

to BSM

E.P. Brooks
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TO THE CONSULTANT PRESIDENT AND THE BOARD OF TRUSTEES
OF THE MIDDLE EAST TECHNICAL UNIVERSITY:

Gentlemen:

In accordance with my promise to Dr. Woolrich, I am writing this memorandum covering some of my observations on the Middle East Technical University and in particular, the School of Administrative Sciences and the Department of Industrial Management. In doing so I am very conscious that two brief weeks in Turkey, even with a heavy schedule of interviewing, observing and asking questions, is too short a time to give me the solid base of information I would like.

This new university starts off with two great assets: first, it is to be free of the usual governmental control of state institutions of higher learning and, therefore, with its own Board of Trustees, will have greater freedom in the conduct of its affairs. Second, because of this independence it can break with traditional forms of higher education and this provides a great opportunity for developing new programs tuned to the needs of the developing Turkish industrialization.

But to create its own destiny, to define its goals and establish the necessary high standards of performance calls for strong, capable, wise and understanding leadership at the top. Had I not been assured by certain members of the Board of Trustees that this need was recognized, I would have grave concern. A university is no different from any other organization of human effort in that it needs strong leadership. And at no time is this so essential as in the beginning years when the enterprise is taking form.

What Harper did in creating the University of Chicago and what Rogers did in launching M.I.T., someone must do for M.E.T.U. Unless this strength develops, and fairly quickly, it is perfectly safe to say that the necessary outside financial support will be difficult to obtain and a high-quality faculty will not be attracted. I am glad this matter is being given serious consideration.

THE SCHOOL OF ADMINISTRATIVE SCIENCES:

The growth and health of industry in Turkey today have no greater need than that for the development of administrative or managerial abilities. That this was true both in the public and in the private sectors of the economy was impressed on me from all sides. This necessary function in an industrialized society seems to be little understood, but the need for it is well recognized. Hence the importance of the School of Administrative Sciences in this new technical university.

The school's start has been less than propitious and in defense of those who have been struggling with launching such an enterprise it must be pointed out that the problems facing the new school have been major. Time is going to be required.

When common goals are recognized, cooperative thinking can ensue. Methods and courses of instruction can be hammered out that will be mutually supportive. These courses and methods will then be polarized by the overall philosophy and aims of the school and suited to the specific needs of the Turkey which exists today.

COMMENTS ON CURRICULUM:

Usually this is of first consideration in reviewing a school's program, but it is not of the first priority in the case of the School of Administrative Sciences. The subjects presently included in the various programs are important for education for management both for public and private enterprise. In these early years there must be a willingness to experiment and courses will, of course, undergo changes as they are adapted to the needs of Turkey's industry today. Some courses must be built around the qualifications of individual faculty members.

The basic issue in connection with curriculum is whether the programs of the four undergraduate years are to be aimed at specialization and the first job of the graduate, or whether it is to be aimed at "education for management;" hence, of greater relevance five, ten, or more years later when the graduates are mounting the ladder of managerial responsibility.

The trend of education for management in America and other industrialized countries is toward more basic education for future executive leaders and away from the more vocational approach. I am led to believe that in Turkey today a compromise between these two objectives is in order. I am not prepared to say where the line should be drawn. I would point out that for the School of Administrative Sciences we are considering undergraduate education - not graduate education - and that it would appear possible to have much of the curriculum common to the four divisions of the school for possibly as much as three years. In the fourth year some degree of

specialization is probably desirable for the time being if for no other reason than to help the students get their first opportunity to be of service to industry; namely, their first job.

There is a very practical consideration supporting this view. Obtaining qualified faculty members will always be a major problem for the School of Administrative Sciences as it is in every school of this kind everywhere. The more "specialists", the more difficult will be this problem of recruitment.

Throughout the entire university the quality of the instruction and the standards of performance set for the students is the essence of establishing a new educational institution, and it is needless to add that these qualities and standards should be uniform throughout all schools of the university.

