

AN ABSTRACT OF THE THESIS OF

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The central purpose of this study was to identify the competencies of a predeparture orientation program as determined by business/industry personnel and personnel from institutions representing the U.S. Agency for International Development. An additional objective was to examine the organizational framework of existing predeparture programs to identify instructional methodologies, administrative structure, evaluation techniques and to the extent possible, the general effectiveness of existing programs. To achieve this goal, an instrument designed to assess the components of existing predeparture orientation programs was developed and administered to individuals representing both groups involved in international employment.

Information received from the respondents was analyzed using the one-way analysis of variance, factor analysis, and a frequency

distribution analysis. Based on the data collected and analyzed for this study the following conclusions and recommendations were made:

1. All of the competencies identified in this study were judged important to be included as a nucleus of future predeparture orientation programs.
2. Cross-cultural awareness was identified as one of the most important components of any predeparture orientation program.
3. Technical competence, while critical in the selection of individuals for international employment, should not be used as the sole criteria for that selection.
4. Greater variety of training aids and training techniques must be used to improve the quality of the predeparture orientation program.
5. Predeparture orientation programs must be both informational and experiential in nature.
6. Business/Institutions should identify and train predeparture orientation specialists, and provide adequate time for effective program development and administration of the predeparture orientation program.
7. Programs providing predeparture orientation report an average 5% premature return rate, a figure substantially below the reported 40-60% premature return rate among employees not receiving training.

A STUDY OF PREDEPARTURE ORIENTATION PROGRAMS FOR
EMPLOYEES OF BUSINESS/INDUSTRY AND U.S. AGENCY
FOR INTERNATIONAL DEVELOPMENT PROJECTS

by

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Typed by Brenda Braegger Nelson for Dennis A. Nelson

Interview

Dedication

To my wife, Brenda, this dissertation
is dedicated for the patience, love,
sacrifice and encouragement she gave.
Her belief in my potential has allowed
this goal to become a reality.

"If you have a goal in life
that takes a lot of energy
that incurs a great deal of interest
and that is a challenge to you,
you will always look
forward to waking up to
see what the new day brings.

If you find a person in your life
who understands you completely
who shares your ideas
and who believes in everything you do,
you will always look
forward to the night
because you will never be lonely".

Susan Polis Schutz

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A STUDY OF PREDEPARTURE ORIENTATION PROGRAMS FOR
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CHAPTER I

INTRODUCTION

"Our linguistic and cultural myopia and the casualness with which we take cognizance-when we do - of the developed tastes, mannerisms, mores and languages of other countries, are losing us friends, business and respect in the world."

William Fulbright, Former U.S.
Senator and chairman of the
Senate Foreign Relations Committee

This quote by Senator Fulbright is representative of the growing concern of the need for better preparation to perform in an international setting. International activity spans many fields of study including, but not limited to business/industry, government, agriculture education, religion, military, and volunteer agencies.

Much has changed since the days when U.S. companies and government agencies could enter into a country more or less with impunity, ignore the host culture and conduct business as usual, i.e., the American Way (Lee, 1983). Today individuals must be prepared to handle the many different challenges that they face in

the international arena. The idea of preparation for overseas work
is still in its infancy and is highly diverse among the agencies and
organizations currently incorporating its use. The central focus of
this research was to examine the efforts made by selected
organizations to prepare employees for overseas service.

Purpose of the Study

The purpose of this study was to identify the common
competencies of predeparture orientation programs for personnel
working overseas in business/industry and institutions working with
the United State Agency for International Development (USAID). The
major objectives of the study were:

- ✓ 1. To review the related literature.
- ✓ 2. To develop a research instrument to identify the
competencies common to two settings of international
work: business/industry, and institutions represent-
ing USAID.
- ✓ 3. To determine if competencies exist
 - a. Common to both areas of international work.
 - b. Unique to either business/industry or USAID
projects.

- ✓ 4. To utilize the findings to suggest a framework for preparing individuals in predeparture orientation programs for international assignments.

Background of the Problem

After World War II, many countries were in economic shambles and American technology and expertise were in great demand. This trend changed as the countries recovered and began to function independently. Cleveland, Mangone, and Adams (1960) felt that many countries were apprehensive about the potential for losing control economically. They further believed that this apprehension brought an increase in the competition for overseas business and industry. They felt that there was still a need for educational and technological advancement in many of the lesser-developed nations throughout the world.

"The world has changed, and perhaps the United States has changed most of all. The truly revolutionary scientific discoveries and industrial achievements of recent years have opened up startling gaps between the rich nations with factories and the poor nations without factories, between explosive forces which man could unleash and his invention of institutions to control them, between the fantastic rate of technological change and the deliberate speed of social change" (Cleveland, Mangone, and Adams, 1960).

There is a difference between how ideas and goods were transferred between and among nations in the years prior to World War II as compared with today. Much of what was transferred in the

form of goods and services was done largely for purely economic reasons rather than the political/economic focus that is so common today. In contrast, the spread of new ideas and techniques from the West that has gone on since World War II has been directed for a concern for political reciprocity as well as economic gain (Arensberg and Niehoff, 1964). This difference in how ideas and techniques are transferred influences the way businessmen and government officials present their ideas to the people they are working with overseas.

Another difference in the international setting is the realization that America is not the only country qualified to bring about economic and political change. The United States is no longer the leader in economic growth and productivity the way it was immediately following the second world war. Nevertheless, our role as a member of the "global economy" is no less a responsibility. Naisbitt, (1984) in his book, Megatrends suggests that in the new economic era, all of the countries on the world scene are growing increasingly dependent on each other. Naisbitt calls this new state of growth "global interdependence". He also warns that as the world continues to become more global minded, we will continue to maintain our own cultural and linguistic uniqueness (Naisbitt, 1984). As Naisbitt notes, "we will continue to hold on to our differences as a culture, Swedes will become more Swedish, the Chinese more Chinese, and the French more French" (Naisbitt, 1984, p. 78). Hollist (1983)

agrees with Naisbitt concerning the changing interdependence of the world. Hollist is not as adamant as Naisbitt about the amount of uniqueness between cultures, but he is definite about the realistic ramifications of the change. His description of this change continues to emphasize the reality of differences between cultures. He states, "Realism demands recognition of deep seated ideological and cultural chasms that divide the nations of the world" (Hollist, 1983, p.4).

This change to a more interdependent world has definite implications for individuals who plan to live and work overseas. Currently, more than four million Americans spend time working abroad each year (Chesanow, 1984). The ability to live and work in another country requires a capacity to adapt to a wide range of situations. Accounts of failure to adapt to the rigors of international work are widespread. As noted by Chesanow (1984), "one-third of all expatriates return from foreign service prematurely, many because they were unable to cope in environments worlds away from their own" (Chesanow, 1984, p.72). Bob Kohls, director of Washington International Center, reported that the percent of premature returning Americans is as high as 40 to 60 percent. He stated that 10,000 overseas Americans can be expected to give up and come home early each year (Copeland and Griggs, 1985).

Costs associated with placing an individual and his family in an overseas post are great. State Department figures estimate somewhere between \$100,000 and \$150,000 is needed to place a university faculty member and his or her family in an overseas post for one year. "Direct costs of failure can run, in the most extreme cases, well over \$200,000 for an overseas employee and family returned home prematurely" (Copeland and Griggs, 1985). The costs associated in replacing an individual due to failure either to adjust to the environment or to function effectively, are even greater. Other factors, such as reduced or lost productivity, lowered team morale, and possible loss of credibility with the company or agency and the host country, can not be measured by cost analysis alone (McArthur, 1984).

Programs developed to prepare individuals to live and work in unfamiliar settings and international assignments have been termed Predeparture Orientation Programs. Predeparture orientation training includes a mixture of cognitive information and experiential involvement among the participants participating in the program. The main function of the predeparture orientation is to better prepare employees of agencies and companies for the demands of the job as well as differences involved in living and working in another culture.

Individuals working in a foreign environment risk losing respect and credibility with their host nationals due to a lack of

preparation on the cultural mores. Wayne Shabaz, founder of a company that specializes in preparing individuals for international work, explains, "...countries may want our technology but they don't want us to pollute their culture" (Lee, 1983, p.21). It is imperative that individuals be prepared to cope with a wide range of situations. Predeparture orientation is designed to alleviate the problems associated with overseas employment.

Rationale for the Study

Our efforts to prepare individuals for international work have been continuing for many years. McArthur (1984) makes note of this in an address to U.S. University Directors of International Agricultural Programs (AUSUDIAP):

"This problem is not a new one. U.S. government agencies, business firms, and private-voluntary agencies have been sending Americans to work overseas for more than 100 years. These agencies have been trying for some time to develop an effective economical means of preparing members of their staff for overseas assignments. The State Department, with its Foreign Service Institute, The Agency for International Diplomacy and Management, have also given considerable attention to preparing their people for overseas assignments" (McArthur, 1984).

Predeparture orientation has not been utilized by American business and government agencies to the extent that it could be. In a study of 74 U.S. multinational corporations (MNC's) who engage in

business overseas, findings revealed that only 24 percent of the MNC's had any kind of predeparture orientation (Baker, 1984). This percentage of companies using predeparture orientation represents an increase from research reported by Hodgson in 1961 when he discovered that only three out of seventy large United States corporations gave any kind of predeparture orientation to their employees (Hodgson, 1961). Baker's findings represent a slight decline from data reported by Ivancevich in 1969. He found that about 33 percent of 127 firms surveyed offered some form of predeparture orientation (Ivancevich, 1969).

Government agencies have a record of similar performance in predeparture orientation and training. The main difference between business/industry and government agencies is the need for additional training and preparation regarding the policies of the government they represent. Brislin (1976) described this need, "...when personnel reach their field assignment, they are forced to cope with hostility toward a policy or attitude toward their government with which they might not even agree as individuals but must represent and even defend, as part of their job" (Brislin, 1976, p.132).

The need for increased emphasis on predeparture training was summed up by Baker (1984) "...until more emphasis is placed on predeparture orientation training, success in the international business area will not be totally realized by U.S. firms" (Baker, 1984, p.72).

Similar observations have been made in regards to international development work by the U.S. Government. In 1981, the General Accounting Office, (GAO) reported on activities of the Agency for International Development (AID). The report stated that there was inadequate emphasis being placed on orientation and training. It was recommended that immediate action be taken to, "...develop better means of preparing, orienting, and assisting university contract staff for overseas assignments" (GAO Report, 1981, p.34). University faculty working in technical assignments overseas also identified problems due to a lack of preparation that caused large numbers of employees to return frustrated. Guither and Thompson (1969) reported that more than 60 percent of returning university faculty members felt that the predeparture orientation was unsatisfactory.

The main reason for this lack of adequate preparation and use of predeparture orientation training has been absence of research and literature relevant to the importance of this area of study. Tung (1981) suggested that there was "...a dearth of literature and research in this area" (Tung, 1981, p.68). She concludes her comments noting that this dearth has contributed to the problems many individuals encounter overseas. Melvin Schnapper (1973) said in regard to the need for research on predeparture training, "If you asked me to prove that training makes a difference, I could not go beyond anecdotal material or personal faith." He continued,

"However, unlike the kind of "proof" which training can provide other fields, intercultural training has not developed a substantial body of research literature which shows direct correlation between training and improved performance overseas" (Schnapper, 1973).

Recognition of the need for research and literature in the area of predeparture orientation and training is beginning to increase (Galante, 1984; Chesanow, 1984). While the increase in awareness is slow, "Americans are gradually getting sensitive about being insensitive" (Insights, 1984).

The need for predeparture training is growing as companies become more involved in international trade. Many Americans are not aware of the increase in foreign trade. A professional in the field of training for international business notes:

"One out of six manufacturing jobs in the U.S. depends directly upon foreign trade...four out of five new manufacturing jobs resulted from foreign commerce... one out of every three acres of American farmland produced for export" (Copeland, 1984, p.22).

The information we learn about how business managers and government officials can be better prepared to handle cultural differences is applicable to other aspects of international work as well. The main reason many individuals fail abroad is not due to technical competence. Illman, (1980) speaking of the American overseas, notes, "He usually knows his job and is highly skilled in his chosen professional field." Illman continued, "Failure stems


far more frequently from behavioral traits and an inability to adjust to the foreign way of life" (Illman, 1980, p.15). In an earlier study, Hays (1971) also found that technical expertise is not the determining factor of success overseas. Deficiency in relational abilities, those abilities which allow us to interact with others, have been identified as the chief cause of failure on the job (Hays, 1971). Miller, in talking about the problems of family relations overseas, states, "it is not given due consideration, but is continually swept under the rug" (Miller, 1972, p.49). The "Family Situation Factor", or how effectively the individual's family adjusts, is considered the main reason individuals are unable to function effectively overseas (Harris and Harris, 1972; Sieveking and Marston, 1978; Illman, 1980; Copeland, 1984).

An understanding of the reasons for failure in international work should help us to plan and organize effective predeparture orientation. Much of the information that is available in reference to predeparture orientation programs has been developed within its own field of use, independent of any other field of study. This study has been designed to provide an objective approach to the comparison of predeparture orientation being offered by two different but compatible agencies working in the international arena. Business/industry and USAID projects were chosen as the focus for this study based on the following:

1. International work is looked at by employees in both areas as a way to improve their standing in the company or agency.
2. Both areas of international work are involved in promoting technology and/or a product.
3. Both areas of international work involve moving whole families for extended periods of time, not just single individuals in most cases.
4. Living arrangements in the host country are similar in nature. In most cases, employees are living in a compound or other situation which allows constant contact with members of their own culture.
5. Both areas of international work rely on contact with members of the host culture. In many cases they serve in a managerial capacity over host culture employees.
6. Both areas of international activity require the employees to uphold the policies of the company or agency they work for.
7. The term of employment is similar, usually a term of two to three year periods.
8. Although typically USAID projects are in the lesser developed countries, many businesses are now entering these countries as well. Therefore, they must be prepared for similar cultural differences.
- ✓ 9. Both international involvement in business/industry and USAID projects require training of host culture employees to maintain lasting effects of the project's goals or business objectives.


Questions still remain as to the content and direction the predeparture orientation should take. Some experts feel that the predeparture orientation should include items that are generic to any international situation, and that once you have worked overseas, the need for predeparture orientation is lessened dramatically.

Other professional trainers insist that regardless of the previous experience no two assignments are exactly alike, and therefore, preparation for an international assignment is paramount to success in the field. Behind this school of thought is the feeling that there is no one method or plan that can cover all aspects of the different international assignments currently staffed. Brislin (1976) notes, "Trainers seldom use a training program they have heard or read about without making some modifications" (Brislin, 1976, p.182). It is, however, advantageous to develop a framework that can guide a program coordinator or trainer in determining what should be included as part of a specific orientation. It is also important to know where to locate the necessary resources and expertise (McArthur, 1984).



If professionals in business/industry and government projects are to prepare their employees for international work, they must identify those competencies that will best accomplish that goal.

There is a great need for individuals who are capable of providing the kind of training that will benefit companies and agencies working overseas. AlRomaithy (1981) recognized this training need. He noted, "the need for skilled international trainers is probably greater than ever before" (AlRomaithy, 1981, p.36). In order to understand the competencies that are essential in a predeparture orientation program, an examination of the literature and contact with professionals in the field who are



administering these programs is necessary. Kohls (1979) noted that there is a common understanding among international trainers; there are certain traits and skills which a person may have or with some effort could develop, which will increase that person's chances for adjustment and, consequently, success overseas (Kohls, 1979).

