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COMMUNICATION BEHAVIOR AND CHANGE ORIENTATION
OF FOREIGN CHANGE AGENTS IN TECHNICAL TRAINING PROGRAMS

By

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ABSTRACT

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The change agent is of central concern to the processes of information dissemination and technical and social change. There exists a considerable body of literature providing evidence of relationships between change behavior and selected individual and social system characteristics for populations of persons who may directly use new technology. Comparatively speaking, there has been little research on the change behavior of change agents themselves. The present study will attempt to discern relationships between change agents' disposition towards change and selected communication and role behaviors.

The structure of reality differs from individual to individual in both number and kind of components. It is the thesis of the present study that the greater the number and the more diverse the kinds of such elements, the more readily that individual should be able to adjust to novel role and information situations. The more restricted and homogeneous the elements of a person's reality the more limited will be that person's range of communicative and role behaviors. The ability to adjust to change will, in large part, be a function of previous change behavior. The more extensive such behavior, the more it is expected that the individual will be aware of the process of change, its antecedents and consequents. Such awareness is then held to be characteristic of change-

oriented persons.

The present study utilized as the dependent variable, change orientation, indexed by awareness of certain elements of the change process. Positive relationships were predicted between change orientation and change system integration, home system-occupational communication, exposure to change system mass media, exposure to home system mass media under conditions of high exposure to change system mass media, English language proficiency, training program satisfaction, and education. Negative relationships were predicted between change orientation and home system-family communication, expatriate communication, and home system mass media under conditions of low exposure to change system mass media.

Respondents were drawn from the Michigan State University/Agency for International Development Communication Seminars. One hundred and fifty-one respondents from four seminars completed self-administered questionnaires. The questionnaires were administered at the beginning of the one week seminars. The data were analyzed using product moment correlations.

The hypotheses were not confirmed. Four of the hypotheses were statistically significant in the direction opposite to that which was predicted. The other six hypotheses were not statistically significant. The four significant correlations were those of the relationships between change orientation and integration, home system-occupational communication, expatriate communication, and training program satisfaction. Secondary analyses of the data included two factor analyses of the thirteen item measure of the dependent variable. From these analyses it would

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appear that the criterion measure tended to primarily account for a type of trainee who is bent on introducing change as soon as possible, sees little difficulty in accomplishing this, and is generally not aware of consequences that such changes might have on the people of his country.

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CHAPTER I

INTRODUCTION

Background and Nature of the Study

The surge toward modernity, though more pressing than ever before, continues to expand. Political, economic and social factors have served to stimulate, within the developing nations, an awareness of, and desire for, the social and economic standards of the more developed countries of the world. So compelling are their needs that the hands of assistance are held out the world over. Vast and complex organizations of numerous political and nonpolitical affiliations have as their prime function the extension of technical and social information for the "have-not" countries of the world.

Although the commitment of resources, both human and physical, by the developed nations grows almost daily, certain basic questions remain unanswered. What are the constituent parts of the processes of technical and social change? What are the fundamental relationships of these parts? What may be classified as the effects of change programs and of change itself? To what extent does a knowledge of certain antecedent situational conditions plus the interaction of some input, i.e., a program of technical or social change, permit the prediction of consequent conditions?

Technical and social assistance is a multi-faceted phenomenon. For purposes of the present study, concern will be centered on technical assistance in the form of technical training programs for developing country

personnel within a host or donor country. Such a program involves transplanting an individual from one culture to that of the host country for varying periods of time. It is assumed that the trainees generally represent traditional backgrounds with respect to technical and social development and that their experience and contact with a more developed social system will enhance the process of modernization upon their return home. During their sojourn in the developed host nation, these individuals receive training and exposure to problems supposedly of particular interest to them, training that will enable them to modify their occupational behavior upon return home. It is intended that the participants of these programs will be able to transmit new and relevant information about occupational change to others with whom they associate or have contact. Through this process it is hoped that the cumulative effects, will benefit the trainees' countries in terms of their progress toward some desired state(s) of modernity.

The problems of introducing change are numerous. There are many instances of returned participants being unable or unwilling to initiate programs of change (7). In the wake of such failures some have left their own cultures to reside and seek employment in the more developed areas of the world, thus defeating the ultimate purpose of the training program.

It would appear from such results that certain assumptions have been made about the ability and desire of such trainee participants to accept new ideas and launch programs of change once they have returned home. For instance, where selection techniques do not specifically attempt to take into account change efforts prior to the training program, it would appear to be assumed that a sufficiently high change orientation is inherent or

will develop on the part of technical trainees as the result of some overseas experience. The accumulated evidence in the adoption research literature would suggest otherwise; individuals do appear to differ in the rate at which they accept new ideas and practices.

The concept, change orientation, is of central importance in the consideration of the process of change. Various approaches have utilized this concept. Waisanen (28) spoke of "a receptivity to new practices in general." Gollin (11), Potter (20), Business Research Ltd., Thailand (2), U.S. AID Chile (26) and others indexed change behavior in terms of (1) utilization of overseas training and (2) transmission of information learned during overseas training. Rogers (21) and others indexed change behaviors, or innovativeness, on the basis of past behavior.

The present investigation attempts to make use of the individual's knowledge or awareness of the change process and some of the antecedents and consequents of this process as an index of change orientation. The assumption is that change is a process necessitating consideration of various components and their interrelationships, and a greater awareness of the relevant components and relationships will reflect a more positive orientation to change.

Objectives of the Study

The objectives of the present study are twofold. The first of these is the development and expression of a theoretic position which will attempt to account for individual variation in change orientation as a function of communication and role-involvement.

Briefly, it is held that communicative behavior is a reflection

of the way in which an individual constructs his world or his "reality."

Such a construct is composed of a series or sets of role relationships, the number and nature of which an individual is likely to encounter or become engaged in, being related to his communicative capacities and tendencies. Given these conditions it would seem to follow that one's propensity for becoming aware of and accepting and initiating change will be determined in part by communication and role-involvement behaviors. For the individual whose range of communicative behavior and role relationships is limited, one would anticipate the experiencing of certain difficulties when confronted by novel role and information situations. On the other hand, where a diversity of communicative contacts and role relationships constitute the structure of the individual's world, it is predicted that a relatively greater degree of ease in adjusting to these novel role and information situations exists.

The second objective of the present study is a derivative of the first. To the extent that the previously-mentioned relationships are tenable, our ability to predict change orientation and innovativeness may improve.

To date attempts to predict change behavior have been based almost entirely upon past adoptive behavior. While this may be considered a relatively successful approach certain problems, in particular the recall ability of respondents, are of concern. Aside from these problems it would seem desirable to complement this tradition, and attempt to approach the question from yet another point of view. By complementing an existing methodology, it may then be possible to provide validiting information as well as broaden the concept of propensity for change, innovativeness, or

change orientation.

The concept, change orientation, may be defined as the degree of cognitive predisposition on the part of the individual to seek, accept, transmit and/or initiate change. It is the thesis of the present investigation that the greater the awareness of the elements and relationships of the process of change, the greater will be that person's change orientation and hence his subsequent ability to accept and effect change. To the extent this is so, determination of individual change orientation might be of use in the process of participant selection for technical training programs. This is consistent with the position taken by Jacobson (13).

Predeparture preparation then should be researched to provide better understanding of the traveller's readiness to change his characteristic modes of relating to his new environment and his attitude towards himself as a traveller.

CHAPTER II

RATIONALE AND HYPOTHESES

A Theoretic Rationale

Communication and Role Relationships

Each individual creates for himself and acts in a "social reality" structured from past experiences, present behaviors, and anticipated events and actions. This "social reality" is a composite of numerous perceived elements organized in various evaluative and action-taking hierarchies. Other people and their perceptions constitute part of this environment. The individual as seen by himself is yet another element within this environment. In short, it is composed of all those objects and phenomena to which the individual attends, and perhaps even some of those to which he does not specifically attend but to which he is exposed. The term "social reality" derives from the work of Lewin. Festinger, Schachter and Back (9) stated:

The hypothesis may be advanced that the "social reality" upon which an opinion or attitude rests for its justification is the degree to which the individual perceives that his opinion or attitude is shared by others...

....The "reality" which settles the question in the case of social attitudes and opinions is the degree to which others with whom one is in communication are believed to share these opinions and attitudes.

Obviously this "reality" is not static. It is dynamic; it is continually in some state of change. This change may be the result of the addition of some new elements, the alteration of existing elements, the loss of certain elements, or variations in the emphasis placed on, or

evaluation of, certain individual elements or hierarchy of elements.

Certain dimensions of one's "social reality" are of particular concern at this point. The number and kind of elements that make up the individual's "reality" are important in that they differ from individual to individual at any one time and over time. For instance, within the general context of a technical training program in a developed country, the information that a technical trainee would have concerning the host country in the initial phase of his program would be qualitatively different and most likely quantitatively less than at some later point during the sojourn experience.

In addition to the dimensions of "number", and "kind", of perceived elements, there is another relevant and crucial aspect; the extent to which different individuals take into account the "same" elements. Though two persons never perceive an object as the same, the important point is the degree to which they similarly perceive it. The process through which people build or create their environment is the process of communication.

Through acts of communication the individual both structures his world and develops meaning for its elements. Through this same process the individual is also able to ascertain the extent to which he shares meaning for commonly perceived elements. As people take into account more of the "same" environmental elements and as sharedness of meaning increases, the fidelity of communication about those, and related, elements will increase.

