers' inability to motivate their subordinates spiritually, to interpret the texts of rules that organise their work and to deal with non typical themes.

9.3.9 Skills that Middle Managers Lack

The respondents were asked to determine skills that managers who report to them lack. This is what they said,

"They lack skills of innovation, renovation of work and using scientific methods" (Director General 1).
"Some managers need to acquire team-building and communication skills" (Director General 2).

"They lack skills of innovation, initiatives and identification of priorities" (Director General 3).

"Some managers lack skills of using a computer" (Director General 4).

"Managers in this directorate need to develop their skills in English language, formulating financial reports, and using a computer" (Director General 5).

It can be noticed from the above views that the respondents differ in determining skills that their subordinates lack and this may be attributed to the nature of work of each organisation as well as the responsibilities of each manager. However, all skills mentioned by the respondents are essential to handle managerial functions. Each manager should acquire skills of leadership such as team-building, communication, innovation and initiative. He/she is also required to develop his/her skills related to managerial position such as using a computer, writing reports and prioritising goals.

The above views of respondents are supported by the managers' qualitative data. For instance, it was found that managers rely heavily on written communication rather than electronic communication. This may be attributed to the fact that some managers are illiterate in the use of computer. Another example is that the findings suggest that there is a very weak relationship between managers' personal characteristics and their practices represented in the encouragement of their subordinates' creativity (R=0.012, F=1.447, P=0.198>0.05). This indicates that Omani civil service managers lack the skills of creativity and therefore, they are unable to motivate and encourage their employees in this aspect.

9.3.10 The Suitability of Educational Level for Managerial Position

In responding to the question: what educational qualifications should a manager in the civil service sector have, the responses of directors general were as follows:

"A manager should have a university degree and relevant experience" (Director General 1).

"A manager should have a university degree. It is not a condition that a manager should be characterised by higher qualifications" (Director General 2).

"A manager should have a university degree." (Director General 3) .

"A manager should have a Bachelor degree in the specialisation of his work field" (Director General4).

"A manager should have a Bachelor degree and considerable experience" (Director General 5).

It is clear that the directors general agree with each other that the minimum level of education of a manager should be a university degree relevant to the specialisation of department that he/she manages. However, some directors general insist that relevant experience is a prerequisite in addition to the university degree.

9.3.11 The Extent of Availability of Career/Functional Paths for an Employee to Become a Manager

Regarding a question about whether there are career paths for an official to become a manager, the respondents had this to say:

"There are no functional paths followed to qualify employees to become managers. However, experience and qualification make a person eligible to become a manager when there is a vacancy. Usually, in each department there is a person who replaces his\her director when the latter is absent or leaves work" (General Director 1).

"There are no professional career routes. The selection of a manager depends on individuals at top management" (General Director 2).

"There are no specific routes; however, experience, years of service and personal competences define factors that are taken into consideration when appointing a manager" (General Director 3).

"There are no clearly defined routes and no time-scale for an official to become a manager, but managers are appointed on the basis of other measures such as years of service as well as various other factors"(General Director 4).

"There are no such procedures, as the official who is distinguished by virtue of his work is thus rewarded by being promoted to a managerial position when there is a vacancy. However, the qualification and competence of the candidate to become a manager are taken into account" (General Director 5).

From the views above, one can realise that there are no systematic professional career routes that make it necessary for an official to become a manager; nevertheless, qualifications, experience and years of service are factors that can be taken into account. Additionally, there are other factors that are looked into, although each directorate has a deputy to do the work on behalf of the manager when the latter is absent or when he/she leaves work.

9.3.12 Criteria Used for Assessing Managers' Performance

With reference to a question about criteria that are used when assessing managers' performance, the directors general had the following to say:

"When assessing the performance of managers who report to us, we consider the standards of accuracy in fulfilling duties, efforts that are put into doing work and relations with others" (Director General 1).

"We adopt the criteria of time spent in the completion of assigned work and the accuracy of work done"(Director General 2).

"Precision and speed in completing work assigned are given a special emphasis in assessing managers' performance" (Director General 3).

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"Managers of this directorate are assessed according to achievement of tasks assigned, appropriate time of conducting tasks, sincerity, discipline, and behaviour in dealing with others" (Director General 4).

"Work accuracy, speed of performing the work, punctuality and attendance, dealing with senior staff and customers, and the volume of work completed" (Director General 5).

It appears from the above responses that the criteria of accuracy and time spent in the completion of assigned work are adopted by all respondents when assessing managers' performance; whereas, there is no unanimity about other criteria that include the volume of work, dealing with others, sincerity and discipline. It is remarkable that none of the respondents indicated that he\she adopts the criteria of the use of technology and the ability to work under stressed circumstances. The researcher believes that these criteria are essential in the era of globalisation in which we live.

9.4 The Results and Analyses of the Interview with an Advisor

This section presents results and analyses of an interview with Sajda Al-Lawati, the Advisor of the Minister of the Omani Civil Service. Questions directed to the Advisor focused on five aspects: the development of the Omani civil service sector, the extent of the abilities of managers to achieve goals and objectives of their organisations, the most significant skills that directors should acquire standards for appointing managers and suggestions for enhancing roles and effectiveness of middle managers. The interview resulted in responses shown below.

9.4.1 The extent of how Oman's civil service system is keeping pace with a comprehensive development that Omani society has faced

In her explanation about whether Oman's civil service system keeps pace with the comprehensive development that has been taking place in various fields in Omani society, the advisor stated:

"The system of civil service has developed immensely. The most important developments that have taken place are the establishment of a central

system of job recruitment and the improvement of the provisions of study-leave. Firstly, unlike in the past when each organisation used to recruit new employees by itself, currently, employing people is central. That is to say it takes place via the Ministry of Civil Service together with representatives of organisations that are in need of new employees. Secondly, the government used to grant employees who did not get a full scholarship unpaid study-leave to pursue their studies; whereas, currently employees who cannot get a full scholarship are encouraged to go on a paid study-leave with a full salary monthly. Moreover, formerly foreign servants were not allowed to get unpaid leave, while now they can get unpaid leave to study and better themselves professionally".

According to the interviewee the Omani government has created the central job recruitment system that replaced the old method in which each organisation used to appoint new servants by itself. With the new central job recruitment system, any organisation that wants to employ new people should inform the Ministry of Civil Service. The latter is the only body that is responsible for announcing vacancies in various media, receiving applications and enabling candidates to meet the requirements for written exams. An organisation that requires new employees needs only to designate its representatives to join the relevant members of the ministry to conduct interviews with candidates. In fact, this new method reduces to some extent the personal interference of some employers toward employing specific candidates because of certain factors such as kinship, belonging to the same territory, belonging to the same Islamic party and self-interests. Another development that has taken place in the civil service sector as stated by the advisor is the establishment of a provision that allows granting public employees a study leave on full monthly salary. In the long term, this would make civil employees more skilful and proficient in performing their duties and becoming more productive.

9.4.2 The extent of the capability of Omani civil service managers to achieve the intended goals

The interviewee was asked to state to what extent she thinks that Omani managers, as per their currently acquired knowledge and skills, are capable of achieving the goals of their organisations. The Advisor had the following to say:

"Directors are nowadays sent continuously to conferences, seminars, meetings and training courses in order to acquire necessary knowledge and skills that lead to the creation of distinctive administrative leaders. The emphasis on training directors constantly is consistent with a strong belief that management is continually changing. For instance, some concepts of management 20 years ago are different to what management currently encompasses. Thus, directors should be keeping pace with the development that take place in the field of management in order to be able to apply the latest theories to match developments happening in the world in various affairs."

To sum, the advisor says that to be able to achieve the intended objectives of their organisations, directors in the civil service sector are given opportunities for developing their capabilities through various scientific activities such as participating in conferences, seminars, meetings and training courses.

Despite the emphasis of the advisor on the development of middle managers' capabilities, the qualitative data suggested that Omani civil service managers lack different skills that not only affect their directing practices but also other managerial functions. For example, it was found that none of the managers' personal characteristics where found to have an effect on the encouragement of creativity of subordinates. Moreover, the quantitative views of subordinates asserted that the capabilities of their managers are moderate. Some examples of these results are: the use of performance criteria that suit employees' capabilities (mean= 3.55), the involvement of subordinates in decision- making (mean= 3.41), the use of various methods of communication (mean= 3.86) the recognition of good performance of employees (mean= 3.08), setting clear plans of departments (mean= 3.71), and giving instructions to subordinated about how their work to be carried out (mean= 3.62).
On the other side, to what extent are directors allowed to apply skills and knowledge they acquire from their participation in training and seminars?

As a lecturer in the Institute of Public Administration in Oman, the researcher has been always told by some trainees that their employers or rather their bosses to some extent do not allow putting into practice what they have learnt and been trained to do.

9.4.3 Type of skills that Omani civil service middle managers need to acquire

In highlighting her opinion on skills that public managers should acquire, the advisor broadly spoke as follows:

> *"The most significant skills that directors should have are negotiation skills, effective communication skills, team work-building skills, customer service skills, skills of using word processors and the Internet, skills of dealing with employees, skills of adopting open-door policy and skills of planning, directing and organising".*

Although all skills mentioned above by the advisor are complementary to each other and important for a managerial position, we place emphasis on the importance of using information technology as some managers still insist on paper work. In today's world, an illiterate person is not only a person who does not know how to read and write but also one who does not know how to use the computer.

9.4.4 Criteria and standards for the selection of middle managers

Since middle managers play great roles in implementing policies, objectives and plans of their organisations, the advisor was asked to state whether there are grounds, controls and conditions for appointing directors. She replied,

> *"The law of civil service outlined only principles for promotion. Hence, the Ministry of Civil Service neither interferes nor oversees public institutions' procedures related to the appointment of managers. These institutions are familiar with their employees".*

Based on what is mentioned above, the researcher believes that the issue of inclusion of a merit system for the appointment of employees in laws and regulations is not enough. There should be a control body to ensure justice and fight against nepotism.

9.4.5 Suggestions for enhancing roles and effectiveness of managers

Finally, the advisor was asked to add any comments, if any, which may enhance the role and effectiveness of the directors of civil service organisations. She voiced her concern saying,

"I wish general managers would devote themselves to the most important issues rather than doing daily routine tasks. I hope they give their attention to planning policies and development of directorates that they supervise. Moreover, I suggest they think about the performance of employees and policies that stimulate these employees rather than engage in operational work. They should delegate powers to middle managers and trust them. Finally, they should adopt an open-door policy and share information with employees for the purpose of achieving the objectives of their establishments".

From the above suggestions, the advisor appears, broadly speaking, to direct attention to certain negative practices of top management personnel. These practices are represented in:

(1) interventions in routine and detailed work carried out not only by middle managers but also by first line supervisors,

(2) not involving managers in the decision-making process,

(3) withholding information,

(4) not delegating powers to managers,

(5) closing doors in the faces of staff , and

(6) not paying attention to the development of employees.

All these practices undoubtedly affect negatively the performance of managers. The proposals that are mentioned above reflect the substantial experience of the advisor in the civil service sector. The researcher has known the advisor since she was occupying the position of Department Director at the Ministry of Civil Service. These suggestions may reflect negative practices of some senior officials that she has experienced in the past.

9.5 Conclusion

One of the objectives of this research is to explore to what extent Omani civil service managers are influenced by their cultural values and norms in directing practices. To reach this objective, the interview technique was utilised since cultural values require

the use of in-depth discussions with respondents backed up with real life examples and this cannot be easily achieved by using the quantitative method. This chapter has presented the results of interviews that covered five middle managers, five directors general and the Advisor of the Minister of Civil Service for Employees' Affairs.

The indications of the interviews suggested that Omani civil service middle managers are influenced by their cultural values and customs in different ways. The results suggested that managers sometimes do not apply rules and punishment as stipulated by regulations when they call their subordinate to account. Moreover, Omani men care highly the treatment of women based on their interpretation of women's physiological and psychological characteristics. Therefore, male employees are often requested to carry out field work instead women. Additionally, Incentives, promotion to higher positions and delegation are somewhat based on special treatments. Moreover, the results suggested that manager's cultural values influence their human relations with their subordinates

In exchanging family visits and participating in the occasions of happiness and sadness, providing material assistance to employees who are in need so as to reduce the difficulties that they are facing, exchanging religious advice and designating offices for women and offices for men as much as possible.

However, the interviews suggested that managers attempt to strike a balance between their values when dealing with others and work interests. This balance is necessary to avoid the over emphasis on the courteous behaviour arising from societal values over the work productivity that is the essential aim of an organisation.

