

ABSTRACT OF THE DISSERTATION

A Comparison of the Effects of Experiential
Training on Sojourners' Cross-Cultural Adaptability

by

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This study compared the cross-cultural adaptability of international student sojourners who received cross-cultural training with those who received no training. The purpose was to discover whether an in-depth cross-cultural training experience upon arrival to the United States would enhance a sojourner's cross-cultural adaptability.

The subjects were 81 student sojourners from fourteen countries, the vast majority of whom came to the United States to study through the auspices of the Agency for International Development (A.I.D.). The treatment group included 42 graduates of a weeklong experiential cross-cultural training program at the Meridian International Center, called "Discover the United States". The control group of 39 similar sojourners, received no training.

The primary hypothesis was that individuals who

participated in the Meridian program would demonstrate greater cross-cultural adaptability than similar control group members, as measured by the Cross-Cultural Adaptability Inventory (CCAI).

Causal-comparative analyses of t tests and analyses of variance (ANOVA) were conducted using the test scores of both groups, as well as CCAI's non-U.S. Citizen Standard Group on each of the four dimensions of the Cross Cultural Adaptability Inventory (CCAI): (1) emotional resilience, (2) flexibility/openness, (3) perceptual acuity, and (4) personal autonomy.

Significance at the ($p < .05$) level was demonstrated in each of the eight comparisons. Three of the comparisons achieved the level of ($p < .01$). These analyses demonstrated that cross-cultural training has a significant positive impact for sojourners on each of the dimensions of cross-cultural adaptability. Additionally, the combined mean scores for all dimensions of cross-cultural adaptability were significantly higher ($p < .01$) for the treatment group than for either the control group or the standard, providing further support for the hypothesis. There was no evidence that the variables of gender or country of origin were related to cross-cultural adaptability.

Qualitative analysis determined that on a week-to-week basis the program format is similar and that at least six different training techniques were utilized in this highly effective program.

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A COMPARISON OF THE EFFECTS OF EXPERIENTIAL
TRAINING ON SOJOURNERS' CROSS-CULTURAL ADAPTABILITY

A dissertation submitted in partial satisfaction of the
requirements for the degree of Doctor of Education
in Adult Education and Human Resource Development

By

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THESIS COMMITTEE APPROVAL PAGE

To Professors Douglas Smith, John Carpenter and Carlos Alvarez:

This dissertation, having been approved in respect to form and mechanical execution, is referred to you for judgement upon its substantial merit.

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The dissertation of Donna L. Goldstein is approved.

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DEDICATION

This dissertation is dedicated to sojourners everywhere, and to the memory of my friend and mentor, Dr. Dugan Laird, who knew so much about how to make training "work".

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Chapter 1

Introduction

Background of the Problem

The movement of people across national and cultural boundaries is more active than ever before. Each year millions around the world relocate from country to country (Kim and Gudykunst, 1988). The number of foreign students attending schools in the United States has increased to a record of over 407,000 in 1990 and is rising steadily. This includes a 42 percent jump of Eastern Europeans attending schools in the United States. ("Foreign Students", p.9A).

Sweeping political, economic, social and technological changes have created a world where instantaneous communication is not only possible, but essential. At the same time businesses worldwide have been forced to reevaluate their products and markets from an increasingly global perspective. This has required thousands of staff persons and managers from countries worldwide to relocate each year (Blakeslee, 1991). Increased internationalization has led to the need for greater interpersonal cross-cultural contact and effectiveness.

It appears, however, that many of these attempts at cross-cultural interactions do not succeed. Studies of cross-cultural negotiations find cross-cultural differences at the heart of many business failures (Black, 1988). It has been estimated that between 16 and 40 percent of all expatriate managers who are given foreign assignments end these assignments early because of their inability to adjust to the foreign environment, or because of their poor performance (Tung, 1981; Black, 1988). In Saudi Arabia, Storti, (1990, p.xiv) reports that an average of 68 percent of those Americans who have no cultural training fail to complete their contracts. As high as 50 percent of those who do not return early function at a low level of effectiveness (Copeland & Griggs, 1985). Yet, governments, corporations and educational institutions spend enormous amounts each year to create and maintain global connections. Moreover, studies by Copeland and Griggs, Harris and Moran, and Misa and Fabriacatore, as summarized by Black and Mendenhall (1990, p.114) show "the cost of a failed expatriate assignment is \$50,000 to \$150,000." The direct costs to U.S. firms of failed expatriate assignments has been estimated by Copeland

estimated by Copeland and Griggs (1985) at over \$2 billion per year. Added to this are the indirect costs of failed and missed opportunities, poor public relations and intercultural mistrust.

Compounding these economic concerns, are the political and human costs. Storti (1990, p. xvi) quotes a former Iranian hostage, Moorhead Kennedy, stating that "the hostage crisis was a direct result - and had our policy makers been a bit more prescient, an entirely predictable one - of American ignorance of foreign cultures and history." Human costs noted by Storti include the sense of failure of the early returnee, the loss of self-esteem for the individual and family, and the stress and trauma of relocation and job reassignment.

There are also costs borne by the local community. Though considered by many to have one of the most in-depth and effective cross-cultural training programs (Tung, 1981 and others), the Peace Corps early return rate has hovered for years at the 10 to 20 percent rate. Storti, a former Peace Corps volunteer and trainer, notes that villages who lose their only health care worker, or farmers who no longer have access to

their crop specialist, are just as affected by this change in their lives as the development worker.

Students unable to complete their studies or training abroad because of an inability to adapt to a foreign environment may bring shame on themselves and their families, as well as economic hardship. In his Orientation Handbook for Youth Exchange Programs, Groves (1989) suggests that cross-cultural contact will inevitably produce high stress for exchange students/sojourners.

To fully understand the experience of student sojourners it is necessary to investigate sojourner experiences that involve countries worldwide. In a study of over 2,500 foreign students from 139 nations studying in 11 countries, Klineberg and Hull (1979) found that almost a third of the respondents reported that they had been the object of discrimination, and one quarter said that personal depression was a problem. Without appropriate orientation, training, and informal support, the student is unprepared for the psychological and physiological problems associated with culture shock and the challenges of adapting to a new lifestyle and culture, wherever they are.

Cross-cultural training has long been advocated as a means of facilitating successful cross-cultural interactions and reducing culture shock. (Brislin, 1981; Harris & Moran, 1979; Tung, 1981; Grove, 1989). Yet only 30 percent of the managers sent on overseas assignments receive even the most cursory of cross-cultural training prior to their departure (Black & Mendenhall, 1990). For student sojourners at some institutions, the percentage may be even less.

Since little comprehensive data on the training and orientation of international students were available, preliminary research for this study included an informal survey of the ten schools with the highest number of international students in the United States, as reported by the Institute of International Education in a press release of October 16, 1991. In the survey, the International Student Office at each school was asked the following five questions:

1. Do you have an orientation program for international students?
2. If so, what is its duration?
3. What percentage of foreign students attend?
4. What percentage of the orientation deals with

cross-cultural issues?

5. What is the format of the orientation?

Nine of the ten institutions included in the survey, eight universities and one community college, responded to our telephone inquiries, which were designed to clarify the depth and scope of the cross-cultural orientation or training which was being offered to their international students. Although all nine institutions reported that they offered some type of orientation program, three devoted one hour or less to cross-cultural issues, while the most extensive occupied a full week.. Only about 65% of the eligible students participated in these programs. A summary of the responses to these questions is presented in Table 1.

At another school, Florida International University in Miami, which has over 1,200 international students, only 25 percent of them attend the optional half day of orientation/training provided. It is likely that schools with a smaller percentage of foreign students direct even less attention and fewer resources to the special needs and orientation of those students.

Table 1

Orientation Practices of the Ten Academic Institutions
with the Largest Foreign Student Populations

	Number of foreign students	Length of orientation	% of foreign students who attend orientation	% of orientation dealing with cross cultural issues	Format of orientation
Miami Dade Community College	5,757	3 hours	80%	20%	workshop with speakers
University of Southern CA.	3,886	fall semester: one week, spring semester: 3 days	unknown	% varies each year	speakers, host program
University of Texas	3,867	1 day	60%	10%	lecture
Boston University	3,633	data not available	data not available	data not available	data not available
University of Wisconsin	3,565	fall semester only: 1 week	75-80%	100%	group discussions, role play, videos, speakers
University of Pennsylvania	3,122	1 week of repeating sessions	80%	20%	interviews, hosting program, one on one discussions
Columbia University	3,077	1 day	75%	50%	lectures
Ohio State University	3,021	3 hours basic orientation, additional programs available	50% +	33.3%	lectures, discussions, tours, social activities
University of Illinois	2,967	fall semester: extends over 10 days, spring: 1 1/2 days	unknown	10%	discussions, videos, tours, lectures
University of California	2,921	6 week repeating program	50%	incorporated into every session	seminars, workshops, tours, hosting program

It seems clear that cross-cultural training is not widely utilized or available in either the corporate or academic environments. While not fully understood, several explanations can be posited. There may be a lack of appreciation for the value of, or need for cross-cultural training. It may be difficult for an administrator who has never lived or studied abroad to empathize with the disorientation and distress which occurs when one has entered a new culture. Tung, (1982) suggests the prevalent attitude is that it is not thought to be effective. Some schools focus primarily on improving the speaking and writing skills of foreign students. Certainly lack of knowledge or staff, and budgetary or time constraints could also be cited.

The Agency for International Development (A.I.D.) recognizes the important role that training can play in the success of their participants (1990). Many A.I.D. scholars receive training before they leave their country of origin, upon arrival in the U.S.A., and throughout their stay. At most universities, however, these students make up only a small percentage of the international student population.

In order to assist in evaluating the investment in cross-cultural training for sojourners and in making policy recommendations for organizations which send and receive sojourners, it appears to be important to assess those individuals who receive an in-depth cross-cultural training experience in order to ascertain whether such training assists in the process of cross-cultural adjustment.

Statement of Problem

Cross-cultural training has been repeatedly found to provide a variety of benefits to sojourners (Black & Mendenhall, 1990). Nevertheless, a majority of corporate and academic institutions have failed to incorporate cross-cultural training as a fundamental aspect of their orientation and training programs for international staff and students. This study sought to determine whether or not cross-cultural training provided a significant advantage to student sojourners by increasing cross-cultural adaptability.

The potential effects of cross-cultural training were studied by examining the week-long program, "Discover the United States", at the Meridian International Center (formerly the Washington

International Center). This Program, for participants from around the world, utilized a variety of training approaches. Cross-cultural adaptability was measured by the Cross-Cultural Adaptability Inventory (CCAI) developed by Kelley & Meyers (1987). This self administered inventory provided individual scores in four dimensions: Emotional Resilience, Flexibility/Openness, Perceptual Acuity, and Personal Autonomy.

This study also sought to determine whether the demographic variables of country of origin or gender, influenced the cross-cultural adaptability of student sojourners.

Research Questions/Null Hypothesis

The objectives of this research were to identify the impact of cross-cultural training on adaptability, and determine the influence of demographic variables on cross-cultural training and adaptability. The primary research question was: Does in-depth experiential cross-cultural training improve cross-cultural adaptability, as measured by the Cross-Cultural Adaptability Inventory (CCAI)? In order to determine this, participants in an in-depth cross cultural training experience were compared to two separate

groups; a control group made up of similar individuals, and the group of international students and sojourners used by Kelley and Meyers in developing the CCAI and assessing the standard international scores.

In addition to the primary research question, there were three subsidiary questions. The first such question was: Do the specific demographic variables of country of origin and gender affect cross-cultural adaptability? This was assessed by comparing the CCAI scores of all study participants to determine whether country of origin or gender affected cross-cultural adaptability.

The descriptive portion of this study sought to examine the training techniques and format of the "Discover the United States" program. It also attempts to describe the experiences of program participants in the training. These training-focused perspectives led to the formation of two additional research questions.

The second subsidiary question was: Since the program is taught by a variety of instructors, are there any major differences each week in the program format which might affect the cross-cultural adaptability of participants? This was explored

through a format analysis (see Table 7) of four separate weeks of training.

The third subsidiary research question was: Which cross-cultural training techniques are utilized, and are they similar to the five categories of techniques noted by Tung (1982).

The relationships were stated in the form of null hypotheses. This study sought to uncover both quantitative and qualitative evidence that supported or disproved these null hypotheses:

H1- Cross-cultural training has no significant impact on cross-cultural adaptability as measured by the Cross-cultural Adaptability Inventory (CCAI).

H2- The demographic variables of gender and country of origin do not significantly effect cross-cultural adaptability as measured by the CCAI.

H3- There is no major difference in the individual weekly formats of the "Discover the United States" program.

H4- There are no major differences between the cross-cultural training approaches utilized by the Meridian International Center, and the five approaches delineated by Tung (1982).

Definition of Terms

Cross-cultural adaptability. Refers to a set of skills and personality characteristics which have been defined in the literature as most necessary for effective cross-cultural adjustment. Kelley and Meyers (1987) defined and measured adaptability with the Cross-Cultural Adaptability Inventory (CCAI). The dimensions which apply to adaptation in any culture include:

Emotional Resilience - the ability to maintain emotional equilibrium amidst a new or changing environment;

Flexibility/Openness - a tolerance for ambiguity and openness to new experience in both thought and behavior;

Perceptual Acuity - the ability to accurately perceive the environment, particularly non-verbal cues, such as gestures and voice tone;

Personal Autonomy - self reliance and a strong sense of oneself as a separate and unique entity.

Cross-cultural training. Types of programs which train people to live, work, study or perform

effectively in a cultural setting which is different from their own. Pusch (1981) notes that in most cases consideration of the theoretical framework of cross-cultural experiences is included. The techniques are generally experiential, though formal presentations and general discussion may be incorporated. This term will be utilized in this study to refer to all related training techniques designed to achieve the above stated goal, unless specifically noted otherwise by the original author.

Culture shock. The state experienced by sojourners of not knowing how to behave appropriately in a new culture. This state can cause anxiety, confusion, uncertainty, lack of control, and concern for the loss of valued outcomes (Blakeslee, 1991).

Experiential training. A model of training which places the participant in experiences which emphasize total learning and engagement on both intellectual and emotional levels (Casse, 1979). This training can include (but is not limited to) role plays, simulations, games, self assessments, and group tasks.

Intercultural education/training - as defined by Pusch (1981), refers to educational activity which

fosters an understanding of the nature of culture, helps in the development of intercultural communication skills, and helps the participants to view the world from perspectives beyond their own.

Sojourners. Individuals who leave their home countries or cultures and go to another for work, study or travel. (The term tends to imply the intent of a commitment of at least several months.)

USAmerican. A term noted by Norma McCraig (1991) and used by Meridian and others to identify a resident of the United States while at the same time acknowledging and emphasizing the shared heritage of the name "America."

Significance of the Study

It has been suggested that cross-cultural research focusing on cross-cultural international human resource management is in a pre-paradigm state (Black & Mendenhall, 1990). A review conducted by Adler (1983) of articles in 24 top management journals revealed that less than one percent dealt with cross-cultural issues. Between 1984 and 1988 only nine percent of the articles in the major international business journals dealt with international human resource issues, and none were

theory building (Black & Mendenhall, 1990) .

Cross-cultural adaptation takes on social and academic significance not only in the United States, but also in many other countries that receive immigrants, refugees, and sojourners (Kim and Gundykunst, 1988). Since cross-cultural migration, international business and scholarship are likely to continue to increase, research must be conducted to examine the experience of sojourners.

The investment of public and private funds from the United States and other nations in the education of international students is substantial. With these investments come expectations that the international students of today may well become our next generation of global leaders.

A study of cross-cultural training at the Meridian International Center, one of the oldest and most respected institutions of its kind, can help improve the learning experience of these students. Since the program is a major recipient of A.I.D. and other funding, data which compare the experience of participants to non-participants can provide valuable information to assist current and future funding

sources in recognizing the benefits of cross-cultural training to international sojourners.

For example, in just one weeklong session of the "Discover the United States" program at the Meridian International Center, participants included individuals from seven underdeveloped countries. They had been selected to come to the United States in order to improve their countries' telecommunication systems; develop new personnel policies and procedures for a major governmental agency; improve agricultural technology, learn about the differences between public and private educational systems and update the training of physicians and health care practitioners on the AID's virus. Given the importance of these tasks, it is imperative that research also suggest ways that the experience of these mature and accomplished students can be enhanced.

This study demonstrated that graduates of the Meridian International Center's (Meridian) cross-cultural training do demonstrate greater cross-cultural adaptability than other similar A.I.D. students, as well as greater adaptability than a standard group of international students and sojourners. It also begins

to clarify our understanding of demographic variables related to cross-cultural adaptability.

The study could also suggest future policy implications for A.I.D., Meridian, and both the corporate and academic sectors, with many potential long and short range benefits for sojourners and organizations.

Limitations

There are a number of limitations which are inherent in the design of this study.

First, the post-test only design can be questioned in that it is not possible to address the potential adaptability of participants prior to the training. This was controlled to a great degree by the careful selection of the sample and control groups. All those in both the treatment and control groups were students who would be in the United States for at least a year and would be representing A.I.D or a similar agency.

The A.I.D. (1990) guidelines are fairly clear and specific regarding the calibre of individual who is to be chosen to represent a particular country. These individuals demonstrate competency in English, maturity, and an ability to adjust to a foreign

culture. Additionally, officials at the Meridian International Center and A.I.D. assessed this design and determined that it was acceptable.

Second, there are other factors beyond an initial training experience which contribute to the cross-cultural adaptability of sojourners, but will not be examined in this study. These include how quickly they make friends and satisfying social contacts (Klineberg and Hull 1979); their living arrangements; the difficulty of their course work; the similarity or difference of their placement environment to their native environment, i.e. moving from a village in Sri Lanka to New York City; and the availability of other individuals from their own country to provide support. To control for these factors the participant and group matches considered as many demographic variables as was feasible and utilized individuals with approximately the same length of time in the United States when they completed the surveys.

Third, the members of the treatment and control groups were difficult to contact initially, since by organizational policy, the addresses of A.I.D. participants must be confidential. All participants,

for either group, were invited to participate through letters, sent to their agencies. Because of the confidentiality requirement of A.I.D., however, once the invitations to participate were sent, there was no way to follow up with non-respondents. Follow-up was attempted only with individuals who returned an interest card listing their address and phone number.

It is possible that respondents were more interested in the issue of cross-cultural adaptability than non-respondents. Potential respondents were offered an individualized profile if they responded, but it was difficult to determine how much this was an incentive to participate, or whether those who responded were different from those who did not. This variable could not be controlled, but is noted.

The final limitation of this study was the variation in the amount of time since the sojourners' arrival. Every effort was made to find control group matches who had about the same tenure in the United States as the Meridian participants. Members of both the experimental and control groups varied in tenure, as they were chosen from a population which arrived in the United States throughout an entire year. Since the

study is of cross-cultural adaptability and not adjustment, this is not perceived to be a serious concern.

In summary, there is a major and ongoing need to understand and enhance the experience of sojourners worldwide. Through an examination of both the participants and the program of a major institution which provides cross-cultural training, an analysis of potential strategies and benefits can be provided. By comparing the cross-cultural adaptability of program participants with a similar control group, specific differences attributed to the training can be noted and examined.

This study was carefully designed and executed in order to preserve the integrity of the program, the confidentiality of participants, and to comply with a variety of institutional requirements. Limitations have been noted and minimized to the extent possible. The study's results are quite encouraging and suggest many additional theoretical and practical questions. The theoretical and empirical foundations of this study are presented in Chapter 2.

Chapter 2

Review of the Literature

Introduction

The experience of the cross-cultural sojourner has only been discussed extensively in the academic literature since the early sixties. Oberg's (1960) early description of the phenomenon of culture shock has become a classic for those from many disciplines who have interest in the sojourner's experience. Storti (1989) notes, though, that it has been the topic of popular culture for centuries, witness the tales of Rudyard Kipling, Issac Dinassen, D. H. Lawrence, and Mark Twain. Upon his arrival to Morocco in 1869, Twain (1966,p.57) wrote:

This is royal! We wanted something thoroughly and uncompromisingly foreign--foreign from top to bottom--foreign from center to circumference--foreign inside and outside and all around--nothing anywhere about it to dilute its foreignness--nothing to remind us of any other people or any other land under the sun. And lo! In Tangiers we have found it.

This review of the academic literature on the

preparation of the sojourner for the intercultural experience focuses on two areas, cross-cultural training and cross-cultural adjustment and adaptability, which provide the background for this study. The section on cross-cultural training discusses such issues as the skills required by trainers, how training is typically approached, its goals, content and focus, and measures of success. The section concludes with a discussion of studies of cross-cultural training effectiveness.

The second section examines the dependent variable of cross-cultural adaptability and discusses various definitions and their relationship to factors such as culture shock and cross-cultural adjustment. It is further examined as one of the key variables relating to the success of sojourners in other countries and cultures (Kelly and Meyers, 1992).