Where an individual's previous experiences have been limited in both number and kind, or in other words where the person has a narrow and relatively homogeneous set of experiences with which to construct his world,

that person will have fewer shared experiences and hence fewer shared meanings than a person whose range of experiences and behaviors is broad or heterogeneous. This is an important influence on subsequent communication behavior. Stewart and Hoult (24) in proposing their view of a social-psychological theory of authoritarianism, suggest that those people whose environment has been restricted, i.e., with experiences only in a narrow range of conditions or situations, do not share a large number of symbols with other people. They argue that this tends to restrict their ability to assess other peoples' meanings. The result is a tendency to not take new events, objects, people, etc., into account. They attempt by a selective process to remain within the confines of a reality composed of the symbols and elements with which they are familiar. On the other hand the person with a background of diverse experiences will be better able to assess others' meanings and will be more likely to engage in diverse role relationships and communicative behaviors.

These dimensions of one's "reality", number, kind, and sharedness of meaning for elements, are integral components of Mead's thoughts (18). In particular, they are important with respect to the development of an individual's role relationships. Role is defined by Sarbin (22) as,

A patterned sequence of learned actions or deeds performed by a person in an interaction situation.

The development of one's ability to engage in role-taking behavior is directly related to the expectations one has of the role. This "cognitive organization of role expectations" is what Sarbin (22) referred to as "position". These expectations he suggests are learned or acquired in the course of interaction. This is consistent with Stogdill's (25) usage

of expectation in his theoretical system of group behavior and achievement. Where experience and communication regarding certain kinds of behaviors is lacking or minimal the development of expectations of such behaviors is retarded or perhaps virtually non-existent. In this respect Sarbin (22) suggested,

The absence of a number of different standard roles as well as the absence of skill in taking-the-role-of-the-other, retards socialization and leads to invalid role enactments.

Mann and Mann (17) suggested three basic assumptions which they say underlie role theory and are relevant to the concept of role relationships. They are (1) role-playing experience increases role-playing ability (presuming, it would seem, positive reinforcement for this behavior)*, (2) role-playing experience increases interpersonal adjustment; (3) role-playing ability is then positively related to interpersonal adjustment.

Communication and Cultural Adjustment

It has been suggested that role-taking and its behavioral component role-playing are contingent upon the nature and structure of one's world, the range and kinds of elements therein, and the degree to which the individual possesses "shared meanings" for mutually perceived elements. These three assumptions imply a link between role-taking and interpersonal adjustment which Jacobson, Kumata, and Gullahorn (14) referred to as role-adjustment, a vitally important process for foreign technical trainees.

*Comments within parentheses are those of the present writer.

In a summary of some findings from the "adjustment" or "U-curve" studies they suggest three phases in this process. The first is the "spectator stage", which is that period of time prior to the arrival of the individual in the host culture and during which he is aware of his upcoming trip. He develops, at this time, expectations about the host country and his behavior while there.

The next stage is what they term the period of "role-involvement." Of this stage these authors (14) said:

In the second stage of adjustment, the sojourner becomes more involved in actual role relationships in his new social context and faces value dissonances and "cue confusions" regarding appropriate behavior.

The point is made that resultant behaviors may be either a set of defensive reactions, including aggressiveness or withdrawal, or positive shifting of reference groups and objects such that the individual is able to establish himself so that he can effectively move toward his goals.

The third stage is one in which the trainee, as he nears the end of his tour, tends to more positively evaluate the host culture and he takes into account some of the problems he feels will confront him on his return home. As Jacobson, Kumata and Gullahorn (14) stated;

The foreigner experiences a final phase of anticipation and reappraisal during which he becomes aware of the problems of readjustment awaiting him on his return home.

The U-curve, as originally posited by Lysgaard (16), is an expression of the adjustment of a foreigner in a society other than his own from two viewpoints, (1) "the relationship between adjustment in different areas" (professional-educational; personal-social), and (2) as a process

over time. Of adjustment itself Lysgaard (16) said;

Adjustment here is not defined in any precise way; the concept is used as a convenient reference to the respondent's subjective reports on their feelings of satisfaction with different aspects of the stay.

Both within and between the two areas of adjustment Lysgaard notes certain generalizable effects. Professional adjustment is positively related to "ease of getting really personal contact" (16). With respect to adjustment over time, Lysgaard (16) noted three stages of the order,

Good initial adjustment, followed by an adjustment crisis, after which good adjustment is again achieved.

Lysgaard (16) also said;

During the introductory stage, social contacts are still somewhat accidental, superficial and segmental, concerned with specific and limited situations which do not involve the total personality. One is not yet deeply involved in any special friendship group.

Following this first stage there is a need to become integrated into groups in an effort to further either social or occupational pursuits. Any number of phenomena including professional or training requirements, cultural differences, and language may make this a difficult process. This is perhaps the crucial stage in terms of the objectives of the training program. Failure to integrate may adversely affect the learning situation. The third stage is of a more positive nature than the second, reflecting the expectations of returning home.

Deutsch and Won (5) considering adjustment as "personal reaction to the social-cultural environment" found that among participants of MSU/AID Communication Seminars*, the higher one's degree of satisfaction with social

*MSU/AID Communication Seminars are one week seminars on communication and change sponsored by AID and directed by the Department of Communication, Michigan State University, East Lansing, Michigan.

experiences the higher that person's evaluation of the training program. They also found that the greater one's English language facility the more highly the individual evaluated both the training program and their "social experiences."

The process of interaction or communication is central to all these various considerations of adjustment. While the U-curve appears to have general application to all foreigners residing, for a period of time, in another country, individual adjustment curves vary. This is to say there are variations in the degree of "structural imbalance" or the ability of the individual to modify values and attitudes and shift reference groups to a position more compatible with those of the host culture. Graphically then, as an individual is better able to adjust, the trough of his U-curve is less deep. Since adjustment has been described both here and in the research cited, as a resultant phenomenon of interaction or communication, the U-curve then could be said to reflect communicative abilities and behaviors.

If adjustment reflects the individual's ability to adapt to a new social system then it follows that the greater the diversity of elements in that individual's reality the easier it will be to adjust to the new social system. It has also been suggested that the greater the number and kind of past experiences, the greater will be that individual's understanding and acceptance of novel environments, objects, and phenomena, hence a greater awareness of the change process. It is argued that change is a salient factor in the lives of technical trainees. Given these conditions of change saliency and acceptance of novel environments and phenomena, as reflected by adjustment or integration, it is predicted that the individual will be more change oriented.

The communication relationship between the foreign trainee and his countrymen at home is an important consideration. If the trainee communicates very little with change system personnel and very frequently with his family, one would suspect that the trainee is encountering adjustment problems of one or another kind. On the other hand, communication with occupational associates, either superiors, peers, or subordinates, may well indicate a high degree of adjustment. This would be so, especially if it coincided with a relatively high frequency of communication with change-system personnel in his occupational field. It is suggested that a person of this type may be a very effective initiator, utilizer and transmitter of change.

Another potential communication relationship is that with fellow countrymen residing in the host country. While it is perhaps only natural for a foreign trainee to seek out some of his own countrymen, it may be that frequent communication with such persons is a sign of maladjustment to the host culture. Determination of the content of their interaction would provide evidence for a conclusion in this regard. Evidence of low adjustment or integration with host country people would further substantiate this hypothesis.

In addition to interpersonal communication behavior, attention to the mass media, including newspapers, magazines, radio, TV and movies must be considered. High exposure to host country mass media would suggest a relatively well adjusted or integrated individual. On the other hand, low change system mass media exposure and relatively high home country mass media exposure would suggest a lesser degree of adjustment and possibly withdrawal behaviors, i.e., attention mainly to those elements of

familiarity and past experience.

Communication and Change Orientation

When making reference to the concept of change orientation, the present concern is with some attitudinal or cognitive element which pre-disposes people, in varying degrees to seek, accept, initiate, or transmit change. It would appear that at present the concept of innovativeness has been utilized in this respect. However, innovativeness is defined operationally in terms of the time of adoptive behavior. Rogers (21) defines innovativeness as:

The degree to which an individual is relatively earlier in adopting new ideas than other members of his social system.

Past behavior is most certainly relevant to the concept of change orientation and to actual change plans and attempts at change. International Research Associates (12), in their evaluation of returned USOM-ICA participants in Brazil, found that the most important predictor of post-tour attempts to introduce change was pre-tour change activity. Those individuals who had instituted changes or attempted to make changes in their work prior to their overseas training were involved in more change activities after their overseas training than were those who attempted little or no change prior to the training program.

There are, however, times when accounts of previous behavior are unavailable or perhaps of somewhat doubtful validity, especially with regard to assessing the time element. For this reason a measure of one's receptivity toward change, based on responses other than those labelled as past adoptive behavior, is desirable. Waisanen (28) attempted to deal with such a factor at the conceptual level when he suggested consideration

of the concept "generalized interest". Of this he said:

The interest factor proposed here is a generalized interest related to change orientation and modernism - in short a receptivity to new practices in general.

In relating this concept to the stages of the adoption process, he suggested that this factor operates prior to "awareness", though it is by no means to be considered a stage of adoption through which the individual passes. It is in fact a somewhat more enduring or less transitory element of the process.

The process of change is recognized as being extremely complex. Consistent with the position that a greater diversity of past experiences permits an individual to more easily engage in a wider variety of communicative relationships, it would seem to follow that knowledge of a greater number of factors related to the process of change should promote a high degree of change orientation.

Of several objectives of MSU/AID Seminars, the following are pertinent to the development of such an awareness (1).

1. Increase in variability of reports with respect to the timing of planned influence attempts at home.
2. Increase the number of variables reported relating to social effects of planned change.
3. Increase in reports of human decisions in plans for change or decrease in reports of technological problems in plans for change.
4. Change from source to receiver orientation on the part of participants.
5. When questioned about formal organization structure, increase reports of informal as well as formal channels of communication.*

*These five objectives are listed as objectives 2, 3, 4, 5, and 6 respectively, in Technical Report I: Evaluation of AID Seminars on Communication.