9.6 Summary of Empirical Results

This study aims to investigate the degree of effectiveness of Omani civil service middle managers in directing practices. Specifically, it attempts to examine the effects of managers' personal characteristics, managerial roles, and organisational and cultural factors on middle managers' effectiveness in directing their subordinates. Additionally, it examines whether there are differences among managers regarding their effectiveness in directing practices attributed to their personal characteristics. Chapters seven, eight and nine have presented detailed empirical results of the study covering descriptive, inferential and interviews results. This section presents a summary of empirical significant results in Table 9.1 below.

Table 9.1: Summary of Empirical Significant Results

Hypothesis 1: There is a significant effect of managers' personal characteristics (age, gender, educational level, total work experience, work experience in managerial position, training) on their effectiveness in the directing practices.	
Directing Practices	**Result**
Human relation	Only educational qualification has effect. $P = 0.000 < .05$
Encouragement of creativity	There is no effect of personal factors. $F = 1.447$, $P = 0.198 > .05$
Delegation	Only education qualification has effect. $P = 0.041 < .05$
Decision-making	Only work experience in managerial position has effect. $P = 0.017 < .05$
Time management	There is no effect of personal factors. $F = .487$, $P = 0.719 > .05$
Encouragement of cooperative work	Only gender has effect. $P = 0.004 < .05$
Motivation	Only gender has effect. $P = 0.029 < .05$
Communication	Only total work experience and work experience in managerial position have effect. P values $= 0.038$ and $.002$ respectively $< .05$
Hypothesis 2: there are significant differences in managers' effectiveness in the directing practices attributed to personal characteristics.	
Directing Practices	**Result**
Human relation	There is a difference in relation to educational level. $P = .001 < .05$
Encouragement of creativity	There are no differences among managers. All p values > 0.05
Delegation	There are no differences among managers. All p values > 0.05
Decision-making	There is a difference in relation to work experience in managerial position. $P = 0.006 < 0.05$
Time management	There are no differences among managers. All p values > 0.05
Encouragement of cooperative work	There is a difference in relation to gender. $P = 0.008 < 0.05$
Motivation	There is a difference in relation to gender. $P = 0.012 < .05$
Communication	There are no differences among managers. All p values > 0.05

Table 9.1: Summary of Empirical Significant Results (Continued)

Hypothesis 3: There is a significant effect of organisational factors (clarity and prioritisation of organisational goals, adequacy of authority given, efficiency of communication system, professional growth and motivation, managers' views are taken into consideration, suitableness of work conditions) on managers' effectiveness in the directing practices.	
Directing Practices	**Result**
Human relation	Only clarity and prioritisation of organisational goals has effect. $P = 0.045 < .05$
Encouragement creativity	Only suitableness of work conditions has effect. $P = 0.000 < .05$
Delegation	There is no effect of organisational factors. $F = 1.526$, $P = 0.173 > .05$
Decision-making	Overall, there is effect. $F = 4.259$, $P = .000 > .05$. Separately, there is no effect. All p values $> .05$
Time management	There is no effect of organisational factors. $F = .614$, $P = 0.719 > .05$
Encouragement of cooperative work	Only managers' views are taken into consideration and suitableness of work conditions have effect. P values $= .041$ and $.000$ respectively $< .05$
Motivation	There is no effect of organisational factors. All p values $> .05$
Communication	There is no effect of organisational factors. All p values $> .05$

Hypothesis 4: There is a significant effect of cultural factors (the priority of carrying work efficiency, the importance of being subordinate loyal to their managers, assisting employees facing problems with personal matters, dealing with different social classes, following societal values at the workplace, the participation in social events) on managers' effectiveness in directing practices.	
Directing Practices	**Result**
Human relation	Only importance of being subordinate loyal to their managers and assisting employees facing problems with personal matters have effect. P values $= 0.002$ and 0.033 respectively $< .05$
Encouragement of creativity	Only priority of carrying work efficiently, assisting employees facing problems with personal matters and participation in social events have effect. P values $= 0.000$, 0.037 and 0.004 respectively $< .05$
Delegation	Only priorities of carrying work efficiently and dealing with different social classes have effect. P value $= .033$ and $.017$ respectively $< .05$
Decision-making	Only priority of carrying work efficiently, assisting employees, dealing with different social classes and societal values at the workplace have effect. P value $= .000$, $.049$, $.013$ and $.000$ respectively $< .05$
Time management	Only following social values at the workplace has effect. $P = .039 < .05$
Encouragement of cooperative work	Priority of carrying work efficiently, assisting employees and participation in social events have effect. P values $= .006$, $.036$ and $.022 < .05$
Motivation	Priorities of carrying work efficiently and participation in social events have effects. P values $= .000$ and $.018$ respectively $< .05$
Communication	Priority of carrying work efficiently, following social values at the workplace and participation in social events have effect. $P = .000$, $.039$ and $.032 < .05$

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Table 9.1: Summary of Empirical Significant Results (Continued)

Hypothesis 5: There is a significant effect of managerial roles (supervisory/leadership role, informational role, decision-maker role and problem solver role) on managers' effectiveness in directing practices.	
Directing Practices	**Result**
Human relation	Only informational and decision-maker roles have effect. P = .014 and .033 < .05
Encouragement of creativity	Only problem solver role has effect. P = .000 < .05
Delegation	Problem solver role has effect. P = .013 < .05
Decision-making	Problem solver role has effect. P = .000 < .05
Time management	There is no effect of cultural al factors. All P values > .05
Encouragement of cooperative work	There is no effect of cultural al factors. All P values > .05
Motivation	Only problem solver role has effect. P = .001 < .05
Communication	Only problem solver role has effect. P = .001 < .05

Chapter Ten: Discussion of Research Findings

10.1 Introduction

This study, conducted in Oman's civil service sector, investigates the impact of personal characteristics, organisational factors, cultural factors and managerial roles as independent variables, on managerial effectiveness in directing practices (leadership, motivation and communication practices).

The study is based on five hypotheses. Four of these state that there are effects of independent variables mentioned above on the effectiveness of middle managers in directing practices, while the fifth hypothesis stipulates that there are differences among managers regarding effectiveness in directing practices, and that these may be attributed to personal characteristics.

To achieve the objectives of the study, the advantages of the triangulation approach were utilised by using quantitative and qualitative research methods. For the collection of quantitative data two questionnaires were designed; the first one to be filled in by middle managers (the target group) and the other to be filled in by subordinates working under the supervision of middle managers participating in the study. As for qualitative data, three semi-structured questionnaires for interviewing middle managers, directors general and an advisor of the Minister of Civil service, were designed as a guide. The researcher has used multi-sources in this study for a number of reasons. Firstly, quantitative data from middle managers is to be used in inferential statistics such as multiple regression analysis to examine the effect of independent variables on managers' effectiveness in directing practices (dependent variables), and Analysis of Variance (ANOVA) to examine the differences among managers regarding effectiveness in directing practices. Secondly, quantitative data from subordinates is to provide the researcher with views regarding their managers' directing practices. Thirdly, some complementary qualitative data as represented in in-depth interviews is important to supplement those facets that cannot be easily addressed by using the quantitative method alone, especially those aspects of cultural values that sometimes need to be clarified by means of real-life examples; therefore, expatiation on interview may happen between a researcher and interviewees. Finally,

using multi-sources is the most reliable way to achieve accurate judgment on the theme under investigation.

The quantitative data of this study was gathered from 246 middle managers, forming 70.5% of the sample, and 932 subordinates forming 53.41% of subordinates involved in the study. As for qualitative data, eleven key informants were interviewed including five middle managers, five directors general and an advisor of the Minister of Civil Service. Due to multiplicity of variables and sources that were used the study has become extensive; therefore, the researcher decided to present results and discussion of the fieldwork separately.

The previous chapters; seven, eight and nine, were allocated to present the results of descriptive analysis, inferential analysis and interviews respectively, whereas the current chapter mainly discusses the hypotheses of the study and examines whether they are achieved in light of the results. The significant descriptive results are also given attention in the discussion. Moreover, the chapter attempts to integrate creatively the results of this study with existing theory and research, examining whether the research findings of the study are consistent or not with other studies and the extent of applicability of leadership, motivation and communication theories to Omani civil service context. It is worth mentioning that middle managers are the units of analysis, while results of subordinates and qualitative data are used to enhance the discussion.

The researcher has discussed the following results of the research in this chapter: characteristics of the sample managerial functions, strategic planning, vision and mission of organisations, the effects of managers' personal characteristics, both organisational and cultural factors, managerial roles regarding managerial effectiveness in directing practices, and finally differences among middle managers in relation to managerial practices.

10.2 Characteristics of the Sample

Middle managers and their subordinates, who have been working for the civil service sector in Oman, were the target population of the study, while managers are the unit of analysis. It was concluded that middle managers, subordinates and general

managers and the Advisor of the Minister of Civil Service were responsive to the survey questionnaires and in-depth interviews.

Civil service organisations in Oman have been used as the sampling frame for this study, and managers were the target group, while subordinates participated in the study to support their managers' views or not. Therefore, the sample was chosen to represent the population of managers in the Oman civil service sector.

In relation to age, more than half of the managers (56.9%) were aged 35-44 years, which comes consistent with other studies' samples such as Daly (1991) who studies managers' effectiveness in the United States. The largest proportion of managers (48.4%) had obtained a Bachelor degree, followed by (18.7%) who had higher education, then (15.4%) obtained their high school certificate and finally (12.2%) holding a high school diploma. The number of females participating in this study amounted to 35 forming 14% of the sample. This indication reflects the participation of Omani females in Oman's labour market. The Human Development Report documented that women's participation in Omani labour force accounted for 27 percent in 2003. In fact, the limited participation of women in labour market is not restricted to Oman but it is a phenomenon dominant in the Middle East and North Africa (World Bank 2003b: 49; UNIFEM 2004 cited in Metcalfe 2007).

The overall response rate accounted for 70.5 percent. According to Cohen and Morrison (1994), the common rate stands between 10 and 50 percent. Therefore, the response rate in this study is considered very high compared with the common percentage. The way in which it was used in selecting the sample-stratified sampling technique and the way in which the researcher contacted the target groups, led to this higher of response rate. It is worth mentioning that this high rate of response rate has minimised the risk of a non-response rate which would have, in turn, negatively affected the whole of the results.

10.3   Managerial Functions

Investigating literature presented in theoretical part of this study revealed that managerial effectiveness, whether in overall managerial practices or directing practices, is influenced by managerial functions. Therefore, middle managers in the

study sample were questioned about their knowledge and skills in the functions of management namely; planning, organising, means of communication and controlling. The results of investigation are shown below.

10.3.1 Planning

Descriptive results of planning items indicated that middle managers are concerned with the prioritisation of objectives and goals of their departments (mean= 4.07). This result is supported by the results of subordinates who mentioned that their managers prioritise goals of their departments. (mean= 3.83), which is a highest mean among means of other items related to planning activities. As for setting plans of departments, the results showed that managers give priority to set action plans (mean=4.04), followed by strategic plans (mean= 3.60), then short term plans (mean= 3.59) and finally medium term plans (mean= 3.50). This is an interesting result as it sets strategic plans in the first rank among plans set by middle managers. It is known that setting a strategic plan is the responsibility of top management and the role of middle managers is to translate it into medium, short and operational plans, and to implement these by cooperation with executive members of an organisation. This result can be explained in several ways. For example, managers in the sample study may have studied strategic plans and have become so familiar with the concept of this planning that they stated having set it for their departments. Another explanation is that these managers may usually get involved in gathering information needed to set strategic plans by top management and that therefore they claimed to have set the strategic plans for their departments.

10.3.2 Means of Communication

The study arrived at the conclusion that middle managers rely on non-electronic communications such as written reports and messages, and circulars (means=4.20, 3.16 respectively) rather than on electronic communication (mean=2.86). This result is attributed to the fact that some middle managers are computer illiterate and have difficulty in using communication features such as email. This is supported by some outcomes of interviews with directors general. One director general stated,

"Some managers lack skills of using a computer" (Director general 4).