I cannot resist here commenting on the two courses given by Professor Cobanoglu to the first-year students. His course, Social and Intellectual History of Western and Eastern Culture Groups, and likewise his course in economics, are aimed at utilizing his wealth of learning and historical background to develop in the students a curiosity and interest in studying the problems of Turkey today and to inspire a spirit of creative action. Usually in my country these great teachers are reluctant to put their efforts with beginning students, preferring to confine themselves to the upper classes and graduate work. The school is most fortunate in having a very learned man interested in working with beginning students.

THE SCHOOL'S NEED FOR GOOD RELATIONS WITH THE PUBLIC:

I am impressed with the deflection of the engineer in Turkey both in the public and the private sectors of the economy. Although most students coming to M.E.T.U. apparently want to become engineers, and there is ready employment for them, industry is asking for men who have what is spoken of as "managerial capacity." The evidence is pretty clear that there is a tremendous lack of this talent. To develop this knowledge is the aim of the School of Administrative Sciences.

Since the School of Administrative Sciences does not grant engineering degrees, there is great need for the school to establish itself in the minds of industrialists and prospective students. It must earn a reputation by quality performance. Its graduates must prove to be useful employees. But it must not hide its light under a bushel during the considerable period of time while this is taking place. The following are suggestions for steps which might be taken to this end.

Basically my recommendation is for a close working relationship and understanding between the school and the industrial and governmental world.

which it is set up to serve. I believe this can come about only by personal contacts between the personnel of the school (faculty and students) and personnel in the world of affairs. This relationship will benefit students, faculty members, the school and industry.

Let me discuss each of these. The student should approach his beginning job with some laboratory experience in industry itself. He should have been exposed to more than accumulated knowledge and theory. He should have some practical experience in detecting problems that call for solution and, under the coaching of instructors, seek and propose their solution. He should know the language of the shop and the "bureau" as well as the language of textbooks and the classroom.

Faculty members should be well acquainted with Turkish industry, its problems, personnel and methods. Theory must be tempered with practice so that the program of the school may not neglect present day usefulness in seeking the long-range objectives wrapped in theory. This necessary contact between faculty members and industry should result not only in making better teachers, but in providing opportunities for the staff to obtain consulting jobs contributing to their professional development and, incidentally, increasing their income.

The school needs the support of the industrial community. This is not likely to come in full measure unless the leaders of industry know what the school's program is. These leaders must know by first-hand personal contact what the school aims to do, what the members of the staff are like, and what the students are capable of. Only then will doors be open for employment. I need hardly point out that unemployed and unwanted graduates of the school will be a quick means of terminating the school's existence.

Lastly, industry itself and governmental agencies as well can benefit from this close association with a school having the aims of S.A.S. With a first-rate faculty, practical men of the world of action can learn much to their benefit through personal contacts with staff members and students. As such men get to see students, know the training they have been having, they are thus in a position to do intelligent recruiting of beginners for their respective needs.

SPECIFIC PROPOSALS FOR INDUSTRY RELATIONS:

I venture to suggest a number of ways this rapprochement of industry and the School of Administrative Sciences can be developed. I do not know which are most likely to succeed in Turkey today nor the order of practical experimentation. Some or all of them are in successful operation in many schools having aims similar to those of the School of Administrative Sciences. I see no reason why, with proper leadership, and a desire to work together to aid industry, some or all of these programs cannot be adopted in the early years of the life of the school.

1. On arrangement made by faculty members, students should be given the opportunity in their third and fourth year to identify problems in management in different companies and propose solutions. Sometimes such problems will be given to the students, other times, and of more benefit to them, they will be given opportunity to identify a problem which it is possible management itself has not recognized. These problems may be in any of the functional areas which go to make up the managerial complex. This is the laboratory of management.

2. Experienced successful industrial people of different levels of responsibility should be invited into the classrooms for seminars with general discussion and questioning. In this way students learn of the intangible elements which comprise such a large part of many managerial decisions.