In order to relate the theory to the actual practice of cross-cultural training a description of the Meridian International Center and its unique experiential and in-depth approach to cross-cultural training in the "Discover the United States" program is presented in Appendixes A and B. A section of Chapter

4, entitled Program Analysis compares Meridian's training to other models which have been investigated previously.

Cross-cultural Training

In his seminal work, Training for the Cross-Cultural Mind (1979), Pierre Casse notes that intercultural trainers and individuals working in international organizations should have four key skills. They should be able to understand the cultural meaning of their behavior, empathize with others and understand their behavior using their own cultural frame of reference, recognize the impact of their behavior on others, and adjust to the specific cross-cultural situations in which they are involved (p.252).

According to Robert Kohls (1985), the successful intercultural trainer in the United States should also have attributes such as an interest in both content and process, a positive attitude toward the country and its people, the experience of having lived through culture shock, knowledge of basic American values and implicit cultural assumptions, and experience as a stand-up trainer, particularly in processing a variety of experiential learning techniques.

Paige (1986) has also addressed twelve characteristics which make for an effective and competent cross-cultural trainer. These include tolerance for ambiguity, cognitive and behavioral flexibility, personal self-awareness, strong personal identity, cultural self-awareness, patience, enthusiasm and commitment, interpersonal sensitivity, tolerance of differences, openness to new experiences and people, empathy, sense of humility, and sense of humor. Though targeted to trainers, these characteristics are taken directly from the literature on cross cultural adjustment, and were later seen to relate closely to Kelley and Meyers' (1987) work in cross-cultural adaptability.

Depending on the organization, the previous travel experience of the sojourner and the goals of the training or orientation, cross-cultural programs can last from one hour to several weeks. Kohls (No date) suggests that there are four traditional approaches to developing cross-cultural readiness in adults. These are education, training, orientation and briefing.

Education can be seen as a long term or even life-long process. Traditionally this is a formal process,

which occurs over an extended period of time, such as a semester. Generally a teacher, who often serves as a role model, provides the content of the program and assists students in developing mastery of one or more subjects.

Examples of cross-cultural education can be seen in the many colleges and universities which now offer courses in intercultural communication or international management. The Society for International Education, Training and Development (SIETAR) is currently conducting an extensive study to determine such factors as the number, type, goals and content of these programs worldwide.

Training programs, the second of Kohls's methods, may be less formal, and vary greatly in duration. Most commonly in educational and business settings they last from one day to one or two weeks. Training is generally provided to offer practical, results-oriented learning. There may be a focus on "process" and/or on developing competency in performing specific skills.

The cross-cultural trainer often utilizes experiential approaches, "hands-on" learning, and incorporates the goals, knowledge and experiences of

the participants. Examples might include the recent proliferation of "managing diversity" programs noted by Gordon (1992) offered both internally and externally by organizations or specialized courses offered by consulting firms such as "How to Manage Your Asian Employees" offered by the firm, Kochman and Associates.

There are also many different institutes, conferences and workshops on cross-cultural themes. These are presented in a variety of formats and sponsored by educational institutions, professional associations, non-profit and private organizations.

Kohl's third category of cross-cultural approaches includes orientation programs designed to orient a person, or in some cases family, to a new place, position or environment. These programs are often led by an individual who has lived in or has extensive experience with the placement country or culture (Lee, 1983). Generally these programs last one-half day to one week. The length may depend on the similarity of the new culture to the native culture, and factors such as length of sojourn and whether language training is included, and whether the orientation is offered before departure (pre-departure) or upon arrival. It appears

that those universities in the United States which offer cross-cultural orientation, offer programs of one day or less, and that it is often in conjunction with a general orientation to the school once the students have arrived (see Table 1).

The focus of cross cultural orientation tends to be on specific items and concepts the participants will need to know to live and adapt effectively in the new culture. For example in Aramco Oil Corporation's orientation program for staff who will be moving to Saudi Arabia, explanations of perceptions such as time are given in the sequence, "This is how you would do something, this is how a Saudi Arabian would do it, and this is why" (Lee, 1983, p. 22). The Meridian International Center's "Discover the United States" program encompasses both training and orientation. One of its key goals is to help participants understand USAmerican values. It also imparts many practical suggestions for interacting with others and living and studying in the United States.

Kohls's final category of briefing includes those sessions designed to provide background on a place, situation, or organization. Generally true to their

name, briefings are brief and are delivered by an expert on the particular topic. Briefings achieve their purpose by systematically providing highly organized, simplified and sequenced information, which is usually followed by a question and answer session.

Briefings are often utilized by diplomats or military personnel to prepare for a specific meeting or situation. There are also materials such as Brigham Young's Culturgrams (1991) designed to familiarize the sojourner with a particular country or culture. Compared to a thorough orientation or training program, these however, provide little beyond a cursory overview of greetings, customs, climate, and daily living information.

In many instances the sojourners will be left entirely on their own to learn to live and study in the new culture. This is demonstrated in Table 1, where it can be seen that even at those universities with thousands of foreign students, large numbers of foreign students receive little, if any cross-cultural training or orientation.

Another option for sojourners who have not had the benefit of the above mentioned opportunities (or who

have a desire to learn more about American culture) is the self-study method. Two works which were frequently mentioned by foreign student advisors and Meridian staff as being helpful to international students are Althen's American Ways: A Guide for Foreigners in the United States (1988) and Stewart and Bennett's American Cultural Patterns : A Cross-Cultural Perspective (1988). An often used self-study manual for Americans planning to live and work abroad is Kohls's Survival Kit for Overseas Living (1984).

Some colleges and universities provide special publications for international students. Broward Community College, for example, publishes an International Student Handbook (Starson, ed., no date) which includes a wide range of information including advice on banking practices, medical care, shopping, cultural opportunities, immigration and the intricacies of academic life in the United States. In the latter chapter for instance, students are given advice on "How to Play the Multiple Choice Game" . Since essay tests are the norm in many cultures outside of the United States, this type of advice, could be quite helpful to a sojourning student.

In summary, there are a number of approaches which may be utilized to assist the sojourner in adapting to a new culture. These range from formal college courses and in-depth training programs to briefings and self-study suggestions. The decision regarding which options to use will likely be based on the goals, values, intercultural expertise and budgetary/time constraints of the institution or department.

The remainder of this section will focus on cross-cultural training and orientation practices and conclude with a summary of studies of cross-cultural training effectiveness. The terms training and orientation will be used interchangeably as the "Discover the United States" program being studied utilizes both methods.

Trainers can utilize a variety of techniques to prepare sojourners for intercultural work and study assignments. Tung (1982) provided a classification system which is useful in distinguishing among these intercultural training methods:

1. Area studies, or documentary programs, which expose participants to a new culture through lectures

and written materials on the country's socio-political history, geography, economics and cultural institutions.

2. Culture assimilators, a method of programmed instruction that exposes participants to specific incidents critical to successful interaction with the target culture. Participants generally receive a brief case study which presents a problematic situation in a particular culture, and are then asked to choose the most appropriate of four alternative responses. They then receive feedback regarding their selection.

3. Language preparation, via classroom instruction, programmed learning or through the use of audiovisual materials.

4. Sensitivity training, advocated by groups such as the Peace Corps, which aims to increase the self and "other" awareness of participants, and is used extensively in race relations training.

5. Field experiences, which send participants to the country of assignment, or to explore cultures within their own countries, such as an urban ghetto or Native American reservation. During these short field exercises, trainees may undergo some of the stress that

can be expected while living and working with people from a different culture.

Tung suggests these methods should be considered complementary, seen as part of a continuum ranging from low to high levels of "rigor," with area studies at the low end and sensitivity training at the high end (1981 p. 70). Rigor thus indicates the level of affective involvement required of participants by a training method. Chapter 4 includes an analysis of the Meridian program based on this model.

Another method which has recently gained popularity in cross-cultural training for a variety of reasons is the film/discussion approach. The films "Going International", by Copeland and Griggs (1985) and "Managing Cultural Differences" by Harris and Moran (1987) are two examples of this method.

The Meridian International Center's "Discover the United States" program is unique in that it utilizes some aspects of each of these techniques, with the exception of language training. The Meridian programs are conducted in English, and participants are expected to be proficient in the language, as this is one of the program's prerequisites. This issue is discussed

further in the Descriptive Analysis of the "Discover the United States" program in Appendix B.

Cross-cultural training can have many objectives. These can range from fairly concrete goals such as language mastery, etiquette and effective management skills, to broader goals such as understanding cultural similarities and differences and psychological adjustment.

McCaffery (1986) discusses two perspectives relating to the goals of training to promote assimilation. One aim of cross-cultural work which has been utilized with recently arrived Asian refugees, for instance, has been to help them assimilate into United States culture. The other choice, helping people learn to participate in another culture without necessarily assimilating, is particularly relevant to foreign student exchange programs. He then proposes an alternative model with the goal of cultural self-reliance. He states this proposed aim as "To move people towards developing/enhancing the skills they need to become independently effective cross-cultural sojourners" (p. 166).

Cross-cultural training has traditionally been

divided into several learning areas: cultural self awareness, other-culture awareness, and various approaches to intercultural/cross cultural communication and perception (Gudykunst, Hammer, & Wiseman 1983; Paige & Martin, 1983). Hoopes (1981) suggests that the intercultural learning process begins with looking inward to develop cultural self awareness. He explains, "The critical element in the expansion of intercultural learning is not the fullness with which one knows the culture, but the degree to which the processes of cross cultural learning, communication and human relations have been mastered" (p.20).

Hoopes then provides the following categories as a "spectrum" of intercultural learning, beginning with ethnocentrism and moving along a continuum of awareness, understanding, acceptance/respect, appreciation/ valuing, selective adoption, assimilation/ acculturation, adaptation, biculturalism, culminating with multiculturalism. The goal of all cross-cultural training, then, should be to move participants from where they are when they arrive, to some point further along this continuum.

A training program for American and Hong Kong

students going to Guam, the Philippines, Hong Kong and Hawaii, developed by Sikkema and Niyekawa (1987), includes pre-departure seminars, field experiences and a post-field seminar. Its aim is to prepare students to function effectively in any culture or subculture, and to become more flexible and creative in the process. In this design, learning how to learn another culture is a more important goal than learning the specifics of another culture. This training includes minimal culture-specific training with many unstructured and ambiguous experiential learning opportunities, which force the students to become keen observers of other people and cultures. If these goals are achieved, the active understanding the students gain in one culture is easily transferable to others.

In contrast, many cross-cultural training programs hope to reduce culture shock and confusion by focusing heavily on specifics of life in the new country. Lee (1983) describes a program utilized by Aramco Oil Corporation which includes both pre-departure and post-arrival training. The pre-departure training gives an in-depth orientation to the destination country, in this case Saudi Arabia. After practical housekeeping

information such as check cashing, and local transportation is imparted, the focus continues with the Saudi people, the Islamic religion, and cross-cultural comparisons. These explanations help participants understand Saudi values and lifestyles and specific ways that participants may be affected by these cultural differences.

Much of the training conducted at the Intercultural Communication Institute in Portland, Oregon, directed by Milton and Janet Bennett, is based on a continuum which represents Milton Bennett's six "stages of development." The stages are said to move from the more ethnocentric to the more ethnorelative, and are called denial, defense, minimalization, acceptance, adaptation, and integration. The model represents the real-life observations of sojourners and educators in the field.

Team building, another function of cross-cultural training, is most relevant when a group of sojourners will be studying or working together for a period of time in a host country. The Council of International Programs, based in Cleveland, Ohio, sponsors programs in which social workers from around the world are

placed with families and agencies in 17 cities throughout the United States. Upon arrival in the host city, a three day retreat briefs the participants on the United States and USAmerican culture, and prepares participants to enter a variety of personal and professional situations. In addition to reducing culture shock, the primary outcome of this training is the support and bonding which can develop between participants. This bonding not only helps the sojourners through a potentially difficult assignment, but can be the beginning of lifelong friendships.

In summary, many cross-cultural orientation and training programs have common goals such as cultural self-awareness, reducing culture shock and helping the sojourner to live, study or work more effectively in a new environment. In response to individual and/or programmatic needs, additional goals such as team building, problem solving, culture-general awareness, values analysis and reduction of ethnocentrism can also be addressed. The specific goals of the Meridian International Center's "Discover the United States" program, the program examined in this study, are listed in Appendix A.

Bill Reed, director of international personnel for Amoco Oil Company, suggests in an interview for Training magazine (Lee, 1983) that their orientation is designed to ensure that an overseas assignment is a broadening, not an overwhelming professional experience.

The particular goals and the ways they are addressed vary from organization to organization and trainer to trainer. As suggested in the Descriptive Analysis (Appendix B) experienced cross-cultural trainers may approach the same goal in several ways with equal effectiveness, depending on the needs of the group. The trainers' own experiences and conceptual framework will also affect their choice of approaches and techniques.

Bennett (1986,p.180) criticizes the "unfortunately common tendency among trainers and educators to design programs as a potpourri of exercises and ideas." He proposes a developmental model based on what he believes is the key factor in the development of intercultural sensitivity, that of internalizing the concept of "difference." Bennett believes that the students who accept the principle that cultures differ

fundamentally in the way that they create and maintain world views, will be more likely to improve their intercultural sensitivity and increase their general intercultural communication effectiveness (1986, p.180).

Much of what has been written about cross-cultural training addresses models and techniques developed by or for the Peace Corps. In the mid-1960s Personnel published an article by Henry (1965) dealing with some of the things that business can learn from Peace Corps selection and training, which documents the intensive three month training process undertaken by recruits for ten or more hours a day, six days a week.

More recently Lee (1983) discusses a training program developed for the Peace Corps by James McCaffery, a former Peace Corps training specialist. This weeklong program covers five components. The first provides a reality check by utilizing experienced volunteers to brief the recruits regarding specific expectations, such as where and how volunteers live and what they can expect to accomplish. The second component focuses on the transition process and examines the trainees' own values, cultural attitudes

and experiences with other cultures. Next, country-specific information is given, followed by a unit on the goals of development projects and the specific project to which they will be assigned. The final component is an in-depth case study/role play which takes a typical volunteer through the first nine months of an assignment.

In a framework developed by Albert (1986) there are nine fundamental issues to be addressed by cross-cultural training programs. Central among these are preparation for dealing with cultural differences in norms, roles, values and behaviors, and correcting erroneous assumptions about other cultures.

According to Albert (1986, p.203), one approach which deals with most of these aspects, and is the cross-cultural training method which has received the greatest empirical support for its effectiveness, is the culture assimilator. Its main purpose is to teach individuals from one culture to interpret situations from the perspective of members of another culture. Situations are usually portrayed which are likely to cause misunderstandings between persons from two cultures, allowing the learner an active experience

that identifies the behaviors, perceptions, attributions, values and customs of another culture.

Culture assimilators, or intercultural sensitizers as they are also called, are often culture specific. Many have been developed based on interactions between Americans and persons from other countries and cultures. These exercises range from interactions between Americans and Arabs, to interactions between blacks and whites in the U.S. Army (Landis, McGrew, Thomas & Miller, 1976), to one developed for white nurses interacting with Australian Aborigines (O'Brien & Plooij, 1973). Since assimilators follow a programmed instruction format, which can be easily and repeatedly administered, give immediate feedback, and have predetermined "most correct" responses, they have been a frequent choice for both training technique and evaluation study.

There has also been a trend in recent years, spurred by research in the military, to utilize simulation games, which provide the feeling or experience of visiting another very different culture. The intent is to experience the discomfort and resulting disorientation which may occur (Thiagarajan,

1990). A recent article by Woods (1990) entitled "Lessons from Bafa' Bafa'", describes this popular simulation and its use and effectiveness in the increasingly diverse hospitality industry.

Kohls (1985) has observed that when intercultural training was first utilized, its primary focus was cognitive, information-based and very intellectual. It was, he states, "area studies, following the classical university based model." (p.1133) With the advent of sensitivity training, the emphasis shifted to more focus on individual and group process and less focus on specific cultural information. The field is currently moving in the direction of incorporating the best features of a variety of approaches, as interculturalists have recognized the needs of both content and process oriented activities for sojourners.

Another trend he notes is that instead of teaching a long list of "do's, and don'ts" observable in the external culture, training is now focusing on internal culture. These are cultural components such as values, belief systems, thought patterns, and cultural assumptions which are not observable on the surface. This philosophy is exemplified in Meridian's "Discover

the United States" program where many discussions and activities focus on helping participants gain an understanding of "deep culture" in the United States.

Rather than rote memory of do's and don'ts, it is hoped that through observation and interaction with USAmericans and their culture, participants will gain the confidence needed to interpret and respond effectively to both verbal and non-verbal cues in the new culture.

Each of these techniques makes up an important component of the mosaic which we know today as cross-cultural training. Cross-cultural training is a field which has been forced to grow rapidly to respond to our increasingly multicultural world and the schools and workplaces in it (Copeland, 1988).

A recent interdisciplinary review of 29 empirical studies of cross-cultural training effectiveness by Black and Mendenhall (1990) provides a compelling summary of the benefits of cross-cultural training. The three primary dependent variables utilized as indicators of training effectiveness included cross cultural skill development, adjustment and performance.

The cross-cultural skills required to be successful in a new culture can be subsumed under three categories which include: a) skills related to the maintenance of self, such as mental health, stress reduction, self-confidence, and psychological well-being; b) relationship skills, evidenced by the fostering of relationships with host nationals; and c) cognitive skills which assist in promoting a correct perception of the host environment and its social systems (Black & Mendenhall, p. 117).

A summary of 29 studies of cross-cultural training effectiveness can be found in Black & Mendenhall, 1990, p.116-117. The populations included in these studies were army and navy personnel, mental health and Peace Corp workers, teachers, students, health workers, managers and missionaries. Each dimension of effectiveness contains at least nine empirical determinations of a positive relationship between that variable and a cross-cultural training experience. The results of the present study support those findings. The largest study of a student population (n=81) since 1975, it showed that the treatment group demonstrated increased cross-cultural skills in the three categories

listed above. There was also an increased level of cross-cultural adaptability, which will be shown in the following section to be closely related to cross-cultural adjustment.

Adjustment to a new culture involves the development of familiarity, comfort and proficiency regarding expected behaviors. It also challenges sojourners to re-interpret their own values and assumptions in light of the new culture (Torbiorn, 1982).

The relationship between performance and cross-cultural training is a key concern for institutions which send or receive sojourners. Depending on the training focus, the results can include improved negotiation or supervisory skills, increased knowledge of local business practices or improved grades or test scores for students.

In summary, many effective cross-cultural training approaches have been developed and utilized to accomplish a broad spectrum of goals. A key goal of the Meridian program and many other cross-cultural training programs is to aid in the adjustment process and increase cross-cultural adaptability. In the next

section the processes of cross-cultural adjustment and adaptability are examined.

Cross-cultural Adjustment and Adaptability

Torbiorn (1982) suggests that the primary benefit of cross-cultural training is that it encourages individuals to adjust more rapidly to the new culture. This would assist the sojourner in adapting more effectively to new roles, and environments. The need to understand and adapt effectively to differences in values, expectations, behaviors and lifestyles provides key challenges which effective cross-cultural training must address.

Traditionally, one of the key goals of cross-cultural training has been to reduce the severity of culture shock and aid participants in the process of adjusting to the new culture (Casse,1979). This objective is well demonstrated by the goals of the "Discover the United States" program of Meridian, as discussed in Appendix A. Before considering the key concept of cross-cultural adaptability, a clear understanding of the concepts of culture shock and cultural adjustment must be reached.

From an historical perspective, anthropologists

such as Oberg (1960) and Lysgaard (1955) appear to have been among the first to research the sojourner experience. Oberg first introduced the term "culture shock" in 1960 to describe the adverse reaction sojourners may have to a new environment. He suggested that a sojourner might experience some or all of the following symptoms: anger, strain, a sense of loss, feelings of rejection, confusion, surprise, anxiety and feelings of impotence (1960 p.178).

Sinotar (1986), more recently described the phenomenon of "relo shock", which may bring on symptoms such as confusion, lethargy, and even physical illness in sojourners. These symptoms can be caused by holding onto the past, fear of the unknown, low self esteem and anger about the move. By incorporating the affective component and providing a supportive learning environment in cross-cultural training, many of these challenges can be constructively addressed.

Cultural adaptation is frequently taught and conceptualized as the U-curve of cultural adjustment. This theory suggests that the adjustment level of the sojourner can be described as a function of time in the new culture. Lysgaard (1955) proposed that the first

six months in a foreign environment are likely to indicate "good adjustment." Between the sixth and the eighteenth month sojourners are "less well adjusted." After the eighteenth month (if the individual has remained in the new culture), "good" adjustment is again likely.

Gullahorn & Gullahorn (1963) proposed that foreign nationals residing in a new culture will first experience elation and excitement. Then, when their efforts to achieve their goals are unfulfilled, they will suffer from confusion and depression. Finally, when the proper methods for attaining these goals are discovered, a more realistic understanding of the experience and culture is achieved.