Another director general said,

"Their abilities are good and they have work experience and make efforts, however, I do not say their abilities are excellent. It is some time since they were appointed and they hold low qualifications, but there have been advances in work due to information technology. Therefore, they should be trained and qualified" (Director General 5)

10.3.3 Controlling

The findings of the study indicate that managers rely more on meetings and filed visits when they control the performance of their subordinates (means=4.02 and 3.88 respectively) in comparison with other methods; namely, written reports (mean= 3.62), telephone calls (mean= 3.40), and files (mean= 3.32). In comparing the means of subordinates' responses regarding controlling practices of their managers, the lowest mean is that of using various methods of control to monitor employees' performance (mean= 3.38) while the means of setting performance criteria, the clearness of the criteria and the suitability of the criteria to employee's abilities are (3.51, 3.45 and 3.55 respectively). In terms of assessing subordinates' performance, the results revealed that managers to a moderate extent document the performance of their employees (mean= 3.38). Beside this, the indications of subordinates ascertain that managers to some extent inform their subordinates about weaknesses and bad performance (mean= 3.25)

10.4 The adoption of strategic planning, vision and mission by organisations

The results of the study demonstrate that the majority of organisations have developed strategic plans (78.5 percent). However, about half of managers (47 percent) have reported that the strategic plans of their organisations are not clear and understandable.

As for vision development, about one third of the managers revealed that their organisations have no clear vision, which makes the accomplishment of strategic goals and tasks difficult. Broadly speaking, this result finds its support from the indications of interviews with Directors general. To illustrate, a director general said,

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"Obstacles that managers face in fulfilling their duties are the absence of clear vision of the ministry..." (Director General 2)

About half of the managers reported that there is no consistency between the statement of vision and the strategic plans. Therefore, it can be concluded that such inconsistency may lead to ineffectiveness in managerial functions in general, and directing practices in particular.

In terms of development of mission statement, about one third managers reported that their mission statement is not clear and understandable. This addresses a big question: how these organisations would translate their missions into strategic and action plans which in turn will be reflected on managerial effectiveness and organisational performance.

10.5 Effect of Managers' Personal Characteristics, Organisational and Cultural Factors on Directing Practices

Judge et al. (2002) argues that personal variables of managers are constituently associated with leadership effectiveness. Despite the importance of personal characteristics of managers and their impact on managerial functions, Harman (1999: 31) found that personal factors cannot predict and correlate with leadership practices. In fact, studies on behavioural leadership indicate that there are considerable differences between leaders, for example in decision-making, leadership and motivation and so on. (Leithwood 1994; Heckman 1993). Indeed it is necessary to take factors, other than personal ones into consideration in order to describe the full picture about managerial practices and effectiveness in directing practices, and this has been taken into consideration in this study, which has realised from the beginning the importance of other factors in tackling the issue of managerial effectiveness: organisational factors and cultural factors.

10.5.1 Effect of managers' personal characteristics, organisational and cultural factors on leadership and human relations

Is there an impact of personal characteristics of managers on managerial effectiveness in directing practices? The finding of this study suggests that there is a significant

relationship between personal characteristics and human relations (P<0.05). However, only educational qualifications were found to have an impact on human relations. (P=<0.05). This means that managers with higher education levels are more likely to allow the creation of a positive department environment and to encourage good working relationships on a human level among subordinates. Hersey and Blanchard (1996) called this type of leadership styles a collaborate style.

This study also found overall a significant relationship between organisational factors and leadership in connection with human relationships (P<0.05). However, the clarity and prioritisation of organisational goals is the only factor which has an impact on human relations. These results ascertain that clarity of goals has an impact on human relations between managers and subordinates.

The results of this study support the study's results conducted by Sonton (1994) who found that human relations skills were found to be most important competency areas. The study concluded that in terms of human relations, there is a need for managers to decrease the use of negative behaviour and increase the positive behaviours. Sass (1989) argues that the educational level of the leaders is the most significant factor in dealing with human relations in the workplace.

According to Batnel and Jackson C (1998), middle managers with higher level education are able to effectively manage their subordinates. Unfortunately, due to lack of empirical studies on human relations it is difficult to compare the results of this study with other empirical research, and this shortcoming may be attributed to the fact that organisations in western countries concentrated on individualism rather than on collectivism as represented in human relations. In other words, Western organisation is characterised by low level of power distance whereas Arab organisation is noted for its high level. (Hostede 1993). Therefore, it can be concluded that Omani managers are more effective in creating an effective atmosphere for subordinates in the workplace. As mentioned earlier, personal characteristics were found not to affect other leadership practices.

In terms of cultural factors, the findings of the study demonstrated a strong relationship between cultural factors and leadership, with human relations (P<0.05).

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The study found two cultural factors that affect human relations: importance of subordinates' loyalty to managers P<0.05), and dealing with different social classes (P=0.05). It can be understood from these results that managerial human relations demand the loyalty of subordinates to their managers. Apparently, managers deal with subordinates on the basis of their social class.

Linking qualitative results with in-depth interviews with middle managers, there is an agreement on the impact of managers' cultural values on human relations with subordinates. One of the middle managers said that:

> *"Definitely, there is an effect of cultural and societal values and customs on the behaviours of middle managers and their administrative practices. Humans are products of their environment. Hence, here you can find out the difference in attitudes and behaviours of managers based on their culture as well as their social formation. However, all have to comply with the law of civil service that represents a general framework controlling the behaviours of managers and restricting them from giving way to the effects of personal culture"*(Director of Department:Male2).

In contrast, another middle manager has a different view which emphasises that managers deal with their subordinates on the basis of work interests rather than on other issues. He said that:

> *"The relations here whether between managers or between managers and their subordinates are mainly controlled by work interests as well as our mutual interest in the success of the organisation to which we all belong. We overcome personal conflicts and differences. Relations here are more participative and humane. Each one completes another to achieve the interest of the establishment and the employees together"* (Director of Department: male1).

The interviews of this research indicated that managers deal with women differently. One of the male middle managers reported that:

"As I mentioned previously regarding the effect of cultural values and customs, I ascertain here the strength of effect of cultural values on the behaviours of managers in general, and in particular on their relations with their subordinates. Religious values and social customs make a manager deal with a subordinate woman in a different way of that he/she uses when dealing with a subordinate man. It is also that doctrinal, sectarian and regional belongings influence many of behaviours of managers" (Director of Department: Male1).

This view was ascertained by a female middle manager who revealed that:

"Among the manifestations of societal culture is a religious effect. Once, a male employee of mine presented me a religious book to deliver his message in an indirect way. I accepted the book and understood the message. Another example of societal culture effect is that some employees from both genders refuse to work with the opposite sex in one office. Accordingly, I usually try as possible as I can to designate offices for men and offices for women" (Director of Department: Female2).

10.5.2 Effect of managers' personal characteristics, organisational and cultural factors leadership – encouragement of creativity

The results of this study indicate that there was no significant relationship between encouragement of creativity and personal factors of managers (P>0.05). This means that managers are at all not affected by any of their personal characteristics. It can be concluded that Omani middle managers, to some extent, are not qualified or skilled to encourage creativity among their subordinates. This result is supported by the findings from interviews for this study. In responding to the question related to skills that middle managers lack, a director general said that:

"They lack skills of innovation, renovation of work and using scientific methods." (Director general 1).

Another director general articulated that

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"They lack skills of innovation, initiatives and identification of priorities."
(Director general 3).

It is worth mentioning in this regard, that little is known about the conditions in which managers can promote or encourage creativity among individual subordinates in organisations. Few empirical studies have systematically examined the possibility that the directing practices contribute significantly to encourage subordinates' creativity. However, some studies found on the importance of motivation for understanding encouragement creativity. Moreover, Amabile (1979) found positive association between measures of motivation and subordinates' creativity tasks. In other words, subordinates' motivation enhances their creative achievement. Amabile and Gryskiewicz (1987) demonstrated that one of the main subordinates' creativity determinates is the style of leadership and managerial supervision. In other words, managerial support of subordinates is expected to enhance and encourage creativity. Therefore, it can be concluded that in relation to encouragement of subordinates' creativity, the middle managers in the Oman civil service sector are not supportive, and are characterised as transactional leaders who only ask their subordinates to do the allocated tasks and fail to encourage them.

Rice (1987) found that leadership which is characterised by controlling may result in limiting or diminishing the creative performance of subordinates. When managers and leaders are supportive, they show concern for subordinates' feelings and needs, encourage them to be creative and facilitate their skill development. These actions on the part of managers are expected to promote subordinates' feelings of self-determination and personal initiatives at work, which then boost levels of interest in work activities and enhance creative achievement. Previous research supports the proposed association between supportive leaders and subordinates creativity. Stahl and Koser (1978) demonstrated that subordinates' creative output was significantly related to the extent to which leaders were empathic and attempted to understand subordinates' creativity.

The results of this study are inconsistent with the principles of transformational leadership which encourage subordinates' creativity, personal growth, professional

growth and goals achievement. Therefore, middle managers in Omani Civil Sector are not effective in directing practices of encouraging employees' creativity.

10.5.3 Effect of managers' personal characteristics, organisational and cultural factors on leadership-delegation

It is also found that delegation practices were only affected by educational qualification of managers ($P<0.05$). This means that the lower the educational level, the more tasks are delegated to subordinates. It can be noticed from the differences in means between the lowest level of education and the higher level of education. The mean for managers with below high school is accounted for 3.8 against 3.6 for managers with bachelor degrees and 3.4 for managers with master degrees. It may be attributed to the fact that managers with low levels of education have not received sufficient qualifications and skills to perform some tasks and/or these managers are aware of what is the importance of delegation tasks to employees. Therefore, middle managers in this case are certainly aware of their subordinates' ability to perform the delegated tasks and their requirements.

It can be concluded that delegation practices are not affected by other personal characteristics. These results do not come in line with other studies in other countries such as Noer et al. (2005) who found that older managers are more likely to delegate tasks to their subordinates than their younger counterparts. They stressed that work experience makes a manager more conscious of people working with them. Another researcher is Seversky (1982) who reported that managers with more job experience reported using more delegation than those with fewer years of experience. Another study also conducted by Blankship and Miles (1968) found that higher level managers with more experience were more likely to report using delegation than lower level managers.

The findings of this study state that there is no relationship between organisational factors and delegation of tasks to subordinates ($P>0.05$). It was also found that there is no significant relationship between delegation and organisational factors.

However, there was found a significant relationship between delegation and cultural factors and that there is an impact of "priority of carrying work efficiency" and

"dealing with different social classes" on delegating some tasks to subordinates (P<0.05). It can be concluded from these results that Omani middle managers are more likely to be affected by cultural factors than personal characteristics and organisational factors. Specifically, middle managers are affected by their tribal and familial values and so delegate tasks to specific persons within their departments according to their personal relations. The subordinates' results also support managers' results. The subordinates stated that their managers show complete confidence to them to carry out delegated tasks (mean= 394). This result is in line with what Mathews (1980) said. He said that from management's point of view, managers delegate some tasks to subordinates when they are overloaded. At the same time, managers need also to feel confident in the subordinates to do the jobs delegated.

However, the results of subordinates emphasised that middle managers tend to delegate routine tasks (mean= 371) more than advanced and important tasks.

In other words, managers do not look at their subordinates' skills and ability in how to do the delegated tasks.

10.5.4 Effect of managers personal characteristics, organisational and cultural factors leadership-decision-making

The findings of this study suggest no overall relationship between managers' personal characteristics and participation of their subordinates in decision-making. Although there is no overall relationship, the results found that work experience in managerial position is the only attribute that affects participation of subordinates in decision-making (P<0.05). This means that other factors have no impact on decision-making process. This may be attributed to the fact that managers with more years in current managerial position are more likely to engage their subordinates in decision-making.

In relation to organisational factors, the findings suggest that a significant relationship between participation of subordinates in decision-making and organisational factors has an impact on the outcome variable (P<0.05). Furthermore, the results of this study are consistent with those reported in the literature. For example, Premkumer and King (1990) found organisational factors such as planning resources are significant for decision-making.

The study also found a significant relationship between decision-making as a leadership practice and cultural factors (P<0.05). There are cultural factors which have a positive impact on decision-making practices: priority of carrying work efficiency, assessing employees facing problems with personal matters, dealing with different social classes and following their societal values at the workplace. Concerning social values, it can be concluded that Omani middle managers do not follow the Arab cultural values which stress that the tribe leader (Sheikh) consults the members of his tribe regarding important decisions (Hofstede and Hofstede 2005). Furthermore, Islamic teachings instill in leaders that they should consult their subordinates in relation to all spheres of life particularly political issues (Dadfar 1984: 28). This means that middle managers do not follow Islamic teachings and the precepts of Arab culture which call for collectivism in decision-making. This study concluded that Omani middle managers tend to be more consultative managers (consultative leadership style) rather than participative leadership style. In other words, they do consult their subordinates, but feel it is not necessary to take their views into account when managers are making decisions.