No similar research concerning common competencies of predeparture orientation was identified in the literature. The present study focused on predeparture orientation with the intent of identifying what trainers in business/industry and USAID considered as the competencies necessary for an employee to function effectively in an overseas assignment. The study identified those competencies which were common to both areas of international work. It also determined if competencies existed which were unique to either business/industry or USAID project employees, with the overall purpose of suggesting a framework for preparing individuals to work in an international setting.

Limitations of the Study

The ability to generalize the findings may be limited by the following:

1. The two areas represented in this study, business/industry and government, were broad categories. In order to effectively manage the research procedure and to eliminate the possibility of

generalized statements, the areas were interpreted using the following groups to represent the larger categories:

a. Government was represented by the U.S. Agency for International Development (USAID). Universities involved in Title XII funding provided the basis for the population.

b. Business/industry were taken from a broad base of companies to the larger multinational corporations. The only stipulation being that they were involved in some form of predeparture orientation program.

2. Language acquisition as a part of the predeparture orientation was not extensively investigated. Because of the variety of methods used to teach language, and the assumed need for its acquisition, language was merely identified as a competency and was not an in-depth consideration of this particular study. There was also a general understanding that much of the actual language training was not considered a part of the predeparture orientation session. Instead it was offered separately by a contracted third party.

3. The competency questionnaire that was formulated for this study may not have been comprehensive. An attempt was made to identify all significant competencies through the use of a modified Delphi

technique. There might have been additional competencies which were not included as a part of the questionnaire.

Definition of Terms

The following definitions are provided in order that terms used in the study may be understood within the context intended.

Assimilators: A training technique whereby an individual is exposed to information and situations similar to the culture in which they will be expected to function.

Change Agent: An international extension worker whose purpose it is to bring about a technological, economical, or social change in a country other than his own.

Cognitive: Imparting knowledge during or prior to the training. Examples include: reading, lectures, written exercises, textbooks, workbooks, and evaluation.

Competency: The specific knowledge, skill or ability needed to perform a duty or task.

Cross-cultural Training: "Refers to all kinds of programs that train people to live, work, study or perform effectively in a cultural setting different from their own" (Pusch, 1981, p.7).

Experiential: Training which included involvement on the part of the participant, i.e., role playing, simulation, language drill, and group exercise.

Home Institution: A university or college which has hired a development technician to work in an overseas project.

Intercultural Training: A sequence of activities which have as their goal a person's increased cultural and personal self-awareness; his enhanced appreciation of intercultural communication barriers; and the development of his interpersonal and intercultural skills" (Schnapper, 1973, p.3).

Predeparture Orientation: A planned program of preparation and training prior to an individuals departure overseas. Usually performed at the persons place of employment, but not necessarily required.

Title XII: A Foreign Assistance Act which calls for USAID to strengthen the involvement of U.S. land-grant and other eligible universities in solving food problems in developing countries.

Chapter Summary

The increasing need for research in the area of predeparture orientation for international work has been presented in this chapter. An understanding of the increasing interdependence between the countries of the world and the continued need for cultures to maintain their individual differences, have been discussed. The importance of sharing techniques of training between various agencies and companies is identified as is the cost associated with not adequately preparing individuals for overseas work.

The need for this study was established through a brief review
of the literature, which indicated a dearth of knowledge concerning
the competencies necessary for work in an overseas setting as well
as a lack of coordinated effort between government and
business/industry to share orientation techniques and competencies.

CHAPTER II

REVIEW OF THE LITERATURE

The review of the literature related to the topic of this study was concentrated in four major areas. The first section is devoted to an introduction of predeparture orientation and training. Section two looks at selection of the employee for international assignments as a part of the predeparture orientation. Section three and four address specifically business/industry and USAID training, respectively.

Introduction

Predeparture orientation and training for employees of multinational companies has increased dramatically over the past 15-20 years. As was established earlier in this study, there are several reasons for this increased awareness. Even with the large numbers of business executives and managers going abroad and the increased amount of emphasis being placed on preparation for overseas work, failure overseas is abundant. Estimates show that at least one-third of all personnel transferred abroad return prematurely, with the greatest reason being a maladjustment of the employee (Lanier, 1979). Even among those who don't return are the expatriates who are unsuitable and unhappy but continue the

assignment ineffectively (Lanier, 1979). It is for these reasons that in the business world, predeparture orientation and training begins with selection as the first step.

When multinational business firms begin their training program by selecting those who they feel have the best chance for success, they are attempting to prevent problems from surfacing. As Holmes and Piker (1980) note, "Preventing the failure of expatriates assignments must be a priority for any company sending people abroad" (Holmes and Piker, 1980, p. 30). Prevention is much less costly than the cure. As was mentioned earlier costs associated with a family returning prematurely can run well over \$200,000 (Copeland and Griggs, 1985). Some companies feel so strongly about the selection process that they put more emphasis on it than the actual predeparture orientation. As Sieveking et al., (1981) notes, "Orientation offers little to those lacking the necessary prerequisites. The same individual who can best adapt to foreign environments will profit most from orientation" (Sieveking et al., 1981, p. 197). Others believe that the selection process carries right into the actual orientation program. That is why selection is considered as a necessary part of the "orientation" process (Sieveking et al., 1981; Lanier, 1979; Conway, 1984).

Selection of the Employee

During the selection process multinational firms are looking for certain characteristics in their employees that they feel will enable them to be effective overseas managers. Successful overseas capabilities can not be assumed. "Assuming that any good domestic employee will be a good expatriate employee can be disastrous for his company, his career, and his family" (Sieveking and Marston, 1978, p.20).

Four general categories of factors crucial to success on the job have repeatedly shown up in the literature related to selection of personnel. They include: technical competence on the job, personality traits or related abilities, environmental variables, and family situations (Hays, 1971; Miller, 1972; Howard, 1974; Tung, 1981). Each of these areas will now be discussed in more detail.

The first factor identified is technical skills. Technical skills refers to the skills required by the employee to perform a given task or service related to the function of the employing institution. As was mentioned, it cannot be assumed that someone has the skills to work overseas based solely on their technical skills in their present position. As Lanier (1979) states, "A managers ability overseas involves more than technical skills" (Lanier, 1979, p.161). Still it is important to recognize that, "many of the traits which make a domestic employee successful can

predict success overseas" (Conway, 1984, p.37). The important factor is to recognize that technical expertise is only one of the variables involved in overseas work.

The second factor in the selection process is a recognition of certain personality traits or relational abilities. Tung (1981) describes this factor as, "the ability of the individual to deal effectively with his superiors, peers, subordinates, business associates and clients" (Tung, 1981, p.69). Refhuss (1982) describes relational abilities as involving intrapersonal skills. He states, "In general, these abilities involve adaptability, flexibility, high levels of intrapersonal trust, sincerity and emotional stability" (Refhuss, 1982, p.39).

Another trait identified under this category is broadmindedness. According to Sieveking (1981), "Broadmindedness or evidence that one is both sensitive to, and accepting of, differences among people is vital" (Sieveking, 1981, p.198). As has already been emphasized earlier in this chapter, personality traits and behavioral problems are more often the cause of failure overseas than is the lack of technical skill (Illman, 1980).

The third factor in the selection process is environmental variables. This refers to the unique ability of the executive to work effectively within certain written and unwritten guidelines. These guidelines are established by labor unions, government and political leaders, competitors, and/or customers (Tung, 1981).

These are the same constraints that must be dealt with domestically, but often require different skills and attributes of the executive. Rehfuss, (1982) in talking about these business executives working overseas, stated:

"There is its unique and difficult environmental setting which places complex demands on the executive. While findings and commentary vary somewhat, the overall view is that while the executive must be unusually flexible and tolerant of ambiguity, he or she must still possess substantial management skills" (Rehfuss, 1982, p. 35).

The final factor in the selection process is the family situation factor. This refers to the ability of the expatriate's family to adjust to living in a foreign environment. As was mentioned earlier in this study, spouses are a primary cause of early returns by expatriates (Miller, 1972; Harris and Harris, 1972; Illman, 1980; Copeland, 1984). Sieveking and Marston (1978) believe that the spouse should be evaluated just as thoroughly as the employee in terms of personality and the ability to handle stress. Tung (1979) concurred with this belief. She listed, in order of importance, those factors that contribute to failure overseas. The first factor was the spouse's inability to adapt, and the second factor was other related family problems. She stated that, "spouse interviews and family visits are a better investment in terms of selection than most managers recognize" (Tung, 1979, p.299)

Ivancevich, (1969) speaking about the importance of looking at the family, stated, "In the selection process, overseas managers regard it as the most important screening factor to consider" (Ivancevich, 1969, p. 193).

In summary, the selection process included four categories: technical competence on the job, personality traits or related abilities, environmental variables, and family situations. The selection process is only one part of the orientation program. It is extremely important, however, and in the minds of many should be considered an ongoing process (Sieveking et al., 1981; Lanier, 1979; Tung, 1979). The selection process is important because it allows either the employee or the company to reverse their decision as to the predicted suitability of the employee to an overseas assignment. This has importance to companies because of the money invested in the training program. It is also important to curtail the heavy costs of overseas failure and disappointment (Conway, 1984).

Business/Industry Predeparture Orientation

The second phase of the orientation program is the actual predeparture orientation training. Those executives who are deemed capable of performance overseas, based on the selection process, are given a formal orientation for their overseas assignment. The purpose of the predeparture orientation is identified by Conway (1984). He states:

"The main purpose of the predeparture orientation is to prepare employees and their families - to make a more lasting impression and remind expatriates of material that may have been covered months earlier" (Conway, 1984, p. 37).

Rahim (1983) believed the orientation program must be tailored to suit the employees individual needs. He notes, "there are certain parts of the predeparture orientation that are applicable to all positions" (Rahim, 1983, p.315). Rahim identified the factors that must be considered in the design of a predeparture orientation program: "availability of time, funds, training material and qualified trainers; length of stay abroad; and degree of differences in cultural, legal, business, and other factors between host and parent countries" (Rahim, 1983, p.315).

Models of Predeparture Orientation

A number of models for predeparture orientation have been developed for business/industry employees. In 1981, the Honeywell Corporation developed a program based on a needs analysis of 347 employees who traveled extensively and have lived abroad for extended periods of time. Dotlich, (1982) a corporate manager, explains:

"The survey was designed to determine cultural barriers or problems, language and communication barriers, strengths or weaknesses of management practices in worldwide operations, as well as to

assist the company's effectiveness in both preparing employees to live abroad and in helping them reenter when their assignments were completed" (Dotlich, 1982, p. 28).

As a result of this survey, the company found there was a great need to address cross-cultural problems which employees experience overseas. The program they designed focused on three areas aimed at raising the cross-cultural awareness:

1. Cultural-specific information: data concerning other countries and, in particular, a country one will be entering.
2. Cultural-general information: the values, practices and assumptions of other cultures besides the United States.
3. Self-specific information: the most important ingredient identifying ones own cultural paradigms, including values, assumptions and beliefs which shape perceptions about others (Dotlich, 1982, p.30)

In addition to a one-day training on cross-cultural issues, the company also provides employees with written materials and video packs addressing the differences in the culture they will be entering.

Chris Lee, editor for Training Magazine, describes the predeparture orientation of the Arabian American Oil Company (ARAMCO). Lee (1983) notes, "ARAMCO has been involved in orientation for its employees since the 1930's. The early orientations consisted of nothing more than an informal briefing by

the supervisor who hired the employee" (Lee, 1983, p.22). The predeparture orientation now consists of several parts beginning with an orientation at the corporate headquarters. This orientation is designed not only for the employee, but also the spouse and children (Lee, 1983). ARAMCO's training is composed of several components, including:

- ✓ 1. Specific information
 - A. Geography and animal life
 - B. Recreation and community services
 - C. Life in the country including living arrangements, available transportation, shopping, financial services, etc.
- ✓ 2. The culture and its people
 - A. Religion
 - B. Values such as time and relationships
 - C. Culture Shock
 - D. Communication (cross-cultural)

ARAMCO is constantly upgrading their orientation based on interviews with returning employees. Training staff also visit the country once a year to reorient themselves to the culture (Lee, 1983).

Nessa Lowenthal developed an orientation program for Betchel Inc., a multinational corporation. Lowenthal currently operates her own predeparture orientation and training company known as Trans-Cultural Services. Lowenthal (1981) describes a typical orientation for Betchel employees: "Orientation for the employee who is to be sent overseas should cover a broad range of factors:

- ✓ 1. Job specific - scope, responsibility, labor relations, length of project, rate and conditions of pay, perks, and vacation.
- ✓ 2. Information about people - government and customs of the area.
- ✓ 3. Living conditions - medical care, housing, handling of household and personal effects, local transportation, schools, recreational opportunities, taxes, group insurance and benefit plans.
- ✓ 4. Language Training.
- ✓ 5. Interaction - with U.S. and local government representatives, clients and other company employees at the site (Lowenthal and Snedden, 1981, p.41).

Lowenthal emphasizes that, "a predeparture orientation program should be both informational and experiential" (Lowenthal and Snedden 1981, p.41). The information given in the orientation is constantly updated from periodic volunteer reports given by the spouse of the employee. Information includes costs of goods and services in the country and city where the family is assigned. Lowenthal emphasized that the orientation for the family and spouse are extremely important. As part of this family orientation she describes the use of written "Assignment Books" prior to departing overseas. Lowenthal notes, "These books describe the conditions to be found in the new environment" (Lowenthal and Snedden, 1981, p.42).

The main purpose of the orientation is to present as much information as possible regarding the overseas assignment. This information will allow the employee to confirm their intent to work

in an international situation. According to Lowenthal, "This process of self-selection prior to the actual relocation will save the company money and should be possible without negative career implications for the candidate who has made an honest self-assessment" (Lowenthal and Snedden, 1981, p.42).

David Noer in his book, Multinational People Management, outlined a basic training program which, in his opinion, should be institutionalized in the company's policies, procedures, and practices (Noer, 1975). Noer outlined a program that consisted of three phases:

Phase I - Review the terms and conditions of the assignment.

- A. Clear concise overview of the company's expatriate policies and procedures.
- B. Compensation for the expatriate: information on taxes, housing, cost-of-living, etc.
- C. Details on the host country location and details on housing, transportation, schools, etc.
- D. Moving arrangements, passports, visas, tickets, physical exams, shots, shipping and travel options.

✓ Phase II - Culture Training

- A. Academic cultural Training - books, maps, brochures, films, and slides. Presentations by local experts on the history, culture and socioeconomic patterns of the culture.
- B. Interpersonal Communication - Discussions with individuals who have been to the country including national employees currently

stationed in America. Intercultural training is also included in this part.

✓ Phase III - Language Training

According to Noer, "The purpose of Phase II is an understanding of the culture in the host country. In addition to the spouse, this training should include the children" (Noer, 1975, p.68).

Regarding language training Noer (1975) notes, "No one can force you to learn a foreign language but the benefits of doing it make it very worthwhile. If you know the host country language , you will have a key to its culture" (Noer, 1975, p.65-71).

Summary of Business/Industry Orientation

The review of related literature dealing with predeparture orientation for business/industry supports the notion that there is limited information and research being conducted in this area of international work. Business/industry are just beginning to realize the importance of proper predeparture orientation. Baker (1984) found that the amount of predeparture orientation being offered is still limited. Baker completed a study of 74 multinational companies who do extensive business overseas. He discovered that only 24 percent of that number offer any kind of predeparture orientation for their employees (Baker, 1984).