The assumption made is that the greater the number of factors related to change of which the individual is aware, the more change oriented that person will be. Frank's (10) findings tend to support this view. In his study of MSU/AID Communication Seminar participants he found that persons who viewed physical factors such as money, equipment, resources, manpower, and time as "major obstacles" were less confident in their ability to effect change than those who didn't see these factors as "major obstacles". While such factors are not inconsequential there often is resistance to change when the physical components are sufficient. Nair (19) in her report of Indian development cited numerous examples of such instances. Joshi (15) found that resistance to changes in technology was primarily a function of cultural values rather than physical resources.

From the diffusion and adoption research certain relationships between communication behaviors and change behavior are noted. While admittedly change behavior, i.e., innovativeness, is not strictly change orientation as considered here, the latter is held to be closely related to the former; and therefore justifies the inference from the findings or innovativeness and communication behavior to change orientation. Rogers' (21) list of summary generalizations provides information on such relationships, especially generalizations 26 to 29. The more innovative a person is, the greater is that person's use of impersonal information sources, cosmopolite sources of information, and sources closer to the origin of the idea or practice. Such persons also tend to use more sources of information than relatively less innovative individuals. Deutschmann's (6) findings on channel orientation provide additional evidence in this regard. The more innovative persons tend to make greater use of the "impersonal" and

"external to community" channels while the less innovative individuals rely more heavily on the "internal community" and "egocentric" channels. Waisanen's (27) "boundary transcending events" imply variations in communicative behavior. Contact with other than the individual's immediate social system through either face-to-face or mediated communication parallels the Roger's generalization and Deutschmann's channel findings. From the many studies of change agent communication and adoption, of which Couch (4), Emery and Oeser (8), Rogers (21), and Wilkening (29) are examples, additional evidence is provided of the importance of communicative contact, as it relates to change, with people other than those in the adopter's immediate social system.

All of the AID participants can be considered to have "transcended" at least one boundary; they are in another country (another social system) during their training program. The present concern therefore is to observe what differential communicative behaviors exist among these people. Based on the previously mentioned research, it is hypothesized that the greater the exposure to change system mass media, the more change oriented that person would be. On the other hand, a relatively high exposure to home system mass media and low exposure to change system mass media would suggest a more home system orientation and a lesser degree of change orientation, assuming a relatively tradition home system.

Byrnes (3) implied a relationship between communication and change behavior. From post-tour data he found that United States technical assistants believed "daily personal interaction with nationals" to be the most important factor in influencing their view of their tour of duty, i.e., the extent to which they were successful and satisfied. Selltitz, Hopson, and Cook (23) in a study of foreign student communication with U.S. people,

found that students under conditions of high contact and possessing a high potential for interaction exhibited more frequent and more intimate or personal communication behavior. Measures of interaction included (1) proportion of free time spent with Americans, (2) variety of roles in which Americans had been seen, (3) whether they felt they had a close American friend, (4) frequency of activities with Americans (e.g., meals, movies, discussion, etc.), (5) variety of such activities, and (6) intimacy (impersonal versus personal discussion).

Individuals who become communicatively integrated or adjusted into the change system(s) are more likely to engage in quantitatively more communication and have more diverse communicative contacts than persons who are less well integrated or adjusted. On this basis it is hypothesized that the greater the degree of "change system" integration the more change oriented that person will be. Conversely the less such integration or the greater the home system family communication, the less change oriented that person would be. However, under conditions of relatively high home system occupational communication and a high degree of highly integrated communicative contact with the change system people the more change oriented we would expect the person to be. Consistent with Byrnes (3) findings on satisfaction, we would expect high program satisfaction to be positively related to change orientation.

Hypotheses

From the foregoing theoretic position and research evidence, the following hypotheses are derived.

1. Degree of change orientation varies directly with degree of change system integration when length of contact period is controlled.

2. Degree of change orientation varies directly with degree of home system-occupational communication.
3. Degree of change orientation varies inversely with degree of home system-family communication.
4. Degree of change orientation varies inversely with degree of expatriate communication.
5. Degree of change orientation varies directly with degree of exposure to change system mass media when English language proficiency is controlled.
6. Degree of change orientation varies inversely with degree of exposure to home system mass media when exposure to change system mass media is low.
7. Degree of change orientation varies directly with degree of exposure to home system mass media when exposure to change system mass media is high.
8. Degree of change orientation varies directly with degree of English language proficiency.
9. Degree of change orientation varies directly with training program satisfaction.
10. Degree of change orientation varies directly with amount of education.

CHAPTER III

METHODOLOGY

The Sample

Respondents in the present investigation were drawn from foreign trainees in occupational training programs sponsored by the Agency for International Development who were in attendance at the MSU/AID communication seminars. The seminars, each of one week duration, are directed by the Department of Communication, Michigan State University, and were held at Cacapon Lodge, West Virginia. Participant trainees attend these seminars immediately prior to their return home. Of the total number of participants in AID training programs, approximately twenty percent attend these seminars. There are about twenty-six such seminars each year. Respondents in the present study were those in attendance at Seminars No. 193 to 196 inclusive, beginning with the week of February 21-27, 1965 and concluding with the seminar of the week of April 4-10, 1965. Participants of Seminar No. 192, February 7-13, 1965, served as a pre-test group.

The Questionnaire

The measuring instrument consists of forty-three self administered items. These are selected items from a more extensive questionnaire designed to provide evaluative information on the communication seminars themselves. Appendix B constitutes the entire questionnaire. The following items are utilized in this investigation: Items 1, 2, 5, 9, 16, 17, 18, 21, 27, 29, 31, 35, 36, and 46 to 75 inclusive.

The above mentioned items provide measures of the following variable characteristics, (1) change orientation, (2) change system integration, (3) home system-family communication, (4) home system-occupational communication, (5) expatriate communication, (6) change system mass media exposure, (7) home system mass media exposure, (8) training program satisfaction, and (9) self-reported English language facility. In addition demographic data concerning country of origin, occupation, length of time in the U.S. and educational level, were obtained.

Pre-Test of the Questionnaire

The first draft questionnaire was administered to approximately sixty-five AID participants at Communication Seminar No. 192 held from February 7-13, 1965 at Cacapon Lodge, West Virginia. On the basis of the responses obtained and through discussion of the questionnaire with selected participants certain items were revised, some were discarded, some were rephrased, and some structured into multi-alternative response items.

Data Collection

Data for this investigation were collected at the previously mentioned seminars at the times indicated. The entire questionnaire was administered on the Monday of each week, the first full day of the seminar. A portion of the questionnaire was re-administered at the end of the week for purposes of seminar evaluation. A seminar staff member read a standard introductory explanation of the study (see Appendix C) and each questionnaire began with a page of instructions (see Appendix D) for the respondent.

Operationalization of Variables

Criterion Variable

The major criterion variable of the present investigation is change orientation. Consistent with the conceptual approach which suggests that change orientation will be a function of an awareness of a diversity of elements related to, or inherent in, the process of change, thirteen items dealing with such aspects of change as timing effects, source-receiver orientation, social effect variables, human versus technological problems and communication channels are utilized to provide a measure of this variable. The thirteen items utilized are Items No. 1, 2, 5, 9, 16, 17, 18, 21, 27, 29, 31, 35 and 36 of Appendix A and the summated score of these items provides the index of change orientation. These are all five-alternative response items, coded 0 through 4. Summated scores for all items may range from 0 to 52. The higher the individual's score, the more change-oriented that person is.

Independent Variables.

1. Change system integration. Communication contact with U.S. people is virtually unavoidable and for purposes of differentiation among foreign trainees, it is more meaningful to consider individual variations in change system integration such as being guests in American homes, attending social gatherings in the U.S., etc. Five items, Nos. 46 to 50 inclusive, constitute the measures of this variable. An individual's rating is obtained by summing across these five items. Summated scores may range from 0 to 17. The higher the score the more integrated is the individual.

2. Home system - family communication. Communicative contact of this type is indexed by two items, Nos. 51 and 51a. Item 51 provides information regarding the frequency of contact with such persons. Item 51a attempts to ascertain the most frequent content of such communication behavior. In this regard we are attempting to differentiate between positively and negatively change oriented communication. Summated scores ranging from 0 to 5 provide the measure of this variable. The higher one's score the more frequent and less change oriented is such communication.

3. Home system - occupational communication. Communication contact of this type is also a two-item index. Items 52 and 52a constitute this measure. Again both frequency of contact and content are ascertained. Summated scores are used to provide individual ratings and they may range from 0 to 5. The higher one's score the more frequent and more change oriented is such communication.

4. Expatriate Communication. The term "expatriate" is used in this sense to denote any fellow countryman who is in the U.S. at the same time as the participant. It is not restricted to only those countrymen who are permanent residents of the U.S. This too, is a two-item index designed to measure the frequency of contact and nature of content of communication with people from the respondents own country who are also in the U.S. A summated score for the two items, Nos. 53 and 53a provide a measure of this characteristic for each individual. Scores may range from 0 to 5. The higher the score the more frequent and less change oriented the communication.

5. Change system mass media exposure. A measure of this variable includes exposure to U.S. newspapers, radio, television, books, magazines,

and movies and plays. Six items, Nos. 54 to 59, tap this dimension. Each item is a five-alternative response question. An individual's rating on this variable is determined by summing the response categories for all six items. Scores may range from 0 to 24. The higher the score the greater the exposure to such media.