Cross-cultural training can assist in providing these methods and help participants develop realistic expectations for their stay. In an unpublished study of the "Discover the United States" program, Christopher (1988) collected data which supported the U-curve model of adaptation and revealed less volatility in acculturation for graduates of the program. Paige and Martin (1983) believe that it is the ethical responsibility of trainers to make clear to

sojourners that cultural transitions may be difficult or quite painful.

A number of authors have named and elaborated on the stages of adjustment. Oberg (1960) describes four stages beginning with the "honeymoon stage" which is characterized by enthusiasm for the new culture and its hosts and an optimistic perspective on the future. In the second or "crisis stage," the realities of the new situation start to sink in and feelings of inadequacy, frustration and anxiety take over. The third "recovery stage" occurs when sojourners better learn the language and develop new means of coping and meeting their needs in the new culture. The final "adjustment stage" occurs as the individuals gain confidence in themselves and the new culture. Adler (1975) describes a similar five stage adaptation process.

Grove and Torbiorn (1985) propose another four stage model which includes early arrival, culture shock, recovery, and adaptation. These, they suggest, are compounded by several other cognitive and psychological variables. Intercultural training, both prior to the move and during the foreign residence, is "prescribed" to lessen the severity of the culture

shock phase.

Janet Bennett (1977) has suggested that the disorientation that is experienced as a negative part of cultural change can be converted into a growth opportunity if viewed as a type of transition, similar to those experienced in other life - change situations.

The sojourner who has adjusted to a foreign culture will often display certain distinct personality characteristics and skills. A literature review presented by Hammer, Gudykunst and Wiseman (1978) generated 24 abilities thought to be important for intercultural effectiveness. Three approaches to the study of intercultural effectiveness were discussed; the characteristics required, the sojourner behaviors, or an investigation of both the sojourner's personal characteristics and his/her behavior.

Beginning with Cleveland, Mangone and Adams (1960), numerous authors have examined characteristics of intercultural effectiveness. These studies were often based on effectiveness in international business or as Peace Corps volunteers.

Gardner (1962) describes a "universal communicator" who is stable, extroverted, values other

people and cultures, understands universal values and motivations, and is intuitively sensitive. Mortram (1963) concludes that "the positive evaluation of differences among people is the most reliable index of success in cross-cultural work" (p. 26). Kleinjans (1972) notes similar characteristics, focusing on attitudinal and interpersonal skills.

The second approach to intercultural effectiveness derives from investigation of sojourner behavior. Ruben (1976), for example, identified seven communication behavior dimensions as potentially significant in intercultural effectiveness. These include (1) display of respect, (2) interaction posture, (3) orientation to knowledge, (4) empathy, (5) role behavior; (6) interaction management; and (7) tolerance for ambiguity.

The research by Gudykunst, Wiseman and Hammer (1977), which investigated intercultural effectiveness both from the perspective of the sojourners' personal characteristics and from their behavior, suggests a general "cross-cultural attitude" that includes conative, affective and cognitive components.

According to Gudykunst, et al., the affective

component, then, of the sojourners' cross-cultural attitude can be conceptualized as the "degree of third-cultural perspective." This perspective assists the sojourner in correctly interpreting and evaluating intercultural encounters, and provides a frame of reference for understanding intercultural interactions in general. The third-culture perspective also acts as a link between the sojourner's own culturally determined values and assumptions and the perspective of another.

The third culture perspective was hypothesized to include: (1) openmindedness toward new ideas and experiences; (2) the ability to empathize with people from other cultures ; (3) accuracy in perceiving individual differences and similarities between the sojourner's own and the host culture; (4) the ability to be non-judgemental; (5) astute non-critical observation of their own and other people's behavior; (6) the ability to establish meaningful relationships with people in the host culture; and (7) minimal ethnocentrism (Gudykunst, Wiseman, and Hammer, 1977). The results of their study further suggest that the third-culture perspective increases the sojourner's

attitudinal satisfaction with living in a new culture and facilitates interactions with host culture nationals.

A later study by Hammer, Gudykunst, and Wiseman (1978) asked subjects who had reported functioning effectively in other cultures to rate, in terms of importance, each of the 24 abilities which had been associated with intercultural effectiveness. Factor analysis yielded the following dimensions of intercultural effectiveness: the ability to deal with psychological stress; the ability to communicate effectively; and the ability to establish interpersonal relationships. This supports the previous work of Adler (1975) and Gullahorn & Gullahorn (1963) on the importance of stress management skills to the facilitation of intercultural adjustment. It also suggests that sojourners who are able to establish meaningful relationships with people from the host culture are likely to be included in the social activities and to satisfy their own needs for friendship, intimacy and social interaction (Hammer, et al., 1978).

This is also consistent with the work of Klineberg

and Hull (1979), who demonstrated that those foreign students who made social contacts and established relationships with local people during their sojourn reported broader and more general satisfaction with academic and nonacademic experiences.

From a theoretical perspective, Gudykunst and Hammer's (1988) uncertainty reduction based theory of intercultural adaptation suggests predictions and explanations for intercultural adaptation. In this context it is assumed that sojourners as well as immigrants and tourists are strangers when they enter a host culture for the first time. As strangers, individuals ordinarily experience both uncertainty and anxiety. Several of the 24 axioms from Gudykunst and Hammer's model (1988) appear relevant to the Meridian training model. Those that relate most directly to the impact of learning about the host culture are:

Axiom 1: An increase in strangers' knowledge of the host culture will produce an increase in the accuracy of strangers' predictions and explanations of the behavior of host nationals.

(p. 115)

Axiom 2: An increase in strangers' knowledge of

the host culture will produce a decrease in the anxiety strangers experience upon entering the host culture. (p.115)

Other axioms relate to the relationships that strangers form with networks and individual members of the host culture and the implications of these relationships, including:

Axiom 14: Under conditions of cultural similarity or dissimilarity, an increase in the intimacy of the relationship that strangers form with members of the host culture will produce an increase in the accuracy of their predictions and explanations of the behavior of host national. (p.123)

Axiom 18: Under conditions of cultural similarity or dissimilarity, an increase in shared networks will produce a decrease in the anxiety strangers experience upon entering a new culture (p.123).

Adjustment and effective interaction and participation with host nationals can then be seen as key components in the process of effective adaptation (Grove & Torbiorn, 1985 and Hannigan, 1990). Kelley

and Meyers (1992) note that adaptation also tends to denote a long term process which involves not only the individual's psychological well-being, but also cognitive changes, social changes and attitudinal change. To achieve these cognitive changes, Paige (1986) and others describe the paradigm shift which must occur with the acquisition of new frames of reference and ways of thinking. The affective component of greater adaptability on the sojourners' attitude will allow them to accept the inevitable differences while learning to feel at home in the new environment.

The research of Kelley and Meyers (1987) in the development of their instrument, the Cross-Cultural Adaptability inventory (CCAI) assists us in conceptualizing cross-cultural adaptability as four key dimensions of cross-cultural effectiveness. As the primary evaluation instrument upon which this study was based, it reflects the current literature regarding cross-cultural success and effectiveness, making the concept concrete and measurable. It is based on the "culture general" approach which suggests that in adapting to other cultures individuals share common

feelings, perceptions, and experiences, regardless of the cultural background of the sojourner or characteristics of the target culture. The CCAI instrument is discussed in more depth in Chapter 3.

Hannigan (1990) suggests that cross-cultural effectiveness is the target behavior of persons working in other cultures. If, as Kelley and Meyers (1992) believe, the skills required for cross-cultural effectiveness can be addressed in training, then using a culture general approach which promotes adjustment and fosters the cross-cultural adaptability dimensions of emotional resilience, flexibility/openness, perceptual acuity, and personal autonomy would most likely be effective in helping participants overcome culture shock, and move more rapidly toward cultural adjustment.

Summary

The challenges of cultural adjustment and cross-cultural communication facing sojourners worldwide have been well documented. However, the study of the experience of the sojourner and how it can be enhanced, has received relatively little attention in the literature. Though often demonstrated to be useful,

cross-cultural training for sojourners is not the norm in either universities or corporations. With increased awareness of the benefits of cross-cultural training, and the implementation of programs tailored to the needs and learning styles of sojourners, this situation may be remedied.

Cross-cultural training enables the sojourner to learn both content and skills that facilitate effective cross-cultural interaction and may reduce inappropriate behavior and misunderstandings that could inhibit effectiveness in a new culture (Black & Mendenhall, 1990).

It is the primary hypothesis of this study that participation in an in-depth, experiential cross-cultural training program upon arrival to the United States will provide significant advantages to the student sojourner. It is further hypothesized that the sojourners in the treatment group will demonstrate greater cross-cultural adaptability than a group of similar individuals and a standard group of Non- U.S. citizens who have not had the benefit of this form of cross-cultural training.

Chapter 3 will introduce the methodology and

rationale of the study, describe the research design, procedures and timetable and introduce the instrumentation and data analysis procedures.

Chapter 3

Methodology

Introduction and Rationale

This study utilized a causal-comparative design which sought to determine whether cross-cultural training, as it is delivered at the Meridian International Center in Washington, D.C., had an impact on the cross-cultural adaptability of participants.

The study compared two similar groups of student sojourners, who completed the Cross-Cultural Adaptability Inventory (CCAI), (Kelley & Meyers, 1989). The treatment group of 42 individuals attended the week-long "Discover the United States" program within the Sept. 1990 to Sept.1991 program year. The control group of 39 demographically similar individuals received little or no training upon arrival to the United States.

This design, with a total sample size of 81 student sojourners allowed for two different sets of comparisons. The first comparison of the treatment and control group compared the means scores of each of the two groups. Second, the treatment group scores were also compared as a group to the standard scores for

international students, as measured by the CCAI.

This research provides a unique contribution to the study of cross-cultural training. Black & Mendenhall's (1990) comprehensive review of 29 empirical studies of cross-cultural training effectiveness, determined that more rigorous designs and larger samples are required in order to clearly support the proposition that cross-cultural training has a positive impact on cross-cultural effectiveness. Of the studies noted, only six included a longitudinal design and control groups. Of the ten studies with student populations, only one had a sample size of over 75 and it was conducted in 1975. Though Black and Mendenhall (1990) cited nine studies examining the relationship between cross-cultural training and adjustment, none specifically addressed the phenomenon of cross-cultural adaptability.

The Meridian International Center (Meridian) has collected and tabulated their own course evaluations at the end of each program for a number of years. From these evaluations it is apparent that at the completion of the course a high percentage of participants believe the program was beneficial and the information and

experiences useful in their new lives. A summary of these course evaluations for the 1991 program year is included in Appendix A. Though these evaluations are impressive, Grove and Torbiorn, (1985), Black and Mendenhall (1990) and others suggest that cross-cultural training's impact should also be evaluated after a period of time has been spent in the new culture.

By studying program graduates and a similar group of control subjects who came to the United States with clear educational goals, who have been in this country at least three months, and who intend to stay for at least a year, a more complete picture of the experience of these sojourners can be developed. In addition, many of the external variables related to adjustment can be minimized.

Population and Sample

The source of the population for this study was participants attending the Meridian International Center's (Meridian) intercultural training and orientation programs. The specific population had attended a Meridian program between September 1990 and September 1991. The total was 1,586 individuals from

over 100 countries.

The sample population consisted of those participants who met the following criteria:

1. Had completed the entire week of the "Discover the United States" training,
2. Planned to stay in the United States for a minimum of one year and
3. Listed "study" as their primary reason for coming to the United States.

Of the total population, 193 from 34 countries met these criteria. Fifty-five individuals responded to the participation solicitation and 42 of these from a dozen countries returned completed questionnaires. The countries with the greatest representation in the sample population were Kenya, Senegal, Morocco, Pakistan, Jamaica and Haiti.

The 39 members of the control group were matched as closely as possible to the treatment group participants. The primary criteria for matching included gender, country of origin and arrival date in the United States. Age and education were secondary considerations. Nearly all of the study participants were graduate students sponsored by the Agency for

International Development (A.I.D.) or a similar agency. They were established professionals in business, government or academia, with an average age in the early thirties. As a group, they were highly educated, including five physicians, two attorneys, and two others with advanced degrees. Tables 2 and 3 present the composition of the treatment and control groups by gender and show the thirteen countries of origin included within the two groups.

The A.I.D. orientation brochure (1990) notes other factors which differentiate A.I.D. participants from other foreign students: they are jointly selected by their government or other local institutions and A.I.D.; they are to be trained for positions or skills needed to further the development of their country; they must be citizens of the country which sponsors them; in good health; proficient in English; and "mature enough to represent that country abroad, and be able to adapt to a foreign culture." It would appear from these criteria that all participants in this study had been judged as individuals who were equally adaptable, and expected to succeed in their new environments.

Table 2

Demographic Composition of Treatment and Control Groups
by Gender

Gender	Treatment		Control	
	Frequency	Percent	Frequency	Percent
Female	12	28.6	9	23.1
Male	30	71.4	27	69.2
Unknown	0	0	3	7.7
Total	42	100.0	39	100.0

In interviews with officials from the Meridian International Center (Meridian) and A.I.D., it was confirmed that each group which attends the training program is fairly heterogenous, while satisfying the basic criteria established by A.I.D. This assists in the determination that treatment group participants and members of the control group were drawn from the general A.I.D. student population and are similar.

Table 3

Demographic Composition of Treatment and Control Groups
by Country of Origin

Country	Treatment		Control	
	Frequency	Percent	Frequency	Percent
Kenya	12	28.6	10	25.6
Senegal	6	14.3	7	18.0
Morocco	6	14.3	6	15.4
Pakistan	4	9.5	2	5.1
Egypt	2	4.8	3	7.7
Haiti	3	7.1	1	2.6
Jamaica	3	7.1	1	2.6
Nepal	1	2.4	2	5.1
Other*	5	11.9	7	17.9
Total	42	100.0	39	100.0

*Jordan, Thailand, Guinea, Mauritania, and Mali

A criterion which was assessed early in the study disqualified any sojourners from either group who had lived in the United States for three months or more on a prior visit, as this might give them an adaptability advantage over other sojourners (Klineberg and Hull,1979).

Research Design, Procedures and Timetable

Data for this study were gathered from two groups. The first group consisted of those individuals who received training as participants in the week-long "Discover the United States" program. The second set of similar individuals served as the control group. Those individuals received minimal or no training upon arrival in the United States. This condition was defined as participating in no more than one half day of training or orientation upon arrival to the U.S.A.

According to Gay (1987) the independent variable in a causal comparative study is not manipulated; it has already occurred. In this study the primary independent variables were the treatment conditions of training or no training. The demographic variables of country of origin, and gender were used to achieve similar groups and were not manipulated. The Chi

square analysis determined that there were no significant differences between the groups on these variables. The variables were also analyzed in an analysis of variance for possible causal-comparative effect. The dependent variables of this study, then, were the scores on the four dimensions of the Cross-Cultural Adaptability Inventory (CCAI).

In addition, the treatment group scores were compared to the CCAI standard for international students and sojourners. This comparison assists in determining how the Meridian participants compare to a large sample of college graduates born outside of the United States (the non-U.S. citizen standard used in the development of the CCAI).

The four dimensions of Cross-cultural Adaptability as measured by the Cross-cultural Adaptability Inventory (CCAI) were the dependent variables, upon which the two groups were compared. These included: (1) Emotional Resilience, (2) Flexibility/Openness, (3) Perceptual Acuity, and (4) Personal Autonomy. These have been defined on page 13.

The study was conducted in four phases. Following is a description of these phases.

PHASE I

The "pre-study" phase included all activities related to the recruitment of the treatment group and the field testing of the primary instrument. First, a letter from the Executive Director of the Meridian International Center was sent to each of the 193 people in the sample population, inquiring as to their willingness to participate in the study by completing the CCAI. Fifty-five individuals returned a simple postcard indicating their willingness to participate and listing their name, address, and several other demographic variables. This step was required to reduce the cost of purchasing and mailing surveys which might not have been returned.

Concurrent to this, a pilot survey of ten current program participants and ten Meridian staff was conducted. Each completed the CCAI, so that any possible difficulties with test administration, language or scoring could be identified. As a further check, twenty international students at the Meridian International Center and Florida International University read through the inventory and reported no difficulties in translation. The time frame for this

phase was November, 1991 to January, 1992.

PHASE II

This phase included the mailing of the CCAI and a supplemental seven question survey and the recruitment of controls (see appendixes C and E). The treatment group of 55 graduates who agreed to participate was mailed the CCAI and supplemental survey and a postage-paid return envelope. Of these 55, a total of 42 completed responses were received. During this time the individuals who would comprise the control group were also located with the assistance of AID and other organizations. This effort took several months longer than was anticipated and the original plan to find individual matches for each treatment group participant was modified to provide similar groups. In Tables 2 and 3 the final composition of the treatment and control groups is presented. Documentation related to this search is presented in Appendix C.

The CCAI, and the supplemental survey were then mailed to the matched individuals from the control group who agreed to participate. These surveys were returned to the Meridian International Center, where the data were recorded and tallied under the

supervision of this author and the Project Manager and Center Director. All non-respondents were contacted by follow-up cards and phone calls. One of the incentives for study participants was that they would receive a personalized interpretation of their survey results. This took place between February and August 1992.

PHASE III

In this phase data were analyzed for the study and individual surveys were analyzed for study participants. Each participant received by return mail an interpretation of his or her individual survey results. These were plotted on a CCAI Profiling Interpretation form which was provided with each CCAI instrument. Two sample profiles are included in Appendix D. The primary focus of this phase was the analysis of the data from the CCAI, and a comparison to both the standard and the control group. The supplemental attitudinal survey data were also compiled. This phase took place between March and September 1992.

PHASE IV

In this final phase the statistical analyses of the accumulated data were completed and the Meridian

1991 program year evaluations summarized. The data were summarized, and conclusions and recommendations developed. The findings were reported to the participating agencies and organizations. This took place between June and October, and this Doctoral Dissertation was completed and defended in November 1992.

Instrumentation

The primary instrument which was utilized in this study was the Cross-Cultural Adaptability Inventory (CCAI), first developed in 1987 by Dr. Colleen Kelley and Dr. Judith Meyers. The inventory consists of 50 self-rated statements which relate to correlates of cross-cultural success found in interviews with cross-cultural experts and in the cross-cultural literature. Twenty-five individuals with specific cross-cultural experiences and knowledge assisted in the development and revision of the CCAI. Statistical norms and scoring refinements were based on the responses of 653 people. About 20% of the sample were not United States citizens.

Each statement on the CCAI represents one of four dimensions measured by the inventory in separate

scales. The dimensions include: emotional resilience, flexibility/ openness, perceptual acuity, and personal autonomy. Following is a description of what is assessed by the scales, according to Kelley and Meyers (1992) and a sample question representing each dimension.

The content focus of Emotional Resilience items includes: coping, especially with stress and ambiguity; rebounding from, and acceptance of imperfections and mistakes; trying new things and experiences; and interacting with people in new or unfamiliar situations. A sample statement is "I have ways to deal with the stresses of new situations" (p.A-2)

The content focus of Flexibility/Openness items includes: liking for, openness toward, interest in, and desire to learn from people and ideas different from oneself; tolerance, nonjudgementalness, and understanding toward others different from oneself; and flexibility with regard to experiences. A sample statement is " I believe I could live a fulfilling life in another culture." (p. A-5-6)

The content focus of the Perceptual Acuity items includes: the extent to which a person pays attention

to, and accurately perceives various aspects of the environment; verbal and nonverbal cues communicated by people who are different from themselves; and awareness of their impact on people different from themselves. A sample statement is " I try to understand people's thoughts and feelings when I talk to them." (p.A-8)

The content focus of the final dimension, Personal Autonomy includes items which deal with: personal identity, values, beliefs, and empowerment, in the context of unfamiliar environments and different values. A sample statement is " I believe that I can accomplish what I set out to do, even in unfamiliar settings." (p.A-12)

To complete the inventory, answers are circled on a scoring sheet with six options ranging from definitely true to definitely not true. The survey was administered by mail to all study participants. After scoring, a profile/interpretation component which graphically portrays and briefly explains the individual's scores on the four CCAI dimensions was returned to study participants.

Since the instrument was first developed by Kelley and Meyers in 1987 it has undergone two revisions. It

is currently being utilized in cross-cultural training programs for corporations, educational institutions and government agencies throughout the United States, Great Britain, Japan, and Australia. According to Kelley and Meyers (1991, p.5) the CCAI was designed to be used in cross-cultural training to help people to:

1. better understand what we know is important in living and working effectively among those of other cultures (based on the research literature);

2. learn useful information about themselves that can guide them in the development of cross-cultural abilities and skills.

The CCAI has been utilized in a number of other studies and dissertations, most recently by George (1991) to assist in evaluating the effectiveness of administrators working in multi-ethnic communities. This study demonstrated that cross-cultural adaptability was significantly correlated to leadership effectiveness and student achievement in this context.