Even though the literature related to predeparture orientation for business/industry is somewhat limited, it does reveal a pattern

of training that can provide an insight into the competencies perceived as important to individuals preparing for overseas assignments. Competencies for international work that were identified in the literature can be clustered into the following areas:

1. Selection of key personnel.
2. Language training.
3. An understanding of the responsibilities and duties of the position. Wage and other incentives for working overseas.
4. Area study - culture, geography, history, and customs.
5. Cross-cultural training - awareness of differences between cultures.
6. Intercultural communication- this is one of the most limited areas, but those programs that emphasized this area of preparation identified it as the most important.

Many different approaches to these areas of concentration were used, but these six areas represent the topics most often covered in the business/industry predeparture orientation programs.

USAID Predeparture Orientation Programs

The U.S. Agency for International Development (USAID) administers most of the foreign economic assistance programs of the U.S. government. USAID has over 3,000 full-time employees stationed in overseas positions. The agency has an additional 2,000 employees

working in the U.S. to help support the work of its overseas staff
(U.S.A.I.D.) Facts, 1983).

Since its creation in 1961, USAID has been involved in foreign
economic assistance in two main categories: Economic Support Fund
and Development Assistance. USAID describes its purpose as follows:

"The purpose of the agency is to help people in the
economically developing countries acquire the knowledge and
resources to build the social, economic and political
institutions necessary for a better life. USAID has
programs only in those countries that have requested them.
→ Economic aid plays an important role in U.S. foreign policy.
It is essential to the economic, political, and security
interest of the United States" (Facts about AID, 1983).

A key element in USAID's development efforts is transfer of
appropriate technology to enable countries to produce their own
resources. Those individuals involved in the transfer of technology
are referred to as change agents or technical advisors. The manner
in which we prepare technical advisors is very important to the
success of a development project. Of the 71 countries that USAID
projects are currently operating in, most are considered lesser
developed countries (LDC's). These LDC's use considerably different
methods for agriculture and industry than what is commonly used in
America. For this purpose, preparation of technical advisors must
include sociological factors and cultural implications. If this
aspect of training is not emphasized, technology transfer will be
minimal. Frank Conklin, in an address to technical advisors for

USAID, described the results of a poorly planned development project. He noted:

"In many cases, the countries are left with little more than rusted tractors...unfinished edifices, unused microscopes, understaffed soil testing laboratories, inoperable electrical equipment, stalled vehicles and machines, and...technicians...who have limited knowledge about their own country's agriculture and limited perception of farmers as being their clientele" (Brusko, 1984, p.20).

McArthur (1984) recognized the importance for various government agencies to build upon the experience of one another as well as the experience of private firms and businesses. McArthur notes, "There is a pressing need to develop a mechanism or approach to predeparture orientation that builds upon the previous experience of other agencies and can be adapted to the specific needs of university- managed technical assistance efforts" (McArthur, 1983, p.3).

It is understood that no one program for predeparture orientation will meet the needs of all projects. McArthur identifies various methods and models as training tools which training coordinators should carefully select from to meet the needs of their clients (McArthur, 1983). The typical USAID project has a life span of three to ten years from the point of inception to final evaluation. The project goes through three distinct phases: planning, negotiations, and implementation (see Figure 1 of McArthur's (1983) framework). Predeparture orientation takes place

during all three phases, but it is focused at preparing individuals to carry out only one of the phases of the project - the actual implementation.

A.I.D. COUNTRY PROJECT PROCESS

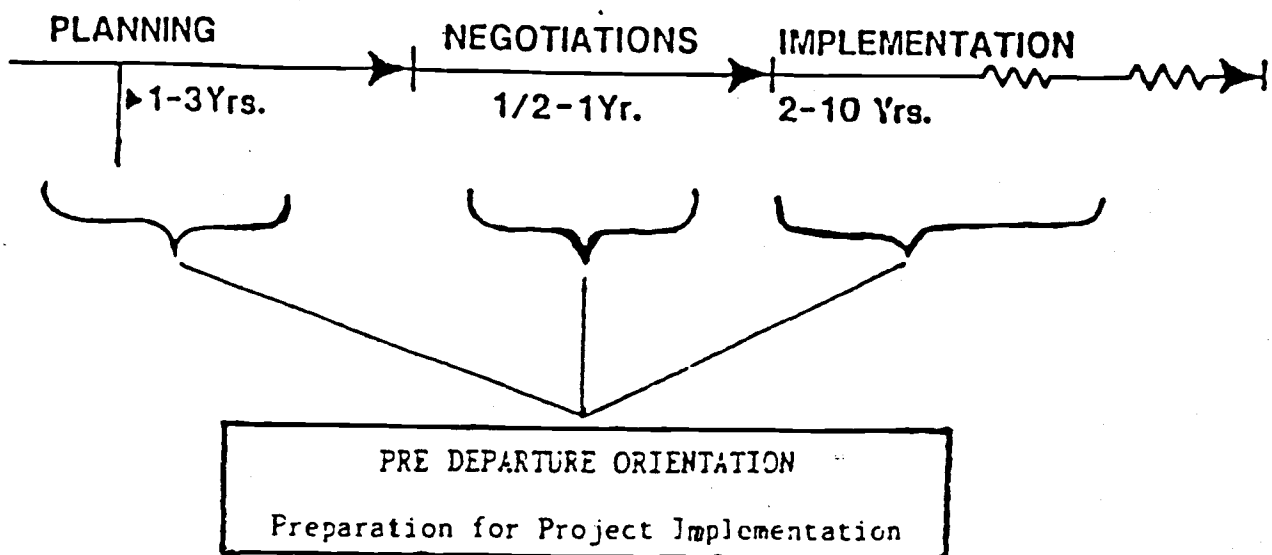


Figure 1. Phases of Development Project

(McArthur, 1983, p.8)

McArthur's model for predeparture orientation emphasizes the need for team development as well as training for the individual assigned to a long-term technical assistance position. Campus

support staff, and host-country counterpart personnel are all part of the project team and should be included when possible in ongoing staff development and predeparture orientations. Figure 2 shows McArthur's (1983) training design. The individual team member is the center of focus and, as illustrated, moves outward to other roles and responsibilities which may be overlapping and possibly conflicting. The individual is looked at as an individual even though he is a member of a development team. The technical advisor is first and foremost a member of a family with its needs, responsibilities and concerns. From this point the individual is identified with several other roles. On the outermost part of the design he is recognized as a representative of his host country - its culture, policies and heritage. In addition, the team member is usually a foreigner, a role which can impose certain problems and constraints because of differences in values, language and operating norms (McArthur, 1983).

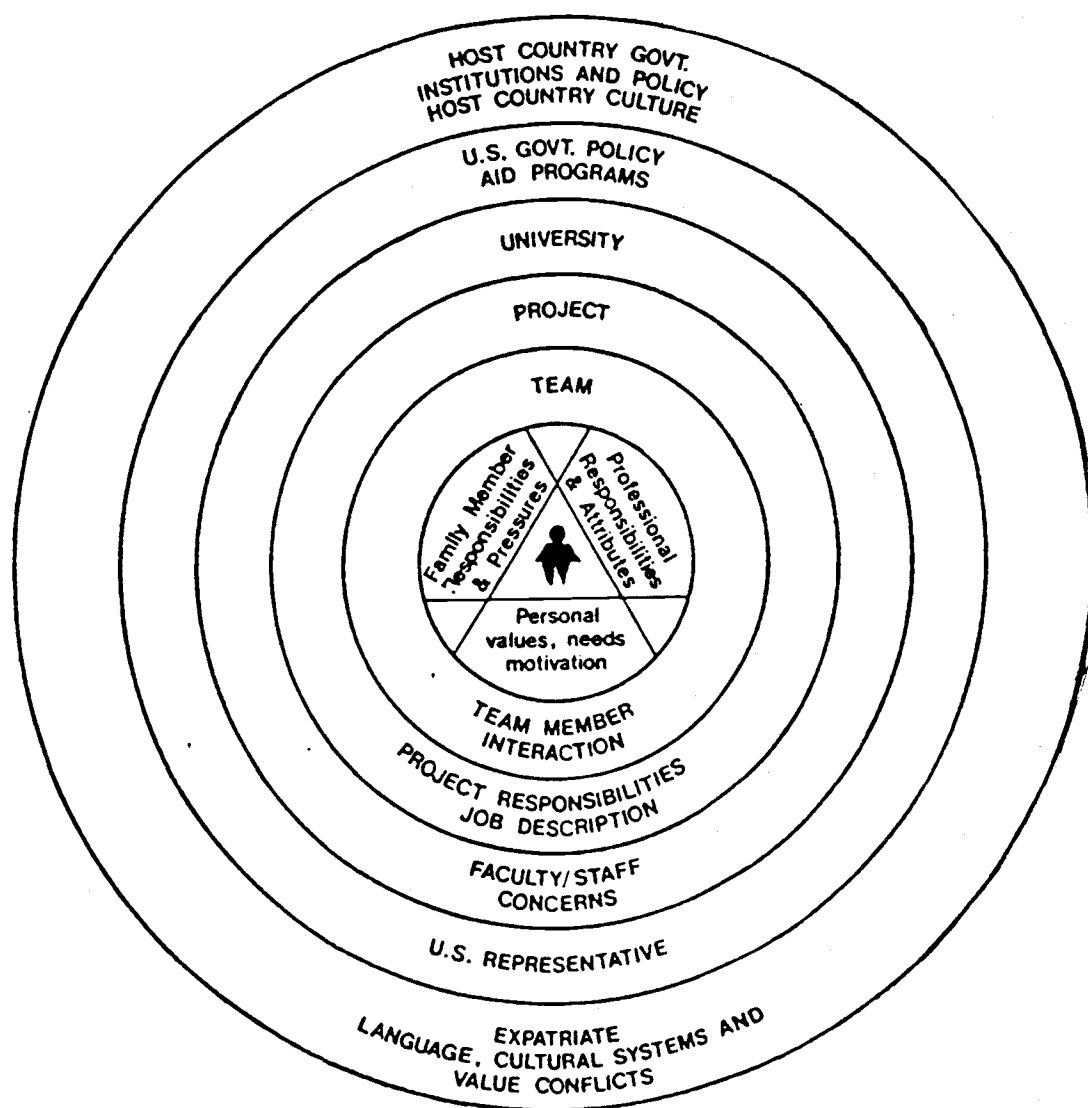


Figure 2. Roles and Responsibilities of the individual team member. (McArthur, 1983)

In a report prepared for universities involved in Title XII administration, the Government Accounting Office (GAO) made this statement in reference to the need for the report "...to develop better means of preparing, orienting, and assisting university contract staff for overseas assignments" (GAO Report, 1981). The report continued by urging university administrators to insure employees receive the following concepts in their predeparture orientations:

- A completed orientation on the unique, cultural, social, political, and economic characteristics of each foreign location;
- The ability to anticipate the expected or potential problems in working with foreign-country counterparts;
- Awareness of the USAID method of operation in each location.
- Adequate assistance to overcome administrative and logistical problems, such as clearing customs and obtaining adequate housing (GAO Report, 1981, p.34).

Willis (1984) identified another framework for orientation which is used by the Canadian International Development Agency (CIDA). CIDA's program consists of a five-day predeparture briefing that includes:

- Travel remuneration and other technical aspects of the position.
- Introduction to the geographical area of the host country.

- Presentations by a host national or returnee from the target area.
- Cross-cultural communication that involves adaption to a new environment.
- A full day devoted to "the family overseas" expectations, concerns, and the importance of maintaining good physical and emotional health.
- Transfer skills, stressing the importance of leaving behind some special skills learned at home (Willis, 1984, p.58).

Willis emphasizes the importance of continuing the orientation after the employee arrives in the host country. This provides a tie with the team members already functioning in the country (Willis, 1984).

Based on a study conducted by Milton Feldman (1976), it was discovered that providing technical assistance is only one of the five general categories of responsibilities for international activity provided by government agencies (Feldman, 1976). Feldman identified the other four categories as: (2) collection of information concerning other countries, (3) roles of diplomats and representatives for international negotiation, (4) compilation and analysis of information collected from overseas sources, (5) those responsible for using reports to establish policy. According to Feldman, all of the individuals working in these five areas of responsibility have one common need which should be emphasized in the preparation and training for overseas work. "The common need is related to the ability to engage and/or interpret cross-cultural

interactions" (Feldman, 1976, p.20). Cross-cultural interaction is
an important component of predeparture orientation. Feldman
suggests that it is more important than some other common
competencies of predeparture orientation. He said, "Literature
supports the conclusion that cross-cultural relations skills are
more important than merely being able to speak an appropriate
foreign language or having the cognitive knowledge gained from area
studies" (Feldman, 1976, p.21).

Hawes (1980) concurred with Feldman concerning the importance
of cultural awareness and cross-cultural communication. In talking
about the importance of being aware of culture in the transfer of
technology, Hawes notes,

"Culture is the sum total of the attainments, learned
beliefs, attitudes and behavior of the people of a
particular civilization. Technology, for example, is an
attainment of western culture. When people of different
cultures come in contact with each other, as they must do in
development assistance, the cultural dynamic affects
radically how they perceive each other, cooperate and work
together. Culture is the heritage of a particular
civilization, and is cast aside only at great peril" (Hawes,
1980, p.17).

As early as 1968, Thomas Trail made a detailed study of USAID
training curricula. His purpose was to determine curriculum
divisions and subject matter areas basic to the preparation of
development technicians. There was a general concern about the lack
of coordination between and among federal agencies related to
training and preparation of overseas development technicians. Trail

(1968) examined training syllabi of agencies involved in USAID projects. The findings revealed that there were three major divisions of curriculum areas being used. These were: (1) professional and technical considerations, (2) cross-cultural understandings, and (3) developmental processes.

The survey taken by Trail (1968) revealed that within the three major curriculum headings were sixteen subject areas commonly covered in the preparation of international development technicians. They include:

I. Technical and Professional Considerations

- A. Objectives and Philosophy of the Agency
- B. Procedures and Methods of Operation of the Agency
- C. Resources of the Agency
- D. Adaptation of Technical Skills

II. Cross-Cultural Understandings

- A. Cultural Adjustment
- B. Language
- C. Group Dynamics
- D. History and Culture of the U.S.
- E. History and Culture of the Host Country
- F. World Ideologies
- G. The Culture Concept

III. Employee and Employer Considerations

- A. Technician-Counterpart Relations
- B. Institution-Building
- C. Program Development

D. Technological Change

E. Economic Development (Trail, 1968, p.31).

In more recent studies, training and preparation for overseas work has been divided into topic areas. In the spring of 1984, Harold McArthur coordinated a joint-sponsored workshop between USAID and the Board for International Food and Agriculture (BIFAD). The purpose of this workshop was to train university-based training coordinators in methods and techniques of presenting effective predeparture orientations.

During the course of the workshop, McArthur identified five general topic areas that should be addressed in the predeparture orientation. These five topic areas include: home institution, project, staff, host country, and language training (McArthur, 1984). Within each of these topic areas are specific subjects including:

Home Institution- the coordinator needs to have clear and accurate perception of why the university has undertaken the project. The employee needs to be aware of the backstopping capabilities of the university.

The Project- what kind of project it is (research, technical assistance, institution building, farming systems, etc.) The staff member needs to know what can be expected from the host country institution in terms of input and support. The projects's history and current status should be discussed.