3. Faculty members should organize seminars in their respective fields of interest and invite interested men from industry to a series of such seminars to discuss their problems in this particular area. In this way a small group of companies can be encouraged to raise their standards to the best there is in the group -- under Turkish leadership. The role of the faculty member is to draw out the participants and to encourage discussion.

I would like to illustrate this particular proposal by a specific example:

I was told by the head of a large bank having a large number of industrial operations - some wholly owned and some controlled by the bank - that they were troubled by the ineffectiveness of the programs for executive development or training in some of the large manufacturing companies for which the bank was responsible. In response to my question, the banker said he would welcome any assistance which someone from the university world could give them in analyzing the problem and developing greater effectiveness.

This situation illustrates the opportunity. If the School of Administrative Sciences does not have now, it certainly should have on its staff, a person well versed in internal management training and development programs. Such a faculty member could organize a seminar to which would be invited representatives of Turkish industry in the Ankara area to discuss this subject. Under the leadership of the faculty member, the industrial participants in such seminars would learn of problems others were experiencing and how solutions have been found. And, of course, all this feeds back to the classroom whereby some students are likely to become interested in this very important problem of internal company training programs.

The responsibility for development of management thinking in Turkish industry today rests both on industry and on the schools. Neither, in my opinion, can do the job alone. The need is so great that progress can be obtained most rapidly by the close cooperation between the faculty of a school and men in industry.

4. Similar opportunities exist in many areas comprising the entire management complex. I name only a few: problems of the managing director, problems of budgeting, comptrollership, procurement, labor relations, etc. These areas lend themselves to discussion groups under the leadership of a competent faculty member. Certainly there is much to be said for bringing Turkish industry up to the best of existing managerial skills in Turkey and this done by Turkish leaders themselves.

5. Post military service courses. As I understand it, many if not most of the graduates of the School of Administrative Sciences enter military service immediately upon graduation. Experience, I believe, in all countries has been that military service develops and matures men in a remarkable way. They will come back ready to go into industry but at that time a few months of graduate work, and here it might be in the field of specialization, might be of great help. Providing courses of a few months duration for such men should be given consideration.

The above are ways that occur to me for bringing the School of Administrative Sciences and Turkish industry to understand each other. Other devices will suggest themselves when once a start has been made. The objective must be mutual understanding. Benefits accrue to students, faculty, Turkish industry and the school earns its rightful position of leadership in managerial development in Turkey.

It is not inappropriate to point out that industry is usually very willing to pay for help received and some of these seminars may well warrant the payment to the school of reasonable rates.

COMMENT ON THE ORGANIZATION OF THE FACULTY OF THE SCHOOL OF ADMINISTRATIVE SCIENCES:

The school is presently dependent for some of its most important teaching on a continuous flow of people supplied by various outside agencies. These non-Turkish specialists are at the school for one or two years only. Their counterparts, the Turks on the faculty, are presently all on a part-time basis, inadequately paid, and many of them lack experience. This situation does not contribute to developing a continuous philosophy of education in management. Obviously, each non-Turk comes imbued with the practices of his own country in his particular field. He is not acquainted with Turkish industry, he can be of little help in developing the relationship with industry which I speak of as being so important, for by the time he has learned to adjust his teaching to the needs of Turkey today and gained some acquaintance with the personnel of industry, he is likely to leave. Very likely there will be considerable turn-over among the Turkish instructors for some time. Certainly in the early years of developing an institution like the School of Administrative Sciences there is an overwhelming need for continuity of philosophy or point of view. There must be

an accepted framework within which the necessary experimentation takes place. I would urge, therefore, the employment for a period of years, say five, of some institution with a recognized standing in the field of education for management which would participate with the administration and faculty of the school in shaping goals and developing methods.

A few examples of such well established institutions are the Graduate School of Administration at Carnegie Institute of Technology, the Case School in Cleveland, or my own School of Industrial Management at M.I.T. (this latter institution, however, is not in a position to consider such an assignment). I was impressed favorably with Dr. Yap and his Research Institute for Management Science at Delft for just such a connection with the school.