After considering several other alternatives the CCAI was chosen as the measurement for this study for five key reasons:

1. Of the available instruments, it appeared to

most closely match the skills and attitudes promoted by the Meridian International Center and the "Discover the United States" program (see Appendix A). This strengthened the study's validity.

2. Statistically, it appears to be a reliable and valid instrument. The instrument has a high overall reliability (.90), and was normed on a large sample population of 653 individuals, including 129 international students or sojourners from 38 countries who were quite similar to the sample population of this study. Following are the individual scale reliability (standardized alpha) measures:

1) Emotional Resilience (ER),	18 items	.90
2) Flexibility/Openness (FO),	15 items	.82
3) Perceptual Acuity (PA)	10 items	.78
4) Personal Autonomy (PA)	7 items	.68
Total Score	49 items	.90

According to Kelley and Meyers (p.30, 1992) these estimates, especially in the overall category indicate that individuals who score high on one item within a scale tend to also score high on other items within the scale. These scales also indicate high internal consistency. The CCAI is considered to have high

content, face, and construct validity, and because of the methods used in its construction it is reasonable to expect that it would also have some predictive validity.

3. Though the concept of cross-cultural "adaptability" (as opposed to adjustment) is fairly recent in the literature, the instrument has a strong theoretical base and is well grounded in the state-of-the-art of cross cultural theory and practice.

4. In a series of interviews conducted by the author with seven senior interculturalists, including Margaret Pusch, author of, "Multicultural Education; a Cross-cultural Training Approach", and publisher of the Intercultural Press, the CCAI was suggested as the most valid, well researched and viable instrument for the assessment of cross-cultural effectiveness.

5. The instrument is relatively easy to administer by mail, and with its scoring system provides four clear and well documented criteria upon which individual subjects and groups can be assessed and compared. It also had the advantage of offering an incentive to study participants with the individualized profile provided.

In conclusion, the author and the advisors to this study were confident that the CCAI was the most appropriate instrument to be utilized in this study.

As an addendum to this study, the Meridian International Center (Meridian) designed its own seven question supplemental attitudinal survey which was sent to all participants along with the CCAI. (See Appendix E for the complete survey.) These questions utilized a seven point scale, and were designed to address several key issues of interest to Meridian staff. Items related to comfort levels in the United States, self esteem, how well sojourners handle problems, frustration and anxiety, and relationships with USAmericans. Though not statistically validated, the survey asked questions, and provided data which support this study, and will be useful to the Center. Table 8 presents data from the survey.

Data Analysis

The primary quantitative data for this study consisted of the individual and group scores on the four components of the Cross-Cultural Adaptability Inventory. These criteria included Emotional Resilience, Flexibility/Openness, Perceptual Acuity,

and Personal Autonomy. Secondly, the data from the supplemental attitude survey developed by Meridian were also analyzed.

For the causal-comparative analysis of the CCAI data, significance tests of correlation and t tests for independent sample groups were conducted between the treatment and control groups. They were also conducted between the treatment group scores and the standard scores for non-U.S. citizens on the CCAI.

Chi square analysis determined that the two groups had similar distributions by gender and country of origin. An analysis of variance (ANOVA) on the CCAI scores was conducted, using sex, and country of origin. It showed no differences based on either gender or country of origin. The only significant difference was between the treatment group and the control group.

The seven question attitudinal surveys were analyzed using two-tailed, two sample t-tests. Since this questionnaire had not been validated, reliability coefficients were analyzed for each question to determine alpha and standardized item alpha.

As discussed in the research design section, a between-group design was used, with subjects divided

into two groups, the treatment group which received the training and the control group which did not.

Clearly, in any study such as this, all observed differences cannot be attributed to the treatment; some portion must be attributed to chance factors. The two primary chance factors were experimental error and measurement error.

Experimental error includes all uncontrolled sources of variability in this experiment. The most important source of this error will be individual differences among the subjects, both in experience and circumstance. Though matched by country of origin, one participant may have moved many times and become quite adept at adjusting to new environments, while another may have never left his small village. One may have been welcomed warmly by her university community, and another isolated or ignored. These types of differences could certainly affect an individual's cross-cultural adaptability and perceptions of the United States and his or her placement community.

Measurement error is defined as differences attributed to the experimenter, which can cause the experimental treatment to differ slightly from one

subject to another. In this study all participants attended various sections of the same basic course, held over a year's time. Even though the core program is similar, each instructor provides a unique focus, stressing different information or activities, or even presenting the same information in diverse ways. Additionally, each week the make-up and demographics of the group was different.

A format analysis which examined each training activity supplemented this study, and assisted in determining that the four representative weeks of training which were observed were reasonably consistent. This is demonstrated in Table 7, and is discussed further in the Program Description section of Appendix B.

Though it is possible that experimental or measurement error may have biased the results of this study, every effort was made to minimize the effects of these potential sources of error.

In summary, this study of the effects of cross-cultural training on several key components of intercultural effectiveness was requested by a prestigious international training organization and an

international agency of the United States government. It was designed and implemented with the full cooperation and support of those organizations.

This research on the evaluation of individuals who attended an in-depth cross-cultural training program is one which can make a significant contribution to the fields of adult education and training, as well as cross-cultural training practices.

The following chapter presents the data which have been gathered, and analyzes both the quantitative and qualitative components of this study.

Chapter 4

Analysis of Data

Introduction

This chapter provides the analysis of the data from the four quantitative sources and the two areas of descriptive study. First, the primary data comparing the Cross-Cultural Adaptability Inventory (CCAI) scores, (n=81), for the treatment and the similar control group will be discussed. Second, further data compared the "Discover the United States" participants to the CCAI norming standard group of international students and sojourners (non-U.S. citizens.)

The third data analysis will consider whether the demographic variables of country of origin or gender may have impacted the CCAI scores. After the primary and subsidiary research questions have been addressed, the fourth source of quantitative data, the results of the supplemental attitudinal survey designed by the Meridian International Center, will be discussed.

The descriptive data for the qualitative component of this study are designed to provide an understanding of the experience of a participant in the "Discover the United States" training. Two components, the format

analysis and program analysis, are summarized in this chapter. The format analysis, summarized in Table 7, charts the similarities and differences of training approaches utilized in each module during four separate weeks of training. The program analysis utilizes Tung's (1981) classification of types of cross-cultural training. In order to provide a more complete understanding of the entire weeklong experience a Program Description is included in Appendix B.

The analysis of the data will be presented by reviewing each of the four research questions, examining its related hypothesis and null hypothesis, reviewing the data collection methodology, and offering conclusions.

Primary Research Question

The primary research question was; Does in-depth experiential cross-cultural training improve cross-cultural adaptability as measured by the CCAI? The null hypothesis (H1) was: that cross-cultural training has no significant impact on cross-cultural adaptability as measured by the CCAI.

Data were gathered by comparing graduates of the "Discover the United States" program with two separate

groups, a control group made up of similar individuals and the group of Non-U.S. Citizens used by Kelley and Meyers in developing the CCAI International Standard scores (1992).

Analysis of Treatment and Control Groups

Testing the treatment group versus the control group gave significant results in each of the four dimensions of cross-cultural adaptability at the .05 level of significance. This was determined by utilizing the t- test for two independent sample groups.

As illustrated in Table 4 and Figure 1 for emotional resiliency (ER), the treatment mean (mean = 82.57) was significantly higher ($p < .05$) than the control mean (77.77). For flexibility/ openness (FO), the treatment mean (mean = 68.05) was significantly higher ($p < .01$) than the control mean (62.77). For perceptual acuity (PAC), the treatment mean (mean= 48.40) was significantly higher ($p < .05$) than the control mean (45.82). For personal autonomy (PA), the treatment mean (mean = 32.93) was higher ($p < .05$) than the control mean (30.51).

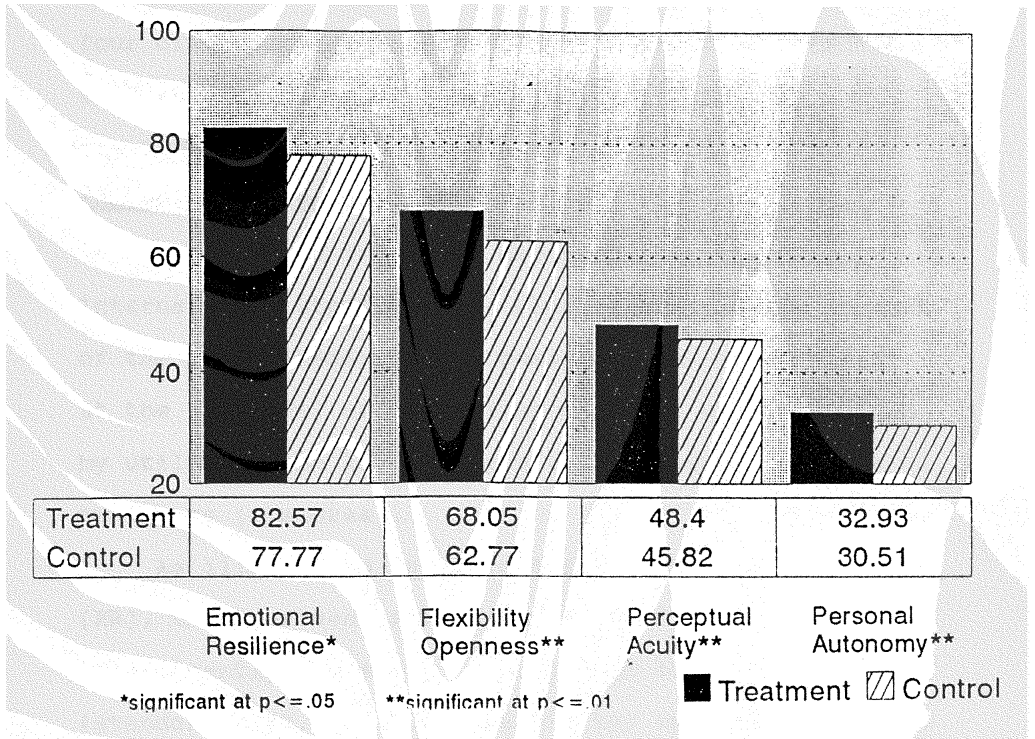
Table 4

CCAI Data for Treatment and Control Groups

CCAI Scales	Treatment (n=42)		Control (n=39)		T- Statis.	P- Value
	Mean	SD	Mean	SD		
Total	231.95	21.06	216.87	16.43	-3.57	.0006**
Emotional						
Resilience	82.57	9.89	77.77	7.61	-2.44	.0171 *
Flexibility						
Openness	68.05	7.80	62.77	6.88	-3.22	.0019**
Perceptual						
Acuity	48.40	5.14	45.82	4.54	-2.39	.0192 *
Personal						
Autonomy	32.93	5.08	30.51	4.70	-2.22	.0295 *

* significant at $p < .05$ ** significant at $p < .01$

Figure 1. CCAI Scores for Treatment & Control Groups



In summary, in all four dimensions of the CCAI, the treatment group, the Meridian participants, scored significantly higher than the control group. One dimension, flexibility/ openness (FO) was significant at $p < .01$, and the other three, emotional resilience (ER), perceptual acuity (PAC)and personal autonomy

(PA), were significantly different, at $p < .05$.

Additionally, the combined total mean scores for all four dimensions of cross-cultural adaptability indicate that this difference is highly significant, at $p < .0006$.

Analysis of Treatment and CCAI International Groups

Testing the treatment group against the CCAI International standard gave significant results in each of the four dimensions of cross-cultural adaptability at the .05 level of significance. This was determined by utilizing the large sample test of hypothesis for two means (z scores).

As illustrated in Table 5 for emotional resiliency (ER), the treatment mean (mean = 82.57) was significantly higher ($p < .010$) than the CCAI mean (standard = 78.0). For flexibility/ openness (FO), the treatment mean (mean = 68.05) was significantly higher ($p < .005$) than the CCAI mean (standard = 64.11). For perceptual acuity (PAC), the treatment mean (mean = 48.40) was significantly higher ($p < .05$) than the CCAI mean (standard = 46.47). For personal autonomy (PA), the treatment mean (mean = 32.93) was higher ($p < .05$) than the CCAI mean (standard = 31.14).

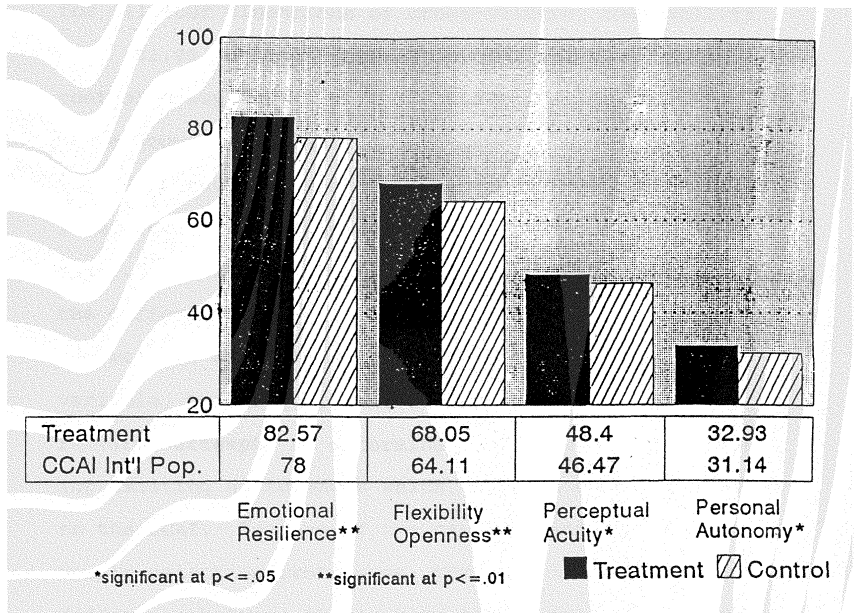
Table 5

CCAI Data for Treatment and CCAI Non-U.S. Citizens
(International Population) Standard Groups

CCAI Scales	Treatment (n=42)		Standard Population		T- Statistic	P- Value
	Mean	SD	Mean	SD		
Total	231.95	21.06	219.70	3.77	19.08	.0005**
Emotional						
Resilience	82.57	9.89	78.00	8.28	3.01	.0045**
Flexibility						
Openness	68.05	7.80	64.11	7.76	3.27	.0022**
Perceptual						
Acuity	48.40	5.14	46.47	4.96	2.44	.0192 *
Personal						
Autonomy	32.93	5.08	31.14	3.78	2.28	.0277 *

* significant at $p < .05$ ** significant at $p < .01$

Figure 2. CCAI Scores for Treatment & Standard Groups



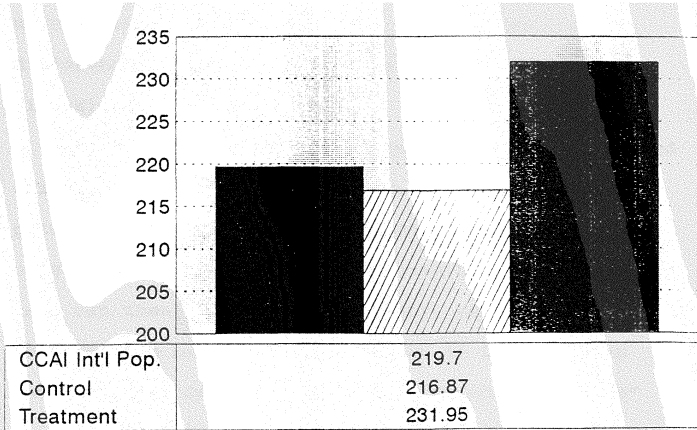
In summary, in all four dimensions of the CCAI, Meridian participants scored significantly higher than the standard. Two dimensions, emotional resilience and flexibility/ openness, were significant at $p < .01$, and the other two, perceptual acuity and personal autonomy, were significantly different at $p < .05$. Additionally,

as shown in Figure 3, the combined total mean scores for all four dimensions of cross-cultural adaptability were 231.95 for the treatment group, 216.878 for the control group, and 219.70 for the standard group. These scores are highly significant at $p < .0005$.

In a causal-comparative analysis, the interpretation of findings requires some caution (Gay, 1987). It was difficult to ascertain definitively that the differences in the dependent variable, or CCAI scores were actually caused by the independent variable, training or no training. Ex post facto research attempts to determine the cause of, or reason for existing differences which, in this case are scores on the CCAI. Because of the careful matching and sample selection procedures, the only identifiable difference between the members of the two groups was the presence or absence of the training. As mentioned in Chapter 3, all participants were judged by A.I.D. to be capable of achieving their educational objectives in the United States. Table 10 displays the actual CCAI test scores of each individual for each dimension included in the CCAI.

Figure 3.

Total CCAI Scores for Treatment, Control & Standard Groups



significant at $p < .01$

■ CCAI Int'l Pop. ▨ Control ■ Treatment

In this study comparing the cross-cultural adaptability of the treatment group to a similar control group and a large sample standard group, the results indicate that the treatment group is significantly more adaptable. Each comparison of cross-cultural adaptability includes four scales, which provide a total of eight opportunities for comparison of difference. In each of the eight comparisons, the

treatment group's scores were significantly higher than the control or standard, and three of these were highly significant. There was also a highly significant difference in total combined mean scores on all four dimensions.

The control procedures discussed in Chapter 1, and chi square summaries in Table 6, rule out other potential variables such as gender, or country of origin, which might have influenced the scores. These data can then, with some certainty, establish a causal relationship between participation in the Meridian International Center's "Discover the United States" program and increased cross-cultural adaptability, as measured by each of the four dimensions of the Cross-cultural Adaptability Inventory (CCAI) and the total combined CCAI score.

Unfortunately, it is not possible to ascertain exactly what aspects of the Meridian training are responsible for the significantly higher levels of cross-cultural adaptability that participants demonstrated over the control group and the test standard. Following are five possible explanations:

- 1) The program provides opportunities for

participants to interact with their new environment and one another. Each interacts with other newly arrived sojourners, as well as host nationals, both staff and volunteers. This safe and friendly environment may increase emotional resilience and perceptual acuity and assist the sojourner in accurately predicting and understanding the behavior of people in the United States. It also may increase personal autonomy by serving as a starting point for the creation of shared networks (Gudykunst & Hammer, 1988), and encouraging participants to interact with local people during their sojourn (Klineberg & Hull).

2) The program increases the participants' knowledge of the host culture, thereby reducing their anxiety (Gudykunst and Hammer, 1988). Throughout the week-long program participants are given specific examples of what to expect in school, work and social settings. A variety of techniques, such as role plays and films help prepare participants to succeed in the new culture. These experiences can increase the sojourners' self-confidence, and encourage them to become more flexible and open as they begin the process of adapting to their new environment.

Table 6

Chi-square Analysis of Treatment and ControlPopulations

	Treatment	Control
Sex by group	N (%)	N (%)
Female	11 (28)	9 (25)
Male	28 (72)	27 (75)
No answer =3		

Chi Square	DF	Value	Prob.
	1	0.146	0.931

	Treatment	Control
Country by group	N (%)	N (%)
Kenya	12 (29)	10 (26)
Morocco	6 (14)	6 (15)
Senegal	6 (14)	7 (18)
Other countries	18 (43)	16 (41)

Chi Square	DF	Value	Prob.
	1	0.444	0.931

3) The program encourages independent thinking and action and allows the sojourners to achieve several small successes in the new culture. These successes may increase emotional resilience and produce a willingness to engage in further risk-taking in the placement community.

4) Many of the week's activities focus on the development of empathy for others, (in this case USAmericans) who are different. Interviews and interaction with classmates, volunteers, Meridian staff members and "people on the street" may also assist in developing better communication skills, heightening perceptual acuity and creating empathy. Bennett (1986) describes empathy as the most common form of adaptation and these experiences may improve perceptual acuity.

5) The Meridian experiential training approach prepares participants for specific situations such as classroom and dating etiquette. They are also exposed to attitudes they may face in the United States, among them such things as USAmericans' materialism, independence and perceived need for privacy. It appears to equip them with skills and attitudes which are reflected in greater emotional resilience,

flexibility/ openness, perceptual acuity and personal autonomy in the new culture.

In conclusion, this study demonstrates that participants in the "Discover the United States" program report higher levels of adaptability than either the similar control group or the international students and sojourners who participated in the development of the CCAI. This increase can be attributed to participation in the Meridian program. This determination disproves null hypothesis H1.

First Subsidiary Question

The first subsidiary research question was, Do country of origin or gender affect cross-cultural adaptability? The null hypothesis (H2) was: that the demographic variables of country of origin or gender do not significantly affect cross-cultural adaptability as measured by the CCAI. Data were gathered by comparing the CCAI scores of study participants from both the treatment and control groups in all dimensions of the CCAI.

The results of the analysis of variance (ANOVA) determined that there is no significant difference in cross-cultural adaptability by country of origin or

gender. The only significant difference found was between the treatment and the control groups, as discussed above.