These quantitative results were supported by in-depth interviews with a middle manager who stressed that:

> *"My relation with other managers is participative and friendly. We work as one family. I also consider the views of my subordinates and I consider the opinion of majority."* (Director of Department: Female 1).

In the words of another female manager:
> *"My relation with my colleagues is complementary. Our works are interrelated and, therefore, we complete each other."* (Director of Department: Female 2).

In relation to the difference between managers' and subordinates' perspectives, the former felt that they were more likely to encourage participation of their subordinates in decision-making whereas the latter believed that their managers do not encourage them to participate in the decision-making process within the department.

10.5.5 Leadership- time management

The results of the study found no overall significant relationship between managers' personal characteristics and time management (P>0.05). It can be said that middle managers in the study are not able to designate specific time for specific tasks and that this will directly or indirectly lead to ineffective time management.

As for the relationship between organisational factors and time management, the study results found no significant relationship between the two variables (P>0.05). Furthermore, the study results found no overall significant relationship between cultural factors and time management (P>0.05). However, it was found that managers who follow their social relationships at the workplace can more effectively manage their time than managers who do not.

10.5.6 Effect of managers personal characteristics, organisational and cultural factors on motivation practices

The study findings found a significant relationship between managers' personal characteristics and motivation practices (P<0.05). It was found that only gender has an impact on the motivational practices of managers. Looking at the means of males (3.8) and females (3.5), we find that male managers are more likely to motivate their subordinates than are their female counterparts, while other variables in the regression model have no impact on motivation practices of managers.

It is apparent that the results of this study are inconsistent with Dickson and Craig (1999) who found that middle managers' age does affect their motivational practices and stated that managers do not differ from one generation to another. However, the same study found that managerial motivational practices are in fact, affected by experience.

It was also found that there is a significant relationship between motivational practices and organisational factors, although none of the factors found to have an effect on these practices (P<0.05). It is documented that transformational leadership largely depends upon organisational factors (Lim 1997). Lim, on his study on transformational leadership within the British private sector, suggests that managers

who have motivational skills are more effective than those who do not.. The author also found that effective managers recognise the subordinates with good performance and appraise them accordingly.

In terms of cultural factors, these were found to have an impact on motivational practices: participation in social events was the only one which has an impact on motivational practices (P<0.05).

It is apparent from the in-depth interviews with middle managers that motivation practices are not affected by the cultural values of managers because there is a system for promotion within the civil service sector. One of the female middle managers stated that:

> *"Societal values are still affecting to some extent the administrated practices in some matters such as incentives, promotion to high positions and delegations"* (Director of Department: Female3).

In relation to the rewards system, it should be kept in mind that the reward system civil service system depends upon a ladder set by the government. In such a case, managers are not entitled to financially reward their subordinates. However, Omani managers can interfere in the promotion process of employees. Therefore, it can be concluded that middle managers follow intrinsic motivation rather than extrinsic motivation, which means that they are affected by their cultural factors.

The study findings also indicated that managers value their subordinates' input such as new ideas and thoughts. The study also found that subordinates believe that they are encouraged to do so by their managers.

10.5.7 Effect of managers' personal characteristics, organisational and cultural factors on communication practices

The multiple regression results in chapter seven found an overall significant relationship between communication practices and managers' personal characteristics. However, only two factors were found to have an effect on communication practices: years of experience in the organisation and years of experience in a managerial

position. It can be concluded that managers' communication practices are developed and improved over time. In other words, the more years of experience, the more was there an accumulation of information and other effective tools of communication.

With reference again to chapter seven, the results of the study found an overall significant relationship between communication practices and organisational factors (P<0.05). Nevertheless, none of the organisational factors were found to influence communication practices. It should be noted that organisation factors in this context are represented in the clarity of organisation goals, adequacy of authority given to subordinates, efficiency of communication system, and professional growth of motivation. The non-impact of any organisational factors on communication practice could be attributed to the fact that middle managers are not able to communicate the organisation's or department's goals to their subordinates which leads thereby to a bearing on their effectiveness. Furthermore, the authority given to middle managers is less likely to positively affect the morale of their employees. Therefore, these factors led to the weakness of the communication system in the organisation, since managers' views are not taken into consideration by employees.

In relation to cultural factors, the study results found an overall significant relationship between communication factors and cultural factors. It is found that communication practices are affected by clarity and prioritisation of organisational goals, following social values in the work place and managers' participation in social events. It is clear from these factors that managers' communication with their subordinates is largely dependent on personal relations. In other words, managers are more likely to use their social values in communication practices than their professional skills.

Some researchers have given attention to factors associated with communication failures. It was found that some managerial practices weaken morale and reduce the effectiveness of upward communication. Attitudes of hostility not only reduce the flow of and acceptance of communication, but may also adversely affect communication at all organisational levels (Marshal and Ron 1996).

10.6 Impact of Managerial Roles on Directing Practices

In the previous sections of this chapter, the impact of personal factors, organisational factors and cultural factors on directing practices were discussed. This section discusses the effect of managerial roles on directing practices.

The findings of this study, in general, indicated that there is a significant relationship between managerial roles and directing practices (P<0.05). However, it is found that the information role and the decision-making role have an impact on human relations (P=<0.05 respectively). This means that managers are affected by communication styles since they use information in relations with their subordinates. In regard to the decision-making role, it is clear that managers, to some extent, use a mix of human relations and participation of subordinates in decision-making on a departmental level.. Looking at other factors such as the leadership role, we find that middle managers do not use their leadership skills in their human relations.

As for the impact of managerial roles on encouraging subordinates' creativity, the study found that there is an overall significant relationship between the outcome variable and the explanatory variables. It was found that the problem-solving role was the only factor to affect encouragement creativity practices (P<0.05). It can be concluded that other managerial roles such as the leadership role and the decision maker role have no impact on the outcome variable. This may be attributed to the fact that managers are not sufficiently effective to encourage their subordinates to be creative.

In leadership, delegation of tasks was not collectively affected by managerial roles. Although there is no overall relationship between delegation practices and managerial roles, it was found that the problem-solving role is the only factor affecting delegation practices (P<0.05).

In relation to decision-making practices, the study found a significant relationship between these and managerial roles. It was found that problem-solving was the only factor to affect decision-making (P<0.05). Therefore, it can be concluded that middle

managers are not effective leaders and do not provide their subordinates with sufficient information to participate in decision-making.

The results of the study found that there was a significant relationship between motivational practices and managerial roles. Problem-solving was the only factor to affect motivational practices ($P<0.05$). It seems that managers again are not effective in motivating their subordinates.

The results also found that the only factor that has impact on communication was the problem-solving role ($P<0.05$).

The results of the study in conclusion, indicate that middle managers are not affected by leadership role, information role and decision-making roles. Therefore, middle managers are not effective in directing practices using different roles.

In-depth interviews with general directors indicate that there are different roles for middle managers. In other words, none of the general directors reported that middle managers should have leadership, decision-making and information roles. One of the general managers stated that:

> "*The role of managers is divided into two: administrative and pragmatic. The administrative role lies in running their directorates and training their officials, while the pragmatic role lies in achieving the goals of their directorates in line with their specialities*" (Director General 1).

Another general director thinks that the role of middle manager is restricted to implementing the laws and regulations. In his own words, he said that:

> "*The role of directors lies in supervising and implementing the laws and regulations pertaining to financial and civil service issues.*" *A further director thinks that "directors work as auxiliaries in the sense that they point out the appropriate training needs of officials, in addition to facilitating work procedures.*

The results of this study are not consistent with other empirical studies. For instance, Hooijberg (1997) argued that managers are recruited according to their ability and their past experience. While the results of this study are in line with Trinka (2007) this study on middle managers found that few managers agreed on the importance of their role in employees' development.

10.7 Differences among Middle Managers in Relation to Managerial Practices

This section discusses the differences among managers in terms of their managerial practices including human relations, decision-making, the encouragement of creativity, delegation, motivation, communication and roles of managers.

10.7.1 Differences among managers with reference to human relations

This study found that the only significant factor among managers was with regard to their educational levels (P<0.05). This means that there is no difference concerning other explanatory variables such as age, experience and training courses. It can be concluded that managers with more years of education, are more likely to understand their employees and the importance of social relations in the market place. Furthermore, their higher educational levels make it much more likely that managers are willing to learn more about employees' behaviour and are prepared to deal with them in different and more innovative ways.

10.7.2 Differences among managers in relation to encouragement of creativity

ANOVA outputs presented in chapter six found no difference among managers as far as encouraging their subordinates to be creative in the workplace. This means that managers, regardless of their particular background, are not effective in encouraging their subordinates to be creative and powerful in the organisation. In other words, middle managers are often not in themselves creative and, therefore, they become unable and less likely to encourage others' creativeness.

10.7.3 Differences among managers in relation to decision-making

The study's results found differences among managers only as far as experience in current managerial position (P<0.05). It can be said that the more years of experience in a managerial position, the more they encourage participation of subordinates in

decision-making. Therefore, managers are not affected by other personal factors such as age, level of education and training courses.

10.7.4 Differences among managers in relation to motivation

The results of the study found no significant differences among managers pertaining to managerial motivational practices. It can be concluded that all managers have a similar view as to how to motivate their subordinates.

10.7.5 Differences among managers in relation to communication

The study results found no significant relationship among managers in relation to their personal background characteristics (P>0.05). It can be said that managers are not effective in communicating their organisational goals or in using a contemporary means of communication within the organisation.

10.8 Conclusions

In accordance with the objectives of this study represented in examining managerial effectiveness in directing practices in Oman's civil service organisations, this chapter has dealt with the discussion of the study findings. It is clear from previous discussion that Omani middle managers are more likely to be affected by cultural factors than personal characteristics and organisational factors. This may be attributed to the fact that Omani middle managers are influenced by Arab cultural values. These values play an important role in diverting managers from their original roles and managerial principles which may, in turn, affect their effectiveness and their departments' performance. Several studies have been conducted on managerial behaviours that are affected by social and cultural values. According to Hofstede (1980, 2000), the Arab countries have a higher power distance; he classified Arab countries as one of high power distance. This result becomes consistent with Islamic beliefs especially in relation to the hierarchy of Islamic authority.. For instance, Islamic and Arabic traditions are characterised by status hierarchy. On the Omani managers' level, they make decisions in an autocratic and paternalistic way instead of consultation with subordinates as expected under Islamic teachings. According to Arabic and Islamic values, managers should consult with partners and relatives systematically and daily (Ali and Mirahmed 2002).

Arab managers do not prefer informality and personal ties. On the other hand, "open door policy" is very conditional and fewer selected people are generally consulted. Also, managers, generally, are not opposed by their subordinates. According to Hofstede (1984), power distance is connected directly with leadership and subordinates.

It is worth noting that all leadership and subordinates theories have been written by Western authors such as Likert, McGregor, Northhouse Black, Mouton and Northhouse

The Arab countries have been classified as having a higher level of power distance and this may be attributed to the fact that the Arab culture is complicated. Meal and Jim (2000) argue that it is difficult to study because the root of Arab trade is strongly tied to the tribe, family, desert and religion.

Abu-Saad (1998) conducted a study on individualism and on its relation to Islamic work belief among Arab teachers in the Palestinian Territories. The researcher used work individual scale (pride in individual achievement and accomplishments, priority of individuals over group incentives and rewards, highest loyalty to self and family, self-determination of one's own best interests, self-reliance as a source of success, and the necessity of loyalty to sponsors of organisational survival). The study found that personal efforts and achievement were significantly and moderately correlated to the individualism index and concluded that the strongest Islamic ethics factor (personal and organisational obligation) was relatively independent of individualism. These results reflect the collectivist nature of Arab society. In other words, values about individual effort and obligation are not separated from values about the importance of one's contribution to community and society and the obligation of organisations to their employees.

Chapter Eleven: Conclusion

11.1 Introduction

This study aims to determine the degree of the effectiveness of Omani civil service managers in directing practices. To achieve this objective, the researcher investigated relevant literature for the purpose of understanding the concept and components of managerial effectiveness in directing practices. Accordingly, the study strategy and methodology were designed in a way that points towards the achievement of the study objective. The researcher also conducted a filed study on a representative sample of Omani middle managers whose views where complemented by the perspectives of their subordinates, directors general and an advisor of the Minister of Civil Service for Employees' Affairs.

This chapter aims at summarising the implications and conclusions of the study in hand. It also sets some recommendations that may help enhance the effectiveness of middle managers in Oman. Additionally, it states the study contribution and the agenda for further studies.