Overseas Staff- what is expected of the individual employee as a member of the team.

Host Country- what the project staff members need to know about the country and its culture in order to perform their assigned tasks effectively. Information and learning skills should be mixed.

Language Training- what level of individual the staff member will be working with and what the language needs for the staff member are (McArthur, 1984).

Cross-cultural training has been included in all of the predeparture orientation programs identified for government employees of USAID (Trail, 1968; Feldman, 1976; Hawes, 1980; Willis, 1984; McArthur, 1984). Cross-cultural training can be approached by several different methods. In a paper prepared for agencies of the U.S. government, Brislin, et al., (1981) outlined the most common approaches of cross-cultural training. They include the following with a brief description:

Information or Fact-Oriented Training- facts about the country assigned. Information on climate, economy, quality of life, and everyday behavior of hosts.

Attribution Training- explanation of host's behavior from a host's point of view. Assimilators are a commonly used approach.

Cultural Awareness- studying values and behavior common to one's own country. Basic ideas about cross-cultural relations.

Cognitive Behavior Modification- well documented principles of learning are applied to problems of adjustment.

Experiential Learning- maximum involvement of participants in cross-cultural training.

Interaction Approach- similar to experiential except that trainees interact with members of the host country. (Brislin, Dinges, and Fontaine, 1981, pp.10-24).

It is interesting to observe that even with this unanimous recognition of cross-cultural training's importance, there continues to be evidence of its lack of emphasis. Schnapper, (1973) in recognizing this, expressed his view to a group of development administrators at a conference in Costa Rica. He said,

"The history of international development efforts is strewn with wreckage of many of these projects. One of the major conclusions that emerges from this history is the lack, not of technical skills, but of interpersonal and intercultural adaptation skills. This history of international development failure is still being perpetuated today even though one of its causes has been identified in countless studies and project reports" (Schnapper, 1973, p.2).

This failure on the part of university's training programs is one reason that USAID has made it mandatory for employees of international development projects to attend, in some cases, an additional orientation, in Washington D.C. at USAID headquarters. This predeparture orientation is provided to acquaint employees with the Agency of International Development and prepare them and their spouses for work in projects overseas (Guido, 1984). USAID staff members in Washington D.C. provide a one or two-week orientation.

Lecture topics are varied depending on the needs of the individual employees and their family. Typically, the sessions will be attended by husband and wife as well as children, if they are old enough to understand (usually not younger than 10-12 years old). Michael P. Guido, director of the orientation program, gives the following description of the two weeks:

"The first week of the program emphasizes USAID policies, programs, and objectives. It is a combination of lecture, study and discussion which provides an opportunity for the individual to examine the total USAID effort and to gain a clearer perspective of the inter-relations within the framework of American Foreign Policy and USAID policy issues."

"The second week emphasizes communication patterns which foster smooth interpersonal relations in developing countries. During the second week, much of the substance of the first week is applied to simulations of situations encountered overseas. Role playing, observation and discussion methods are employed to permit maximum individual involvement and exploration of different communication behaviors in cross-cultural situations" (Guido, 1984, p.1).

A review of literature related to predeparture programs for government employees overseas (specifically USAID employees) has revealed several key areas of emphasis commonly covered in orientation and training programs. They include:

1. Orientation to the mission and role of the U.S. government and USAID.

2. Familiarity with support staff in the home institution and abroad.
3. General information related to the culture they will be working in which includes social, political, and economic issues.
4. Orientation to international work as a member of a development team.
5. Cross-cultural communication skills: especially important is the ability to interact with host nationals.
6. Language Training
7. Information on national security, transportation, travel and moving arrangements.
8. Personnel matters regarding wage, allowances, and leave from the university as well as arrangements upon return.

Summary of Findings on Predeparture Orientation

The research and models of training examined in this study were useful in analyzing and recommending suggested competencies for review by a panel of experts. These findings have also enabled the researcher to make certain statements and conclusions concerning the use of predeparture training in business/industry and the USAID. It is evident that the emphasis on selection of personnel is a major concern of predeparture orientation, and will continue to be a very

important component of an orientation program. Participation by family members in the orientation session is an essential part of the adjustment process in preparation for overseas work. Employers and their employees cannot overlook the needs of the spouse and other family members during the international assignment. As was reported, one of the biggest factors in premature returns is the dissatisfaction of the family members, and in particular, the spouse. Cross-cultural training stands out as another area needed in predeparture orientation programs. The success of the overseas employee could be greatly enhanced by an increased awareness of the importance of cross-cultural training and intercultural communication skills. The area of business/industry appears to have a better grasp of this component of orientation than do those involved in USAID projects. Perhaps one of the main reasons for this is the awareness of the need of business executive to communicate effectively in order to do business on a day-to-day basis with foreign companies and executives. Whereas USAID is fulfilling a contract which requires a longer period of time to realize the results, trainers involved with business/industry are more likely to spend their time preparing individuals for short-term overseas assignments for which results are more readily apparent. One of the major differences between predeparture orientation programs of business/industry and institutions representing USAID, which can contribute to the effectiveness of the employees, is where

the actual training takes place. While individuals employed by business/industry receive the majority of their training at a single sight, USAID training is not confined to one location. Individuals are given sections of the orientation at different locations as well as by different trainers. This hampers efforts to concentrate completely on specific areas of preparation like cross-cultural training. This difference in the approach to training could have an effect on the overall success of the overseas employee.

✓ Application of Adult Education Theory and Practice

As trainers and coordinators of predeparture orientation programs establish their curriculum, it is important that they understand the basic fundamental theories of adult education and their application. The field of adult education establishes the fact that adults do indeed learn differently than youth. Malcolm Knowles, an early researcher in the field of a adult development, popularized the term "andragogy". Knowles (1970) defines andragogy as "the art and science of helping adults learn" (Knowles, 1970 p.38). Andragogy is based on the following four assumptions about the characteristics of adult learners that are different from the assumptions about child learners: (1) as a person matures his self-concept moves from one of being a dependent personality toward one of being a self directed human being, (2) he accumulates a

growing reservoir of experience that becomes an increasing resource for learning, (3) his readiness to learn becomes oriented increasingly to the developmental tasks of his social roles, and (4) his time perspective changes from one of postponed application of knowledge to immediacy of application, and accordingly his orientation toward learning shifts from one of subject centeredness to one of problem centeredness (Cross, 1981, p.223). An understanding of these assumptions are important to the trainer involved in predeparture orientation. *adult ed* The trainer who understands these assumptions will realize that the orientation program must be developed to encompass the needs and interests of the individuals preparing for an assignment in another culture.

The goals and aims of individuals involved in adult education programs can be categorized into several areas. Cyril Houle (1981) listed the aims and goals as follows:

1. To make up for the deficiencies of incomplete earlier schooling.
2. To extend and develop further an interest which is already held.
3. To meet personally felt needs.
4. To fulfill a compulsory requirement set upon the individual from outside.
5. To follow a conscious pattern of maintaining breadth of view.

6. To carry on a habit.

Four of the goals identified by Houle could be considered as reasons for involvement in predeparture orientation programs (items 2,3,4, and 5). The value of the orientation program is directly related to the aims and goals of the individual involved. Item four identifies one of the issues related to individuals participating in predeparture orientation. A question related to these goals that must be asked is, if the individuals sole purpose for participating in the orientation is to fulfill a compulsory requirement, as identified in the fourth item, is his interest in the orientation and knowledge gained going to be less than if he is participating because of a personal felt need (item #3)? This brings up the issue of compulsory education which is most often referred to as mandatory continuing education, i.e. coursework a professional is required to complete in order to keep his or her certificate or job.

Mandatory Continuing Education (MCE) has long been considered an intricate part of some professions. An example is public school teachers. School teachers have been involved in inservice education, a form of MCE for many years. At least 16 professions other than teaching were involved in some form of MCE in 1979 (Chronicle of Higher Education, 1979). Many other professions are beginning to get involved as well.

Sufficient research has not been performed to give a conclusive response to the question of whether compulsory education is less

effective than participation based on a personal felt need.

Educators tend to agree however, that participants with intrinsic motivation are much more desirable than those with only extrinsic rewards in mind. The key to a successful learning situation and motivation for learning was summed up by Wlodkowski (1985) He states, "When adults see themselves as the locus of causality for their learning, they are much more likely to be intrinsically and positively motivated" (Wlodkowski, 1985, p.217) K. Cross in her book, Adults as Learners, makes a commonsense conclusion that, "People who are motivated to learn are more likely to be better informed than people who are merely serving time in class" (Cross, 1981, p.43). Another educator, Diana Darminati, stated, "We cannot make someone learn. Mandatory education is a misnomer. We can dangle jobs and training like a carrot to entreat participants, but we cannot mandate learning, and all the aphorisms in the world are not going to change that fact" (Ohliger, 1981).

For trainers involved in predeparture orientation the theories and practices of adult education give some clues as to the best way to promote the orientation program. Wlodkowski (1985) states,

"If we return to Knowles' theory of andragogy we can understand that adults are ready to learn those things that they "need" to learn because of the developmental phases they are approaching in their roles as workers, spouses, parents, leaders, leisure time users, and the like. As instructors, we can use Maslow's hierarchy to

How HED professional facilitate cross-cultural training program?

better understand these needs and to create motivational strategies that incorporate these needs in a manner that positively influences learning" (Wlodowski, 1985, p.117).

Trainers involved in preparing individuals for work in another culture should incorporate theories of adult education in their predeparture orientation programs. The role of the trainer is that of a facilitator and resource person, not simply to provide information. He or she must create the conditions within which learning can take place (Darkenwald and Merriam, 1982, p.49).

Individuals preparing for assignments overseas enter the predeparture orientation with some practical needs as well as varied backgrounds and experience. Participants are usually not cognizant of all the knowledge and understanding they will need to work in another culture. It is therefore important that the trainer assess the needs of the individual through interviews, group discussion, or questionnaires. "Once this information is gathered, we can evaluate it and integrate these learner-felt needs with those that our expertise and research support as relevant to the learners in our course of instruction" (Wlodkowski, 1985, p.109).

The potential antagonism engendered by the mandated nature of the predeparture orientation curriculum can be offset by the involvement of the learner in the identification of the preferred learning style, in the analysis of existing knowledge and in the general structure and climate of the learning setting itself.

Trainers who overlook these facets may experience antagonism from the learners and increased premature return rates among adults.

CHAPTER III

DESIGN OF THE STUDY

The purpose of this study was to identify the common competencies of predeparture orientation programs for personnel working overseas in business/industry and institutions working with the U.S. Agency for International Development.

The methods and procedures for this study are presented in this chapter. The first section is concerned with the preparation of the instrument. The second section presents the dependent variable; the third section concerns the selection of the sample; the fourth section presents the statistical design and the last section describes the collection of data.

Preparation of the Instrument

The instrument was a survey-type questionnaire administered by mail. It consisted of predeparture orientation competencies combined with a five-point Likert-type scale which allowed the respondent to judgementally identify the importance of each competency to predeparture orientation.

The development of the instrument consisted of five stages:

1. Literature on predeparture orientation was reviewed.

Subject areas were identified from the literature and organized into a list of competencies.

✓ 2. A jury panel of experts was selected, consisting of seven recognized experts representing both business/industry and USAID projects. Panel members included participants from both areas who had recently returned from overseas assignments. They also included two private consultants working on business/industry and government predeparture training, the former chief of training and orientation for USAID in Washington D.C., a university professor involved in teaching international extension classes and who has worked on an international assignment, and a leading spokesman and researcher in the area of intercultural communication (See Appendix A).

3. The list of competencies was submitted to each member of the jury panel by mail. The panel members were asked to respond to each item on the list by voting to retain the competency, to reject it, or to modify it. All rejected competencies were examined carefully to determine the reasons for rejection. If more than one panel member voted to reject an item, it was eliminated. All other recommendations and suggestions were examined and, where

possible and appropriate, incorporated into a revised questionnaire. Additional competencies not on the list were also suggested by the panel members and incorporated in the revised questionnaire. The jury panel's role was directed at identifying the competencies and making judgements as to whether or not the competency was a valid competency. They did not judge the importance level of each competency.

4. The revised list, including modifications and additions, was submitted to the panel a second time. The panel members were asked to accept, reject, or modify the revised list. During the second round, no items were rejected, but several competencies were modified to meet the suggestions of the panel members.

5. This acquired information was used to create the final questionnaire, which consisted of 30 competencies and informational questions related to the trainer and individual predeparture orientation programs.

6. The questionnaire was administered to graduate students and faculty members at Oregon State University to check the clarity of administration instructions.

The Dependent Variable

This study was an investigation to identify the competencies relative to overseas service that are common to both business/industry and USAID project predeparture orientation programs. The dependent variable was the score assigned by the respondents in the sample that indicated the importance of each competency in relation to the employees performance in an international assignment. Trainers and program coordinators representing business/industry and USAID projects were asked to respond to each competency. Each of the competencies were assigned a score based on the following Likert-type scale with values ranging from a low of 1.0 to a high of 5.0:

1. This competency is least important in the predeparture orientation program.
2. This competency is slightly important in the predeparture orientation program.
3. This competency is important in the predeparture orientation program.
4. This competency is very important in the predeparture orientation program.

5. This competency is extremely important in the predeparture orientation program.

Selection of the Sample

The sample for this study was randomly selected from two settings. Individuals for the study represented business/industry and institutions representing the U.S. Agency for International Development. The February 1985 membership lists of the Western International Personnel Association, and the West Coast and Southwest Roundtable Membership were used to identify respondents for the business/industry setting. A February 1985 list of Universities and Title XII Representatives obtained from the Board for International Food and Agricultural Development (BIFAD) was used to select respondents for the USAID projects. To insure that the questionnaire was sent to respondents whose businesses and institutions were involved in predeparture orientation, input from administrators representing both organizations was enlisted. Two lists were compiled from that input. To get a representative sample, the table of random numbers was used to select participants from the two lists. The sampling design for the study was as follows:

Predeparture Orientation Settings

	Business/Industry	USAID Project
Trainers and Program Coordinators	35	35

The sample size of $N = 35$ for the smallest cell assured a power level of .80 and an effect size of 35, when $F = .05$ (Cohen, 1969, p.377).

The Statistical Design

The major focus of this study was to identify those competencies presented in predeparture orientation programs for business/industry and USAID project employees preparing to work overseas. This section describes the statistical procedures used to test the hypotheses of the study:

1. The population of the study consisted of randomly selected individuals from two settings involved in predeparture orientation for employees working overseas. The sample of 70 individuals provided research data by completing a mail administered questionnaire.
2. Respondents in both settings were asked to react to each of 30 competencies by recording the level of importance

placed on each during the predeparture orientation program. The responses were reported on a five-point Likert-type scale, and values ranged from a low of 1.0 to a high of 5.0.

3. A one-way classification analysis of variance was used to test the hypothesis that no significant difference exists between and among the perceptions of personnel from the two settings with regard to predeparture orientation program competencies. The test statistic was the F with the .05 significance level being used to determine differences.

4. The data were further analyzed through a factor analytic mode: the R-mode. The R-mode ordered the competencies according to the respondents in the study. The relationship of every competency to every other competency was examined and a clustering of competencies was provided based on the responses of the respondents.

5. A frequency distribution analysis was used to develop a profile of the current level of training being conducted by both groups in the study. Information about the trainer, the training techniques and training aids were analyzed with the frequency distribution analysis.