In conclusion, this study demonstrates that the demographic variables of country of origin and gender do not significantly affect cross-cultural adaptability as measured by the CCAI. This supports null hypothesis H2.

The final two research questions were addressed using a qualitative and descriptive analysis, rather than quantitative data alone. This was done to ensure that there were no major differences in the program format from week to week which might have biased the data. These observations also enabled the researchers to compare the training approaches used in the program with a previously developed model, This also provided the basis for the descriptive analysis of the program, presented in Appendix B.

Second Subsidiary Question

The second subsidiary research question was, Are there any major differences in the weekly program format of "Discover the United States" which might affect the cross-cultural adaptability of

participants?. The null hypothesis (H3) states that there are no major differences from week to week in the format of the "Discover the United States" program.

In order to address this question, the researcher, the project manager for Meridian and an additional Meridian intern attended four different week-long programs keeping logs of the primary and secondary formats of each topic presented. Primary format was defined as the approach used for the largest portion of each session. The secondary format used the next largest portion of time. The formats utilized included activity in class, activity outside the classroom, discussion, film, and role play. A summary of these analyses appears in Table 7.

As shown in Table 7, it was determined that the sequence followed, and the time frames used, were similar each week. In 35 of 40 cases, at least two presenters used the same training approach for presentation of a topic. Although there was some variation from week to week, the formats utilized by the various instructors were quite similar. Meridian appropriately affords their professional intercultural trainers some latitude in the use of varying formats to

Table 7

Format Analysis of the "Discover the United States Program by Three Observers to Determine Consistency of Approach and Emphasis

FORMAT TOPIC	LECTURE	ACTIVITY IN CLASS	ACTIVITY OUTSIDE	DISCUSSION	FILM	ROLE PLAY
INTRODUCTION	B B	A A A A		B B		
INTRO. FIELD	A A A A	B B B		B		
FIELD STUDY			A A A A			
REPORT		A A A A		B B B B		
US. VALUES	A A A	B B		B A		B
WORK & STUDY				B B B B	A A A A	
INTERCULTURE	A A B	B B A		A	B	
US. POLITICAL	A B B B	A A A		B		
CONTEMPORARY US.	B B B	A A A		A B		
ADJUSTING	B B B A	A A A				

KEY:

A = PRIMARY EMPHASIS
B = SECONDARY EMPHASIS

accommodate their own teaching styles as well as differences from group to group. For example, the style used for a group of five sojourners might be quite different from that used with a group of twenty-five.

In conclusion, it was determined through the descriptive analysis that there were no major differences from week to week in the formats used in the "Discover the United States" program. This supports null hypothesis H3.

Third Subsidiary Question

The final research question was, Which cross-cultural training techniques are utilized in the "Discover the United States" program, and are they similar to the five categories of techniques noted by Tung?. The null hypothesis (H4) states that there are no major differences between the cross-cultural training approaches utilized in the "Discover the United States" program and the five approaches delineated by Tung (1982).

The data collection and analysis which address this research question follow in the Program Analysis

section below.

Program Analysis

The researcher for this study spent over a year studying the "Discover the United States" program of the Meridian International Center (Meridian). She assumed a variety of roles, in relationship to the Center (Meridian) and its program. First, she sat in on the weeklong program as a USAmerican observer. Later, serving as a consultant, at the request of the Executive Director, she observed a number of instructors and each of the modules at least one additional time. The goals of this consulting were to provide feedback on instructor strengths and weaknesses, and instructional design and curriculum issues. The results were reported to the Executive Director, and many of the suggestions were incorporated into Meridian's revised Training manual. Several of the suggestions are also noted in the final chapter of this study.

The author later became a member of the adjunct faculty and provided training to sojourner groups, individual staff members, and the staffs in Washington and at the new Center in Miami. She also attended

several staff meetings and worked closely with a number of the interns, and the Project Manager.

The program was developed by several of the leaders in the field of intercultural training, including Dr. Robert Kohls, author of the "Survival Kit for Overseas Living" (1984). It is also clearly based on the experiential learning model of training. The content and instruction of the "Discover the United States" program are continually evaluated and revised. A summary of the end-of-course evaluations for the 1991 program year is included in Appendix A.

What had not been previously documented was how this unique combination of classroom and field experiences compared to an overall model which analyzed cross-cultural training techniques. The following analysis illustrates the ways in which the Meridian model adapts and utilizes the five types of cross cultural training, as articulated by Tung (1982). These techniques are: (1) area studies, (2) culture assimilators, (3) language preparation, (4) sensitivity training and (5) field experiences.

The Center's location in Washington, D.C. makes it ideal for area studies, the first of Tung's

training types, as it exposes participants to the politics, economics, culture and history of the United States. This exposure is accomplished through in-class lectures and training as well as field trips to historic sites, Capitol Hill and a sociological tour of the city. In addition, during their free time many participants visit the dozens of museums and cultural centers in the city. Each morning the participants have an opportunity to describe these expeditions to their classmates and suggest additional ways to get to know the United States.

The second cross-cultural training approach, culture assimilators, is generally administered through a programmed instruction format. In the Meridian experiential program, assimilators are not utilized in the traditional format. In several sessions, however, critical incidents and case studies are included, and students receive feedback regarding their responses. These are intended to give the participants experience in solving problems and interpreting events and communication in much the same way as culture assimilators.

Regarding the third approach, language

preparation, the Meridian International Center offers the "Discover the United States" program to groups in English, French and Spanish, though this study focuses only on the English programs. A prerequisite of this training program and for most A.I.D. grants is that participants speak and write a level of English which will at least enable them to succeed in an academic setting.

Language instruction occurs informally as participants are encouraged to address each other, conduct discussions and interviews and make presentations in English. Many of the facilitators speak two or more languages. As experienced cross-cultural trainers they speak at an appropriate rate and interpret terms and concepts which may be new to participants. Many participants report that having the opportunity to converse both in class and with volunteers in their homes and at social gatherings improved their skill and confidence in conversational English.

Sensitivity training, the fourth approach delineated by Tung, is used to increase the awareness of self and others. This broad approach is utilized to

varying degrees in several sessions. The key focus of experiential learning mandates that participants apply their new learnings to their own life experience. So, whether it relates to cross-cultural communication, networking, or stress management, the focus will always go back to the self. In addition many activities, such as the initial "I Am" exercise, encourage self disclosure, which is one of the main elements of sensitivity training. Group projects and assignments also build esprit de corps, encouraging bonding which can continue long after the program has ended.

Field experiences, the final type of cross-cultural training, defined by Tung, are well demonstrated in the program. From the first afternoon, field experiences are an integral part of the "Discover the United States" program. The goals of fostering independence and problem solving in a new culture are achieved by requiring the newly arrived sojourners to find their way around a major metropolitan city almost immediately, and to interact with both its people and its institutions. Each field experience and expedition is designed to provide the participants with new knowledge and skills, and the opportunity to "debrief"

afterward.

The program's design is also consistent with research on learning styles (Cleveland, 1986, Laborde, 1984), which shows that effective training must include visual, auditory and kinesthetic learning activities. The films and colorful posted flip charts prepared by the participants and staff would be likely to appeal to the visual learner. The lectures and varying discussion formats may be more effective for auditory learners. Finally, the kinesthetic learner would find the roleplays and field trips of primary interest.

The end-of-course evaluations summarized in Table 9 on page 155, indicate that participants appreciate the opportunity to have this in-depth cross-cultural orientation and believe they have benefitted.

In summary, it is clear that the "Discover the United States" program provides a broad variety of experiential learning opportunities for its participants. Each of the five approaches described by Tung is utilized in some way to achieve the program's goals. This supports null hypothesis H4.

Meridian Supplemental Attitudinal Survey

As a supplement to this research effort, the

Meridian International Center developed a seven item attitudinal questionnaire, which was sent out along with the CCAI to all study participants in the treatment group (n=81). Table 8 presents the items in the questionnaire and a statistical analysis of the responses.

For the seven questions in this informal survey, an analysis of the data indicates no significant difference between the treatment group and the control group at the $p < .05$ level. A difference did exist for question #5: "I enjoy most parts of life in the U.S.", but it was less significant, ($p < .10$).

Three inferences can be made from these data. First, though not significantly different, the trends for each question indicate more positive attitudes about living in the United States by the treatment group than the control group. Second, since the reliability of this instrument has not been established, it is possible that a stronger, validated instrument would better differentiate between the attitudes of the treatment group and the control group members. Finally, the differing responses on enjoyment of life, question #5, indicate that the "Discover the

Table 8

Meridian Attitudinal Survey Data

Attitude Statements	Treatment (n=42)		Control (n=39)		T-Statistic	P-Value
	Mean	SD	Mean	SD		
Total Score +	2.73	0.63	2.97	0.88	-1.43	.156
S1 I can handle my problems in U.S.	2.43	1.09	2.53	1.34	-0.36	.719
S2 U.S. people are fascinating	3.12	1.19	3.18	1.31	-0.19	.851
S3 Being in the U.S. makes me anxious	3.87	1.44	3.78	1.55	-0.28	.777
S4 I do not feel good about myself	5.00	1.10	4.80	1.35	-0.71	.477
S5 I enjoy most parts of life in U.S.	2.85	1.09	3.37	1.56	-1.70	.093*
S6 I feel comfortable around U.S. people	3.05	0.99	3.36	1.44	-1.14	.260
S7 Being in the U.S. is frustrating	4.45	1.23	4.08	1.40	-1.24	.220

+ Scale reversed for S3, S4 and S7. * Significant at $p \leq .1$.

NOTE: 1=very strongly agree, 7=very strongly disagree.

United States" program may help sojourners gain more enjoyment from their time in the United States. Perhaps the documented improvement in their cross-cultural adaptability could be responsible for their increased level of enjoyment. The instrument and sample data from this informal study are included in Appendix E.

Summary

In summary, the primary research question was: Does in-depth experiential cross-cultural training improve cross-cultural adaptability, as measured by the CCAI? The null hypothesis (H1) was that cross-cultural training has no significant impact on cross-cultural adaptability, as measured by the CCAI. The null hypothesis was disproved by the significantly higher scores of the treatment group in every dimension of cross-cultural adaptability. The difference in the overall cross-cultural adaptability scores between the treatment group and both the control and the international norming standard group was also highly significant.

The first subsidiary research question was: Do country of origin or gender affect cross-cultural

adaptability. The null hypothesis (H2) was that the demographic variables of country of origin and gender do not significantly affect cross-cultural adaptability, as measured by the CCAI. The results of the analysis of variance (ANOVA) were that there is no significant difference in cross-cultural adaptability by country of origin or gender. The only significant difference found was between the treatment and control groups as demonstrated in the analysis of the primary research question.

The second subsidiary research question was: Are there any major differences from week to week in the program formats of the "Discover the United States" program, which might affect the cross-cultural adaptability of participants. The null hypothesis (H3) states that there are no major differences from week to week in the format of the "Discover the United States" program. The observations of three researchers, documented in Table 7, Format Analysis, confirmed this null hypothesis, documenting that the program is consistent from week to week.

The final subsidiary research question was: Which cross-cultural training techniques are utilized in the

"Discover the United States" program, and are they similar to the five categories of techniques noted by Tung (1982) The null hypothesis states that there are no major differences between the cross-cultural training approaches utilized in the "Discover the United States" program and the five approaches delineated by Tung. The descriptive program analysis determined that each of these five approaches was utilized, thereby confirming the null hypothesis. In each week-long session at least six cross-cultural training approaches were used, including all five of those described by Tung.

In the next chapter these findings are further discussed and utilized for the summary, conclusions and recommendations both to the Meridian International Center and to future researchers in the field.

Chapter 5

Summary, Conclusions and Recommendations

Summary

The objective of this study was to examine the impact of experiential cross-cultural training on cross-cultural adaptability. To accomplish this, both quantitative and descriptive data were collected and analyzed. This chapter summarizes the findings which emerged from the analysis of the data described in the previous chapter. Following this summarization, the nine conclusions of the study are discussed. Seven recommendations are made to organizations which send and receive individuals from other countries and cultures. This is followed by several observations specific to "Discover the United States", the training program analyzed in this study. Finally, eight recommendations regarding areas warranting further study are presented.

These conclusions, observations and recommendations can contribute to the development and delivery of more effective cross-cultural training for sojourners worldwide. They can also assist administrators and policy makers in public and private

organizations to serve as advocates for ongoing cross-cultural training for both sojourners and those who will interact with them.

The preliminary research for this study, as summarized in Table 1, page 7, strongly suggests that most international students in the United States do not receive anything close to the kind of training provided by the Meridian International Center (Meridian) in its weeklong "Discover the United States" cross-cultural training program. Many, in fact, receive no training at all and thousands more receive only a cursory acknowledgement of their sojourner status.

The difficulties that sojourners face living, studying or working in a new culture have been well documented. This study demonstrates concretely, that an in-depth cross-cultural training experience can be quite helpful in developing both skills and attitudes necessary for success.

The quantitative component of this study utilized the Cross-Cultural Adaptability Inventory (CCAI) to compare the scores of graduates of a weeklong cross-cultural training program with a demographically similar group of individuals who did not attend the

program. It also compared the graduates' scores with standard scores of international individuals who participated in the development of the CCAI (Kelley & Meyers, 1987). It was also supplemented by a brief attitudinal questionnaire developed by the Meridian International staff.

The descriptive component was designed to (1) provide an understanding of the experience of participants in the "Discover the United States" program, (2) examine the approaches and techniques utilized in the training, and (3) determine similarities and differences in format in four separate week-long training programs.

The population for this study consisted of 81 individuals who had come to the United States to study for at least a year, through the auspices of A.I.D., or a similar agency. Most were graduate students who had worked for a period of time in their chosen field in their native country. They came from thirteen countries with the greatest numbers from Kenya, Morocco and Senegal (See Table 3, page 66).

The treatment group consisted of 42 individuals who participated in the weeklong "Discover the United

States" program at the Meridian International Center upon their arrival to the United States. Each attended a training session during one week between Sept. 1990 and Sept. 1991 and was then placed at a university in the United States. When contacted by mail regarding participation in this study, these individuals agreed to participate. They were then sent and completed both the Cross-Cultural Adaptability Inventory (CCAI) and a brief attitudinal questionnaire.

The control group consisted of 39 similar individuals who were contacted initially by mail and phone through their respective agencies and embassies. They were matched as closely as possible by gender, country of origin, and time in the United States. Each also completed a CCAI and attitudinal survey. As a whole, the control group was completing graduate or post-graduate studies, and was slightly better educated than the treatment group.

The two groups were determined similar for both country of origin and gender. Chi-square tests of analysis determined that the distributions were not significantly different by country ($p < .931$), nor by gender ($p < .702$). Thus the treatment and control

groups were considered similar for the purpose of this study.

As an additional component to the study, the scores of the treatment group on the CCAI were compared to the CCAI standard international score. These standard scores are based on a similar sample of 129 college educated sojourners, from over 35 countries.

The four dimensions of cross-cultural adaptability measured by the CCAI include: emotional resiliency, flexibility/openness, perceptual acuity, and personal autonomy. Using individual and mean scores on this instrument, t tests were conducted on the groups as independent samples. The treatment group scored significantly higher ($p < .05$) than the control or standard group in every dimension of the CCAI. In one dimension, flexibility / openness, the treatment group scores were highly significant at the $p < .01$ compared to both the control and standard groups. Finally, the total combined mean scores on each of the four dimensions demonstrated a highly significant difference ($p < .01$) between the treatment group and both the control group and the non-U.S. citizen standard.

The mean scores, t statistics and p values are

summarized in Tables 4 and 5 in Chapter 4. The scores of each individual on the four dimensions are contained in Appendix D, Table 10. These scores clearly indicate that individuals who have had the benefit of an in-depth cross-cultural training experience upon arrival to the United States are likely to demonstrate greater cross-cultural adaptability than those who have received little or no training. This is likely to be demonstrated by scores on individual dimensions of cross-cultural adaptability, as well as overall cross-cultural adaptability scores.

The results of the seven question attitudinal survey added by the Meridian center also indicate additional benefits of the program. The most significant of these benefits ($p < .10$) is demonstrated by the responses to the statement "I enjoy most parts of life in the United States."

As indicated by these data, the "Discovering the United States" program appears to do an exceptional job of preparing participants to study and live in a new culture by developing the key skills of emotional resiliency, flexibility/openness, perceptual acuity, and personal autonomy. According to Kelley and Meyers

(1991) these skills are the major determinants of success when crossing cultures. The program also helps participants better understand the values and lifestyles of USAmericans and provides concrete information and experiences which aid in adapting to and enjoying university life in the United States.

Conclusions

This study sought to determine whether an in-depth cross-cultural training experience would affect the cross-cultural adaptability of student sojourners. It also assessed several components of a well established cross-cultural training program. Following are the conclusions based on the quantitative data and on the qualitative, descriptive analyses summarized on the preceding pages.

1. Student sojourners who attend the weeklong "Discover the United States" program provided by the Meridian International Center (Meridian) upon arrival to this country exhibit greater cross-cultural adaptability than a similar group of students who did not attend the training. This causal relationship is demonstrated by the significantly higher scores on the Cross-Cultural Adaptability Inventory (CCAI) of the

program's graduates in every dimension of cross-cultural adaptability, including: emotional resilience, flexibility/openness, perceptual acuity and personal autonomy.

2. Graduates of the "Discover the United States" program also appear to exhibit significantly greater cross-cultural adaptability than international student sojourners in general. This is demonstrated by comparing CCAI scores of graduates with those of the large group of well educated international sojourners who participated in developing the CCAI test standard. Again, graduates of the Meridian program scored significantly higher in every dimension of cross-cultural adaptability.

3. The treatment group appeared to make the greatest gains in the dimensions of emotional resilience and flexibility/openness. In both comparisons of the four cross-cultural dimensions, these two were the highest scores. In three of the four cases they were significant at $p < .01$. These gains can be attributed to the program's experiential and interactive format which requires participants to actively assess and revise their perspectives about

themselves and how to succeed in the new culture . It also helps prepare them in a proactive way for the inevitability of the symptoms of culture shock and the challenges they are likely to face.

4. There was no difference in cross-cultural adaptability, as measured by the CCAI between males and females, or by country of origin. This was demonstrated by an analysis of variance (ANOVA) which shows no difference between scores based on these variables. Again, the only significance demonstrated was between the treatment and control groups, as described above.

5. Though the content varies by instructor or group, the format of the "Discover the United States" program is reasonably similar, week to week. This was demonstrated through a format analysis, (refer to Table 7, page 101), which reflects the primary formats utilized in four separate sessions. This assists with the determination that members of the treatment group, who attended many different iterations of the training over a year's time received a similar treatment.

6. The "Discover the United States" program utilizes in some way, each of the five training

approaches in Tung's (1982) typology. These include area studies, culture assimilators, language preparation, sensitivity training, and field experiences. It also utilizes the film/discussion approach. Rather than the lecture approach still common in much cross-cultural training, this in-depth, multidimensional approach appeals to a variety of learning and personality styles. In addition to the skilled staff and volunteers, this challenging and varied format appears to be a key to the program's success.

7. Participants appear to receive many other benefits in addition to greater cross-cultural adaptability. One of these is that compared to the control group, graduates report higher levels of enjoyment of most parts of life in the United States. Several other trends indicate that program participants experience less frustration, higher self esteem and increased comfort levels when interacting with USAmericans.

8. Course evaluations for the Sept. 1990 to Sept. 1991 program year indicate that participants find the program to be quite beneficial and believe it will be

useful to them. The session which was rated the highest was the Capitol Hill Expedition, followed by Understanding USAmerican Values. (See Table 9, page 155).

Results of an informal telephone survey of the ten universities with the largest foreign student populations in the United States indicate major differences in the ways that cross-cultural orientation/training for foreign students is addressed. One university, with over 5,000 international students appears to devote about 30 minutes to the topic. Another university holds a weeklong orientation each fall devoted exclusively to cross-cultural issues. In both cases about 80% of the eligible population attends the training which is available. This survey also indicated that as many as tens of thousands of student sojourners receive little or no cross-cultural training.

Recommendations

The findings and conclusions of this study suggest that in the interest of enhancing the experience of sojourners in foreign countries and promoting greater cross-cultural adaptability, the following

recommendations be considered:

1. Since the study has demonstrated the value of in-depth experiential programs such as "Discover the United States", cross-cultural training should be considered a priority for A.I.D. and other organizations which invest in the education and training of international students and sojourners. Such training has been clearly demonstrated to benefit graduates by assisting them to become more emotionally resilient, flexible and open, perceptually acute, and autonomous than similar students who lack that training. As discussed in Chapter 2, these attributes correlate highly with success in a new culture.

2. Schools or organizations which do not have an in-depth cross-cultural training program, or who are dissatisfied with the effectiveness of their current model should consider developing and implementing a more comprehensive approach, as demonstrated by the "Discover the United States" program. This can be provided using in-house resources, or with the assistance of external consultants. An important step in this process would be to interview current international students and sojourners about their

experiences in the host country and organization. It would also be helpful to stress the benefits of attending this training to all faculty advisors and international students.