11.2 The Study Implications and Conclusions of Theoretical Framework

11.2.1 The implications of theoretical framework

The theoretical part of this study consists of six chapters. The introductory chapter described the research problem with comments on its importance, objectives and hypotheses. The second chapter aimed to study various aspects of the Civil Service in order to gain a background against which civil servants work. In so doing, the researcher has examined a body of literature that covers the various perspectives from some theorists and writers concerning the purposes of civil service organisations and the concept and systems of the civil service. The purpose of this investigation is to arrive at an understanding of the characteristics of this environment and its dissimilarities to other sectors, whether in the public or in the private sector.

Chapter three presents an overview about Oman's civil service sector and its development throughout the last three decades. The overview throws light on the growth and development of this sector in terms of the supervisory institutions and the laws and regulations organising the affairs of civil service employees, particularly the development of human resources, again to gain further understanding of the environment in which Omani Civil Service managers work and thus achieve the objective of this study i.e. to investigate the effectiveness of Omani Civil Service managers in directing practices. Douglas Yates, Jr. (1985) states that an understanding of the distinctive environment of an organisation is the starting point of any successful diagnosis of the problems that exist and the strategies that are likely to work in any management" (Cited in Ott et al, 1990: p. 40).

Chapter four provided an overview of the roles played by managers in directing their departments and subordinates, and in particular discussed different roles and functions of managers such as planning, organising, directing and controlling. This aspect is paramount as it discusses managers' successful outcomes in all managerial functions, which correlates with managerial procedures in directing practices, the main investigation of this research.

Chapter five reviewed certain literature in order to understand factors affecting managerial effectiveness specifically in directing practices and, finally, chapter six aimed to set the study methodology, consistent with the study hypotheses and objectives in order to achieve the intended outcome. It can therefore be seen that relevant literature has been reviewed, personal experience has been drawn on, and the circumstances of the study context have been taken into consideration.

11.2.2 The conclusions of theoretical framework
11.2.2.1 The concepts and fundamentals of civil service
There is no consensus among countries regarding specific areas to be considered as civil services except for the fact that the military has been considered non civil service throughout the world. The Civil Service in developed countries has sought to direct the components of the state's activities towards achieving public interests as well as to fight the abuse of power in management. However, the Civil Service in developing countries has had to focus on simply coping with administrative backwardness. These

services, provided by branches of the public sector excluded the military and used competitive examination for hiring new officers. Generally, there is lack of consensus among countries with respect to the concept of civil servant. In the USA for example, civil servants working for the executive, judicial, and legislative bodies are considered civil workers, whereas, in the UK, employees of the National Health Services, cities and local government authorities are not regarded as civil servants. With regard to civil service systems, the dominant systems among various countries are those that are position and career based. The position-based system is founded on merit and stipulates the appointment of the appropriate person to an appropriate position. The employer is permitted to dispense with a public servant at any time and, vice versa, the servant can resign or retire entirely by his own volition. The career system, on the other hand, is based on general rules which govern public employees. Unlike private organisations, governmental organisations are directly linked to state policy, and to a group of profoundly complicated interests and pressures. Indeed, public organisations receive considerable power and influence in society due to the developmental roles that they play. In return, their affiliation to the government does not protect public employees from being controlled by public as well as judicial bodies.

11.2.2.2 The development of Oman's civil service sector

The Civil service system in Oman has been given special attention by the government of Sultan Qaboos since the beginning of his reign in 1970. Nowadays, there are thirty-nine organisations in the State Administrative Machinery working under the civil service system, which offer their services to citizens and residents in different fields. This system witnessed a development in laws and regulations in the organisation of civil service affairs and the employees of this sector. Moreover, there were significant developments affecting employees of the civil service as regards both quantity and quality. To illustrate, the total number of employees in 1970 was 1750 employees which rose to 114624 employees in 2007, with an increase of 112874 employees representing a 98.47% rise. The number of employees holding diplomas after secondary school as well as bachelor and post-graduate degrees amounted to 63950. This forms 64% of Omani employees in the civil service sector, which is considered a great accomplishment as compared to the years of blessed renaissance over three decades.

11.2.2.3   Managerial roles and functions in civil service organisations

Managerial roles in the public and private sectors are similar, although there is a substantial distinction between their environments. The term "managers' roles" represents those activities or rather practices that are experienced by managers when they handle managerial functions. Managers' directing practices are influenced by managerial functions such as planning, organising, directing and controlling. Planning is concerned with the setting of objectives needed to be achieved. The designated objectives should be clear and understood by subordinates, and should be achievable. Organising is concerned with the division of work. This means that a manager should allocate parts of work fairly among subordinates according to the abilities of each one. The directing function is concerned with three crucial elements; leadership, motivation and communication. To be effective at directing subordinates, a manager should acquire the appropriate knowledge, skills of leadership, motivation and communication. Managers' directing practices are also influenced by the function of control. It is concerned with the investigation as to whether the actual results have been achieved according to preset plans. Managers should clarify to their employees as to how they measure this controlling procedure. They should undertake the process of control at different stages of performance of assigned tasks, because this will enable them to avoid the accumulation of work deviations.

11.2.2.4 The managerial effectiveness in the directing practices

There are no specific concepts and measurements as regards managerial effectiveness. The concept and measurements of managerial effectiveness differ from one position to another of managerial work and also from non-profit organisations to profit-organisations. Some researchers concentrate on outputs, some focus on inputs and others give attention to economic and profit issues. However, the concept and measurements of the main functions of managers such as planning, organising, directing and controlling, are similar to a large extent whatever the position of a manager or the nature of organisation a manager works for. The researcher considers that the concept of managerial effectiveness in directing practices studied in this research is, in fact, the quality of managers in directing their subordinates. This quality is measured by several factors that are supported by many studies: managers' personal characteristics, organisational factors, managers' knowledge and skills in managerial roles and managers' cultures and values.

11.2.2.5 Methodology

This study mainly belongs to what is called a deductive paradigm. In order to boost the quantitative results, the researcher has utilised the triangulation technique by combining quantitative and qualitative methods. The quantitative method is a suitable means of measuring the relationship between dependent and independent variables. On the other hand, the qualitative method is useful to investigate some aspects of people's behaviours, specifically those cultural aspects that need sometimes to be clarified by real-life examples. The probability sampling method as represented in the stratified random sampling technique was adopted for this study. Methods of data analysis are represented in descriptive analysis (means and percentages, and correlation coefficient); multiple regression analysis, and analysis of variance (ANOVA). Multiple regression analysis was employed to examine the relationship between the explanatory and the outcomes variables. ANOVA was used for finding the differences among managers in relation to effectiveness in directing practice..

On the basis of the above presentation of the literature review, the researcher concluded that in reviewing the literature chapter, it can be concluded that surveying sources found that there are few empirical studies about Arab organisations in general and especially Oman. This conclusion ascertains that this study has bridged the gap in knowledge about the Omani civil sector, which has suffered from a lack of studies relating managers' effectiveness and performance. It is found that few researchers addressed the issues of cultural values and their impact on managerial practices and various leadership styles (Ali 1992, 2000).

The vast majority of empirical studies were conducted in a Western setting (Europe and United States), while few studies were carried out on developing world organisations, particularly in the public sector. It should be kept in mind that the majority of studies heavily concentrated on the private sector setting.

11.3 Implication and Conclusions of the Fieldwork

11.3.1 Implication of the fieldwork

The empirical study part consists of four chapters, which are chapters seven, eight, nine and ten. Chapter seven presented results and analyses of descriptive statistics. The indications that were analysed in this chapter covered the following aspects: personal characteristics of managers and subordinates, the organisational factors (strategic plans, mission, vision and values), the functions of managers (planning, communicating and controlling), and managerial directing practices according to subordinates' perspectives. These included planning, organising, leadership, motivation, communication, decision-making, delegation, empowerment, fairness, control and societal culture and values. Chapter eight presented inferential results and analyses, covering the impact of managerial personal characteristics, managerial roles, organisational and cultural factors and differences among managers attributed to their personal characteristics. Chapter nine presented results and analyses of interviews with middle managers, directors general and an advisor of the civil service. The analyses of interviews with middle managers covered the aspects of the level of existing equality among employees, to what extent middle managers were influenced by their customs and cultural values in performing their administrative duties, the relations between middle managers and both their superiors and subordinates, the effect of societal culture on the relations between middle managers and their subordinates, the essentials of managers' success in directing practices, and suggestions to enhance the administrative practices of middle managers in Oman's civil sector. The analyses of interviews with directors general covered those aspects of human and organisational relations that correlate them with their subordinate middle managers. These included human and organisational relations between middle managers and their subordinates, values and customs practised by middle managers when they deal with others, and methods that they use in solving work problems that occur sometimes between middle managers and their subordinates. Other considerations included whether staff in their directorates overstep sometimes the bounds of authority and, if so, what actions they take to stop this, their assessment of middle managers' abilities in performing their duties, and obstacles that middle managers face in performing duties. Other factors regarding skills and career structure included the following; skills that middle managers lack, an appropriate educational

qualification for middle managers in the civil service sector, whether there are career paths for an employee to become a manager, and performance criteria used when assessing middle managers' performance. The analyses of an interview with an advisor of the Civil Service covered the areas of the development of the Omani civil service sector, the extent of the abilities of managers to achieve the goals and objectives of their organisations, the most significant skills that directors should acquire in setting standards for appointing managers, and suggestions for enhancing the roles and effectiveness of managers.   Chapter ten presented and discussed the significant findings of this study. The chapter mainly discusses the hypotheses of the study to examine whether they are achieved in light of the results. It also examined whether the research findings of the study are consistent or not with other studies and the extent of applicability of leadership, motivation and communication theories to Omani civil service context.

11.3.2 Conclusions of the fieldwork
11.3.2.1 Managerial functions

The study concluded that managers claimed that they set the strategic goals of their departments. However, according to the researcher's experience from a perspective as a middle manager, strategic goals are set by general directors who run a number of departments.   Therefore, middle managers are responsible for running the daily aspects related to supervising the accomplishment of tasks assigned to subordinates.

The study also concluded that middle managers have not received enough training on information technology such as using email, and for communication with their subordinates they just rely on written reports.

In relation to controlling, the study concludes that middle managers use field visits and written reports in assessing their subordinates' performance.   Furthermore, managers rely on oral appraisal in the assessment process rather than documenting relevant reports.

The results of the study concluded that the majority of organisations developed strategic plans. However, some managers stated that the strategic plans as well as visions and values of their organisations are unclear and incomprehensible.

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11.3.2.2 Human relations

The results of this study suggest that the human relations of managers are affected only by educational levels. It can be concluded that middle managers follow the collaborative style of leadership in terms of their relationship with subordinates. To some extent, the study concluded that managers are aware of the organisational goals which encouraged them to develop skills related to how to positively deal with their subordinates. Therefore, middle managers can effectively manage their relations with subordinates.

Although middle managers are affected by their educational level, it seems that their cultural values are more likely to affect their human relations. This is because unfortunately they deal with subordinates on the basis of social class rather than on professional premises and this may lead to non-effectiveness in addressing different sorts of problems facing subordinates.

11.3.2.3 Encouragement of creativity

Revisiting chapter ten on the impact of personal characteristics, organisational factors and cultural factors on managerial effectiveness in directing practices, the study concludes that middle managers are not affected by personal attributes. Therefore, it can be established that middle managers are not sufficiently qualified and skilled to improve their subordinates' capabilities. This conclusion is stemmed from the fact that middle managers are not able to understand their subordinates' needs. Managers also have not acquired the necessary skills for supervision and leadership, which are considered the main determinants of subordinates' creativity. These results lead to a conclusion that Omani middle managers are not supportive to their subordinates and are characterised as transactional leaders who focus only on the accomplishment of the allocated tasks without any sort of encouragement. Therefore, middle managers are not effective in directing practices as represented in subordinates' creativity.

11.3.2.4 Delegation

Delegation of tasks is one of the major managerial leadership activities. Apart from educational level, the study found that middle managers are not affected by personal characteristics. This may be attributed to the fact that educated managers are more

aware of the importance of delegating tasks when developing subordinates' skills and confidence. Although these managers are educated to a level that enable them to delegate tasks, nevertheless they delegate these tasks on the basis of cultural values and the social class of the subordinates, which is considered a negative attribute. Therefore, it can be concluded that middle managers are not effective in delegating tasks to the right people working with their domains, and favour some employees over others.

11.3.2.5 Decision- Making

It seems from the discussion chapter that only work experience in a managerial position had impact on participation of subordinates in decision-making. Therefore, managers with more years of experience in a managerial position are more likely to involve their subordinates in the decision-making process. Moreover, the study suggests that organisational factors are closely related to subordinates' participation in decision-making, such as planning resources.