Data Collection

Several steps were involved in the collection of data. The data in this study pertained to the competencies perceived by the trainers and program coordinators for employees as important to perform successfully overseas. Two groups completed the survey including trainers representing business/industry and USAID projects.

The questionnaire was administered in the following manner. During the week of July 8, 1985, the questionnaire (see Appendix B), a cover letter (see Appendix C), and a stamped, self-addressed envelope were sent to the sample of respondents. The questionnaires were numbered to facilitate a follow-up mailing to those who did not respond within two weeks of the first mailing.

A total of 100 questionnaires were mailed. Of this total, 70 (70%) were returned. Of that total, business/industry represented the highest percentage of returned questionnaires with 75% in comparison to USAID which had a return rate of 69%.

The final step in the collection of data was to check each questionnaire for completeness and clarity of markings before key punching of the data. The data from each of the 70 questionnaires were key punched and verified by the staff of Oregon State University Computer Center.

Summary

The design of the study involved administering a competency questionnaire consisting of 30 competency statements to a random sample of 70 trainers and program coordinators involved in predeparture orientation for individuals assigned to international work in business/industry and Title XII Universities throughout the United States.

The hypothesis was tested with a one-way classification analysis of variance. Further analysis was conducted through the use of a factor analytic mode: the R-mode and frequency distribution analysis.

CHAPTER IV

PRESENTATION OF THE FINDINGS

The analysis of the data collected for the study is presented in three sections. The first section presents the results of a one-way analysis of variance between the respondents from the two settings involved in predeparture orientation programs. The second section presents the results of the R-mode factor analysis of 30 competencies regarding predeparture orientation for business/industry personnel and personnel involved in U.S. Agency for International Development projects. The third section outlines the results of a demographic analysis of the respondents and of methodologies used in the training programs.

One-Way Analysis of Variance

The major purpose of this study was to measure differences in the judgement of respondents about the level of importance of 30 predeparture orientation competencies. The null hypothesis that there is no significant difference in mean scores pertaining to the level of importance of 30 predeparture orientation competencies as judged among two settings of personnel involved in international employment, was tested. The one-way analysis of variance using the F statistic tested the null hypothesis for each competency. The analysis of variance test compares individual means with other means

to determine if there is a significant difference between them. The .05 level of significance was used to determine whether to accept or reject the null hypotheses. If computed values were less than the value indicated in the statistical tables (tabular value) at the .05 level of significance, the null hypothesis was retained. If the computed value of the statistical "F" was equal to or greater than the tabular value of F, the null hypothesis was rejected. If the null hypothesis was rejected, it can be concluded that events consistent with the null hypothesis were occurring less than five percent of the time. In all, 30 individual hypotheses were tested, one for each competency.

Findings Relative to the Hypothesis Under Investigation

HO No significant difference exists between and among the perceptions of personnel from two settings with regard to predeparture orientation program competencies.

The computed F value was less than the critical value of 3.99 at the .05 level for 15 competencies and equal to or greater than the critical value of 3.99 at the .05 level for 15 competencies. Thus, the null hypothesis was retained for 15 competencies and rejected for 15 competencies. The results of the analysis of variance tests are shown in Appendix D.

Discussion:

The pattern that was apparent from this analysis was that personnel from institutions working on USAID projects rated the level of importance for the competencies highest while the business/industry personnel rated them lowest. Appendix D presents the competencies and the mean scores. On each of the rejected competencies, group one (business/industry) rated the competency lower than group two, (USAID) with no exceptions, thus accounting for the significant differences between the means. The 15 rejected competencies are listed in Appendix D.

In reviewing the ten highest and ten lowest competency mean scores, it was discovered that both groups rated the competencies as being important. Only one competency was rated below the 3.00 level of importance on a 1.00 (low) to 5.00 (high) scale. The combined mean scores ranged from a low of 2.98 to a high of 4.36. There was however a difference between the groups pertaining to the amount of importance placed on the competencies. The majority (6 of 10) of the ten highest competencies had a significant difference between the two groups concerning the amount of importance placed on them. The majority (7 of 10) of the ten lowest competencies had indicated a much smaller difference between the two groups.

Table 1 presents the competencies with the ten highest means. Six of the ten highest ranking competencies based on mean scores, had hypotheses that were rejected. Items 1, 25, 5, 30, 29, and 2

showed a statistically significant difference between the means of the two groups in the survey. Four of the ten highest ranking competencies had hypotheses that were retained. Items 6, 21, 9, and 12 showed no significant differences between the means. Competency 6, Knowledge of education and schooling arrangements for expatriate children, showed that the mean scores were exactly the same. A frequency distribution of competency 6 verified a similar distribution frequency between the two groups involved in the study. All participants considered the competency equally important.

TABLE 1

HIGHEST RANKING COMPETENCIES

RANK	COMPETENCY	ITEM #	MEAN	DECISION
1	Knowledge of position description, responsibilities and reporting relationships.	1	4.36	Reject
2	Knowledge of education and schooling arrangements for expatriate children.	6	4.09	Retain
3	Ability to maintain and foster good communication with spouse and other members of the family.	25	4.09	Reject
4	Knowledge of living conditions including: medical care, standard of living, and available services in the country assigned.	5	4.07	Reject

TABLE 1
(continued)
HIGHEST RANKING COMPETENCIES

RANK	COMPETENCY	ITEM #	MEAN	DECISION
5	Ability to accept differences without making value judgements about members of the host culture.	30	4.03	Reject
6	Ability to understand and accept the customs of the host culture and how they will effect one's daily effectiveness when living and working in that culture.	21	4.03	Retain
7	Knowledge of living arrangements in the host culture including: housing, available appliances, size of dwelling, proximity to work, etc.	9	4.00	Retain
8	Ability to practice and be patient, humble, curious, and self-sufficient in working with members of the host culture.	29	3.98	Reject
9	Knowledge of one's own values, attitudes, and behaviors and possible modifications.	12	3.93	Retain
10	Knowledge of the history and scope of the project or assignment.	2	3.86	Reject

Table 2 presents the competencies with the ten lowest means. Three of the ten lowest ranking competencies based on mean scores, had hypotheses that were rejected. Items 3, 4, and 19 showed a significant difference between the means of the two groups in the study. Seven of the ten lowest ranked competencies had hypotheses

that were retained. Items 7, 8, 10, 13, 14, 16, and 18 had no significant differences between the means.

TABLE 2

LOWEST RANKING COMPETENCIES

RANK	COMPETENCY	ITEM #	MEAN	DECISION
1	Knowledge of parenting differences in host culture and how it relates to family problems in expatriate families.	13	2.98	Retain
2	Knowledge of possible problems associated with re-entry upon completion of the overseas assignment.	16	3.07	Retain
3	Knowledge of the communication modes available in the host country including: television and radio, telephone use, and mail restrictions.	10	3.18	Retain
4	Ability to interpret and use basic conversational phrases in the host language.	19	3.25	Reject
5	Knowledge of differences in shopping methods, procedures and availability of food and clothing.	7	3.26	Retain

TABLE 2
(continued)

LOWEST RANKING COMPETENCIES

RANK	COMPETENCY	ITEM #	MEAN	DECISION
6	Knowledge of travel and transportation opportunities and restrictions for expatriates and their families.	8	3.27	Retain
7	Knowledge of geographical information about the country including: climate, seasonal changes, landforms, altitude, etc.	3	3.37	Reject
8	Knowledge of security steps necessary in case of local or national crisis.	14	3.43	Retain
9	Ability to understand and accept moving arrangements, freight restrictions, time restraints and deadlines.	18	3.50	Retain
10	Knowledge of the basic history, political structure, socio-economic conditions, and health conditions of the country assigned to.	4	3.51	Reject

Summary

An important pattern that seemed apparent from this analysis was that personnel from institutions representing USAID projects consistently rated competencies related to cross-cultural awareness higher than business/industry personnel. The competencies related to living conditions and living arrangements in the host culture were also considered important by both groups. Based on the

acceptance or rejection of the hypotheses, there was a greater consensus related to the competencies that are least important than those that were considered most important. While some statistically significant differences were identified, there was a general agreement across the settings as to the importance of each of the competencies delineated in this study.

Factor Analysis

The factor analytic mode used for this study was the R-mode. The R-mode ordered the competencies according to the relationship which they have to the individual sections of the predeparture orientation program as identified by the respondents in the study. It was used to determine the statistical relationships among 30 competencies. Factor analysis indicates whether a change in one variable is associated with another variable, and the degree of that association. Individual items receive a loading which determines placement within a factor. In the present study only competencies with a factor loading of $+0.45$ or higher were recorded as being clustered within a factor. Competencies with factor loadings of under $+0.45$ and equal to or above $+0.23$ were considered spurious competencies and were included, if relevant, in factors in which their highest loading occurred. If a competency loaded on more than one factor, it was included under the factor in which the highest

loading occurred or to which it was best suited in relation to the other competencies in the factor.

The process for determination of the factor loading level was developed by Fruchter (1954). He recommended that the cutoff level be based on the following formula:

Loading of .2 or less	- insignificant
Loading of .2 to .3	- low
Loading of .3 to .5	- moderate
Loading of .5 to .7	- high
Loading of .7 or above	- very high

For the present study competencies with factor loadings of $+.45$ and higher were clustered within a factor.

Findings Relative to Factor Analysis

The three-factor solution accounted for 26 competencies with factor loadings of $+.45$ or higher. Four competencies with loadings between $+.23$ and $+.45$ were classified as spurious. The factors and number of competencies in each factor are as follows: Factor I extracted fifteen competencies and two spurious competencies; Factor II had nine competencies and one spurious competency; Factor III included two competencies and one spurious competency.

The results of the R-mode analysis for three-factor solutions; the means, factor loadings, and rankings of the 30 competencies,

based upon data collected from 66 respondents, are presented in Tables 3 through 6.

The factor labels were judgementally assigned and were assumed to be indicative of the general nature of the competencies loaded under each factor.

FACTOR I: Cross-cultural Awareness

The first factor accounted for 15 competencies with loadings of +.45 or higher. The competencies included in Factor I pertain directly to cross-cultural issues which prepare people to live, work, study, or perform effectively in cultural settings different from their own. Factor I accounted for 70.1% of the common variance. Results are displayed in Table 3 and Table 6.

TABLE 3

FACTOR I

CROSS-CULTURAL AWARENESS

COMPETENCIES RELATED TO PREPARATION OF INDIVIDUALS TO LIVE AND WORK IN DIFFERENT CULTURAL SETTINGS

Item Number	Competency	Factor Loading	Means
12	Knowledge of one's own values, attitudes, and behaviors and possible modifications.	.547	3.93
14	Knowledge of security steps necessary in case of local or national crisis.	.463	3.43

TABLE 3
(continued)

FACTOR I

CROSS-CULTURAL AWARENESS

COMPETENCIES RELATED TO PREPARATION OF INDIVIDUALS
TO LIVE AND WORK IN DIFFERENT CULTURAL SETTINGS

Item Number	Competency	Factor Loading	Means
16	Knowledge of problems associated with re-entry upon completion of the overseas assignment.	.469	3.07
19	Ability to interpret and use basic conversational phrases in the host language.	.708	3.25
20	Ability to understand and accept basic beliefs and values of the culture.	.715	3.66
21	Ability to understand and accept the customs of the host culture and how they will effect one's daily effectiveness when living and working in that culture.	.761	4.03
22	Ability to identify and understand culture shock and take steps to lessen its effect.	.673	3.83
23	Ability to demonstrate interaction skills appropriate to host culture	.706	3.71
24	Ability to recognize the meaning of non-verbal cues as it relates to the host culture.	.777	3.51
25	Ability to maintain and foster good communications with spouse and other members of the family.	.459	4.09

TABLE 3
(continued)

FACTOR I

CROSS-CULTURAL AWARENESS

COMPETENCIES RELATED TO PREPARATION OF INDIVIDUALS
TO LIVE AND WORK IN DIFFERENT CULTURAL SETTINGS

Item Number	Competency	Factor Loading	Means
26	Ability to identify and engage in appropriate satisfying activities for non-working family members during the assignment overseas.	.475	3.63
27	Ability to recognize differences in perceptions and stereotypes between the expatriate and members of the host culture.	.666	3.69
28	Ability to explain the work ethic of the host culture as it relates to the particular assignment.	.475	3.54
29	Ability to practice and be patient, creative, humble, curious, and self sufficient in working with members of the host culture.	.562	3.98
30	Ability to accept differences without making value judgements about members of the host culture.	.579	4.03

Factor II: Arrangements for Personal and Family Life

Nine competencies (items 5, 6, 7, 8, 9, 10, 11, 17, and 18) with factor loadings of +.49 to +.60 were clustered in Factor II. The competencies were quite homogeneous and pertained to the ability of an individual to adapt to the living conditions and living

arrangements encountered in the host culture including: standard of living, shopping, and everyday activities in the host culture.

Factor II represented 16.6% of the common variance. Results of this factor are displayed in Table 4 and Table 6.

TABLE 4

FACTOR II
ARRANGEMENTS FOR PERSONAL AND FAMILY LIFE

COMPETENCIES RELATED TO THE ABILITY OF AN INDIVIDUAL
TO ADAPT TO THE LIVING CONDITIONS AND ARRANGEMENTS

Item Number	Competency	Factor Loading	Means
5	Knowledge of living conditions including: medical care, standard of living, and available services in the country assigned.	.549	4.07
6	Knowledge of education and schooling arrangements for expatriate children	.556	4.09
7	Knowledge of differences in shopping methods, procedures and availability of food and clothing.	.583	3.26
8	Knowledge of travel and transportation opportunities and restrictions for expatriates and their families.	.542	3.27
9	Knowledge of the living arrangements in the host country including: housing, available appliances, size of dwelling, proximity to work, etc.	.602	4.00
10	Knowledge of the communication modes available in the host country including: television and radio, telephone use, and mail restrictions.	.602	3.18

TABLE 4
(continued)

FACTOR II-ARRANGEMENTS FOR PERSONAL AND FAMILY LIFE

Item Number	Competency	Factor Loading	Means
11	Knowledge of options or restrictions on the expatriate spouse during the assignment which includes: work opportunities, community and volunteer service, educational and recreational activities, etc.	.507	3.63
17	Ability to understand and accept personnel information concerning insurance, vacation, salary benefits, taxes, and conditions and rates of pay.	.521	3.51
18	Ability to understand and accept the moving arrangements, freight restrictions, time restraints and deadlines.	.493	3.50

Factor III: Area Study

Two competencies (items 3 and 4) were clustered under Factor III with loadings of +.66 and +.75 respectively. One spurious competency was also included in this factor, competency 1. Competency 1 had a factor loading of .32 which is well below the +.45 level. Factor III was very homogeneous. Both competencies relate directly to a general description of the country, its' geographic, political, social, and historical conditions. Factor III accounted for 13.3% of the common variance. These results are shown in Table 5 and Table 6.

TABLE 5

FACTOR III - AREA STUDY

COMPETENCIES RELATED TO A GENERAL DESCRIPTION OF THE
COUNTRY'S GEOGRAPHIC, POLITICAL, AND HISTORICAL CONDITIONS

Item Number	Competency	Factor Loading	Means
3	Knowledge of geographical information about the country including: climate, seasonal changes, landforms, altitude, etc.	.662	3.37
4	Knowledge of the basic history, political structure, socioeconomic conditions, and health conditions of country assigned to.	.758	3.51
<u>Spurious Competency</u>			
1	Knowledge of the position description, responsibilities, and reporting relations.	.322	4.36

In summary, three (3) factors were extracted from the analysis. Of the 30 competencies in the study, 26 competencies had factor loadings of +.45 or greater, with two items loading on two factors each. Four competencies were considered spurious, with factor loadings less than +.45. The highest factor loading was +.77 which occurred on competency 24 in factor I. The lowest factor loading of +.23 (a spurious competency) also occurred in Factor I.