3. In order to provide the most effective study or work experience for sojourners, a variety of opportunities such as pre-departure training, orientation and training upon arrival in the new culture, and ongoing training should be made available by host and sponsoring organizations. These experiences should be coordinated and build on previous learnings and experiences to provide reinforcement and ensure maximum effectiveness.

4. Schools and organizations should provide ongoing social and educational opportunities which allow the sojourners to interact with other sojourners and natives of the host country. This is also likely to increase social skills and cross-cultural adaptability. This can be accomplished through international student clubs and organizations, "host family" programs, and support and special interest groups.

5. Organizations with international students and

staff should provide cultural awareness training for all those who will interact with sojourners. Certainly this type of training is important to faculty, supervisors and administrators, but also to all staff including cafeteria and maintenance personnel. Many organizations have begun to address issues of culture in new employee orientation programs. Having the opportunity to interact with people who are cognizant of cultural differences and empathetic to the experience of crossing cultures may help sojourners to succeed in the new environment.

Recommendations to the

Meridian International Center (Meridian)

This section will first discuss the author's observations and recommendations related to the design and delivery of the "Discovering the United States" program. Most of these suggestions have already been implemented, and all have been discussed with the Meridian staff.

As demonstrated by this study it is apparent that the "Discovering the United States" program provides an in-depth and effective cross-cultural orientation for international student sojourners. It is clear that

Meridian's professional, and volunteer staff members are both dedicated and well versed in intercultural communication and adult learning principles. The program's goals and experiential approach incorporate many types of cross-cultural training as well as current theory and practice in adult education and intercultural communication.

The participants are treated like the mature adults that they are. Though they may be overwhelmed at first by the entire process of uprooting their lives, communicating in English, and learning in an experiential setting, nearly all participate and can articulate the benefits of the training both immediately following, and several months after the training. Compared to students who have received little or no cross-cultural training it is clear that the training has helped them to become more emotionally resilient, more flexible and open, more acute in their perceptions and more personally autonomous.

The Executive Director and staff are continually seeking new ways to enhance the experience for participants. For this reason, the program is constantly being updated and revised. Following are

five suggestions from an adult learning and instructional design perspective which could enhance the program.

1. Update and make better use of written support materials. The first recommendation relates to the Participants Notebook and other written materials which support the training. As in many training programs, certain materials are developed by staff who later leave the program. Over the years it is likely that the replacement faculty may not utilize or may be unfamiliar with the materials developed by previous faculty. This appeared to be the case with much of the material in the Participants Notebook during the initial observations. Since that time the manual has been updated and revised to better reflect the program's content, and to serve as a resource to individual modules.

2. Utilize one Program Officer or lead trainer throughout each week's training. The role that this one key individual plays in the effectiveness and continuity of this program cannot be overstated. Many participants rely on the Program Officer as a primary source of information and direction in a new and

sometimes bewildering environment. This individual should also brief adjunct faculty on relevant themes and issues for each group, introduce adjunct faculty to the group, and provide opportunities for questions, updates and feedback. Having one person who has contact with the group each day can help to provide continuity throughout the week.

Because of recent budget cutbacks which have created a staff shortage, and greater reliance on volunteers and adjunct faculty, it can no longer be guaranteed that a particular Program Officer will be present throughout the week's training. The Training Manager and Executive Director are also now frequently called in as trainers. Though there are no data to determine whether this is detrimental, it is suggested that these practices be re-evaluated, in order to provide a more cohesive program and greater continuity for participants.

3. Improve audiovisual materials and capacity of the Center. The program at present is relatively unsophisticated in its use of audio-visual technology. Most instructors write on flip charts as they go along. There are one or two prepared posters, and one film

which is used consistently. Though most instructors are creative with their use of flip charts, overhead projectors and prepared transparencies could assist in presenting much of the material more easily, effectively and consistently. Though an initial expense would be required to purchase equipment and develop materials, the cost and time effectiveness would be readily apparent. This step would also enhance the professional image of the program, improve its transportability to other sites and increase retention of information.

4. Develop instructional goals for the program and each module, and suggest an approach to incorporating, introducing and reviewing them. The lack of clear programmatic goals was one of the few weaknesses noted in the program. Some instructors presented their goals clearly at the start of the session, while others jumped right into their content. About half of the observed instructors made introductory comments which tied their session into the overall program goals.

The format analysis (Table 7, page 101) demonstrates that the program format for each weeklong program is fairly uniform. The modules are presented

in the same sequence each week, though often with different instructors. Certainly the format and focus of each week should and does vary, depending upon the needs and expectations of the participant group. A consistent approach for staff, related to how the program and goals of individual sessions are introduced and later reviewed could be helpful in providing clarity and continuity.

During this study, it appeared that the lack of clear program goals for each module allowed for the presentation of content which may have been quite different from the original plan for the overall program. With clear and specific goals for each session, instructors could utilize their own creativity and special areas of expertise, while insuring some consistency for program participants and the Center.

5. Provide opportunities for continued interchange between participants and with the Center. Many participants express an interest in staying in touch with other members of their group, and some groups take the initiative to develop their own rosters. Perhaps at the end of each week a Meridian volunteer could be responsible for typing and copying a roster for each

participant. A newsletter, which could be compiled by an intern, with tips, updates, and reminders of material covered in the program, encouragement, advice and news from graduates could reinforce the program's material and also be a way to stay in touch with graduates and foster their own networking and success.

In concluding this section it is stressed that the "Discover the United States" program appears to be quite effective at preparing sojourners to function more effectively in their new environments.

Representative graduates from an entire program year demonstrated significantly higher levels of every dimension of cross-cultural adaptability than a similar control group, as well as significantly higher scores than the international standard for the Cross-cultural Adaptability Inventory (CCAI). These dimensions included Emotional Resiliency, Flexibility/Openness, Perceptual Acuity, and Personal Autonomy. The treatment group also demonstrated significantly higher overall cross-cultural adaptability than either the control or non-U.S. citizen norming standard group. The supplemental attitudinal survey also indicated more positive attitudes about life and adjustment in the

United States. The post course evaluations demonstrate the high degree of satisfaction that graduates feel upon completion of the program. Collectively these data indicate both the benefits of participation in an in-depth experiential approach to cross-cultural training for sojourners and the specific value of the "Discover the United States " program.

Recommendations for Further Study

This study indicates that further research is needed into the experience of student sojourners and ways their initial entry into a new culture can be enhanced. To facilitate this goal the following eight areas of study are suggested. These recommendations include design and analysis questions, as well as fiscal and programmatic concerns.

1. In the limitations section of Chapter 1, weaknesses in the post-test only design were noted. A study using the CCAI which included pre-and post-testing of participants in the treatment and control groups would be able to demonstrate even more clearly that training was the cause of any difference in cross-cultural adaptability.

2. In researching ways to enhance the

effectiveness of cross-cultural training it would be useful to consider pre-departure training. Following are several avenues which could be explored. How common is pre-departure training for sojourners? Is it more common in some countries than others? Can its benefits be demonstrated? Does it help or increase the benefit of orientation/training in the host country? And, could programs be designed which incorporate the best of both pre-departure orientation and training upon arrival in the host country?

3. Regarding students who receive support or sponsorship from A.I.D. or other organizations, it would be beneficial to know: Are there are differences between A.I.D. students, who receive financial support and those here working or receiving support from their families? Does having the support raise or lower anxiety levels? Does there appear to be any effect on self-esteem? and finally, is there a difference between the cross-cultural adaptability of A.I.D. and non-A.I.D. students?

4. It would be helpful to conduct studies similar to this one with the following variations. A study with a larger sample representing fewer countries could

further explore any relationships between country of origin and cross-cultural adaptation. It might also be helpful to study one or more cohort groups who attended a training together, compared to a matched group which did not. In this design pre- and post testing would be possible, and comparisons between instructors and training techniques could also be attempted. It could also provide further data for longitudinal studies .

5. Further study could be given to the cross-cultural adaptability of USAmerican students studying abroad, both prior to, and upon completion of their experience. It would be interesting to further explore any personality similarities or differences between voluntary sojourners from various countries.

6. A comparison of Meridian participants and those who attended a different cross-cultural training program would be useful. This could help to address questions related to the effectiveness of particular approaches, optimum length of time for training and other issues.

7. It was difficult to find research on the drop-out or attrition rate of foreign students. In pursuing this line of research it might be useful to know

whether drop-outs had participated in any cross-cultural training or orientation. It might also be helpful to determine whether there are any long or short term differences between students who have the benefit of training or orientation, and those who don't.

8. Relating to the above recommendation to the Meridian International Center on follow-up to cross-cultural training, studies could explore ways to provide follow-up to graduates. These could include a variety of options such as newsletters, on-line computer networking, reunions and follow-up sessions. Teach for America is one organization which has attempted to provide support, networking and follow up for graduates through its Online America program. These studies could address such questions as: What kind of follow-up would be most helpful? Do certain types of students benefit more from follow-up? Do follow-ups increase retention or affect attitudes? And finally, what could A.I.D or Meridian do to facilitate this process?

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Appendix A

Materials Describing the Meridian International Center

1. The Institution
2. Program Goals
3. Program Design
4. Program Evaluation
5. Meridian Intercultural Orientation Brochure

APPENDIX A.1

The Meridian International Center

The Institution

The Meridian International Center is a division of Meridian House International, a private, non-profit cultural and educational institution founded in 1960 and dedicated to enhancing international cooperation and understanding. Situated in the historic Meridian House in Washington D.C., Meridian International Center has conducted intercultural orientation for over 150,000 visitors from over 150 countries. In addition to training, the Meridian House also provides a number of services to the international diplomatic community, and ongoing workshops and forums on international issues. The current President is Walter L. Cutler (U.S.Ambassador-Retired).

The "Discovering the United States" program was originally taught in 1960. Its focus then, as now, was to provide visiting students, dignitaries and business people with an orientation to the United States, its people and culture. At that time this was accomplished primarily through lectures, city tours and interaction

with a wide variety of volunteers. The staff then, as now, was made up of a team of well respected professionals from the fields of education, sociology, psychology, anthropology, language, law and business. The content and the process of the program has evolved through a variety of administrations and eras.

Appendix A.2

Program Goals

The goals of the five day program created by the institution are to:

1. Increase overall effectiveness of participants in attaining study/training/work goals while in this country;

2. Provide basic survival information, and establish participant resourcefulness and capability to acquire additional information as needed to function independently;

3. Encourage participant flexibility, culturally adaptive behavior patterns and attitudes;

4. Provide useful understanding of the underpinnings of USAmerican culture and promote participants' awareness of aspects of their own culture ("deep culture");

5. Familiarize participants with pertinent aspects of work and study environments in the United States;

6. Reduce immediate stress and enhance participant capacity to cope with stress in the future;

7. Alert participants to patterns of culture

shock, and provide practical definitions of effective adjustment;

8. Facilitate capacity for effective intercultural communication.

Appendix A.3

Program Design

The current basic program design and format was instituted in 1988, under the leadership of the present Executive Director, Carol Galliard Watt. This format utilizes the experiential learning model of Kolb and allows much latitude for the instructors to utilize their knowledge and expertise in designing and delivering the curriculum. There are some who still prefer the traditional lecture format; most incorporate a variety of modes and techniques including small and large group discussions, role plays, drawing, films, case studies and individual focused learning activities. The program outside the classroom also provides a rich introduction to U.S. culture and the many cultural and political enrichment opportunities of the Washington D.C. area.

The program design includes the following modules:

- Day I- Introduction to the program and "social"
Introduction to US culture
Practical issues (money, telephones,
maps, transportation, postage, etc.)
Field study in small groups
- Day II- Group report out on field study
experiences
U.S/American Values
Sightseeing, museums
- Day III- Cross-cultural Communication
U.S. Political Process
Tour Capitol Hill observing Supreme
Court, or Congress when possible
- Day IV- Cultural Pluralism
Contemporary U.S.Society
Sociological tour of D.C. area and home
visits
- Day V- Cross-cultural Adjustment
Living and working in the U.S.
Closing ceremonies

A more complete description of the program is included
in Appendix B.

Appendix A.4

Program Evaluation

Meridian conducts an evaluation of the responses of all participants on the final day of each program. Included in this section is a brief summary of the post-training evaluations of participants during the September 1990 to September 1991 time frame of this study.

Table 9

Washington (now Meridian) International Center Course

Program Evaluations

9/90 through 9/91
Based on ratings 1 - 5
for each item

Number of Groups: 43
Number of participants: 387
Average group size: 9.2

PROGRAM COMPONENT	AVERAGE SCORE
1. Introduction/Orientation	4.18
2. Field Study	3.89
3. Understanding Values	4.19
4. Working/Studying	3.76
5. Intercultural Community	4.15
6. Political Process	3.99
7. Capitol Hill	4.37
8. Pluralism	4.06
9. Contemporary United States	3.98
10. City Excursion	4.11
11. Cultural Activity	4.11
12. Home Hospitality	3.55
13. Adjusting to the United States	4.15
14. Helpfulness	4.15
15. Preparation	3.81
<hr/>	
Overall Average	4.03

WIC'S Immersion System

Every week during the year, the Washington International Center offers a program of interactive workshops designed to impart the skills participants need to achieve their goals in a new culture. By actively engaging participants in the learning process, WIC's multilingual faculty stimulate visitors to rethink cultural assumptions, leading to deepened understandings and broader perspectives.

Workshops offered include:

- U.S. Values
- Contemporary U.S. Society
- Pluralism in the U.S.
- Cross-Cultural Communication
- Adjustment Strategies
- U.S. Political Process

Volunteer Services

WIC's orientation includes experiences in the community as well as in the classroom. Through a network of community organizations and more than 450 volunteers, the participants experience the cultural diversity of the U.S.

Volunteers meet visitors at the airport, and entertain them in their homes. Participants attend cultural events and explore neighborhoods as well as the institutions of our nation's capital in the company of WIC's volunteers.

Who Offers Intercultural Orientation?

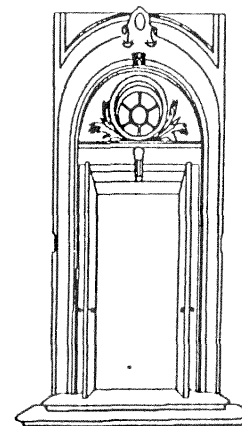
The Washington International Center, under contract to the U.S. Agency for International Development (USAID), has had more than four decades of experience in developing and implementing cross-cultural training programs. A division of Meridian House International, a private, non-profit cultural and educational institution dedicated to enhancing international cooperation and understanding, WIC has conducted Intercultural Orientations for more than 150,000 visitors from over 150 countries.

Situated in historic Meridian House, 1.5 miles from The White House, The Washington International Center is an ideal location for welcoming international visitors to the nation's capital. The elegant training center offers an effective setting for successful workshops and conferences.

"The orientation program helped me cope with stress with much more confidence than I would if I had not attended."



Intercultural Orientation at the Washington International Center (WIC)



A Program of
Meridian House International

What is Intercultural Orientation?

"It will enable me to understand the American cultural values and traditions easier and thus accept them and freely communicate without making unnecessary assumptions and conclusions."



Intercultural orientation is a specifically designed interactive process intended to help international visitors gain the independence and self-confidence necessary to achieve their goals in a new culture.

Why Intercultural Orientation?

Foreign nationals who receive intercultural orientation have a more productive stay in the United States. This is as true for the student receiving three months of technical training as it is for the businessman participating in a four week management course, or for the public official here for a year of post-graduate study.

Adaptation:

In the process of adapting to a new culture, all international visitors — regardless of age, purpose, or length of stay — experience similar stages of adjustment. The first stage is characterized by a feeling of excitement and anticipation in reaction to a different environment.

After a period of time, however, international visitors are often unable to resolve value conflicts which arise from cultural differences. The "honeymoon period" is replaced by a mounting sense of anxiety. The new culture begins to appear closed, at times even hostile. The visitor feels like an outsider, unable to achieve essential goals.

The Role of Intercultural Orientation:

By providing an international visitor with a realistic understanding of the new culture, intercultural orientation minimizes the unrealistic highs and avoids the debilitating lows. Intercultural orientation can also lead to a more productive visit by considerably shortening the amount of time it takes a visitor to learn how to succeed in a new culture.

Why WIC?

WIC's ability to help participants pass through several stages leading to adaptation has been confirmed by independent university studies. One such study concluded that, "people who participated in the WIC training program experienced a smoother and less volatile adaptation to the new culture than those who did not."

"WIC's orientation program prepares you to know what America and Americans are like; what services are provided, facilities available; and WIC prepares you to make your stay successful and memorable."



For Further Information, contact:

The Washington International Center
Meridian House International
1630 Crescent Place, N.W.
Washington, D.C. 20009
(202) 667-6800

APPENDIX B

"Discover the United States" Program Description

The Meridian International Center's five day "Discover the United States" program provides a comprehensive orientation to the thousands of international students, business people and diplomats who attend each year. The program is implemented by a diverse core of both professional and volunteer staff who endeavor to provide the sojourner with a high quality, intercultural educational experience.

For most participants, it is their first exposure to the United States and it is fittingly set in Washington D. C., one of the United States' most ethnically diverse and historically rich cities. The participants' experiences in the training classroom, in volunteers' homes, in the halls of Congress, and asking directions of a "street-person," combine to make up the total "Discover the United States" experience.

This section describes a typical program week, from the participants' arrival at the airport to their departure at the end of the week. As discussed previously, and depicted in the format analysis, each week the same modules are presented in the same

sequence. The content may be somewhat different because of the extensive use of adjunct faculty, and the latitude they are given in designing and delivering their sessions.

Participants, who generally arrive on a weekend from over 100 countries, are met at the airport by an Airport Reception Volunteer. They are assisted with any problems, such as lost luggage, and escorted to their hotel. Since the program does not officially begin until Monday morning, they are given directions to the historic Meridian House, which houses the Meridian International Center (Meridian), and any information needed for the following day. Many will have travelled a full day or more, and will welcome the opportunity to rest prior to the start of the program. Others will immediately begin to explore the city.

At the Center on Monday morning Meridian's Executive Director, staff and volunteers welcome the group, which is usually made up of 6-20 sojourners. During most weeks, one or more volunteers attend the program. This provides additional opportunities for interaction between Washington residents and participants, and support for the program staff.

The participants in this study were all English speaking international students, though sessions are also conducted in Spanish and French. An overview of the week's training is provided, with a rationale for the use of experiential and interactive learning. Each group has a Program Officer who serves as the week's facilitator and provides continuity for the week's many instructors, guides and activities.

An icebreaker called "I Am" allows participants to share information with a partner about themselves and their goals in words and pictures. This information is later shared with the full group. This experience also provides the initial exposure to "whole-brain" learning, as participants' drawings are posted around the room, and referred to, throughout the week. Participants are encouraged to ask questions of their classmates, program staff, and volunteers to develop the proactive inquiry skills which will help them succeed in the United States. A welcome reception and tour of the Meridian House follows.

Back in the classroom, administrative details such as travelers checks and registration are completed and interested participants sign up for home hospitality

placements later in the week. Participants then further share their expectations for the week.

To enable participants to achieve the maximum benefit from the week's program, the following seven guidelines are presented to all groups : (1) Participate, (2) Challenge ideas, not people or cultures, (3) Clarify assumptions, (4) Be responsible for learning and your own enjoyment, (5) Be on time, (6) Do not smoke, (7) Suspend judgement. This is followed by a more in-depth overview of the week's program by the Program Officer, and distribution of the "Discovering the United States" binder, which holds the program handouts, maps and information about Washington, D.C., and other resource materials.

Utilizing these materials, an orientation to the city is then provided. Several exercises help participants orient themselves to the city. Information regarding public transportation, money, telephones, tips, and other practicalities is also discussed. Participants put this information into immediate use during their afternoon field study.

Participants have lunch in Meridian's cafeteria, where many have their first encounter with a typical

American self-service food establishment. They observe and learn the "rules" of the cafeteria by selecting their meals, paying for them, and disposing of their trays. The cafeteria experience is later discussed in the classroom and related to other forms of self-directed learning and cultural adaptation.

The afternoon session begins promptly, whether all participants are present or not. The facilitator asks each group member to assume the role of cultural anthropologist, and stresses the importance of active observation and participation as the means of learning about new environments.

With genders and nationalities mixed whenever possible, participants are divided into small groups for their Field Study assignments. These groups must locate assigned sites on the map, and then travel unescorted to these areas to collect specific practical and cultural information. Each group is asked to call into its Program Officer at a specified time during the excursion for a progress check. Group members are encouraged to bring back flyers, menus or any other items of interest to share with fellow participants.

Tasks assigned to each group are keyed to the area

they are to explore. For example, they may be asked to find an inexpensive "non-fast-food" restaurant in a given area. They are encouraged to ask people for information about these places. Typical tasks assigned to groups include: buying stamps; finding a place to wash clothes; getting a bus transfer; observing the way people dress; finding a house of worship, museum or cultural institution; observing the distances people maintain between themselves when walking and speaking; observing the ways men and women, men and men, women and women, and adults and children relate to one another, and observing to determine whether individuals are tourists or residents.