The study findings also concluded that cultural factors had an impact on participation of subordinates in decision-making. Despite the passiveness of these results, nevertheless middle managers based decision-making participation on their own cultural values and the social class of their subordinates. Therefore, they prefer some employees to others. It can be concluded that middle managers are negatively effective in directing practices in relation to decision-making as leadership practice.

11.3.2.6 Motivation

In relation to personal characteristics, the study found that gender was the only factor that affected managerial motivation practices. Middle managers were not influenced by age, which leads to the conclusion that there is no difference between different generations of middle managers. Having found that there is an impact of organisational factors on managerial motivation this leads us to conclude that Omani middle managers are transformational leaders in which they have the motivational skills to be effective in appraising their subordinates' performance.

On the level of cultural factors, the study found that middle managers use their participation in social events as a tool to appraise their subordinates. It can be said

that this practice positively affect subordinates' performance and accomplishment of the assigned tasks.

11.3.2.7 Communication

It is found from the study results that managerial communication practices are impacted by years of experience in the organisation and current managerial position. Therefore, it can be concluded that managerial communication skills have been developed over time and managers have become more effective.

Nevertheless, the study findings suggest that communication practices are not affected by organisational factors, which leads us to conclude that middle managers are not aware of their organisation's logistics.

11.3.2.8 General conclusion

The results of this study show that Omani middle managers, to a great extent, are not effective in directing practices because they still perform a lot of traditional activities such as planning, controlling and monitoring. They are not reasonably effective in other contemporary styles of management and leadership.

11.4 Recommendations

The research strategy and methodology carried out to analyse the relationships between directing practices and managers' personal characteristics, organisational factors, managerial roles, and cultural factors, by using multiple regression analysis, has produced a number of relationships. A major conclusion from the study is the importance of directing practices in achieving the goals of organisations, and the ability of managers to overcome challenges. The existence of a weak association between directing practices and different types of effectiveness factors suggests that if this weak association continues in the future, it will imply further weaknesses in the relevant ministries. If managers do not develop themselves in terms of skills and knowledge, and organisations do not pay attention to the factors hindering managers' effectiveness, then the organisations will not be developed and promoted. This study found that some managers are affected by personal characteristics, managerial roles, organisational factors and/or cultural factors. On the basis of these results, the researcher attempts to suggest some recommendations that may help to some extent to

cope with the weakness of Omani civil service middle managers in administrative work in general and in directing practices in particular. These recommendations are as follows:

1.   Traditionally, managers in the civil service sector perform the role of planning, organising, controlling and decision making. Nevertheless, managers' roles should be more comprehensive so that they should be aware of every matter and concern in their organisations particularly in the civil service sector's organisations. In order to be effective in their organisations and achieve administrative development, managers should be flexible when dealing with others especially their subordinates. They should also have the ability to understand all relevant sciences and managerial roles. This will ultimately develop their effectiveness and in turn pave the way towards the achievement of their organisational goals. It can be concluded that managers play a very important role in implementing relevant policies and strategies in Oman. Therefore, the process of selection of individuals to occupy managerial positions should be based on the merit system as stipulated by the laws of the country.

2   This study recommends that the project of Job classification system should be completed and issued because it is important for the selection of the right individuals to occupy the write positions.

3.   This study recommends that middle managers should be given more managerial and financial authority to enable them to financially motivate their subordinates. Moreover, it adds that all organisations should adopt and develop visions, missions, values and strategic plans. This task can be guided by the Ministry of Civil Service which will advise each organisation to clarify its vision and strategic plans. The study suggests that the Ministry of Civil Service is to assist and follow up the organisation regarding the development of missions, visions, values, strategic plans and statements.

Therefore, every single employee in these organisations will be able to understand the vision, mission and strategic plans of the organisation in which he/she engaged is in. Thus, each organisation will be able to achieve its goals accordingly. These strategic plans are considered as a road map for the organisations, which should explain and interpret these visions and strategic plans to managers and subordinates.

4.   This study recommends that the civil service's organisations in Oman are to promote organisational factors. These factors should cover the clarification and prioritisation of organisational goals, the authority given to middle managers should be sufficient and the communication system should be improved in order to be more efficient. Professional growth and motivation of managers should be given more attention. Managers' views are to be taken into consideration in the process of decision-making and work conditions should be improved in order to be suitable. These factors largely affect managerial effectiveness in administrative work in general and in directing practices in particular.

5.   This study recommends that managers should use the Internet and emails, due to the greater efficiency of electronic media in the communication process within their organisations. Using such methods of communication helps managers to avoid paper work and help communicate instructions and orders easily and quickly to subordinates.

6.   This study recommends that managers should document their subordinates' performance, which will help them remember the strengths and weaknesses of their employees and, therefore, they can write performance appraisals of their employees accurately and fairly.

7.   The study suggests that the Institute Of Public Administration should focus on holding training courses, seminars and workshops to develop managers' skills and knowledge in the fields of leadership, time management, organisational culture, planning and communication.

8.   The study recommends that managers should be able to avoid using negative social norms and cultural values because this adversely affects employees' morale as well as their motivation towards work.

11.7 Further Studies

The data analysis that took place in this research may lead to the following avenues for further studies. These may include the following: conducting a comparison study between public and private sectors in Oman. While this study focused on the civil service sector in Oman (public sector run by the Omani government) and was limited to the public sector organisation, it may be possible to conduct a wider study to include the private sector organisations and drawing on the findings of this study as a basis for future research. Also, while this study looked at managerial effectiveness in directing practices it would be beneficial to see if the implications of this study are applicable to directors general.

It is accepted that managers' educational level, experience and their cultural background are manifested in their impact on managerial effectiveness in directing practices. Therefore, the present study seems to suggest that a separate study on the influence of cultural factors could be conducted in detail on general and middle managers in the Omani civil service sector. This study is considered the first one which has been conducted in the Omani context. Therefore, further future studies may be carried out on managerial effectiveness in directing practices from other perspectives. It is suggested that further research could be undertaken.

This study covered only those organisations which follow the civil service law in Oman. A study could be conducted on those organisations which have their own laws and regulations. Also this study could be replicated after five years in order to explore the extent to which middle managers' skills have been developed in terms of leadership, motivational and communicational practices.

11.8 Limitation of the Study

This study was limited to Omani organisations which follow the civil service system. There are a number of organisations which were not included in the sample because they have their own systems. Therefore, the study results cannot be generalised over other public organisations that have their own laws and regulations.

As with most other empirical studies, there are some limitations which may have influenced the results of the study. As mentioned in the methodology chapter, the questionnaire was self administered by managers and subordinates. Therefore, the researcher had no control over data collection and how the target groups filled in questionnaires. Despite that, the relationships and differences observed in the study findings are consistent with empirical studies shown in the discussion chapter. This study sought to measure managerial effectiveness through using different types of factors. These factors include personal characteristics of middle managers (age, gender, education level, experience in managerial position, total work experience and training skills), organisational factors (clarity and prioritisation of organisational goals; adequacy of authority given to managers; efficiency of communication system, professional growth and motivation; the taking into consideration of managers' views and suitability of work conditions), cultural factors (the priority of carrying work efficiently; the importance of subordinates being loyal to their managers; assisting employees facing problems with personal matters, dealing with different social classes, following societal values at the workplace and participation in social events) and managerial roles (supervisory and leadership role; informational role, decision-maker role and problem solver role).

Despite the fact that the author of this study has an important role in one of the civil sector organisations, he has been ethical throughout the phases of this project. He has dealt with data collection and data analysis as an external evaluator. Despite this, the fact of his belonging to the civil service sector is considered as a limitation. This study limited itself to the area of managerial effectiveness and its relation to directing practices. Therefore, the issues related to governance and managerial performance were not tackled. From conceptualisation and methodological perspectives, these two areas of research are different from effectiveness. Drucker (1976) for example, considers effectiveness as a function of a manager's competence to master a complex of practices which include managing time; focusing on results; building on strengths;

concentrating on a few major areas and making effective decisions. It is emphasised that effectiveness of managerial behaviour is considered to be both a function of knowledge and of skills. Researchers Roskin and Margerison (1983) hypothesise effectiveness as a factor that increases managerial performance and leads to the achievement of the future plans. Although managerial performance is a consequence of managerial effectiveness, both of them are conceptually and methodologically different. Bratton (1998) states that a core personal competency is defined in knowledge, skills, traits, motive, attitude, value, or other personal characteristics. All these competence attributes are essential to perform a job. Therefore, it can be concluded that performance is related to competency in achieving a specific job as well as management system of performance appraisal. Furthermore, managerial performance is an area for investigating the behaviour consequences of effects on performing jobs as well as being related to how employees perform their jobs (Staw and Sigal 1993).

As for governance, this is also different from effectiveness, due to the fact that governance addresses the issue of involving stakeholders in policy decision-making such as employees (Lowndes et al. 2001a). Governance is about how local government bodies ensure that they are doing the right thing in the right way for the right people in a timely inclusive open, honest and accountable manner (Baron et al. 2008). According to the hierarchy of the civil sector in Oman, middle managers themselves are not involved in designing policies.

11.9 The Study Contribution

The study aims to bridge a gap in knowledge in different facets. There are several areas to which this study adds value and contributes significantly to knowledge: these include the identification of the weakness and strengths of Omani middle managers in directing practices. Therefore, it contributes to a diagnosis of the aspects of weakness of middle managers by providing decisions makers in relevant civil service organisations with an accurate judgment of managers' capabilities in directing practices. Furthermore, this study concentrates on development of instruments since the researcher has not found complete and satisfactory instruments that measure managerial effectiveness in directing practices. These would make a great

contribution and add value to the field of scientific research. Finally, the study contributes to filling the gap in the existing literature relevant to managerial effectiveness in directing practices, especially in the Arab countries in general and Oman in particular.

The theoretical framework, located in chapters four and five, has clarified the issue in making a contribution to the existing knowledge. It has achieved this by reviewing almost all theories related to managerial effectiveness. In this theoretical framework, the researcher postulated how middle managers transferred from traditional roles (planning, organising, and controlling) to more effective functions represented in leadership styles (human relations, time management, encouragement of creativity in subordinates, delegation and participation of subordinates in the decision-making process); motivation and communication practices. It should be kept in mind that the effectiveness of managerial practices was found to be influenced (encouraged or hindered) by managers' personal characteristics, organisational (organisational climate) factors and cultural factors.

The empirical studies reviewed in this research, and elaborated in chapters four and five have supported the theoretical framework. They were reviewed and discussed from different perspectives related to the research questions and hypotheses of this study. The fact of having reviewed every single factor and the potentiality of its impact on managerial effectiveness in directing practices makes a significant contribution to knowledge.

There has been little prior empirical work conducted on the level of the Arab world, Omani civil service sector and even on the international level. The researcher used the triangulation approach, which combines the quantitative and qualitative methods to achieve the research objectives. Besides, the researcher has not only approached the middle managers to tackle the issue of managerial effectiveness, but also, the views of subordinates working under the supervision of middle managers, directors general who oversee the middle managers and the Advisor of the Minister of Civil Service for Employees' Affairs, have been taken into consideration This methodology makes a significant contribution to knowledge.

In addition to the exploration of the impact of personal characteristics, organisational factors, managerial roles and cultural factors on managers, this study attempted to fill a gap in understanding the differences among middle managers concerning their effectiveness in directing practices. The investigation of these differences has made a valuable contribution to knowledge.

This research was bold enough to investigate cultural issues and their impact on directing practices. The researcher has not hesitated to ask middle managers, subordinates, and general directors about favouritism, loyalty, social values and their relations to managerial practices. These factors have been rarely addressed by researchers on the national level (Omani level). Therefore, addressing cultural issues has made a significant contribution to knowledge.

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Personal Interviews

Names of interviewees are listed according to their positional rank, beginning with advisor, followed by directors general and finally middle managers.

Al- Lawati, Sajda. The Advisor of the Minister of Civil Service for Employees Affairs. The Ministry of Civil Service, Oman, 28 June, 2007.

Al- Busaid, Zaki. The Director General of the Directorate of Organisation and Job Classification. The Ministry of Civil Service, Oman, 24 June 2007.

Al- Hadhari, Musalem. The Director General of the Directorate of Coordination in Muscat. The Office of the Minister of State and Governor of Dhofar, Oman, 25 June, 2007.

Al- Mahrooki, Hamad. The Director General of the Directorate of Development of the Service Sectors. The Ministry of National Economic, Oman, 6 August, 2007.