Common Factor Variance

Common variance is the sharing of variance by two or more competencies. In such an instance, the competencies are correlated

and therefore have some traits in common. Thus, all competencies which cluster within a factor share some trait in common.

The cumulative percentage of the common variance accounted for in the analysis totaled 100 percent with the three-factor solution. Table 6 presents the cumulative percentage breakdown.

TABLE 6

Percentage of Common Variance for the

R-Mode Analysis

Factor Solution	Percentage	Cumulative
1	70.1	70.1
2	16.6	86.7
3	13.3	100.0

Factor I accounted for the majority of the common variance, 70.1%, encompassing 17 competencies. A sharp decrease is shown between Factor I and Factor II, with Factor II accounting for 16.6%, and containing 10 competencies. Less common variance is accounted for, as each factor solution is added, with Factor III accounting for 13.3%. The pattern of the common variance logically structured itself according to the factor analysis model, which supports the contention that the first generated factor should account for the largest percentage of common variance. The model's premise calls for each subsequent factor to generate less common factor variance. The results of this study verifies the model's requirements for common factor variance accountability (Courtney, 1984).

Figure 3 illustrates the pattern of the three-factor solution depicted graphically for this problem.

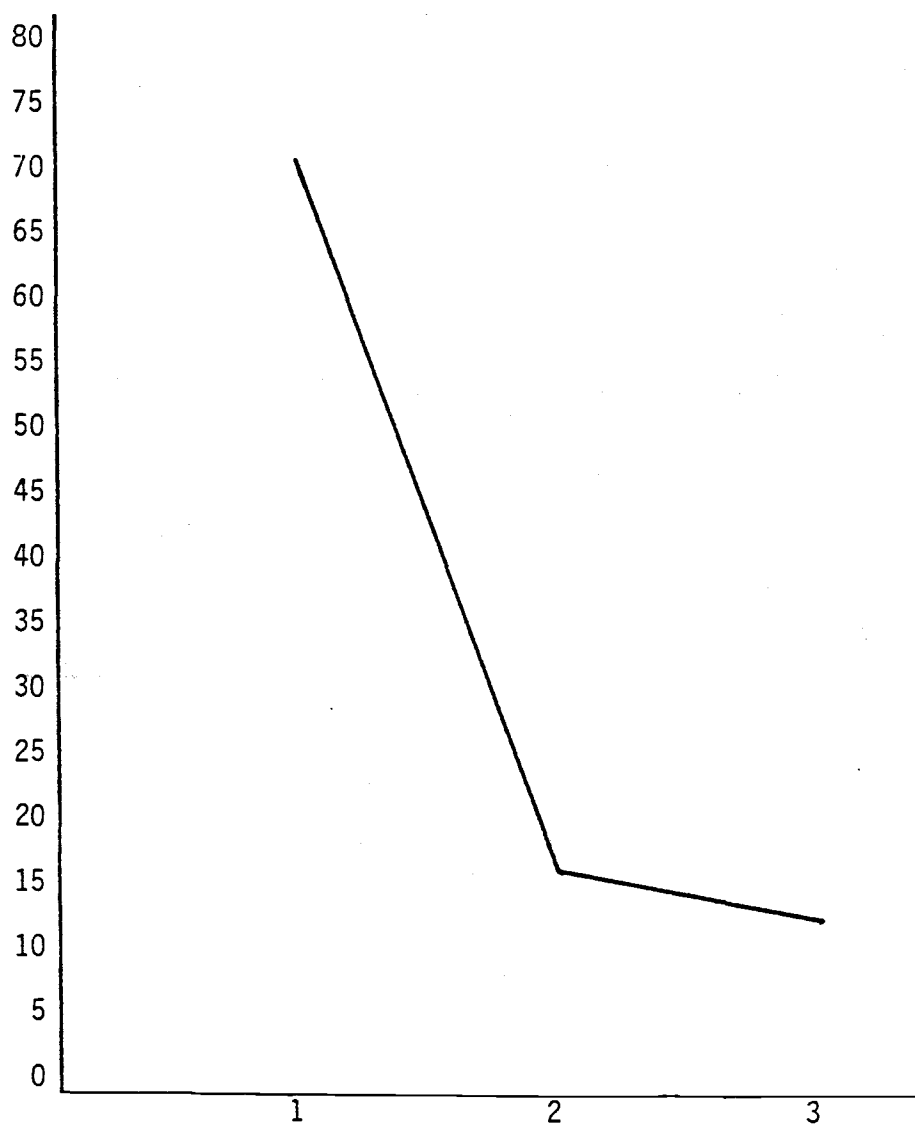


Figure 3. Percent of Variation

Analysis of the Training Program

Section three presents an analysis of Part I of the questionnaire which was designed to develop a profile of the current level of training being conducted by both groups, and the techniques used in that training. A complete copy of the questionnaire is found in Appendix B. For purposes of this study, only those questions which contained clear and understandable responses were analyzed and included in this section. Part I contained a total of eleven questions. After examining the clarity of responses, eight of the questions were selected for analysis. The questions included in the analysis are item numbers 2, 3, 4, 6, 7, 9, 10 and 12.

The findings are presented in the order that they are listed in the questionnaire. A distribution frequency analysis was used to assess the percentage of N, and the percentile rank for each of the choices to the question. All of the questions were in a multiple choice format. The number of responses (N) for each question varied slightly depending on the completeness of the responses found in the questionnaires. Each question is listed in its entirety to assist in the presentation of the results.

Question two

What is the average duration of the predeparture orientation program? (circle number)

- 1 FOUR HOURS OR LESS
- 2 ONE FULL DAY (8 hours)
- 3 TWO FULL DAYS
- 4 THREE TO FIVE DAYS
- 5 ONE WEEK OR MORE

GROUP 1 N = 28

GROUP 2 N = 30

PERCENT OF N RESPONDING

Response	Group #1	Group #2	Combined	Rank
1	42.86	16.67	29.76	First
2	39.29	20.00	29.64	Second
3	10.71	23.33	17.02	Third
4	7.14	20.00	13.57	Fourth
5	00	20.00	10.00	Fifth

Discussion

Responses to question two revealed that the most common duration of the predeparture orientation was four hours or less when analyzing the combined responses of the two groups. The majority of Group #1 (business/industry) had orientation programs that did not go beyond one full day. Group #2 (institutions representing USAID) on the average held their orientation programs two full days.

Question three

What is the average number of participants usually involved in each training session?

- 1 TWO OR LESS
- 2 THREE TO SIX
- 3 SEVEN TO TWELVE
- 4 MORE THAN TWELVE

GROUP 1 N = 28

GROUP 2 N = 30

PERCENT OF N RESPONDING

Response	Group #1	Group #2	Combined	Rank
1	71.43	43.33	57.38	First
2	14.29	36.67	25.48	Second
3	7.14	16.67	11.90	Third
4	7.14	3.33	5.23	Fourth

Discussion

Responses to question three revealed that the number of participants in business/industry orientation programs were on the average smaller than those in the programs sponsored by institutions representing USAID projects. When both groups were combined, the highest percentage fell into response number one (1) showing that predeparture orientation programs were designed for small numbers of individuals (two or less).

Question four

Responsibility for predeparture orientation programs requires what percentage of your overall time?

- 1 25% OR LESS
- 2 50%
- 3 75%
- 4 100%

GROUP 1 N = 28

GROUP 2 N = 30

PERCENT OF N RESPONDING

Response	Group #1	Group #2	Combined	Rank
1	94.00	100.00	97.00	First
2	3.00	00	1.50	Second
3	3.00	00	1.50	Second
4	00	00	00	Fourth

Discussion

The majority of the respondents to question four in both groups indicated that 25% of their time or less was spent on predeparture orientation programs. The remainder of their time was spent in other duties related to their institution or company.

Question six

Rank the five most used training aids from the list below in order of frequency used. A one (1) would indicate used most frequently and a five (5) would indicate used less frequently.

- | | |
|---------------------------|---------------|
| 1 SLIDES | 7 RECORDS |
| 2 OVERHEAD TRANSPARENCIES | 8 FLIP CHARTS |
| 3 FILMS, MOVIES | 9 HANDOUTS |
| 4 VIDEO TAPES | 10 BLACKBOARD |
| 5 AUDIO TAPES | 11 PICTURES |
| 6 FILMSTRIPS | |

GROUP 1 N = 28

GROUP 2 N = 29

PERCENT OF N RESPONDING

Response	Group #1	Group #2	Combined	Rank
1 Slides	21.43	13.79	17.61	Second
2 Overhead	-----	3.45	1.72	Seventh
3 Films	10.71	3.45	7.08	Third
4 Video	7.14	3.45	5.29	Fourth
5 Audio	-----	-----	-----	-----
6 Filmstrip	-----	-----	-----	-----
7 Records	-----	-----	-----	-----
8 Flip Chart	3.57	6.90	5.23	Fifth
9 Handouts	57.14	62.07	59.60	First
10 Blackboard	-----	6.90	3.45	Sixth
11 Pictures	-----	-----	-----	-----

Discussion

An analysis of the most frequently used training aids, clearly identified handouts and slides as their first two choices. The use of films and videos equipment were ranked as the only other prominent choices. They are primarily used by business/industry. Finishing out the five most-used training aids is overhead transparencies.

Question seven

Rank the five most used teaching techniques from the list below in order of frequency used. A one (1) would indicate used most frequently and a five (5) would indicate used less frequently.

- | | |
|------------------------|----------------------|
| 1 Lecture | 5 Visit host members |
| 2 Reading written mat. | 6 Visit expatriates |
| 3 Small group discuss. | 7 Case histories |
| 4 Simulation exercises | |

GROUP #1 N = 26

GROUP #2 N = 30

PERCENT OF N RESPONDING (first choice)

Response	Group #1	Group#2	Combined	Rank
1 Lecture	30.77	23.33	27.05	Second
2 Reading	26.92	23.33	25.12	Third
3 Small grp.	23.08	40.00	31.54	First
4 Simulation	----	-----	-----	-----
5 Visit Host	----	6.67	3.33	Fifth
6 Expatriate	19.23	6.67	12.95	Fourth
7 Case Hist.	----	----	-----	-----

Discussion

Small group discussion is the most widely used teaching technique. It is followed by, lecturing, reading written material, visits with returning expatriates, and visits with members of the host culture ranked fifth. Group #1 (business/industry) did not list visits with members of the host culture as one of their choices. The use of simulation exercises was the lowest-ranked teaching technique overall.

Question nine

Is the selection of the employee an important pre-planned objective of the predeparture orientation program?

1 Yes

2 No

GROUP #1 N = 28

GROUP #2 N = 28

PERCENT OF N RESPONDING

Response	Group #1	Group #2	Combined	Rank
Yes	53.47	50.00	51.73	First
No	46.43	50.00	48.21	Second

If yes, which of the following areas are considered most important in relation to selection of individuals for overseas work?

- 1 Technical competence related to the position
- 2 Personality traits and ability to relate
- 3 Family situation (family adjustment ability)
- 4 Environmental adaption ability of the employee
- 5 Desire of employee to work overseas
- 6 Prior knowledge of language spoken in country

First choice	Group 1	90.00%	No.1 Technical Competence
	Group 2	73.33%	No.1 Technical Competence

Discussion

On the issue of selection of the employee as a pre-planned objective of the predeparture orientation, the groups were almost evenly divided. The yes responses were slightly more than those responding in the negative (selection of the employee is not a pre-planned objective of the predeparture orientation). The 52% percent who reported using the orientation as a basis for selection identified technical competence of the employee as the most important consideration related to the selection of an individual for overseas work.

Question ten

Is the orientation continued at the overseas site?

- 1 Yes
- 2 No

GROUP #1 N = 28
GROUP #2 N = 29

PERCENT OF N RESPONDING

Response	Group#1	Group #2	Combined	Rank
Yes	67.86	65.52	66.69	First
No	32.14	34.48	33.31	Second

Discussion

The majority of the respondents reported that the orientation was continued at the overseas site. The percent repnding was very similar between the two groups.

Question twelve

What percentage of those who have received your predeparture orientation have returned prematurely?

- 1 LESS THAN 5%
- 2 5 TO 10%
- 3 10 TO 20%
- 4 20 TO 30%
- 5 30 TO 50%
- 6 MORE THAN 50%

GROUP #1 N = 28

GROUP #2 N = 29

PERCENT OF N RESPONDING

Response	Group #1	Group #2	Combined	Rank
1	75.00	82.76	78.88	First
2	14.29	10.34	12.31	Second
3	10.71	6.90	8.80	Third
4	-----	-----		
5	-----	-----		
6	-----	-----		

Discussion

Respondents indicated that fewer than 5% of those individuals receiving predeparture orientation returned prematurely. In examining the groups individually, business/industry reported a slightly higher rate of premature return than did institutions representing USAID personnel. Neither group reported more than a 10 to 20% premature return among their employees.

Summary

In summary, it can be seen that predeparture orientation programs of business/industry and institutions representing USAID projects, had some similarities as well as differences between them. Both groups were similar in respect to the amount of time that was devoted by the training coordinator to planning and administering predeparture orientation programs in their respective institutions. Fifty percent of both groups reported that selection of the employee was a pre-planned objective of their orientation sessions. Technical competence related to the position was identified as the main consideration in that selection decision. Both groups reported similar responses in the percentage of institutions continuing the orientation overseas. The kinds of training aids used and the teaching techniques implemented during the predeparture orientation were very similar. The only exception was in the response indicating that business/industry used a

greater amount of electronic equipment, such as videos and films, during the orientation program.

Differences between the groups were found in the number of individuals involved in each orientation program. Personnel involved in USAID projects reported slightly larger groups in their orientation sessions. Personnel involved in USAID projects reported a higher percentage of institutions using members of the host culture as guests in their orientations, than business/industry. The percentage of employees who received predeparture orientation and returned prematurely varied slightly. Business/industry reported a slightly higher percentage of employees returning prematurely from overseas assignments than that of institutions involved in USAID projects.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The central purpose of this study was to identify the competencies of a predeparture orientation program as determined by business/industry personnel and personnel from institutions representing the U.S. Agency for International Development. To achieve this goal, an instrument designed to assess the components of existing predeparture orientation programs was developed and administered to individuals representing both groups involved in international employment.

The major objectives, procedures and findings are summarized in the following section:

Objective #1: To review the literature relative to predeparture orientation.

The review of the related literature was conducted in the areas of international employment, preparation for overseas work, predeparture orientation, and cross-cultural communication. The results of this activity revealed that:

1. emphasis on predeparture orientation programs
has increased during the past 20 years.

2. research substantiating the need and content for predeparture orientation is limited.
3. selection of the employee is considered an important aspect of the predeparture orientation program.
4. cross-cultural training is recognized as an important component of the predeparture orientation program. There is a need to increase the use of this component in the orientation sessions.
5. relationships among families during the overseas assignment are recognized as a source of difficulty. Family involvement should be emphasized during the predeparture orientation program.
6. predeparture orientation programs for business/industry are usually carried out in one location, whereas orientation for USAID projects is not confined to one central location. The orientation for USAID employees is conducted at several different locations and may be given by a different trainer at each site representing various institutions.
7. as many as 40 to 60 percent of all expatriates will return from foreign assignments early

or function far below their abilities.