On Tuesday morning the groups meet to collaboratively prepare a report of their Field Study findings. Each group either appoints a spokesperson to present the report or presents it jointly. In most cases the groups will have accomplished their tasks, and some groups go several steps further. One group, for example, brought back fliers on an upcoming lecture series at a museum they visited, to share with the rest of their classmates. Another group of participants actually interviewed two groups of Japanese tourists

and their tour guides to determine their impressions of USAmerican culture. Many groups comment on the various nationalities and ethnic groups represented in the Washington D.C. area.

Following the reports the facilitator leads a discussion which focuses on such questions as, "How did you feel before, during and after the excursion?" and, "What insights did you gain from this experience?" Further discussion helps to bring out faulty preconceptions about America and Americans, and contributes to the building of a more accurate reality base. Some groups also discuss the differences they might find between Washington D.C. and their intended host cities.

The next session is entitled "Understanding USAmerican Values." The term "USAmerican" is used to distinguish residents of the United States from those of other parts of the Western Hemisphere, and to acknowledge and emphasize the shared heritage of the name "America." McCraig, (1991) It is suggested during this session that confusion about behavior can be reduced by understanding underlying cultural values and assumptions. Individual behavior is strongly

influenced by one's national culture and its value structure. These can impact behavior in specific and predictable ways. An examination of the USAmerican system of values can thus help participants better understand USAmerican's behavior. The strong needs their fellow students may exhibit, related to privacy and independence, for instance, may be very different from the behavior of colleagues and friends in their home countries.

To provide a foundation for that examination, both overt and covert manifestations of culture are discussed, along with the theories of Dr. Gary Weaver, and Dr. Robert Kohls. The group is then presented with a chart which lists thirteen bipolar values scales used to identify and compare underlying cultural value systems. Principal operative USAmerican values are identified, and participants are asked to reflect on the behavior and attitudes that they have observed. Participants identify their own cultures' underlying values, and engage in lively discussions of how comparable situations, such as a guest who "drops by" at dinnertime, would be handled in their countries.

The afternoon's session, "Working and Studying in

the United States", links the group's insights into USAmerican culture with its upcoming experience of study or work. A video is shown which contains information which will help student sojourners adjust to the academic environment in the United States.

Following the video, comments, observations and questions are shared. Students who have previously been in the United States are encouraged to evaluate their experiences. Etiquette for friendship and dating, academic standards and testing, university housing rules and norms and effective ways of relating to university faculty, are among the many topics discussed. This process assists the participants in clarifying expectations, calming potential fears, and developing strategies for getting answers to additional questions they might have.

The third morning begins with the "Intercultural Communication" session which explores ways that culture affects the way people send, receive and respond to messages. Cross-cultural impacts on communication are further high-lighted for the group through a variety of techniques, including case studies, role plays, and anecdotal evidence.

The group considers the non-verbal and verbal aspects of communication, looking at issues such as voice tone, manner of dress, body language, etc. Participants are asked to depict communication patterns they have observed, and to suggest behaviors which they think are appropriate in given situations. In many universities in the United States, for example, professors request that graduate students call them by their first names. This would be unheard of in many other countries and could cause the student sojourners great discomfort, if they did not understand the context, and respond appropriately.

The "Political Process" session is usually conducted by a lawyer or politician. He or she describes the three branches of government at the federal, state and local levels and the ways the various branches and levels of government interact. Some instructors may divide the group into smaller groups which discuss case studies based on current events. One group for example, may tackle the question of why there has never been a coup d'etat in the United States, while another is discussing the proposed abortion rights legislation.

The groups then report out and discuss other questions which may have been raised by their case studies. In closing, the participants are asked how the information presented relates to the way they interpret current and possible future events. The facilitator links this session to the afternoon expedition to Capitol Hill. Participants are encouraged to keep the presented information in mind while seeing our government in action.

Guided by specially trained Capitol Hill Expedition volunteer staff, the group visits the Library of Congress, a Senate session, and the Supreme Court. Volunteer staff share their views of and experience with government in the United States. Participants are encouraged to ask questions about the sites visited, and the work which goes on in them. Lively discussions about the forms of government in the native countries of participants are often heard on the return bus trip.

Thursday morning's session on "Pluralism in a Culturally Diverse Society" can vary greatly, depending on the background and interest of the instructor. Sociological, historical and psychological information

about the diversity in this country are presented and discussed. The cultural and political impact of importation, immigration, assimilation and settlement patterns in the United States are assessed by participants. Some instructors focus on the various ethnic groups which make up our culture, utilizing the theme of the "mosaic" in contrast to the "melting pot." Other instructors focus on prejudice and discrimination against minorities. In some sessions discussions relate to stereotypes and assumptions about cultural differences. The ideal and real attitudes that USAmericans have toward homosexuality, race, class, and ethnic background can also be explored. These are all designed to reduce the culture shock for participants, many of whom come from monocultural societies with very different values and standards of behavior. The session ends with participants discussing insights from the session, and ways these insights might be helpful in the future.

One example of ways the program can provide "reality testing" to sojourners occurred in this session, when it involved a group of Kenyan engineers. They were apprehensive about their forthcoming

attendance at a school in Little Rock, Arkansas, the site of much racial unrest in the 60's. This session helped them understand the historical context, and discuss their own concerns. A USAmerican volunteer, who was participating in the week's program had recently lived in Little Rock, and was able to allay their fears. This also led to a discussion of the history and progress of the Civil Rights Movement and current challenges experienced by "people of color" in the United States.

In the next session on "Contemporary U.S. Society" participants explore trends and issues which affect family structure, the elderly, youth, women, relationships, the labor force and the workplace. Current issues are first identified based on the personal observations of participants. The sources of this information, such as television, radio, newspapers, or discussions with persons who had previously been to the United States are analyzed for accuracy and potential bias. When available, volunteers or staff are interviewed to gather further data.

One exercise sometimes utilized in this module,

asks groups of participants to depict a "typical American family," including family size, occupation(s), income, education, religion, names, hobbies, living arrangements and vacation plans. There is often a lack of consensus regarding income, occupations and family size. This provides an excellent opportunity to correct misconceptions about USAmericans, and then give information on the wide range of family configurations the sojourner is likely to find here. The handout package supplements this session with demographic and economic data.

The two Thursday morning sessions provide both philosophical discussion and concrete information on the United States today. Participants report that having accurate information and expectations about the country they will be living in for the next three months to five years is a key benefit of the program.

The afternoon is spent on a sociological guided tour of the city of Washington, D.C. Participants tour various sections of the district with special emphasis on those areas which are in transition. Economic factors, social class and ethnic background are examined in these transitions. In order to provide the

broadest possible range of exposure (while insuring the visitors' safety) many different neighborhoods are explored.

The van stops outside a homeless shelter and on a corner where drug trafficking and prostitution are evident. It then goes through manicured residential sections and the downtown business district. The last stop is the White House where participants disembark to stroll down the Mall and talk to tourists or protesters who may be gathered. Throughout the tour the facilitator gives sociological commentary on various aspects of life in the nation's capital, and encourages participants to make comments and ask questions.

That evening, participants who earlier in the week had requested a cultural outing are matched with Community Service volunteers. The volunteers meet the participants at their hotels or residences, and escort them to a concert, play or sports event, and return them at the end of the evening. Some have dinner in the home of the volunteer. Generally two or three visitors are matched with one volunteer, who may have "hosted" sojourners from dozens of other countries. Many participants respond well to this personal level

of contact, and the chance to "test out" their new knowledge outside the classroom setting.

The final session, "Adjusting to the United States" takes up all of Friday morning. Group members are asked to reflect on the changes in their lives and the cultural transition they are now facing. Like the Chinese symbol for change, which combines the characters for "danger" and "opportunity," transition is presented as a challenge and an opportunity for growth. Possible fluctuations in the sojourners' sense of well-being are discussed, along with a description of the phenomenon of culture shock. Means to cope with the various predictable phases of adaptation are suggested, and the group prescribes solutions to problems such as homesickness or depression. The facilitator then introduces the concept of developing support networks similar to those at home as means to ease the cultural transition.

Another group activity asks the participants to list and discuss what is needed to facilitate adaptation in the five life skill areas : practical, academic or professional, social, cultural and emotional. As each group reports out, new suggestions

are added to the list. The facilitator also highlights stress management and constructive coping skills. Action plans are developed by individual participants to promote integration of these suggestions and the most effective transition possible. In some sessions written or video case studies allow the participants to evaluate a cross-cultural situation and develop a strategy for adjustment or interpretation.

After the final lunch the facilitator reviews the week's agenda and takes the group back to their initial expectations of the week's program. In most cases "Discovering the United States" has more than met their expectations, providing learning opportunities and exposure to USAmerican values, lifestyle, culture, school and work, as well as practice and practical advice to assist the newcomer. Each has had the chance to meet and interact with at least a dozen Americans and many other sojourners, and to ask questions and get answers about everything from dating and grading practices to bank accounts and political systems. Any last questions or concerns are addressed or referred to appropriate individuals or organizations at the final session. Certain questions just can not be answered

until the participants arrive at their placement community and school.

An evaluation is then completed, which asks for both numerical ratings and written feedback. The facilitator explains that in addition to program evaluation this feedback is used to assist in program redesign and staff development. A summary of these evaluations for 1991 is shown on Table 10.

Participants are then invited to a farewell reception, which is held in their honor. Also invited are Embassy officials from countries represented in the group, and volunteers and staff of the Meridian International Center. After the refreshments, a brief ceremony is held with comments by the Executive Director and others and the presentation of a certificate signifying completion of the "Discover the United States" program. As with their arrival, some participants then race out to see more of the city before they leave for their placement, while others prefer to stay and enjoy the hospitality and companionship of their new friends and colleagues. Participants are encouraged to stay in touch with the Center, through both staff and volunteers, and many do.

Additional post-program options include further home hospitality visits and a historical highlights tour. Some volunteers will take the visitors to a typical supermarket, and invite the guests to assist in meal selection and preparation, others prefer a more traditional dinner gathering. On the four hour historical highlights tour, volunteers accompany participants on a chartered bus to visit Arlington Cemetery, Mount Vernon and the Jefferson Memorial.

Within one or two days after the completion of the program, most participants will fly to their placement school and community, to begin their new lives. Participants in this study are attending schools throughout the United States in cities such as New York, Nashville, Cambridge, Pittsburgh, Atlanta, Tuscon, Syracuse, New Orleans, Reno, and Norman, Oklahoma. A.I.D. requirements stipulate that participants return to their home countries upon completion of their degree to utilize the training and education they have gained for their countries' benefit. It is hoped that the week spent at the Meridian Center assisted them in their adaptation to effective living and study in the United States.

(Parts of this description were adapted from a program summary developed for the Meridian International Center by Norma McCraig and Michelle Blakeslee)

Appendix C

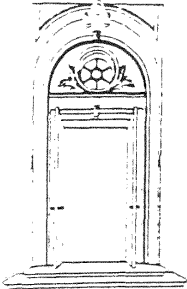
Participant Solicitation Materials

Additional materials and documentation related to the study:

1. Sample participant solicitation letters.
2. Sample participant solicitation postcard.
3. Letter returned to study participants.
4. Letters and documents relating to ongoing efforts to find matched control subjects.

Appendix C.1

Sample Participant Solicitation Letters



WASHINGTON INTERNATIONAL CENTER
of MERIDIAN HOUSE INTERNATIONAL

1630 Crescent Place, N.W.
Washington, D.C. 20009
Telephone (202) 332-1025
FAX (202) 667-1475

Carole Gaillard Watt, Executive Director

October 29, 1991

Dear WIC participant,

The Washington International Center would like to invite you to help us improve our Discover the United States Orientation Program. We are conducting a study in order to discover how well our orientation program has helped you adjust to life in the United States.

We would like for you to answer a multiple choice questionnaire about your stay here in the U.S. The questionnaire takes only fifteen minutes to complete and all information including your name, address, and responses will be held in the strictest confidence and will not be used for any purpose except to determine the effectiveness of our programs.

In appreciation for your participation, we will send you your own personal profile which will indicate the extent to which you have acquired those characteristics which are associated with effectiveness in working in another culture.

If you would like to participate in this study please fill out the postcard which is enclosed and return it to us (no postage is necessary). We will then send you the questionnaire as soon as possible. Thank you for your cooperation!

Sincerely,

Carole Watt
Executive Director

Appendix C.1 (continued)

Response Card enclosed with Participant Solicitation
Letter

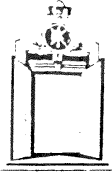
Meridian House International
C/O Michelle R. Blakeslee
1630 Crescent Place, N.W.
Washington, D.C.
20009-6800_

WIC ALUMNI SURVEY PART ONE - DEMOGRAPHICS.

Full Name _____
Full Mailing address _____
street _____
city _____ State _____ Zip _____
Phone number (day) _____ (evening) _____
Age _____
Did you complete the whole weeks training? Yes No
Have you ever lived in the U.S.A prior to this stay? Yes No
What is your highest level of education completed?
Secondary school, University (number of years _____) MA, MBA, P.h.D.
Other (specify) _____
What is your reason for your stay in the U.S.A ?
Educational, Professional, Other(specify) _____
If Educational, what are you studying and the degree you hope to
earn? _____
If Professional, what are you employed at? _____

Appendix C.1 (continued)

Sample Participant Solicitation Letter



Meridian International Center

June 17, 1992

Dear Sir/Madam:

Donna Goldstein and I want to thank you for agreeing to participate in her doctoral study of cross cultural adaptability. Being graduate students ourselves we realize that this is a very busy time for you. The questionnaire only takes 15 minutes to complete and your participation is vital to our research. I encourage you to complete the questionnaire within the week.

Enclosed you will find three questionnaires one labeled the Cross Cultural Adaptability Inventory; enter your responses on the enclosed scoring sheet. The second one is labeled part one; enter your responses on the actual sheet, and the third is labeled part two; enter your responses on the actual sheet.

All information including your name, address, and responses will be held in the strictest confidence and will not be used for any purpose except for this research study into cross cultural adaptability.

In appreciation for your participation, we will send you your own personal profile. This will help you assess your strengths and weaknesses in relation to cross cultural adaption. We will also include specific suggestions to help you better adapt in any culture.

Please complete the questionnaire and mail it back to us in the enclosed stamped self addresses envelope in one week. If you want to receive your personal profile include an address where we can send it to you. Again, thank you very much for participating in our study. Looking forward to receiving your questionnaires.

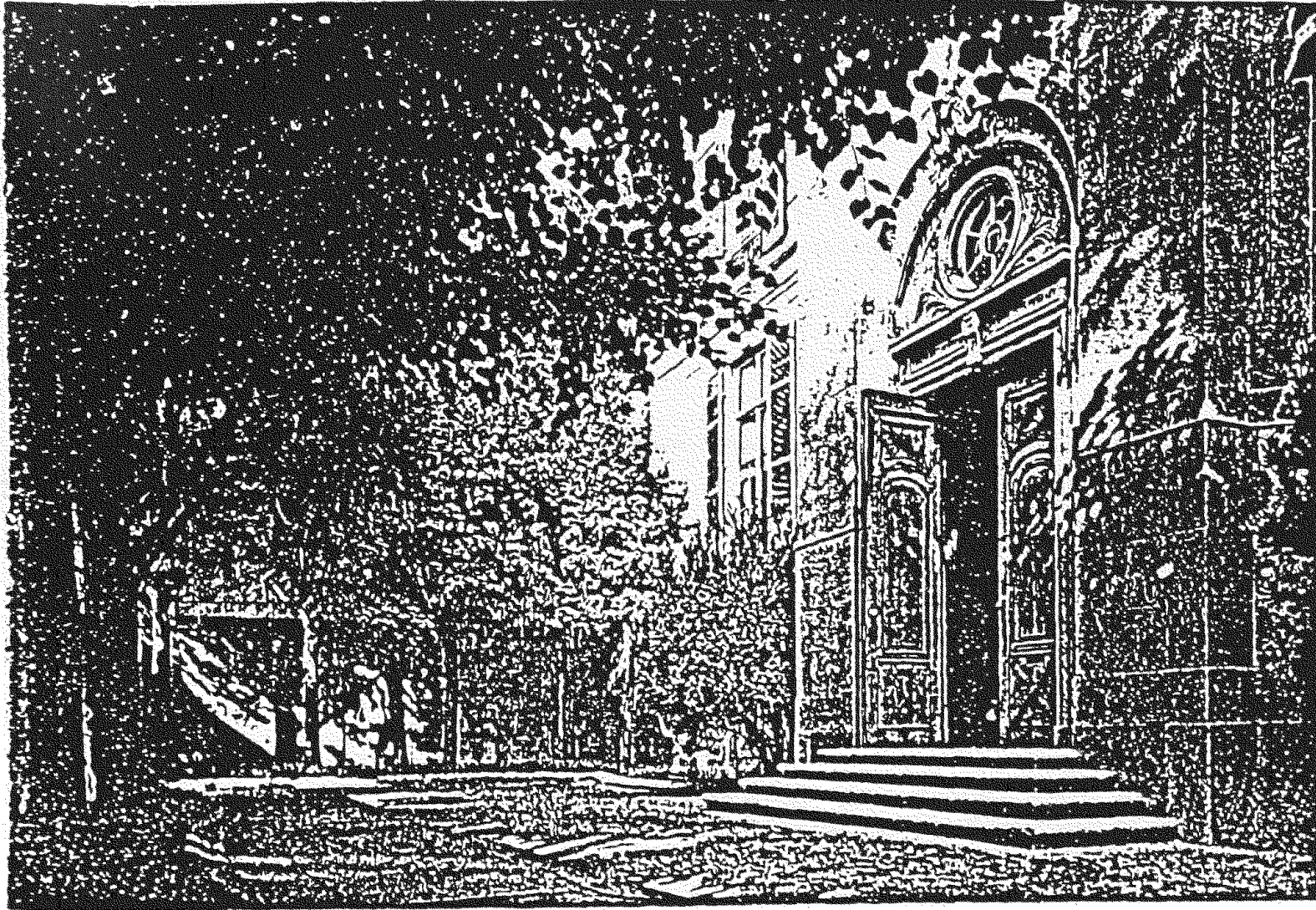
Sincerely,

A handwritten signature in cursive script, reading "Michelle Blakeslee". The signature is written in dark ink and is positioned above the printed name and title.

Michelle Blakeslee
Project Coordinator.

Appendix C.2

Sample Participant Solicitation Postcard



MERIDIAN HOUSE INTERNATIONAL in Washington, DC is a nonprofit institution conducting international educational and cultural programs. With its affiliates, VPS, WIC, NCIV, IVIS and THIS it provides services to international visitors and diplomats as well as programs and exhibitions of an international character. It owns and operates Meridian House, which is on the National Register of Historic Places.



By now you should have received the questionnaire from us. We just want to remind you to take a few minutes to complete it and return it to us in the postage paid envelope provided. We thank you for your participation in our research study.

Sincerely,

Carole Gaillard Watt
Executive Director

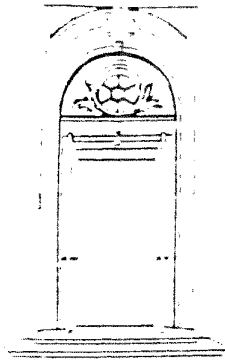
post card

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Appendix C.3

Letter Returned to Study Participants



WASHINGTON INTERNATIONAL CENTER
of MERIDIAN HOUSE INTERNATIONAL

1630 Crescent Place, N.W.
Washington, D.C. 20009
Telephone (202) 332-1025
FAX (202) 667-1475

Carole Gaillard Watt, Executive Director

April 11, 1992

Dr.

New Orleans, LA 70112

Dear Dr.

The Washington International Center (W.I.C.) wants to thank you for your participation in the evaluation of our training program. Enclosed you will find a chart which shows your scores on four dimensions of the Cross Cultural Adaptability Inventory (CCAI).

Each line on the graph represents a standard score which was obtained from 700 previous responders. The sixth line in from the outer edge represents the average score for these people. About two-thirds of them scored between the fourth and the eighth line.


Looking at the comparison of your scores with the CCAI average will help you determine your overall balance, in terms of cross cultural adaptability. Your score nearest to the outer edge of the graph is your strongest area.

To increase your skill in these dimensions you may decide to take some action based on your results. Enclosed you will find suggestions for increasing your skills in all dimensions. I have indicated the areas that are relevant to you based on your scores.

In order to give you feedback in a timely fashion we are not able to include the completed results of the study, which compares W.I.C. participants with other A.I.D. participants. However, we anticipate having the final results by June. Please keep us informed of any change of address if you want to receive the results.