6. Home system mass media exposure. Two questions, each a five-alternative response item, constitute a measure of exposure to newspapers and magazines from the respondents country of origin. The first item, No. 60, ascertains frequency of exposure while the second item, No. 61, indicates amount of exposure (hours per week). Response categories are summed to give the individual's score. Scores may range from 0 to 8. The higher the score the greater the exposure to such media.

7. Training Program Satisfaction. A measure of the extent to which foreign trainees are satisfied with their particular program is derived from a series of five items. Elements of satisfaction include usefulness of information gained, amount of information learned, favorableness with which the individual would recommend the program to other countrymen at home, perceived considerateness of U.S. people and how closely the program coincided with his or her expectations. Items 62 to 66 of the questionnaire constitute this measure. Summated scores represent individual ratings and they may range from 0 to 20. The higher the score the more satisfied the person is with the training program.

8. Self-reported English language proficiency. Because of the time restrictions in terms of questionnaire administration, a detailed test of English language proficiency was impossible, therefore an eight item measure of self-perceived proficiency with the English language was con-

structured. Items 67 to 74 concerned such aspects of English language use as "talking about my job", understanding quickly spoken English, understanding magazines and newspapers, writing in English etc. A score for this variable was obtained by summing the response categories across the eight items. Scores may range from 0 to 32. The higher the score the greater the individual perceives his proficiency with the English language to be.

9. Length of stay in the U.S. Used as a control variable this variable is indexed as the number of months the foreign trainee has been in the U.S.

10. Occupation. Occupations are categorized in five groups as follows: (1) Government Service; (2) Agriculture; (3) Professional (includes doctors, lawyers, engineers, teachers, etc.); (4) Police and Military; (5) Others (includes supervisors, technicians, clerical workers, accountants, air traffic control personnel, students, etc.)

11. Education. This variable is operationally defined as the number of years of school completed (see Item No. 75, Appendix B).

Statistical Analysis

All data relevant to the hypotheses are assumed to have "interval" qualities and are thus amenable to produce moment correlational analysis.

Data for hypotheses 1 and 5 were analyzed using first order partial correlations to control for time in the U.S. and English language facility respectively.

Data for hypotheses 2, 3, 4, 8, 9, and 10 were analyzed using zero order product moment correlations.

Analysis of hypotheses 5 and 6 were accomplished by first obtaining a median split on the variable "change system mass media exposure" and then determining the product moment correlation of these two subsamples with the criterion variable change orientation.

CHAPTER IV

FINDINGS

Description of the Sample

A total of one hundred and fifty-one respondents completed the questionnaire while attending the MSU/AID Communication Seminars. Their geographic distribution is shown in Table 1.

Table 1. Distribution of AID Participants by Geographic Area

Area	N	Percent
South and Central America	10	7
Africa (excluding the middle East)	28	18
South East Asia	104	69
Middle East	<u>9</u>	<u>6</u>
Total	151	100

Table 2 shows representation by both country and geographic area.

Participant occupations have been grouped into five categories. They are (1) government service, (2) agriculture, (3) professional, (4) police and military, and (5) other. Professional occupations include medical doctors, lawyers, engineers and teachers. The category "other" includes supervisors, technicians, clerical workers, accountants, air traffic control personnel, students, etc. Representation in these categories

Table 2. Distribution of AID Participants by Country and Geographic Area

<u>South and Central America</u>	<u>N</u>	<u>Middle East</u>	<u>N</u>
Dominican Republic	2	Jordan	2
Jamaica	1	Turkey	<u>7</u>
West Indies	1	Total	9
Argentina	2		
Bolivia	1	<u>South East Asia</u>	<u>N</u>
Brazil	2	Afghanistan	3
British Guiana	<u>1</u>	China	2
Total	10	India	43
		Indonesia	29
<u>Africa</u>	<u>N</u>	Korea	6
Kenya	12	Nepal	1
Liberia	3	Pakistan	3
Somali	1	Philippines	2
Sudan	3	Thailand	7
Uganda	2	Vietnam	<u>8</u>
Nigeria	5	Total	104
Morocco	<u>2</u>		
Total	28		

is as follows:

Table 3. Distribution of AID Participants by Occupation

Occupational Category	N	Percent
Government service	30	20
Agriculture	23	15
Professional	11	8
Police and Military	6	3
Others	<u>81</u>	<u>54</u>
Total	151	100

Length of training period in the U.S., expressed in number of months, is shown in Table 4. One half of the sample spent six months or less in the U.S. The modal time unit for all participants is four to six months.

These three demographic factors are further dealt with in Appendix A. Frequency counts for a cross tabulation of general geographic area by occupation are given as well as "mean time in U.S." by geographic area and occupation.

Educational level, expressed as number of years of school completed, is shown in Table 5. Of the total sample, five percent of the respondents completed eight years or less, eleven percent completed from nine to twelve years and eighty-four percent completed more than twelve years of school.

Table 4. Distribution of AID Participants by Time in the U.S.

Time in U.S. (months)	Frequency
0 - 3	7
4 - 6	81
7 - 9	32
10 - 12	6
13 - 15	4
16 - 18	10
19 - 21	4
22 - 24	0
25 - 27	2
28 - 30	0
31 - 33	1
34 - 36	1
37 - 39	0
40 - 42	1
43 or more	2

Table 5. Distribution of AID Participants by Level of Education

<u>Number of Years of School Completed</u>	<u>Frequency</u>
1	3
2	0
3	1
4	0
5	1
6	1
7	1
8	1
9	0
10	0
11	6
12	11
13	3
14	12
15	18
16	32
17 or more	61

Table 6. Distribution of AID Participants by Self-reported English

<u>English Language Score</u>	<u>Frequency</u>
7	1
9	2
10	2
12	2
14	2
15	1
16	5
17	5
18	4
19	5
20	4
21	7
22	6
23	8
24	12
25	11
26	10
27	7
28	4
29	8
30	14
31	18
32	13

A measure of self-reported English language facility was also obtained. On an eight item scale (see Appendix B, items 67 to 74 inclusive), scores ranged from 7 to 32. Possible values range from zero to 32. The mean self-reported English language facility level was 24.75 with a standard deviation of 5.89. Table 6 shows the distribution of English language facility scores.

Test of Hypotheses

In the present investigation, none of the hypotheses were confirmed. Of the ten hypotheses, six failed to reach statistical significance; a correlation of .147 is required for significance at the 5 per cent level. The remaining four hypotheses were statistically significant in the direction opposite to that which was predicted.

Hypothesis 1: Degree of change orientation varies directly with degree of change system integration when length of contact period is controlled. The partial correlation is $-.220$. The hypothesis is not confirmed.

Hypothesis 2: Degree of change orientation varies directly with degree of home system-occupational communication. The product moment correlation is $-.185$. The hypothesis is not confirmed.

Hypothesis 3: Degree of change orientation varies inversely with degree of home system-family communication. The product moment correlation is $+.060$, which is not significant. The hypothesis is not confirmed.

Hypothesis 4: Degree of change orientation varies inversely with degree of expatriate communication. The product moment correlation is $+.158$, thus the hypothesis is not confirmed.

Hypothesis 5: Degree of change orientation varies directly with exposure to change system mass media when English language proficiency is controlled. The partial correlation is $-.083$ which is not significant. The hypothesis is not confirmed.

Hypothesis 6: Degree of change orientation varies inversely with degree of exposure to home system mass media when exposure to change system mass media is low. The product moment correlation is $-.121$ which is not significant. The hypothesis is not confirmed.

Hypothesis 7: Degree of change orientation varies directly with degree of exposure to home system mass media when exposure to change system mass media is high. The product moment correlation is $-.092$ which is not significant. The hypothesis is not confirmed.

Hypothesis 8: Degree of change orientation varies directly with degree of English language proficiency. The product moment correlation is $+.069$ which is not significant. The hypothesis is not confirmed.

Hypothesis 9: Degree of change orientation varies directly with training program satisfaction. The product moment correlation is $-.162$. The hypothesis is not confirmed.

Hypothesis 10: Degree of change orientation varies directly with amount of education. The product moment correlation is $-.001$ which is not significant. The hypothesis is not confirmed.

CHAPTER V

SUMMARY AND DISCUSSION

Summary

The ability of technically trained personnel to accept and initiate change is an important aspect of social and economic development. Specifically, it is important that foreign technical trainees who have participated in occupational training programs in the United States be able to induce change on the job in their respective countries.

The objectives of the present study are to determine the nature of the relationships between change orientation and selected communication and role-behavior, to express variations in change orientation as a function of these selected variables and to provide yet another approach to ascertaining change proneness.

Change orientation is held to be a function of one's awareness of the process of change, the components of this process, and their interrelationships. The more able the individual is able to adjust to novel communication and role situations, the more aware that person will be of the nature of change. Change orientation, the dependent variable, was indexed by thirteen items reflecting knowledge or awareness of the change process.

The present study examined relationships between change orientation and integration (+), home system-occupational communication (+), home system-family communication (-), expatriate communication (-), exposure to change system mass media (+), exposure to home system mass media with low exposure to change system mass media (-), exposure to home system

mass media with high exposure to change system mass media (+), English language proficiency (+), training program satisfaction (+), education (+).

None of the hypotheses were confirmed. Four were statistically significant in the direction opposite to that which was predicted. The remaining six were not statistically significant.

Conclusions and Additional Analyses

The lack of support for the hypotheses of the present study may derive from certain characteristics of the criterion variable, and in particular the method by which it was operationalized. It was the aim of the present study to determine the extent to which knowledge or awareness of selected elements of the process of change were indicative of a dispositional stance which would facilitate the attempts of the respondents to introduce change. It was suggested that if such a relationship existed, then knowledge of the change process ought to relate to selected independent variables in the same manner as the concepts of innovativeness and favorability towards change. This would then provide yet another dimension of the concept of change orientation, receptivity to change or propensity for change.