The individuals who do not return are ineffective in their assignments but choose to remain in the country and finish the time committed.

8. the main purpose of predeparture orientation programs is to prevent problems from occurring rather than solving problems that have already been encountered.
9. adult education theories and practices and understanding of the potentially negative impact of the Mandated Continuing Education activity are important considerations in planning curriculum and administering programs of predeparture orientation.
10. the trainer involved in predeparture orientation should serve as a facilitator of information and assess the individual needs of the participants preparing for international assignments.

Objective #2: To develop a research instrument to identify the competencies common to two settings of international work: business/industry and U.S. Agency for International Development Organizations.

Research instrument development and survey procedure was carried out using the following steps:

1. A jury panel was selected representing both business /industry and institutions involved in USAID projects.
2. The panel used a modified Delphi technique to create a 30-item questionnaire designed to be administered by mail.
3. The instrument was administered to a sample population of randomly selected professional personnel representing business/industry and institutions involved in USAID projects. A total of 70 subjects responded to the questionnaire. Sixty usable surveys were analyzed.

Objective #3: To determine if competencies exist that are, (a) common to both areas of international work, (b) unique to either business/industry or USAID projects.

A one-way analysis of variance was used to test the hypothesis that no significant difference existed between and among the perceptions of personnel from the two settings with regard to predeparture orientation program competencies.

Statistical analysis of the data revealed that the hypothesis was retained for 15 of the 30 competencies and rejected for 15

competencies. While there were statistically significant differences between the two groups concerning the importance of the competencies, the value placed on each of the competencies was high, supporting the idea that both groups felt that the competencies were an important part of a predeparture orientation curriculum. A complete listing of the competencies, the mean scores, and the hypothesis decision are included in Appendix D.

Objective #4: To utilize the findings to suggest a framework for preparing individuals in predeparture orientation programs for international assignments.

Two methods were used to determine a framework for preparing individuals for international assignments: (1) The R-mode factor analysis, which was used to cluster the competencies for predeparture orientation programs, and (2) A frequency distribution analysis, which was used to determine the training techniques most prevalent among business/industry and from personnel from institutions involved in USAID projects. Frequency Distribution analysis was also used to determine the amount of time, and the number of individuals involved in each predeparture orientation session.

R-Mode Factor Analysis

Three factors were generated in the factor analysis for predeparture orientation; Factor I - Cross-cultural Awareness,

Factor II - Arrangements for personal and family life, Factor III - Area Study. The competencies which contained a factor loading of +.45 or higher included:

Factor I. Cross-cultural awareness

1. Knowledge of one's own values, attitudes and behaviors with possible modifications.
2. Knowledge of security steps necessary in case of local or national crisis.
3. Knowledge of problems associated with re-entry upon completion of the overseas assignment.
4. Ability to interpret and use basic conversational phrases in host language.
5. Ability to understand and accept the basic beliefs and values of the culture.
6. Ability to understand and accept the customs of the host culture and how they will effect one's daily effectiveness when living and working in that culture.
7. Ability to identify and understand culture shock and take steps to lessen its effect.
8. Ability to demonstrate interaction skills appropriate to the host culture
9. Ability to recognize the meaning of non-verbal cues as it relates to host culture
10. Ability to maintain and foster good communication with spouse and other members of the family.
11. Ability to identify and engage in appropriate satisfying activities for family members during the assignment overseas.

12. Ability to recognize differences in perceptions and stereotypes between the expatriate and members of the host culture.
13. Ability to explain the work ethic of the host culture as it relates to the particular assignment.
14. Ability to practice and be patient, creative, humble, curious, and self-sufficient in working with members of the host culture.
15. Ability to accept differences without making value judgements about members of the host culture.

Factor II. Arrangements for personal and family life

16. Knowledge of the living conditions including: medical care, standard of living, and available services in the country assigned.
17. Knowledge of education and schooling arrangements for expatriate children.
18. Knowledge of differences in shopping methods and procedures and availability of food and clothing.
19. Knowledge of travel and transportation opportunities and restrictions for expatriates and their families.
20. Knowledge of the living arrangements in the host country including: housing, available appliances, size of dwelling, proximity to work
21. Knowledge of the communication modes available in the host country including: television and radio, telephone use, and mail restrictions.
22. Knowledge of the options or restrictions on the expatriate spouse during the assignment which includes: work, community and volunteer service educational and recreational activities.
23. Ability to understand and accept personnel information concerning insurance, vacation,

salary, taxes, and conditions and rates of pay.

24. Ability to understand and accept the moving arrangements, freight restrictions, time restraints and deadlines.

Factor III. Geographical and Political Study

25. Knowledge of the basic history, political structure, socioeconomic conditions, and health conditions of the country assigned to.
26. Knowledge of the geographical information about the country assigned: climate, seasonal changes, landforms, altitude, etc.

Frequency Distribution Analysis

Frequency distribution analysis was used to identify pertinent information relative to the structure of the predeparture orientation programs. The following questions were included in the analysis:

1. Duration of the training session
2. Number of participants in each orientation
3. Percentage of overall time spent in training
4. Training aids used most often
5. Teaching techniques used most often
6. Emphasis on selection of personnel during training
7. Orientation continued overseas
8. Percent of employees returning prematurely

Findings of the analysis revealed:

1. Duration of the training sessions varied from four or fewer hours in length to as long as one week or more. Four or fewer hours was the most common length of time for the majority of the programs responding. However, institutions representing USAID projects reported a higher percentage of training sessions lasting two full days or more. This difference in time between the two groups parallels the additional emphasis on cross-cultural awareness reported by personnel in institutions representing USAID.

2. The number of participants involved in each orientation session varied from two or less to more than twelve. The combined average number of participants in each orientation session was two or less. Responses to this question also indicated a greater number of participants in the orientation programs of USAID institutions.

3. Trainers involved in predeparture orientation in 97% of the institutions spend approximately 25% of their total overall time in the administration of predeparture orientation. The number of trainers involved in predeparture orientation on a full-time or half-time basis is very small.

4. The most frequently used training aids are handouts and slides which are used in small group discussion settings. Besides small group discussion the other most frequently used teaching techniques were the assignment of written material and lectures. Although written material was read outside of the actual predeparture

orientation session, it was still considered part of the orientation.

5. Selection of the employee for overseas work is an important pre-planned objective of the predeparture orientation program. The most important reported consideration in the selection process is the technical competence of the employee. Technical competence is a factor which is difficult to measure during the predeparture orientation session. Two-thirds of all the programs in the study reported that predeparture orientation continues at the overseas site. It is unrealistic to imagine that very many individuals are sent back home after arriving in the overseas assigned area, even if they are still being considered for the position during the predeparture orientation program. It is therefore assumed that whatever criteria is used for the selection, the selection process is completed prior to any continued orientation overseas.

6. Fewer than 5% of those who received predeparture orientation were reported to have returned home prematurely. Business/industry reported a slightly higher number of individuals returning home than did the institutions representing USAID projects. This finding varies significantly from the premature return rate of up to 60% for personnel not receiving predeparture orientation, as reported in the literature review section

Conclusions

As a result of the findings of this study, the following conclusions are suggested regarding the establishment of a basic framework for predeparture orientation programs:

1. All of the competencies identified in this study are important considerations as a nucleus of future predeparture orientation programs.
2. Cross-cultural awareness was identified as one of the most important aspects of any predeparture orientation program. Both business/industry and institutions representing USAID identified the competencies related to cross-cultural awareness as having high importance in the predeparture orientation program.
3. Of the two groups, personnel representing USAID ranked cross-cultural awareness higher than business/industry personnel. This may be one possible interpretation for the slightly higher number of prematurely returning employees for business/industry than institutions representing USAID.
4. The literature revealed that the length of training time spent and the teaching techniques used are important considerations if cross-cultural awareness is to be used effectively in the predeparture orientation program. The kinds of teaching techniques used and the length of time spent in the training sessions reported

by business/industry and institutions representing USAID projects do not allow adequate coverage of cross-cultural awareness issues.

5. The competencies in Factor II (Arrangements for personal and family life) were considered highly important by both groups in the preparation of individuals for overseas work. There was little disagreement between the two groups concerning the importance of knowledge about the living conditions and arrangements in preparation for living overseas. This area in existing predeparture orientation sessions appeared to be more adequately covered than most.

6. Personnel from both groups reported an equal amount of time invested in the management of predeparture orientation programs as a part of their regular work assignment. However, business/industry reported on the average a smaller number of participants involved in each training session. Business/industry also reported that the duration of the actual predeparture orientation sessions was shorter than that reported by personnel from institutions representing USAID. This might be explained by the fact that USAID orientation programs were not conducted in one geographic location. Several different institutions and individuals were involved in the total predeparture orientation program. These programs were conducted at locations other than at the sponsoring institution itself.

7. Both business/industry and USAID utilized traditional training aids such as; handouts, slides, films, and overheads. Handouts and slides were by far the most frequently used training aids. One training aid that did show a considerable difference was in the use of video equipment. Business/industry reported a considerably higher percentage of use of the video than USAID (33% compared to 7% in the first two choices). This difference in the use of video equipment can be explained by the difference between the groups in the number of teaching techniques utilized. There was a greater number of teaching techniques used by USAID institutions than by business/industry. This may also tie into the point made earlier about USAID having a higher emphasis placed on cross-cultural awareness. Because of the kind of involvement required for cross-cultural training, on the part of the participants, a greater variety of teaching techniques and training aids must be used by personnel involved in training individuals in cross-cultural skills. The use of video equipment is only one of the training aids that might be used in the presentation of cross-cultural awareness.

8. Technical competence continues to be the main criteria for selection of individuals for overseas employment. Concentration on this factor needs to be reviewed considering the reasons for failure identified in the literature. Successful international involvement goes beyond knowledge of basic technical skills. While technical competence is critical it is of little value unless the individual

has the ability to interact and communicate cross-culturally in an effective manner.

9. Respondents from business/industry generally assigned a lower level of importance to the competencies of this study than institutions representing USAID. Personnel involved in USAID projects also reported using a greater variety of teaching techniques and training aids than personnel representing business/industry.

Recommendations

On the basis of the findings of this study, the following recommendations are made:

1. That the predeparture orientation program be both informational and experiential in nature.
2. That individuals involved in the administration of predeparture orientation programs consider expanding their orientation to include additional training in cross-cultural awareness. This would include simulation and interactional activities, as well as visits with members of the host culture prior to leaving for the overseas assignment.
3. That a curriculum for predeparture orientation be designed using the competencies identified in this study.

4. That employee selection include criteria in addition to technical competence of the individual. Other areas which may be of equal importance might include: personality traits, willingness and adaptability of the family, flexibility and desire of the employee.
5. That institutions identify and train predeparture orientation specialists, and provide adequate time for program development and administration of the predeparture orientation program.
6. That institutions look closely at the process used to evaluate existing predeparture orientation programs. Evaluation should be performed not only by the home institution but by host-country counterparts.
7. That trainers assess the needs of their participants through the use of interviews, group discussion, or questionnaires to understand the felt personal needs as well as the needs identified by their own expertise and research.

Suggestions for further study

It is recommended that further research be conducted that would:

1. Examine the perceptions and experience of individuals who are currently working in overseas assignments, as well as those who have returned recently, regarding the effectiveness of predeparture orientation programming.

2. Determine the most effective techniques and training aids to use as well as the best training format, including both time and strategy as factors.
3. Evaluate the trainers, including: the experience and background of the trainer, age, and professional assignment other than predeparture orientation.
4. Identify and evaluate programs for predeparture orientation to determine if other parts of the study may be replicated involving other fields of international activity.
5. Identify the reasons for prematurely returning employees. Determine if something could have been added in the predeparture orientation that might have prevented the problem or situation.
6. Examine the effectiveness of the predeparture curriculum as it relates to location/culture of the overseas assignment and the characteristics of the trainees.
7. Examine the perceptions of members of the host culture relative to the quality of the individual's preparation for assignment in that culture.

8. Examine the relationship of selected employee characteristics, to success in different host cultures.

The research pertaining to predeparture orientation is limited. This study was designed to provide an insight into the existing programs and the components of those programs. Implementing the recommendations of this study will provide a basic structure on which to make decisions relative to the development of a predeparture orientation program for the preparation of personnel involved in international assignments.

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APPENDIX

APPENDIX A
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APPENDIX B

PREDEPARTURE ORIENTATION PROGRAM
SURVEY QUESTIONNAIRE

PREDEPARTURE ORIENTATION PROGRAM
SURVEY QUESTIONNAIRE

Part I

Instructions for Completing the Questionnaire

Part I of the questionnaire is included to provide an informational profile of the predeparture orientation program and the methods and techniques used by the trainer. Read each question carefully and respond as indicated by the directions given.

1. How often do you conduct predeparture orientation programs? (Circle number)
 - 1 ONCE A WEEK OR MORE
 - 2 ONCE A MONTH
 - 3 QUARTERLY
 - 4 TWICE YEARLY OR LESS

2. What is the average duration of the predeparture orientation program? (Circle number)
 - 1 FOUR HOURS OR LESS
 - 2 ONE FULL DAY (8 hours)
 - 3 TWO FULL DAYS
 - 4 THREE TO FIVE DAYS
 - 5 ONE WEEK OR MORE

3. What is the average number of participants usually involved in each training session? (Circle number)
 - 1 TWO OR LESS
 - 2 THREE TO SIX
 - 3 SEVEN TO TWELVE
 - 4 MORE THAN TWELVE

4. Responsibility for predeparture orientation programs requires what percentage of your overall time? (Circle number)
 - 1 25% OR LESS
 - 2 50%
 - 3 75%
 - 4 100%

6. Rank the five most used training aids from the list below in order of frequency used. A one (1) would indicate used most frequently and a five (5) would indicate used less frequently.
 - ___ SLIDES
 - ___ OVERHEAD TRANSPARENCIES
 - ___ FILMS, MOVIES
 - ___ VIDEO TAPES
 - ___ AUDIO TAPES
 - ___ FILMSTRIPS
 - ___ RECORDS
 - ___ FLIP CHART, NEWSPRINT ETC.
 - ___ HANDOUTS
 - ___ BLACKBOARD
 - ___ PICTURES
 - ___ OTHER (SPECIFY) _____

7. Rank the five most used teaching techniques from the list below in order of frequency used. A one (1) would indicate used most frequently and a five (5) would indicate used less frequently.
 - ___ LECTURE
 - ___ READING WRITTEN MATERIAL
 - ___ SMALL GROUP DISCUSSION
 - ___ INVOLVEMENT IN SIMULATION EXERCISES
 - ___ VISIT WITH MEMBERS OF THE HOST CULTURE
 - ___ VISIT WITH RETURNED EXPATRIATES
 - ___ STUDYING CASE HISTORIES OR INCIDENTS
 - ___ OTHER (SPECIFY) _____

Part I (continued)
Page 2

8. How is the predeparture orientation program evaluated? (circle as many as apply)

- 1 QUESTIONNAIRES GIVEN TO PARTICIPANTS AFTER PROGRAM
- 2 QUESTIONNAIRES GIVEN TO PARTICIPANTS IN HOST COUNTRY
- 3 EVALUATION MEASURES USED WITH RETURNING EMPLOYEES
- 4 OUTSIDE OBSERVER EVALUATION
- 5 OTHER, PLEASE DESCRIBE _____

9. Is the selection of the employee an important pre-planned objective of the predeparture orientation program? (Circle number)

- 1 YES
- 2 NO

If yes, which of the following areas is/are considered most important in relation to selection of individuals for overseas work? Rank each category beginning with one (1) which would indicate the most important consideration and six (6) which would indicate the least important.