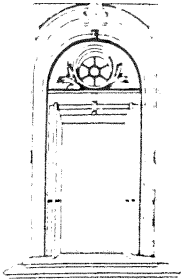
Again, thank you very much. Your help was greatly appreciated. I hope you will continue to enjoy your stay in the U.S., and that the time you spent with us was beneficial to your adjustment and enjoyment of our culture.

Sincerely,


Carole Gaillard Watt
Vice President.

Appendix C.4

Letters and Documents relating to ongoing efforts to
find matched control subjects



WASHINGTON INTERNATIONAL CENTER
of MERIDIAN HOUSE INTERNATIONAL

1630 Crescent Place, N.W.
Washington, D.C. 20009
Telephone (202) 332-1025
FAX (202) 667-1475

Carole Gaillard Watt, Executive Director

February 19, 1992

Allen Kreger
Office of International Training
Agency for International Development
1621 North 10th Street
Room 206 SA 16
Washington D.C. 20523

Dear Allen:

I wanted to thank you and your staff for your assistance in locating past participants. All the letters have been sent out and we soon hope to be able to send out the questionnaire to the respondents.

The next stage of the project will be to find subject matches to form the control group of the study. Carole has informed me that she has been in contact with you about this subject, and that you have agreed to assist us in finding matches.

The individuals who we are looking for should not have received any formal cross cultural training. This does not include orientation programs given at universities for their foreign students. We want to match the following characteristics: nationality, sex, education background, and field of study in the U.S. Please find inclosed a list of profiles of individuals that we are looking for.

If you have any questions or need assistance please call me a 202-939-5537. Thank you again for the help you have already given us.

Sincerely,

Michelle Blakeslee
Michelle Blakeslee.

Appendix C.4 (continued)

Matched Control Solicitation

The following is a list of personal profiles of individuals who we are looking for. The most important characteristics to match for are: Nationality, sex, and length of time here. Ages are to be matched by brackets. (The ages given here are the actual ages of our participants who we are trying to match.) Age brackets are as follows. 20-25 26-31 32-37 38-42 43-48. We would also like to try and match individuals educational background and current area of study. If possible we would like the cities to be matched or at least matched for size. Finally, we also want to get their telephone numbers so that we can call them to ask if they would like to participate in our study.

For example taking the first participant we want another person who has not received any formal Cross cultural training from Kenya, female, in the 32-37 age range, who has been here 6 months. Their education background is a BA. Here getting an MA. In a fairly populated town.

Please try to find TWO matches per subject. In this way we hope to be able to get a full sample.

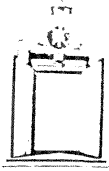
COUNTRY	SEX	AGE	EDUCATIONAL BACKGROUND	TRAINING PROJECT	ARRIVAL DATE	DESTINATION
Kenya	f	35	BA	MA	8-91	Syracuse, N.Y.
Kenya	m	38	PGDE	MA	8-91	Pittsburgh, PA
Kenya	m	27	BS	MBA	8-91	Silver Springs MD
Kenya	f		BA	MBA	8-91	Pittsburgh, PA
Kenya	m	35	BA	MBA	1-91	Cambridge, Mass.
Kenya	m	31	CPA	MBA	8-91	Philadelphia, PA
Kenya	F	27	B.Laws	M.Laws		Arlington, VA
Kenya	f	38	BA	MA	6-91	Decatur, GA
Kenya	m	31	BS	MS	8-91	LA, CA
Kenya	m	30	BS	MS	8-91	Pittsburgh, PA
Kenya	f	34	BA	MA	8-91	Bowling Green Ohio

Appendix C.4 (continued)

Matched Control Solicitation

Kenya	m	35	BA	MA	6-91	Iowa City, Iowa
Kenya	m	41		MA	3-91	N.Y N.Y
Kenya	m	45	BA	MS/Ph.D	1-91	Reno, Nevada
Kenya	m	36	BA	MBA	6-91	Nashville, TN.
Senegal	m	39	BA	MA	9-90	New Orleans, LA.
Senegal	m	33	BA	MS	4-91	Urbana, ILL.
Jordan	m	30	MA	Ph.D	12-90	Iowa City, Iowa
Jordan	m	30	MA	Ph.D	12-90	Norman, OK.
Yeman	m	32	BA	MA	4-90	Pittsburgh, PA
Yemen	m	23	High school	BS	5-91	Baton Rough, LA
Thailand	m	30	BA	MA	12-90	Muncie, IN
Morocco	m	37	BA	MA	5-91	New Orleans, LA
Morocco	f	24	BA	MBA	7-91	Nashville, TN
Morocco	m	29	BA	MA	5-91	Pittsburgh,PA
Morocco	f	29	BA	MBA	1-91	N.Y N.Y
Morocco	f	33	BA	MA	12-90	NAshville, TN
Morocco	m	30	BA	MA	8-91	Pittsburgh, PA
Morocco	m	37	BA	MA	5-91	Washington, DC
Guinea	m	36	BA	MBA	6-91	Washington, DC
Jamacia	m	32	Diploma	BS	5-91	Columbia, MO
Jamacia	m	39	BS	Electronic technology	6-91	Hartford, CT
Senegal	m	34	BA	MBA	4-91	Atlanta, GA.

Appendix C.4 (continued)



Matched Control Solicitation

Meridian International Center

July 22, 1992

Don Driver
Director of International Services
George Washington University
2129 G Street, NW
Washington, D.C 20052

Dear Mr. Driver:

The Training Division of Meridian International Center is currently conducting a research study into the effectiveness of cross cultural training. The study involves giving the Cross Cultural Adaptability Inventory to international students. This inventory indicates the level of adaptation an individual has achieved.

Through continuous effort, we have been able to track many individuals' current addresses in the United States, and have asked for their voluntary participation. However, we are still searching for a number of individuals who would fit our research variables.

We need your help in locating the addresses of current G.W. students who match the enclosed variables so that we can contact them to ask for their voluntary participation in our research.

All names and addresses that you supply will be confidential and used solely for the purpose of this research study. We will be happy to share with you the results when the study is completed.

If you have any questions or problems with my request, please call me at (202)-939-5537. Thank you very much for your cooperation.

Sincerely,

A handwritten signature in cursive script, appearing to read "Michelle Blakeslee", with a long horizontal stroke extending to the right.

Michelle Blakeslee
Project Coordinator

Appendix C.4 (continued)

Matched Control Solicitation

Mr. Kone
Embassy of the Republic of Mali
2130 R Street, N.W.
Washington, D.C. 20008

July 29, 1992

Dear Mr. Kone:

As I mentioned on the phone, the Meridian International Center Training Division is currently conducting a research study into cross cultural adaptability.

The study involves giving the Cross Cultural Adaptability Inventory to selected representatives from foreign countries who reside in the United States. This inventory indicates the level of adaptation an individual has achieved.

We need your help in locating selected individuals' current addresses in the U.S., so that we can send them a letter about the study which asks for their voluntary participation. All names and addresses that you supply will be confidential and used solely for the purpose of this study. If you are unable to release these addresses directly to us, a number of inventories can be sent to you to be forwarded to the select individuals.

We are interested in contacting two individuals from Mali, preferably students, who arrived in the United States between October 1991 and January 1992. Could you please fax us their names and addresses. If you have any questions or problems with this request, please call me at 202-939-5540.

We will be happy to share with you the results when the study is completed. Thank you very much for your cooperation.

Sincerely,

Michelle Blakeslee
Project Coordinator

Appendix D

Cross-Cultural Adaptability Inventory Data

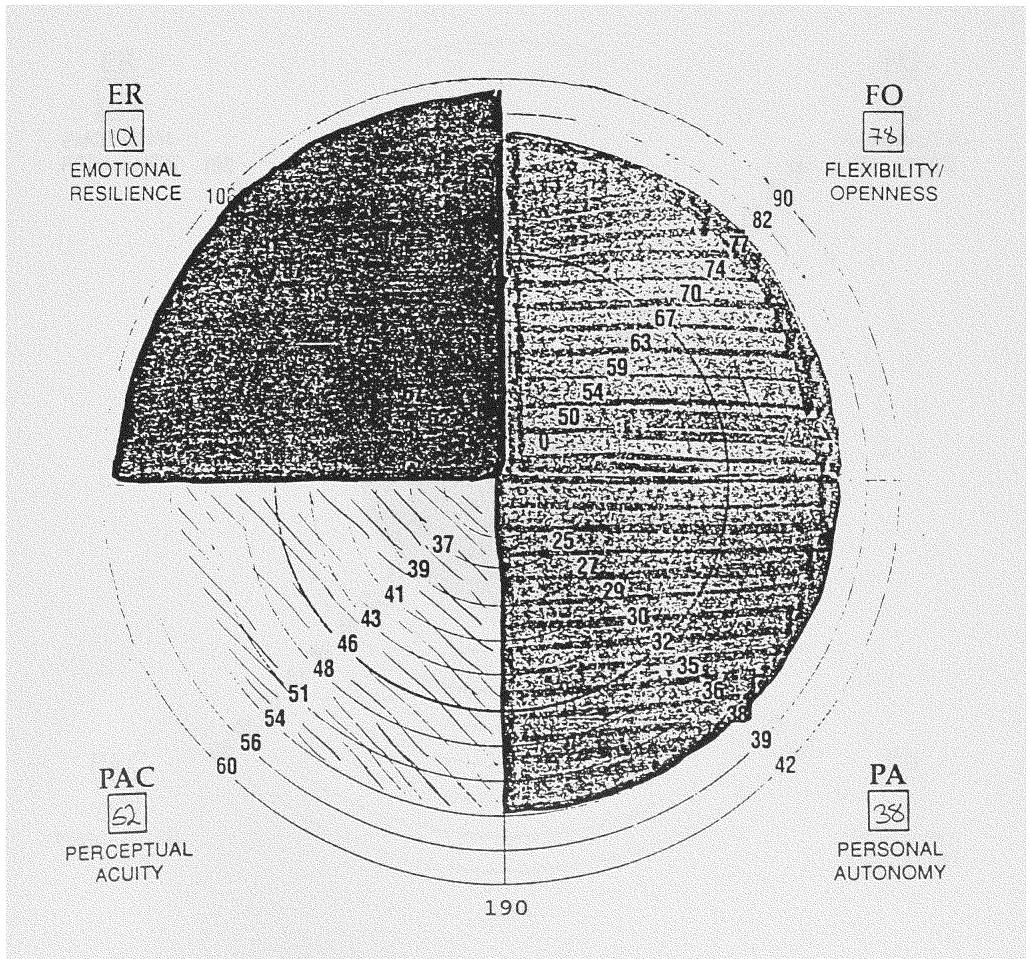
1. Sample CCAI profile with high scores.
2. Sample CCAI profile with low scores.
3. CCAI scores for matched treatment and control subjects.

Appendix D.1

Sample CCAI Profile with High Scores
The CROSS-CULTURAL ADAPTABILITY INVENTORY

Profile

Copy your totals from the Scoring Sheet into the appropriate boxes and shade in the corresponding portion of each quadrant.



Appendix D.2

Sample CCAI Profile with Low Scores
The CROSS-CULTURAL ADAPTABILITY INVENTORY

Profile

Copy your totals from the Scoring Sheet into the appropriate boxes and shade in the corresponding portion of each quadrant.

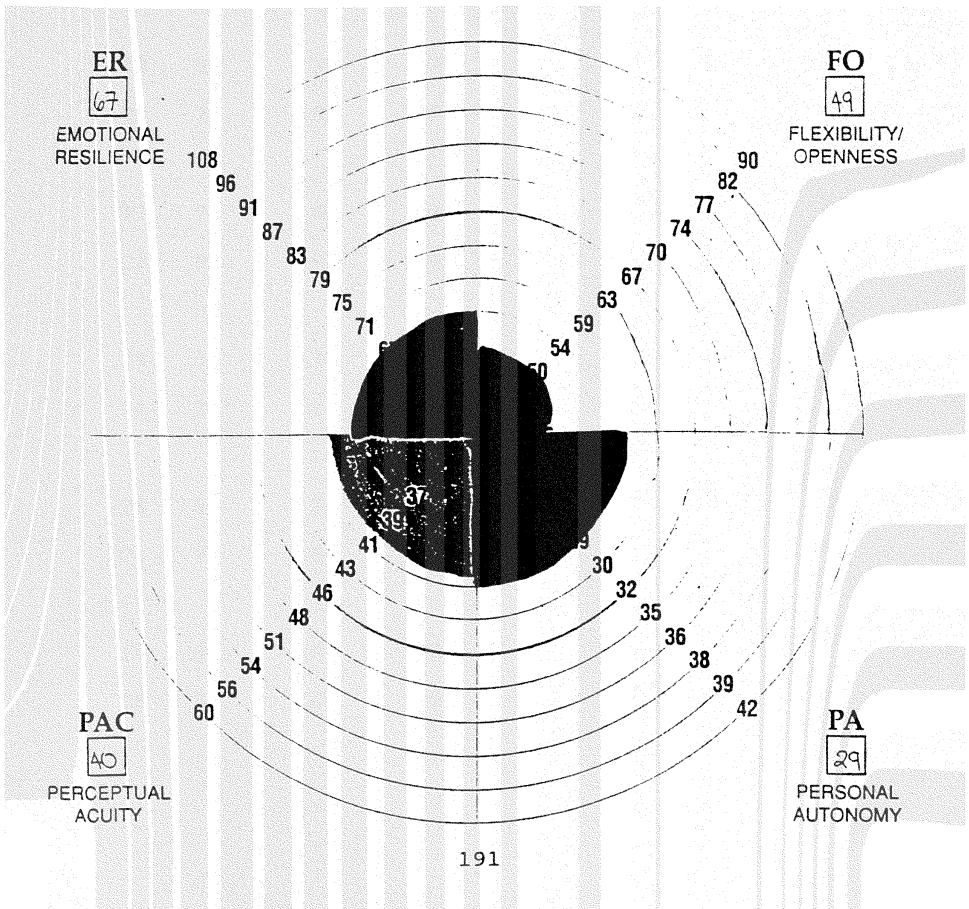


Table 10

CCAI Scores for Matched Treatment and Control Subjects

Subject	ER	FO	PAC	PA	Country	Gender
T1	85	54	45	34	Morocco	M
C1	78	71	51	21	Morocco	M
T2	92	78	51	36	Morocco	M
C2	75	55	37	22	Morocco	M
T3	75	64	51	32	Morocco	F
C3	92	78	51	39	Morocco	F
T4	89	74	50	41	Morocco	F
C4	86	64	40	32	Morocco	F
T5	98	71	58	30	Pakistan	M
C5	75	58	46	25	Pakistan	M
T6	94	77	52	41	Egypt	M
C6	76	61	40	28	Egypt	M

Table 10 (continued)

CCAI Scores for Matched Treatment and Control Subjects

Subject	ER	FO	PAC	PA	Country	Gender
T7	89	73	54	37	Egypt	M
C7	80	58	44	30	Egypt	M
T8	77	71	44	30	Senegal	M
C8	76	67	40	30	Senegal	M
T9	77	63	44	23	Kenya	F
C9	82	64	46	30	Kenya	F
T10	95	70	54	33	Kenya	M
C10	73	66	43	28	Kenya	M
T11	82	73	53	34	Senegal	M
C11	67	53	42	30	Senegal	M
T12	78	68	55	28	Senegal	M
C12	80	72	44	31	Senegal	M

Table 10 (continued)

CCAI Scores for Matched Treatment and Control Subjects

Subject	ER	FO	PAC	PA	Country	Gender
T13	73	67	48	26	Senegal	M
C13	85	62	51	37	Senegal	M
T14	79	67	44	35	Morocco	M
C14	80	66	48	39	Morocco	F
T15	96	76	53	31	Senegal	M
C15	77	61	46	31	Senegal	F
T16	75	67	47	28	Senegal	F
C16	84	77	47	24	Senegal	F
T17	85	64	57	39	Pakistan	M
C17	80	66	54	30	Pakistan	M
T18	73	75	47	25	Kenya	M
C18	87	66	47	32	Kenya	M

Table 10 (continued)

CCAI Scores for Matched Treatment and Control Subjects

Subject	ER	FO	PAC	PA	Country	Gender
T19	74	63	44	36	Haiti	M
C19	74	66	45	32	Haiti	M
T20	75	55	48	39	Nepal	F
C20	72	56	37	24	Nepal	M
T21	74	64	44	25	Kenya	M
C21	87	66	47	32	Kenya	M
T22	87	73	51	38	Kenya	F
C22	78	71	41	30	Kenya	F
T23	89	70	50	38	Kenya	F
C23	67	54	41	30	Kenya	F
T24	88	55	48	29	Morocco	M
C24	72	58	51	35	Morocco	M

Table 10 (continued)

CCAI Scores for Matched Treatment and Control Subjects

Subject	ER	FO	PAC	PA	Country	Gender
T25	87	60	39	32	Guinea	M
C25	80	68	50	28	Guinea	M
T26	87	73	45	42	Kenya	M
C26	79	57	48	30	Kenya	M
T27	67	49	40	29	Thailand	M
C27	75	54	39	31	Thailand	M
T28	88	70	53	32	Mauritania	M
C28	60	68	44	35	Senegal	M
T29	90	70	49	34	Kenya	F
C29	88	54	52	33	Egypt	M
T30	63	73	48	36	Pakistan	F
C30	85	58	51	36	Nepal	M

Table 10 (continued)

CCAI Scores for Matched Treatment and Control Subjects

Subject	ER	FO	PAC	PA	Country	Gender
T31	78	60	41	29	Yemen	M
C31	86	73	44	28	Yemen	M
T32	76	52	42	40	Mali	M
C32	67	66	46	27	Mali	NA
T33	85	59	39	22	Jamaica	M
C33	83	71	49	29	Jordan	M
T34	78	74	51	31	Kenya	M
C34	76	62	51	42	Kenya	M
T35	61	67	44	36	Kenya	F
C35	67	59	47	32	Kenya	F
T36	101	78	52	38	Jamaica	M
C36	83	55	49	25	Jamaica	M

Table 10 (continued)

CCAI Scores for Matched Treatment and Control Subjects

Subject	ER	FO	PAC	PA	Country	Gender
T37	94	78	56	32	Kenya	M
C37	84	59	51	28	Kenya	NA
T38	74	72	40	26	Pakistan	F
C38	79	57	48	38	Jordan	M
T39	97	84	57	34	Haiti	M
C39	58	51	39	26	NA	NA

Additional treatment group subjects

T40	94	69	48	35	Kenya	M
T41	67	65	48	31	Haiti	F
T42	82	73	49	36	Jamaica	M

Appendix E

Materials Related to the Meridian Attitudinal Survey

If you very strongly disagree with a statement you would circle a 7 for your response. If you are neutral, circle a 4; if you very strongly agree with a statement, circle a 1. You can circle any number from 1 to 7. Circle the number that best tells me how you feel about that statement.

1= VSA= Very Strongly Agree	5= D= Disagree
2= SA= Strongly Agree	6= SD= Strongly Disagree
3= A= Agree	7= VSD= Very Strongly Disagree
4= N= Neutral	

1.	I can handle the problems I have in the United States	1	2	3	4	5	6	7
		VSA	SA	A	N	D	SD	VSD
2.	United States people are fascinating.	1	2	3	4	5	6	7
		VSA	SA	A	N	D	SD	VSD
3.	Being in the United States makes me feel anxious.	1	2	3	4	5	6	7
		VSA	SA	A	N	D	SD	VSD
4.	I don't feel good about myself.	1	2	3	4	5	6	7
		VSA	SA	A	N	D	SD	VSD
5.	I enjoy most parts of life in the United States.	1	2	3	4	5	6	7
		VSA	SA	A	N	D	SD	VSD
6.	I feel comfortable around United States people.	1	2	3	4	5	6	7
		VSA	SA	A	N	D	SD	VSD
7.	Being in the United States is frustrating.	1	2	3	4	5	6	7
		VSA	SA	A	N	D	SD	VSD

Table 11

Supplemental Attitudinal Survey Question #5 Data

Q5 I enjoy most parts of life in U.S. by GROUP

Page 1 of 1

	Count Col Pct	GROUP		Row Total
		Treatmen t	Control	
		1	2	
Q5				
Very Strongly Ag	1	5 12.2	2 5.7	7 9.2
Strongly Agree	2	9 22.0	9 25.7	18 23.7
Agree	3	17 41.5	12 34.3	29 38.2
Neutral	4	7 17.1	4 11.4	11 14.5
Disagree	5	3 7.3	4 11.4	7 9.2
Strongly Disagree	6		2 5.7	2 2.6
Very strg. disag	7		2 5.7	2 2.6
Column Total		41 53.9	35 46.1	76 100.0

Chi-Square	Value	DF	Significance
Pearson	6.67675	6	.35178
Likelihood Ratio	8.23766	6	.22120
Mantel-Haenszel test for linear association	2.82565	1	.09277

Minimum Expected Frequency = .921
 Cells with Expected Frequency < 5 = 8 OF 14 (57.1%)

Number of Missing Observations: 2