Clearly, the results do not establish any such relationships. In fact, they argue rather forcefully against such a position. It must be pointed out, however, that the present investigation deals with a unique population; change agents whose very presence in the training program makes the introduction of change in their countries continuously salient. Since research to date utilizing innovativeness and favorability towards change has most frequently been concerned with audiences other than change

agents, these findings require further review.

Observation of the item-to-total score correlations for the thirteen items composing the criterion variable suggests the existence of more than one dimension.

Table 7. Item-to-Total Score Correlations for the Change Orientation Scale

Item Number	Item-to-Total Score Correlation
1	.538
2	.596
5	.418
9	.477
16	.542
17	.464
18	.227
21	.609
27	.066
29	.335
31	.642
35	.338
36	.353

To further investigate the nature of the criterion variable, the items were factor analyzed, using the principle axis solution and two rotational techniques, the varimax rotation and the quartimax rotation (see Table 8 and Table 9 respectively). Common to Factor 1 in both

rotations are high loadings on items which deal with the variable time, and its relation to the introduction of change.

2. Since technical change is necessary to the well-being of the people in my culture, I must initiate changes I think are desirable immediately regardless of whether the people are ready for the change.
21. Changes in the way things are being done should be introduced as rapidly as they are financially feasible.
31. If an idea for changing something is good, it should be done immediately.

In addition to these three time-oriented items, the following items load highly in Factor 1, items 1 and 17 in the varimax rotation and item 16 in the quartimax rotation.

1. Implementing change in my country will only be a matter of explaining my plans to the proper authorities. Then, with their support, my plan will be put into action.
16. The formal, established methods of sending messages in an organization are the only means for achieving communication purposes that people will ever use in my country.
17. If a way of doing things works well in the United States, it will also work well in your country.

The appearance of these six items in the first factor, that factor which accounts for the greatest portion of the variability would seem to suggest that these thirteen items are primarily measuring a dimension that might be labelled, "Introduce my new plans as soon as possible through the formal channels and success will be achieved." To some extent such an approach might be typified as authoritarian, certainly change agent-oriented or source-oriented, rather than audience-oriented. It also might well be labelled the affective dimension. There appears to be a strong desire on

the part of these persons for introducing change in their countries.

Table 8. Varimax Rotation - Factor Loadings for Change Orientation Items

Item No.	1	Factor 2	3	h^2
1	.5993	-.1156	-.0383	.3740
2	.6657	.0617	-.1551	.4711
5	.1759	.0254	.7204	.5922
9	.4434	.2748	-.1669	.3000
16	.6736	.2113	-.0369	.4997
17	.6364	-.0345	.2183	.4539
18	-.0740	-.7503	-.0061	.5685
21	.5906	-.2423	-.2888	.4910
27	.0990	.0767	.4852	.2511
29	.0872	-.1448	-.6377	.4352
31	.6170	.3108	-.1889	.5130
35	.1600	-.7211	.0114	.5457
36	.289	.0813	-.3870	.1730
Proportion of Variance Explained by the Factor	.2064	.1117	.1179	

Table 9. Quartimax Rotation - Factor Loadings for Change Orientation Items

Item No.	1	Factor 2	h^2
1	.5549	-.2001	.3480
2	.6729	-.0133	.4529
5	.4672	.3409	.3345
9	.4867	.2300	.2898
16	.6394	.1000	.4188
17	.4876	-.1904	.2740
18	.1048	-.7040	.5066
21	.6433	-.2595	.4812
27	.1053	-.0597	.0147
29	.3338	.0006	.1114
31	.6226	-.3534	.5125
35	.1025	-.7188	.5272
36	.2808	.1497	.1012
Proportions of Variance Explained by the Factor	.2221	.1143	

In retrospect this may be what one ought to expect of technical trainees at such a point in their programs. At the time of eliciting responses from these people they had had no formal exposure to the problems of introducing new ideas and the consequences of this kind of behavior to both the intended audience and themselves.

Discussion of the Hypotheses

- H_1 Degree of change orientation varies directly with degree of change system integration when length of contact period is controlled.

This hypothesis was statistically significant in the direction opposite to that which was predicted ($r = -.220$). In light of the factor analytic evidence, this finding indicates that the technical trainee who is prepared to initiate change as rapidly as possible is not well integrated in the change system or host culture. Two additional observations tend to support this conclusion. Hypothesis 4 indicates that trainees engage in considerable communication with their own countrymen who are also in the host country. A personal observation would suggest that many of these technical trainees spend their training period in the company of fellow countrymen. This would tend to obviate, to some extent, the need for a trainee to become well integrated in the change system.

A secondary analysis of the data would tend to further support such a finding. Two more indices of change orientation were constructed from the factor analyses. The first consisted of the six affectively oriented items (Nos. 1, 2, 16, 17, 21, 31) which seem to indicate favorability towards rapid introduction of change. The second index was a two item scale, consisting of the two items loading highest on Factor 2 (Nos. 18, 35).

18. Technical change in your field will be accompanied by some undesirable effects on the people in your country.
35. The people in my culture may not understand the advantages of the technical changes that I suggest because their experiences are quite different from mine.

These two items are of a much different nature than the six items composing the other secondary index. Items 18 and 35 clearly deal with the trainees' perception of the consequences of changes he might introduce, a position more closely approximating the elements of the theoretic position stated earlier in the present study. In this sense they constitute a cognitive dimension, in contrast to the affective qualities of the six-item scale. Disregarding length of stay in the change system, the correlations between integration and the three indices of change orientation are shown in Table 10.

Table 10. Correlations between Integration and Change Orientation

<u>Index of Change Orientation</u>	<u>Zero-order Correlation with Integration</u>
Original scale	-.230
Affective scale	-.245
Cognitive scale	-.080

The marked difference between the correlations of the six-item and two item suggests that a strong tendency to want to initiate change rapidly plus a relatively high degree of communication with expatriates, precludes, to some extent, the need to become highly integrated into the change system or host culture.

H₂ Degree of change orientation varies directly with home system-occupational communication.

This hypothesis, like the preceding one, was statistically significant but opposite to the predicted direction ($r = -.185$). Again the rapid changer typology would be consistent with such a finding. This kind of trainee would see little utility in expending his effort in communicative contact with occupational associates. He tends to rely very heavily on the formal or authority-ordered communication networks and sees his task as one of primarily making his co-workers aware of the changes to be made, at which point such changes will occur. The introduction and accomplishment of change are seen as a very straightforward and readily obtained phenomena. Again, we note a striking difference between the correlations associated with the three indices of change orientation.

Table 11. Correlations between Occupational Communication and Change Orientation

Index of Change Orientation	Zero-Order Correlation with Occupational Communication
Original scale	-.185
Affective scale	-.221
Cognitive scale	-.048

The pattern of these findings corresponds to the pattern of findings for Hypothesis 1, and add further credence to the "rapid changer" typology. With respect to Hypothesis 2, the maintenance of communicative contact with occupational associates is not seen by trainees as an important ingredient of their overall communicative behaviors.

- H₃ Degree of change orientation varies inversely with degree of home system-family communication.

This hypothesis was not statistically significant ($r = -.060$). It is conceivable that the need to communicate with family and friends as a function of not being highly integrated into the host culture is partially offset by the relatively high degree of expatriate communication.

- H₄ Degree of change orientation varies inversely with degree of expatriate communication.

This hypothesis was statistically significant, but not in the predicted direction ($r = +.158$). This finding clearly suggests that technical trainees are engaging in fairly frequent communication with fellow countrymen who are also in the change system. As pointed out earlier this may largely be a result of the fact that many such persons spend their training period in the change system in the company of fellow countrymen. On the basis of discussions with some trainees it was noted that various sized groups of trainees from the same country and employed in the same occupation travelled, studied and worked together while in the host country. Although hypothetical at this point, the approach of these trainees to the introduction of change may be fostered and abetted by this tendency for grouping by nationality and occupation.

- H₅ Degree of change orientation varies directly with degree of exposure to change system mass media when English language proficiency is controlled.

Hypothesis 5 was not statistically significant ($r = -.083$).

This finding may be attributable to at least two explanations. In the first instance it is doubtful that the mass media provide them with information which is directly related to their technical training program. Whereas the typical diffusion-adoption study finds a positive relationship between innovativeness and mass media exposure, in such cases the information about the change(s) that can be made is often contained in the mass media. A second argument is suggested by the negative correlation between change orientation and integration. To the extent these rapid changers are not highly integrated into the change system or host culture, presumably their felt need to consume information about that system would not be high.

H_6 Degree of change orientation varies inversely with degree of exposure to home system mass media when exposure to change system mass media is low.

H_7 Degree of change orientation varies directly with degree of exposure to home system mass media when exposure to change system mass media is high.

Neither Hypothesis 6 or Hypothesis 7 was statistically significant ($H_6: r = -.121$; $H_7: r = -.092$). Exposure to mass media from the trainees' home countries is low. A two item scale, using summated scores (range, 0 to 8) yielded a mean of 1.179 and a standard deviation of 1.637. Such a finding is undoubtedly a function of the availability of such media. However, when the sample is broken out using a median split on change system mass media, exposure to home system mass media is significantly different for the two groups ($t = 2.33$; d.f. = 149; $p .05$, 2 tailed,

Walker and Lev (30)).

Table 12. Change Orientation and Home System Mass Media Comparisons for High and Low Change System-Mass Media Categories

Exposure to Change System Mass Media	Change Orientation	Exposure to Home System Mass Media
High	$\bar{X} = 25.974$	$\bar{X} = 1.487$
Low	$\bar{X} = 25.800$	$\bar{X} = .867$

This finding indicates that those who have lower exposure to change system mass media also tend to have lower exposure to the mass media from their own countries.