- ____ TECHNICAL COMPETENCE RELATED TO THE POSITION
- ____ PERSONALITY TRAITS AND ABILITY TO RELATE TO OTHERS
- ____ FAMILY SITUATION (ABILITY AND WILLINGNESS OF FAMILY TO ADJUST)
- ____ ENVIRONMENTAL ADAPTION ABILITY OF THE EMPLOYEE (ADAPTABILITY TO SITUATIONS BEYOND ONE'S OWN CONTROL)
- ____ DESIRE OF EMPLOYEE TO WORK OVERSEAS
- ____ PRIOR KNOWLEDGE OF LANGUAGE SPOKEN IN COUNTRY OF ASSIGNMENT

10. Is the orientation continued at the overseas site? (Circle number)

- 1 YES
- 2 NO

11. Identify the area or country to which the majority of your predeparture orientation is directed.

12. What percentage of those who have received your predeparture orientation have returned prematurely? (Circle number)

- 1 LESS THAN 5%
- 2 5 TO 10%
- 3 10 TO 20%
- 4 20 TO 30%
- 5 30 TO 50%
- 6 MORE THAN 50%

Another important purpose of this study is to learn more about the specific knowledge and skills necessary for individuals to perform successfully overseas. Part II lists 30 competencies that are considered necessary to perform effectively in the overseas assignment.

PREDEPARTURE ORIENTATION PROGRAM
SURVEY QUESTIONNAIRE

Part II

This part of the questionnaire contains competencies for individuals preparing to work overseas. You are being asked to indicate the level of importance that is placed on each competency during the predeparture orientation. In this study a competency is the specific knowledge skill or ability.

Instructions for completing the questionnaire

For each item please circle the rating (1,2,3,4,5) which most closely represents your judgement of the level of importance placed on each competency. The following key should be used for the assignment of the ratings:

1. This competency is least important in the predeparture orientation program.
2. This competency is slightly important in the predeparture orientation program.
3. This competency is important in the predeparture orientation program.
4. This competency is very important in the predeparture orientation program.
5. This competency is extremely important in the predeparture orientation program.

	LEAST IMPORTANT	SLIGHTLY IMPORTANT	IMPORTANT	VERY IMPORTANT	EXTREMELY IMPORTANT
In order to be effective overseas, a person must have a knowledge of...					
1. the position description, responsibilities, and reporting relationships.	1	2	3	4	5
2. the history and scope of the project or assignment.	1	2	3	4	5
3. geographical information about the country including: climate, seasonal changes, landforms, altitude, etc.	1	2	3	4	5
4. basic history, political structure, socioeconomic conditions, and health conditions of the country assigned to.	1	2	3	4	5
5. living conditions including: medical care, standard of living, and available services in the country assigned.	1	2	3	4	5
6. education and schooling arrangements for expatriate children.	1	2	3	4	5
7. differences in shopping methods, procedures and availability of food and clothing.	1	2	3	4	5
8. travel and transportation opportunities and restrictions for expatriates and their families.	1	2	3	4	5
9. the living arrangements in the host country including: housing, available appliances, size of dwelling, proximity to work, etc.	1	2	3	4	5
10. the communication modes available in the host country including: television and radio, telephone use, and mail restrictions.	1	2	3	4	5
11. options or restrictions on the expatriate spouse during the assignment which includes: work opportunities, community and volunteer service, educational and recreational activities, etc.	1	2	3	4	5
12. one's own values, attitudes, and behaviors and possible modifications.	1	2	3	4	5
13. parenting differences in host culture and how it relates to family problems in expatriate families.	1	2	3	4	5
14. security steps necessary in case of local or national crisis.	1	2	3	4	5

Part II (continued)
Page 4

	LEAST IMPORTANT	SLIGHTLY IMPORTANT	IMPORTANT	VERY IMPORTANT	EXTREMELY IMPORTANT
In order to be effective overseas, a person must have a knowledge of...					
15. support staff who are available for assistance in the country assigned and in the home institution.	1	2	3	4	5
16. possible problems associated with re-entry upon completion of the overseas assignment.	1	2	3	4	5
In order to be effective overseas, a person must have the ability to...					
17. understand and accept personnel information concerning insurance, vacation, salary benefits, taxes, and conditions and rates of pay.	1	2	3	4	5
18. understand and accept the moving arrangements, freight restrictions, time restraints and deadlines.	1	2	3	4	5
19. interpret and use basic conversational phrases in the host language.	1	2	3	4	5
20. understand and accept the basic beliefs and values of the culture.	1	2	3	4	5
21. understand and accept the customs of the host culture and how they will effect one's daily effectiveness when living and working in that culture.	1	2	3	4	5
22. identify and understand culture shock and take steps to lessen its effect.	1	2	3	4	5
23. demonstrate interaction skills appropriate to the host culture.	1	2	3	4	5
24. recognize the meaning of non-verbal cues as it relates to the host culture.	1	2	3	4	5
25. maintain and foster good communication with spouse and other members of the family.	1	2	3	4	5
26. identify and engage in appropriate satisfying activities for non-working family members during the assignment overseas.	1	2	3	4	5
27. recognize differences in perceptions and stereotypes between the expatriate and members of the host culture.	1	2	3	4	5
28. explain the work ethic of the host culture as it relates to the particular assignment.	1	2	3	4	5
29. practice and be patient, creative, humble, curious, and self-sufficient in working with members of the host culture.	1	2	3	4	5
30. accept differences without making value judgements about members of the host culture.	1	2	3	4	5

*Your contribution to this effort is very greatly appreciated.
If you would like a summary of results, please print your name
and address on the back of the return envelope (Not on this survey).
We will see that you get it.*

Return this questionnaire to:
Dept. of Educational Foundations, Oregon State Univ., Corvallis, OR 97331

APPENDIX C

SAMPLE LETTER SENT TO RESPONDENTS

A SAMPLE LETTER SENT TO RESPONDENTS

July 8, 1985

Employment overseas has increased dramatically over the past decade. The need for effective preparation of individuals working overseas has also increased. We at Oregon State University are involved in a study to determine the content and importance of preparation for international work, commonly known as predeparture orientation. The purpose of this study is to identify the specific knowledge, skills or abilities which are considered essential to the success of the employee overseas, and which should be included in the predeparture orientation program.

The instrument for this study was developed by a jury panel consisting of both professional trainers and participants in international assignments. Your organization was chosen from a small number of organizations from throughout the U.S. It is very important that this questionnaire be returned in order that the results truly represent the thinking of the trainers involved in preparing employees for international assignments.

All responses to this questionnaire will be kept confidential. A number for identification purposes only has been assigned to the questionnaire. This is used to remove your name from the mailing list once the questionnaire has been returned. A stamped self-addressed envelope is provided for your convenience in returning the survey. In order to proceed with the study as scheduled, it is important that you make every effort to complete and return the survey by July 24, 1985. A summary of the results may be obtained by writing "copy of results requested" on the back of the return envelope, and printing your name and address below it.

Your interest and assistance are greatly appreciated.

Sincerely,

Tom E. Grigsby
Department Chair

Dennis A. Nelson
Research Assistant

APPENDIX D
RESULTS OF THE ANALYSIS OF VARIANCE

APPENDIX D
RESULTS OF THE ONE-WAY ANALYSIS OF VARIANCE

ITEM #	COMPETENCY	* MEAN #1	* MEAN #2	COMPUTED F	TABULAR F	HYPOTHESIS
1	KNOWLEDGE OF THE POSITION DESCRIPTION, RESPONSIBILITIES AND REPORTING RELATIONSHIPS.	4.12	4.60	5.469	3.99	REJECT
2	KNOWLEDGE OF THE HISTORY AND SCOPE OF THE PROJECT OR ASSIGNMENT.	3.54	4.18	9.924	3.99	REJECT
3	KNOWLEDGE OF GEOGRAPHICAL INFORMATION ABOUT THE COUNTRY INCLUDING: CLIMATE, SEASONAL CHANGES, LANDFORMS, ALTITUDE.	3.09	3.66	8.323	3.99	REJECT
4	KNOWLEDGE OF BASIC HISTORY, POLITICAL STRUCTURE, SOCIO-ECONOMIC CONDITIONS, AND HEALTH CONDITIONS OF THE COUNTRY ASSIGNED TO.	3.27	3.75	5.107	3.99	REJECT
5	KNOWLEDGE OF LIVING CONDITIONS INCLUDING: MEDICAL CARE, STANDARD OF LIVING, AND AVAILABLE SERVICES IN THE COUNTRY ASSIGNED.	3.81	4.33	7.328	3.99	REJECT
6	KNOWLEDGE OF EDUCATION AND SCHOOLING ARRANGEMENTS FOR EXPATRIATE CHILDREN.	4.09	4.09	0.000	3.99	RETAIN
7	KNOWLEDGE OF DIFFERENCES IN SHOPPING METHODS, PROCEDURES AND AVAILABILITY OF FOOD AND CLOTHING.	3.27	3.25	0.015	3.99	RETAIN
8	KNOWLEDGE OF TRAVEL AND TRANSPORTATION OPPORTUNITIES AND RESTRICTIONS FOR EXPATRIATES AND THEIR FAMILIES.	3.21	3.33	0.472	3.99	RETAIN
9	KNOWLEDGE OF THE LIVING ARRANGEMENTS IN THE HOST COUNTRY INCLUDING: HOUSING, AVAILABLE APPLIANCES, SIZE OF DWELLING, PROXIMITY TO WORK, ETC.	3.90	4.09	0.842	3.99	RETAIN
10	KNOWLEDGE THE COMMUNICATION MODES AVAILABLE IN THE HOST COUNTRY INCLUDING: TELEVISION AND RADIO, TELEPHONE USE, AND MAIL RESTRICTIONS.	3.06	3.30	1.519	3.99	RETAIN
11	KNOWLEDGE OF OPTIONS OR RESTRICTIONS ON THE EXPATRIATE SPOUSE DURING THE ASSIGNMENT WHICH INCLUDES: WORK OPPORTUNITIES, COMMUNITY AND VOLUNTEER SERVICE, EDUCATIONAL AND RECREATIONAL ACTIVITIES, ETC.	3.48	3.78	1.804	3.99	RETAIN
12	KNOWLEDGE OF ONE'S OWN VALUES, ATTITUDES, AND BEHAVIORS AND POSSIBLE MODIFICATIONS.	3.78	4.09	2.010	3.99	RETAIN

APPENDIX D (continued)

RESULTS OF THE ONE-WAY ANALYSIS OF VARIANCE

ITEM #	COMPETENCY	MEAN #1	MEAN #2	COMPUTED F	TABULAR F	HYPOTHESIS
13	KNOWLEDGE OF PARENTING DIFFERENCES IN HOST CULTURE AND HOW IT RELATES TO FAMILY PROBLEMS IN EXPATRIATE FAMILIES.	3.00	2.96	0.026	3.99	RETAIN
14	KNOWLEDGE OF SECURITY STEPS NECESSARY IN CASE OF LOCAL OR NATIONAL CRISIS.	3.27	3.60	1.535	3.99	RETAIN
15	KNOWLEDGE OF SUPPORT STAFF WHO ARE AVAILABLE FOR ASSISTANCE IN THE COUNTRY ASSIGNED AND IN THE HOME INSTITUTION.	3.36	3.78	3.867	3.99	RETAIN
16	KNOWLEDGE OF POSSIBLE PROBLEMS ASSOCIATED WITH RE-ENTRY UPON COMPLETION OF THE OVERSEAS ASSIGNMENT.	2.90	3.24	2.066	3.99	RETAIN
17	ABILITY TO UNDERSTAND AND ACCEPT PERSONNEL INFORMATION CONCERNING INSURANCE, VACATION, SALARY BENEFITS, TAXES, AND CONDITIONS AND RATES OF PAY.	3.48	3.54	0.080	3.99	RETAIN
18	ABILITY TO UNDERSTAND AND ACCEPT THE MOVING ARRANGEMENTS, FREIGHT RESTRICTIONS, TIME RESTRAINTS AND DEADLINES.	3.36	3.63	2.000	3.99	RETAIN
19	ABILITY TO INTERPRET AND USE BASIC CONVERSATIONAL PHRASES IN THE HOST LANGUAGE.	2.75	3.75	15.060	3.99	REJECT
20	ABILITY TO UNDERSTAND AND ACCEPT THE BASIC BELIEFS AND VALUES OF THE CULTURE.	3.36	3.96	6.400	3.99	REJECT
21	ABILITY TO UNDERSTAND AND ACCEPT THE CUSTOMS OF THE HOST CULTURE AND HOW THEY WILL EFFECT ONE'S DAILY EFFECTIVENESS WHEN LIVING AND WORKING IN THAT CULTURE.	3.84	4.21	2.806	3.99	RETAIN
22	ABILITY TO IDENTIFY AND UNDERSTAND CULTURE SHOCK AND TAKE STEPS TO LESSEN ITS EFFECT.	3.60	4.06	4.569	3.99	REJECT
23	ABILITY TO DEMONSTRATE INTERACTION SKILLS APPROPRIATE TO THE HOST CULTURE.	3.36	4.06	11.788	3.99	REJECT
24	ABILITY TO RECOGNIZE THE MEANING OF NON-VERBAL CUES AS IT RELATES TO THE HOST CULTURE.	3.18	3.84	9.954	3.99	REJECT
25	ABILITY TO MAINTAIN AND FOSTER COMMUNICATION WITH SPOUSE AND OTHER MEMBERS OF THE FAMILY.	3.87	4.30	5.206	3.99	REJECT
26	ABILITY TO IDENTIFY AND ENGAGE IN APPROPRIATE SATISFYING ACTIVITIES FOR FAMILY MEMBERS DURING THE ASSIGNMENT OVERSEAS.	3.30	3.96	13.059	3.99	REJECT

APPENDIX D (continued)
RESULTS OF THE ONE-WAY ANALYSIS OF VARIANCE

ITEM #	COMPETENCY	MEAN #1	MEAN #2	COMPUTED F	TABULAR F	HYPOTHESIS
27	ABILITY TO RECOGNIZE DIFFERENCES IN PERCEPTIONS AND STEREOTYPES BETWEEN THE EXPATRIATE AND MEMBERS OF THE HOST CULTURE	3.36	4.03	8.922	3.99	REJECT
28	ABILITY TO EXPLAIN THE WORK ETHIC OF THE HOST CULTURE AS IT RELATES TO THE PARTICULAR ASSIGNMENT.	3.33	3.75	3.431	3.99	RETAIN
29	ABILITY TO PRACTICE AND BE PATIENT, CREATIVE, HUMBLE, CURIOUS AND SELF-SUFFICIENT IN WORKING WITH MEMBERS OF THE CULTURE.	3.54	4.42	20.265	3.99	REJECT
30	ABILITY TO ACCEPT DIFFERENCES WITHOUT MAKING VALUE JUDGEMENTS ABOUT MEMBERS OF THE HOST CULTURE.	3.69	4.36	10.070	3.99	REJECT

Mean #1 = Business/Industry Scores Mean #2 = U.S. Agency for International Development Scores