Al- Mahrooki, Sultan. The Director General of the Directorate of Financial and Administrative Affairs. The Ministry of Finance, Oman, 5 August, 2007.

Al- Rirami, Ali. The Director General of the Directorate of Financial and Administrative Affairs. The Ministry f Oil and Gas, Oman, 15 August, 2007.

Al- Ghanaimi, Shaikha. The Director of Personnel. The Ministry of Health, Oman, 11 August, 2007.

Al- Na'amani, Jokha. The Director of Statistics and Job Planning. The Ministry of Civil Service, Oman, 20 June 2007.

Al- Sariri Qamar. The Director of Planning and Training. The Ministry of Health, Oman, 9 August, 2007.

Al- Shihri, Ali. The Director of Consultancy. The Institute of Public Administration, Oman, 26 June, 2007.

Braka, Salim. The Director of Training. The Ministry of Social Development., Oman, 13 May, 2007.

Appendices

Appendix 1
Middle Manager's Questionnaire

25/3/2007

Dear Manager

I, a PhD student in the field of Human Resources Management at the University of Manchester, UK, am preparing a research entitled "The Role of Managers and Their Effectiveness in Civil Service Organisations: A Field Study of Omani Civil Service Managers" to obtain the scientific degree.

In order to achieve this goal, I am required to obtain some data form you. Hence, kindly fill in the questionnaire attached honestly and accurately and return it to me as soon as possible. I assert that obtained information will be kept confidential and will be used only for the purpose of a scientific research.

Thank you for your kind cooperation.

Hamood Said Hamad Al-asmi

If there is any query regarding this questions in the questionnaire, please feel free to contact me either:

Mobile Telephone Number: 99434641 or Email: halasmi@hotmail.com

Section One: Personal Information

Please place a check (√) beside the most appropriate choice to each of the following variables. In a few cases please fill-in the blank.

1. Age:

Below 25years ( )   From 25 to below 35 years ( )

From 35 to below 45years ( )   45 years and above ( )

2. Gender:

Male ( )   Female ( )

3. Last Educational Qualification:

Below high school certificate ( )   High school certificate ( )

Intermediate college diploma ( )   Bachelor degree ( )

Masters degree ( )   Another ( ), specify: ……

4. Total Work Experience (Since you have started your work life):

Less than five years ( )   5 years to less than 10 years ( )

10 years to less than 15 years ( )   15 years and more ( )

5. Years of Experience In Managerial Position:

Less than 5 years ( )   5 years to less than 10 years ( )

Ten years to less than 15 years ( )   15 years and more ( )

6. Number of Training Courses Attended In Last Five Years:

One course ( )   Two courses ( )

Three courses ( )   More than three courses ( )

None ( )

Section Two: Organisational Factors

1. Please answer the following questions by placing a check (√) in parentheses according to your agreement or disagreement with each question:

(a) Has your organisation established a strategy plan? **Yes ( ) NO ( )**

If your answer is yes, is the strategy statement clear and understandable?

- It is clear and understandable to a large extent ( )
- It is clear and understandable to some extent ( )

- It is un clear and understandable at all ( )

(b) Has your organisation developed a vision statement? **Yes ( ) NO ( )**

(b1) If your answer is yes, is the vision statement clear and understandable?

- It is clear and understandable to a large extent ( )
- It is clear and understandable to some extent ( )
- It is unclear and not understandable at all ( )

(b2) and is the vision consistent with the strategy?

- It is consistent to a large extent ( )
- It is consistent to some extent ( )
- It is not consistent at all ( )

(c) Has your organisation developed a mission statement? **Yes ( ) NO ( )**

(c1) If your answer is yes, is the mission statement clear and understandable?

- It is clear and understandable to a large extent ( )
- It is clear and understandable to some extent ( )
- It is unclear and not understandable at all ( )

(c2) and does the mission interpret the vision obviously?

- It interprets the vision obviously to a large extent ( )
- It interprets the vision obviously to some extent ( )
- It does not interpret the vision obviously at all ( )

(d) Has your organisation developed a values statement? **Yes ( ) NO ( )**

If your answer is yes, are the values consistent with the mission?

- They are consistent with the mission to a large extent ( )
- They are consistent with the mission to some extent ( )
- They are not consistent with the mission at all ( )

2. Please indicate the degree of your agreement with each of the following statements (All statements are measured on a five-point scale ranging from 5, '*strongly agree*' to 1, '*strongly disagree*'):

Statement	Strongly agree (5)	Agree (4)	Agree to a moderate degree	Disagree (2)	Strongly Disagree (1)
1. My organisation has developed clear goals					
2. My organisation prioritises goals and objectives					
3. I have the resources I need to achieve the					

objectives of my department					
4. The necessary information system is in place and accessible for me to carry out my duties effectively					
5. The roles and objectives of my department are clarified by a job description system					
6. I have sufficient authorities that enable me to motivate my subordinates					
7. Top management in my organisation treats all managers fairly					
8. The financial authorities that I am given are sufficient to achieve my department goals					
9. There are some clashes and conflicts among departments in terms of tasks and activities					
10. There are open communication channels among different departments in my organisation					
11. People in my organisation participate in strategic decision-making					
12. My organisation encourages new ideas					
13. I have adequate opportunities for professional growth in this organisation					
14. I receive the training I need to do my job well					
15. Work conditions ((lighting, heating, others) are suitable					
16. The nature of my work suits my educational qualification					
17. My position is consistent with my gained experience					
18. My subordinates have suitable capabilities					
19. Incentives that I receive suit my efforts					
20. I am satisfied with my financial grade					
21. The academic specialisation and work experience are taken into consideration when transferring an employee to another position					
22. In general, I am satisfied with my position and working in this organisation					

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Section Three: Managerial Roles and Functions

1. The following is a series of roles that are carried out by managers. Please place a tick (✓) in square according to your agreement or disagreement with each role:

Role/Function	Yes	No
1. Setting plans and supervising routine tasks carried out by subordinates		
2. Suggesting rewards and penalties for subordinates		
3. Endorsing memorandums, circulars, correspondences and decisions made by the department		
4. Responding to incoming mails		
5. Studying reports, memorandums, circulars, letters and faxes coming into the department		
6. Perusing the daily newspapers		
7. Responding to telephone enquiries.		
8. Communicating information to and from the employees in the department		
9. Attending conferences, seminars and training courses		
10. Attending official occasions and events		
11. Holding meetings		
12. Representing the organisation before external bodies		
13. Strengthening links with suppliers and clients dealing with the organisation		
14. Participating in the selection of new employees		
15. Sorting out disputes that sometimes occur among the subordinates		
16. Solving problems that sometimes occur between my organisation and other bodies		
17. Searching for opportunities that serve the mission and goals of my organisation		
18. Act in the capacity of the organisation's spokesman		
- Other, please specify:		

2. Please indicate the extent to which you agree or disagree with the following statements:

Statement	Strongly agree (5)	Agree (4)	Agree to a moderate degree	Disagree (2)	Strongly Disagree
1. My department sets short term goals					
2. My department sets medium term goals					
3. My department sets strategic goals					
4. My department prioritises goals and objectives					
5. I am familiar with the use of data collection tools used to obtain information for planning					
6. My department sets action plans					
7. My department assigns roles and responsibilities for each plan					
8. I am familiar with the evaluation of plan progress					
9. I am familiar with the analysis methods of environmental factors that affect plans.					

3. The following are communication means, please indicate to what extent you use these means in your work practices:

Communication means	To a very large extent (5)	To a large	To a moderate	To a slight	Not used at all (1)
1. Oral reports					
2. Written reports and messages					
3. Telephone					
4. Meetings					
5. Circulars					
6. Email					
- Others (Please specify)					

4. Please indicate the extent to which you agree or disagree with the following statements:

Statement	Strongly agree (5)	Agree (4)	Agree to a moderate degree	Disagree (2)	Strongly disagree
1. My employees have clear procedures for performing their tasks					
2. There are clear procedures of correcting any errors in employees' performance					
3. My employees' performance is documented					
4. There are clear approaches of assessing employees' performance.					

5. To what extent do you use the following methods to monitor the performance of your employees?

Statement	Always (5)	Often (4)	Sometimes (3)	rarely (2)	Not used at all (1)
1. Meetings					
2. Field visits					
3. Written reports					
4. Verbal reports					
5. Files					
6. Records' book					
7. Telephone calls					
Other, (Please specify)					

6. Please indicate the extent to which you agree or disagree with the following statements:

Statement	Strongly agree (5)	Agree (4)	Agree to a moderate degree	Disagree	Strongly disagree
1. I criticise my subordinate mistakes even in front of others					
2. When correcting mistakes, I do not worry about jeopardizing relationships					
3. I enjoy coaching people on new tasks and procedures					
4. The priority should be given to work in the department rather than subordinates satisfaction					
5. I try to argue my point to the end, even if I know I am wrong.					
6. Teamwork is encouraged and practiced in my department					
7. I keep an attitude of superiority over my employees to let them feel I am their boss					
8. I always clarify the reasons for the decisions to all subordinates before implementing them					
9. Providing appropriate punishment for policy offences is one of the best ways that I use to avoid discipline problems with my subordinates					
10. People who challenge the status quo are valued					
11. I am comfortable sharing my opinions at work					
12. I attract, develop, and retain people with diverse backgrounds					
13. People with different ideas are valued in my department					
14. It is healthy to have differences of opinion among work group members					
15. I feel that my subordinates are loyal to me					
16. I make my subordinate feel that his work is important					
17. Information is shared openly within this department					
18. Formal communication is encouraged in this department					
19. Employees in my department get feedback on how they are doing					
20. In my department staff are given positive or negative incentives based on the quality of their performance					

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21．I usually give more concern to work than to human relations when I deal with my subordinates					
22. I hold meetings to keep my staff informed about issues related to their work.					
23. I keep my staff informed of the department/organisation news and changes on time					
24. When I give instructions, I encourage my subordinates to ask questions					
25. When I hold meetings I do not interrupt my subordinates even the time is over as long as they are willing to continue					
26. There is cooperation and coordination among employees in my department					
27．Decision-making within my department is my responsibility, therefore, I do not consult my subordinates					
28. I always interfere in details while my subordinates are accomplishing their tasks					
29. I do not interfere with tasks I have delegated					
30. I delegate some tasks that were delegated to me by my supervisor.					
31．I review the results of delegated tasks with my subordinates					
32. I show complete confidence to my subordinates' ability to carry out delegated tasks properly					
33. I give authority to my subordinates to perform more important tasks					
34. My subordinates come to me with suggestions and solutions					

7. Please indicate the extent to which you agree or disagree with the following statements:

Statement	Strongly agree (5)	Agree (4)	Agree to a moderate degree	Disagree (2)	Strongly disagree
1. Efficiency and achievement are the most important issues we consider in the organisation					
2. Loyalty to one's superior is necessary for an organisation to survive					
3. The employees get assistance from both management and their colleagues, when they encounter personal problems					
4. I find it difficult to relate to people who have a significantly higher occupational or social position					
5. I tend to cooperate or participate only with people of the same social status					
6. Following social and cultural values is important for managers at the workplace					
7. I always follow my societal values and norms in my daily work life					
8. I share my subordinates in performing prayer at workplace					
9. I sometimes arrange outdoor parties with my subordinates.					
10. I state to my staff that the main source of their status in the organisation is their family background					
11. I sacrifice my social and cultural values for the sake of the organization and the group					
12. My subordinates consult me in their private matters.					
13. I accept all invitations from my subordinates in their special occasions					
14. I prefer to resolve conflicts that occur sometimes among my subordinates far from legal procedures.					

Section Four: If you would like to suggest any recommendations that may enhance your effectiveness in managerial roles and functions in general and directing practices, please feel free to write in the following space:

Thank you very much.

Appendix 2
Subordinates' Questionnaire

25/3/2007

Dear/ employee

I, a PhD student in the field of Human Resources Management at the University of Manchester, UK, am preparing a research entitled "The Role of Managers and Their Effectiveness in Civil Service Organisations: A Field Study of Omani Civil Service Managers" to obtain the scientific degree.

In order to achieve this goal, it is helpful to know your views regarding your manager's directing practices. Hence, kindly fill in the questionnaire attached honestly and accurately and return it to me as soon as possible. I assert that obtained information will be kept confidential and will be used only for the purpose of a scientific research.

Thank you for your kind cooperation.

Hamood Said Hamad Al-asmi

If there is any query regarding this questions in the questionnaire, please feel free to contact me either:

Mobile Telephone Number: 99434641 or Email: halasmi@hotmail.com

Section One: Personal Information

Please place a check (√) beside the most appropriate choice to each of the following variables. In a few cases please fill-in the blank.