Disregarding the variable, exposure to change system mass media, the correlation between home system mass media and change orientation, using the thirteen item index, is - .099. Using the six item (Factor 1) index the correlation between these same two variables is - .135. The difference in these two correlations is quite similar to the difference obtained by breaking the sample into high and low levels on the variable, exposure to change system mass media. It would appear then, that the rapid changer type trainee has lower exposure to both home system and change system mass media. Such characteristics may stem from a perception that relevant change information is not to be found in the mass media either from home or in the host country.

^H₈ Degree of change orientation varies directly with degree of English language proficiency.

Hypothesis 8 was not statistically significant ($r = +.069$). An explanation for the failure to confirm Hypothesis 8 may be the fact that the trainees in the present study perceive themselves to be quite proficient in English.

The mean perceived proficiency level is 24.748 and the standard deviation is 5.890. An eight item scale was utilized, each item having five response categories (0 to 4). It might be argued that there is some threshold point with respect to English proficiency, above which individuals vary little insofar as awareness of change, integration, exposure to mass media and the like. The fact that the distribution of responses was restricted (see Table 6) has undoubtedly contributed to some extent to the low correlation as well.

H₉ Degree of change orientation varies directly with training program satisfaction.

Hypothesis 9 was statistically significant ($r = -.162$), but in the opposite direction to that predicted. Satisfaction with the training program appears to be quite high. For the five item index with the possible range of scores being 0 to 20, the mean level of satisfaction was 16.437 and the standard deviation was 2.741. The negative relationship between change orientation and satisfaction would appear in retrospect to be related to the very nature of the training program. The trainee who is interested in making changes as soon as possible upon his return home is acquiring technical information almost exclusively. The lack of information about, or concern for, the problems of initiating change and its consequences leaves the trainee in a balanced state of mind. To be aware

of such problems would be inconsistent with his belief that change is good and he can accomplish change. Therefore, for the rapid changer type the straight technical information program is satisfying. For those who are aware and concerned about how to effect change and what are liable to be the consequences, satisfaction with the program would not be as great.

H_{10} Degree of change orientation varies directly with amount of education.

Hypothesis 10 was not statistically significant ($r = -.001$). The evidence of virtually no relationship may be a function of either or both of two possible explanations. Not only is there little variation among respondents with respect to education level, but the level is very high. Eighty-four percent of sample have completed more than twelve years of school. The notion of a threshold level may account for this finding of zero relationship. This is to say that above some level, education does not differentiate with respect to the criterion variable. In addition, the fact that there is so little variation on the variable education the strength of the correlation would tend to be suppressed.

These several findings seem to suggest the existence of a change agent about to return to his own country whose concern, once home, will be to effect changes as rapidly as possible. He perceives little difficulty and any which he does encounter can be readily dissipated with further technical explanations. During his sojourn in the host country he interacts with, and gains support from fellow countrymen thus obviating the need for extensive integration in the host system.

Communication with occupational associates at home is not seen as particularly necessary since he perceives them to be ready to support his plans for change. Since the training program presumably provides considerable new technical information the trainee is well satisfied with the program.

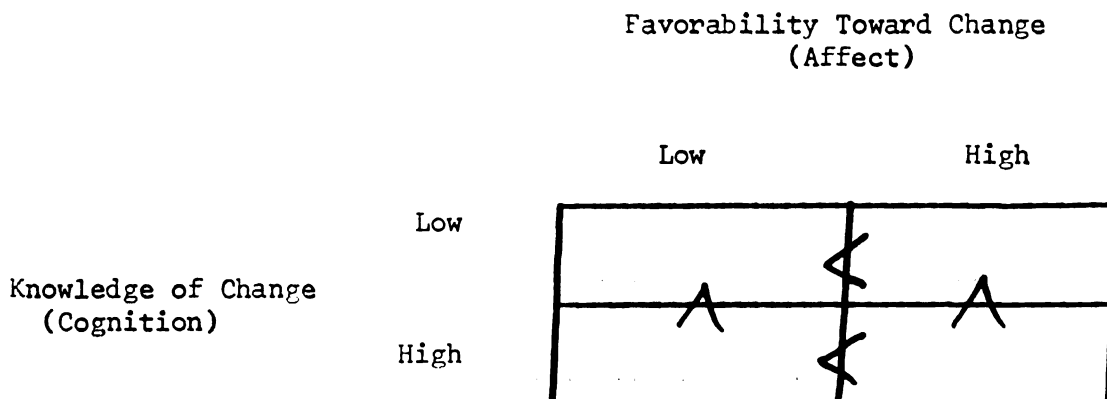
While the evidence might be said to be contrary, the assumption is tenable that change orientation is, at least in part, a greater awareness of the components of the change process and their interrelationships. The concept, change orientation, might be formulated as a cognitive structure with two dimensions, one being favorability towards change or an affective component, and the other an awareness or knowledge dimension dealing with how to introduce changes, the cognitive component. The results of the present study suggest a very strong affective component on the part of technical trainees. Their desire to make changes as rapidly as possible with the expectation of a minimum number of obstacles is borne out in the factor analyses (Tables 8 and 9). The cognitive component or awareness seems to be restricted to the perception of the process of change as not at all complex. The index of change orientation used in the present study, though, intended to indicate awareness of the change process reflects more strongly the affective dimension. This could be considered as evidence for the interdependency of the two components, with the affective component being very much dominant in this case. Such a condition is cognitively consistent. The evaluative dimension is rated very favorable and the belief dimension indicates the perceived ability to effect change. The question of what effects could be expected from an alteration of either component as the result of additional information

would appear to be worthy of investigation.

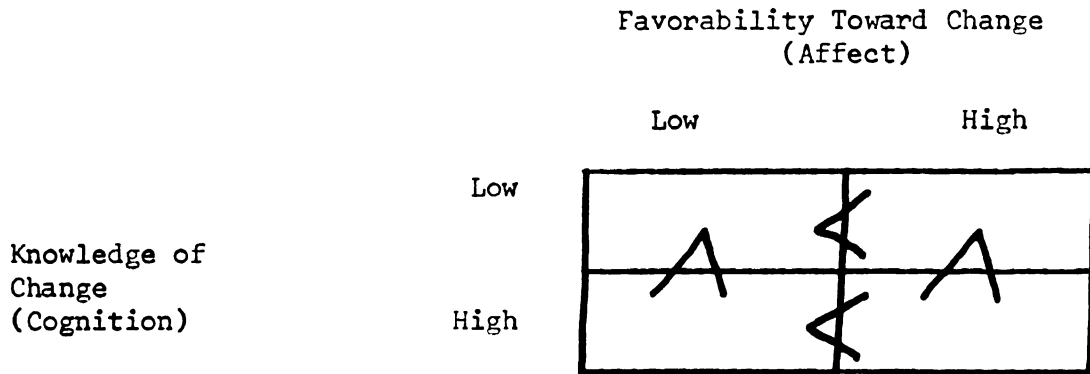
Future Research

The findings of the present investigation are suggestive of further research. It would be of conceptual utility to discern relationships between the affective-cognitive components and innovativeness and perceived future success as a change agent. The affective dimension might constitute desire for, or favorability toward, change. In view of the apparent predominance of a highly favorable disposition for change, it would be advisable to obtain a measure of intensity of favorability as a possible discriminator. The cognitive dimension might be tapped with items dealing with the participants' knowledge of the process of change; What is being changed? How is it being changed (substitution, addition, elimination, re-organization)? Who is affected? How are they affected? Innovativeness would be indexed on the basis of their past change behavior, taking into account the perceived opportunity to effect change. Perceived ability to effect change, or as Frank (10) termed it, change agent efficacy, might be measured using Frank's (10) seven item, Likert-type scale.

Schematically the hypothesized relationships are as follows when the criterion variable is innovativeness.



Using as the criterion variable Change Agent Efficacy, the following relationships would be hypothesized.



Another research possibility lies in the development of change agent typologies, using perhaps, the Q-sort technique. Variables of prime concern would include, favorability toward change, knowledge of change, innovativeness, change agent efficacy, occupational position or status, nationality (probably geographic region rather than specific country), and communication behaviors.

While attempts have been made to ascertain the effects of the one-week MSU/AID Communication Seminars, consideration of the entire sojourn is important. To what extent and in what ways does being in an occupational training program affect one's desire for change, knowledge of change, perceived ability to initiate change at some future time, etc.? This is perhaps a genetic study in that the origins of these characteristics are under question. It is a relational study in that interest ought also to be centered on the other relevant and related processes (e.g.,

adjustment). Such a study ought also to deal with structural questions; how is the initiation of change structurally (hierarchically) organized with respect to the characteristic aspects of one's vocation or profession as he enacts it?