Regardless of what consultant might be chosen, the need for this continuing and sustained guidance is essential in the early life of this new school.

With the present methods of recruiting faculty it does not appear to me likely that this necessary continuity of purpose and of method can be attained without such outside help.

MISCELLANEOUS TOPICS:

Library: It is absolutely essential that the library of the School of Administrative Sciences be increased in the number of books and periodicals in the field of management. America was the first country to develop professionalism in this area and there are all too few American books in this field on the shelves. The expenditure would not be great but a more extensive library is of first priority among the school's needs.

Research: We usually think of research as the best means by which a school gains a reputation. I have already pointed out that, in my opinion, the first important thing for the School of Administrative Sciences to do is to establish close working relationships with industry as a means of developing its public acceptance. However, research is important also as only through research is a faculty kept on its toes, and students are fired by the search for new knowledge and new ways of doing things. There is no doubt that the new faculty at S.A.S. cannot undertake all things at once, and I would not urge major research undertakings as being appropriate at this time.

I have two suggestions with respect to research. First, I am told by Dr. Woolrich that a number of very worthwhile studies have been made on the Turkish economy but that much needs to be done in the way of gleaning from such reports appropriate and feasible suggestions for implementation and even to establishing priority of effort. It would seem worthwhile for some interested faculty personnel, possibly assisted by students, to study the data accumulated and make practical proposals.

Second, the development of industry in Turkey has been rapid in the last few decades. I suspect too little is known about practices

In industry today and that studies of various sorts might be undertaken which could prove of value to industry as certainly it would to faculty members and students undertaking such studies. Some of this would be of the nature of case studies.

LOOKING AHEAD:

Size of School: A very sure way to spoil the prospects of the School of Administrative Sciences making a substantial contribution to the development of Turkish industry is to expect too rapid a growth in student numbers. Quality of effort is incompatible with quantity of students.

As I understand it, the kind of education the school proposes to establish is little understood in Turkey. Hence the school must make itself known. I have already made some suggestions to this end. In the final analysis it will be the success of the student product which will give the school its reputation. This will depend on the quality of the student body and the quality of the instructing staff. While the school is getting underway and establishing its reputation, with the attendant problems of recruiting a competent faculty and selecting wisely its student raw material, an enrollment in three years of the size I heard rumored would be fatal to ultimate success. Fifty graduates a year (and this number seems high to me) who turn out to be useful members of the industrial community will do more for Turkey and for the school's reputation than five times that number of poorly educated and trained men. I would urge on the administration of the school the preparation of a five-year projection of the school's program including an analysis of the likely number of qualified English-speaking applicants, the desired size of student body, and the resulting needs for faculty both as to numbers and fields. All this is in relation to classroom and other facilities needed.

GRADUATE WORK AND EXECUTIVE DEVELOPMENT PROGRAMS:

Looking far in the future the School of Administrative Sciences should have in mind graduate work for students interested in pursuing further their undergraduate work and particularly for engineering students who feel the need of studies in the field of administration or management subsequent to their engineering training.

As soon as possible, the school should experiment on a modest basis with a program of a few months duration to which industry would send its promising middle management men. The success of these programs in America makes one certain they would be useful in Turkey when faculty and facilities become available. I do not see this as a practical possibility for several years believing that the kind of seminars for industrial personnel mentioned earlier are more practical for the time being.

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I wish to express my appreciation for the courtesies extended me on my visit to Ankara. It is my hope the suggestions made in this memorandum may be of some use, or at least, that they will stimulate thinking on the important topics I have touched upon.

With my very best wishes for the success of the Middle East Technical University and the School of Administrative Sciences, I am,

Respectfully yours,

E. P. Brooks
Dean Emeritus

EPB:c

5/7/84
Dear Mr. [unclear]
I have just reread this memo.
I am surprised at it. It's better than I realized at the time of writing.
I know nothing of the School of Admin. Sciences today. One of Turkey's revolutions took place just after my visit. This may have stopped all progress in the development of the school.
What do you think of my observations and reasons?