3. Age:

Below 25years ( )   From 25 to below 35 years ( )

From 35 to below 45years ( )   45 years and above ( )

4. Gender:

Male ( )   Female ( )

3. Last Educational Qualification:

Below high school certificate (   )   High school certificate (   )

Intermediate college diploma ( )   Bachelor degree ( )

Masters degree ( )   Another ( ), specify: ……

5. Total Work Experience (Since you have started your work life):

Less than five years ( )   5 years to less than 10 years ( )

10 years to less than 15 years ( )   15 years and more ( )

5. Number of Training Courses Attended In Last Five Years:

One course ( )   Two courses ( )

Three courses ( )   More than three courses ( )

None ( )

Section Two: Manager's Directing Practices

1. Planning

Please indicate the degree of your agreement with each of the following statements. All statements are measured on a five-point scale ranging from 5, '*strongly agree*' to 1, '*strongly disagree*'.

Statement	Strongly agree (5)	Agree (4)	Agree to a moderate degree (3)	Disagree (2)	Strongly disagree (1)
1. My manager sets clear and precise plans for the department					
2. My manager prioritises goals according to available resources					
3. My manager involves me in planning process of the department					
4. My manager regularly reviews the plan of department and examines its progress towards achieving the goals					
5. My manager utilises my skills to advance the plans of the department					

1. Organising

Please indicate the extent to which you agree or disagree with the following statements:

Statement	Strongly agree (5)	Agree (4)	Agree to a moderate degree (3)	Disagree (2)	Strongly disagree (1)
1. I work on clear and accurate tasks					
2. I do my assigned tasks along with a variety of tasks all year round					
3. I do a variety of tasks year round					
4. My qualification suits my current position					
5. I work on planned tasks					
6. My manager organises formal orientation for a new employees					

7. My manager has explained to me the mission and goals of our organisation					
8. My manager gives me instructions about how the work is to be done					
9. My manager explains to me and other subordinates the policies and procedures in the organisation in general and the department in					
10. My position suits my gained experience					
11. The amount of work I am asked to do suit my abilities.					
12. My manager interferes in all details related to my work					
13. All policies and procedures related to my work are written :					

3. Leadership

Please indicate the extent to which you agree or disagree with the following statements:

Statement	Strongly agree (5)	Agree (4)	Agree to a moderate degree (3)	Disagree (2)	Strongly disagree (1)
1. Teamwork is encouraged and practiced in this department					
2. Competition among employees in this department is based on their skills and knowledge					
3. My manager is flexible with me when expecting good performance					
4. My manager motivates me to create and use new methods in performing my tasks					

5. My manager demands me to completely comply with the organisation procedures					
6. My manager accepts his subordinates' views even though they are against his/her views as long as their views are correct					
7. My manager is concerned with solving work problems					
8. My manager is concerned with resolving conflicts that occur sometimes among his/her subordinates					
9. My manager gives space to subordinates to suggest appropriate solutions					
10. My manager sticks to his/her opinion even he/she feels wrong					
11. Our manager is equally concerned with us as workers as well as our productivity					
12. My manager enjoys giving orders to others					
13. My manager informs me about my weaknesses and bad performance					

4. Motivation

Please indicate the extent to which you agree or disagree with the following statements:

Statement	Strongly agree (5)	Agree (4)	Agree to a moderate degree (3)	Disagree (2)	Strongly disagree (1)
1. My manager suggests rewards for my good performance					
2. My manager tries to make me loyal to the department					
3. My manager creates an environment that enables me to fulfill work effectively					
4. My workplace is a comfortable place to work					

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Statement					
5. My manager makes me feel valued					
6. I feel satisfied with my financial grade and other benefits that I receive from my organisation					
7. I feel that my work is very important					
8. I receive the training I need to improve my performance					
9. I have adequate opportunities for professional growth in this department					

4. Communication

Please indicate the extent to which you agree or disagree with the following statements:

Statement	Strongly agree (5)	Agree (4)	Agree to a moderate degree (3)	Disagree (2)	Strongly disagree (1)
1. Formal communication is encouraged in this department					
2. Information is shared openly in this department					
3. My manager transfers ideas and information from top management to appropriate people in the department					
4. Communication usually takes the form of commands and instructions					
5. My manager uses various methods such as meetings, telephone calls and written messages when he/she communicates with his/her staff					

5. Decision-Making

Please indicate the extent to which you agree or disagree with the following statements:

Statement	Strongly agree (5)	Agree (4)	Agree to a moderate degree (3)	Disagree (2)	Strongly disagree (1)
1. My manager involves his/her subordinates in making decisions which effect them					
2. My manager takes into account the psychological effects of decisions that he/she makes on his/her staff					
3. My manager compiles information before making any decision					
4. My manager hesitates to put his/her decisions in effect					
5. My manager interferes in decision making related to routine tasks that are handled by his/her subordinates					
6. My manager always follows up the consequences of decisions that he/she makes					

6. Delegation

Please indicate the extent to which you agree or disagree with the following statements:

Statement	Strongly agree (5)	Agree (4)	Agree to a moderate degree (3)	Disagree (2)	Strongly disagree (1)
1. My manager delegates me the authority to perform routine tasks					
2. My manager delegates me the authority to perform more important tasks					
3. My manager follows up the delegated tasks					
4. My manager shows complete confidence to my ability to carry out delegated tasks properly					
5. My manager gives me instructions with description of delegated tasks					

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7. Empowerment

Statement	Strongly agree (5)	Agree (4)	Agree to a moderate degree (3)	Disagree (2)	Strongly disagree (1)
1. I have a great deal of latitude in performing my work tasks					
2. My manager encourages me to monitor my own performance					
3. I have the authority to get my job done to the best of my abilities					

8. Fairness

Please indicate the extent to which you agree or disagree with the following statements:

Statement	Strongly agree (5)	Agree (4)	Agree to a moderate degree (3)	Disagree (2)	Strongly disagree (1)
1. My manager treats all his/her subordinates fairly					
2. Favoritism is not an issue in incentives or promotions in this department					
3. My manager is always consistent when administering policies concerning subordinates.					
4. My manager is fair in appraising his/her subordinates' performance					
5. When I do a good job, I receive the praise and recognition I deserve					

9. Controlling

Please indicate the degree of your agreement with each of the following statements:

Statement	Strongly agree (5)	Agree (4)	Agree to a moderate degree (3)	Disagree (2)	Strongly disagree (1)
1. My manager sets criteria of his/her employees' performance					
2. The criteria of employees' performance set by my manager are precise and clear					
3. My manager uses criteria that suit my abilities when he/she assesses my performance					
4. My manger uses various methods of control to monitor my performance					

10. Cultural Values

Please indicate the extent to which you agree or disagree with the following statements:

Statement	Strongly agree (5)	Agree (4)	Agree to a moderate degree (3)	Disagree (2)	Strongly disagree (1)
1. Our manager's loyalty is first and foremost to the organisation not to his/her family and/or tribe					
2. My manager encourages me to rely on my efforts not on my friends, family or tribe's efforts					
3. My manager tries to make me loyal to him/her because it is one of the reasons for his/her success					
4. My manager is equally concerned with human relation as well as productivity when dealing with his/her subordinates					
5. Although favouritism is forbidden by regulations, it, however, exists in reality in					

this department					
6. In our department, staff freely talk about their private affairs					
7. My manager avoids the concentrating on his/her social and cultural values at workplace					

Section Three: If you would like to comment regarding the directing practices of your manager, please feel free to write in the remaining space below:

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Thank you very much.

Appendix 3

Advisors' and Experts' Questions Guide

15/5/2007

Dear advisor

I am a lecturer at the Institute of Public Administration and a PhD student at The University of Manchester, UK, am preparing a research entitled " The Role of Managers and Their Effectiveness in Civil Service Organisations: A Field Study of Omani Civil Service Managers" to obtain the scientific degree. Among the study sources that were approved by a relevant committee supervising me are interviews with some key advisors and experts working for the Omani civil service sector. The purpose of these interviews is to seek their views regarding Omani middle managers' practices in directing subordinates. Since you are one of key informants serving the country within your functional location at the top management of your organisation, I seek your kind approval to undertake an interview to benefit from your views which will enrich my research. If you agree, please kindly inform me about the interview appointment on 99434641 or Email: halasmi @ hotmail.com

Thank you for your kind cooperation

Hamood Said Hamed Al-asmi

Guiding Questions for Interviewing Experts and Advisors

1 – Can you explain the most significant aspects of development in the civil service? sector from the start of Oman's modern renaissance in 1970 up till now ?

2 – To what extent do you see the civil service system keeping pace with the comprehensive development that has been taking place in various fields and areas?

3 – To what extent do you think Omani managers, as per their currently acquired knowledge and skills, are capable of achieving the goals of the Omani civil service organisations?

4 – What do you think are skills that Omani civil service managers need to acquire?

5 – Would you like to recommend any suggestions for enhancing the roles and effectiveness of middle managers in the civil service sector?

Thank you for your time and for taking part in this interview.

Appendix 4
Directors' General Questions Guide

1/5/2007

Dear/ Director General

I am a lecturer at the Institute of Public Administration and a PhD student at The University of Manchester, UK, and am preparing a research entitled " The Role of Managers and Their Effectiveness in Civil Service Organisations: A Field Study of Omani Civil Service Managers" to obtain the scientific degree. Among the study sources that were approved by a relevant committee supervising me are the interviews with some director generals working for the Omani civil service sector. The purpose of these interviews is to seek their views regarding Omani middle managers' practices in directing subordinates. Since you are one of key informants serving the country within your functional location at the top management of your organisation, I seek your kind approval to undertake an interview to benefit from your views that will enrich my research.

If you agree, please kindly inform me about the interview appointment on 99434641 or Email: halasmi @ hotmail.com

Thank you for your kind cooperation

Hamood Said Hamed Al-asmi

Guiding Questions for Interviewing Directors General

1- What is the role of your subordinate managers in achieving the objectives of the directorate?

2- How do you describe the human and organisational relations between you and your subordinate managers?

3- How do you describe the human and organizational relations between the managers in your directorate and their subordinates?

4- What are the values and customs of the managers in your directorate when they deal with others?

5- What are the methods you use in solving work problems that sometimes occur between the managers in your directorate and their subordinates?

6- Do some staff overstep sometimes the bounds of authority in your directorate? If the answer is (Yes), what are the actions you take to stop this practice?

7- What is your assessment of the managers' abilities in your directorate in performing their duties?

8- What are the obstacles that the managers in your directorate face in performing their duties?

9- What skills do you think the managers in your directorate lack?

10- From your point of view, what educational qualifications should a manager in the civil service sector have?

11- Are there career paths for an employee to become a manager?

12- What are the performance criteria you use when assessing managers' performance in your directorate?

13- Please feel free to add any more ideas you have that might enhance the abilities of managers?

Thank you for your time and for taking part in this interview.
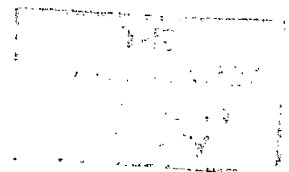
Appendix 5

Guiding Questions for Interviewing Middle Managers

5/4/2007

Dear/ Manager

I am a lecturer at the Institute of Public Administration and a PhD student at The University of Manchester, UK. I am preparing a research entitled "The Role of Managers and Their Effectiveness in Civil Service Organisations: A Field Study of Omani Civil Service Managers" to obtain the scientific degree.

Among the study sources that were approved by a relevant committee supervising me are the interviews with some middle managers working for the Omani civil service sector. The purpose of these interviews is to seek their views regarding Omani middle managers' practices in directing subordinates. Therefore, I seek your kind approval to do interview with you to benefit from your views that will enrich my research. If you agree, please kindly inform me about the interview appointment on 99434641 or Email: halasmi @ hotmail.com

Thank you for your kind cooperation

Hamood Said Hamed Al-asmi

Guiding Questions for Interviewing Middle Managers

Question 1: To what extent do you think there is equality among the employees in Oman's civil service organisations?

Question 2: To what extent do you think customs and cultural values affect the directing practices of managers in the civil service sector?

Question 3: Could you describe the relations between you and both your superiors and your subordinates?

Question 4: Could you explain how the societal culture affects the relations between managers and their subordinates in the civil service organisations?

Question 5: From your point of view, what are the essentials of managers' success in directional practices?

Question 6: Would you like to recommend any suggestions that may enhance the administrative practices of middle managers in Omani civil service organisations?

Thanks for giving me part of your precious time for this interview.