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APPENDIX A

SOCIO-CULTURAL, DEMOGRAPHIC DESCRIPTION OF THE SAMPLE

-

Table 13. Socio-cultural, Demographic Description of the Sample

Area	Occupation	N	Mean time in the	
			U.S. (months)	SD
<hr/>				
South and Central America	Government Service	1	11.00	0.00
	Agriculture	3	6.00	0.00
	Police and Military	1	4.00	0.00
	Professional	1	12.00	0.00
	Others	4	12.50	5.85
Africa (excluding the Middle East	Government Service	0	0	0.00
	Agriculture	14	10.29	8.30
	Police and Military	2	12.00	6.00
	Professional	2	19.00	7.00
	Others	10	19.90	19.45
South-east Asia	Government Service	27	7.78	4.11
	Agriculture	3	8.67	0.47
	Police and Military	2	6.00	0.00
	Professional	6	16.17	13.02
	Others	60	6.80	3.30
Middle East	Government Service	2	9.00	0.00
	Agriculture	3	10.33	5.44
	Police and Military	1	5.00	0.00
	Professional	1	18.00	0.00
	Others	8	8.25	3.90

APPENDIX B

THE QUESTIONNAIRE

 DO NOT WRITE IN THIS SPACE
 *
 *Project 528 (1-3) *
 *Phase 03 (4-5) *
 *Subject Number (6-8) *

PRELIMINARY QUESTIONNAIRE -- AID SEMINARS ON COMMUNICATION

Michigan State University (Stellwagen)

Name _____

Date _____

Interviewer _____

Country _____ (9-10) _____

Occupation _____ (11-12) _____

Number of months in U.S. _____ (13-14) _____

1. Implementing change in my country will only be a matter of explaining my plans to the proper authorities. Then, with their support, my plan will be put into action.

_____ strongly agree
 _____ agree
 _____ neutral
 _____ disagree
 _____ strongly disagree

_____ (15)

2. Since technical change is necessary to the well-being of the people in my culture, I must initiate changes I think are desirable immediately regardless of whether the people are ready for the change.

_____ strongly agree
 _____ agree
 _____ neutral
 _____ disagree
 _____ strongly disagree

_____ (16)

3. I feel that my chances of being successful in introducing new ideas when I return home are extremely good.

_____strongly agree
_____agree
_____neutral
_____disagree
_____strongly disagree

_____(17)

4. The problems I encountered in the United States are similar to the problems encountered by other foreign students in the United States.

_____strongly agree
_____agree
_____neutral
_____disagree
_____strongly disagree

_____(18)

5. While you have been in the United States you have been acting primarily as a student. Immediately upon return home you will become a teacher or source of information rather than a receiver of information.

_____strongly agree
_____agree
_____neutral
_____disagree
_____strongly disagree

_____(19)

6. The study of technology is more important than the study of social effects resulting from technological change.

_____strongly agree
_____agree
_____neutral
_____disagree
_____strongly disagree

_____(20)

7. The problems I will have in introducing change when I return home are not like the problems that other foreign students have on returning to their own countries.

☐ strongly agree
☐ agree
☐ neutral
☐ disagree
☐ strongly disagree

_____(21)

8. The treatment you have received so far at this lodge is equal to or worse than the treatment you have generally received during your stay in the United States.

☐ strongly agree
☐ agree
☐ neutral
☐ disagree
☐ strongly disagree

_____(22)

9. When we are attempting to introduce technical change, we should look upon ourselves as senders of messages, not as receivers of messages.

☐ strongly agree
☐ agree
☐ neutral
☐ disagree
☐ strongly disagree

_____(23)

10. Other foreign students in the United States have very much the same impression of the United States as I have.

☐ strongly agree
☐ agree
☐ neutral
☐ disagree
☐ strongly disagree

_____(24)

11. Frankly, one of the reasons the United States, through AID, is bringing foreign students to the United States is to keep ahead in the cold war.

☐ strongly agree
☐ agree
☐ neutral
☐ disagree
☐ strongly disagree

_____(25)

12. Most countries have a discrimination problem of some kind similar to that found in the United States.

☐ strongly agree
☐ agree
☐ neutral
☐ disagree
☐ strongly disagree

_____(26)

13. I enjoy meeting and talking with people from all other countries, regardless of what country it might be.

☐ strongly agree
☐ agree
☐ neutral
☐ disagree
☐ strongly disagree

_____(27)

14. I am extremely satisfied with my AID program in the United States.

☐ strongly agree
☐ agree
☐ neutral
☐ disagree
☐ strongly disagree

_____(28)

15. Other foreign students have not had the same kinds of problems I have had in the United States.

☐ strongly agree
☐ agree
☐ neutral
☐ disagree
☐ strongly disagree

____ (29)

16. The formal, established methods of sending messages in an organization are the only means for achieving communication purposes that people will ever use in my country.

☐ strongly agree
☐ agree
☐ neutral
☐ disagree
☐ strongly disagree

____ (30)

17. If a way of doing things works well in the United States, it will also work well in your country.

☐ strongly agree
☐ agree
☐ neutral
☐ disagree
☐ strongly disagree

____ (31)

18. Technical change in your field will be accompanied by some undesirable effects on the people in your country.

☐ strongly agree
☐ agree
☐ neutral
☐ disagree
☐ strongly disagree

____ (32)

19. Frankly, an important reason the United States, through AID, is bringing foreign students to the United States is to keep ahead in the cold war.

☐ strongly agree
☐ agree
☐ neutral
☐ disagree
☐ strongly disagree

____ (33)

20. I expect to encounter many problems when I return to my position after my return home.

☐ strongly agree
☐ agree
☐ neutral
☐ disagree
☐ strongly disagree

____ (34)

21. Changes in the way things are being done should be introduced as rapidly as they are financially feasible.

☐ strongly agree
☐ agree
☐ neutral
☐ disagree
☐ strongly disagree

____ (35)

END OF CARD ONE

(80) 1

22. Frankly, the major reason the United States, through AID, is bringing foreign students to the United States is to keep ahead in the cold war.

☐ strongly agree
☐ agree
☐ neutral
☐ disagree
☐ strongly disagree

____(15)

23. Assuming you had a problem concerning your job which might place you in jeopardy when you return home, how comfortable would you feel discussing this problem with a staff member at this seminar?

☐ very comfortable
☐ comfortable
☐ neutral
☐ uncomfortable
☐ very uncomfortable

____(16)

24. It is possible to keep a country from changing.

☐ strongly agree
☐ agree
☐ neutral
☐ disagree
☐ strongly disagree

____(17)

25. Weaknesses and faults in the American culture are largely due to the technological changes which have taken place in the past.

☐ strongly agree
☐ agree
☐ neutral
☐ disagree
☐ strongly disagree

____(18)

26. The United States is not justified in doing many things it does in attempting to keep ahead in the cold war.

☐ strongly agree
☐ agree
☐ neutral
☐ disagree
☐ strongly disagree

____ (19)

27. If my supervisor does not approve of my plan at first, there are ways of getting him to approve.

☐ strongly agree
☐ agree
☐ neutral
☐ disagree
☐ strongly disagree

____ (20)

28. Cultures vary from country to country, and one culture may be better than another.

☐ strongly agree
☐ agree
☐ neutral
☐ disagree
☐ strongly disagree

____ (21)

29. I will let people who will be affected by change which I introduce or suggest adjust as best they can.

☐ strongly agree
☐ agree
☐ neutral
☐ disagree
☐ strongly disagree

____ (22)

30. There are certain traditions or values in a country that will never change.

☐ strongly agree
☐ agree
☐ neutral
☐ disagree
☐ strongly disagree

____ (23)

31. If an idea for changing something is good, it should be done immediately.

☐ strongly agree
☐ agree
☐ neutral
☐ disagree
☐ strongly disagree

____ (24)

32. Assuming you had a problem you wanted to discuss with someone, about your program or the problems you had in the United States, or problems you might face on return home, how comfortable would you feel talking to a staff member at this seminar about it?

☐ very comfortable
☐ comfortable
☐ neutral
☐ uncomfortable
☐ very uncomfortable

____ (25)

33. The United States is about the only country in the world that has a racial discrimination problem that is really serious.

☐ strongly agree
☐ agree
☐ neutral
☐ disagree
☐ strongly disagree

____ (26)

34. Both you and your country are constantly changing in some respects.

☐ strongly agree
☐ agree
☐ neutral
☐ disagree
☐ strongly disagree

____ (27)

35. The people in my culture may not understand the advantages of the technical changes that I suggest because their experiences are quite different from mine.

_____strongly agree
_____agree
_____neutral
_____disagree
_____strongly disagree

_____(28)

36. Money is a major factor standing in the way of change and it is extremely difficult to overcome.

_____strongly agree
_____agree
_____neutral
_____disagree
_____strongly disagree

_____(29)

37. In addition to keeping ahead in the cold war, almost all of the people in the United are sincerely interested in the development of other countries.

_____strongly agree
_____agree
_____neutral
_____disagree
_____strongly disagree

_____(30)

38. In addition to the technical training AID participants receive in the United States, a course in the sociology of social change should be included in the participants' programs.

_____strongly agree
_____agree
_____neutral
_____disagree
_____strongly disagree

_____(31)

39. Change, of both you and your country, is inevitable.

_____ strongly agree
_____ agree
_____ neutral
_____ disagree
_____ strongly disagree

_____ (32)

END OF CARD TWO

(80) 2

40. When I am going to speak or write to someone, I should consider which of the following items about the person that I will speak or write to:

<input type="checkbox"/> his relationship to me	<input type="checkbox"/> (15)
<input type="checkbox"/> his attitude toward me	<input type="checkbox"/> (16)
<input type="checkbox"/> his attitudes toward the topic we are talking or writing about	<input type="checkbox"/> (17)
<input type="checkbox"/> his writing or speaking skills	<input type="checkbox"/> (18)
<input type="checkbox"/> his education level	<input type="checkbox"/> (19)

41. In order to initiate technical change in my country, the three most important things I must consider are: (CHECK THE MOST IMPORTANT THREE ITEMS)

<input type="checkbox"/> what materials, tools, etc., are needed	<input type="checkbox"/> (20)
<input type="checkbox"/> the customs and traditions in the country	<input type="checkbox"/> (21)
<input type="checkbox"/> where we can get the money needed	<input type="checkbox"/> (22)
<input type="checkbox"/> the attitudes and expectations that the people with whom I work hold toward me	<input type="checkbox"/> (23)
<input type="checkbox"/> skilled manpower or trained technicians available	<input type="checkbox"/> (24)
<input type="checkbox"/> the relationship of the changes I propose to the needs of my people	<input type="checkbox"/> (25)
<input type="checkbox"/> the economic condition of my country	<input type="checkbox"/> (26)
<input type="checkbox"/> the attitudes of my superiors in my organization	<input type="checkbox"/> (27)

42. I expect to find my family and friends just about as I left them when I return home.

<input type="checkbox"/> strongly agree	
<input type="checkbox"/> agree	
<input type="checkbox"/> neutral	
<input type="checkbox"/> disagree	
<input type="checkbox"/> strongly disagree	<input type="checkbox"/> (28)

43. It will be easy to adjust to my family and friends when I return home.

☐ strongly agree
☐ agree
☐ neutral
☐ disagree
☐ strongly disagree

____ (29)

44. Except for the technical knowledge I have acquired, I have changed very little since I came to the United States.

☐ strongly agree
☐ agree
☐ neutral
☐ disagree
☐ strongly disagree

____ (30)

45. I have changed more than have the people who are living in my country during the past year.

☐ strongly agree
☐ agree
☐ neutral
☐ disagree
☐ strongly disagree

____ (31)

END OF CARD THREE

(80) 3

46. How many times a month, on the average, have you been a guest in a United States home during your AID training program?

_____ less than once a month

_____ once a month

_____ 2 times a month

_____ 3 times a month

_____ more than 3 times a month

(15) _____

47. How many United States people do you know well enough to invite into your home if they were to come to your country?

_____ less than 10

_____ 10 - 19

_____ 20 - 29

_____ 30 - 39

_____ 40 or more

(16) _____

48. How many times a month, on the average, have you attended social gatherings, sports events, and the like, in the company of United States people?

_____ less than once a month or never

_____ once a month

_____ 2 times a month

_____ 3 times a month

_____ more than 3 times a month

(17) _____

49. Are there any U.S. people that you call by their first name?

_____ Yes _____ No (18) _____

50. If Yes - How comfortable do you feel when you call these people by their first name?

_____ very comfortable
 _____ fairly comfortable
 _____ neutral
 _____ fairly uncomfortable
 _____ very uncomfortable (19) _____

(20-21) _____

51. On the average, how many times a month have you sent letters, telegrams and phone calls to either your family or friends other than those with whom you work?

_____ once or less than once a month
 _____ 2 or 3 times a month
 _____ 4 or 5 times a month
 _____ 6 to 10 times a month
 _____ more than 10 times a month (22) _____

51a. In these letters what ONE thing did you talk about most often?

_____ general news events at home

_____ your problems in the United States

_____ the technical information you are learning

_____ your desire to be back home

_____ how to introduce the new ideas you are learning when you return home

_____ other (specify) _____

(23) _____

(24) _____

52. On the average, how many times a month have you sent letters, telegrams and phone calls to persons you will be working with when you return home?

_____ less than once a month

_____ once a month

_____ 2 times a month

_____ 3 times a month

_____ more than 3 times a month

(25) _____

52a. In these letters what ONE thing did you talk about most often?

_____ general news events at home

_____ your problems in the United States

_____ the technical information you are learning

_____ your desire to be back home

_____ how to introduce the new ideas you are learning when you return home

_____ other (specify) _____

(27) _____

53. In comparison to U.S. people, did you talk to or correspond with fellow countrymen who are also in the United States ...

_____ a great deal less

_____ quite a bit less

_____ a little less

_____ about the same

_____ more

(28) _____

53a. What ONE thing did you talk or write about most often with fellow countrymen who are also in the United States?

_____ general news events at home

_____ your problems in the United States

_____ the technical information you are learning

_____ your desire to be back home

_____ how to introduce the new ideas you are learning when you return home

_____ other (specify) _____

(29) _____

(30) _____

54. On the average, how much time per day did you spend reading United States newspapers?

_____ less than one-half hour

_____ one-half to 1 hour

_____ 1 to 2 hours

_____ 2 to 3 hours

_____ more than 3 hours

(31) _____

55. How much time per day did you spend, on the average listening to United States radio programs?

_____ less than 1 hour

_____ 1 to 2 hours

_____ 2 to 3 hours

_____ 3 to 4 hours

_____ more than 4 hours

(32) _____

56. How much time per day did you spend, on the average watching television?

_____ less than one-half hour

_____ one-half hour to 1 hour

_____ 1 to 2 hours

_____ 2 to 3 hours

_____ more than 3 hours

(33) _____

57. How many books a month, have you read, on the average, while in the United States?

_____ less than 1

_____ one

_____ two

_____ three

_____ more than three

(34) _____

58. On the average, how much time did you spend in one week reading United States magazines?

_____ less than 1 hour

_____ 1 to 2 hours

_____ 2 to 3 hours

_____ 3 to 4 hours

_____ more than 4 hours

(35) _____

59. How many movies and plays did you see, on the average, in one month?

_____ less than once a month

_____ once a month

_____ 2 times a month

_____ 3 times a month

_____ more than 3 times a month

(36) _____

(37-38) _____

60. On the average, how many times in one week did you read newspapers and magazines from your own country?

_____ less than once a week

_____ once a week

_____ 2 times a week

_____ 3 times a week

_____ more than 3 times a week

(39) _____

61. How much time per week, on the average, did you spend reading newspapers, magazines and books from your own country?

_____ less than one-half hour

_____ one-half hour to 1 hour

_____ 1 to 2 hours

_____ 2 to 3 hours

_____ more than 3 hours

(40) _____

(41) _____

62. In comparison with what you expected, would you say your training program has been ...

_____ very satisfactory

_____ satisfactory

_____ neutral

_____ unsatisfactory

_____ very unsatisfactory

(42) _____

63. During your training program would you say that you had learned ...

_____ a great deal of information

_____ quite a bit of information

_____ a moderate amount of information

_____ a little bit of information

_____ almost nothing

(43) _____

64. In their associations with you, have U.S. people generally been ...

_____very considerate

_____considerate

_____neutral

_____inconsiderate

_____very inconsiderate

(44) _____

65. When I return home the information I learned during my training program will be ...

_____extremely useful

_____very useful

_____fairly useful

_____slightly useful

_____not useful

(45) _____

66. How favorably would you recommend the AID training program to others in your country who might be in a position to come to the United States as you did?

_____very favorably

_____favorably

_____neutral

_____unfavorably

_____very unfavorably

(46) _____

(47-48) _____

67. I find that talking about my job and its problems,
in English, is ...

_____very difficult

_____fairly difficult

_____neutral

_____fairly easy

_____very easy

(49) _____

68. When someone speaks quickly in English, I
understand ...

_____almost nothing

_____a little bit

_____quite a bit

_____most everything

_____everything

(50) _____

69. For me, speaking English with U.S. people, in
social, rather than working, situations is ...

_____very difficult

_____fairly difficult

_____neutral

_____fairly easy

_____very easy

(51) _____

70. Understanding the U.S. newspapers and magazines that I read is ...

_____very difficult

_____fairly difficult

_____neutral

_____fairly easy

_____very easy

(52) _____

71. The help of an interpreter during my training program would have been ...

_____extremely helpful

_____very helpful

_____fairly helpful

_____slightly helpful

_____makes no difference

(53) _____

72. Understanding U.S. news broadcasts and other radio programs has been ...

_____very difficult

_____fairly difficult

_____neutral

_____fairly easy

_____very easy

(54) _____

73. For me, writing about what I have learned, in English, is ...

_____very difficult

_____fairly difficult

_____neutral

_____fairly easy

_____very easy

(55)_____

74. Making myself understood on the telephone, in the U.S., has been ...

_____very difficult

_____fairly difficult

_____neutral

_____fairly easy

_____very easy

(56)_____

(57-58)_____

75. How many years of school have you completed?

_____1 year

_____10 years

_____2 years

_____11 years

_____3 years

_____12 years

_____4 years

_____13 years

_____5 years

_____14 years

_____6 years

_____15 years

_____7 years

_____16 years

_____8 years

_____more than 16 years

_____9 years

(59-60)_____

APPENDIX C

GROUP INSTRUCTIONS

STAFF INSTRUCTION SHEET

To Be Read to Participants

Each of you is now asked to complete a series of questions for AID participants. Each questionnaire is accompanied by a set of instructions outlining the purposes and nature of the questionnaire. Please follow the instructions carefully. This should be an individual task; please do not talk to the other participants. We want your answers rather than group answers. When you have completed all the questions turn your paper in and then you are free to go.

Here is the questionnaire - please read the instructions carefully and then proceed to answer the questions.

APPENDIX D

INDIVIDUAL PARTICIPANT INSTRUCTIONS

INSTRUCTIONS

AID is very much concerned with the extent to which their various training programs are effective. In an attempt to determine the effectiveness of existing programs you as a participant are being asked to answer a series of questions related to your AID training program. By providing such information you will be helping program development personnel to make improvements in existing programs. Your experiences and thoughts about the program are very important to us in this regard.

This is the first of a two-part questionnaire; the latter part will be made available later this week. It is for this reason, and this reason only, that we ask you to write your name in the appropriate place on the next page. Once both parts of the questionnaire have been completed and attached together, the information will be processed in such a way that names are disregarded. The numbers on the right hand side of the page are for data processing operations and need not concern you.

Be sure to mark each question. Place your checkmarks on the line so they clearly indicate your choice.

☐ strongly agree

☒ agree

☐ neutral

☐ disagree

☐ strongly disagree

CORRECTLY MARKED

☐ strongly agree

☒ agree

☐ neutral

☐ disagree

☐ strongly disagree

INCORRECTLY MARKED

Thank you for your cooperation.

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